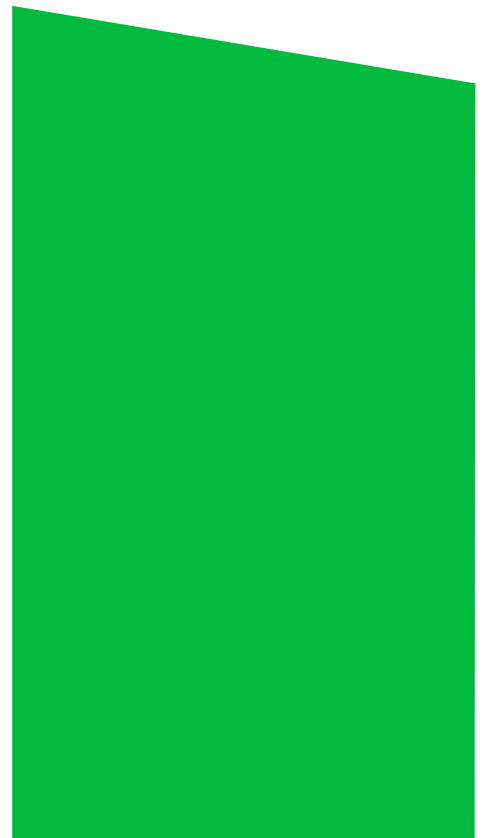
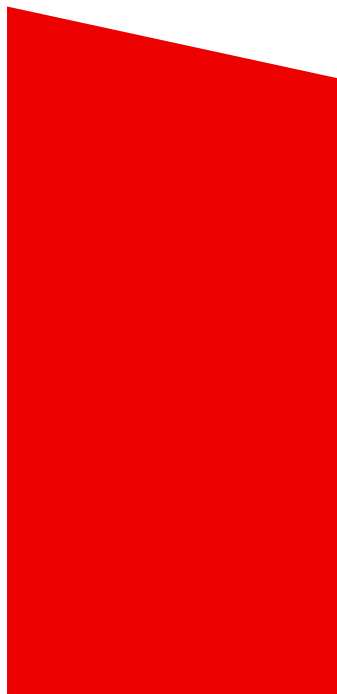
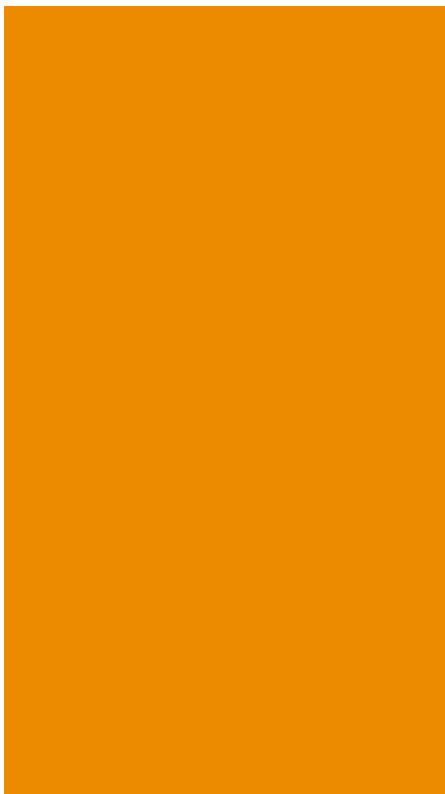




# Promise Academy Family Handbook

2021 - 2022



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# Section 1: Introduction

# Introduction



This document provides an outline of expectations for scholars, parents/guardians and staff. All scholars are expected to follow the Promise Academy Behavior and Discipline Code and are expected to support the education of others. The following expectations of scholars will establish the habits needed for a successful experience both in Promise Academy and when they continue onto college.

Our expectation is that scholars will:

- Attend school every day and arrive on time dressed in full uniform,
- Attend every class, maintain good academic standing, and complete all assignments, and
- Maintain a respectful learning environment and use mediation to resolve conflicts.

The culture of our schools is the cornerstone to our success. It is important that every moment is spent supporting our scholars academically, socially and emotionally. The HCZ Promise Academy Family Handbook is composed of essential information that includes but is not limited to:

- The HCZ Promise Academy Mission Statement
- 2021 - 2022 Academic Calendar
- Resources for Families
- Attendance Policy
- Emergency Safety Procedures
- Promotional Criteria
- Special Education Guidelines
- Formal Complaint Process
- Student Technology Acceptable Use Agreement
- Behavior and Discipline Code (including Restorative Practices)

By accessing this link, you are acknowledging receipt and have agreed to uphold the HCZ Promise Academy Family Handbook, including the Behavior and Discipline Code. The URL address where this handbook can be found on our website is <https://hczpromise.org/for-parents/>

# School/Family/Scholar Agreement



## Our School's Commitments

- We will arrive on time to school every day.
- We will provide an extended school day and a mandatory summer program for all students.
- We will provide a high-quality education and do whatever it takes to get our scholars to succeed.
- We will support and respect every scholar and family.
- We will communicate regularly with parents about their child's progress and make our staff available to our scholars and families.
- Our teachers will assign productive, worthwhile homework to reinforce the skills and concepts learned in class.
- We will always protect the safety of all scholars.
- We will uphold the Promise Academy Behavior and Discipline Code.
- As mandated reporters, we will contact the New York City Administration of Children's Services (ACS) in cases of chronic attendance issues to avoid instances of educational neglect.
- We will have regular parent/guardian teacher conferences.

## Our Family's Commitments

- I will make sure that my child arrives at school on time every day so that he/she can keep up with the rigorous curriculum.
- I will make sure that my child attends all days that schools is in session, including during the summer when school is also mandatory.
- I will make sure that I utilize, to the best of my ability, the resources being offered by Promise Academy to ensure my child does well in school.
- My child will read every night, and I will check for homework completion every school night.
- I will be available to speak with teachers and staff with regard to my child. I will maintain a professional, positive, and supportive relationship with the school. Parent meetings will include goal setting, and I understand that my suggestions are valuable to the success of my child. I understand that any inappropriate behavior on my part may result in a meeting with the principal and/or other senior staff before I am allowed to re-enter the school.
- My child will come to school in uniform every day.
- When entering Promise Academy grounds or buildings, I will uphold the dress code. I, the parent/guardian, understand that sagging pants, sleepwear, revealing outfits and/or any other inappropriate dress are prohibited when visiting Promise schools.
- I understand that scholars are not allowed to bring outside food or drinks into the school building.
- I will participate in school events and workshops.
- I read the Behavior and Discipline Code and I am dedicated to upholding it. I will support the school in its efforts to set high standards for behavior and citizenship.

# School/Family/Scholar Agreement



## Our Scholar's Commitments

- I will show respect for members of the school community, including scholars, staff, and teachers.
- I will always try my best in school. I will put forth my best effort and I will be supportive of my fellow classmates' learning.
- I will come to school on time every day and stay after school if I need extra support with my work.
- I will wear my school uniform every day.
- I will complete all of my homework and read every night.
- When I do not understand my schoolwork or need extra help, I will advocate for myself by asking questions.
- I understand that honesty is the foundation to building healthy relationships with the people in my life. I will be truthful and honest at all times.
- I will not bring outside food or drinks into the school building.
- I have read the Behavior and Discipline Code and I am dedicated to following its rules.

Your signature is an acknowledgement that you have agreed to uphold the HCZ Promise Academy Family Handbook, including the Behavior and Discipline Code.

\_\_\_\_\_  
Scholar (Print)

**X**

\_\_\_\_\_  
Scholar (Signature & Date)

\_\_\_\_\_  
Parent/Legal Guardian (Print)

**X**

\_\_\_\_\_  
Parent/Legal Guardian (Signature & Date)

\_\_\_\_\_  
Parent/Legal Guardian (Print)

**X**

\_\_\_\_\_  
Parent/Legal Guardian (Signature & Date)

\_\_\_\_\_  
Principal Name (Print)

**X**

\_\_\_\_\_  
Principal (Signature & Date)

\_\_\_\_\_  
School Name (Example: PAII Middle School)

\_\_\_\_\_  
Grade of Scholar





## Section 2: General Information

## Section 2: General Information



The mission of the Harlem Children's Zone Promise Academy Charter School (HCZ Promise Academy) is to provide high quality, standards-based academic programs for students, grades K-12, from underserved communities and underperforming school districts, and to provide students with the skills they need to be accepted by and succeed in college. HCZ Promise Academy promotes high achievement in all subjects through a demanding curriculum, extensive supportive services and the use of data-driven teaching methods. HCZ Promise Academy is committed to promoting academic accomplishment, positive character development, healthy lifestyles, and leadership skills. In partnership with the Harlem Children's Zone, HCZ Promise Academy addresses the educational and developmental needs of each scholar.

Additionally, HCZ Promise Academy offers an extended school day and a mandatory summer program. The academic day is longer than the vast majority of surrounding public schools. Students also have the opportunity to participate in afterschool programming. The rigorous academic program and extensive support systems develop mind, body, and character and prepares students to attend, excel in and graduate from college. All students are provided with free breakfast and free lunch.



# 2021-2022 Promise Academy Calendar

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# Promise Academy School Directory



<p><b>Superintendent</b>                  Dr. Achil Petit                  245 West 129th Street                  New York, NY 10027                  Main No. (646) 582-1200</p>	<p><b>Central Office</b>                  1463 Fifth Avenue                  New York, NY 10035                  Main No. (212) 360-3230</p>
<p><b>Managing Director of Early Childhood</b>                  Rebecca Navarro                  1463 Fifth Avenue                  New York, NY 10035                  Main No. (646) 539-5941</p>	<p><b>Lottery Application (for the year your child turns 3)</b>                  Niya Brown                  1463 Fifth Avenue                  New York, NY 10035                  Main No. (646) 539-5941</p>

Promise Academy I	Promise Academy II
<p><b>Elementary (Grades K-5)</b>                  Dr. Joseph Cordero, Principal                  245 West 129th Street                  New York, NY 10027                  Main No. (212) 360-3232</p>	<p><b>Elementary (Grades K-5)</b>                  Dr. Shondell James, Principal                  2005 Madison Avenue                  New York, NY 10035                  Main No. (212) 360-3236</p>
<p><b>Middle School (Grades 6-8)</b>                  Madelaine German-Schultz, Principal                  245 West 129th Street                  New York, NY 10027                  Main No. (212) 360-3233</p>	<p><b>Middle School (Grades 6-8)</b>                  Ryan Carroll, Principal                  35 East 125th Street                  New York, NY 10035                  Main No. (212) 360-3237</p>
<p><b>High School (Grades 9-12)</b>                  Amy Deal, Principal                  245 West 129th Street                  New York, NY 10027                  Main No. (212) 360-3234</p>	<p><b>High School (Grades 9-12)</b>                  Kait Conley, Principal                  35 East 125th Street                  New York, NY 10035                  Main No. (212) 360-3238</p>
<p><b>PAI K-5 After School Program</b>                  Alicia Grant, Director                  245 West 129th Street                  New York, NY 10027                  Main No. (646) 582-1200</p>	<p><b>PAII K-5 After School Program</b>                  Christina Baidoe, Director                  2005 Madison Avenue                  New York, NY 10035                  Main No. (646) 556-6286</p>
<p><b>PAI 6-12 After School Program</b>                  Vacant, Director                  245 West 129th Street                  New York, NY 10027                  Main No. (646) 582-1200</p>	<p><b>PAII 6-12 After School Program</b>                  Emanuel Alvarez, Director                  35 East 125th Street                  New York, NY 10035                  Main No. (212) 360-3255</p>

# Resources for Families



In order to succeed in our mission to change the landscape for children in underserved communities, we must use every resource to ensure that we are always able to give our students exactly what they need. We believe that the quality of teachers, the wraparound services and the programs that HCZ Promise Academy Charter Schools provide are as important to a student's academic career as the curriculum itself.

## Early Childhood Services

### **The Lottery**

Tel: (646) 539-5941

During the year that your child turns three years old, he or she is eligible to apply for the kindergarten lottery with our Early Childhood department. Please call Early Childhood at the telephone number above for more information.

### **Harlem Gems**

Tel: (917) 574-6029

HCZ has two Harlem Gems preschools, each filled with educators who do whatever it takes to make sure all students graduate ready to succeed in their K-12 education and beyond.

## Family Services

### **Foster Care Preventive Services**

Please contact the social worker at your child's school.

HCZ operates five programs that focus on keeping families together and prevent children from being placed in the foster care system. The programs, under contract from the New York Administration for Children's Services, also offer a variety of services such as coordination of substance abuse treatment and entitlement assistance.

