Empowering our students as scholars and citizens so they may lead fulfilling academic, personal, and professional lives.

432 Monroe Street, Brooklyn, NY 11221
Main Phone: 718-455-5046
Main Fax: 718-455-5049
Main Email: info@unityprep.org
Dear Unity Families:

We are thrilled to welcome you to Unity Preparatory Charter School of Brooklyn (Unity) for the 2014-2015 school year!

As we embark on the school year together, this Student & Family Handbook serves to inform you of the many policies, practices, and regulations that govern our school community. It is not intended to be a complete collection of all guidelines related to students and parents/guardians but rather serves as a general guide for you and your child’s career here at Unity. Federal and state laws and regulations as well as our own school policies, regulations, and practices are subject to change - and often do change – during the academic year, and we will do our best to update this document as these things change.

It is important that families (students and parents/guardians) read, understand, and act in accordance with the policies outlined in this Handbook. This will ensure that we are working in harmony to provide the best possible educational setting both at school and at home for your child. If you have any questions or need additional information, please feel free to talk with a school administrator or your child’s advisor.

To make sure that families are fully prepared to take part in the school year, we require that both all students and their parents/guardians sign and return the Student and Family Annual Pledge on the last page of this Handbook. After reading the Handbook, please remove the back page and sign the Pledge. Students will then submit the Pledge to their Advisor. The Pledge serves as an agreement that will be kept on file at the school.

Again, we welcome you to Unity! We look forward to working with you to empower our students as scholars and citizens.

Joshua Beauregard
Head of School
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I. Core Features

Mission
Unity’s mission is to empower students as scholars and citizens so they may lead fulfilling academic, personal, and professional lives.

Educational Program
Unity accomplishes this mission through two interdependent programs that reinforce one another and serve as the backbone of our school’s design:

- A rigorous academic program in the liberal arts and sciences that equips students with the knowledge and skills needed to enroll and succeed in secondary and postsecondary courses, focusing on building the desire and capacity to learn independently, think critically, and communicate proficiently

- An enriching co-curricular program consisting of courses in World Languages & Cultures, Art & Design, and Technology, elective clubs and teams, and various “beyond-the-classroom” activities that serve to reinforce what students learn in their core courses, accommodate individual student interests, and develop important professional and citizenship skills through real-world, meaningful application

As students engage in each of these programs, we are committed to providing a level of support that is commensurate with the high expectations placed upon them.

Key Elements
Unity incorporates a number of key elements that researchers have found to be associated with high-performing schools. We also include several elements that are unique to our school that we believe will profoundly benefit our students:

- A Grades 6-12 College Preparatory Curriculum: A college-preparatory liberal arts and sciences program of study in mathematics, English language arts (ELA), science, and history that fosters in students the desire and capacity to learn independently, think critically, and communicate proficiently so that they are fully prepared to succeed in their postsecondary studies

- A Focus on Expert Teaching and Advancement: An inventive Teacher Career Advancement System and multi-faceted professional development offerings that equip talented teachers with ample means to continually develop their pedagogical and management skills while generously recognizing them for their contributions, resulting in an enthusiastic faculty of expert educators who are demonstrably successful in promoting student learning

- More Time for Learning/Attention to How Time is Utilized: An extended day, week, and year that provide approximately 20% more time on academic and co-curricular activities than the local district average in order to deepen engagement, accelerate academic growth, and prepare students for a college schedule
• **Intensive and Differentiated Academic Support:** A system in which teachers offer customized support for remediation and acceleration by using multiple forms of assessment to inform instruction and providing individualized support with our after-school and weekend tutoring.

• **Enrichment Courses and Elective Clubs:** Enrichment courses in World Languages & Culture, Art & Design, and Technology, which promote applied and interdisciplinary learning and develop essential 21st century professional skills in technology, communication, critical and creative thinking, and problem solving; and elective clubs in such areas as sports and the visual and performing arts, which develop team-oriented skills and are co-facilitated by instructors from local educational and cultural institutions through formal partnerships.

• **A Positive and Supportive School Culture:** A culture built on a framework of Positive Behavioral Interventions & Supports, which teaches students how to maintain a learning environment that is safe, responsible, and respectful and offers students abundant encouragement. A priority on teaching students the social and emotional skills they need to be successful, including how to manage emotions, reduce stress, and make healthy decisions. A staff that is compassionate and always willing to guide students when they make mistakes so they can learn from them and avoid repeating them.

• **Active Community Involvement:** A Family & Community Partnership Association comprised of family members, local stakeholders, and Unity staff, that promotes open communication, meaningful collaboration, and active involvement and service within Unity’s community, including designated Community Service Days.
II. General Information

Calendar for the 2014-2015 Academic Year

<table>
<thead>
<tr>
<th>Key:</th>
<th>No school</th>
<th>Teachers only</th>
<th>School in session</th>
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Note: On the five days in which students are dismissed early on Fridays (10/3, 11/14, 2/6, 3/27 and 5/15), students will be dismissed at 12:55pm.

### August 2014

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8/11-8/22: Staff Development: Teachers Only 8/25-8/28: 6th Grade Orientation (incoming 6th grade only)

### September 2014 (20/20)

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### October 2014 (22/42)

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10/3: Early dismissal for students 10/13: Columbus Day, No School

### November 2014 (16/58)

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### December 2014 (15/73)

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12/22-12/31: Winter Break, No School 12/3-12/4: Tri-I Family Conferences

### January 2015 (18/91)

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### February 2015 (19/110)

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2/6: Early dismissal for students 2/16: Presidents’ Day, No School

### March 2015 (17/127)

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### June 2015 (15/182)

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The following is a list of dates when Unity is not in session for students:

- 8/29/2014 – No School
- 9/1/2014 – Labor Day
- 9/26/2014 – No School
- 10/13/2014 – Columbus Day
- 11/10/2014 – Veteran’s Day
- 12/22/2014-1/5/2015 – Winter Break
- 1/19/2015 – MLK Jr. Day
- 2/16/2015 – Presidents’ Day
- 4/3/2014 – No School
- 5/1/2014 – No School
- 5/25/2014 – Memorial Day
<table>
<thead>
<tr>
<th>Monday, Tuesday, Thursday</th>
<th>Wednesday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>7:05-7:25am Breakfast (optional) Huddle</td>
<td>7:05-7:25am Breakfast (optional) Huddle</td>
<td>7:05-7:25am Breakfast (optional) Huddle</td>
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<tr>
<td>7:30-7:50am Assembly/YES!/DEAR</td>
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<td>7:30-7:50am Assembly/YES!/DEAR</td>
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<tr>
<td>7:55-8:10am AM Advisory</td>
<td>7:30-7:45am AM Advisory</td>
<td>7:55-8:10am AM Advisory</td>
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<tr>
<td>8:13-9:08am 1st Period</td>
<td>7:48-8:33am 1st Period</td>
<td>8:13-9:08am 1st Period</td>
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<tr>
<td>9:11-10:06am 2nd Period</td>
<td>8:36-9:21am 2nd Period</td>
<td>9:11-10:06am 2nd Period</td>
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<tr>
<td>10:06-10:13am Snack</td>
<td>9:24-10:09am 3rd Period</td>
<td>10:06-10:13am Snack</td>
</tr>
<tr>
<td>11:14-12:09pm 4th Period</td>
<td>10:19-11:04am 4th Period</td>
<td>11:14-12:09pm 4th Period</td>
</tr>
<tr>
<td>12:12-1:07pm 5th Period</td>
<td>11:07-11:52am 5th Period</td>
<td>12:12-1:07pm 5th Period</td>
</tr>
<tr>
<td>1:12-1:57pm Lunch</td>
<td>11:55-12:40pm 6th Period</td>
<td>1:12-1:57pm Lunch</td>
</tr>
<tr>
<td>2:03-2:57pm 6th Period</td>
<td>12:40-1:00pm Lunch</td>
<td>2:03-2:57pm 6th Period</td>
</tr>
<tr>
<td>3:00-3:10pm PM Advisory</td>
<td>1:05-1:50pm Assembly</td>
<td>3:00-3:10pm PM Advisory</td>
</tr>
<tr>
<td>3:15-4:15pm Elective Clubs</td>
<td>Faculty Development and Meetings (no students)</td>
<td>3:15-3:45pm* Detention</td>
</tr>
<tr>
<td>4:18-4:45pm Detention</td>
<td></td>
<td>*No electives clubs are offered on Fridays</td>
</tr>
</tbody>
</table>

Unity offers an extended day and school year so that our students have as many opportunities as possible to learn and engage in enriching experiences as scholars and citizens. Our school hours are as follows over the course of a regular school week.
Regular Arrival and Dismissal Times
Students may enter the building beginning at 7:05am each morning. Unity’s entrance is on Madison Street. Upon entering, students are greeted by Unity staff members. They then have the option of proceeding to the dining hall to eat a healthy breakfast (see page 21 for greater details on our homework submission process). Students need to be in the gymnasium or auditorium by 7:30am or they will be marked “tardy”. Note: we recommend that students who wish to have breakfast at school arrive to school by 7:15am at the latest in order to have plenty of time to eat.

Students are dismissed at 4:15pm on Mondays, Tuesdays, and Thursdays. Students are dismissed at 1:50pm on Wednesdays and 3:10pm on Fridays. Students are dismissed through the same exit they use to enter the building (Madison Street).

Behavior Detention, Homework Detention, and Saturday Tutoring Hours
Behavior detention provides an opportunity for students after school to reflect on mistakes they made involving their conduct and learn from those mistakes so that they are not repeated. Similarly, homework detention provides an opportunity for those students who do not submit their completed homework in a given night to complete their assignments for partial credit. Students who earn behavior or homework detentions must report to the designated classroom immediately following their afternoon clubs to receive support and to take responsibility for their actions. Students will be notified during afternoon advisory if they are required to serve detention. A automated phone call will also be made by 2pm each day to the households of these students to notify parents/guardians that their child is required to stay after school until 4:45pm on Mondays, Tuesdays, and Thursdays (and until 3:45pm on Fridays). See the table below for a summary of our afterschool schedule.

To supplement the tutoring services that take place during the school day (see “Section V. Academics,” “Supports for Promoting Academic Success” for more information), Unity also offers Saturday tutoring on a rotating basis to students who are struggling academically. Each rotation will last four weeks and take place between 9:00am and 12:00pm on Saturdays. Parents/guardians and students will be notified of required Saturday tutoring in advance to ensure families can make the appropriate arrangements for their student. Parents/guardians should note that students will only be required to attend Saturday tutoring when they are struggling academically and when it is in their best interests to do so. Therefore, Unity teachers and administrators ask parents/guardians work with us to ensure that students attend Saturday tutoring when it is required.

<table>
<thead>
<tr>
<th>Days</th>
<th>Times - Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mondays</td>
<td>4:18-4:45pm – Detention</td>
</tr>
<tr>
<td>Tuesdays</td>
<td>4:18-5:30pm – Optional study hall</td>
</tr>
<tr>
<td>Thursdays</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>3:15-3:45pm – Detention</td>
</tr>
<tr>
<td>Saturday</td>
<td>9:00am-12:00pm – Saturday tutoring</td>
</tr>
</tbody>
</table>

Finally, beyond its regular tutoring hours, Unity also offers optional, evening study hall sessions for students from 4:18pm to 5:30pm on Monday, Tuesday, and Thursday. Note that a snack is provided to students who participate in optional evening study hall.
Public Transportation To and From Unity

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

<table>
<thead>
<tr>
<th>Lives less than ½ mile from school</th>
<th>Lives ½ mile or more from school, but less than one mile</th>
<th>Lives 1 mile or more from school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not eligible for MetroCard</td>
<td>Eligible for half-fare MetroCard (these MetroCards may be used on buses only)</td>
<td>Eligible for full-fare MetroCard (these MetroCards may be used for all buses and trains)</td>
</tr>
</tbody>
</table>

Note: students may receive two replacements for lost or damaged MetroCards, per school year, free of charge. After the second replacement, there will be a $10 administrative fee per new card issued. Students should contact Mr. Gonzalez to complete a form for a replacement. There is a one-week waiting period for processing between the time of completing the form and then receiving a replacement card. Families should make arrangements to provide/pay for transportation during this time.

MetroCard eligibility will be assigned by the OPT after July 15th each year (not all students are eligible for MetroCards). To determine your eligibility, visit: [http://schools.nyc.gov/Offices/Transportation/ServicesandEligibility/BusTransportation/default.htm](http://schools.nyc.gov/Offices/Transportation/ServicesandEligibility/BusTransportation/default.htm). You can find the approximate distance from your home to the school by using Google walking maps ([https://maps.google.com/maps](https://maps.google.com/maps)). For students taking city buses to and from Unity, the B15, B25, B26, B38, B43, and B52 all have stops within walking distance of the school. The Kingston-Throop Avenues stop on the C line is also within walking distance for students commuting to and from school by subway. If you have any questions or concerns about your child’s commute to and from school, please contact our main office. We want to ensure that all students can get to school safely and efficiently, and we will work with you to address your questions or concerns.

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

III. School and Family Communication

Unity firmly believes that the school staff and families are partners in effectively supporting students in their learning - clear and consistent communication between staff and family members is essential to providing such support. There is an abundance of ways in which communication between staff and family members takes place, including phone and email communication, scheduled in-person meetings, the school’s website and online student portal, family/teacher conferences, and the school’s Family & Community Partnership Association.
Unity’s Organization Chart for School Administration, Faculty, and Staff

Unity’s staffing organization is summarized in the chart below.

All personnel listed in the table below may be reached by phone by calling the school’s main office at (718) 455-5046. In addition, individual phone numbers and email addresses of all personnel are listed.

School staff may be reached at any time between 7:30am and 7pm by phone. If a staff member is unable to answer his/her phone, please leave a message with your phone number and a brief message. Families should expect a response to voicemails within 24 hours.

