



**THE CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE**

**STUDENT/FAMILY HANDBOOK**

**2021-2022 SCHOOL YEAR**

**Last Updated: 8/5/21**

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## Letter from the Executive Director 2021-22 School Year

Dear Families,

We hope you are well and safe as we prepare for a new school year. Last school year was a year no one has ever experienced, but together, we made significant progress in moving our school forward.

We graduated 104 of our scholars, 85 received acceptance into college, 78 are starting college in September, and two are going into the military. Even with the pandemic knocking us as we moved forward, our scholars in all grades from 9th to 12th pushed forward, catching up with their requirements and ending strong. We did that with the help of our Board of Trustees, our families, scholars, and staff at Law & Social Justice. We could not and cannot do this without your help and support and that of your children.

### Welcome to our new School Year of 2021-22!

The 2021-22 school year is significant for our school to catch up and move forward academically for our scholars, staff, and school community and prepare for our Charter Renewal, which will occur in 2022-23.

With this in mind, **we have named Ms. Liz Runco as Principal**. Ms. Runco was the Assistant Principal for Instruction and ELA. Ms. Runco will focus her attention on improving our instruction and our scholar's academic improvement.

In September, CHSLSJ will re-open for **in-person** synchronous instruction from 8:53 AM to 3:30 daily, five days per week. All students will follow a structured schedule that includes core and elective courses and allows socialization and wraparound services throughout the school day. At 3:30 PM, we will start a robust extracurricular and academic after-school program, which all students will be encouraged to join.

The staff schedule will run from 8:00 AM until 4:00 PM daily, allowing staff to participate in extracurricular programming and provide office hours every day.

Once a month on different Fridays, we have planned asynchronous learning days. On these days, scholars will have time to work on class projects and make up missing assignments while working from home. Additionally, all students will be assigned Suite 360 lessons to support their socioemotional health and prepare them for upcoming Advisory lessons. Our counselors and Deans will support students working remotely on these days.

**Your scholars will receive their schedule before the start of school on September 9<sup>th</sup> for 9<sup>th</sup> and 10<sup>th</sup> Grade and September 10<sup>th</sup> for 11<sup>th</sup> and 12<sup>th</sup> Grade.**

We continue to be partnered with The Bronx Community College for our "College Now" program and have many Seniors already enrolled. We are pleased to announce that we are now part of the National Education Equity Lab Project and will have two college classes taught in our school during the school day to provide college credit for those scholars who take these courses. Arizona State University and Stanford University are providing those courses.

Our partnership with the College of Mount Saint Vincent School of Education will provide us with student teachers again this year, and our partnership with the New York Law School will expose students to the power of law to promote social change.

We will continue to provide students with a high-quality education focused on creating a pathway to college, graduate school, and careers in the legal profession and depart with many life skills. Law and Social Justice will permeate everything we do, including social action, internships, elective courses, and college courses.

We are continuing our plan to become the #1 school in NYC. This will mean continuing to rebuild the school, building a foundation of safety, caring, and rigorous instruction based on law and social justice. We need all of your and your child's support in this effort.

We care about each of our scholars and their families. We will build a safe place that respects each member of our community. Thank you again for your support, and together we will make 2021-22 a fantastic year!

If you have concerns about the coming year or have additional questions, please reach out to us.

Be safe!



Richard Burke  
Executive Director/HOS

## **The Board of Trustees**

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## **School Leadership**

Richard Burke, Executive Director/Head of School

Liz Runco, Principal

Yarimil Alba, Assistant Principal of Humanities

Floriande Buckman, Assistant Principal of Data & Systems

Jose Ferrer, Assistant Principal of Culture

Kate Girerd, Assistant Principal of Specials

Laura Reyes, Assistant Principal of ENL and Partnerships

Brian Landin, Director of STEM

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Tashika Rawlins, Director of Guidance and College Transition

Robin Sharpe, Director of Special Education

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Travis Stephens, Director of IT

## Mission Statement, Values, and Goals

### Mission Statement

The Charter High School for Law and Social Justice will provide students with comprehensive high school education and lay the academic and social groundwork for success in college and careers. Using a theme of law and social justice, the School will engage, inspire, and empower students, and will equip them with the academic skills to earn a Regents diploma and gain admission to the college of their choice prepared for success. The School will create a pathway for its students to law school and careers as attorneys. The pathway will include mentoring opportunities with law students and attorneys and partnerships with institutions of higher learning. These institutions will offer college and law school experiences to our students and share with them the academic benchmarks and habits necessary to gain entrance to college and law school.

### Core Values

- Excellence**      **We aim for excellence in everything we do.** We strive to achieve at high levels in everything we do. We accept that failure is feedback.
- Character**      **Belief in a commitment to the law and Social Justice.** We live by the example we set for others. Our actions and our words are aligned.
- Courage**        **We have the courage to succeed. Act with Courage.** We do what is right. We speak and live in our truth. We are responsible for ourselves and others. We take pride in all our endeavors.
- Commitment**    **to self-improvement and Social Justice.** We do whatever it takes to take positive action to make our dreams and the dreams of others happen. We follow our vision without **wavering**

### Vision Statement

Through college-aligned academics, career education, and cultural enrichment of our students in the Bronx will develop a mindset that achievement is the result of effective effort and reflection. With this conviction, our students will be committed to the law and social justice. This viewpoint will empower them to improve the lives of their fellow New Yorkers and contribute to the common good. Our core values are infused into the everyday life of our school. Our school holds these values in the highest regard.

### Excellence

Excellence drives everything we do. We maintain a laser focus on high academic performance through continuous improvement and innovation with the goal of making a positive change in our world.

### Student and Empowerment Centered

We cultivate and support a learning environment that inspires and empowers each student to own their goals, decisions, achievements, and lives.

### Acceptance and Inclusion

We embrace our differences and strive to be non-judgmental and inclusive by establishing compassionate and respectful relationships that build self-worth and self-esteem.

### Community and Social Responsibility

We are a school community that is interdependent and supportive of each other. We carry this value to create a greater community that will result in a better world.

### Celebration

We take pride in our accomplishments. We recognize the small and big achievements of staff, students, and families.

## About this Handbook

This handbook is intended to be a reference document that outlines some of the school's most important academic and discipline policies and is not meant to be comprehensive. Those policies not explicitly outlined in this document are left to the discretion of school leadership. Please contact the school office for any specific policy questions.

The Charter High School for Law and Social Justice's rules and policies include those listed throughout this handbook as well as any changes throughout the school year that are posted on the school website ([chslsj.org](http://chslsj.org)) and/or distributed to students and parents, and/or any other rules communicated to students by CHSLSJ staff. Following the rules and procedures outlined in this handbook is a necessary condition of membership in the CHSLSJ community.

### A Message to Students, Parents, and Guardians

The Charter High School for Law and Social Justice is constantly reviewing and revising the family handbook, as it is appropriate for a document that seeks to provide guidance and set standards for the school community. Therefore, the rules and regulations of this Handbook may from time to time change, and students and parents/guardians are expected to abide by those changes.

### Student and Family Responsibilities

The handbook will be presented and reviewed with each student during the first week of school. All students must read the entire handbook with their parent(s) and/or guardian.

## COVID-19 Safety Protocols

In order to promote a safe environment during the COVID-19 pandemic, the school will engage in all safety protocols recommended by the New York State Department of Health. These include temperature checks, maskings, accessibility to handwashing and sanitizer, social distancing, and regular cleaning and disinfection of the school premises. Students and staff must wear a mask while in the building at all times (except for eating and drinking) whether they have been vaccinated or not. Most if not all staff have been vaccinated. The school strongly encourages all families to have their children receive the COVID-19 vaccine in order to create the safest environment possible for all community members.

## Academics

### Academic Policy

There are four marking periods in our academic year. **Parents will be notified at each parent-professor conference if their student is in danger of failure and failure letters will be mailed in May, if not earlier.**

### Student Grading

Students at CHSLSJ are given numerical grades. 65% is passing.

- On the report card, students will receive two separate but equally important grades:
  - Mastery of required grade-level requirements
  - Work Ethic grade based on attitude, participation, conduct, and living by our values

All professors will use a uniform rubric for the work ethic grade that will evaluate a student's work ethic in the classroom.

## Grading Scale

Recognizing that our school has courses with diverse requirements, it is difficult for a grading policy to have uniform grading requirements. We will use the following categories for evaluating grade-level mastery:

- **Tests/Examinations** - Examinations/tests cover material presented and discussed in class as well as information in the readings and homework and will usually take an entire class period. If a student misses a test/examination, faculty will schedule the time for a student to take a missed examination/test. Make-up examinations/tests and some assignments can be taken or completed only with a note from parents/guardians explaining the absence.
- **Classwork** – Assignments that are done in class help students practice and master the standards before a formal assessment. students should do their best on these assignments and use their professors as a resource to earn the best possible grade.
- **Do Now** – Graded as a quiz.
- **Exit Tickets** – Graded as a quiz.
- **Quizzes** - Quizzes may be given with or without notice. Quizzes may be multiple-choice, short answers, brief essays, or in another form. "Do Now" problems are graded and may also count as a quiz.
- **Homework** - students may receive at least one hour of homework daily, including 30 minutes of independent reading. Completed homework assignments must be turned in on the due date. Students must hand in work neatly handwritten in blue or black ink or typed. Pencils are encouraged for Mathematics.
- **Quarterly Projects** - Each class is required to assign a quarterly project that is based on a health-related essential question. These projects will make up a minimum of 20% of a student's final grade.