### **HCZ Community Benefits**

Tel: (212) 866-1350

HCZ operates five programs that focus on keeping families together and prevent children from being placed in the foster care system. The programs, under contract from the New York Administration for Children's Services, also offer a variety of services such as coordination of substance abuse treatment and entitlement assistance. Harlem Children's Zone | 11

# Resources for Families



## Health Services

### Healthy Harlem

HCZ started Healthy Harlem in direct response to the public health crisis of childhood obesity and its long-term health implications, such as diabetes, heart disease, and hypertension. Healthy Harlem works to instill a culture of healthy living throughout Promise Academy and the community at large through an approach that focuses on nutrition and culinary education, fun physical activities, behavior modification programs, environmental changes, and parent engagement. Healthy Harlem hopes to establish lifelong healthy habits in our Promise Academy students.

For more information, please contact your school's administrative office.

### Medical Health

#### Health Office

Promise Academy has health centers located at 35 East 125th and 245 West 129th, led by nurse practitioners. The health clinics and nurses promote optimal student wellness by collaborating with school personnel and families to ensure that health needs are met. The nurses provide first aid on site and make referrals to outside providers for follow-up care when necessary.

The nurses administer medications and treatments to students in compliance with state regulations (see Medication Administration in school below). With parental consent and documentation, scholars may receive over the counter or prescription medication from the health clinic or nurses.

Nurses can assist families in obtaining health care for their school-aged children. The school nurse provides information to parents without insurance regarding available programs and services including Medicaid, Child Health Plus, and dental health services.

# Resources for Families



## SBHC Enrollment and Parental Consent

A signed Parental Consent Form is required for students to receive all services at the school-based health centers (SBHCs). SBHCs can only provide full comprehensive health care services for students who are enrolled; therefore, it is important for parents to enroll their child by returning a signed Parental Consent Form to the SBHC. If a student is enrolled in a SBHC, he or she will receive the same care that they would get at a doctor's office. The SBHC can help a student manage his/her illness(es) at school.

SBHCs provide quality medical care free of charge to students regardless of insurance or immigration status. SBHCs do not bill students or parents for the care they receive. However, providers do bill Medicaid and private insurances as a source of revenue to sustain and expand SBHC services. Therefore, it is important for parents to provide to the SBHC medical insurance information when they enroll their child. If a child is not insured, the SBHC may be able to help the child and his or her family to obtain free or low-cost public health insurance.

## Annual Physical Examinations

Prior to the start of each school year, every student must receive a comprehensive medical examination conducted by a licensed physician, the health clinic, nurse practitioner, or physician's assistant. Each student must submit a "Child & Adolescent Health Examination Form (CH 205)" that has been completed by his/her medical provider. This form is included in the annual enrollment packet and can be obtained from the Parent Coordinator.

## Immunizations

All students must comply with city and state regulations regarding school entry requirements for immunizations. If a student does not meet the immunization requirements, the school will notify the parent/guardian that immunizations are missing. The health clinic can provide immunizations or referrals when needed. The health clinic or nurses will assist the family to access immunization services when needed. Students who do not qualify for a medical exemption will be excluded from school and not permitted to return until they comply with immunization requirements. Before enrolling your child in a Promise school, it is the parent's responsibility to make formal requests to attend school if immunization requirements have not been met. Please contact your school's office for more information.



# Resources for Families



## Medication Administration in School

All students must comply with city and state regulations regarding school entry requirements for immunizations. If a student does not meet the immunization requirements, the school will notify the parent/guardian that immunizations are missing. The health clinic can provide immunizations or referrals when needed. The health clinic or nurses will assist the family to access immunization services when needed. Students who do not qualify for a medical exemption will be excluded from school and not permitted to return until they comply with immunization requirements. Before enrolling your child in a Promise school, it is the parent's responsibility to make formal requests to attend school if immunization requirements have not been met. Please contact your school's office for more information.

## Vision Screening

Vision screening will be provided for each scholar once per calendar year. If a scholar fails the vision screening, the parent/guardian is responsible for taking the student to the eye doctor for a complete eye exam and eyeglasses. The school will make available a list of resources for free or low-cost eye services in the event that a referral is issued.

## Absences Due to Illness

In the event that a scholar is absent from school due to illness, it is the responsibility of the parent to notify the school's administrative office. If the parent does not call the school with an explanation of the absence, someone from the school's administrative office will call the household.

## Medical Appointments

Parents/guardians are responsible for scheduling medical appointments outside of school time. If you would like to schedule your child during school hours at the Promise Academy health clinic, please call 347-773-3203 if your child is a Promise Academy I scholar and 212-360-3278 if your child is a Promise Academy II scholar. In the event that a scholar has an emergency medical appointment during school hours, s/he should not be absent for the entire school day.

Scholars must stay at school for the entire school day. Please do not pick up scholars before the end of the school day. If there is an extenuating circumstance and you must pick up your child, please send a signed note with your child that includes the time and date you will be picking up your child. Also, please call the school and the main office will coordinate the pickup.

# Resources for Families



## Communicable Diseases

The school follows Department of Health regulations in the reporting of and communication about communicable diseases. The entire school population will receive a letter and fact sheet in the event of chicken pox, fifth disease (if there is one documented case), or scarlet fever (a cluster of three or more cases in a class or group setting that occur within 4-5 days).

## Asthma Intervention and Relief

If your child has asthma, the Health Clinic is equipped to provide support. Please follow the instructions under “Medical Appointments” on the previous page.

## The Health Program

The health program provides HCZ Promise Academy students and families with education and support to promote health and wellness, especially in the areas of emotional and physical development. Keeping in mind that New York State protects minors’ rights to confidential health services, we believe that parents and caregivers are the first and most important teachers for their children. We encourage both students and parents to communicate openly, and we provide resources to guide these tough conversations.

In the classroom, our educators use evidence-based curricula that is age-appropriate and medically accurate. Our lessons emphasize cultivating self-esteem, building healthy relationships, managing physical and emotional changes, and promoting self-advocacy. For families with older children, we also offer workshops for parents that provide education around puberty, pregnancy and STI prevention, and strategies to communicate with your child around issues related to sexuality and reproductive health. For more information about our health curriculum, minors’ rights to health care, or any other questions around health services, please email [reproductivehealth@hcz.org](mailto:reproductivehealth@hcz.org) or call 212-360-3227.

# Resources for Families



## **The Harlem Children's Zone Social Work Team**

The Social Work Team of Promise Academy is a part of the wraparound services that Harlem Children's Zone provides. Contact your school directly for services.

### Essential Duties and Responsibilities of the Social Work Team

- Meet with scholars to provide services under Individualized Education Program (IEP).
- Provide voluntary one-to-one and group counseling for identified scholars (as deemed necessary).
- Assess high-risk situations and make immediate recommendations and referrals.
- Conduct home, agency and community visits.
- Collaborate with other Harlem Children's Zone programs.
- Consult with school administration/personnel and parents to determine causes of problems and solutions.

### Protocol for Referral to Social Work Team

- Counseling: For routine referrals, school staff or parents/guardians submit a School Social Worker Referral Form. Forms can be dropped off in the Social Workers' mailbox or in person. Social Workers make an assessment. Based on the assessment, Social Workers make recommendations for services.
- Attendance: After reaching a set number of absences, the Attendance Team submits an Attendance Concern Referral Form to the Social Worker. The Social Worker contacts the parent or guardian to make an assessment. If appropriate, referrals for additional services are made.
- CSE: When the Committee on Special Education determines that a child is eligible for IEP-mandated counseling, the Social Work Team is notified and will be involved in the assignment of the counseling role. The Social Work Team is also notified in cases where counseling is mandated by a court order.

# Resources for Families



## Center for Higher Education & Career Support (CHECS)

Tel: (646) 539-5949

Center for Higher Education & Career Support (“CHECS”) provides year-round academic assistance, financial counseling and civic engagement opportunities to college scholars. The goal is for all scholars to matriculate and graduate from college. Scholars receive HCZ help with academic plans, study strategies, workshops, counseling, financial aid, internships, career readiness activities, and post-graduate opportunities.

## HCZ Promise Academy After School Programs / Community Center

<p><b>PAI After School Program K-5</b>            Program Director: Alicia Grant            Tel: (646) 582-1200 ext. 1000</p> <p>4 pm - 6 pm, Mon - Thu (K-2)            4 pm - 7 pm, Mon - Thu (3-5)            4 pm - 6 pm, Fridays (K-5)</p>	<p><b>PAII After School Program K-5</b>            Program Director: Christina Baidoe            Tel: (646) 556-6286 ext. 1000</p> <p>4 pm - 6 pm, Mon - Thu (K-2)            4 pm - 7 pm, Mon - Thu (3-5)            4 pm - 6 pm, Fridays (K-5)</p>
<p><b>PAI After School Program 6-12</b>            Program Director: Vacant            Tel: (646) 582-1200 ext. 1000</p> <p>4 pm - 7 pm, Mon - Thu            4 pm - 6 pm, Fridays</p>	<p><b>PAII After School Program 6-12</b>            Program Director: Emanuel Alvarez            Tel: (212) 360-3255</p> <p>4 pm - 7 pm, Mon - Thu            4 pm - 6 pm, Fridays</p>
<p align="center"><b>PAI and PAII Athletics Department</b>            Program Director: Charles Sullivan            Tel: (646) 582-1200 ext. 1035</p>	

The After School programs provide extended services to Promise Academy students in grades K-12. The various components include enrichment activities in STEM and the arts (visual, literary, and performing), health and wellness, trips, and civic engagement. The HCZ Community Centers offer free activities to families within the community which include tax preparation, various fitness classes with access to the fitness room, bingo and other sessions.

# Resources for Families

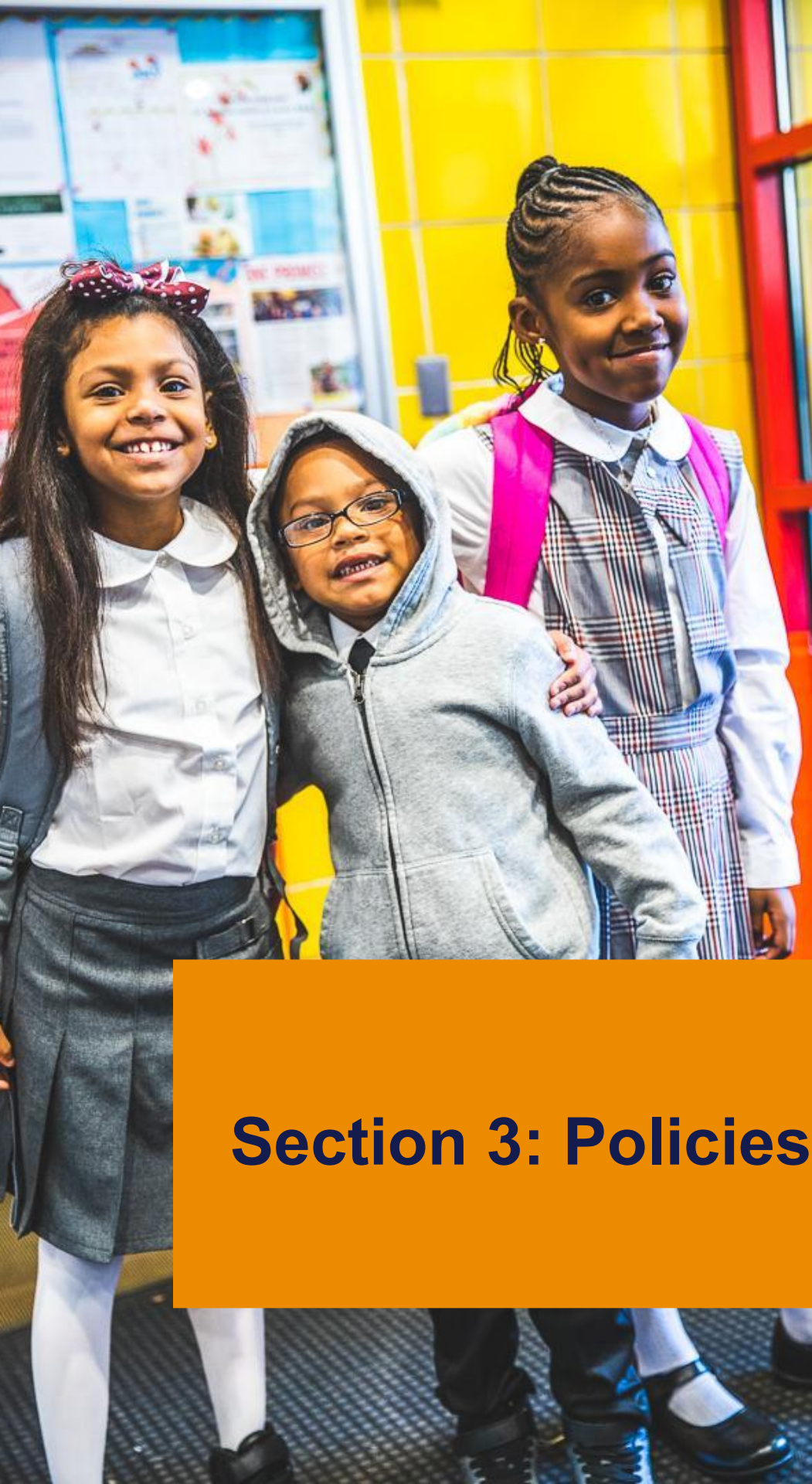


## Transportation

Transportation for scholars is provided by the New York City Department of Education (DOE). If you believe that your child is eligible for DOE bus service or a MetroCard, please contact your school's administrative office. For more information about eligibility, visit:

<http://www.optnyc.org/ServicesAndEligibility/gettransportation.htm>





## Section 3: Policies

# Policies



## Academic

### Promotion Criteria Policy

Several factors determine whether a scholar has met the criteria for promotion, submitted work, and other assessment measures. Elementary students must show they have accomplished the New York State Next Generation Learning Standards in their current grade before being promoted to the next grade. Promise Academy will use multiple measurements to determine grade level academic performance including report card grades, scores on formal assessments such as New York State Assessments (Grades 3-8), Independent Reading Levels, i-Ready and end-of-year assessments.