Alternatively, staff may be reached by email or text message - families and students should expect a response within 24 hours of sending an email during the week and within 48 hours of sending an email during the weekend.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baggs, Christina</td>
<td>Mathematics Teacher</td>
<td>(347) 506-4127</td>
<td><a href="mailto:cbaggs@unityprep.org">cbaggs@unityprep.org</a></td>
</tr>
<tr>
<td>Baker, Caitlin</td>
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<td>(347) 508-0684</td>
<td><a href="mailto:cbaker@unityprep.org">cbaker@unityprep.org</a></td>
</tr>
<tr>
<td>Beauregard, Joshua</td>
<td>Head of School</td>
<td>(864) 897-9208</td>
<td><a href="mailto:jbeauregard@unityprep.org">jbeauregard@unityprep.org</a></td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Phone</td>
<td>Email</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Boolani, Alykhan</td>
<td>History Teacher</td>
<td>(510) 730-2677</td>
<td><a href="mailto:aboolani@unityprep.org">aboolani@unityprep.org</a></td>
</tr>
<tr>
<td>Burns, Casey</td>
<td>Director of Curriculum, Instruction &amp; Assessment/ELA Teacher</td>
<td>(917) 300-8283</td>
<td><a href="mailto:cburns@unityprep.org">cburns@unityprep.org</a></td>
</tr>
<tr>
<td>Carter, Janice</td>
<td>ELA Teacher</td>
<td>(718) 635-0164</td>
<td><a href="mailto:jcarter@unityprep.org">jcarter@unityprep.org</a></td>
</tr>
<tr>
<td>Clarke, Charlton</td>
<td>Dean of Students</td>
<td>(347) 762-4885</td>
<td><a href="mailto:cclarke@unityprep.org">cclarke@unityprep.org</a></td>
</tr>
<tr>
<td>Coleman, Aaron</td>
<td>Athletic Coordinator/Health &amp; Fitness Teacher</td>
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<td><a href="mailto:acoleman@unityprep.org">acoleman@unityprep.org</a></td>
</tr>
<tr>
<td>Davidian, Emily</td>
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<td>(864) 897-9172</td>
<td><a href="mailto:edavidian@unityprep.org">edavidian@unityprep.org</a></td>
</tr>
<tr>
<td>Del Purgatorio, Tina</td>
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<td>(347) 688-5558</td>
<td><a href="mailto:tdelpurgatorio@unityprep.org">tdelpurgatorio@unityprep.org</a></td>
</tr>
<tr>
<td>Dinsmoor, Jamie</td>
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<td><a href="mailto:jdinsmoor@unityprep.org">jdinsmoor@unityprep.org</a></td>
</tr>
<tr>
<td>Eassa, Joseph</td>
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<td><a href="mailto:jeassa@unityprep.org">jeassa@unityprep.org</a></td>
</tr>
<tr>
<td>Gaines, Michelle</td>
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<td>(864) 897-9214</td>
<td><a href="mailto:mgaines@unityprep.org">mgaines@unityprep.org</a></td>
</tr>
<tr>
<td>Gonzalez, Eric</td>
<td>Director of Operations</td>
<td>(347) 674-5558</td>
<td><a href="mailto:egonzalez@unityprep.org">egonzalez@unityprep.org</a></td>
</tr>
<tr>
<td>Grissom, Daniel</td>
<td>World Languages &amp; Cultures Teacher/ELA Teacher</td>
<td>(919) 801-1658</td>
<td><a href="mailto:dgrissom@unityprep.org">dgrissom@unityprep.org</a></td>
</tr>
<tr>
<td>Guerrero, Alberto</td>
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<td>(347) 352-4939</td>
<td><a href="mailto:aguerrero@unityprep.org">aguerrero@unityprep.org</a></td>
</tr>
<tr>
<td>Hanna, Angela</td>
<td>School Counselor</td>
<td>(347) 506-2721</td>
<td><a href="mailto:ahanna@unityprep.org">ahanna@unityprep.org</a></td>
</tr>
<tr>
<td>Hartley, Jessica</td>
<td>School Aide</td>
<td>(718) 455-5046</td>
<td><a href="mailto:jhartely@unityprep.org">jhartely@unityprep.org</a></td>
</tr>
<tr>
<td>Jean-Baptiste, Lillian</td>
<td>Family &amp; Community Partnership Coordinator</td>
<td>(347) 875-7432</td>
<td><a href="mailto:ljeanbaptiste@unityprep.org">ljeanbaptiste@unityprep.org</a></td>
</tr>
<tr>
<td>Keasling, Tom</td>
<td>Design &amp; Technology Teacher</td>
<td>(218) 461-8398</td>
<td><a href="mailto:tkeasling@unityprep.org">tkeasling@unityprep.org</a></td>
</tr>
<tr>
<td>Kennedy, Jeff</td>
<td>Mathematics Teacher</td>
<td>(314) 884-0699</td>
<td><a href="mailto:jkennedy@unityprep.org">jkennedy@unityprep.org</a></td>
</tr>
<tr>
<td>Levenson, Chloe</td>
<td>Learning Specialist</td>
<td>(864) 897-9879</td>
<td><a href="mailto:clevenson@unityprep.org">clevenson@unityprep.org</a></td>
</tr>
<tr>
<td>Marco, Sarah</td>
<td>Learning Specialist</td>
<td>(864) 897-9215</td>
<td><a href="mailto:smarco@unityprep.org">smarco@unityprep.org</a></td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Phone Number</td>
<td>Email</td>
</tr>
<tr>
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<td>---------------------------------------------------</td>
<td>------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Palacios, Mayra</td>
<td>World Languages &amp; Cultures Teacher</td>
<td>(510) 986-4893</td>
<td><a href="mailto:mpalacios@unityprep.org">mpalacios@unityprep.org</a></td>
</tr>
<tr>
<td>Toro, Olivia</td>
<td>ELL Coordinator/Learning Specialist</td>
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<td><a href="mailto:otoro@unityprep.org">otoro@unityprep.org</a></td>
</tr>
<tr>
<td>Uribe, Victoria</td>
<td>Science Teacher</td>
<td>(864) 897-9216</td>
<td><a href="mailto:vuribe@unityprep.org">vuribe@unityprep.org</a></td>
</tr>
<tr>
<td>Venkatakraman, Hemanth</td>
<td>Director of Culture &amp; Enrichment/Science Teacher</td>
<td>(347) 391-4678</td>
<td><a href="mailto:hvenkatakraman@unityprep.org">hvenkatakraman@unityprep.org</a></td>
</tr>
<tr>
<td>Viviano, Antonio</td>
<td>Mathematics Teacher</td>
<td>(664) 353-0672</td>
<td><a href="mailto:aviviano@unityprep.org">aviviano@unityprep.org</a></td>
</tr>
<tr>
<td>Woods Gonzalez, Shauna</td>
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<td><a href="mailto:sgonzalez@unityprep.org">sgonzalez@unityprep.org</a></td>
</tr>
<tr>
<td>Yang, Katherine</td>
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<td>(664)-899-131</td>
<td><a href="mailto:kyang@unityprep.org">kyang@unityprep.org</a></td>
</tr>
<tr>
<td>Yarwood, Noreen</td>
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<td>(718) 455-5046</td>
<td><a href="mailto:nyarwood@unityprep.org">nyarwood@unityprep.org</a></td>
</tr>
<tr>
<td>Yun, Grace</td>
<td>Director of Support Services/ Learning Specialist</td>
<td>(571) 318-6489</td>
<td><a href="mailto:gyun@unityprep.org">gyun@unityprep.org</a></td>
</tr>
</tbody>
</table>

**Visiting Unity**
The safety of all students in the building is of utmost importance to our school community. Accordingly, Unity maintains a policy that all visitors, including parents/guardians, must provide a photo ID when signing in and wear a security badge at all times when in the building. Parents/guardians and visitors should enter the school building at the main entrance on Throop Avenue and sign in at the security desk before proceeding directly to Unity’s main office on the third floor of the building in room 311.

**Scheduled In-Person Meetings and Classroom Visits**
Families may schedule in-person meetings with teachers and administrators or observe their children’s classes. To schedule an in-person meeting or a class visit, parents/guardians should call or email the teachers or administrators with which they would like to meet. Classroom visits must be scheduled at least one day in advance.

**Website and Online Student Portal**
Unity’s website ([unityprep.org](http://unityprep.org)) provides up-to-date information on nearly all aspects of the school’s programs, including its events calendar, key announcements, and academic and co-curricular programs. To access this information, visit the homepage of Unity’s website and at the top of the page click on either “Students” or “Parents.” Within these portals, all Unity students and families can access Jupiter Grades, which provides real-time information on student coursework, including upcoming assignments and grades on prior assignments, and
Kickboard, which provides information on a student’s conduct and citizenship in school. Parents/guardians are highly encouraged to access the portal daily to keep abreast of your child’s or children’s progress at Unity. Note that parents/guardians may also obtain this information by referring to their child’s daily planner and by contacting her/his Advisor by email or by phone.

**Weekly Communication Folders**
Every Thursday, Unity students receive their Unity Communication Folder during afternoon advisory. The folder contains important information and announcements, such as:

- Weekly Character Reports
- Academic Progress Reports (distributed monthly)
- Monthly School Calendar
- Field trip permission slip
- Graded work
- Announcements regarding upcoming tests and projects
- Unity News (distributed every two months)
- Notices from Unity’s community partners
- Family & Community Partnership Association (FCPA) updates

Families are responsible for checking and reviewing the contents of the Unity Communication Folder on Thursday evenings with their child. A parent or guardian signature will be required to indicate that the folder’s contents have been received and reviewed each week. Students will return their Unity Communication Folder to their advisers on Friday mornings. If there are any questions about the Unity Communication Folder, families can contact Ms. Jean-Baptiste, Unity’s Family and Community Partnership Coordinator, or the student’s advisers.

**Family/Advisor Conferences**
Conferences between a student’s parent/guardian(s) and her/his advisor are held twice per year. This year’s conferences will take place on December 3\textsuperscript{rd} and 4\textsuperscript{th} and March 18\textsuperscript{th} and 19\textsuperscript{th} this year. We wish to engage our students in the conversations taking place during conferences - students are thus required to attend conferences and play a key role in discussing their progress with their families and teachers.

**Family & Community Partnership Association**
Unity encourages all families to join our Family & Community Partnership Association (FCPA) to stay abreast and contribute to the school’s latest events and initiatives. The FCPA is comprised of family members, local community members, and Unity staff. The goals of the FCPA are to promote open communication, meaningful collaboration, and active involvement within Unity’s adult community. Subcommittees of the FCPA are organized to provide parents with opportunities to participate in activities such as volunteering (chaperoning student trips, support after-school clubs and optional evening tutoring, etc.), hospitality, fundraising, and special events.

The FCPA meets monthly on the third Saturday of every month. Meetings are held 9am to 10:30am. Meetings take place in the auditorium of the school. Please contact Ms. Jean-
Procedures for Parent/Guardian Concerns
Unity’s process for a parent or guardian to raise concerns is as follows:

● The parent or guardian raises her/his concern directly to the staff member involved.
● If the issue is not resolved, then the parent or guardian may bring their concern to the individual's supervisor. Please see the organizational chart on page 14 to determine the appropriate supervisor.
● If the issue is not resolved, then the parent or guardian may bring her/his concern to Mr. Beauregard, Head of School.
● If the issue is not resolved, it can then be taken to the school’s Board of Trustees. See Unity’s Complaint Policy in Appendix C for information on how to bring a complaint to the Board of Trustees.

IV. School Wide Policies

Attendance and Tardiness
To fully take part in all that the Unity school day offers, students must arrive to school on time and be prepared to engage actively in their learning. Unity’s school day begins promptly at 7:30am - at this time, all students must be in their designated destination to be marked present. In addition to taking attendance at the beginning of the school day, teachers take attendance at the start of all classes and students are expected to be in their designated seat to be marked as present and on time. Phone calls will be made daily to inquire about students who are absent and have not given prior notice to the office. Students having an attendance rate of 98% or greater will be formally recognized for their achievement and perseverance at the end of each trimester during Unity’s school-wide Wednesday assemblies.

Attendance
Students who miss a day of school are required to submit a note to the main office in order for the absence to be counted as “excused.” Phone calls do not count to excuse absences. Notes for excused absences include a note from a doctor or other professional service or agency. Notes written by parent/guardian are accepted to excuse a student being absent up to three times per trimester. All notes must explain and verify the reason for the student’s absence. Students will receive full credit for being in class if their absence is excused and all required class notes and assignments are made up in a timely manner. It is the responsibility of the student to communicate with all of her/his teachers to ensure that the student make up work for any absence.

In the event that a note is not provided or the three parent/guardian-note limit is exceeded for the trimester, students will receive only partial credit for making up assignments. For example, if a student misses school on a Wednesday without an excuse note, she/he will be required to attend the next Saturday tutoring session to complete any work that she/he missed. Increasing levels of interventions will accompany continued/chronic absences, up to and including potential reporting of educational neglect to the Administration for Children’s Services as required by law.
Attending school every day is vital to students’ academic success and ability to be promoted. Parents and students should make every possible effort to plan vacations during the several school breaks listed on Unity’s annual academic calendar on page 9. Missing school days directly before or after school breaks due to extended vacations is not permitted.

**Tardiness**
Students who are late to school are required to submit a note explaining the lateness to the Operations Manager in order for it to be counted as “excused.” Tardiness will be excused if, for example, a student provides documentation of a doctor or dentist appointment during school hours. Phone calls do not count to excuse tardiness. Should a student arrive to school late without a note, the student will be marked as tardy and a demerit will be issued. Should the tardiness continue, increasing levels of interventions will be implemented including parent/student meetings with the Dean of Students and/or Social Worker. If tardiness becomes a chronic issue, further interventions by the Head of School and/or Social Worker may be implemented.

**Leaving Early**
If doctor or dentist appointments are scheduled during the school day requiring a student to leave early, the student must be picked up in the main office by a parent/guardian or other person listed on the student’s Emergency Contact form. A note on official letterhead must be provided to Unity’s Operations Manager on the following day in order to excuse the student’s absence from her/his class(es). The student will receive full credit for the class(es) missed and all notes and assignments should be made up in a timely manner. Without an excuse note, the student will be marked absent from the class she/he misses. In the event that assignments are submitted late due to an unexcused absence, the student will receive only partial credit.

**Cutting Class**
Unity considers cutting class to be a serious disruption to our school community, rather than an attendance issue. Please refer to pages 40-44 for details about infractions and consequences related to our discipline policy.

**Student Dress Code**
Unity’s student dress code is designed to provide an environment in which students and staff are focused on learning and feel professional, safe, and respected. The table below provides guidelines for what students may wear to school. The student dress code applies to all students for the entire school day except during morning Health & Fitness classes when students are required to wear Unity’s official fitness attire. The dress code also applies to field trips, site visits, and other school-related activities, unless the supervising adult informs students otherwise.

The following figures and notes provide guidelines for what students are required to wear to school each day.

**Top:**
An official Unity top for **girls and boys** includes one of the following:
- Navy short-sleeve polo
● Navy long-sleeve polo
● Light-blue, long-sleeve, button-up, oxford shirt

Official Unity tops do not need to be tucked in but they must not be too long. Long-sleeve or short-sleeve undershirts may be worn beneath official Unity tops. Moreover, undershirts may not hang below the hem of the student’s official Unity top. Students may also wear an official Unity zip-up fleece jacket or button up cardigan in school but must wear an official Unity top beneath the jacket.

While students should appropriately dress for the weather on their way to school, they are not allowed to wear sweaters or jackets inside the school building. Students concerned about their temperature should wear a Unity fleece or cardigan, or a long-sleeve shirt underneath their official Unity shirt. A good rule of thumb is that a Unity logo should be visible at all times when a student is in school.

**Bottom:**

**Girls** may wear the following bottoms:
● Navy, khaki (tan), or gray skirts (must be of the appropriate length – just above knee level)
● Navy, khaki (tan), or gray pants (no jeans) with a black or brown belt worn at waist level
● Navy, khaki (tan), or gray shorts (no jean shorts and must be of an appropriate length – just above knee level) with a black or brown belt worn at waist level
● All stocking and tights must be solid black, blue, white or neutral

**Boys** may wear the following bottoms with a belt and worn at the waist level:
● Navy, khaki (tan), or gray pants (no jeans) with a black or brown belt worn at waist level
● Navy, khaki (tan), or gray shorts (no jean shorts) with a black or brown belt worn at waist level

**Footwear:**

**Girls and boys** must wear closed toe black shoes, boots, or sneakers
● Shoes should be worn with blue or black socks

**Other:**
● Hats, bandanas, sunglasses, beaded necklaces, and gloves may not be worn in the building
● Unity staff may ask students to remove any items that distract students from the learning process or are not perceived as professional, safe, and respectful
● Girls may wear clear lip gloss or chap-stick only, no lip color
● All hair accessories (headbands, clips, bows, etc.) should be Unity colors
Official Unity tops may be purchased online through our school store on the Flynn and O’Hara website (www.flynnohara.com) and delivered to your home. Items can also be ordered over the telephone with a Flynn and O’Hara representative at (800) 441-4122.

Pricing for official Unity tops includes a 10% discount and are as follows (shipping fees may apply):

- Navy short-sleeve polo = $18.23
- Navy long-sleeve polo = $19.13
- Light blue, long-sleeve, button-up, oxford shirt = $19.80
- Gray zip-up, fleece jacket = $40.05

Families may purchase any combination of official Unity tops. We advise that your child has a variety of official Unity tops. For example, purchasing 2 short-sleeve polos, 1 long-sleeve polo, and 1 button-up oxford shirt might be adequate for your child in the fall. As the seasons change and weather becomes cooler, you may wish to purchase a fleece jacket, a cardigan, or perhaps another long-sleeve shirt. We leave it up to you to ensure that your child is suitably dressed. Call Unity’s main office with any questions regarding the school’s dress code.