## Work Ethic/Classroom Participation

Participation is often an indication that homework has been thoroughly completed. When considering this as part of the grade, professors will take into account the following criteria:

- the ability to participate actively in class discussions, demonstrating that the assigned work was completed;
- the ability to follow directions; and
- preparedness for class (having all required materials for class)

Work Ethics also encompasses how well students conduct themselves in class. When considering this part of the Work Ethic grade, the faculty will take into account the following criteria:

- Behavior throughout the entire class period, how the student asks questions, and how the student maintains the classroom routines and practices as set by each professor.

Students who show a poor attitude are considered to be lacking the appropriate classroom work ethic. This school will take action to support students who consistently engage in misbehavior, eg., logical consequences, counseling, behavior intervention plans, parent conferences.

## Promotion Policy

Promotion to the next grade is dependent on a passing grade average over the four terms. Students will be held to specific promotion criteria: attendance; comprehensive classroom assessments that may include portfolios, Professor's assessments, observations; and benchmark assessments. The school reserves the right to make a decision for promotion when standardized test scores do not match student achievement as seen through these classroom assessments.

## Credit Requirements for Promotion and Graduation

In New York State, scholars can earn three types of diplomas:

1. A Regents diploma
2. An advanced Regents diploma
3. A local diploma

All of these diplomas are valid high school diplomas. All scholars can earn a Regents or Advanced Regents diploma. An Advanced Regents diploma lets students show additional skills in math, science, and languages other than English. Only some scholars who meet specific criteria can graduate with a local diploma, with lower exam scores.

To earn a diploma, students must earn specific course credits and pass specific Regents exams. If you believe your scholar is not on track to graduate, please speak to your scholar's guidance counselor immediately.

### Regents Diploma Examination Requirements

Students must achieve a score of 65 or higher on these five exams to earn a Regents diploma.

- English Language Arts (ELA)
- Any math exam (Algebra I, Geometry, or Algebra II/Trigonometry)
- Any social studies exam (Global History and Geography or U.S. History and Government)
- Any science exam (Living Environment, Chemistry, Earth Science, or Physics)
- Any additional Regents exam, or another option approved by the State

### Regents Diploma Credit Requirements

Students need 44 credits in these subject areas to earn a Regents diploma.

- 8 credits in core English
- 8 credits in social studies, including:
  - 4 credits in Global History
  - 2 credits in U.S. History
  - 1 credit in Participation in Government
  - 1 credit in Economics
- 6 credits in math, including:
  - At least 2 credits in advanced math (for example, Geometry or Algebra II)
- 6 credits in science, including:
  - 2 credits in any life science
  - 2 credits in any physical science
  - 2 credits in any life science or physical science
- 2 credits in Languages Other Than English (LOTE)
- 4 credits in physical education, every year in specific ways
- 1 credit in health education
- 2 credits in arts education, including visual arts, music, dance, and theater
- 7 credits in electives

### Advanced Regents Diploma Examination Requirements

Students must score 65 or higher on the following nine exams to earn an advanced Regents diploma.

- English Language Arts (ELA)
- Three math exams (Algebra I, Geometry, and Algebra II/Trigonometry)
- One social studies exam (Global History and Geography or U.S. History and Government)
- Two science exams (Living Environment and one of these: Chemistry, Earth Science, or Physics)
- Any additional Regents exam, or another option approved by the State
- Any NYC Languages Other Than English (LOTE) exam

### Advanced Regents Diploma Credit Requirements

Students need 44 credits in these subject areas to earn an Advanced Regents diploma. This is the same total number of credits as a Regents diploma, but with more courses in a language other than English (LOTE) and fewer elective courses.

- 8 credits in core English
- 8 credits in social studies, including:
  - 4 credits in Global History
  - 2 credits in U.S. History
  - 1 credit in Participation in Government
  - 1 credit in Economics
- 6 credits in math, including:
  - At least 2 credits in advanced math (for example, Geometry or Algebra II)
- 6 credits in science, including:
  - 2 credits in any life science
  - credits in any physical science
  - 2 credits in any life science or physical science
- 6 credits in Languages Other Than English (LOTE)
- 4 credits in physical education, every year in specific ways
- 1 credit in health education
- 2 credits in arts education, including visual arts, music, dance, and theater
- 3 credits in electives

### Promotional Requirements

In order to be promoted to the next grade level, a scholar must meet certain promotion standards established by the State Education Department. Please see below for information on promotional standards.

<b>GRADE</b>	<b>JANUARY</b>	<b>JUNE</b>
<b>9--&gt;10</b>	4+ credits	8+credits
<b>10--&gt;11</b>	14 + credits (3 credits English/ESL) (3 credits Social Studies)	20 + credits (4 credits English/ESL) (4 credits Social Studies)
<b>11--&gt;12</b>	24 + credits	30 + credits
<b>12--&gt;Graduation</b>	38 + credits	44 + credits with all required regents exams passed

### Retention

Parents are notified if their child is identified at risk of retention. A conference with your student's professor(s) will be arranged to discuss how to work together to promote success and explore additional intervention opportunities in core academic areas. In May, if necessary, a PROMOTION IN DOUBT letter will be mailed to notify the parents of students whose promotion to the next grade is in jeopardy. Students who do not make grade-level standards will be retained in the following school year. The Executive Director makes the final decision on retention.

### Honor Roll

At LSJ, students will have the opportunity to earn Justice Thurgood Marshall Scholar (1st Honors), Judge Constance Baker Motley Scholar (2nd Honors), Judge Charles Hamilton Houston Scholar(3rd Honors).

In order to be eligible to be on the honor roll all students must have at least:

- 85% attendance for the marking period and pass all classes with at least an 80% average

The honor roll grade criteria are as follows:

- 1st Honors – overall average of 94.5% or higher
- 2nd Honors – overall average of 89.5% - 94.4%
- 3rd Honors – overall average of 84.5% - 89.4%

Each Honoree will receive a certificate and their name will appear on the Honor Roll Bulletin Boards throughout the school! All honors students are celebrated with a fun event such as a Town Hall, field trips, and pizza party!

*\*There is a separate Attendance Honor Roll and Improvement Honor Roll that celebrates the excellence in attendance and growth by our students.\**

### Good Study Habits

To help your children develop good study habits:

- ✓ Set up a comfortable location at home for doing homework with simple supplies, such as pens, pencils, paper, scissors, and tape, near at hand
- ✓ Have them write down and organize assignments each day. They need to learn how to manage their time and work toward long-range goals. All students should get a planner at the beginning of the year and must use these to write down and organize assignments each day. These planners should be reviewed daily by their parents.
- ✓ Encourage them to do the most difficult homework first, not last.
- ✓ Check to see that assignments are complete and on time. Be more concerned with the process they use to complete work than with getting the right answer. All homework is listed on the homework page of the teachers' classroom website.

### Academics Ethics & Plagiarism Policy

CHSLSJ expects its students to maintain the highest degree of academic ethics. This means putting the utmost effort into all classwork and assignments and avoiding the ethical pitfalls of plagiarism and cheating. Plagiarism demonstrates a lack of integrity and character that is inconsistent with the goals and values of CHSLSJ. The excellent written expression of well-formulated ideas is a fundamental skill for academic and career success. Plagiarism interferes with the assessment and feedback process that is necessary in order to promote academic growth. Plagiarism defrauds the instructor with a false view of a student's strengths and weaknesses. It may prevent further instruction in areas of weakness and delay the student in reaching his or her potential. Plagiarism includes:

- Taking someone else's assignment or a portion of an assignment and submitting it as your own
- Submitting material written by someone else or rephrasing the ideas of another without giving the author's name or source.
- Presenting the work of tutors, parents, siblings, or friends as your own
- Submitting purchased papers as your own.
- Submitting papers, or portions of papers, from the Internet written by someone else as your own
- Supporting plagiarism by providing your work to others, whether you believe it will be copied or not

*See Discipline Policy in Appendix A for information on consequences.*

### Academic Dishonesty

Students are expected to do their own work except on projects designated by the professor as cooperative efforts. Professors will indicate which assignments are to be cooperative efforts and will establish guidelines for the use of such

aids as calculators, computers, word processors, and published study guides. If a student is in doubt about the ethical standards applicable to a particular situation, then the student is responsible for clarifying the matter with the professor.

Academic Dishonesty includes:

- Copying, text messaging, faxing, emailing, or in any way duplicating assignments that are turned in, wholly in part, as original work.
- Exchanging assignments with other students, either handwritten or computer-generated, whether you believe they will be copied or not.
- Using any form of memory aid during tests or quizzes without the expressed permission of the professor.
- Using a computer or other means to translate an assignment from one language into another language and submitting it as original work.
- Giving or receiving answers during tests or quizzes.
- Taking credit for group work when you have not contributed an equal or appropriate share toward the final result.
- Accessing a test or quiz for the purpose of determining the questions in advance of its administration.
- Using summaries/commentaries (Cliff Notes, Spark Notes, etc.) in lieu of reading the assigned materials.

*See Discipline Policy in Appendix A for information on consequences.*

### Ask Your Child's Professors

Learning standards provide a great opportunity for you to talk with Professors about what your child is learning in school and how you can support this learning at home.

Here are some questions you may want to ask to learn more about a standard:

- Can you show me examples of student work that meets this standard?
- May I look at some of my child's work related to this standard?
- When will my child work on this standard during the school year?
- What activities and materials are you using in school to help my child meet and exceed this standard?
- What classwork and homework do you expect to assign?
- What are some exercises I can do with my child to help him or her with this standard?
- Besides the standards covered in this guide, what else is my child expected to learn this year? To learn how your child is doing in school:
- Is my child working on grade level? Are there any areas that need improvement?
- Is my child reading at grade level? Can you show me some books that my child can read?
- Each day, how much time does my child spend working on each subject?
- How do you assess my child on these subjects during the year?