Those students who do not meet benchmark standards or demonstrate adequate progress in achieving grade-level performance or content-area mastery will be examined at greater length. Consideration will be given to evidence that a student is catching up (that is narrowing the performance gap, thereby showing a value-added increase in end-of-year performance) and if the student met the content area standards over the course of the year. Other factors used to determine promotion will be social/emotional readiness, progress in ELL interventions and attainment of IEP goals, if applicable.

Students who are making limited academic progress will be given the opportunity to strengthen their skills through small group intervention during the day, in our afterschool program, and in an intensive summer session. Assessments will be given at the end of the summer session to assist in making final promotion decisions.

Parents will be notified in a meeting of the decision not to promote their child, where they must acknowledge the decision by signing a parent conference form.

### Promotion Criteria for Students with Disabilities/IEPs

Promotion Criteria for students with IEPs will be treated in similar ways as their general education peers. Students with IEPs in grades 3-8 will be given additional consideration based on the following factors: disability classification, placement setting, reading level, growth demonstrated, IEP goal progress, and assessment data. Final decisions about promotion will be made at the school's discretion.

# Policies



## Promotion Criteria for students in Elementary grades K-2

The following criteria will be considered for promoting scholars below grade 3. Students who do not meet these criteria will be in jeopardy of being promoted. The ultimate decision to promote will be at the discretion of the principal.

The principal will meet with parents of students who are promotion in doubt as necessary. If scholars are in danger of being retained, parents will be notified in writing by regular mail during the spring of each school year. In response, parents can appeal by writing to the principal within 15 days of the date on the letter from the school.

### Classwork

Students must maintain at least a 70% average on all class work (Level 2) and make the minimal effort to participate in class and complete all assignments.

### Assessments

Students' overall average on assessments must be at least 70% (Level 2). The average of 70% must be maintained in at least three marking periods in all core subjects.

Additionally, students must not be more than one level below the Independent Reading Level Benchmark for the end of the school year for each grade. The IRL Benchmark for each grade is as follows:

Kindergarten	Level D/E
First Grade	Level J
Second Grade	Level M

### Our Grading System

Level 1	Level 2	Level 3	Level 4
0-69%	70-79%	80-89%	90-100%

Areas Graded	Percentage of Grade
Assessments	65% - 70%
Classwork	20% - 25%
Homework	10%

### Further Considerations

- If scholars are in danger of being retained, parents will be notified in writing by regular mail.
- If a scholar is in danger of being retained, parents can appeal by writing to the principal within 15 days of the date on the letter from the school.
- If a scholar is not meeting academic standards, other criteria may be considered in making the ultimate decision of whether or not a scholar will be promoted, including behavior.

# Policies



## Promotion Criteria for students in Elementary and Middle School grades 3-8:

The following criteria will be considered for promoting scholars in grades 3-8. Students who do not meet these criteria will be in jeopardy of being promoted. The ultimate decision to promote will be at the discretion of the principal.

The principal will meet with parents of students whose promotion is in doubt, as necessary. If scholars are in danger of being retained, parents will be notified in writing by regular mail during the spring of each school year. In response, parents can appeal by writing to the principal within 15 days of the date on the letter from the school.

## Report Card Grades

Students must earn end of the year passing grades of 65% in each of the four core subjects – ELA, math, science and social studies. Students must pass at least three of the four core subjects. Grades are determined using the following criteria:

Standardized Assessments (may include domain, unit, post assessments, i-Ready Diagnostics, Reading Levels)	40%
Classroom or Formative Assessments (includes teacher created assessments such as tests, quizzes, projects, performance tasks, exit slips, etc.)	30%
Reading, Writing or Math habits (generally include classwork, participation, discussion, effort, notebook and post-it checks, independent reading logs, conference notes, Do-Nows)	20%
Homework	10%

Additionally, students in selected grades must not be more than one level below the Independent Reading Level (IRL) or Lexile Benchmark for the end of the school year. The IRL Benchmark for each grade is as follows:

Grades	3rd	4th	5th	6th	7th	8th
Levels	P	S/T	V	X	Y	Adult Literature

## New York State Common Core Tests

Although a state test score will not be the sole determining factor in promotion decisions, the scores will be used in conjunction with report card grades to determine academic achievement and readiness to succeed in the next grade.

## Further Considerations

If a scholar is not meeting academic standards, other criteria may be considered in making the ultimate decision of whether or not a scholar will be promoted, including behavior.

Special scoring and appeal options are available for students with disabilities and English Language Learners (ELLs). For more information, contact your school's Special Education Manager.

# Policies



Promotion Criteria for students in High School grades 9-12 is as follows:

9th grade	Successful completion of standards in academic subject areas with a minimum of 8 credits
10th grade	Successful completion of standards in academic subject areas with a minimum of 20 credits that must include 4 in ELA and 4 in Social Studies
11th grade	Successful completion of standards in academic subject areas with a minimum of 30 credits
12th grade	Successful completion of standards in academic subject with a minimum of 44 credits

Credit Requirements for Graduation (minimum of 44 credits)

- 8 in English
- 8 in Social Studies (4 in Global History, 2 in US History, 1 in Economics and 1 in Government)
- 6 in Science (2 in Life Science, 2 in Physical Science, 2 additional in either)
- 6 in Math
- 2 in Language Other Than English (LOTE)
- 2 in Visual Art or Music
- 5 in Health and Physical Education (4 in Physical Education, 1 in Health Education)
- 7 in Elective Areas

### Exam Requirement for Graduation: minimum of 5 exams required

<p>Four required Regents exams:</p> <ul style="list-style-type: none"> <li>■ English Language Arts</li> <li>■ 1 Math</li> <li>■ 1 History</li> <li>■ 1 Science</li> </ul>	<p>And one more State-Approved exam</p> <ul style="list-style-type: none"> <li>■ Additional Regents exams</li> <li>■ SAT II</li> <li>■ Advanced Placement (AP) exams</li> <li>■ International Baccalaureate (IB) exams</li> <li>■ State-approved CTE exams</li> <li>■ Career Development and Occupational Studies (CDOS) Credential</li> </ul>
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A passing score of 65 is required, however, if a student scores a 60-64 on one or two exams, they may be eligible to appeal the exam(s) after multiple attempt. Regents exams are offered in January, June, and August.

### Further Considerations

To earn a credit in any given course, students must receive a 65 or higher.

Some courses have a higher/lower credit weight. (i.e. an AP course or a P.E. credit.)

Academic summer school and/or summer Regents preparation is required if a student is missing and/or failed a core class or a Regents exam.

Scholars are required to sit for a minimum of 54 hours of instruction. Missed seat time will have to be made up by the scholar for the specific course in which instruction was missed.



## Conduct and Procedure

### Anti-bullying Policy / New York State Dignity for All Students Act (DASA)

The HCZ Promise Academy Charter Schools are committed to ensuring a safe and secure educational environment for all scholars, employees and volunteers that is free from harassment, intimidation or bullying. Harassment, intimidation or bullying includes any intentional written, verbal, or physical act such as:

- Physically harming a scholar
- Substantially interfering with a scholar's education or student's educational performance or emotional or physical well-being
- Severe, persistent, or pervasive harassment
- Creating an intimidating or threatening environment
- Substantially disrupting the orderly operation of the school
- Using forms of electronic communication to harass or bully scholars on or off school property

Harassment, intimidation, or bullying can occur in person or on the internet and take many forms including: slurs, rumors, jokes, innuendos, demeaning comments, cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical actions. "Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

Under the New York State Dignity for All Students Act, all scholars in New York public schools are provided with an environment free of discrimination and harassment. The New York State Dignity for All Students Act also promotes civility and creates a safe nurturing environment and provides a response to scholars who are harassed and bullied at school. The New York State Dignity for All Students Act was signed into law September 13, 2010 and has been effective since July 1, 2012.

The Dignity Act protects scholars from harassment, discrimination, or bullying by employees or scholars due to physical, cultural, or even social differences. No scholar shall be subjected to discrimination based on his or her actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender identity, or gender. Cyberbullying is defined as any harassment or bullying by any forms of electronic communication, and include incidents occurring off school property that create or would foreseeably create a risk of substantial disruption with the school environment.

# Policies



## Attendance Policy

The academic school year runs from September through July. The attendance policies below are designed to establish a partnership that will help meet attendance goals and provide your child with the best education possible. Research has shown that good attendance influences student success. At HCZ Promise Academy, it is our mission to ensure that every child goes to college and has the best chance to succeed.

Every effort must be made to ensure that Promise Academy scholars go to school and arrive on time every day. **All scholars must be in their seats at 8:00AM.** Our curriculum is ambitious; every second of every day is essential for scholars to keep pace. Scholars who are absent frequently simply cannot keep up academically. **Please note that in cases of excessive unexcused absences and lateness, Promise Academy will file a report with the New York City Administration for Children's Services (ACS). According to ACS, failure to support a child's educational needs is considered educational neglect. Educational neglect is the failure of a parent to ensure their child's prompt and regular attendance in school.**

**If a scholar is absent, he/she must make up any exams, quizzes, interim assessments, or other tests the day of the scholar's return. Promise Academy reserves the right to interpret an extended unexcused absence as intent to withdraw your child from school.**

### Excused Absences

Scholars must bring a note signed by a parent or legal guardian when late or absent. Absence is unexcused except for the following circumstances:

- Religious Observance: a signed parent note must be submitted one week before the holiday.
- Illness: A signed doctor's note must be submitted upon the scholar's first day back from being sick.
- Bereavement: Scholars must bring a signed parent note.

Excusing an absence is at the discretion of the Superintendent.

# Policies



## Attendance Policy (continued)

### Unexcused Absences

The following information is applicable to scholars who are absent and who do not have one of the acceptable excuses listed below and a signed note to support the absence (i.e., doctor's note):

- 5 unexcused adjusted absences will result in a meeting with the Parent(s) and the Educational or Operations Director.
- 10 or more unexcused absences will result in a meeting with the Parent(s), the Principal, and the Director of Operations; the student will be placed on Attendance Probation.
- 15 absences or more will result in a meeting with the Superintendent and a report filed with ACS.

Unexcused adjusted absences may include accumulated unexcused lateness/early departures as described later in this section. Students must not have more than 15 unexcused absences for the entire school year.

Attendance Probation, as defined in the Family Handbook, means that a scholar has 10 or more unexcused absences either adjusted due to lateness or not and/or consecutive or not. While a scholar is on Attendance Probation, the following privileges are suspended:

- Parents will NOT be able to participate in raffles or receive prizes.
- Scholars will NOT be able to participate in trips that are entertainment-based. (Educational trips will be allowed ONLY).
- Scholars participating in the Promise After-School program will be ineligible for any privileges during after-school hours including stipends, sports, trips and non-academic activities.
- Parents and scholars can be removed from Attendance Probation if:
  - Scholar is on time and in school every day for two weeks consecutively (10 days);
  - Scholar completes all make-up work; and
  - Parents arrive on time for, attend and complete an Attendance Workshop hosted by Central Office.

# Policies



## **Attendance Policy (continued)**

### Lateness and Early Departures

Scholars must be on time every day and stay in school for the entire day. Students, who are late, will have to immediately see the Principal or the Principal's designee before going to class.

Unexcused lateness and early departures will contribute to a scholar's cumulative total absences at a rate of 1/5 of an absence per lateness or early departure. This means that if a scholar is late or picked up early 5 times without an approved excuse, the scholar will accrue 1 absence. Please see the list below for circumstances in which lateness may be considered excused:

- Illness accompanied by a doctor's note
- Late yellow school bus
- Official court hearing accompanied by documentation
- Religious observation (previously approved by the Principal)

Note that mass transit bus or subway delays may only be considered a reason for excused lateness at the discretion of the Principal.

Scholars should not be picked up before the end of the school day. If there is an extenuating circumstance and you must pick up your child early, please send a signed note with your child that includes the time and date you will be picking up your child. Parents must call the school so that the main office can coordinate the pickup. Picking up your child early results in scholars missing lessons and therefore may cause your child to fall behind. Continuous early pickups without notice and/or a legitimate reason of extenuating circumstances will be treated similarly as a lateness and result in accrued absence.