All students must be in uniform by 7:30am. Students who are missing a uniform item (pants, polo, belt, or shoes) will report to the Dean of Students. The Dean will work to have uniform items to loan to students to avoid lost learning time, and a parent/guardian may be called to bring uniform items to school if Unity is not able to loan an item. All loaned uniform items must be washed and returned within one week or the family will be billed for the item.

School Cancellation and Delays
In the event of inclement weather, we will follow the NYC Department of Education (DOE) school closing policy. In the event that NYC DOE schools are not in session, Unity’s closing will be announced by the radio station, WINS 1010 AM. Unity will also use an automated phone call system to notify families in case of school closings. Finally, information about school cancellations will also be posted promptly on our website. The decision to cancel or delay school due to inclement weather will ordinarily be made before 6:00am.

Should a weather-related or other type of emergency arise during the school day, it may be necessary to dismiss students early after school has begun. In this situation, parents/guardians will be notified at their emergency contact numbers to ensure that all students can return home safely.

The Food Program: Breakfast, Lunch, and Snacks
Unity offers breakfast and lunch to students each day through the NYC DOE food services program. Breakfasts are free of charge. As per the NYC DOE food services program, the regular price of lunch is $1.75 for students who do not qualify for free lunch based on information submitted to the NYC DOE via the Free/Reduced Price Lunch Application.
Students who qualify will receive lunch free of charge. To determine eligibility for free lunch, families must complete and submit an application for Free or Reduced Price Lunch by September of each year. Unity strongly encourages parents and guardians to submit the Application electronically; parents and guardians may do so via this website: nyc.applyforlunch.com. As per the NYC DOE food services program, families that do not return this form will be required to pay the full price for school lunch. Please contact Unity’s Director of Operations to receive an application for Free or Reduced Price Lunch, or complete the form here beginning on August 11th, 2014: nyc.applyforlunch.com.

In addition to breakfast and lunch, Unity offers a dedicated snack break in the late morning each day so that students are well-nourished and best able to focus on their studies. While Unity offers healthy snacks to students, parents/guardians may also send snacks along with their children to eat during snack break.

The following guidelines should be used when providing snacks for students:

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

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

The following items are prohibited at all times:

- Soft drinks and other caffeinated beverages
- Hot beverages
- Gum and candy
- Sunflower seeds
- Items in glass containers

If a student brings these items onto school property, the item will be confiscated and thrown away or returned to the student at the end of the day at the staff member’s discretion. Students who repeatedly bring to school prohibited snacks will report to the Dean of Students. If necessary, a parent/guardian may be notified.

**Personal Items**

*Articles of clothing and book-bags*

Students are expected to bring a book-bag to and from school daily. Students will have their book-bags at their side during the course of the school day. They are also expected to come to school dressed appropriately given the day’s weather. On cold days, students should certainly wear extra clothing to school such as a jacket to keep warm. During Advisory each morning, students will remove their jackets and any other outdoor clothing (hats, scarves, gloves, etc.) and place them in the closets of their Advisory classrooms. Closets will be securely locked throughout the day. At the end of the day and during Advisory each afternoon, students’ belongings will be made available to students before they depart school.
Electronic Devices
We understand that parents/guardians may want to contact their child as she/he travels to and from school. Unity students are permitted to bring electronic devices into the school building. However, students will be required to place any electronic items in the same closets used to safely store their articles of clothing. The devices will then be made available to students before they depart school during afternoon advisory.

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

Field Trips and Field Lessons
Field trips and field lessons are important parts of our educational model, and there will be many opportunities for students to learn outside of our school building. Unity field trips are defined as trips that classes of students take that are not within walking distance of the school and involve more than one class period. Field lessons, on the other hand, include trips within walking distance of the school that typically last one class period. See page 60 for additional information on our Field Trip and Field Lesson policies.

For all field trips that require transportation, either on bus or subway, parents and guardians will be required to sign a written permission slip. Students who do not return a permission slip signed by a parent or guardian by the date specified on the slip will not be allowed to go on the trip. Because field trips and lessons are a critically important part of our educational model, we expect all students to attend all trips. An absence from a field trip will be treated the same way as an absence from a regular school day.

V. Academics

Design Principles
Unity is committed to providing students with an exceptional educational experience. This includes both a rigorous academic program in the liberal arts and sciences that equips students with 21st century knowledge and skills and an enriching co-curricular program that reinforces student learning, addresses individual student interests, and helps students develop as young adults, citizens, and scholars through meaningful, real-world applications and experiences.

Unity’s academic and co-curricular programs have been designed based on the following principles:

- **Active Student Participation**: Unity students are active participants in the creation of knowledge. They are responsible for putting forth the dedicated effort and active participation that is vital to their own learning and development.
- **Authentic Learning Experiences**: Unity students “learn by doing” as they solve real-world problems in mathematics, write for real-world audiences and purposes in English language arts (ELA) and history, investigate natural phenomena in science, and so on.
● **A Learning Environment Offering Equal Parts Rigor and Support**: Unity students experience a rigorous curriculum and instruction that provides appropriate levels of support and challenge for all ability levels.

**Course Offerings**
All 6th and 7th grade students will take part in the courses listed below. Each course description below describes much of the curricula, structures, and learning activities that students will typically experience during a day at Unity. While detailed, these descriptions are by no means comprehensive. For more information on a particular subject area, please contact your child’s teacher(s) directly.

**English Language Arts (ELA)**
Unity teachers utilize a workshop model of instruction in which teachers demonstrate specific reading and writing skills and strategies, lead students through guided practice, and then confer and collaborate with them during independent practice. The curriculum is divided into interrelated reading and writing units that address a wide range of genres. In reading workshop, students learn how to access and interpret texts across genres, develop their ability to write and speak about what they read, build fluency and vocabulary skills, and read extensively in a variety of settings. In writing workshop, students write, revise, and edit extensively to develop creative and expository writing skills, an appreciation of craft, and increasing command of grammar and conventions. For both reading and writing, units culminate in summative assessments and projects that reflect increasingly sophisticated reading and writing skills. ELA classes at Unity include the following features:

- Mini-lessons (short lessons that teach essential reading and writing techniques through explicit modeling), guided practice, and independent practice
- Interactive read-alouds with accountable talk: teachers modeling fluent reading and comprehension skills and strategies; students alternating between speaking in partnerships, recording written responses to questions or prompts, and other forms of active engagement
- Word study/phonics: students learning spelling patterns, roots, prefixes, and suffixes and building vocabulary skills through a variety of exposures
- Grammar/usage/mechanics study: students learning about the conventions of academic English by editing their own writing and through related exercises

**Mathematics**
Unity’s middle school mathematics curriculum is inquiry-based and focuses on authentic applications of mathematical knowledge that require students to actively engage in discourse, think critically and strategically, propose their own solutions, and defend their choices. In mathematics classes, students acquire the requisite skills and knowledge to excel on the Integrated Algebra Regents Exam in 8th grade, allowing them to pursue a rigorous program in high school that culminates in college-level courses. For each middle school grade level, Unity’s mathematics curriculum divides the academic year into a series of units that emphasize extensive, in-depth coverage of material, with students gaining mastery of skills and solving problems of increasing complexity over a period of several weeks. Instruction is separated into three phases: launching, exploring, and summarizing. In the launch phase, the teacher presents the problem to the class, introduces new ideas and vocabulary, clarifies definitions, reviews
related concepts, and puts the problem into a real-world context. During the explore phase, students work individually, in pairs, in small groups, or occasionally as a whole class to solve the problem. Students gather data, share ideas, look for patterns, make arguments, and develop problem-solving strategies. During the summary phase, students present and discuss their solutions as well as the strategies they used to approach the problem, organize the data, and find the solution. Mathematics classes at Unity include the following features:

- Preview activities: students attempting to solve preview questions that reflect the major mathematical goal(s) of the unit; teachers previewing goals to highlight the unit’s key ideas
- Investigations: students working to solve carefully sequenced problems by exploring them individually, in groups, or as a whole class; teachers pulling the class together afterwards to help students explicitly describe the mathematics of each problem
- Applications and extensions: students utilizing ideas and strategies from the previous investigation and attempting to solve challenge questions that foreshadow mathematics in future units or involve interesting applications of their knowledge
- Mathematical reflections: students organizing their thoughts and summarizing key concepts and strategies by speaking, writing, and reflecting on what they have learned
- Unit projects: students completing open-ended tasks that offer opportunities to engage in independent work and demonstrate a broad understanding of the mathematics of the unit

Science

Unity’s science curriculum consists of research-based units that focus on scientific inquiry, hands-on active learning, multi-sensory exposure to scientific concepts, student-to-student interaction, and discursive and reflective thinking. Under this model, students begin with conjectures, collect data and make observations based on labs and demonstrations, and develop explanations for their findings. In this way, students interact with materials and work cooperatively to construct new understandings before moving on to abstractions, models, or simulations. In each unit, students also learn to make conjectures, follow procedures, make precise observations and calculations, and refine and clarify their thinking, both independently and in collaboration with peers. Science classes include the following features:

- Focus questions and quick writes: students responding to preview questions and recording their thinking prior to investigating the subject
- Data acquisition and organization: students recording data in the form of narratives, drawings, charts, tables, graphs during demonstrations, labs, and investigations
- Data analysis: students developing and supporting claims to answer the focus question based on patterns, trends, or relationships in the data they collected through careful observation
- Reflection and self-assessment activities: students discussing their findings, critiquing other students’ explanations, completing supplemental readings, receiving key information and instruction from the teacher, and, finally, returning to their original work to assess its accuracy and completeness and revise their thinking by incorporating new information

History

Unity’s history curriculum approaches the study of history through the conceptual framework of essential questions, student-centered learning activities, and exploration. In each unit, students develop answers to the essential questions through simulations and activities that connect
engaging students to think like historians by putting historical events into context, analyzing problems, engaging in debate, generating claims, and defending their thinking. History classes include the following features:

- Preview assignments: students previewing key concepts and activating prior knowledge through activities such as simulations, hypothetical questions, and written personal responses
- Vocabulary development activities: students completing vocabulary development activities to gain familiarity with key content terms; teachers introducing key academic vocabulary
- Independent/shared text readings with guided note-taking: students reading and completing structured note-taking sheets, including various graphic organizers and scaffolds
- Interactive learning activities: students role-playing, collaborating to resolve historical problems in context, analyzing images, composing written responses and interpreting text, and participating in a variety of other learning stations and activities

**World Languages & Cultures**

Unity’s world language program currently offers Spanish language study. As the school expands, offerings will include a minimum of two world languages. Spanish courses focus on developing student proficiency in the reading, writing, speaking and listening, and language strands of the Common Core Learning Standards and the National Standards for Learning Languages (NSLL). The NSLL emphasize communicating proficiently in a language other than English, gaining knowledge and understanding of other cultures, connecting language learning across disciplines, developing insight into the nature of language and culture, and speaking a foreign language both within and beyond the school setting. World languages & cultures classes include the following features:

- Language immersion: students experiencing a foreign language by listening to and speaking exclusively in that language at appropriate levels of challenge
- Abundant opportunities for speaking and writing: students developing oral and written communication skills through cross-disciplinary projects such as interviews, skits, presentations, and translations related to their ELA and history coursework
- Cultural experiences and exposure: students learning about the historical, political, artistic, and cultural traditions and contexts of the language through coursework, field lessons, performances, and enrichment on-site, in the local community, and the city at large
- Interdisciplinary/core content reinforcement: language teachers, in collaboration with core-content teachers, reinforcing skills (i.e., accountable talk) and content (i.e., key concepts, academic and core-content vocabulary) across subject areas, such as learning Spanish adjectives to apply to a concurrent ELA unit on character study

**Technology**

Unity’s technology courses provide opportunities for students to develop a technical and critical understanding of how technology can augment and enhance what they are learning in their core-content courses and their lives beyond school. Students will engage in critical thinking,
research, collecting and representing data, communicating ideas and computer-based problem solving. While engaging in this process, students will become proficient in the use of essential technological resources, including Microsoft Word, Excel, PowerPoint, email applications, web conferencing, file hosting services, cloud storage systems, and web design. As upperclassmen, students will have further opportunities to advance their skills in programming, modeling, and graphic design software. Unity's 6th grade technology course serves as a foundations course as students learn some of the basics of computer literacy, including keyboarding, introductory programming, and web-based research. As students engage in course projects, they will become familiar with guidelines for working in teams, assigning and fulfilling roles, monitoring their own work as well as their partners’, and constructively communicating feedback to peers. The grades 7-12 courses, including modules in web design, intermediate programming, digital presentations, and data management, will build on the foundational course as students participate in increasingly complex projects and experience greater autonomy over their project work. Unity’s technology classes include the following features:

- Project-based learning: each unit culminating in a project that provides opportunities to develop and apply essential organizational and management skills
- Students working in teams: team members working in specific roles and holding one another accountable through peer reviews and team-based deadlines
- Problem- and solution-centered learning: each project representing an identified problem or opportunity to improve a given condition in the school or local community, with students creating solutions to these problems under the teacher’s guidance
- Interdisciplinary/core content reinforcement: students applying skills and concepts they are learning and developing in their core-content courses to reinforce key skills and concepts
- Technology as a tool: students learning to use technology through direct application through their project work, including storage and maintenance of class assignments and files
- Presentations and demonstrations: students celebrating their work and the skills and processes involved through oral and visual presentations and demonstrations

Art & Design
Unity’s art & design courses provide students with an in-depth experience in the classroom as a studio artist and critical thinker. Students will experience hands-on skill building in a variety of media through rigorous, comprehensive projects. Students will begin with a strong understanding of the foundations of visual art and design basics, and will further develop their own self-directed artistic and design process, art literacy, critique participation, and purpose as a creative member of Unity. In later years, students will focus on a specific art and design subsection, and do a self-directed project that includes, but is not limited to: painting, printmaking, fashion design, architecture and graphic design. In addition to using artists' materials, students will also experiment with using technology and software to bring their ideas and projects to life. Students participating in art & design classes at Unity will master professional artists’ strategies and materials while building advocacy and interest in the real of art and design realm. Furthermore, students will gain a strong understanding of the relevance of art and design in contemporary society, and it’s purpose in their individual lives. Unity’s art & design classes will include the following features:

- Comprehensive skill-building and development in visual art and design approaches
- Mastery of studio culture and participation in a dynamic art classroom community
- Participation in long-term wide-ranging creative projects
• Experimentation and development of conceptual and narrative based art
• Strong knowledge of contemporary art on a local as well as a global level
• Critique and presentation participation and mastery
• Exposure to the professional world of art and design through field studies and studio visits
• Community involvement with art and design institutions, events and projects
• Professional documentation: incorporating the use of technology in art & design classes to photograph and archive their work by creating their own blog and visual portfolio

Grading System
The grades that students earn at Unity are based on the following scales.

<table>
<thead>
<tr>
<th>Level of Academic Mastery</th>
<th>What the Level Means</th>
<th>Letter Grade Equivalent</th>
<th>Numerical Grade Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary (exceeds standards)</td>
<td>Student work reflects in-depth understanding of content and/or excellence in demonstration of knowledge or skills. The work exceeds what is described in the target.</td>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>94-96</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>Accomplished (fully meets standards)</td>
<td>Student work meets the learning target. It is proficient work that demonstrates the essential skills and knowledge of the target.</td>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>Developing (partially meets standards)</td>
<td>Student work demonstrates progress toward meeting the learning target but is not yet demonstrating grade level mastery of content and skills.</td>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>Underdeveloped/Remediation Needed (far below standards)</td>
<td>Student work is significantly below the criteria of the learning target and does not demonstrate grade level mastery of content and skills.</td>
<td>F</td>
<td>Below 70</td>
</tr>
</tbody>
</table>

Effort Grades
In addition to earning a grade each trimester based on their level of mastery over a given content area and what skills and knowledge they demonstrate in a given course, students will also receive an effort grade in each of her/his classes. This grade is based on a student’s consistent level of participation and her/his demonstrated level of engagement over the course of the semester. While a student’s level of effort will likely positively impact her/his level of academic mastery in a given course, effort grades are not included on students’ official
transcripts. Rather, they are provided to students and families for the sake of communicating a student’s demonstrated level of effort.