Here are some questions you may want to ask to learn how to support your child:

- Besides report cards, what are the best ways to keep up to date on how my child is doing?
- If your child is not on grade level: What support is the school able to offer my child? What can I do at home to help my child do better in school?
- If your child is on grade level or above: What extra enrichment and support do you suggest for my child? How can I help at home?

## School-Wide General Information

### Required Forms

There are various forms that are required to enroll your child. The Operations Manager will make these forms and documents available to you in a packet.

- School Application
- Lunch Application
- Locker Policy
- Emergency Contact (Blue Card)
- Pickup & Drop-off Authorization
- Media Release Form
- Field Trip Permission
- Proof of Immunization
- Medication Administration Form
- Signed confirmation of Handbook
- School Uniform Policy
- Parent Contract
- Student Contract

### Health Medication Policy

A review of student immunizations requirements and the proper supporting documents will be completed for all new students. The School staff will work with the Department of Health and other appropriate authorities to provide these services. The School, in accordance with New York State law, requires that each student has a certificate of immunization at the time of his or her registration or no later than the first day of school.

Medication Delivery System Procedures:

The School requires the following:

1. A written order from a licensed prescriber;
2. written parental permission to administer medication;
3. completion of a Medication Administration Form for All medications, including nonprescription over the counter (OTC) drugs, given in School will be prescribed by a licensed prescriber on an individual basis as determined by the student's health status. Written orders for prescription and OTC medications should minimally include:
  - a. Student's name and date of birth;
  - b. name of the medication;
  - c. dosage/route of administration;
  - d. frequency/time of administration;
  - e. for PRN (as needed) medications, conditions under which medication should be administered;
  - f. date written;
  - g. prescriber's name, title, and signature; and
  - h. prescriber's phone number.

The School may request additional information, e.g., potential adverse reactions. However, medication delivery should not be delayed pending this information, unless such information is essential to the safe administration of the medication. Medication orders must be renewed annually or when there is a change in medication or dosage. A pharmacy label does not constitute a written order and cannot be used in lieu of a written order from a licensed prescriber. When a properly labeled medication comes to the School accompanied by a written request from the parent for the administration of the medication, but without a written order from a licensed prescriber, the following procedure will be followed and documented: a) Executive Director/Principal or designate will contact the parent regarding the need for a written order

from a licensed prescriber; b) with permission, the Executive Director/Principal or designate may contact the prescriber to obtain verbal permission to administer medication; c) the School will request a fax or written orders to be received within 48 hours, and d) the Executive Director/Principal or designate will contact the parent and the School will discontinue medication if written orders are not received in 48 hours.

### Parental Responsibility

A written statement from a parent/guardian requesting administration of medication in school as ordered by a licensed prescriber is required before medication can be administered. The parent/guardian is responsible for having the medication delivered directly to the School in a properly labeled original container.

### Safety Procedures

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

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

Under New York’s Violent or Disruptive Incident Reporting law (“VADIR”), the school is required to report violent or disruptive incidents that occur on school property, including incidents occurring in, or on, a school bus (as defined in Vehicle and Traffic Law §142), and at school functions. Reports are submitted to the New York State Education Department at the conclusion of the school year.

### Complaints and Grievances

Any individual may bring a complaint to the attention of the school. Please see Appendix G for the school’s full complaint policy.

### Withdrawal from School

CHSLSJ is a public school of choice, both for application and withdrawal. At any time a circumstance may arise in which a parent or guardian may wish to transfer their child to a different school. A parent or guardian wishing to withdraw his/her child will be asked to complete a **Student Withdrawal form**. The school personnel will offer to meet with the family and discuss their reasons for withdrawal, as well as to seek solutions to any problems that arise from the discussions. If the parents or guardians still wish to transfer their child, school staff will make every reasonable effort to help the student find a school that better serves the family's desires. The School will ensure the timely transfer of any necessary school records to the student’s new school.

### Family Communication

It is important that there be maximum consultation and communication between the school and the home. students, parents, and school staff have a role in making the school safer and must cooperate with one another to achieve that goal. In order to ensure that parents become active and involved partners that instill a sense of responsibility in their children, parents must be familiar with our discipline policies. In collaboration with CHSLSJ’ Parent-Teacher Association, we inform parents of our policies and procedures at multiple points during the school year including but not limited to family orientation, single-family meetings with the leadership team, and frequent contact with school

counselors. Additionally, we inform parents of behavior concerns when issues are identified, when there is disciplinary action, and as a part of the school's due process.

### Student Orientation

To meet our high expectations, we will orient them to the school culture during the first week of school. This will serve as their student orientation period. Our staff will model professionalism and exemplary character.

## The Charter High School for Law and Social Justice Community Rules and Expectations

### Attendance & Lateness Policy

At CHSLSJ, we work hard to bring your child a world-class education. To that end, academic progress requires full support from the parents. The first step in supporting your student's academic success is to ensure that he or she is at school all day, every day. **Promotional requirements are set at 95% attendance, and lateness is considered partial attendance. Three (3) tardies are equivalent to one (1) absence.** Below is the attendance policy for CHSLSJ for the 2019-20 school year. At the discretion of the Executive Director, ACS will be notified for excessive absences. **Absences may result in your child being required to attend Summer Academy and Saturday Academy .**

CHSLSJ uses the Swipe attendance system to keep track of student arrival times at the school. Each day that school is in session, the parent/guardian on record will receive a text message and/or email indicating the time that their child arrived at school and whether they were on time or late. If a parent/guardian is not receiving these messages, they are to report the issue to Mr. Ferrer, the Assistant Principal of Culture, at [jferrer@chsjsj.org](mailto:jferrer@chsjsj.org).

### Absences

At CHSLSJ, we encourage all students to be in school each school day. However, we are aware that there are circumstances where students must be absent. To ensure the safety of all students, the following procedures must be strictly adhered to.

1. A parent or guardian must call the school office, (347) 696-0042, or send an email to [ops@chsjsj.org](mailto:ops@chsjsj.org) before **8:45 am** to report an absence, the reason for the absence, and the student name.
2. Following the absence, a student is required to bring a note from a parent/guardian stating the reasons and the dates of the absence. The note should be presented to the Main Office **before** classes begin in the morning.

If a student is absent without a parent phone call or a note, the student will be considered unexcused.

### Long Term Absences

Long-term absences are only permitted for bereavement of immediate family and health-related concerns. If your child is absent for a week or more, please be certain to make arrangements with your child's classroom professor to pick up long-term assignments.

### Early Pick-Up

We strongly encourage that students aren't removed from school early unless there is a documented acceptable excuse. If a student needs to leave early, they must follow these procedures:

1. Students may have a parent pick them up or must have a signed note from a parent that has the date, time, and reason for a student's early dismissal. This note must be presented to the Main Office before leaving school grounds. Students will not be allowed to leave the building without a note and/or a parent escort unless the Executive Director/Principal or their designee approves.

### Late to School (Tardy)

At CHSLSJ we see punctuality as essential to our values and goals. To that end, we strive to limit the number and frequency of tardiness to school from students. The following policies have been implemented for students who are late to school.

- Students who are late to school will receive a wake-up call the next morning at 6:00 am on the parent/guardian's listed phone number.
- Students who are tardy two times a week will earn detention after the second tardy and another detention for each subsequent lateness during the week. Additionally, **a parent meeting may be required.**
- If there is a valid excuse due to mass public transportation delays or a weather event, the school may excuse that tardiness on a particular day at the discretion of the Executive Director or Principal.

### Acceptable Excuses (for Absences, Late Arrivals & Early Pick-Ups)

- Illness (note from a doctor if over three days)
- Religious Observance
- Medical Appointment (that is not possible to schedule outside of school hours)
- Extreme Family Emergency
- Death in the Immediate Family
- Emergency approved by the Executive Director/Principal or Executive Director/Principal's Designee

### Scholar Schedule

Status	Time	Notes
Doors Open/ Arrival	8:15am	Students will not have access to the building prior to 8:15 am. Students should enter and exit from the main entrance of the building only and report to the cafeteria for breakfast.
ON-TIME	8:50am	Students are considered on time if they are in the building by 8:50am. Attendance will be taken at this time in the students' homerooms.
Late Arrival	8:51am	Students are tardy if they arrive at 8:51am and later. Students will be issued a tardy pass
Dismissal	4:00pm	Students will leave through the main exit.

### Uniform Policy

The uniform is worn during school hours and to all school functions and trips unless the school informs students otherwise. On occasion, there are dress-down days for reasons such as school dances, birthdays, donations to charities, and rewards. In those cases, students must obtain a wristband from their professors, Deans, or those staff members organizing the event and wear the wristband on the day of the occasion/event. Students may not wear a uniform that is not provided by the school. CHSLSJ has the following Uniform requirements:

- 9th and 10th-grade scholars are required to wear a burgundy "The Charter High School For Law and Social Justice" Polo collared shirt.
- 11th and 12th-grade scholars are required to wear a navy "The Charter High School For Law and Social Justice" Polo collared shirt.

- All scholars must wear all black pants or slacks with a belt.
- Female students may wear black skirts that fall at their knees or lower.
- Scholars may wear the footwear (sneakers or shoes) of his/her choice. However, scholars may not wear footwear that may cause a distraction or may be deemed as unsafe: Examples include:
  - Heelys (sneakers with wheels)
  - Shoes that light up or make sounds
  - Flip Flops

The following is not permitted at school:

- Pants worn below the waist or showing clothing beneath the main outerwear.
- Shirts exposing the stomach, excessively tight, see-through, or low-cut in the front or the back.
- Headgear (scarves, bandannas, stocking caps, hoods, hats, headbands, towels, sunglasses, doo-rags, and combs/picks.)
- Exposed undergarments.