### Home Visits

If a scholar is absent for 3 consecutive days in which no parent contact with the school has been made, a staff member from your school's administrative office will conduct a home visit to ensure the safety of the scholar.

# Policies



## **Attendance Policy (continued)**

### Pickup/Release

Scholars are only allowed to be picked up by a guardian who is listed on the school's internal system. To add an appropriate guardian to your child's list, please contact the parent coordinator of your child's school.

Students are only independently released from school if a parent or guardian fills out the appropriate form (contact your school's parent coordinator to obtain the form). Independent students, however, are not released before regular dismissal times unless picked up by an adult age 18 or older, who is listed with the school appropriately.

### Family Vacation

All family vacations should be taken during school breaks. Scholars should not take vacation while school is in session, including during the summer session when school is also mandatory.

# Policies



## Dress Code

Staff, teachers, scholars, and parents must be appropriately dressed when on school premises.

When entering an HCZ Promise Academy building or grounds, appropriate dress is mandatory. Sagging pants, ripped jeans, tight or revealing outfits, open shoes (i.e. open-toe sandals or flip flops) and any other inappropriate dress is prohibited.

Scholars must wear a full Promise Academy uniform every day.

Parents of scholars out of uniform will be contacted to ensure that the scholar follows the Promise Academy dress code. No headgear is permitted in schools unless for religious purposes. Students must wear their pants at their waist; sagging pants are not allowed. Students are not allowed to wear multi-colored footwear.

## Emergency Safety Procedures

HCZ Promise Academy has adopted a General Response Protocol (GRP) to provide schools with the procedures they will undertake if an emergency incident occurs.

HCZ Promise Academy follows a carefully developed safety plan and has a full Building Response Team (BRT) to handle emergencies and initiate lockdowns, at which time parent cooperation is greatly appreciated. During a lockdown, Promise Academy school staff and local officials (when needed) are working together to keep everyone safe. The school's first priority is to the safety and well-being of its students. We ask that parents remain patient and please refrain from calling or coming to the school campuses, since all movement may need to stop and no one is allowed to enter or exit the building while school staff members are responding to an emergency.

Occasionally, we may need to issue a lockdown to address an incident specific to a child, in which ONLY that parent would be contacted. If there is imminent danger that jeopardizes the school community, all parents will be notified once the authorities have given the all clear.

Again, please refrain from calling. However, if you need to contact someone in case of an emergency and/or lockdown, please contact your child's school in the next table:

# Policies



School	1st Contact	2nd Contact	3rd Contact	
<b>After 4pm ask for the After School Program</b>				
Grades	Office Tel. No.	Bldg. Tel. No.	Name	Contact No.
<b>Promise Academy I - 245 West 129th Street</b>				
PAIES (K-5)	212-360-3232	646-582-1200	Dr. Joseph Cordero	917-559-3042
PAIES (6-8)	212-360-3233	646-582-1200	Madelaine German-Schultz	332-323-9933
PAIES (9-12)	212-360-3234	646-582-1200	Amy Deal	917-565-2571
<b>Promise Academy II - 2005 Madison Avenue</b>				
PAIIES (K-5)	212-360-3236		Dr. Shondell James	347-880-5713
<b>Promise Academy II - 35 East 125th Street</b>				
PAIIMS (6-8)	212-360-3237	212-360-3255	Ryan Carroll	347-852-4815
PAIIHS (9-12)	212-360-3238	212-360-3255	Kaitlynn Conley	917-572-1755

If you are unable to reach anyone listed above, you may contact Central Office at 212-360-3230.

The following procedures apply to all Promise Academy buildings including:

- 245 West 129th Street
- 2005 Madison Avenue
- 35 East 125th Street

## Soft Lockdown / Hard Lockdown

When the following announcement is made on the public address system: "Attention, this is a soft/hard lockdown," this means there is a possible threat (soft lockdown) or an imminent threat (hard lockdown) within the building. Students are expected to respond to all commands made by teachers or staff members. Anyone in the hallway should quickly duck into the nearest classroom and:



# Policies

- turn off lights and lock door;
- move away from the line of sight, make sure they can't be seen by anyone if someone in the hallway looks through the window of the classroom door; and
- maintain silence.

If someone is in the restroom or another room besides a classroom, that person should:

- turn off the lights and lock door;
- move away from the line of sight; and
- maintain silence.

In a **soft lockdown**, the BRT should be the only people moving in the hallways. In a **hard lockdown**, everyone in the building should be:

- turning off lights and locking doors in their respective areas;
- moving away from the line of sight (hiding under desk, etc); and
- maintaining silence.

These protocols should be in effect until the "All Clear" is given over the public address system.

## ME (Medical Emergency)

When the following announcement is made on the public address system: "Attention, ME4", this means "there is a medical emergency on the fourth floor within the building." The floor number depends on where the medical emergency exists and the BRT for that floor will be activated.

On the floor where the medical emergency exists, teachers and students should continue business as usual within the classrooms but should not leave the classroom until the "All Clear" is given over the public address system. The first floor lobby will be cleared of non-essential personnel by security officers to allow emergency medical personnel to enter the building easily.

## Shelter-in

When the following announcement is made on the public address system: "Attention, this is a Shelter-In," this means there is a possible threat or an imminent threat outside of the building. Security personnel will immediately lock all exit doors. When first responders arrive, they will provide direction and assistance to school officials. Teachers, students and staff will be unable to leave the building until the "All Clear" has been given over the public address system.

# Policies



## Evacuate

When the following announcement is made on the public address system: “Attention, this is a Shelter-In,” this means there is a possible threat or an imminent threat outside of the building. Security personnel will immediately lock all exit doors. When first responders arrive, they will provide direction and assistance to school officials. Teachers, students and staff will be unable to leave the building until the “All Clear” has been given over the public address system.

Teachers will:

- grab the emergency backpack that can be found in each classroom;
- lead students to evacuation location and take attendance; and
- notify staff if there are missing, extra, or injured students using your red and green cards from the emergency backpack.

Students will:

- leave belongings behind;
- form an orderly line;
- remain silent and listen for additional instructions; and
- go to the assigned location with their class.

In the event of fire or smoke, personnel may instruct students and staff members to hold the hands of the person in front and behind them, cover their heads, or crawl on the floor. No staff member or student should re-enter the building until the “All Clear” is given over the public address system.

## Hold

When the following announcement is made on the public address system: “Attention, this is a Hold” this means that all hallways need to be kept clear, even during classroom changes.

Teachers will:

- Close and lock the classroom/office door
- Report the names of any students who are currently out of the classroom
- Instruction may continue as usual

Students will:

- Clear the hallways and remain their room or area until the “All Clear” is announced.
- Continue instruction as usual

The BRT and School Safety Agents will address the issue and conduct a building sweep. Anyone found in restrooms, hallways, stairwells, or the lobby will be taken to a designated area until the “All Clear” announcement is made.

# Policies



## Field Trip

Field trips are an excellent way to expose scholars to learning outside of the classroom. We encourage parents and families to volunteer as chaperones. Please note that school rules apply during field trips and it is our goal that all adults on the trip enforce the HCZ Promise Academy Charter School's Behavior and Discipline Code. Scholars will only be allowed to attend end-of-year field trips if he/she has completed all required schoolwork and assignments.

## Parent Engagement Policy

Fostering ongoing family support and participation in the educational process is fundamental to the mission. We believe effective communication is key to our scholars' progress; therefore, we communicate about academic progress in many different ways including phone calls, on-line through the Parent Portal, and parent-teacher conferences.

### Vision

Research shows that parent involvement in school supports the emotional, social, and academic development of children. There are many ways that parents can be involved. Below are four examples of the roles that parents can play:

- Parents as Teachers: Helping children at home
- Parents as Supporters: Contributing their skills to the school
- Parents as Advocates: Helping children receive fair treatment
- Parents as Decision-Makers: Participating in joint problem-solving with the school

### Fulfilling the Vision of Parent Engagement

We offer workshops throughout the school year and organize special events to honor our families. We welcome all of our families into our buildings and encourage families to participate in school activities.

### Parent Engagement Action Plan

Each parent who has a child in Promise Academy is automatically a member of the Parents As Partners Association (PAPA), a group managed by a parent association board, who work with the principals, staff and the Promise Academy Board of Trustees to build an effective partnership between home and school. A PAPA board of trustees is elected every school year and occurs in September. If you would like to participate in PAPA or are interested in being part of the board, please contact your school's parent coordinator.

Parent representatives also sit on the Promise Academy I and II Board of Trustees, in order to ensure that the voices and perspectives of families are being considered.

# Policies



## **Parent Expectations**

Parents are expected to maintain a professional, positive, and supportive relationship with the school. Any type of inappropriate behavior on the part of a parent may result in a meeting with the Principal and/or the Superintendent before permission to re-enter the school is granted.

## **Prohibited Items**

Scholars may not use cell phones or other electronic devices during the school day. Cell phones and other electronic communication devices cannot be in plain sight and are to be kept in lockers or handed in to the administrative team and placed on silent or vibrate.

## **Scholar Transfer Policy**

Parents/guardians who wish to transfer their children to a different school must fill out discharge papers with the administrative office of their child's school. When a parent or guardian withdraws a scholar from HCZ Promise Academy, the school ensures the timely transfer of any necessary school records to the scholar's new school upon request.

## **Student Technology Acceptable Use Agreement**

We are very pleased to be able to offer various technological services to scholars at Promise Academy. Technology offers vast educational resources, but also has the potential to be used in inappropriate and potentially harmful ways. All students that wish to use the school's computers and access the Internet must have a signed Student Technology Acceptable Use Policy on file at Promise Academy.

### Supervision and Filtering

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual and textual depictions of material deemed obscene or harmful to minors.

It shall also be the responsibility of all HCZ Promise Academy professional employees to supervise and educate students about proper usage of the school district's computers, computer network and access to the internet in accordance with this policy and the Children's Internet Protection Act.

# Policies



## Internet - Terms and Conditions

The purpose of Internet access is to support research and education by providing access to unique resources. The use of this access must be for educational purposes only.

- Privileges - The use of the Internet is a privilege, not a right, and inappropriate use can result in a cancellation of those privileges.
- Network Etiquette - Users are expected to follow the generally accepted rules of network etiquette. These include, but are not limited to, the following:
  - Use best judgment at all times. Behavior on the Internet is an extension of behavior in and out of the classroom.
  - Do not attempt to insult, defame, threaten, embarrass, or in any way harm others directly or indirectly. Cases of cyber-bullying are taken seriously at Promise Academy, and will be treated in accordance with the HCZ Promise Academy Behavior and Discipline Code.
  - Use appropriate language.
  - Do not make any changes to computer programs or setups on computers.
  - Do not attempt to bypass network filters or gain access to protected content without proper permission.
  - Do not attempt to access any accounts that do not belong to you.
  - Do not give out one's own or someone else's personal information such as last name, address or phone number.
  - Students will tell their teacher or other school employee about any message they receive that is inappropriate or makes them feel uncomfortable.

## Google Apps Policy

Promise Academy is pleased to announce that scholars in grades 3 and up will be provided with Google Apps for Education accounts. Google Apps for Education includes web-based programs such as email, document creation tools, shared calendars, and collaboration tools. These tools will enhance the way teachers communicate and collect assignments and improve our level of digital literacy needed for college and career readiness.

*Emails will be restricted to internal use only*, meaning that students will only be able to send/receive emails with staff members and other students. These emails will be monitored for potentially offensive content, as student safety is our highest priority.

# Policies



- Privileges - Access to Google Apps for Education is considered a privilege given at the discretion of the school. The school maintains the right to immediately withdraw the access and use of Apps when there is reason to believe that violations of law or violations of Promise Academy policies have occurred. In such cases, the alleged violation will be referred to the principal for further investigation and account restoration, suspension, or termination. As a party of the agreement with Google, the school also reserves the right to immediately suspend any user account suspected of inappropriate use.
- Safety - Students are responsible for the use of their individual accounts and should take all reasonable precautions to prevent others from being able to use their account. Students will never publicly post personal information about another student, such as last names or contact information. Under no conditions should a user provide passwords to another person. See: Internet - Terms and Conditions (above).
- Opting out - parents of children under the age of 13 have the right to decline consent for their child to use a Google Apps account.

## Device Policy

Some students may be provided with an electronic device, such as a laptop or tablet, to facilitate the use of educational technology in and out of the classroom.

- Privileges - The device is the property of the Harlem Children's Zone. The device and all its accessories will be returned to HCZ upon a student's discharge or upon request from school personnel.
- Proper use - The device will be treated with care and used for educational purposes only. Students who accept responsibility for a device will take the utmost precautions to prevent loss or damage, accidental or intentional, to the device at all times.
- If the device has a protective case, it will remain in the case at all times.
- Any attempts to "root" the device, install malicious applications, or alter settings that may compromise the device's performance or security will result in the loss of privileges.
- Vandalism, which includes attempts to damage a computer's hardware, will result in loss of privileges.
- In the event that a device is permitted to be used beyond the classroom, the device will be transported safely and securely. It is unsafe to display mobile electronic devices on public transportation systems or in the streets.
- When not needed for use, the device will be safely placed in its designated classroom cabinet.
- HCZ uses device-tracking software and will fully investigate any cases of suspected theft, which may include the calling of law enforcement personnel. In the event that a student learns of a lost or stolen device, he/she will inform HCZ staff immediately.
- Please note that scholars should not share devices designated to them with anyone else.