Report Cards and Progress Reports
Unity issues report cards at the end of each trimester in December, March, and June. Report cards include the student’s grades and comments regarding students’ academic progress from each teacher. These report cards reflect the grades that will appear on student transcripts. The dates of the school’s family/teacher conferences correspond with the dates in which the first and second trimester report cards are made available. A parent/guardian is required to sign and return each report card form. The signature indicates that the parent/guardian has reviewed the report card with her/his child.

In addition to report cards, Unity issues monthly progress reports over the course of the school year. Progress reports are an important way to let students and their families know how students are performing academically. Progress report grades do not appear on official Unity student transcripts. However, as with report cards, a parent/guardian is required to sign and return a progress report form stating that they have reviewed the report card with her/his child.

Beyond report cards and progress reports, students and families are encouraged to stay informed of student progress even more frequently by using Jupiter grades, Unity’s online grade platform. Jupiter Grades is accessible at any time and provides a real-time snapshot of how a student is performing in her/his studies.

Honor Roll
Unity’s entire community is committed to celebrating and publicly recognizing excellent student academic achievement. Each trimester, any student earning all A’s and B’s on his/her report card will have the distinction of being listed on Unity’s Honor Roll. Students earning straight A’s will earn High Honors. Students achieving Honor Roll status will be recognized during Unity’s awards assemblies.

Grade-Level Promotion Policy and Summer Academy
In each core course (ELA, mathematics, science, and history), students must earn a passing grade of C- or above (at least 70%) for two of the three trimesters in order to receive credit for the course. Students who fail two or more trimesters of a core course will be required to pass the course in Summer Academy by earning a grade of a C- or above (at least 70%). A student who does not pass the core course in summer school will be required to repeat the grade. Similarly, a student who fails more than two core courses for the academic year is required to repeat the grade. In addition, a student must earn an overall “passing” rating or higher on their end-of-year Roundtable presentation (see “Roundtable/Learning Portfolios” below). While grades for art & design, technology, and world languages & cultures classes do not impact grade-level promotion, they do affect a student’s grade point average, eligibility for Honor Roll, and are present on student transcripts. All final decisions regarding student promotion will be made on a case-by-case basis and will be determined by a number of factors, including but not limited to students’ grades in core courses, New York State examination scores, attendance, and Roundtable presentations.
Roundtable/Learning Portfolios
Every June, Unity students present their “Roundtable” in an individual, hour-long session devoted to demonstrating mastery of specific academic content from the year through the examination of major pieces of work in the core courses, enrichment courses, and elective clubs. Roundtables provide an opportunity for students to present examples of their class work as well as written reflections on this work to a panel of adults, including their parent(s)/guardian(s), their advisor, and other school and community members. Students prepare for this presentation in their advisories and their core courses throughout the school year. During the year and leading up to Roundtable, students compile and record artifacts of their learning within their learning portfolios. Students select and reflect upon these artifacts during Advisory and receive support with the technological aspects of managing their portfolios during their technology courses. Based on a set of established criteria, the advisor and the other attendant Unity staff members decide whether the student passes her or his Roundtable. Students who do not complete preparation for their Roundtables in time or who fail their Roundtable are assigned to an administrator who meets with her or him over the summer and will schedule another, final opportunity to present at a Roundtable session. If a student fails the Roundtable this second time, he or she will not be promoted to the next grade.

Homework Expectations
Unity students should expect to have homework for all core courses (ELA, mathematics, science, history) every school night (except Wednesday), on weekends, and during school vacations. In general, they can expect one to two hours of homework each day.

At Unity, students submit their completed homework assignments upon entering the building each morning. This system allows teachers to make the most of their class time with students without dealing with the submission of homework. It also allows teachers to review homework on the same day that homework is submitted, provide timely feedback, and determine the completeness and quality of assignments submitted and which students require additional support. Students who do not complete their homework on a given night are required to attend the Learning Center that afternoon to complete their assignments for partial credit.

Late homework (any homework that is submitted or completed after the assigned deadline without a written note from a parent, guardian, or physician) will be penalized 10 percentage points (or 1 point off Unity’s 4-point rubric).

All students must submit a $3 deposit for their student planner at the beginning of the school year. Teachers will require students to record their homework assignments daily in their planners. Bringing a planner to school (and using it) helps students stay organized and helps develop critical organizational skills. Each night, parents/guardians are strongly encouraged to check their child’s planner where they record their daily homework assignments. If a student loses his/her planner, a new one can be purchased from Unity’s main office for $5.

To help students find a quiet space to read and study Unity requests that, during homework time, parents and guardians turn off the television and disallow the use of phones and/or video games. This sets an example for younger siblings and lets students know that families expect them to study every single day.
Late Work and Make-up Work
Like late homework, any class work or assignment that is submitted or completed after the assigned deadline without documentation will be penalized 10 percentage points (or 1 point off Unity’s 4-point rubric). Students may only submit late work within the current progress report window (approximately 4 week intervals, including 4 days after the distribution of progress reports). Missing assignments are marked as “0” in Unity teachers’ grade books. Students who are absent for any reason should contact their teachers immediately after any absence to request missing assignments. When possible, students and families should notify teachers and/or the main office regarding any anticipated absence from school. See pages 17 and 18 (Attendance and Tardiness) for more information about Unity’s policies and procedures regarding absences and tardiness.

Vacation Work
To keep students’ skills sharp, families can expect that Unity teachers will assign homework during all school vacations. Assignments will be provided to students at least one full day in advance of the start of the vacation and, unless otherwise noted, are due on the day students return to school from vacation.

Student Supplies
Students should arrive to school each day with the following items in order to be fully equipped to excel in their learning:

Required:
- 5 marble composition notebooks
- At least 5 sharpened pencils
- At least 5 working pens (blue or black ink)
- 1 heavy-duty folder with pockets (for homework submission)
- Pencil sharpener (with closed top that contains/collects pencil shavings)
- 6 heavy-duty folders with pockets for each class
- 1 one-inch binder (7th grade only)
- College ruled loose leaf (7th grade only)
- 1 set of 5 tabbed dividers (7th grade only)

Optional: (NOT required)
- Package of colored pencils, markers, or crayons
- Pencil case or pouch
- Tissues and hand sanitizer (travel size)
- Additional folders for organizing papers, classwork, etc.

Parents/guardians may wish to purchase additional quantities of the required items while back-to-school sales are going on so that students have an ample supply of items that will last the full year. We anticipate that students will need an additional 4-8 composition books and several boxes of pens and pencils throughout the course of the school year. It is each student’s responsibility to come to class every day with the proper materials without exception. Please
contact Mr. Burns, Unity’s Director of Curriculum, Instruction & Assessment if you have any questions about supplies.

**Supports for Promoting Academic Success**
To ensure that all students meet learning standards and are able to demonstrate essential skills and knowledge, Unity offers an abundance of academic supports. Unity is committed to working with families to ensure academic needs of students are being met. Students and families should feel comfortable to reach out to staff members at any time if they feel any additional academic supports are necessary.

**Students in Need of Academic Remediation/Tutoring**
For students who struggle to make adequate academic progress, Unity teachers will collaborate to make grade-level content accessible (on both an individual and small group-basis) during core content and enrichment courses. For students in need of additional support, Unity provides afternoon tutoring sessions during the regular school day. During these sessions, which take place during the afternoon club period, teachers provide abundant remedial support and enrichment to students on a one-on-one or small group basis. Students can volunteer for these sessions or be nominated by their teachers. In addition to these tutoring sessions, Unity offers Saturday Tutoring for students who may need additional time and practice in order to be successful in their core content courses. Finally, students in need of academic remediation may be referred for additional intervention services (“pull out/push in”) that provide customized academic supports based on an individual student’s needs or for an evaluation to determine eligibility for additional academic supports and services.

**Students with Disabilities**
Unity will ensure that all eligible students with disabilities receive a free and appropriate public education as defined by the Individuals with Disabilities Education Act of 2004 and No Child Left Behind Act of 2001. Unity features Integrated Co-Teaching (ICT) sections in which a content specialist and learning specialist teach in the same classroom to best support students with Individualized Education Programs. Students with disabilities may also receive small-group instruction facilitated by a learning specialist during the school day.

**English Language Learners (ELLs)**
Unity ensures that ELLs receive equal access to all educational programs and extracurricular opportunities. Students identified as having Limited English Proficiency are provided with sheltered instruction in the form of the Sheltered Instruction Observation Protocol (SIOP), to help ELLs master core content and develop English language proficiency.

**Students Who Thrive Academically**
Unity teachers offer accelerated or “stretch” assignments for students who are prepared for or interested in a more rigorous academic challenge. Students who have reached a mastery level of “exemplary” are eligible for this type of accelerated work. In addition, students who thrive academically will be challenged accordingly based on the recommended books they read during DEAR, the customized and differentiated work that teachers assign, and other initiatives and programs affiliated with the school.
VI. Student Activities

We believe that a high quality education balances rigorous academics with a strong co-curricular program in athletics, performing arts, visual arts, and other engaging and enriching activities. During our extended day, students have opportunities to explore various interests. They also share their talents and skills with the community during Wednesday afternoon special events, Trimester Talent Showcases, and other school-wide gatherings.

Afternoon Elective Clubs

Unity’s Elective Clubs provide ample opportunities for students to explore their interests and passions in a diverse array of areas while also giving students the opportunity to develop and realize their talents over the long-term through intensive study and practice. Elective clubs, which are generally based on student interest, feature offerings in athletics, performing arts, visual arts, and various other activities. Before each trimester begins, students are given descriptions of the clubs to be offered in the coming trimester and rank their elective preferences based on their level of interest. Attempts are then made to ensure that students take part in one of their top three choices. Beyond the existing offerings, groups of students are also encouraged to develop new clubs based on their interests and formally propose their ideas and plans to school leadership.

Many of our clubs are offered in collaboration with local community organizations and institutions. Clubs are often co-facilitated by a Unity teacher and an expert from the partnering institution. Students may have the option of participating in the same activity for multiple trimesters if they wish in order to continue to advance their skills in the given activity – this also depends on whether the club is offered for multiple trimesters. By participating in clubs, students experience the following:

- Exhibiting choice and independence: students making choices about what activities they would like to learn and how they will devote their energies
- Interacting with experts: students being supported by and working under the direction of an expert from a local organization and/or an expert from the community
- Learning alongside teachers: teachers supporting the club expert while actively participating as learners and modeling their own skills for students in the given club
- Engaging in opportunities for both experimentation and long-term study: students exploring new interests and courses as well as students engaging in an activity over multiple trimesters
- Performing/demonstrating: students, at the conclusion of each trimester, demonstrating their learning through activities and services that add value to the learning of others

As listed above, elective clubs take place on Mondays, Tuesdays, and Thursdays from 3:15-4:15pm. All students are required to participate and their performance in clubs is evaluated. Students are expected to discuss what they learned and accomplished in their clubs during their year-end Roundtable Portfolio Presentations.

Athletics

Unity students are able to participate and develop their skills in various team sports, including basketball, wrestling, running, flag football, volleyball, and other sports that are added each year by Unity’s Athletic Coordinator, Mr. Coleman. While some sports will be available in the form of
clubs that any student can join, others will require students to try out due to the limited number of spaces on the team. Sports may also require parental consent in order for students to attend games that require travel to other schools or locations on weekday evenings or weekends. The school's athletic program will expand as the school grows to a full grades 6-8 middle school and extends to the high school grade levels.

Visual and Performing Arts
With the wealth of performing arts organizations in our district, along with the abundance of community members and faculty members with talents in the visual and performing arts, Unity offers a host of opportunities for students to develop their own talents in the visual and performing arts. These clubs offer opportunities to develop students’ skills in drawing, graphic design, photography, and film-making. They also offer training in playing musical instruments, dance, chorus, spoken word poetry, acting, step, and other activities offered by our community partners. As with the school's athletics program, the school's performing arts program will expand as the school grows and extends to the high school grade levels.

In the 2014-15 school year, Unity is also considering adding educational and fun clubs such as Robotics and Chess. We constantly seek to add new clubs that our students will enjoy while simultaneously learning valuable skills.

Advisory
Unity offers a daily Advisory program designed to provide a nurturing, trusting forum for addressing both the academic and non-academic needs of our students as adolescents. Each advisory meets five days a week and twice a day for four days weekly in the morning and afternoon (advisories meet once daily on Wednesdays). Each advisory is co-facilitated by two faculty members who act as co-advisors. Together, these advisors are charged with supporting and enriching the individual student learning experiences of each of their advisees.

Through participating in Advisory, students receive support in cultivating effective study and organizational habits and academic and personal goal setting skills. These habits and skills are reinforced as students reflect on their coursework while managing their learning portfolios in preparation for the year-end Roundtable presentation. Advisory also promotes the development of citizenship and life skills as well as the act of self-reflection as students are encouraged think deeply about how their actions influence others.

Community Service Initiatives
As a key tenet of Unity’s mission, we seek to empower our students as model citizens. To this end, we provide opportunities for students to participate annually in at least two community service projects during Unity's school-wide Community Service Days in the fall and spring as well as during Advisory-based community service initiatives. The curricula for both the Youth Empowerment Seminar (YES!) (described below) and our Advisory program include training on how to identify issues and concerns that matter most to the local community using social media and other traditional means, how to develop and implement measurable, realistic ways to address these issues, and how to share results and successes with members of the community. During our community service projects, the entire school participates, including all students and staff. Family members are also welcome to participate.
**Wednesday Assemblies**
Every Wednesday afternoon, students and staff participate in an all-school assembly from 1:05pm to 1:50pm. Students who have demonstrated academic excellence, shown exemplary character, or made notable improvement in either area are recognized for their accomplishments. Student of the Month awards are also distributed during these assemblies. Moreover, students have opportunities to recognize staff members who have made a noteworthy impact as well.

Following the celebration of student and staff accomplishments, students and staff members participate in various activities. These include student talent shows, performances and demonstrations of skills acquired during clubs, special field trips, presentations by guest speakers and performers, video interactions with students from other schools, and many other stimulating activities that are both entertaining and educational. These events also serve to bring our school community together. As with all other events at Unity, family members are welcome to attend our Wednesday Assemblies.

**Youth Empowerment Seminar**
Unity’s Youth Empowerment Seminar (YES!) gives students the tools to make healthy decisions, manage their emotions, and calmly overcome potentially stressful situations. The program is overseen by Mr. Venkataraman, Unity’s Director of Culture & Enrichment, who is certified as a YES! instructor and has co-taught the course in numerous schools in NYC. Each year, students participate in two 8-12 hour YES! training modules (with curricula that vary by grade). Students then have the opportunity to practice the techniques they have learned in YES! at various points in the weekly schedule: in the morning before Advisory two days per week, during physical education classes, during morning assemblies, and sometimes during other classes as well. Highlights of the modules and curriculum include:

- Discussions, games, and team projects that help students internalize the main points of the YES! course and use them on a daily basis; these points pertain to values and character strengths such as taking responsibility, expressing gratitude, not allowing others’ opinions and comments to cause students to think or behave destructively, and utilizing teamwork
- Simple, effective breathing and meditation techniques that students can practice before and during the school day to promote calmness, focus, and energy
- Student-created murals and posters on the walls of our corridors, with phrases such as “Be Buttonproof! Laugh and Let Go,” “Responsibility Increases Ability,” “Act, Don’t React,” and “Choose the Harder Right Over the Easier Wrong.”