Students who are out of uniform will be referred to a Dean in order to contact parents and make arrangements for a uniform to be delivered to the school. Continued violation of the uniform policy may result in a detention. Repeated violations may result in further interventions such as a parent conference, ISS, or greater consequences.

Electronic Devices

In order for students to be able to fully engage in the school experience free of distractions, phones, MP4 players, MP3 players, PSPs or video game devices, smartwatches, and all similar electronic devices are not permitted on the person of the students at any time or in their backpacks/bags during the school day. All communication electronic devices such as phones and smartwatches must be put into the Yondr pouch and locked. Any electronic devices seen on a student's person will be confiscated immediately by school staff members and delivered to a Dean for tracking and storage purposes. At no time shall The Charter High School for Law and Social Justice be responsible for preventing theft, loss, or damage to electronic devices brought onto its property. Additionally, students are not allowed to walk around the building with headphones in their ears. Headphones are only to be worn during approved free time or during instructional time with a professor's permission. School phones in the main office are available in the event that a student must contact a parent/guardian.

Confiscated electronic devices may be retrieved in the following manner:

- 1st Confiscation: The device is returned to the student at the EOD and a parent/guardian is contacted.
- 2nd Confiscation: The parent/guardian is notified and arrangements are made for an adult to pick up the device (If parent/guardian is unable to pick up the device, the device will be held until further notice). Upon arrival, the parent/guardian is to go to the main office so that a Dean can be summoned and the device retrieved.
- 3rd Confiscation: The parent/guardian is notified and arrangements are made for an adult to pick up the device (If parent/guardian is unable to pick up the device, the device will be held until further notice). Upon arrival, the parent/guardian is to go to the main office so that a Dean can be summoned and the device retrieved. If the device is a phone, arrangements will be made for the student to turn in the phone daily to a Dean for a specified period of time. If the phone is not received a letter or phone call to a Dean from a parent indicating why would need to be provided.

Students who do not surrender an electronic device upon the request of a staff member will be subject to disciplinary action as described in the code of conduct in the Discipline Plan of this handbook.

In order to support a cell phone-free learning environment, CHSLSJ has partnered with Yondr. Each student will receive a pouch in which to store their cell phone during the day that is locked with a magnet. Upon leaving for the school day, the magnet lock is opened and students regain access to their phones. Students who damage the pouches must pay

\$10 for a replacement pouch. Any non-compliance with the Yondr policy will result in disciplinary action as described in Appendix A of this handbook.

### Food and Drink

Students may eat or drink only in areas and at times designated by the school. CHSLSJ does not permit students to bring, soda, candy, or other high-sugar-content foods or drinks during the school day or on school grounds as it is unhealthy. Students may not use glass bottles anywhere on school premises. All water bottles need to be clear.

### Technology Use

CHSLSJ provides computers, an Intranet/Internet system, and other equipment and services as part of the learning experience. The system may not be used in any way that disrupts or interferes with its use by others.

Prohibited uses include, but are not limited to:

- Vandalism or theft of equipment
- Theft, piracy, or altering of software
- Activity unrelated to instruction (e.g., unlawful purposes, commercial purposes, personal gain)
- Use of chat rooms or messaging programs
- Violations of copyright laws
- Plagiarism of ideas or information
- Intentional transmission or receipt of computer viruses
- Intentional transmission or receipt of information that is pornographic, obscene, sexist, racist, abusive, or harassing
- Download computer games, music, software, video, or anything else for unsupervised non-academic purposes
- Any violation of federal law, or CHSLSJ policy, e.g., installing pirated software
- Cyberbullying

### Privacy

There is no right to privacy in the use of the computer system or user accounts. The Charter High School for Law and Social Justice reserves the right to monitor and access information on the system and in user accounts for the purpose of determining whether a violation of school policy has occurred. CHSLSJ will remove from the system any information that the staff determines to be unlawful, obscene, pornographic, abusive, harassing, or otherwise in violation of the guidelines. The system may not be used to obtain, view, download, or otherwise gain or provide access to such materials. The CHSLSJ staff will refer for disciplinary action any individual who does not comply with the provisions of this policy. Cancellation of user privileges will be at the discretion of the staff.

### Data Loss

The Charter High School for Law and Social Justice is not responsible for any loss of data resulting from delays, non-deliveries, or service interruptions sustained in the use, operation, or malfunction of the system. Students are responsible for backing up student-generated files. CHSLSJ disowns any responsibility for the accuracy or quality of information obtained electronically. Any such information is used at the risk of the user.

#### “Netiquette”

All users of The Charter High School for Law and Social Justice system must abide by these rules:

- Identify yourself. Users must not conceal or misrepresent their identity while using the system, except where alias names are appropriate.

- Be polite. Use appropriate language. Do not send abusive, harassing, or suggestive messages to anyone.
- Do not respond to abusive, harassing, or suggestive messages. You are required to report such messages to a supervising adult.
- Keep account passwords confidential. Do not allow others to use them. Students who share their passwords are ultimately responsible for any subsequent computer misuse under their login.
- Unauthorized entry, use, transfers, and tampering with the accounts and files of others are prohibited.
- Communicating about, advocating, encouraging, or supporting illegal activities is strictly forbidden.
- Respect the privacy of all users. Do not reveal your personal address or phone number or anyone else's. Remember that emails may not be private. Others may read what you type into your computer!
- Respect the originator of communications. Do not forward email messages or information without the permission of the originator.

### Dignity for all Students Act

CHSLSJ creates a safe and supportive environment for all community members; we abide by the New York State Dignity for All Students Act (DASA). This law seeks to “provide students with a safe and supportive environment from discrimination, intimidation, taunting, harassment, and bullying (including cyberbullying) on school property, a school bus, and/or at a school function.” Discrimination and harassment are prohibited by employees or students based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex. To read the full Dignity for All Students Act, please visit <http://www.p12.nysed.gov/dignityact/>.

### Student Searches

The Charter High School for Law and Social Justice may, at its discretion and at any time, conduct searches of students and their property, including but not limited to backpacks.

- School authorities will make a reasonable search of a student’s locker, desk, or other school-related property only when there is reasonable suspicion that a student is in possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process. Students do not have a reasonable expectation of privacy in lockers, desks, or other areas of the school.
- Searches shall be conducted under the authorization of the Executive Director/Principal or his/her designee.
- Items that are prohibited on school property, or that may be used to disrupt or interfere with the educational process, may be removed by school authorities.
- Searches of an individual will be made on individual suspicion of wrongdoing. To the extent practicable, searches of an individual will be conducted in private by a school official of the same sex and with another witness present.
- Searches of students and school property may be conducted on school grounds or whenever the student is involved with or attending a school-sponsored or related function, whether it is on school grounds or not.

*See Appendix A for a full description of the school’s search policy.*

### School Trips & Off-Campus Events Policy

School trips provide students the opportunity to observe, explore, discover, and engage in hands-on experiences. The school may sponsor trips before, during, or after school hours. Students at school-sponsored off-campus events or field trips shall be governed by all the guidelines of the school and are subject to the authority of school officials. All school trips and off-campus events will have an educational or appropriate celebratory focus and be viewed as an extension of the curriculum and the learning environment. Parents/guardians **must** complete a permission slip permitting their child to attend the school trip.

Parents who do not consent to their child attending a school trip should understand that their child's attendance at school is **mandatory**, as it is still a normal school day. Their respective Professors will leave appropriate work for the student to complete during the course of the school day.

Parents and students should understand that attending a school trip is a privilege. Therefore any student who has committed an infraction of the school conduct policies or who is currently in a disciplinary status will **not** be permitted to attend school trips or off-campus events. The school reserves the right to determine which students may or may not be permitted to attend a school trip.

Students and parents/guardians will be informed if they have to bring a bagged lunch from home if they are attending a school field trip.

### Care of School Property Policy

We expect each student to be responsible for the proper care of school property, including the school building and classrooms, books, desks, textbooks, supplies, Yondr pouches, and equipment and technology entrusted to his/her use.

Students are responsible for the care, maintenance, and timely return of all textbooks or other materials. The school shall require students and/or parents to sign agreements acknowledging their responsibility for the care and prompt return of textbooks or other material lent to them by the school.

Students and/or their parents will be assessed penalties for lost or damaged textbooks and school property. Imposition of one or more of the following penalties is permitted: a charge for replacement of the textbook, property; requiring the student to perform a prescribed number of hours of school service; delayed receipt of a report card; and/or loss of privileges such as participation in sports or other extracurricular activities, and other special events or graduation-related activities.

Students who willfully cause damage to school/staff property shall be subject to disciplinary measures. Students and others who damage or deface school property may be prosecuted and punished under the law. Parents and guardians of students shall be held accountable for student actions. The Executive Director/Principal may report to the appropriate authorities any student whose damage to school/staff property has been serious or chronic in nature. The Executive Director/Principal can impose any of the available consequences for the destruction of school or staff property.