# Policies



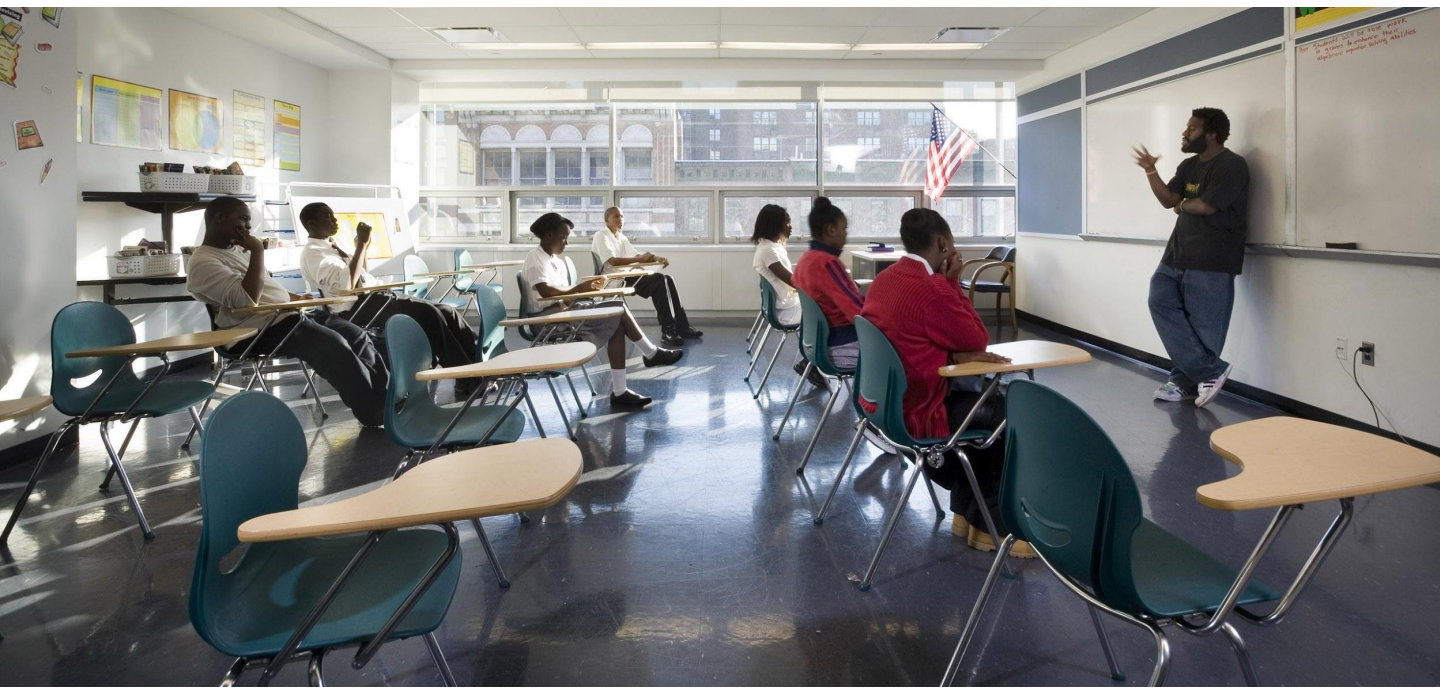
## Support Policies

### Displaced Scholar Policy

The federal McKinney Vento Act defines homeless children and youth as those who lack a fixed, regular, and adequate nighttime residence. This includes children who are:

- sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
- living in hotels, motels, or camping grounds; or
- living in emergency or transitional shelters, or abandoned in hospitals.

Before each new school year begins, your child's school will send Residency Questionnaires to all scholar households. The deadline to return them will be determined by your child's school. Documentation of the school's efforts to identify homeless children and youth along with the parent's response is maintained on file. Additionally, we include residency questions on the scholar contact form that we ask parents/guardians to update any time there is a change in contact details or authorized pickups.





# Policies



## Support Policies

### **Displaced Scholar Policy (continued)**

In some instances, families are reluctant to share their housing status. Please note, we only collect this information on housing status to better serve the child. Once we learn that a scholar is homeless as defined by the McKinney Vento Act, we provide services that children are eligible for including transportation, free school meals, counseling if needed, and free after school services, which we also provide for all children at Promise Academy. Additionally, we offer limited services to the parent/guardian of the homeless scholar.

New scholars entering kindergarten are generally enrolled based on our lottery preference. If a scholar who is homeless would like to apply to Promise Academy Charter School, his/her application will be accorded a preference in the admission lottery, if CSD 5 is where he/she was last permanently housed or if CSD 5 is where his/her temporary housing is located. We enroll homeless scholars even if the scholar is unable to produce the records normally required for enrollment (such as previous academic records, medical records, proof-of-residency, birth certificates or other documentation). We contact the school last attended by the scholar for relevant academic records or other necessary information. With respect to enrollment in charter schools and pre-kindergarten programs where the lottery application deadline for seats has passed but the lottery has not been held yet, the scholar who is homeless will be entered into the lottery. If the lottery has been held, the scholar will be placed on the school's waitlist, if one exists, comparable to other students in the district and consistent with any applicable laws, regulations, or policies.

If the scholar needs to obtain immunization shots, we notify the parent/guardian that immunizations are missing and the health center at Promise Academy will assist the family to access immunization services.

In cases where a scholar who is currently attending Promise Academy becomes displaced, enrollment for that scholar will continue including those scholars who are temporarily residing outside of the New York City area.

Each school has been assigned a Homeless Scholar Liaison. Please contact the school's main office should you have any questions and/or concerns about our Homeless Scholar Policy.

# Policies



## FERPA - Notification of Family Education Rights and Privacy

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of scholar education records.

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

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

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

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

- School officials with legitimate educational interest;\*
- Other schools to which a scholar is transferring;
- Officials for audit or evaluation purposes;
- Parties in connection with financial aid to a scholar;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities within a juvenile justice system, pursuant to State law.

For additional information, you may call 1800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TTD may call 1-800-437-0833. Or you may contact the Family Policy Compliance Office at the following address:

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

A school official with legitimate educational interests is defined as a person employed by the Harlem Children's Zone or Harlem Children's Zone Promise Academy Charter Schools in an administrative, supervisory, academic, research, or staff position (including security personnel and health staff); a person or company with whom the organization has contracted (such as an attorney or auditor); a person serving on the Board of Trustees; or a scholar serving on an official committee, such as an admission, disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her institutional duties.

# Policies



## Formal Complaint Process

### Step 1: Familiarize yourself with the school's guidelines and contact the school's leadership.

Begin by contacting school leadership to try to resolve any violations, issues or complaints. Before doing so, we encourage you to familiarize yourself with the school's policies, guidelines, and reference materials. Such items include but are not limited to the family handbook including the behavior discipline code, dress code, and school-issued memorandums. Determine whether or not the school's actions related to your complaint fall within the school's policies.

### Step 2: Appeal to the school's Board of Trustees.

If after contacting the school's leadership you are not satisfied with the outcome or decision pertaining to the complaint, you may appeal to the school's Board of Trustees. Parents are encouraged to contact the Central Office at 212-360-3230 to file an appeal.

### Step 3: Appeal to the school's authorizer.

If after your appeal you are not satisfied with the Board of Trustees' decision, and if your complaint involves a violation of either the school's policies or its charter, you may submit a formal complaint to the NYC Department of Education.

Fill out the NYC DOE-Authorized Charter School Complaint Form, which can be found on the NYC DOE website at [schools.nyc.gov](http://schools.nyc.gov) and email it to [charteroversight@schools.nyc.gov](mailto:charteroversight@schools.nyc.gov)

It is very important that **before** you escalate your complaint to the school's authorizer level you determine if it constitutes a formal complaint involving a violation of the school's charter or of state charter law. **Informal complaints that do not violate either the school's charter or state charter law should be resolved between the parent and the school's principal.**

### Step 4: Appeal to the New York State Board of Regents.

If after going through the first three levels of the complaint escalation process you are still not satisfied with the complaint outcome, you may contact the New York State Board of Regents as a final escalation point using this contact information:

New York State Education Department  
Charter School Office  
Room 465 EBA  
89 Washington Avenue  
Albany, NY 12234  
Phone: (518) 474-1762

Or via email to:  
[charterschools@mail.nysed.gov](mailto:charterschools@mail.nysed.gov)

# Policies



## Additional Formal Complaint Procedures for Students with Disabilities/IEPs

Under the NY State Education Department 34 §300.508, you may file a due process complaint on any matter relating to a proposal or refusal to initiate or change the identification, evaluation or educational placement of your child, or the provision Free and Appropriate Public Education (FAPE) to your child.

### *504 Grievance Process*

If a child has been deemed ineligible for 504 accommodations, the parent(s) have the right to appeal for a review of the decision made by the Section 504 Coordinator, who in the case of Promise Academy is the Special Education Site Coordinator. Parents have 10 days of receiving a negative decision to appeal.

Parents, who believe their child's rights under Section 504 are being violated, may ask for a Section 504 Impartial Due Process Hearing. The hearing is a formal process during which parents will be able to contest the school's decision. Parents have a right to bring an attorney or advocate, to represent them. Your complaint will be decided by an impartial hearing officer.

### *To Request an Impartial Hearing*

You can request a hearing in writing by mailing a letter that includes:

- Your child's full name and the address where he or she lives
- His or her Student ID number
- His or her birth date
- The name of his or her school
- Your name and contact information, including email
- Your description of the problem, with as many facts as you know.
- The solution you want the NYC DOE to provide.

Make two copies of your letter. Send the original to:

Impartial Hearing Office  
131 Livingston Street, Room 201  
Brooklyn, NY 11201  
Fax #: (718) 391-6181  
Email: [IHOQuest@schools.nyc.gov](mailto:IHOQuest@schools.nyc.gov)

# Policies



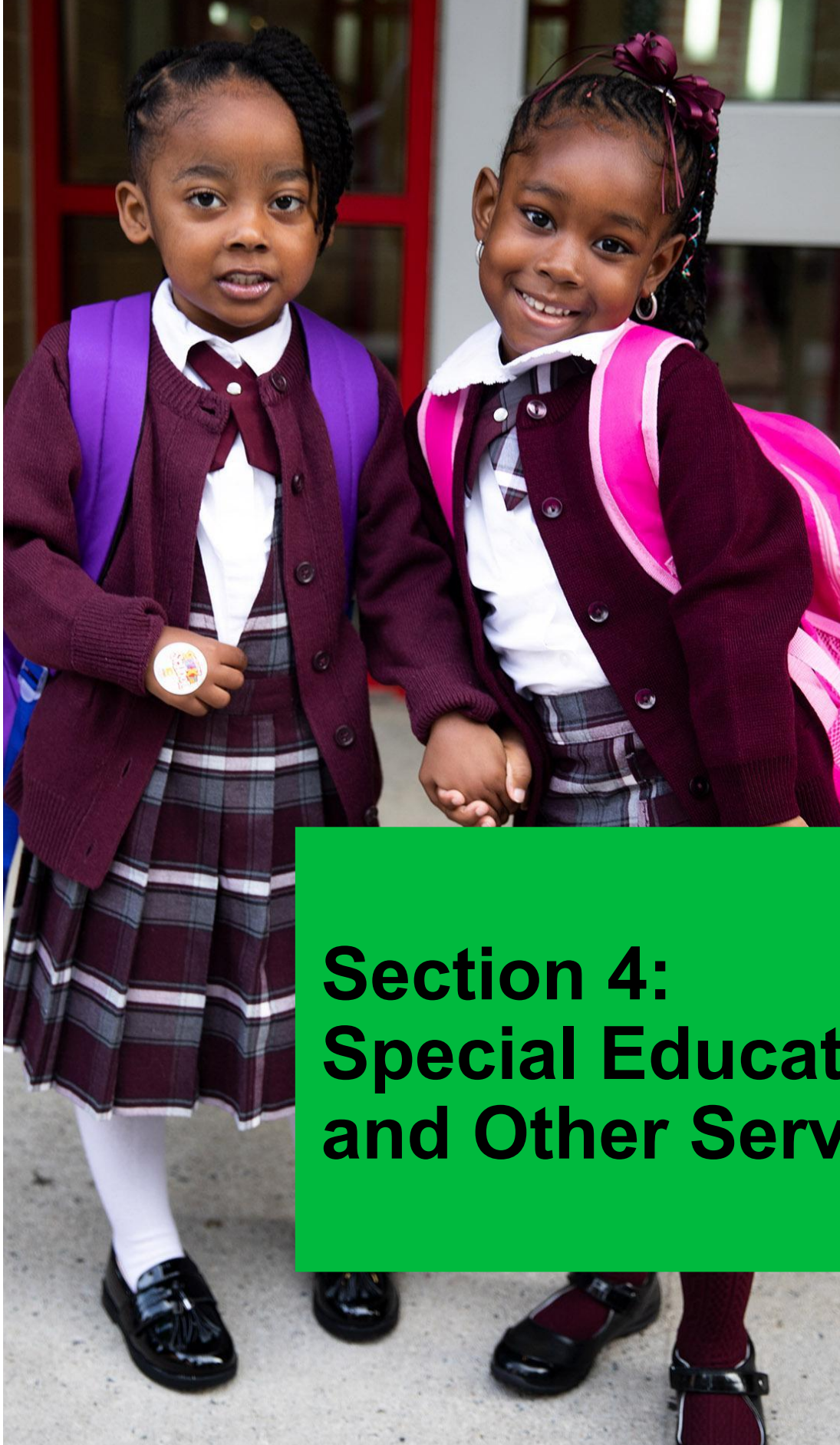
## Wellness

We are committed to feeding scholars a balanced healthy diet that helps them succeed in their schoolwork and stay in good health. We are also committed to teaching our community to eat healthfully. Please note that scholars may not bring outside food or beverages in our school buildings.