**VII. School Culture**
Unity’s school culture, including all policies and the Code of Conduct, is founded on six Core Values: Awareness, Kindness, Integrity, Initiative, Courage, and Inquiry. We believe that by exhibiting these values in their daily lives, our students develop the habits of mind and character strengths that lead to fulfilling academic, professional, and personal lives. Moreover, we believe that students should be recognized and celebrated when demonstrating Unity’s six core values. These beliefs serve as the guiding principles behind our approach to promoting a positive, safe, and supportive learning environment in which students are truly empowered as scholars and citizens.
The following sections outline the basic rules, regulations, student supports, and incentives designed to create such an environment for all students and adults at all times. To reinforce the respect that every member of the Unity community is due and to nurture a school environment in which learning and teaching can flourish, we shall abide by the following parameters, rules, and consequences.

**Unity’s Approach to Supporting a Positive, Supportive Student Culture**

In our efforts to establish Unity as a safe, welcoming, and purposeful learning environment, we have implemented a framework called Positive Behavioral Interventions & Supports (PBIS). The purpose of PBIS is to educate students by modeling positive behaviors and to reinforce these behaviors and provide abundant encouragement. Because our students come to us with many different experiences, cultures, and backgrounds, we cannot assume that all students will come to us knowing our behavioral expectations. Instead, it is our responsibility to teach our students Unity’s behavioral expectations. Our staff will model, teach, and reinforce these expectations.

Our goal is to design the most supportive and effective learning community possible, which we believe will lead to the best possible outcomes for all students. Attention is focused on creating and sustaining school-wide, classroom, and individual systems of support. Rather than simply punish students after they misbehave, PBIS teaches behavioral expectations up front and rewards students for meeting them. With this framework, our aim is to establish a school climate in which being safe, responsible, and respectful is the norm.

**Our Shared Role in Fostering A Positive, Supportive School Culture**

We must all – students, families, teachers, and administrators – play a role in creating the school culture that we have outlined in this section.

**Student Role**

The students’ job is to seek out and practice the positive behavior that is desired. They will learn to monitor the impact of their actions on the Unity community and take responsibility when their actions have negative consequences. Students belong to many different communities in schools. They belong to communities during Advisory, in their classroom and grade level, and in the entire school. They also belong to communities outside their school and can use the desired behaviors to grow into contributing citizens in their communities. Our students will reap the rewards of good behavior.

**Family Role**

Parents’ and guardians’ involvement in their children’s education is vital to the success of the student. A parent’s presence in schools provides academic support and also helps to foster the creation of community and cultural connections. A parent can help students develop socially by helping to encourage the positive behaviors with the student in and out of school. By creating common behavior goals and expectations for school and home, we are all helping to set the child up for success.

Some suggested parental roles:

- Contact Unity’s Family & Community Partnership Coordinator to sign up for volunteer opportunities
● Support with teaching of and reinforcement of expectations in home and community settings by creating your own expectations and rules matrix (like the matrix provided below) at home for homework time, television use, dinner time, etc.

● Complete any feedback surveys administered by the school

● Celebrate your child’s successes by attending award ceremonies and open demonstrations of her/his learning, including but not limited to Roundtables

Teacher Role
A teacher’s primary role is to educate. Part of educating our students means teaching the desired behaviors and reinforcing those behaviors so that undesired behaviors do not surface. In today’s world, 21st century skills such as collaboration and communication are invaluable – Unity teachers thus support students to develop the knowledge and skills to be able to work effectively with others. PBIS helps the students identify the expected behaviors and encourages them to practice and embrace them, which will lead to more effective collaboration and communication. The role of the teacher is to model and support the students as we all learn how to live using the PBIS model.

Administrative Role
In conjunction with our broader school community, Unity’s administrators are charged with providing a safe, positive learning environment that supports and partners with all staff members in a greater effort to ensure the highest quality of academic and social success for all students. Our PBIS program and our numerous school culture initiatives implement various strategies to reduce disruptions, respond to inappropriate behaviors, and to support all students. We believe that reinforcing positive actions will produce positive behaviors. Our ultimate goal of PBIS is to create and maintain a school culture that is positive and that behavioral expectations are understood, taught, and modeled by all members of the school community.

Behavioral Expectations: The “3 B’s of Unity”
The following matrix displays Unity’s school-wide expectations for students: The “3 B’s of Unity” To make their time in school as productive and enjoyable as possible, students are expected to Be Safe, Be Responsible, and Be Respectful at all times and in all settings. The behaviors in the learning matrix below will be modeled for students during student orientation and throughout the year by teachers. Behaviors will also be reinforced by posters in hallways and in the various school settings.

<table>
<thead>
<tr>
<th>Be Safe</th>
<th>Be Responsible</th>
<th>Be Respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Settings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Keep hands, feet, and objects to yourself</td>
<td>- Listen to directions and ask clarifying questions</td>
<td>- Use positive language</td>
</tr>
<tr>
<td>- Move from one location to the next in a brisk, controlled fashion</td>
<td>- Give your best effort</td>
<td>- Pick up after yourself and others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Be Safe</th>
<th>Be Responsible</th>
<th>Be Respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arrival</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Enter the building immediately upon arriving to school grounds</td>
<td>- Place your homework assignments in the appropriate teacher bins</td>
<td>- Hold the door for others when you enter the building</td>
</tr>
</tbody>
</table>
| - Store your electronic devices in a secure place for the day | - Go directly to the cafeteria, H&F, or designated classroom for DEAR after | - Greet your teachers, classmates, and others with direct eye contact and a
<table>
<thead>
<tr>
<th><strong>-Arrive to school dressed according to Unity’s dress code</strong></th>
<th><strong>submitting your homework</strong></th>
<th><strong>smile</strong></th>
</tr>
</thead>
</table>

**Heath & Fitness and YES!**

| -Follow safety instructions for each activity  
-Use equipment as instructed  
-Inform an adult if you feel pain or discomfort | -Participate actively  
-Change into workout gear quickly  
-Keep eyes closed when directed during YES! | -Encourage others, especially those who are struggling |

**Classrooms**

| -Keep belongings under your desk and out of isles  
-Use classroom materials and equipment as intended | -Arrive to class and be in your seat before class begins  
-Have necessary materials on your desk  
-Listen to directions and ask clarifying questions | -Greet your teacher and classmates as you enter the classroom  
-Listen when your teacher or classmates are speaking  
-Throw away trash, tuck in chair, and leave room clean and organized  
-Thank your teacher/say goodbye |

**Transitions**

| -Walk at all times  
-Stay on the appropriate side of hall and stairwells | -Place any garbage in trash cans  
-Move to next destination without stopping so as to be on time to your next class | -Maintain a low "restaurant" or "library" voice  
-Greet your teacher/classmates |

**Cafeteria**

| -Touch only your own food and plate  
-Report accidents and spills | -Wait patiently in line for food  
-Eat a complete meal  
-Throw all garbage away  
-Listen to all announcements | -Keep area clean  
-Speak in a moderate volume  
-Offer empty seats to classmates |

**Bathroom**

| -Report damaged property or accidents  
-Wash your hands | -Clean up after yourself  
-Use the most direct route to the bathroom | -Treat the bathrooms as if they were your own  
-Minimize your time out of the classroom |

**Elective Clubs**

| -Use all materials and equipment only as directed  
-Remain in assigned area | -Get changed quickly and be ready to begin activity (if applicable)  
-Be prepared with necessary materials and equipment  
-Try your best and learn from your mistakes | -Show courtesy to outside instructors – great and thank outside instructors  
-Encourage your classmates to try their best and learn from their mistakes |

**Departure**

| -Stay on sidewalks and obey light signals  
-Walk to your next destination with your assigned escort (if applicable) | -Make sure you have all of your belongings when packing your things to depart | -Use positive language and be courteous of others on train, sidewalk, and buses  
-Impress the community with your words and actions as you commute home in Unity’s uniform |
Recognizing Positive Student Behavior

Unity believes it is important to recognize students for positive behavior and quality work. Rewarding positive behavior allows us to achieve the school culture we all desire while supporting students and encouraging them, as opposed to constantly punishing them for violating rules. We want students to set positive examples for one another and to be role models for their peers.

One way in which Unity recognizes students each trimester is by celebrating students who achieve Honor Roll or excellence in a specific subject. Unity Points (described below) are also used to create a positive school climate on a daily basis. Faculty and staff award Unity Points to students who do extraordinary academic work in the classroom or who contribute to the school community in significant ways by exemplifying Unity's Six Core Values. We believe that when students strive to constantly exhibit one or more of the following Core Values in their actions and decisions, they will experience academic pride, personal fulfillment, and happiness.

Integrity
Students with integrity speak the truth and earn the respect of others by being sincere. Students don’t falter in the face of difficult decisions; they choose the harder right over the easier wrong.

Students who demonstrate integrity:
- Resist peer pressure to do something potentially dangerous or harmful
- Report or speak out against others who do not follow the school’s Code of Conduct
- Come forward when they have made a mistake

Awareness
When students are aware of their own state of mind and emotions, they are able to manage their emotions, control their behaviors, and make healthy, constructive choices. They are also aware of how they are perceived by others and of the impact of their words and actions on others.

Students who demonstrate awareness:
- Solve a conflict calmly and peacefully instead of losing their temper
- Remain calm even when criticized or otherwise provoked
- Pay attention and resist distractions
- Allow others to speak without interruption

Initiative
Students with initiative take responsibility for their own learning and development as scholars and citizens. Students take the lead in establishing and achieving goals without being asked by adults.

Students who demonstrate initiative:
- Do everything possible to excel in their classes - attend tutoring, participate actively in class, use resources on your teacher’s website, and practice using the study skills taught in Advisory and Skills Building
- Create a community service project for the school
- Create a study group with your classmates
● Share helpful techniques with other students
● Ask for extra credit assignments

**Courage**
Courageous students overcome challenges and don’t hesitate to ask for help when they need it. Their grit allows them to follow through on commitments and never give up. They work relentlessly to create the change they desire.

Students who demonstrate courage:
● Finish what they begin, even when faced with difficult obstacles
● Continue to try hard even after they experience failure
● Admit when they are wrong
● Seek help from other students or from teachers when they are uncertain

**Inquiry**
Students who are inquisitive seek the truth and do not hesitate to ask thoughtful questions to obtain thoughtful answers. They possess a constant desire to acquire new knowledge and skills.

Students who demonstrate inquiry:
● Show enthusiasm for gaining new knowledge
● Eagerly explore new concepts and ideas
● Actively listen to others’ perspectives
● Inspire others to learn

**Kindness**
Students who are kind treat others the way they would like to be treated, creating a community in which everyone feels appreciated, comfortable, and supported, and making everyone feel at home.

Students who demonstrate kindness:
● Respect the feelings of others
● Are polite to all students and adults
● Include students who may feel left out of a situation or activity
● Go out of their way to say something that will brighten someone else’s day

Students may demonstrate Unity’s six Core Values in many ways in addition to the examples listed above. Staff members will recognize and reinforce the demonstration of these values by offering praise and awarding Unity Points. Points represent Unity’s school-based currency that can be used to purchase items (ex. supplies, school apparel, etc.) at its School Store. When students earn points, currency is placed into their school account. They then have access to their accounts through their individual online portals.

Students with high Unity Point balances (achieved by demonstrating Unity Core Values) will also be publicly recognized at weekly celebrations and will be eligible for special events and field trips.
Levels of Infractions and Corresponding Supports, Interventions, and Consequences

We believe that our system of PBIS, along with Unity Points and YES!, will create a safe, responsible, and respectful school culture and learning environment in which students behave because they want to and not merely because they fear punishment. However, we also understand that, as students grow and learn, they sometimes make mistakes.

The following tables give examples of infractions that jeopardize the school culture that Unity seeks to create. Possible consequences for each of the four levels of infractions are provided. These consequences often involve supports and interventions in the form of counseling, mediation, conferences with parents, etc., allowing the student to learn from his or her mistake and avoid repeating it. However, consequences may also take the form of loss of student privileges, detention, or, in the most severe circumstances, suspension or expulsion.

In general, infractions are treated on a case-by-case basis because every student and situation is unique. We make sure that the assigned consequence is fair and aligns with the infraction committed. Students and parents/guardians will always have an opportunity to express their opinions of Unity’s disciplinary process, which is overseen by Mr. Venkataraman and Unity’s Deans, Mr. Clarke and Mr. Guerrero (see Unity’s Complaint Policy in Appendix C).

Collaborative Problem Solving at Unity

When students do commit infractions of Unity’s Code of Conduct, our primary goal is that students learn from their mistakes. We believe that consequences should always be logical and should allow students to consider who was affected by their actions and what steps they may take to rectify the situation as fairly as possible. We call this process Collaborative Problem Solving because all parties involved will work together to devise a plan: the student who committed the infraction, the students and/or staff members who were affected, additional staff members such as an advisor or dean, and, often, the student’s parents or guardians. For example, a student who acts irresponsibly in art class and makes a mess with paint may collaborate with the teacher of the class and his/her parent or guardian and create a plan in which he/she comes to school early for several days to clean up the room. The student may also issue an apology to the class and may have to replace damaged materials belonging to his/her classmates.

By learning how to solve their problems and making progress when mistakes are made, and with the assistance of an empathetic staff who constantly seek to support students and build relationships with them, Unity’s students will develop as mature, aware citizens who do not repeat the same infractions.

Consequences for Level 1 Infractions

Level 1 Infractions are typically handled by a classroom teacher. The table below summarizes consequences used by teachers in response to Level 1 infractions. If these interventions are unsuccessful, the teachers may issue a Demerit. A Demerit is a formal warning issued to a student by a staff member as a result of committing a Level 1 infraction. Demerits appear on a student’s weekly Character Report as a way of informing the student and his/her parents or guardians of behaviors in need of improvement. As a student accumulates demerits, staff members may ask the student to come up with a plan as described in the Collaborative Problem Solving process.
Solving section above. Students may have to remain after school in detention to devise this plan and have it approved by a staff member.

### Examples of Level 1 Infractions (Low Level Disruptive Behaviors)
- Tardiness
- Food or drink outside of cafeteria
- Minor class disruption (speaking out of turn, arguing, tapping desk, distracting students)
- Minor dress code violation
- Minor horseplay (poking, jostling, running in hallway)
- Arriving unprepared for class (ex. no planner)
- Not paying attention or following directions, sleeping in class
- Use of unauthorized electronic device

### Range of Possible Consequences for Level 1 Infractions
- In-class time-out
- Contacting parent/guardian
- Written reflection or apology
- Loss of classroom privileges
- Parent/guardian conference
- Daily progress sheet on behavior
- Seat Change
- Demerit

### Consequences for Level 2 Infractions

<table>
<thead>
<tr>
<th>Examples of Level 2 Infractions (Disruptive Behaviors)</th>
<th>Range of Possible Consequences for Level 2 Infractions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Disrespecting Staff (inappropriate language/tone, yelling, lying, being confrontational, refusal to follow instructions)</td>
<td>• Detention / Restorative Justice</td>
</tr>
<tr>
<td>• Using foul language toward or taunting other students</td>
<td>• Community conference/parent meeting at school</td>
</tr>
<tr>
<td>• Failure to complete work</td>
<td>• Send student to cool-off room</td>
</tr>
<tr>
<td>• Violation of internet usage policy</td>
<td>• Conflict resolution</td>
</tr>
<tr>
<td>• Pushing or shoving other students</td>
<td>• Develop 504 plan</td>
</tr>
<tr>
<td>• Major uniform violations</td>
<td>• Mentoring program</td>
</tr>
<tr>
<td>• Cheating or plagiarism</td>
<td>• Reflection essay</td>
</tr>
<tr>
<td>• Repeated Level 1 infractions</td>
<td>• Behavior and conduct tracking sheet</td>
</tr>
</tbody>
</table>

### Consequences for Level 3 Infractions
The table below summarizes interventions used by teachers in response to Level 3 infractions. Depending on the nature of the infraction, Level 3 infractions may also warrant an in-school Suspension of one to three days. In-school suspensions are described in further detail below.
Consequences for Level 4 Infractions
Because Level 4 Infractions are so harmful to the entire school community, they are likely to result in out-of-school suspension or expulsion (see pages 43-44 for details on our suspension and expulsion policies and procedures). These consequences are described below.