## Discipline Policy

*(This is a condensed version of the full Discipline Policy, which is attached in its entirety as Appendix A. You are urged to read Appendix A in its entirety.)*

CHSLSJ's discipline system incorporates the principles of restorative practices. Restorative practices is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision making. The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. This statement identifies both proactive (building relationships and developing community) and reactive (repairing harm and restoring relationships) approaches. Schools that only use the reactive without building the social capital beforehand are less successful than those that also employ the proactive. The use of restorative practices helps to:

- reduce crime, violence and bullying
- improve human behavior
- strengthen civil society
- provide effective leadership
- restore relationships
- repair harm

Restorative practices include the use of informal and formal processes that precede wrongdoing, those that proactively build relationships and a sense of community to prevent conflict and wrongdoing. Where social capital—a network of relationships—is already well established, it is easier to respond effectively to wrongdoing and restore social order—as well as to create a healthy and positive organizational environment. Social capital is defined as the connections among individuals and the trust, mutual understanding, shared values and behaviors that bind us together and make cooperative action possible. For example, unlike traditional discipline systems that only punish the offender for wrongdoing, restorative practices offer victims and their supporters an opportunity to talk directly with offenders.

Restorative practices also strive to ensure that all individuals in the school community are treated fairly through fair process. The central idea of fair process is that individuals are most likely to trust and cooperate freely with systems—whether they themselves win or lose by those systems—when fair process is observed. The three principles of fair process are:

- *Engagement* — involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account
- *Explanation* — explaining the reasoning behind a decision to everyone who has been involved or who is affected by it
- *Expectation Clarity* — making sure that everyone clearly understands a decision and what is expected of them in the future

While the consistent use of restorative practices will not eliminate wrongdoing or the need for school-issued consequences, the expectation is that the use of restorative practices will result in increased social capital and contribute to an environment in which misbehavior is less likely to occur.

In an effort to maintain a safe learning environment that enforces the CHSLSJ culture of achievement and respect, CHSLSJ adopts the following discipline system. This system is designed to keep our students where they need to be: in the classroom and in school. It is designed to be fair and consistent. CHSLSJ rules strive to create a caring, safe, and serious learning environment. Respect, courtesy, self-discipline and a serious focus are all hallmarks of the school. These rules support the foundation of academic and ethical standards on which CHSLSJ goals depend. The school's disciplinary policies apply to student behavior on school grounds, at school related events, when students are in transit to or from school and to activities such as use of social media, that takes place away from the school but negatively impacts the school environment. This section is a summary of the community rules, code of conduct, and the logical consequences. For the official language, please see Appendix A of the handbook.

## The Classroom

Every Professor at CHSLSJ is responsible for implementing the classroom management system developed by the school. The classroom management system will foster the healthy development of each student using the CHSLSJ model, encourage a strong community of learning within the classroom and **provide adequate opportunities for students to correct their behavior before being removed from the classroom.**

Professors will adhere to a value-based merit system to provide clear reinforcement and logical consequences for student conduct:

- Each student is given three opportunities to correct disruptive behavior. On the third offense, the student will be removed from class. This count will be reset each class period.
- If the teacher determines that the student's behavior is egregiously disruptive or dangerous that it compromises the safety of the teacher and/or other safety, the student will be removed from the class immediately
- A Professor can request that a student be removed for the remainder of the class period or until the student has "cooled off" and permitted to return to class.

## Removal from the Classroom

Upon a student's third opportunity during a class period, the student will be removed from class and will be sent to the Culture Office. This is a location in the school which is monitored full-time by the Deans. During this time students will reflect on the events in the class and complete a reflection form. The Deans will engage the student in the restorative process. **Students who are removed from class may receive a detention at the discretion of the teacher or Deans. If a student is to receive a detention, a parent will be notified.**

Attendance to detention is **MANDATORY**. Students who do not attend detention will receive additional consequences up to and including suspension. In general, there are no make-ups for detention. Under EXTREME circumstances (e.g., family emergency) students may be allowed to reschedule detentions after discussion with the parent.

Professors will meet with the student for a restorative conversation and contact the student's parents/guardians to discuss the incident before the end of the school day. This conversation must take place before the student can rejoin the class the next time the class meets.

## In-School Suspension (ISS)

Students who are removed from three classes in one week, or five classes in a month will be referred to ISS. Students can also be automatically referred to ISS if they exhibit behavior that is extremely disruptive, unsafe, or disrespectful to a Professor, staff member, or student in the school. Parents of students who are issued an ISS will be provided a notice to inform the student and parent of the charges, and if the student denies the charges, an explanation of the evidence against the student will be provided. Students will have a chance to present their version of the events and the school will offer to speak with the parents about the suspension and answer their questions about it. A parent meeting may be called before a student is allowed to return to class.

## Out of School Suspension (OSS)

While we prefer to have our students in school and in class at all times if it is determined that a student's actions pose a threat to the safety of the school community and disruption, the school is left with no other option than to remove the student from school for a limited time. When a student is suspended during the school day, the student's family will be contacted immediately to pick up the student or arrange for the student to be sent home. Parents of students who are issued an OSS will be provided a notice to inform the students of the charges, and if the student denies the charges, an explanation of the evidence against the student will be provided. Students will have a chance to present their version of

the events and the school will offer to speak with the parents about the suspension and answer their questions about it. Before the student can return to class, the family will have a conference with either the Executive Director/Principal or the Executive Director/Principal's Designee. The student will not be admitted to class until this conference has occurred. It is the responsibility of the family to reschedule any missed conferences.

The suspending school official will decide the exact number of days for the suspension depending on the severity of the offense and the student's previous disciplinary record.<sup>1</sup>

In addition to receiving three (3) in-school suspensions for the year, the following behaviors may warrant an immediate out-of-school suspension recommendation:

- Fighting
- Touching another student in an inappropriate manner
- Harassing or posing threats to Professor/staff/student(s)
- Exposing oneself to other school members
- Bullying
- Firearm/Weapon
- Leaving school building/property or ISS without permission
- Harmful social media posting
- Committing Arson
- Falsely Activating Fire Alarms
- Possession of illegal drugs/substances

### Expulsion

In addition to receiving three (3) out of school suspensions in one school year, the following activities will earn a student an immediate expulsion hearing recommendation:

- Possession of Alcohol/Drugs/Tobacco
- Possession of Weapons
- Use/influence of alcohol, drugs, tobacco on school grounds/bus/field trip or during school functions
- Gang activity/affiliation
- Behavior that threatens the community

### The discipline of students with Special Needs

CHSLSJ recognizes that it may be necessary to suspend, remove, or otherwise discipline students with disabilities to address disruptive or problem behavior. The school also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The school is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations. In the event that your student with a disability is suspended for more than 10 school days, a range of protections will apply to ensure that he or she is not punished for behavior that is linked to disabilities.

*For the language regarding discipline for students with Special Needs, please see Appendix A.*

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<sup>1</sup> Where the school seeks to impose a long term suspension or expulsion, a hearing will be convened to determine whether such steps are appropriate. See Appendix A.

## Conclusion

This system will be documented using an online tracking system. Through this system, the staff at CHSLSJ will be able to monitor a student's discipline record on their computer. The Culture Department will record all referrals into the computer system, and all parent communications will be documented as well. It is our hope that with this system; The staff and the administration will be able to better track student behavior in an effort to intervene with students who need extra guidance and support during the school day. A call from a Professor or Dean will be made when a student has been removed from class, issued an In-School Suspension (ISS) or Out of School Suspension (OSS) or any other event that is deemed to require the attention of a parent or guardian. The full Discipline Policy including Discipline Policy for students with Disabilities is included in Appendix A., Please read it in its entirety.

## APPENDIX A - School Discipline Policy

To ensure that an environment is created where teaching and learning can thrive, The Charter High School for Law and Social Justice has developed a series of rules that address proper student behavior, maintenance of order within the school and while people are engaged in school activities, and a statement of student rights and responsibilities.

School staff will ensure that parents and students are well informed of these policies before enrollment, at the time that students sign up for entry into the charter school, and as changes are made throughout the school year. As such, students will not be surprised about what type of behavior is expected from them, and parents will be reassured about the type of classroom environment that will be maintained in The Charter High School for Law and Social Justice.

It is critical that faculty and staff have a full understanding of the school’s discipline policy, are clear on recognizing situations in which students’ behavior is in proper accordance with the policy and when the policy has been violated, and are versed in the various procedures and policies surrounding varying degrees of infractions of the policy. All staff will be provided with professional development on school discipline issues, in particular implementing the discipline policy as well as implementing overall consistent and effective behavior management and discipline strategies in the classroom and in the greater school community. Staff will be provided with training in this area as close to the start of the school year as possible or shortly upon their engagement with the school, if they are hired during the school year. Follow-up training throughout the year will be provided if deemed necessary.

This policy sets forth the The Charter High School for Law and Social Justice’s policy regarding how students are expected to behave when participating in school activities, on and off school grounds, and how the school will respond when students fail to behave in accordance with these rules.

In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions. Depending on the severity of the infraction, disciplinary responses include, but are not limited to, suspension (short or long term), detention, exclusion from extracurricular activities, and expulsion. Where appropriate, school officials will also contact law enforcement agencies.

### Behavior Matrix & Range of Consequences

There are five levels to our behavior system. All behaviors that a student exhibits whether positive or negative fall onto a continuum of small behaviors like a one-time giggle in class to fighting, and violent aggressive behaviors. This behavior matrix exists to help students, parents, professors, and administration determine the difference between actions. A key point to remember is that people are complex and therefore actions need to be determined on a case-by-case basis.