Students are not allowed to have individual birthday parties at school. Principals may choose to have celebrations periodically and will determine the types of food that will be permitted.







# Section 4: Special Education and Other Services

# Special Education and Other Services



## Introduction

The Special Education Department of Promise Academy shall work with the Committee on Special Education (CSE) to ensure that an Individualized Education Program (IEP) is developed and implemented for each eligible child in accordance with Individuals with Disabilities Education Act, IDEA, regulations. The IEP Team recommends services in the Least Restrictive Environment (LRE) appropriate to a child's needs. The IEP Team must consider how special education services can be provided to a child that will allow him or her to be educated with children who do not have disabilities to the maximum extent appropriate.

## Individualized Education Program (IEP)

The IEP documents the child's eligibility for special education services and formalizes, in writing, the Department of Education's plan for providing the child with a Free Appropriate Public Education (FAPE) in the least restrictive environment. The "least restrictive environment" means that the child will be educated with his or her non-disabled peers to the maximum extent possible and will attend the school s/he would attend if not disabled.

Parents, Promise Academy staff, and the CSE staff compose the IEP Team. An important part of the IEP Team meeting is to document the child's current skills and abilities, as well as to establish educational goals. The Team will also determine what special education supports and services are best for the child. The special education department will hold an annual review for each scholar with an IEP to discuss the scholar's progress thus far, and update the program as necessary. Every three years, each scholar with an IEP has the opportunity to be re-evaluated to ensure that their current needs are being addressed and met.

The Special Education Department at Promise Academy provides the following services:



# Special Education and Other Services



## Special Education Teacher Support Services (SETSS)

The Special Education Department of Promise Academy shall work with the Committee on Special Education (CSE) to ensure that an Individualized Education Program (IEP) is developed and implemented for each eligible child in accordance with Individuals with Disabilities Education Act, IDEA, regulations. The IEP Team recommends services in the Least Restrictive Environment (LRE) appropriate to a child's needs. The IEP Team must consider how special education services can be provided to a child that will allow him or her to be educated with children who do not have disabilities to the maximum extent appropriate.

## Related Services

Related Services are developmental or corrective and include other supportive services that help ensure a child with a disability can access and benefit from an instructional program. Related Services may be the only special education service given to a child, or they may be provided in addition to SETSS.

## Counseling

Counseling services are designed to improve social and emotional functioning in the areas of school behavior, discipline, self-control or conflict resolution. If a child is experiencing difficulty interacting appropriately with adults or peers, withdrawing or acting out, exhibiting low self-esteem or poor coping skills that significantly interfere with learning, s/he may be referred for counseling. At Promise Academy, counseling services are provided by school counselors and school social workers. Counseling assignments are determined by principals, unless specifically designated by the child's IEP.

## Speech/Language Therapy

Speech and language services support the development of expressive and receptive language skills. Speech sessions help a child understand sounds and language, with articulation or phonological skills, comprehension, use of syntax, voice production and fluency.

## Occupational Therapy

Occupational therapy sessions help a child maintain, improve or restore fine motor skills in all educational activities. This type of service may also support a child's visual-spatial skills in the classroom environment.

# Special Education and Other Services



## Physical Therapy

The activities performed during physical therapy sessions help maintain, improve or restore a child's functioning, including gross motor development, movement, balance and coordination in various settings.

## Section 504 Accommodations

Some scholars with disabilities may be eligible to receive accommodations under Section 504 of the Rehabilitation Act of 1973. In order to be eligible for a Section 504 Plan, a scholar must "have a physical or mental impairment that substantially limits one or more major life activities." A referral form must be completed by the scholar's parent and physician confirming the impairment and the major life activity that is impacted by it.

Physical and mental impairment include, but are not limited to, "physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities." Major life activities include, but are not limited to, "caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working."

## *Requests made by the school*

Teachers may initiate a request for an evaluation by the Section 504 Team for any scholar who is reasonably believed to have a medical disability based on the above requirements and in need of accommodations within the meaning of Section 504. These accommodations will enable the scholar to attend and participate in school activities on an equal basis with his/her peers. Teachers should complete a 504 School Evaluation Referral Form and submit it to the school-based 504 Coordinator/Special Education Site Coordinator. The 504 Coordinator will review the form and contact the parent via phone. When school staff initiates the request, the Request for Accommodations Under Section 504 of the Rehabilitation Act of 1973 form will be sent home to the parent and will be completed by the parent and a physician. If the parent does not return the request form, then no further action is required by the school. The school will make note of the parent's failure to consent.

# Special Education and Other Services



## *Requests initiated by parents*

Parental request for Section 504 accommodations must be made by submitting the Request for Accommodations under Section 504 of the Rehabilitation Act of 1973 form and any other supporting documents from the scholar's physician. Request forms can be obtained from the school-based Special Education Manager or from the DOE's website:

<https://www.schools.nyc.gov/school-life/health-and-wellness/504-accommodations>

## Section 504 Evaluation Process

The school-based Section 504 Coordinator will schedule the Section 504 Assessment Meeting within thirty (30) school days upon receipt of an initial written request for 504 accommodations or for a change to a current Section 504 plan. Eligibility Determination is made on an individualized basis, upon the Section 504 Team's review. The school-based designated Section 504 Coordinator will determine who should be present at the meeting. Parents will be notified via phone and in writing of the outcome of this meeting. If the parent is in agreement with the plan, they will sign it and return it to the school. No plan may be implemented without a parent's written consent. Each staff member working with the scholar will receive a copy of the Section 504 Plan and sign for acknowledgment. All documents will be filed.

If it is determined that a scholar is in need of special education services, rather than a Section 504 Plan, a written referral will be submitted to the Committees on Special Education (CSE).

Referrals for a Section 504 Plan should be made at the beginning of the school year or onset of the medical disability. All Section 504 Plans are renewed annually by the 504 team, typically at the end of each school year.

## 504 Procedural Safeguards

- Parents or guardians of students can access the procedural safeguards at the following website:  
<https://www.schools.nyc.gov/school-life/health-and-wellness/504-accommodations>
- Safeguards include:
  - Notice of their rights;
  - An opportunity to review relevant records;
- An impartial hearing: It is important that parents or guardians be notified of their right to request a hearing regarding the identification, evaluation, or educational placement of individuals with disabilities and to be represented by counsel. [34 CFR § 104.36]; and
- Review procedures: Compliance with the procedural safeguards under the Individuals with Disabilities (IDEA) is one way of meeting these requirements.

# Section 5: Behavior and Discipline

# Behavior and Discipline

## Overview

HCZ Promise Academy Charter Schools are designed to work with children and youth with a range of educational and emotional issues. The policies and procedures described within this document provide overall guidance. However, there may be times that require immediate responses, and we reserve the right to create alternative responses and take actions that are in the best interest of our scholars, the staff, and our schools.

The contents of this Behavior and Discipline Code are guidelines. HCZ Promise Academy Charter Schools reserve the right to amend or discontinue any of the policies, procedures, practices, or general descriptions set forth in this Behavior and Discipline Code with proper notice. No other person has the authority to modify or contradict by word or action the policies, practices, and procedures of the Harlem Children's Zone Promise Academy Charter Schools or the policies and procedures described here in the Family Handbook. In the event of questions regarding the meaning of any provision of this Behavior and Discipline Code, HCZ Promise Academy Charter Schools' interpretation will govern.

## Where and When the Behavior and Discipline Code Applies

The standards set forth in the Behavior and Discipline Code apply to behavior:

- in school during school hours;
- before and after school, while on school property;
- while traveling on vehicles funded by the NYC DOE or by HCZ Promise Academy;
- during school trips;
- at all school-sponsored events;
- while using school property or school resources such as but not limited to internet access;
- while interacting, communicating or dealing with other members of the HCZ community; and
- at all other times when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community.

When misbehavior involves communication, gestures or expressive behavior, the infraction applies to oral, written or electronic communications, including but not limited to texting, emailing, and social networking.

# Behavior and Discipline

## Restorative Practices

As part of Promise Academy's social/emotional wellness program, restorative practice is our first line of preventive and intervention measures used to support our scholars in learning conflict resolution, relationship building, and problem-solving. Restorative Practices are a system of formal and informal processes that build and sustain a culture of kindness, responsibility, and justice. Restorative practice is central to building community and repairing relationships when harm has occurred.

### Guiding Principles of Restorative Practice (the 5 R's)

- Relationships (build systems that develop and strengthen healthy relationships)
- Respect (Provide a voice for the victim and improve social behavior)
- Responsibility (Understanding the impact of the harm caused)
- Restoration (Collaborative problem solving and empowering change and growth)
- Reintegration (Offender is welcomed back into the environment)





# Behavior and Discipline



## Key Mechanisms of Restorative Practice

Proactive Practices	Responsive Practices
<p><u>Affective Statements</u> are a way to communicate to another person how they have been affected by their behavior, either positively or negatively.</p> <ul style="list-style-type: none"> <li>■ Example: I feel frustrated when you talk during the lesson.</li> <li>■ Example: I feel happy when you complete your homework.</li> </ul>	<p><u>Restorative Chats, Meetings, Circles</u></p> <ul style="list-style-type: none"> <li>■ All members have equal status</li> <li>■ Facilitators will identify expectations</li> <li>■ Restorative Questioning is used to process incidents to encourage empathy</li> <li>■ Everyone has the opportunity to participate. (Encouraged but optional)</li> </ul>
<p><u>Restorative Circles</u> are used proactively to develop relationships and build community. They are also used to reactively respond to wrongdoing, conflicts, and problems. Restorative circles give everyone involved an opportunity to speak and listen to each other in a safe environment of equality.</p>	<p><u>Mediation and Peer Juries</u> allow scholars, who have broken a school rule to collectively discuss why the rule was broken, who was affected, and how the referred student can repair the harm caused.</p>
<p>In <u>Small Impromptu Conferences</u>, a school leader acts as a facilitator that allows all scholars involved in a circumstance to be heard and participate in finding a resolution to the problem making it less likely to occur again.</p>	<p><u>Family Group Conferences</u> allow families to collaborate with school facilitators to resolve conflicts involving their scholars. Families are encouraged to share the impact the incident has had on them in an open and kind way to provide a safe space for all participants.</p>
<p><u>Restorative Conversations</u> are non-judgmental questions or statements that help scholars reflect more deeply and carefully regarding an issue. This aids in helping students resolve conflict</p>	<p><u>Community Restorative Conferencing</u> is an opportunity for members of the school community to safely convey how they have been impacted by an incident in order to resolve a problem.</p>

Restorative Practice is a building block to social-emotional wellness in the HCZ Promise Academy community. It is a vital tool in preventing behavioral issues and in compassionately and effectively dealing with conflict. While the next portion of our Behavior and Discipline Code is relevant, our Restorative Practice methods act as the first step in our framework to address student behavior. Only after we have attempted restorative practices and other social-emotional interventions first, do we then refer to the tables of infractions that follow.



# Behavior and Discipline



## Additional Intervention and Prevention Strategies

The school's support staff team includes principals, assistant principals, education directors, deans, guidance counselors, social workers, psychologists, and behavior interventionists. The support staff team will partner with the teachers in constructing a positive learning environment where scholars can reach high academic levels and individual success. Appropriate members of the support staff will be able to address behavior issues and provide a plan of action for positive scholar behavior.

Parents are encouraged to discuss with their scholar's teacher, and other school staff, issues that may affect student behavior. Guidance conferences attended by the principal or his/her designee, a guidance counselor, the scholar's parent, and at least one of the scholar's teachers will be held with students where appropriate. Parents who want to discuss guidance interventions in response to student behavior should inform the Parent Coordinator of their child's respective school.