Examples of Level 4 Infractions (Dangerous or Violent Behaviors)

<table>
<thead>
<tr>
<th>Examples of Level 4 Infractions (Dangerous or Violent Behaviors)</th>
<th>Range of Possible Consequences for Level 4 Infractions*</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Theft (if severe, student will be referred to police)</td>
<td>● Out-of-school suspension</td>
</tr>
<tr>
<td>● Fighting (if severe, student will be referred to police)</td>
<td>● Expulsion</td>
</tr>
<tr>
<td>● Sexual harassment (see definition in Appendix B)</td>
<td></td>
</tr>
<tr>
<td>● Calling in a false alarm or bomb scare or activating the school’s fire alarm system</td>
<td></td>
</tr>
<tr>
<td>● Possession or distribution of pornographic items</td>
<td></td>
</tr>
<tr>
<td>● Bullying (severe)</td>
<td></td>
</tr>
<tr>
<td>● Hazing (severe)</td>
<td></td>
</tr>
<tr>
<td>● Possession or use of drug paraphernalia, tobacco, or alcohol</td>
<td></td>
</tr>
<tr>
<td>● Possession of a weapon or unsafe object</td>
<td></td>
</tr>
<tr>
<td>● Repeated Level 3 behaviors</td>
<td></td>
</tr>
</tbody>
</table>

See below for detailed information on Unity’s out-of-school suspension and expulsion policies.

Behavior Detention
Detentions exist in order for students to participate in the Collaborative Problem Solving process described above. Staff members assign detentions when students have committed infractions that they need to learn from by considering who their actions have affected and what they can
do to make the situation right. They are designed to encourage students to reflect on decisions they have made so that they understand the negative impact of the decision and are less apt to make the same decision in the future. If a student has already created a plan that has been approved by a staff member, he or she may use the detention period to implement this plan; for example, the student may work on a special job assigned by a staff member during this time that both the student and staff member agreed upon in advance.

<table>
<thead>
<tr>
<th>Days</th>
<th>Times - Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mondays, Tuesdays, Thursdays</td>
<td>4:18pm-4:45pm</td>
</tr>
<tr>
<td>Fridays</td>
<td>3:15pm – 3:45pm</td>
</tr>
</tbody>
</table>

As the table above presents, afterschool detention begins promptly at 4:18pm on Monday, Tuesday, Thursdays and at 3:15pm on Fridays. In the event that a student has a medical appointment that conflict with the serving of detention on a specific day, documentation must be presented when the student arrives at school the next day. Documentation is typically in the form of a note from the office of the medical practitioner and must be on official letterhead.

**In-school Suspension**

Unity staff will work proactively with students and parents/guardians to address behavior in a way that avoids suspension. However, students may be suspended for committing Level 3 and 4 infractions or in cases when Unity staff members believe that a student’s recent actions suggest that the student is not currently ready to be successful in the classroom and needs to work with staff members (and likely parents/guardians) to construct a plan to successfully return to class. Because we cannot help students to rectify their behavior and come up with a new plan of action when they are not in the school building, we seek to assign in-school suspension as a preliminary consequence when appropriate (typically for Level 3 Infractions). Any time a student is suspended in school, a Unity administrator will notify parents by phone. When serving an in-school suspension for one to three days, students report to school at the usual hours, but spend the day in the in-school suspension room. Students complete assignments from class so that they do not fall behind in their work, but they also complete reflective essays and they meet with the Dean of Students, Director of Culture & Enrichment, Social Worker, and possibly other members of the staff to develop a plan that will allow them to return to class and behave appropriately. As part of the Collaborative Problem Solving process, students may have to consider who has been impacted by their recent actions and determine how to remedy the situation. Finally, students may be required to carry out the plan they develop to demonstrate that they are fully ready to re-join their classmates and return to their normal class schedule.

**Out-of-School Suspension**

Certain severe incidents (Level 4) or a persistent pattern of significantly disruptive or dangerous behavior (Level 2 and Level 3) to the school community may lead to a student’s serving an out-of-school suspension. The decision to recommend the suspension of a student out-of-school is made by Unity’s Head of School in consultation with the PBIS Team. Any time a student is recommended for suspension out of school, a Unity administrator will notify parents by phone. Additionally, documentation summarizing the actions taken by the student that justify the suspension, the duration of the suspension, and the process and possible options available to
the parent/guardian in supporting her/his child will be given directly to the parent/guardian or sent home with the child with the parent/guardian’s consent. A conference involving the student, a parent/guardian, and the Director of Culture & Enrichment and Dean of Students must take place before the student is able to return to class. The purpose of this conference is threefold: 1. to clearly address the issue that lead to the suspension; 2. to identify additional interventions and next steps to repair any damage done to the community (see Appendix C for details on Unity’s Complaint Policy), and 3. to implement support for the student that empowers her/him to improve her/his behavior.

As required by law, Unity takes all possible steps to ensure that students who are suspended or expelled are placed in an alternative educational setting. Adequate academic progress of students who are suspended out-of-school or expelled is enabled through the instruction that is aligned with Unity’s curriculum. Students are provided with opportunities to remain current with class work, complete assignments, and participate in projects. The same accommodations are made for students who are expelled, until such students enroll in another school or until the end of the school year.

**Discipline Policy for Students with Individualized Education Programs (IEPs)**

Unity is committed to creating a supportive learning community that implements the PBIS framework. We believe our discipline model ensures that all students, including students with disabilities (SWDs) or 504 plans, have the support and guidance to become contributing members of a safe learning environment. SWDs are generally held to the same standards as general education students and are offered the same supports and interventions within the PBIS framework. However, if a SWD’s behavior significantly impedes the learning of the student or others, an individualized behavior support plan (BSP) is created collaboratively with members of Unity’s Student Support Team. The BSP focuses on understanding why the behavior occurred (i.e. the function) and then on teaching an alternative behavior that meets the student’s need in a more acceptable way.

SWDs who continue to demonstrate serious behavior problems may receive a functional analysis assessment (FAA). Based on the results of the FAA, a behavioral intervention plan (BIP) is created. The BIP is a highly detailed description of the data collected, the implementation plan itself, and the progress monitoring that occur during the plan’s implementation. If a student’s BIP identifies specific consequences for certain kinds of conduct, the student will be disciplined according to the plan. If the specified intervention is ineffective and additional targeted supports and interventions do not prevent the student from repeating the same infractions, then the student may be referred to the Committee on Special Education (CSE) for consideration of a change in the plan or change of placement. Students whose IEPs do not include any specific disciplinary guidelines are disciplined in accordance with the standard Unity Discipline Policy. For such students, if parents/guardians request a hearing regarding a disciplinary action, the student may be referred to the CSE for a Manifestation Determination Review (MDR) to determine the relationship between the behavior and the student’s disability. If a student is found guilty of an offense that warrants long-term suspension, Unity will work with the CSE to transfer the student to an interim alternative educational setting.

Unity ensures that the disciplinary procedures for SWDs comply with the mandates of state and federal laws, including Individuals with Disabilities Act (IDEA) of 2004 and Section 504 of the Rehabilitation Plan of 1973. If a student with special needs has been suspended for more than
10 consecutive school days in a single academic year; more than 10 aggregate school days in a 40 day period; or exhibit a pattern of behavioral concerns, a MDR will be held to determine whether or not the student’s behavior is due to his or her disability.

Unity works closely with the CSE to create clear and easily understood guidelines for communication, decision-making, and recourse regarding disciplinary actions for parents of SWDs. Written documentation and records are maintained for all suspensions and expulsions, including those assessed to SWDs.

VIII. Student Health & Safety

Emergency and Evacuation Procedures
Emergency and evacuation procedures are a very serious part of the school routine. Whether it is a drill or real emergency, the actions that students and staff should take are the same. Emergency drills are held throughout the year. The drills are planned in such a way as to ensure the safety of students and staff in the shortest possible time and in the most efficient and orderly fashion. The Head of School shall see that the school complies with all legal requirements related to emergency and evacuation procedures.

Health Staff
Unity has one full-time, on-site registered school nurse. The nurse works in collaboration with the NYC DOE’s nursing staff and the borough medical director. Unity is affiliated with the Medical Director of the NYC DOE’s Office of School Health.

Students may visit the nurse in the school’s health office if they become ill during the school day, injure themselves, or have a health related question. Students needing basic care after-school or when the nurse is not available may receive assistance from other Unity staff. Students who are unable to participate in school activities due to illness will be sent home (for more information on Unity’s medical dismissal policies, see below).

The Dispensing of Medication
As part of the enrollment process, Unity requires each student who requires medication during the school day to provide an up-to-date, completed Medical Administration Form (MAF). This form must be returned to Unity at the beginning of the year, if it has not been provided during the enrollment process. Without this form, students may not take medicine while in school. Only the school nurse may dispense over-the-counter medications such as acetaminophen (i.e., Tylenol), or ibuprofen (i.e., Advil), and only if there is an up-to-date MAF on file. In such cases, the school nurse will only distribute medicine to students with updated MAFs as called for by the MAFs submitted by/for those students. The school does not stock any cold remedies such as cough drops or vitamins. No student is permitted to carry any over-the-counter or prescription medications, including cough drops, on their person or in their school bag during the school day. Prescription inhalers for asthma and an injection of epinephrine for anaphylaxis are the exceptions to this rule; only students who are medically required to carry these medicines and who have an up-to-date, complete MAF may carry these medicines with them during the school day.
Unity’s nurse may store extra emergency medication for any student who requires such medicine during the school day. To store this medicine, the school requires an up-to-date, completed MAF on file. Parents/guardians should contact the school prior to arrival on the first day if they have any specific medical questions or their children have a condition that requires management at school. If a student requires prescription medication during the school day, such medication must be supplied by the student or her/his family, and will be dispensed per Unity’s Medication Administration Plan.

Vaccine Review/Medical Exam
Except in cases of approved religious exemptions, all Unity students must be immunized in accordance with New York State law. Religious exemptions must be conveyed in writing to the Head of School before the beginning of the school year. The Head of School reserves the right to require students to be immunized in order to enroll in Unity. To submit a religious exemption to Unity’s immunization requirements, please contact Unity’s Director of Operations.

In all cases, students who do not have the proper immunizations and have not been provided a religious exemption by Unity’s Head of School will be denied access to Unity until the immunizations are administered and proof of such immunizations is provided to Unity are required by law. Parents/guardians are asked to alert the main office and indicate on their child’s Emergency Contact Form any allergies from which their children suffer. Parents/guardians are also asked to advise school administration and indicate in writing if they grant permission to Unity to take their child to a hospital in the event of an emergency during school hours. Unity’s nurse is authorized to administer prescribed medication only if the parent or guardian submits an up-to-date, completed MAF that is also signed by the child’s doctor.

Please refer to the list below for the required immunizations for the 2014-2015 school year. Unity also recommends annual flu vaccination. These vaccines protect students and staff from diseases that may be present in our community and can be life threatening. Therefore, in addition to the required immunizations, all Unity students must have an updated physical exam completed within the 12 months before entering school and annually thereafter. Following that examination, Unity students must submit a Child Health and Medical Exam Form (CH-205) based on that examination. The completed and submitted Child Health and Medical Exam Form must be signed by the student’s doctor. Students will not be permitted to start school without these records present at the school beforehand.
SEPTEMBER 2014
MEDICAL REQUIREMENTS FOR NEW SCHOOL ENTRANTS
(PUBLIC, PRIVATE, PAROCHIAL, DAY CARE CENTERS AND SCHOOLS)

ALL STUDENTS ENTERING A NEW YORK CITY SCHOOL FOR THE FIRST TIME MUST HAVE
A COMPLETE PHYSICAL EXAMINATION AND ALL REQUIRED IMMUNIZATIONS

The comprehensive medical examination must be documented on a Child Adolescent Health Examination Form (CH-205)
and include the following:

- Weight
- Height
- Blood Pressure
- Body Mass Index
- Vision Screening
- Hearing Screening
- Dental Screening
- Medical History
- Developmental Assessment
- Nutritional Evaluation

The CH-205 examination must be performed on or after April 1st of the year of school entry. Examinations performed prior to
April 1st of the entry year will not be accepted. Filled CH-205 forms that include the student's pre-populated vaccination
histories are available through the New York City Immunization Registry (CIR). Students continuing on to Kindergarten from
Pre-Kindergarten must submit a new CH-205.

<table>
<thead>
<tr>
<th>Required Screening for Day Care Only</th>
<th>Required Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screenings</td>
<td></td>
</tr>
<tr>
<td>HbA1c Screening</td>
<td></td>
</tr>
<tr>
<td>Leukocyte Count</td>
<td></td>
</tr>
<tr>
<td>Hemoglobin</td>
<td></td>
</tr>
<tr>
<td>Lead Screening, Assessment &amp; Testing</td>
<td></td>
</tr>
</tbody>
</table>

- All children under 6 years must be assessed annually for lead exposure.
- Blood lead tests are required for children at ages 1 and 2 years AND other
  children up to age 6 years at risk of exposure OR with a lead test previously
documented.
- For more information, call the Lead Poisoning Prevention Program @ 811.

IMMUNIZATION REQUIREMENTS 2014-15

The following immunization requirements are mandated by law for all students between the ages of two
months and eighteen years. Children must be excluded from school if they do not meet these requirements.

A child's immunization history must include all of the following vaccines to be considered fully immunized. Their
immunization record should be evaluated according to the grade they are attending this school year.

PROVISIONAL REQUIREMENTS

New students may enter school provisionally without documentation of at least this initial series of immunizations. Once admitted
provisionally, subsequent vaccines must be administered in accordance with the Advisory Committee for Immunization Practices
(ACIP)'s Catch up schedule for the child to be considered in process and remain in school (refer to
http://www.cdc.gov/vaccines/schedules/hcp/acip-recs/vacc-rec-acip-schedule.html for schedule). Alternative schedules are not acceptable. Students
must complete the entire series to comply with the law. Students who have not been immunized within the provisional period must be issued
exclusion letters and excluded from school until they comply with the requirements.

<table>
<thead>
<tr>
<th>DAY CARE/PRE-KINDERGARTEN</th>
<th>NO. OF DOSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>DTaP (diphtheria-tetanus-acellular pertussis) OR</td>
<td>1</td>
</tr>
<tr>
<td>DTP (diphtheria-tetanus-pertussis)</td>
<td>1</td>
</tr>
<tr>
<td>IPV (inactivated poliovirus)</td>
<td>1</td>
</tr>
<tr>
<td>MMR (measles-mumps-rubella)</td>
<td>2 or after the 1st birthday</td>
</tr>
<tr>
<td>Hib (Haemophilus influenzae type b)</td>
<td>1</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>1</td>
</tr>
<tr>
<td>Varicella</td>
<td>2 or after the 1st birthday</td>
</tr>
<tr>
<td>Pneumococcal conjugate (PCV)</td>
<td>1</td>
</tr>
<tr>
<td>Influenza</td>
<td>1</td>
</tr>
</tbody>
</table>

Depending on their influenza vaccination history, some children may need 2 doses of influenza vaccine.