<b>Level #1 Infractions (Insubordinate Behavior)</b>	<b>Range of Possible Disciplinary Responses</b>
<ol style="list-style-type: none"> <li>1. Bringing prohibited equipment to school without authorization (cell phones, mp3 players, toys, electronic devices)</li> <li>2. Failing to be in one’s assigned place on school premises (staying within your classroom/ in your assigned spot).</li> <li>3. Behaving in a manner which disturbs the education process (e.g., making excessive noise verbally and physically, singing when inappropriate, interruptions, calling-out, humming, in the classroom and in the hallway, etc.)</li> <li>4. Engaging in verbally rude or disrespectful behavior (to both professors and peers: talking back when given a direction, name-calling, mimicking, harassing, teasing, taunting, etc.)</li> <li>5. Wearing clothing or other items that are unsafe or disruptive to the educational process (not wearing uniform, wearing non-school regulated street clothes, not wearing closed-toed shoes, etc.)</li> </ol>	<ol style="list-style-type: none"> <li>1. Restorative Conferencing</li> <li>2. Exclusion from extra-curricular or afterschool activities</li> <li>3. Reprimand by appropriate supervisor (e.g., Executive Director, professor)</li> <li>4. Parent conference</li> <li>5. In-school disciplinary action (e.g., exclusion from extracurricular activities, recess, detention, or communal lunchtime)</li> <li>6. Removal from classroom by professor (After a student is removed from a classroom by any professor three times during a semester, suspension must be sought if the student engages in subsequent behavior that would otherwise result in removal by a professor)</li> <li>7. Short term suspension (1-5 days)</li> </ol>

<ol style="list-style-type: none"> <li>6. Posting or distributing material on school premises in violation of written The Charter High School for Law and Social Justice’s rules.</li> <li>7. Using school computers, faxes, telephones, or other electronic equipment without permission</li> <li>8. Being late to school</li> <li>9. Using or touching other people’s property without permission (both professors’ and peers’ property, belongings, equipment, supplies, etc.)</li> </ol>	
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<b>Level #2 Infractions (Disorderly, Disruptive Behaviors)</b>	<b>Range of Possible Disciplinary Responses</b>
<ol style="list-style-type: none"> <li>1. Using profane, obscene, vulgar, lewd, or abusive, language or gestures</li> <li>2. Lying, or giving false information to school personnel</li> <li>3. Misusing property belonging to others (including breaking, destroying, ripping, etc.).</li> <li>4. Engaging in or causing disruptive behavior on the school bus, causing safety issues to the driver, students, and self. *</li> <li>5. Leaving class or school premises without permission of supervising school personnel.</li> <li>6. Engaging in inappropriate or unwanted physical contact (poking, pinching, tapping, throwing of objects, etc.).</li> <li>7. Violating The Charter High School for Law and Social Justice’s Internet use policy, e.g., use of the school’s system for no-educational purposes, security/privacy violations</li> <li>8. Engaging in scholastic dishonesty, which includes: cheating, plagiarizing, colluding, copying, etc.</li> <li>9. Plagiarizing (appropriating someone’s work and using it as one’s own for credit without required citation and attribution.)</li> <li>10. Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit.)</li> <li>11. Engaging in a pattern of persistent Level 1 behavior (whenever possible and appropriate, prior to imposing a Level 2 disciplinary response, school should have exhausted the disciplinary responses in Level 1 infractions)</li> </ol>	<ol style="list-style-type: none"> <li>1. Restorative Conferencing</li> <li>2. Exclusion from extra-curricular or afterschool activities</li> <li>3. Reprimand by appropriate supervisor (e.g., Executive Director, professor)</li> <li>4. Parent conference</li> <li>5. In-school disciplinary action (e.g., exclusion from extracurricular activities, recess, detention, or communal lunchtime)</li> <li>6. Removal from classroom by professor (After a student is removed from a classroom by any professor three times during a semester, a suspension must be sought if the student engages in subsequent behavior that would otherwise result in removal by a professor)</li> <li>7. Short term suspension (1-5 days)</li> </ol>

<b>Level #3 Infractions (Seriously Disruptive or Dangerous Behaviors)</b>	<b>Range of Possible Disciplinary Responses</b>
<ol style="list-style-type: none"> <li>1. Being insubordinate; defying or disobeying the lawful authority of school personnel or school safety agents.</li> <li>2. Using slurs based upon race, ethnicity, color, national origin, religion, gender, sexual orientation, or disability.</li> <li>3. Fighting/ engaging in physical aggressive behavior (hitting, punching, spitting, kicking, hitting with an object, etc.).</li> <li>4. Bringing unauthorized visitors to school or allowing unauthorized visitors to enter school in violation of written school rules.</li> <li>5. Engaging in theft or knowingly possessing property belonging to another without authorization.</li> <li>6. Engaging in inappropriate or unwanted physical contact*.</li> </ol>	<ol style="list-style-type: none"> <li>1. Restorative Conferencing</li> <li>2. Exclusion from extra-curricular or afterschool activities</li> <li>3. Reprimand by appropriate supervisor (e.g., Executive Director)</li> <li>4. Parent conference</li> <li>5. In-school disciplinary action (e.g., exclusion from extracurricular activities, recess, detention, or communal lunchtime)</li> <li>6. Removal from classroom by professor (After a student is removed from any classroom by any professor three times during a semester, a Executive Director’s suspension must be sought if the student</li> </ol>

<ol style="list-style-type: none"> <li>7. Tampering with, changing or altering a record or document of a school by any method, including, but not limited to, computer access or any electronic means.</li> <li>8. Posting or distributing libelous or defamatory material or literature or material containing a threat of violence, injury or harm.</li> <li>9. Engaging in vandalism or other intentional damage to school property, staff property, or others; including student bathrooms.</li> <li>10. Falsely activating a fire alarm or other disaster alarm or making a bomb threat.</li> <li>11. Engaging in gang related behavior (e.g., wearing gang apparel, writing graffiti, making gestures or signs)</li> <li>12. Engaging in a pattern of persistent Level 2 behavior** (Whenever possible and appropriate, prior to imposing a Level 3 disciplinary response, school officials should have exhausted the disciplinary responses in Level 2. Further, repeated Level 2 infractions are limited to Level 3 disciplinary responses.)</li> <li>13. Smoking and /or use of electronic cigarettes and/or possession of matches or lighters.</li> <li>14. Gambling.</li> </ol>	<p>engages in subsequent behavior that would otherwise result in removal by a professor)</p> <ol style="list-style-type: none"> <li>7. Short term suspension (1-5 days)</li> <li>8. Long term suspension (6-30 days)</li> </ol> <p>*The school will offer appropriate counseling to students engaging in this behavior  **This infraction applies only to infractions 1-8 in Level 2, grades K-5</p>
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<b>Level #4 Infractions (Dangerous or Violent Behavior)</b>	<b>Range of Possible Disciplinary Responses</b>
<ol style="list-style-type: none"> <li>1. Engaging in intimidation, coercion or extortion or threatening violence, injury, harm or retaliation to another or others.</li> <li>2. Engaging in behavior, which creates a substantial risk of or results in injury.</li> <li>3. Engaging in intimidating and bullying behavior-threatening, stalking or seeking to coerce or compel a student or staff member to do something; engaging in verbal or physical conduct that threatens another with harm, including intimidation through the use of epithets or slurs involving race, ethnicity, national origin, religion, religious practice, gender, sexual orientation or disability. This includes cyber bullying.</li> <li>4. Engaging in sexual harassment* (to peers or school staff).</li> <li>5. Possessing illegal drugs, alcohol or controlled substances without appropriate authorization. *</li> <li>6. Engaging in threatening, dangerous or violent behavior, which is gang-related. (Disciplinary responses 4-6 only)</li> <li>7. Participating in an incident of group violence. (Disciplinary responses 4-6 only)</li> <li>8. Threatening while on school property, to use any instrument that appears capable of causing physical injury. (Disciplinary responses 4-6 only)</li> <li>9. Engaging in behavior on the school bus, which creates a substantial risk of injury or results in injury. (Disciplinary responses 4-6 only)</li> <li>10. Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity. * Disciplinary responses 4-6 only)</li> </ol>	<ol style="list-style-type: none"> <li>1. Restorative Conferencing</li> <li>2. Exclusion from extra-curricular or afterschool activities</li> <li>3. Parent conference</li> <li>4. In-school disciplinary actions (e.g., exclusion for extracurricular activities, recess, detention, or communal lunchtime)</li> <li>5. Removal from classroom by any professor. (After a student is removed from any classroom by any professor three times during a semester or twice in a trimester, an Executive Director’s suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a professor.)</li> <li>6. Short term suspension (1-5 days)</li> <li>7. Long term suspension (6-30 days)</li> <li>8. Expulsion</li> </ol> <p>*The school should offer appropriate counseling to students who engage in this behavior  ***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 Executive Director must consider whether there are mitigating factors present. In addition, the Executive Director must consider whether an imitation gun is realistic looking by considering factors such as its color, size, shape, appearance and weight.</p>

<ol style="list-style-type: none"> <li>11. Committing arson. (Disciplinary responses 4-6 only)</li> <li>12. Inciting/causing a riot. (Disciplinary responses 4-6 only)</li> <li>13. Possessing any weapon as defined in Category II.*** (Disciplinary responses 4-6 only)</li> <li>14. Using illegal drugs, alcohol or controlled substances without appropriate authorization. *(Disciplinary responses 4-6 only)</li> <li>15. Engaging in a pattern of persistent Level 3 behavior*** (Whenever possible and appropriate, prior to imposing a Level 4 disciplinary response, school officials should have exhausted the disciplinary responses in Level 3. Further, repeated Level 3 infractions are limited to Level 4 disciplinary responses)</li> </ol>	
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<p style="text-align: center;"><b>Level #5 Infractions (Seriously Dangerous or Violent Behavior)</b></p>	<p style="text-align: center;"><b>Range of Possible Disciplinary Responses</b></p>
<ol style="list-style-type: none"> <li>1. Using force against or inflicting or attempting to inflict serious injury against school personnel or school safety agents.</li> <li>2. Using extreme force against or inflicting or attempting to inflict serious injury upon students or others.</li> <li>3. Selling or distributing illegal drugs or controlled substances. *</li> <li>4. Possessing any weapon, other than a firearm, as defined in Category I.</li> <li>5. Using any weapon as defined in Category II to attempt to inflict injury upon school personnel, students or others.</li> <li>6. Using any weapon, other than a firearm, as defined in Category I or II to inflict injury or Category I to attempt to inflict injury upon school personnel, students or others.</li> <li>7. Possessing or using a firearm**</li> </ol>	<ol style="list-style-type: none"> <li>1. Restorative conferencing</li> <li>2. Exclusion from extra-curricular or afterschool activities</li> <li>3. Short term suspension (1-5 days)</li> <li>4. Long term suspension (6-30 days)</li> <li>5. Expulsion</li> </ol> <p>*The school will offer appropriate counseling to students engaging in this behavior  **In determining whether the behavior is gang related, school officials may consult with the New York City’s Office of School Safety and Planning’s Gang Unit.</p>