## Range of Possible Disciplinary Responses to Behavior Infractions

We will use support services to address scholar discipline in a nurturing and comprehensive manner. The administrators, deans, and teachers of HCZ Promise Academy are committed to using age-appropriate disciplinary responses that will empower scholars to make positive choices that will build character and strengthen the school community. The range of disciplinary actions can be found in the last few pages of this handbook, along with behavior infractions and appropriate responses to them.

Appropriate support services will be provided 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. **HCZ Promise Academy Charter Schools reserve the right to amend or discontinue any of the policies, procedures, practices, or general descriptions set forth in this Behavior and Discipline Code with proper notice to the school community. The most updated approved version will always be available on our website at [www.hczpromise.org](http://www.hczpromise.org)**

In addition to the infractions listed in the charts at the end of this handbook, minimal effort and repeated violations of the Behavior and Discipline Code by a scholar will also be considered and will lead to the appropriate response as deemed necessary by the principal, the superintendent, the CEO/President or the Board of Trustees.

# Behavior and Discipline



## Procedures for Disciplinary Action

HCZ Promise Academy Charter schools take specific disciplinary action that is in compliance with NY State law. Please note that there are additional guidelines for children with disabilities/IEPs.

### Consequences other than Suspension or Expulsion

If a scholar commits an offense that calls for the assignment of a time-out, detention, school service, Saturday detention, or other in-school disciplinary action (other than in-school suspension), any staff member may impose an appropriate consequence with the principal's permission. When this occurs:

- the staff member addresses the conduct and assigns an appropriate response;
- the staff member may refer the matter to the principal or the principal's designee(s) for review and possible additional responses;
- Responses are implemented at the discretion of the principal or his/her designee(s);
- if necessary, the scholar is removed from class; and
- if the incident occurs again, further responses are considered; a parent or guardian may be required to meet with the principal or the principal's designee(s) regarding infractions prior to a scholar's return to class.

### Short-Term Suspension

If a scholar commits an offense that calls for short-term suspension (10 days or less), the scholar is afforded the due process rights required by *Goss v. Lopez*, 419 U.S. 565 (1975). Such scholar is subject to the following:

- The student is given notice of the charged misconduct and given an opportunity to respond;
- The parent/guardian is notified by the principal or his/her designee;
- If necessary, the scholar is immediately removed from class and/or school;
- The principal or his/her designee addresses the conduct and assigns an appropriate consequence;
- The scholar is entitled to respond to the charges against him/her and given, along with the parent/guardian, the opportunity to participate in an informal conference;
- Parents are given the opportunity to question complaining witnesses; and
- A parent or guardian may be required to meet with the principal or his/her designee(s) regarding infractions prior to a scholar's return to school.

# Behavior and Discipline

## Long-Term Suspension or Expulsion

If a scholar commits an offense that calls for long-term suspension (more than 10 days) or expulsion, the following steps are taken:

- The student is given notice of the charged misconduct and given an opportunity to respond;
- If necessary, the scholar is immediately removed from class and/or school;
- The parent/guardian is notified by the principal or his/her designee;
- The school sets a hearing date;
- The scholar and/or the parent/guardian of the scholar are notified in writing of the charges and a statement of the evidence; date, time and place of a hearing; and notice of the right at the hearing to be represented by legal counsel (at the scholar's/parent's own expense) and to present evidence and question witnesses;
- After hearing the case, the impartial hearing officer issues a written decision to be sent to the scholar, the parent/guardian, the Superintendent and the scholar's permanent record;
- Any scholar who is expelled or given a long-term suspension (more than 10 days) has the right to appeal the decision in writing to the Board of Trustees within 5 days of the date of suspension; and
- Any appeal is heard, at the discretion of the Board Chairperson, by the superintendent or by one or more trustees designated by the board chairperson.

Recommendations for expulsions are subject to the discretion of the HCZ Promise Academy Superintendent, the CEO/President and HCZ Promise Academy Board of Trustees. Hearings will include, at least, the scholar, parent(s), the superintendent or acting superintendent, and the principal of the Promise Academy Charter School.

Children returning from suspension will be provided support services to maximize their ability to meet social and academic standards within the school community. Services will be determined based on the individual student's needs.

# Behavior and Discipline



## Alternative Instruction

HCZ Promise Academy will provide alternative instruction to scholars who have been given a long-term suspension and/or recommended for expulsion while awaiting a determination by the Board of Trustees. Alternative instruction will begin no later than the day after the suspension or expulsion is effective. Such instruction can be at a location and time of HCZ Promise Academy's choosing. This alternative instruction will continue for the duration of the time the scholar awaits disposition on his or her expulsion hearing. The school will provide alternative instruction to expelled scholars to the extent required by law. To the extent required by law, HCZ Promise Academy will also provide alternative instruction for short-term suspended or removed scholars to help that child progress in the school's general curriculum.

For a scholar who has been expelled, alternative instruction will be provided until the scholar enrolls in another school or completes his or her suspension, whichever comes first. Alternative instruction will be provided to scholars suspended or expelled on a case-by-case basis. Alternative instruction must be substantially equivalent to that received by the student prior to the suspension; two hours per day of alternative instruction is considered substantial, though whether or not more hours are required will also be determined on a case-by-case basis. Instruction for such scholars will be sufficient to enable the scholar to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum, and participate in assessments.

## Record-Keeping

HCZ Promise Academy will maintain written records of all suspensions and expulsions, including the name of the scholar, a description of the offending behavior, the intervention and disciplinary action taken, and a record of the number of days a scholar has been suspended or removed from class for disciplinary reasons.

# Behavior and Discipline

## Long-term suspension specifically related to possession of firearms

Federal and State law require the expulsion from school for a period of not less than one year of a scholar who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the superintendent may modify such expulsion requirement for a scholar on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC§8921, and includes firearms and explosives. (New York Education Law §3214(3) (d) effectuates this federal law.) The superintendent shall refer a scholar under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a scholar fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The superintendent shall refer any scholar, who is 16 years of age or older or a scholar, who is 14 or 15 years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), and who has been determined to have brought a weapon to school to the appropriate law enforcement officials.

## Procedures for Disciplinary for scholars with Disabilities/IEPs

In addition to the discipline procedures applicable to all scholars, the following procedures are applicable to scholars with disabilities/IEPs. If a scholar not specifically identified as having a disability, prior to the behavior that is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists, may request to be disciplined in accordance with these provisions. HCZ Promise Academy will comply with sections 300.519-300.529 of the Code of Federal Regulations (CFR) and the following procedures. In the event that the following procedures are inconsistent with Federal law and regulations, such Federal law and regulations shall govern.

A functional behavioral assessment (FBA) must be considered when a student with a disability or a student who is presumed to have a disability:

# Behavior and Discipline

- Exhibits persistent behaviors that impede his/her learning or that of others, despite consistently implemented general school-wide or classroom-wide interventions;
- Engages in behavior that puts the student or others at risk of harm; or
- Is being considered by the CSE for a more restrictive program because of the student's behavior.

An FBA must be conducted or updated after a finding in a manifestation determination review (MDR) that behavior is a manifestation of a scholar's disability. All school staff with knowledge of the incident and the student's behavior should participate in the MDR meeting scheduled by the CSE. Additionally, school staff will provide information to and participate in an IEP meeting to determine the most appropriate level of support needed, and the programs and services that will provide that support.

HCZ Promise Academy will maintain written records of all suspensions and expulsions of scholars with disabilities including the name of the scholar, a description of the behavior engaged in, the disciplinary action taken, and the number of days a scholar has been suspended or removed. Scholars for whom the Individualized Educational Plan (IEP) includes a Behavior Intervention Plan (BIP) will receive interventions and strategies as outlined in their BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the scholar or others, the matter will be immediately referred to the Committee on Special Education (CSE) of the scholar's district of residence for consideration of a change in the guidelines or in the plan.

If a scholar identified as having a disability is suspended during the school year for a total of ten days, such scholar will immediately be referred to the CSE of the school's district for an MDR meeting to review the programs and services in the scholar's IEP. The scholar will not be suspended for a total of more than ten days for the specific behavior without the involvement of the CSE of the scholar's district of residence prior to the eleventh day of suspension, because such. In considering the placement of the scholar, the special education authority of the scholar's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

Students with IEPs will receive the services mandated by their IEPs during any suspension, if parents bring them into school for the offered instructional period.

# Behavior and Discipline

The school will work with their designated CSE team to schedule an MDR meeting as soon as possible upon receiving notification of any of the following:

- The commission of an infraction by a scholar with a disability who has previously been suspended for the maximum allowable number of days; or
- The commission of any infraction by a disabled scholar, regardless of whether the scholar has previously been suspended during the school year if, had such infraction been committed by a non-disabled scholar, the principal would seek to impose a long-term suspension.

The purpose of the meeting with the CSE is for a determination to be made as to whether the behavior has a nexus with disability (manifestation determination review). If there is a nexus or a connection between the behavior and the disability, the scholar cannot be disciplined for that specific behavior. The scholar's IEP programs and services must be reviewed and modified as needed to ensure an adequate level of support.

## Provision of Services during Removal

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

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



# Behavior and Discipline

During any removal for drug or weapon offenses (pursuant to 34 CFR §300.520(a)(2)), services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the scholar's district of residence. The school will place scholars in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).

During any removal that does constitute a change in placement and, where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the scholar to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the scholar's district of residence will make the service determination. A student with a disability will not be removed to an IAES for more than 45 school days.

## CSE Meetings

Meetings of the CSE of the scholar's district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plan are required when:

- the child is first removed from his or her current placement for more than ten school days in a school year; and
- commencing a removal that constitutes a change in placement.

Subsequently, if other removals occur that do not constitute a change in placement, the school will work with the CSE of the scholar's district of residence to review the child's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE of the scholar's district of residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

## Due Process (scholars with disabilities/IEPs)

If a discipline step that would constitute a change in placement (such as a suspension for more than ten days) is contemplated for any scholar with a disability, the following steps shall be taken:

- Not later than the date on which the decision to take such action is made, the parents of the scholar shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and
- CSE of the scholar's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action, a MDR.

# Behavior and Discipline

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to scholars with disabilities during periods of removal. Although expulsion can be recommended prior to an MDR, a student with an IEP will not be expelled until the outcome of the MDR confirms that the behavior was not a manifestation of the child's disability. Prior to expulsion, appropriate placement for instruction will be determined by the superintendent based on the severity of the infraction.

Parents may request a hearing to challenge the MDR. The child will remain in his or her current educational placement pending the determination of the hearing. If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting or other appropriate setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and the school agree otherwise.

## Infractions, Interventions and Other Responses

The charts following this page outline infractions categorized by levels set out according to the New York City Department of Education. Guidance interventions and responses are listed below and serve as a guide for parents to understand how infractions by scholars could be addressed by HCZ Promise Academy Charter Schools. HCZ Promise Academy reserves the right to create alternative responses that are in the best interest of the scholar, staffs and Promise Academy schools.

If a pattern of behavior is determined for a student with an IEP, the special education services and IEP goals for that student will be reviewed to ensure their needs are being supported. Parents are informed of how they can access the procedural safeguards when suspension notices are sent home.

# Behavior and Discipline



## 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 Pupil Personnel Team (PPT), 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

The range of possible disciplinary responses should be applied to infractions according to the charts by matching the letters in the third column with the bulleted letters below.

- A. Instructive guidance by pedagogical school staff
- B. Student/teacher conference
- C. Formal meeting with appropriate school leader (e.g., educational director, operations director, principal)
- D. Parent conference
- E. In-school disciplinary action (e.g., formal restorative conference, exclusion from extracurricular activities, etc.)
- F. Removal from classroom by teacher (for up to 1 day for students in grades K-2 or up to 4 school days for students in grades 3-5 (subject to a minimum suspension requirement for students in grades 3-5 at 5 or more (semester) or 4 or more (trimester) removals)
- G. Short Term suspension for 1-5 days
- H. Long term suspension that results in immediate reinstatement
- I. Long term suspension that results in continued suspension for a fixed period of 6-10 school days
- J. Long term suspension that results in an extended suspension for 11-29 school days
- K. Long term suspension that results in an extended suspension for 30-59 school days (with automatic review at 30 days for suspensions of 39 days or longer)
- L. Long term suspension that results in extended suspension for 60 to 90 school days with automatic review every 30 days.
- M. Long term suspension that results in a one year suspension and assignment to an alternative program with and automatic review at 90 and 135 days
- N. Long term suspension that results in a one-year suspension and assignment to an alternative program without the opportunity for early reinstatement
- O. Expulsion.

# Behavior and Discipline

Minimal effort by a scholar as evidenced by refusal of intervention services (repeated refusal to accepted school-provided assistance, including but not limited to, individual tutoring or other academic services, mentoring/guidance services, and other support services critical to making academic, social and emotion progress) will also be considered as an infraction of the Behavior and Discipline Code.

Repeated violations of the Behavior and Discipline Code will be considered in the penalty phase of a bifurcated impartial hearing.