<table>
<thead>
<tr>
<th>KINDERGARTEN/GRADES 1-12</th>
<th>NO. OF DOSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>DTaP, DTP, DT, Td (tetanus-diphtheria) OR</td>
<td>1</td>
</tr>
<tr>
<td>Td (tetanus-diphtheria-acellular pertussis)</td>
<td>1</td>
</tr>
<tr>
<td>Varicella</td>
<td>1</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>1</td>
</tr>
</tbody>
</table>

Office of School Health Citywide Contact Number (All Districts)
(347) 396-4597 • (347) 396-4523
Notes. The number of required vaccine doses depends on the schedule recommended by the Advisory Committee on Immunization Practices (ACIP).

This schedule reflects the number of doses required for Pre-K through grade 12. Intervals between doses of vaccines should be in accordance with the ACIP recommended immunization schedule for persons 0 through 18 years of age. See footnotes for specific information for each vaccine.

### Incident Report

Any accident involving a student will be documented. The nurse or Unity staff will contact the parent or guardian; in the event that the parent or guardian cannot be reached, the nurse will send a report home with the student. In emergencies, Unity staff will notify the people indicated on a child’s Emergency Contact form, as well as law enforcement office or emergency...
medical personnel, as necessary or in the best judgment of the school nurse and/or Unity staff. In any emergency, Unity’s absolute priority will be to first attend to the emergency and ensure the safety and health of the child or children involved in the incident, then secure the surrounding area to address the unsafe conditions, and then contact parents, guardians, and/or emergency contacts.

Medical Dismissal
Unity’s school nurse or staff may recommend that a student be dismissed if she/he is too ill to take part in her/his coursework. When such a recommendation is made, the student’s parent/guardian will be contacted directly by phone. Parents/guardians must respond promptly when called to pick up their child for medical reasons. To ensure students’ health and safety, sick or injured students are not permitted to depart school on their own — they must be accompanied by their parent/guardian or someone who the parent/guardian has authorized to pick up their child. However, if parents are unable to be reached and the child is unable to travel safely on her/his own, Unity staff may contact law enforcement officials or emergency medical personnel to attend to the child.

Counseling and Student Support Services
Unity aims to create an environment that supports the academic, social, and emotional well-being of all students. With this in mind, Unity has Social Workers and a Director of Support Services who are accessible to all students and families. These staff members will provide assessment, student support, intervention, preventive services and some school-based counseling services. Should the school not have the capacity to provide a necessary service related to mental health and wellness, the Social Workers and Director of Support Services will provide students and families with relevant information and referrals to community-based resources as well as advocacy and support in obtaining these services.

Should a mental health crisis occur during the school day, it will be handled in the same manner as a medical emergency. The safety and well-being of the student will be prioritized, the setting will be made safe, and a parent/guardian or someone on the child’s emergency contact form will be contacted. In the event that a parent or guardian cannot be located, the school staff may need to take action independently, as they would in a medical emergency.

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

- patterns of lateness to school and absence from school;
- patterns of late pick-up from school or the school bus;
- students appearing consistently unkempt or dirty; or
- signs of physical abuse, such as bruises, cuts, or apparent fear of innocuous interpersonal contact.

Should a Mandated Reporter at Unity be required to make a report to ACS, Unity’s Social Workers will be available to provide supportive services to the family and student throughout the process, and the Social Workers will act as the ongoing liaison between family, ACS, and school.
Threats to Self and to Others
If a student threatens her or his own life or the life of someone else, this will be brought immediately to the attention of Unity’s Social Workers. If the Social Workers feel that the child is in imminent danger, the parent will be contacted and, for the child’s well-being, a psychological evaluation will be required before the child can return to school. When a student exhibits potentially suicidal behavior and the parent refuses to cooperate with the school or to take alternative preventive measures, the Social Worker must report this information immediately to the Administration for Children’s Services (ACS).

Search and Seizure
To ensure the safety of students and staff, Unity maintains the right to search students and their property if there is reason to believe a school rule or state law has been violated. To that end, school administrators may search the students’ storage-area, student coats, person, backpack, or other personal belongings. Classroom closets and supply rooms are the property of Unity and no student shall store any belongings in these locations without express consent from Unity staff. Storage of personal items in Unity property does not guarantee or provide any expectation of privacy.

IX. Student Privacy and Records

Access to Student Records
Except for Unity health personnel and local and state health department personnel, no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent of the student whose records are being requested. Any person, except for Unity staff and specific local or state health department personnel, who request access to student records must follow Unity’s FERPA policy and records request protocol. Please see Appendix B for Unity’s FERPA policy and records request protocol. Note that submission of a request does not guarantee access to any part of a student’s records.

The Family Educational Rights and Privacy Act (FERPA)
FERPA is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children’s education records. These rights, described below, transfer to the student when she or he reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents/Guardians or eligible students have the right to inspect and review the student’s education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents/guardians or eligible students to review the records. Schools may charge a fee for copies.
● Student records or other identifiable information are maintained in a secure location to ensure confidentiality. Records that are no longer required or that do not need to be maintained will be disposed of in a manner that ensures confidentiality and security.

● Parents/Guardians or eligible students have the right to request that a school correct records, which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent/guardian or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent/guardian or eligible student has the right to place a statement within the record setting forth her or his view about the contested information.

● Generally, schools must have written permission from the parent/guardian or eligible student in order to allow anyone to review information from a student’s education record or release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Accedoing organizations;
  - Organizations conducting certain studies for or on behalf of the school;
  - Acceding organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents/guardians and eligible students about directory information and allow parents/guardians and eligible students a reasonable amount of time to request that the school not disclose directory information about them. If you wish to keep your child’s directory information confidential, please notify Unity’s Director of Operations in writing. Schools must notify parents/guardians and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Freedom Of Information Law (FOIL)
Unity complies with the New York State Freedom of Information Law (Article 6 of the New York Public Officers Law). This means certain school records can be made available to the public upon request because Unity is a publically funded school. Copies of our school’s FOIL Policy are available in the main office. For more information about the process for requesting records please contact the school’s Director of Operations who serves as the school’s Records Access Officer.

Parent’s Right to Know
Parents may request, and Unity will provide in a timely manner, information regarding the professional qualifications of their child’s classroom teachers, including, at a minimum, the following:

● Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
● Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
● The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, including the field of discipline of the certification or degree
● Whether the child is provided services by paraprofessionals and, if so, their qualifications

Unity shall provide to each individual parent/guardian:
● Information on the child’s level of achievement in each of the state academic assessments as required under Title I
● Timely notice that the child has been taught for four or more consecutive weeks by a teacher who does not meet highly qualified requirements
Appendix A: Computer and Network Use Policy

Unity believes the most important consideration in the use of its network is the safety of its users. Unity’s computer network and accompanying services are comprehensive and robust. The network employs servers, a high-speed wired and wireless network, large volumes of data storage, a broadband Internet connection, dozens of computers, numerous software titles, color and gray scale printers and many other peripherals and devices. The purpose of this network is to enhance and enable the education of our students. The purpose of the provisions below is to set out the policies to ensure this happens in a safe, secure and effective manner.

All users must accept the terms listed below. Use of Unity’s network constitutes agreement with these terms, and by using the network, users consent to be held responsible based on the provisions listed below. Generally speaking, all the rules set out in Unity’s Code of Conduct govern the use of Unity’s network and where a conflict arises with this section, the general provisions of the Code of Conduct shall prevail.

Activities not Allowed on Unity’s Computer Network

- Bullying and harassment of any kind.
- Cheating of any kind, including plagiarism.
- Communication with anyone outside of Unity without explicit permission of a Unity teacher or administrator. This includes but is not limited to using the following methods:
  - Electronic Mail (email)
  - Instant Messaging (IM)
  - Chat services
  - Forums and bulletin boards
  - Social networking sites (e.g.: facebook.com)
- “Hacking” or otherwise attempting in any way to defeat, compromise or discover the security and filtering methods set in place by Unity. This includes but is not limited to the following:
  - Trying to obtain any password other than your own
  - Trying to access any account other than your own
  - Network/Packet “sniffing”
- Connecting to the school’s wireless network outside of school hours, outside of the physical confines of the school and/or without explicit permission.
- Using proxy servers or any other method to access websites blocked by the school’s Internet filter.
- File sharing with anyone outside of Unity without explicit permission of a Unity teacher or administrator.
- Viewing, downloading or otherwise accessing inappropriate and/or obscene material.
- Viewing, listening to or otherwise accessing high-bandwidth media without explicit permission of a Unity teacher or administrator. Such media includes but is not limited to:
  - Music (Files such as MP3, WAV, AIFF, AC3, and others)
  - Video (Files such as (MOV, WMV, MPG, MKV, SWF, AVI, and others)
  - Downloading any files from a remote computer without express permission of a
teacher or administrator. This includes but is not limited to using sites or services such as Limewire or Bit Torrent.

- Sharing user accounts and/or passwords.
- Installing any software.
- Modifying in any way the configuration of any of Unity’s networked devices including computers, routers, firewall, switches and wireless access points.
- Using Unity’s printers or copiers for anything other than approved school work.

Use of School Computers
There is no eating or drinking allowed around any computer. Laptops are not to be carried while powered on or open. Laptops may only be moved when the screen is closed and the computer is in either a powered down or sleeping state. Laptops must always be powered off after use. Desktop computers are to be logged off, but not shut down. Any abnormalities, either physical or software-related, must be reported to the Director of Operations immediately. *A laptop or desktop computer that is broken in any way is assumed to be damaged by the last student to use it.* It is therefore imperative that any abnormality be reported immediately to the teacher supervising the use. Unless instructed by a teacher to do so, use of the computer to play music, or otherwise make any sounds, is prohibited. Misusing laptops will result in an automatic detention or further disciplinary action. Use of computers is a privilege and that privilege will be revoked if rules are not followed.

Accessing Internet Content
Unity employs a hardware Internet firewall that also acts as an Internet content filter. The purpose of the firewall is to keep unwanted and/or malicious data from the Internet off of Unity’s protected and private local network. Such data is prohibited. Examples of these data include but are not limited to the following types:

- Pornographic material
- Obscene material
- Graphically violent material
- Illegally duplicated music, videos and software or other copyrighted material
- Unauthorized applications
- Keyloggers
- Viruses
- Spyware
- Adware
- Racist, sexist, homophobic, and otherwise offensive hate speech

Unity maintains a filter that is designed to protect students and staff from obscene or offensive material. This filter also works to prevent the intrusion of malicious software and viruses that could damage Unity’s network. However, like all available filters, Unity’s filter is not perfect and countless objectionable websites will still be available to students despite all best efforts. Likewise, it is impossible to block all communication with every unscrupulous user on the Internet. Use of Unity’s network by a student constitutes acceptance of this risk by the student’s parent or guardian.

Responsibilities of Network Users
Along with the benefits of using Unity’s computer network comes a responsibility to ensure safe use for all involved. In addition to refraining from the aforementioned activities, all users of
Unity’s technology are required to act by notifying a teacher or administrator when the following occurs:

- Receipt of bullying or harassing communications;
- Accidental viewing of or access to inappropriate or undesirable content on the Internet including, for example, objectionable material from “popup” windows or other advertising;
- Accidental access to another user’s account;
- Discovery of missing data, such as word processing documents, from a user’s account;
- A computer appears in any way defective or physically damaged;
- Anything else abnormal that occurs during the use of the computer network.

Privacy

While the administration of Unity does not regularly inspect network data generated by its users, Unity reserves the right to inspect any and all data kept on or transmitted through its network. Users should not have any expectation of privacy with respect to any data kept on or transmitted through Unity’s network in any way. This includes but is not limited to data in the form of:

- Email communications
- Word processing documents
- Spreadsheets
- Presentations
- Websites
- Blogs
- Instant Messages
- File attachments
Appendix B: Definitions of Hazing, Sexual Harassment, and Bullying

**Hazing**
The term “hazing” generally means any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person.

**Sexual Harassment**
The term “sexual harassment” refers to any sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual’s school performance by creating an intimidating, hostile, humiliating or sexually offensive school environment.

**Bullying**
The US Department of Health and Human Services’ National Bullying Prevention Campaign “Take a Stand. Lend a Hand. Stop Bullying Now!” defines bullying as “aggressive behavior that is intentional and involves an imbalance of power or strength.” Usually, it is repeated over time. Traditionally, bullying has involved actions such as: hitting or punching (physical bullying), teasing or name-calling (verbal bullying), or intimidation through gestures or social exclusion. In recent years, technology has given children and youth a new means of bullying each other. Cyberbullying, which is sometimes referred to as “online social cruelty” or “electronic bullying,” can involve: “sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person; pretending to be someone else in order to make that person look bad; (or) intentionally excluding someone from an online group.” Unity has used guidelines on bullying and cyberbullying provided by the NY State Education Department to develop its own plan. Anyone interested in reading more about the laws in place in New York State can visit [http://www.stopbullying.gov/laws/new-york.html](http://www.stopbullying.gov/laws/new-york.html).

Unity does not tolerate any unhealthy, unlawful, or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We investigate promptly all reports and complaints of bullying, cyber-bullying, and retaliation, and take prompt action to end that behavior and restore the victim’s sense of safety, as well as address the cause of the aggressor’s actions.

Any student who has witnessed an incident of bullying or cyber-bullying, or who otherwise has relevant information about bullying or cyber-bullying, is strongly encouraged to promptly report the matter verbally or in writing to an administrator or staff member with whom the student is comfortable speaking. Any student who is subject to retaliation, or who knows of another student who has been subject to retaliation, is urged to report it as soon as possible. Students who knowingly make false accusations of bullying or retaliation will be subject to disciplinary action.
A parent or guardian of a student who has witnessed or otherwise has relevant information about bullying or cyber-bullying is strongly urged to promptly notify the Director of Culture & Enrichment, Deans of Students, or any other administrator, faculty, or staff. A parent or guardian should also report any incident of retaliation in violation of this policy.

Bullying and retaliation can be reported anonymously two ways:

- Emailing reportbullying@unityprep.org, or
- Sending a letter addressed to “No Bullying” at Unity Preparatory Charter School of Brooklyn at 432 Monroe Street, Brooklyn, NY 11221

The following is a summary of the conduct that the New York bullying law prohibits. (*Please note that higher standards of behavior may apply under Unity’s policies in order to prevent inappropriate verbal or physical conduct before it becomes bullying as defined under the law. For example, although the law defines bullying as “repeated use” of certain expressions, acts, or gestures, Unity reserves the right to impose disciplinary measures or other corrective action in the case of a single expression, act, or gesture as well as in the case of inappropriate conduct that may not rise to the level of the legal definition of bullying. If the school determines that the behavior is of sufficient severity to warrant disciplinary measures or other remedial action or if the repetition of an expression, act or gesture might result in bullying as defined under the law, the school may act.*)

Bullying and cyber-bullying are defined as the repeated use of a written, verbal or electronic expression or a physical act or gesture or any combination, directed at a victim that causes any of the following results:

1. Inflicts physical or emotional harm on the victim or damages the victim’s property
2. Places the victim in reasonable fear of harm to himself or of damage to his property
3. Creates a hostile environment at school for the victim
4. Infringes on the rights of the victim at school
5. Materially and substantially disrupts the education process or the orderly operation of the school

Cyber-bullying, which is essentially bullying through the use of technology or any electronic communication, includes but is not limited to any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by, email, internet, instant messages or fax or other electronic methods. Cyber-bullying includes but is not limited to:

1. The creation of a web page or blog in which the creator assumes the identity of another person
2. The knowing impersonation of another person as the author of content or messages, if the creation or impersonation causes any of the results listed above in the definition of Bullying
3. The electronic distribution of a communication to more than one person, or the posting of material on an electronic medium such as the internet, that may be accessed by one or more persons, if the distribution or posting causes any of the results listed above in the definition of Bullying

Bullying and Cyber-bullying are prohibited:

1. On school grounds
2. On property immediately adjacent to school grounds
3. At a school-sponsored or school-related activity, function or program whether on or off school grounds
4. At school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school
5. Through the use of technology or an electronic device owned, leased or used by a school district or school
6. At a location, activity, function, or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased, or used by Unity, if the bullying causes any of the following conditions:
   a. The bullying creates a hostile environment at school for the victim.
   b. The bullying infringes on the rights of the victim at school.
   c. The bullying materially and substantially disrupts the education process or the orderly operation of Unity’s school environment.
Appendix C: Non-Discrimination and Complaint Policies

Non-Discrimination Policy
Unity is committed to maintaining a work and educational environment free from all forms of discrimination and harassment. We expect all employees, students and other members of the school community to conduct themselves in an appropriate manner. In accordance with both state and federal laws, Unity does not discriminate in admission to, access to, treatment in, or employment of its services, programs and activities on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. To file a complaint alleging discrimination or harassment by Unity on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement or to make an inquiry, please contact the Head of School or Director of Operations for complaints, and follow the process described below.