Prohibited Weapons Policy

<p style="text-align: center;"><b>Prohibited Weapons – Category I</b></p>	<p style="text-align: center;"><b>Prohibited Weapons – Category 2</b></p>
<ul style="list-style-type: none"> <li>● Firearm, including pistol and handgun, silencers, electronic darts and stun gun;</li> <li>● Shotgun, rifle, machine gun, or any other weapon which simulates or is adaptable for use as a machine gun;</li> <li>● Air gun, spring gun, or other instrument or weapon in which the propelling force is a spring or air, and any weapon in which any loaded or blank cartridge may be used (such as a BB gun);</li> <li>● Switchblade knife, gravity knife, pilum ballistic knife; and cane sword (a cane that conceals a knife or sword);</li> <li>● Dagger, stiletto, dirk, razor, box cutter, utility knife and other dangerous knives;</li> <li>● Billy club, blackjack, bludgeon, chucka stick, and metal knuckles;</li> </ul>	<ul style="list-style-type: none"> <li>● Imitation gun;</li> <li>● Loaded or blank cartridges and other ammunition;</li> <li>● Stink bombs;</li> <li>● Stun pens;</li> <li>● Any deadly, dangerous, or sharp pointed instrument, which can be used or is intended for use as a weapon (such as scissors, nail file, broken glass, chains, wire, laser beam, pointers).</li> </ul>

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| <ul style="list-style-type: none"> <li>● Sandbag and sandclub;</li> <li>● Slingshot (small heavy weights attached to or propelled by a thong) and slung shot;</li> <li>● Martial arts objects including Kung-Fu stars, nunchucks, and shirkens;</li> <li>● Explosives, including bombs, firecrackers, and bombshells.</li> <li>● Acid or deadly or dangerous chemicals;</li> </ul> |  |
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**Firearm Violations**

Federal and New York law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Executive Director may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended).

“Weapon,” as used in this law means a “firearm,” as defined by 18 USC § 921, and includes firearms and explosives. (New York Education Law §3214 effectuates this federal law.) The following are included within this definition:

1. Any device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury. Knives with a blade of two and half inches or more in length fall within this definition;
2. Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
3. The frame or receiver of any weapon described above;
4. Any firearm muffler or firearm silencer;
5. Any destructible device, which is defined as any explosive, incendiary, or poison gas, such as a bomb, grenade, rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or other similar device.

The Executive Director shall refer a student 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 student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Executive Director shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

**Short Term Suspension**

A short-term suspension refers to an in-school removal or out-of-school removal of a student for disciplinary reasons for a period of five or fewer days. A student who has committed any of the infractions listed below shall be subject minimally to a short-term suspension, unless the Executive Director determines that an exception should be made based on the individual circumstances of the incident and the student’s disciplinary record. The Executive Director reserves the right to adjust the punishment for each infraction per his or her judgment.

**Disciplinary Infractions**

**Procedures and Due Process for Short Term Suspension**

The Executive Director may impose a short-term suspension, and shall follow due process procedures consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). Before imposing a short term suspension, or other, less

serious discipline, the Executive Director shall provide notice to inform the student of the charges against him or her, and if the student denies the charges, an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided.

Before imposing a short-term suspension, the Executive Director shall immediately notify the parents or guardian in writing that the student may be suspended from school. Written notice of the decision to impose suspension shall be provided by personal delivery or express mail delivery within 24 hours at the last known address(es) of the parents or guardian. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal informational conference with the Executive Director. Such notice and informal conference shall be in the dominant language or mode of communication used by the parents or guardians. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.

The Executive Director's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with The Charter High School for Law and Social Justice's complaint process.

### Long Term Suspension/Expulsion

A long-term suspension refers to the removal of a student from school for disciplinary reasons for a period of more than five days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons. A student who is determined to have committed a serious infraction on the Behavior Matrix (e.g., Level 4 or 5 violations) shall be subject to a long-term suspension or expulsion, unless the Executive Director determines that an exception should be made based on the circumstance of the incident and the student's disciplinary record. Such a student may also be subject to any of the disciplinary measures outlined elsewhere in this document including a referral to the appropriate law enforcement authorities.

A student who commits any of the acts previously described as causes for short term-suspension may, instead or in addition, be subject to a long-term suspension at the Executive Director's discretion only if the student has committed the act at least three times in the academic year.

### Procedures and Due Process for Long Term Suspension or Expulsion

The Executive Director may impose a long-term suspension or expulsion. Such consequences may be imposed only after the student has been found guilty at a formal disciplinary hearing. Upon determining that a student's action warrants a possible long-term suspension or expulsion, the Executive Director shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension or expulsion and state the reasons for such actions. The Executive Director also shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents that resulted in seeking the suspension or expulsion and shall indicate that a formal hearing will be held on the matter, which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, present evidence and challenge evidence presented against the student.

If the Executive Director shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Executive

Director may accept or reject all or part of it. The Executive Director's decision to impose a long-term suspension or expulsion may be challenged by the parent or guardian through an appeal process to the Board of Trustees. Parents / guardians interested in making an appeal should notify the Executive Director in writing within 5 days of receiving the hearing officer's report. NOTE: In any instance where the Executive Director is directly involved in the instance(s) at issue for a suspension or expulsion, the Executive Director shall appoint a designee to handle any investigation, hearing and determination.

### Provision of Instruction During Removal

The school will ensure that alternative educational services are provided to a child who has been suspended or removed to help that child progress in the school's general curriculum. For a student who has been suspended, alternative instruction will be provided to the extent required by applicable law. For a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school for a reasonable period thereafter or until the end of the school year.

Alternative instruction will be provided to students suspended or expelled in a way that best suits the needs of the student. Instruction for such students shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations: the child's home, a contracted facility (e.g., in the school district of location), or a suspension room or other room at the school. During any removal for drug or weapon offenses, additional services shall include strategies designed to prevent such behavior from recurring.

### Search and Seizure

A student and/or the student's belongings may be searched by a school official if the official has a reasonable suspicion to believe that a search of that student will result in evidence that the student violated the law or a school rule. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from the student by school authorities and returned to parents at the school or turned over to law enforcement as appropriate.

All school-related property always remains under the control of the School and is subject to search at any time. School-related property includes but is not limited to computers, lockers, cabinets, desks, bookcases, buses and other vehicles and items controlled or directed by school officials in the support of educational-related programs or activities. The school is not responsible for books, clothing, or valuables left in lockers or desks. A student shall not place or keep in a locker, desk or other school-related property any article or material which is of a non-school nature and may cause or tend to cause the disruption of the mission of the school. The following rules will apply to the search of school property assigned to a specific student and the seizure of illegal items found therein:

- School authorities will make a reasonable search of a student's locker, desk, or other school-related property only when there is reasonable suspicion that a student is in possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process
- Searches shall be conducted under the authorization of the Executive Director/Principal or his/her designee
- Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed by school authorities
- Searches of an individual will be made on individual suspicion of wrongdoing. To the extent practicable, searches of an individual will be conducted in private by a school official of the same sex and with another witness present
- Searches of students and school property may be conducted on school grounds or whenever the student is involved with or attending a school sponsored or related function, whether it is on school grounds or not

### Searches of Students

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

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

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

### Freedom of Expression

Students are entitled to express their personal opinions verbally, in writing, or by symbolic speech. The expression of such opinions, however, shall not interfere with the freedom of others to express themselves, and written expression of opinion must be signed by the author. Any form of expression that involves libel, slander, the use of obscenity, or personal attacks, or that otherwise disrupts the educational process, is prohibited. All forms of expression also must be in compliance with the student disciplinary policy and the school dress code, violations of which are punishable as stated in the disciplinary policy.

Student participation in the publication of school-sponsored student newsletters, yearbooks, literary magazines and similar publications is encouraged as a learning and educational experience. These publications, if any, shall be supervised by qualified faculty advisors and shall strive to meet high standards of journalism. In order to maintain consistency with the school's basic educational mission, the content of such publications is controlled by school authorities.

No person shall distribute any printed or written materials on school property without the prior permission of the Executive Director. The Executive Director may regulate the content of materials to be distributed on school property to the extent necessary to avoid material and substantial interference with the requirements of appropriate discipline in the operation of the school. The Executive Director may also regulate the time, place, manner and duration of such distribution.

### Off-Campus Events

Students at school-sponsored off-campus events shall be governed by all the guidelines of the school and are subject to the authority of school officials. Failure to obey the lawful instructions of school officials shall result in a loss of eligibility to attend school-sponsored off-campus events and may result in additional disciplinary measures in accordance with the student disciplinary policy. Students in uniform off campus represent the school and will be held to the same rules and regulations as if they are on campus.