Disciplinary Actions H-O must be obtained as a result of a hearing, which should be set up with the superintendent's Central Office. Additionally, appropriate support services must be provided to students returning from suspension to maximize their ability to meet social and academic standards within the school community.

## Level 1 Infractions

	K-5 Grades - Uncooperative / Non Compliant Behavior	Responses
A01	Unexcused absence from school	A - D
A02	Failing to wear the required school uniform	A & D
A03	Being late for school (any grade)	A - E
A04	Bringing items to or using items in school in violation of school policy	A - E
A05	Failing to be in one's assigned place on school premises	A - E
A06	Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library, or hallway)	A - F
A07	Engaging in verbally rude or disrespectful behavior	A - F
A08	Wearing clothing, headgear (e.g., hats or sunglasses) or other items that are unsafe or disruptive to the educational process.	A - E
A09	Posting or distributing material on school premises in violation of school policy and/or rules	A - E
A10	Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission	A - E

# Behavior and Discipline

## Level 1 Infractions

	6-12 Grades – Uncooperative/Non-Compliant Behavior	Responses
B01	Unexcused absence from school	A - D
B02	Failing to wear the required school uniform	A - D
B03	Cutting classes (reporting to school and failing to attend one or more programmed class) (6-12 only)	A - E
B04	Being late for school (any grade)	A - E
B05	Bringing items to or using items in school in violation of school policy	A - E
B06	Failing to be in one's assigned place on school premises	A - E
B07	Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library, or hallway)	A - F
B08	Engaging in verbally rude or disrespectful behavior	A - F
B09	Wearing clothing, headgear (e.g., hats or sunglasses) or other items that are disruptive to the educational process. (If there is a question regarding whether clothing or headgear is representative of religious expression, the school will notify the principal or the superintendent.)	A - E
B10	Posting or distributing material on school premises in violation of school policy and/or rules	A - E



# Behavior and Discipline



## Level 2 Infractions

	K-5 Grades - Disorderly Behavior	Responses
A11	Possession and/or use of cigarettes, electronic cigarettes, matches, lighters, and/or vaping devices	A - D
A12	Gambling	A - F
A13	Using profane, obscene, vulgar, or lewd language, gestures, or behavior	A - F
A14	Lying to, giving false information to, and/or misleading school personnel	A - F
A15	Misusing property belonging to others	A - F
A16	Engaging in or causing disruptive behavior on the school bus	A - F
A17	Leaving class or school premises without permission of supervising school personnel	A - F
A18	Engaging in inappropriate or unwanted physical contact or touching someone in a private body part.	A - F
A19	Violating the Technology Acceptable Use Agreement (use of the Internet for non-educational purposes, etc)	A - F
A20	Engaging in scholastic dishonesty which includes but is not limited to: <ul style="list-style-type: none"> <li>▪ Cheating (e.g., copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test)</li> <li>▪ 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) (grades 4-5 only)</li> <li>▪ Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)</li> </ul>	A - F
A21	Inappropriate use of electronic technology (e.g. unauthorized a/v recording) (K-2; A-E)	A - F

	6-12 Grades – Disorderly Behavior	Responses
B13	Smoking and/or use of electronic cigarettes and/or possession of matches or lighters	A - D
B14	Gambling	A - F
B15	Using profane, obscene, vulgar, or lewd language, gestures, or behavior	A - F
B16	Lying to, giving false information to, and/or misleading school personnel	A - F
B17	Misusing property belonging to others	A - F
B18	Engaging in or causing disruptive behavior on the school bus	A - F
B19	Inappropriate use of electronic technology (e.g., unauthorized a/v recording)	A - F
B20	Leaving class or school premises without permission of supervising school personnel	A - F



# Behavior and Discipline



## Level 3 Infractions

K-5 Grades – Disruptive Behavior		Responses
A22	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 (for grades K-3, A-F; for grades 4-5, A-F, G with authorization)	A - G
A23	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 (for grades K-2, A-E; grade 3, A-F; for grades 4-5, A-I)	A - I
A24	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 or spitting at another person (for more serious physically aggressive behavior, see A33) (for grades K-3, A-F; for grades 4-5, A-G)	A - G
A25	Bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules (for grades K-3, A-F; for grades 4-5, A-I)	A - I
A26	Knowingly possessing property belonging to another without authorization (for grades K-3, A-F; grades 4-5, A-I)	A - I
A27	Tampering with, changing, or altering a school record or document by any method, including, but not limited to, computer access or other electronic means (for grades K-3, A-E; for grades 4-5, A-I)	A - I
A28	Engaging in inappropriate or unwanted physical contact or touching someone in a private part of body. (For grades 4-5 only; A-I) For shoving, pushing, etc, use A24.) NOTE: This A-28 infraction does not apply to Grades K-3.	A - I
A29	Engaging in gang-related behavior (e.g., wearing or displaying gang apparel and/or accessories, writing graffiti, making gestures or signs) (grades 4-5 only, A-F))	A - I
A30	Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others (for grades K-3, A-F; for grades 4-5, C-I)	A - I
A31	Posting or distributing libelous material or literature (including posting such material on the Internet) (for grades K-3, A-F; for grades 4-5, C-I)	A - I



# Behavior and Discipline



## Level 3 Infractions

6-12 Grades – Disruptive Behavior		Responses
B21	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	A - G
B22	Entering or attempting to enter a school building without authorization or through an unauthorized entrance	A - G
B23	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	A - I
B24	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 B36)	A - G
B25	Bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules	A - I
B26	Engaging in gang-related behavior (e.g., wearing or displaying gang apparel and/or accessories, writing graffiti, making gestures or signs) (A-I may be used if there is substantial damage to property)	A - I
B27	Tampering with, changing, or altering a school record or document by any method, including, but not limited to, computer access or other electronic means	A - I
B28	Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others (J-L may be used if there is substantial damage to property)	A - I
B29	Knowingly possessing property belonging to another without authorization	A - I
B30	Violating the school's Technology Acceptable Use Policy	A - I
B31	Engaging in scholastic dishonesty which includes but is not limited to: <ul style="list-style-type: none"> <li>▪ Cheating (e.g., copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an unadministered test; substituting for or permitting another student to substitute for one's self to take a test; etc)</li> <li>▪ 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)</li> <li>▪ Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)</li> </ul>	A - I
B32	Posting or distributing libelous material or literature (including posting such material on the Internet)	A - I

# Behavior and Discipline



## Level 4 Infractions

	<b>K-5 Grades – Aggressive or Injurious / Harmful Behavior</b>	<b>Responses</b>
A32	Posting, distributing, displaying, or sharing literature or material containing a threat of violence, injury/harm, or depicting violent actions against or obscene, vulgar or lewd pictures of students or staff (including posting on the Internet) (grades K-3, D-F)	D - I
A33	Engaging in physically aggressive behavior other than minor altercations as described under A24, which creates a substantial risk of or results in minor injury (grades K-3, D-F)	D - I
A34	Engaging in an act of coercion or threatening or instigating violence, injury or harm to another or others (grades K-3, D-F)	D - J
A35	Engaging in behavior on the school bus which creates a substantial risk of or results in injury (grades K-3, D-F)	D - J
A36	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	D - J
A37	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	D - J
A38	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) (for grades 4-5 only)	D - J
A39	Possessing controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol (Grades K-2: D-F)	D - J
A40	Taking or attempting to take property belonging to another or belonging to the school without authorization, without using force or intimidating behavior	D - J
A41	Falsely activating a fire alarm or other disaster alarm	D - J
A42	Making a bomb threat	D - J
A43	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 - J
A44	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)	D - J
A45	Inciting/causing a riot	D - J
A46	Possessing or selling any weapon as defined in Category II**	D - J
A47	Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol	D - J

# Behavior and Discipline



## Level 4 Infractions

6-12 Grades – Aggressive or Injurious / Harmful Behavior		Responses
B33	Engaging in sexual conduct on school premises or at school-related functions	D - I
B34	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)	D - L
B35	Posting or 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)	D - L
B36	Engaging in physically aggressive behavior other than minor altercations as described under B24, which creates a substantial risk of or results in minor injury	D - L
B37	Engaging in an act of coercion or threatening or instigating violence, injury or harm to another or others	D - L
B38	Engaging in or causing disruptive behavior on the school bus which creates substantial risk of or results in injury	D - L
B39	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	D - N
B40	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	D - N
B41	Possessing controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol	D - O
B42	Falsely activating a fire alarm or other disaster alarm	D-L
B43	Making a bomb threat	D - M
B44	Taking or attempting to take property belonging to another or belonging to the school without authorization, without using force or intimidating behavior	D - L
B45	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 - L
B46	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)	G - O
B47	Inciting/causing a riot	G - M
B48	Possessing or selling any weapon as defined in Category II	G - O
B49	Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol	D - O

# Behavior and Discipline



## Level 5 Infractions

	<b>K-5 Grades – Seriously Dangerous or Violent Behavior</b>	<b>Responses</b>
A48	Starting a fire (for grades 4-5, responses I-J only)	D - L
A49	Threatening to use or using force to take or attempt to take property (for grades 4-5, responses I-L only)	D - L
A50	Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents (for grades 4-5, responses I-J only)	D - J
A51	Using extreme force against or inflicting or attempting to inflict serious injury upon students or others (for grades 4-5, responses I-J only)	D - J
A52	Planning, instigating, or participating with another or others, in an incident of group violence (for grades 4-5, responses I-L only)	D - L
A53	Engaging in threatening, dangerous or violent behavior that is gang-related (for grades 4-5, responses I-L only)	D - L
A54	Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity (for grades 4-5, responses I-J only)	D - L
A55	Selling or distributing illegal drugs or controlled substances and/or alcohol (for grades 4-5, responses I-J only)	D - L
A56	Possessing or selling any weapon, other than a firearm, as defined in **Category I (for grades 4-5, responses I-J only)	D - L
A57	Using any weapon as defined in **Category II to threaten or to attempt injury upon school personnel, students, or others (for grades 4-5, responses I-J only)	D - L
A58	Using any weapon, other than a firearm, as defined in **Category I, to threaten or to attempt to inflict injury upon school personnel, students, or others (for grades 4-5, responses I-L only)	D - L
A59	Using any weapon, other than a firearm, as defined in **Category I or II, to inflict injury upon school personnel, students, or others (for grades 4-5, responses I-L only)	D - L
A60	Possessing or using a firearm (L only)	D - L

# Behavior and Discipline



## Level 5 Infractions

	6-12 Grades – Seriously Dangerous or Violent Behavior	Responses
B50	Starting a fire	I - O
B51	Threatening to use or using force to take or attempt to take property belonging to another	I - O
B52	Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents	I - O
B53	Using extreme force against or inflicting or attempting to inflict serious injury upon students or others	I - O
B54	Planning, instigating, or participating with another or others, in an incident of group violence	I - O
B55	Engaging in threatening, dangerous or violent behavior that is gang-related	I - O
B56	Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity	I - O
B57	Selling or distributing illegal drugs or controlled substances and/or alcohol	I - O
B58	Possessing or selling any weapon, other than a firearm, as defined in **Category I	I - O
B59	Using any weapon as defined in **Category II to threaten or to attempt injury upon school personnel, students, or others	I - O
B60	*Using any weapon, other than a firearm, as defined in **Category I, to threaten or to attempt to inflict injury upon school personnel, students, or others	I - O
B61	*Using any weapon, other than a firearm, as defined in **Category I or II, to inflict injury upon school personnel, students, or others	I - O
B62	*Possessing or using a firearm	M - O

# Behavior and Discipline

## Weapons

### Category I

- Firearm, including pistol, starter gun, and handgun, silencers, electronic dart, shotgun, rifle, machine gun, or any weapon which will or is designed to or may readily be converted to expel a projectile by action of an explosive
- Stun gun/weapon
- Airgun, spring gun, or other instrument or weapon in which the propelling force is a spring or air, and any weapon in which any loaded or blank cartridge may be used (such as a BB gun or paintball gun)
- Switchblade knife, gravity knife, pilum ballistic knife and cane sword (a cane that conceals a knife or sword)
- Dagger, stiletto, dirk, razorblade, box cutter, case cutter, utility knife and all other knives
- Billy club, blackjack, bludgeon, chukka stick, and metal knuckles
- Slingshot (small, heavy weights attached to or propelled by a thong) and slungshot
- Martial arts objects including kung fu stars, nunchucks and shurikens
- Explosives, including bombs, firecrackers and bombshells

### Category II

- Acid or dangerous chemicals (such as pepper spray, mace)
- \*Imitation gun or other imitation weapon
- Loaded or blank cartridges and other ammunition
- \*Any deadly, dangerous, or sharp pointed instruments, which can be used or is intended for use as a weapon (such as scissors, nail file, broken glass, chains, wire).

\*Before requesting a suspension for possession of an article listed in Category II for which a purpose other than infliction of physical harm exists, e.g., a nail file, the principal must consider whether there are mitigating factors present. In addition, the principal must consider whether an imitation gun is realistic looking by considering factors such as its color, size, shape, appearance and weight.



# Thank You!

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