Complaint Policy
Any individual or group may bring a complaint to Unity’s Board of Trustees alleging a violation of the provisions of Article 56 of the Education law (i.e., the New York State Charter Schools Act), the school’s charter, or any other provision of law relating to the management or operation of the charter school. The complaint may be presented to the Board in an open meeting or in written form at chairperson@unityprep.org. The Board shall respond at or prior to the next public meeting of the Board of Trustees. Every effort will be made to respectfully address the matter to the satisfaction of the individual or group who presented the complaint. The Board, as necessary, shall direct the Head of School or other responsible party to act upon the complaint and report to the Board. The Board shall render a determination in writing, as necessary.

If, after presentation of the complaint to the Board of Trustees, the individual or group determines that the Board has not adequately addressed the complaint, the complainant may present the complaint to the New York State Education Department’s (NYSED) Charter School Office, which shall investigate and respond. If, after presentation of the complaint to the NYSED Charter School Office, the individual or group determines that the NYSED Charter School Office has not adequately addressed the complaint, the complainant may present the case to the Board of Regents, which shall investigate and respond. The NYSED Charter School Office and the Board of Regents have the power and the duty to take remedial action as appropriate.
Appendix D: Field Trip and Field Lesson Policy

By signing and returning the last page of this Handbook, I do hereby consent to my child’s participation in field trips and field lessons that have been scheduled for the 2014-2015 school year (hereinafter referred to as “Field Trips”) by Unity Preparatory Charter School of Brooklyn (Unity). I do forever release, acquit, discharge, and covenant to hold harmless Unity and its administrators, teachers, officers, employees, and agents (hereinafter collectively referred to as “Unity”), from any and all actions, causes of action, claims, damages, losses, or expenses of whatever kind or nature which I may have or acquire as the parent or guardian of the minor named on the last page of this Handbook arising out of or resulting, directly or indirectly, from said minor’s participation in the Field Trips. I also release and discharge Unity from any claims, damages, losses, or expenses of whatever kind or nature which said minor may have or acquire arising out of or resulting from, directly or indirectly, her/his participation in the Field Trips. I/We further agree to defend and indemnify Unity against any claim, damage, loss, or expense of whatever kind or nature that Unity may have to pay that arises from said minor’s intentional, grossly negligent, reckless acts, or omissions while participating in the Field Trip.

I hereby authorize Unity’s employee(s) or agent(s) who is supervising said minor to act on our behalf in authorizing and consenting to emergency medical care for said minor if she/he becomes ill or is injured while participating in the Field Trips. This Authorization and Consent may be presented to the appropriate emergency medical staff at such time as emergency medical care is required. I hereby release and discharge Unity from any and all claims of any nature whatsoever, which may arise out of the decision to provide emergency medical care.
Appendix E: FERPA Policy and Records Request Protocol

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents and guardians certain rights with respect to children's education records. These rights, described below, transfer to the student when she or he reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are referred to as "eligible students."

- Parents/guardians or eligible students have the right to inspect and review the relevant student’s education records maintained by the school. The school is not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents/guardians or eligible students to review the records. The school may charge a fee for copies.

- Student records or other identifiable information are maintained in a secure location to ensure confidentiality. Records that are no longer required or that do not need to be maintained will be disposed of in a manner that ensures confidentiality and security.

- Parents/guardians or eligible students have the right to request that the school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent/guardian or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent/guardian or eligible student has the right to place a statement within the record setting forth her or his view about the contested information.

- Generally, the school must have written permission from the parent/guardian or eligible student in order to allow anyone to review information from a student’s education record or release any information from a student's education record. However, FERPA allows the school to disclose those records, without consent, to the following parties, among others, or under the following conditions:
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Accrediting organizations;
  - Organizations conducting certain studies for or on behalf of the school;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
State and local authorities, within a juvenile justice system, pursuant to specific State law.

The school may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, the school must tell parents/guardians and eligible students about directory information and allow parents/guardians and eligible students a reasonable amount of time to request that the school not disclose directory information about them. The school shall have the authority to redact portions of a student's educational record, and may do so prior to disclosure of the record by making a photocopy from which the proper redactions are made. If you wish to keep your child's directory information confidential, please notify Unity Preparatory Charter School of Brooklyn's (Unity) Director Of Operations in writing. The school must notify parents/guardians and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of the school.1

Freedom Of Information Law (FOIL): Unity complies with the New York State Freedom Of Information Law (Article 6 of the New York Public Officers Law). This means certain school records can be made available to the public upon request because Unity is a publically funded school.

Denial of Access to Records

(a) The school may deny requests to access records or portions thereof as contemplated by the Public Officers Law, including, but not limited to, §87(2) thereof.

(b) Any person denied access to records may appeal within 30 days of a denial.

(c) Denial of access to records shall be in writing, state the reason therefor and advise the requestor of the right to appeal to the Head of School. The appeal shall be addressed to:

Head of School
Unity Preparatory Charter School of Brooklyn
432 Monroe Street
Brooklyn, NY 11221
(718) 455-5046

(d) If requested records are not provided promptly, such failure shall also be deemed a denial of access.

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1 For additional information on FERPA and accessing education records for students, please utilize these resources: Advocates for Children's Guide to Education Records, found here: http://www.advocatesforchildren.org/sites/default/files/library/school_records_guide.pdf?pt=1. You may also contact the U.S. Department of Education for additional information or technical assistance by either calling (202) 260-3887 or TDD (202) 260-8956 or sending correspondence to Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue. S.W., Washington, D.C. 20202-4605.
Appeal Process for Denial of Access to Records

(a) The Head of School shall determine appeals regarding denial of access to records under the Freedom of Information Law.

(b) Any person denied access to records may appeal within 30 days of a denial.

(c) The time for the Head of School to decide an appeal shall commence upon receipt by the Head of School of a written appeal identifying:

   i. The date and location of requests for records;

   ii. A description, to the extent possible, of the records that were denied; and

   iii. The name and return address of the person denied access.

(d) A failure to determine an appeal within ten business days of its receipt by granting access to the records sought or fully explaining the reasons for further denial in writing shall constitute a denial of the appeal.

(e) The Head of School shall transmit to the Committee on Open Government copies of all appeals upon receipt of appeals. Such copies shall be addressed to:

   Committee on Open Government
   Department of State
   One Commerce Plaza
   99 Washington Avenue, Suite 650
   Albany, NY 12231

(f) The Head of School shall inform the appellant and the Committee on Open Government of its determination in writing within ten business days of receipt of an appeal. The determination shall be transmitted to the Committee on Open Government in the same manner as set forth in subdivision (e) of this section.

Copies of our school’s FOIL Policy are available in the main office. For more information about the process for requesting records please contact the school’s Director Of Operations who serves as the school’s Records Access Officer.

Procedure for Accessing Student Records

1. A parent/guardian of a Unity student or an eligible student who attends Unity may request to review her or his child’s student file or, in the case of eligible students, her or his own file. Such records will be made available to parents/guardians or eligible students within 45 calendar days of the day Unity receives a written request for access.
2. Unity may deny access to requested records or portions thereof as contemplated by the Public Officers Law, including, but not limited to, §87(2) thereof. Denial of access to records shall be in writing, state the reason therefor, and advise the requestor of the right to appeal to the Head of School. Such appeals shall be addressed to:

Head of School
Unity Preparatory Charter School of Brooklyn
432 Monroe Street
Brooklyn, NY 11221
(718) 455-5046

3. Unity shall have the authority to redact portions of a paper record, and may do so prior to disclosure of the record by making a photocopy from which the proper redactions are made. Please note that Unity will not disclose any information from a student’s permanent record except as authorized pursuant to the Federal Education Rights and Privacy Act, in response to a subpoena as required by law or as may otherwise be permitted under the law. The parents or guardians of a student who is not an eligible student are, or an eligible student is, entitled to access to the student’s school records by submitting a written request to the Head of School.

4. To request copies of student records for inspection, parents/guardians or eligible students must complete and submit to the Director of Operations a Student Record Access, Review, Amendment Form. The request must identify the record(s) desired for review.

5. The Director of Operations will review the request and determine whether to release the information to the requestor. Except as required or permitted by law, if the requestor is not a parent/guardian or eligible student, then the parent/guardian of the student whose information is being requested or eligible student whose information is being requested must also complete and submit a Consent for Release of Student Information form before any information is released.

6. If the request is approved, the Director of Operations will then make arrangements to copy or provide access to records, and to notify the parent, guardian, eligible student or other requestor of the time and place where the records may be inspected. For records that include information on more than one student, a parent, guardian or eligible student will be limited to reviewing information pertaining only to that student.

7. Once permission is granted to review a student’s file, the requestor must sign the Record of Access form in the student folder. If a student has an Individualized Education Plan (IEP), the requestor must also sign the Confidential File Access Log form in the student folder.

Procedure to Amend or Appeal Student Records
1. If a parent, guardian, or eligible student believes the education records relating to the student contain information that is inaccurate, misleading, or in violation of the student’s right to privacy, the parent, guardian, or eligible student may ask that the
record be amended. Parents, guardians or eligible students must send the request for amendment in writing to the Director of Operations using the Student Record Access, Review, Amendment form. If necessary, additional pages may be added to the form to provide additional room to explain the requested amendment. At minimum, the written request for amendment must contain the following:

a. Date of request for amendment;

b. Description of the information that is claimed to be inaccurate, misleading, or in violation of the student’s privacy rights;

c. Specific indication of the records in which the parent/guardian or eligible student believes the information is contained;

d. Brief explanation of the basis for the claim (i.e., why she or he believes the information is inaccurate, etc.);

e. The parent’s, guardian’s, or eligible student’s proposed change(s).

2. The Director of Operations will then forward the request to the Head of School for review.

3. The Head of School will review the request and make a determination within 15 school days of the school receiving the letter. The Head of School will provide the parent, guardian or eligible student with a written response to the request and explain the reason for her/his decision. If an amendment is warranted, the school may decide to remove, modify, or expunge the contested information in the record. Removing, modifying, or expunging an entry shall not constitute an admission that the entry was improper or that any school employee acted improperly by including the entry in a student’s record.

4. If the request is denied or no ruling is made in the allotted time, the parent, guardian or eligible student has the right to appeal the decision to Unity’s Board of Trustees within 20 school days of the Head of School’s decision or failure to rule. In the case of such an appeal, the NYS Charter Schools Act gives the power to hear such complaints to the school’s Board of Trustees, though the Board of Trustees may delegate that power to another party.

5. A hearing will be held within 20 school days after the parent, guardian or eligible student files the request with the Board in writing, and the parent, guardian or eligible student will be given sufficient advance notice of date, place, and time of the hearing.

6. At the hearing, the parent, guardian or eligible student will be given the opportunity to present her/his appeal to the Board or Board-appointed person or group and may be assisted or represented by individuals of her or his choice and at her or his own expense. The decision that results from this appeal process will be based solely on the evidence presented at the hearing. The decision resulting from this hearing will be final.
7. A written report containing a summary of the evidence and the reasons for the decision will be issued within 14 calendar days from the conclusion of the hearing. If necessary, the Board or Board-appointed person or group will direct the Head of School to amend the records accordingly and inform the parent, guardian or eligible student of the amendment in writing.

8. If the parent, guardian or eligible student does not agree with the decision, the parent, guardian or eligible student has the right to place a written statement in the student’s record commenting on the contested information or stating why she or he disagrees with the decision of the Board or Board-appointed person or group, or both.

9. If, after following the above-described process and allowing a reasonable amount of time for responses from the school, its Board of Trustees, and the Board-appointed person or group, the person requesting the amendment or lodging the appeal is not satisfied with the response to their request for amendment of a student record, the person may appeal to Unity’s authorizer The New York State Education Department per the process described here: http://www.p12.nysed.gov/psc/complaint.html.

10. If a parent, guardian or eligible student has any questions regarding the procedure for accessing student records, please contact the school office at (718) 455-5046.
Consent for Release of Student Information form

Dear Parent/Guardian/Eligible Student:

The person/group noted below has requested access to education records related to your daughter/son. To protect her/his privacy and in order to comply with the requirements of the Family Education Rights and Privacy Act (FERPA), Unity Preparatory Charter School of Brooklyn (Unity) requires your permission to provide access to or copy the educational records listed below and provide the party named below with an appointment to review those documents or receive copies those documents. Please note that you are under no obligation to release these records to any person or group requesting access to your child’s educational information. If, after reviewing the information in the request, you agree to release the documents named below from your child’s records to the person or group named below, please sign the bottom of this form and return it to Unity’s Director of Operations. You may request a copy of this signed form for your records.

Requestor information:

Name of the requestor: Name of student whose records are being requested:

Education records being requested (use the back of this form for additional space):
1)

2)

3)

Purpose of the records (to be completed by the requestor):

By signing below, I consent to the release of the above-noted education records for my child to the above-noted person/group.

________________________________________
Parent/Guardian/Eligible Student Name (print) Date

________________________________________
Parent/Guardian/Eligible Student Signature Date
Student Record Access, Review, Amendment Form

I am applying for:

- Access to student records (visual inspection only, no copies)
- Copies of student records
- Amendment of selected student records

I affirm that I understand that submission of this request is no guarantee of approval of such a request. I also affirm that I have received a copy of, and that this request is subject to, Unity’s FERPA policy, Unity’s Procedure for Accessing Student Records, and Unity’s Procedure to Amend or Appeal Student Records.

<table>
<thead>
<tr>
<th>To request access to or copies of student records, please provide the following information:</th>
</tr>
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<tbody>
<tr>
<td>Name of person requesting access, copies, or amendment of student records</td>
</tr>
<tr>
<td>Name of student whose records are being requested</td>
</tr>
<tr>
<td>Relationship of requestor to student</td>
</tr>
<tr>
<td>Purpose of request</td>
</tr>
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<tr>
<th>To request an amendment of student records, please provide the following information:</th>
</tr>
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<tbody>
<tr>
<td>Date of amendment request</td>
</tr>
<tr>
<td>Identify the record to be amended</td>
</tr>
<tr>
<td>Describe the requested amendment</td>
</tr>
</tbody>
</table>
Student & Family Annual Pledge for the 2014–2015 School Year

Parent/Guardian and Student Acceptance of Terms
In signing and submitting this Pledge:

I acknowledge that I have received, read, and support Unity Preparatory Charter School of Brooklyn’s (Unity) Student & Family Handbook and its policies.

I understand that I am expected to be actively involved in my child’s education and to maintain open communication with the teachers and administrators of Unity.

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

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

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

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

This Pledge must be signed and returned to the student’s advisor no later than September 5, 2014. Students will receive one detention each day that this form is not submitted, starting Monday, September 8th.

If I have any questions or comments regarding the Student & Family Handbook, I will call the school’s main office at (718) 455-5046 to speak to my child’s advisor or a member of the school’s administrative team.

Student Name (please print)______________________________________________

Student Signature____________________________________________________

Parent/Guardian Name (please print)______________________________________

Parent/Guardian Signature______________________________________________

Parent/Guardian Phone (day)________________________ (evening)______________

Today’s Date________