### Student Records

The Charter High School for Law and Social Justice will maintain written records of all suspensions and expulsions including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons. The Charter High School

for Law and Social Justice will comply with NYSED's VADIR data collection requirements and disciplinary data and submit that information to NYSED by required deadlines.

Charter schools are subject to the federal Family Education Rights and Privacy Act of 1974 (FERPA), which requires a school to protect a student's privacy. The Charter High School for Law and Social Justice will not disclose any information from the student's permanent records except as authorized pursuant to FERPA, or in response to a subpoena, as required by law. The parent(s) or guardian(s) of a student under 18 years of age, or a student 18 years of age or older, is entitled to access to the student's school records by submitting a written request to the Executive Director. Further information concerning the disclosure of student information and limitations on such disclosure may be found in FERPA and the school's FERPA policy.

### Disciplinary Policy for Students with Disabilities

In addition to the discipline procedures applicable to all students, The Charter High School for Law and Social Justice shall implement the following disciplinary policy procedures with respect to students with disabilities. [A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions.] The Charter High School for Law and Social Justice shall comply with sections 300.519- 300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

If a student violates the School's discipline code and is being considered for a suspension or removal, the School must ensure the following due process protections are provided to the student and to the student's parent(s) in addition to those set forth in the regular education discipline code. For suspensions of five school days or less, the student's parent(s) or guardian must be provided with a written notice, and a follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the Executive Director and appropriate staff to discuss the incident and question any complaining witness against the student. For suspensions in excess of five consecutive school days, the student's parent(s) or guardian must be provided with a written notice which indicates that the district proposes to suspend the student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by the Executive Director or his or her designee at which the student will have a right to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on his/her behalf. Where possible, notification must also be provided by telephone. In addition, the School must provide alternative education to the student during the suspension as set forth below, including any special services required by the Individualized Education Program (IEP) prepared by the student's Committee on Special Education (CSE) of their district of residence. The Executive Director/Principal shall make final determination on a suspension or removal of a student, following due process.

The school shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Students for whom the IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the CSE of the student's district of residence for consideration of a change in the guidelines.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of

suspension, because such suspensions may be considered to be a change in placement. In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

CHSLSJ shall work with the district to ensure that the CSE of the student's district of residence meets within 7 days of notification of any of the following: (1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days; (2) The commission of any infraction resulting from the student's disability; (3) The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Executive Director would seek to impose a suspension in excess of 5 days.

Also, The Charter High School for Law and Social Justice will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE will be immediately notified so that the CSE can meet its required obligations to:

1. Convene a CSE meeting within 10 school days to make a manifestation determination.
2. Convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.
3. Provide the student's parent with a copy of their procedural due process rights.
4. Work closely with the CSE of the students' district of residence in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

#### Provision of Services During Removal

Those students removed for a period of fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The Charter High School for Law and Social Justice also shall provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the 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 professor, shall make the service determination.

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 student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

#### CSE Meetings

Meetings of the CSE of the student's district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plan are required when: (1) the child is first removed from his or her current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement. The student's special education professor (or coordinator) and the general classroom professor will attend all meetings regarding the student initiated by the CSE from the student's home district.

Subsequently, if other removals occur which do not constitute a change in placement, the School will work with the CSE of the student'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 student'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

If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student'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.

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 students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, 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 any interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and the School agree otherwise.

## **APPENDIX B - Policy Regarding Sports & After-School Program Participation**

### Sports Program

CHSLSJ offers a variety of competitive and intramural sports, including basketball, baseball, volleyball, cross country, soccer and softball. The program is open to all students in good academic and behavioral standing.

### Good Standing

In order to be in good standing, students must pass both the academic and work ethic component of their classes. Typically, students scoring 80 percent or better are seen as in good standing. Students who fall below the minimum requirements may be put on probation or withdrawn from the team. Additionally, if a student is missing assignments or failing a class within a quarter, s/he may be temporarily withdrawn from the team until work has been submitted or the grade has improved. Attendance at school is also a requirement of participating in the sports program and this includes lateness to school and class. Participants must get a weekly behavior/academic form signed by each of their professors, failure to do this will cause them to be removed from the team.

### Behavioral Policy

It is expected that our students comply with the discipline code at all times. The school's Discipline Code applies to participation in the sports program. Behavior that would constitute withdrawal from a sports team includes, but is not limited to:

- Persistent classroom disruptions
- Excessive detentions
- Suspension
- Recommendation from the Dean's Office

## APPENDIX C - Use of Lockers

CHSLSJ students will be using lockers located in our hallways on the fourth and fifth floors. It is important to remember that there are responsibilities that accompany the privilege of having access to lockers. Improper use of lockers will result in a loss of locker privileges. Please note that students are provided access to school lockers at the school's discretion and students do not have a reasonable right of privacy regarding them.

### Rules & Guidelines

1. Lockers are assigned to students by the school.
2. Student lockers are provided for school-related materials (books, sweaters, hoodies or jackets).
3. Students with cell phones at school must store their cell phones in their lockers for the entire school day. All cell phones must be turned off.
4. The school does NOT assume responsibility for personal possessions placed in the lockers. The lockers may be searched at any time.
5. The school will provide locks to students. Students should practice their combinations at the time of distribution with their teacher. Combinations should never be shared with other students.
6. Students are accountable for all items placed in their lockers. At no time should students share combinations with their classmates. It is important to remember that locks and lockers are an individual student responsibility.
7. Students should NOT store food, drinks, or trash in lockers.
8. Both the inside and outside of the lockers are to be kept clear of writing, stickers and decorations.
9. Students having problems with their lockers must contact their teachers and/or the office before or after school.
10. Students are permitted to access lockers in the morning between 7:25 am and 7:45 am for the middle school and 8:00 am to 8:20am for the high school and again at the end of the day. Students who are late will NOT be permitted to use lockers.
11. Lockers are subject to inspection by the school at its discretion.

**Violation of any of these principles may result in the suspension of locker privileges.**

## **APPENDIX D - Student Internet Usage Policy**

### Web Use

From time to time, students may be asked to use the internet for school assignments and will be provided access to laptop or desktop computers at school. During class, students are only permitted to be on specific websites authorized by the school for academic use. Students may not be on any web sites not specifically permitted by their instructor, including but not limited to, YouTube, Facebook, Google Images, Instagram, Snapchat or any social networking site. Students are expressly prohibited from using the school's computers to access inappropriate or adult content, gambling or gaming websites, or any website that promotes hate, violence, or gang activity. The school reserves the right to determine if a website is inappropriate.

### Computer Use

School laptop and desktop computers are expensive learning tools and are property of the school. They are complex and fragile machines and need to be handled delicately. The school will not tolerate any intentional mistreatment of computers, including rough handling, touching another student's computer, or slamming of keyboards or laptop covers. Any student causing damage to a laptop will be billed for the damage caused and will receive disciplinary consequences.

### CHSLSJ Email

Students will receive school email addresses that they will use for school-based projects. Students should have no expectation of privacy in these accounts. The school reserves the right to inspect all CHSLSJ email addresses at any time.

### Cyberbullying

It is the number one priority of CHSLSJ to ensure a safe environment for all students. Cyberbullying will not be tolerated. Students should understand that posts on Facebook, Twitter, Instagram and other social media are not private and, if they violate the school's disciplinary code, can lead to disciplinary action.

## **APPENDIX E - Complaint Policy**

### Complaint Policy

Staff members who have a question or complaint or are bothered by a job-related situation should speak with their immediate supervisor. This is the best way to seek resolution of problems and is a matter of professional courtesy. Should the concern not be satisfactorily addressed or be one that the staff member would rather not discuss with the immediate supervisor, the staff member should contact the Executive Director.

Any employee wishing to formally complain about a procedure, action, or directive of another employee should notify the Executive Director in writing as soon as possible after such procedure, action or directive has occurred. The Executive Director or his or her designee shall be the investigator and arbitrator of such grievances except where the Executive Director is a subject of the grievance, where the grievance should be directed to the Board Chair, Mr John Callahn at [jcallahan@chslsj.org](mailto:jcallahan@chslsj.org). Parents or others who have an informal complaint may also bring it to the Executive Director, orally or in writing. Those wishing to make a formal complaint should follow the process for employees laid out in the previous paragraph.

For any grievances alleging a violation of law or of the school's charter, an employee may appeal the decision of the Executive Director, his or her designee or the Board Chair to the school's authorizer, the New York City Department of Education. If the complainant is not satisfied with the determination of the authorizer, the matter can be appealed to the New York State Board of Regents, whose ruling shall be final.

## Receipt of Student/Family Handbook (2021-2022)

This is to acknowledge that I have received a copy of the The Charter High School for Law and Social Justice student/Family Handbook, and I understand that it contains information about the policies and practices of the School. I understand that the purpose of the Handbook is to acquaint students and families with the School's policies and procedures, and to function as a reference tool for students and families. I understand that the Handbook sets forth the policies and procedures currently in effect and that these policies and procedures may be changed, modified, or eliminated by the School at any time.

I also understand that it is my responsibility to read, understand, and follow all current School policies and procedures. I can ask any employee at the school for guidance if I have any questions about the policies and procedures set forth in this Handbook or their application.

By signing below, I indicate receipt of The Charter High School for Law and Social Justice Student/Family Handbook:

Parent's Full Name \_\_\_\_\_

Parent's Signature \_\_\_\_\_

Student's Full Name \_\_\_\_\_

Students' Signature \_\_\_\_\_

Date \_\_\_\_\_