



UNITY

PREPARATORY
CHARTER SCHOOL
of BROOKLYN

Student & Family Handbook High School

2019 - 2020

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

584 Driggs Avenue, Brooklyn, NY 11211
Main Phone: (718) 682-3725 Ext. 1
Website: www.unityprep.org



Dear Unity Families:

We are thrilled to welcome you to Unity Preparatory Charter School of Brooklyn (Unity) for the 2019-2020 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 families but rather serves as a general guide for you and your child's experience 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 critical 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 ensure that families are fully prepared to take part in the school year, we require that all students and their parents/guardians sign and return the Student and Family Handbook Acceptance of Terms form and Community Pledge on the final page of this Handbook. After reading the Handbook, please remove the back page and sign. Students will then submit the signed page to their Advisor. The form serves as an agreement that will be kept on file.

Again, we welcome you to Unity! We look forward to working with you to empower our students so they may lead fulfilling lives.

In unity,

Joshua Beauregard
Head of School

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I. Core Features

Overview

Unity Preparatory Charter School of Brooklyn (Unity) is a tuition-free, open-enrollment, independent charter school that offers a progressive education in the liberal arts & sciences to over 600 students in grades 6-12. As a community-based school, we proudly serve the communities of central Brooklyn in New York City. Our middle school and high school campuses are located in the neighborhoods of Bedford Stuyvesant and Williamsburg, respectively.

Mission

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

Key Elements

We accomplish our mission through the integration of seven key elements that serve as the backbone of our school's design. Collectively, these elements reflect our beliefs on what makes for an exceptional secondary education in today's world:

- 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
- Excellent Teaching: an enthusiastic faculty of expert educators who are demonstrably successful in promoting student learning, couple high expectations with high support, go above and beyond the call of duty for students as scholars and as citizens, and serve as role models for students as life-long learners and as individuals who take the utmost pride in perfecting their craft
- More Time for Learning/Attention to How Time is Utilized: an extended day, week, and year that provide 20% more time than the local district average for academic enrichment and extracurricular activities that deepen learning and engagement, accelerate academic growth, and expose students to new pursuits
- Intensive and Differentiated Academic Support: customized settings and support provided by caring specialists for remediation and acceleration, including small class sizes, integrated co-teaching, literacy interventions, after-school and weekend tutoring, as well as advanced-level course offerings at our middle and high schools

- Ample Enrichment Courses and Extra-Curricular Activities: enrichment courses in the performing arts, visual arts, computer science, and foreign languages, as well as elective clubs, athletic teams, internships, and other “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
- A Positive and Supportive School Culture: a culture built on a framework of Positive Behavioral Interventions & Supports (PBIS) in which compassionate adults explicitly guide students in the following:
 - modeling the behaviors that contribute to a positive and productive learning environment
 - developing socio-emotional skills needed to be successful, including how to manage emotions, reduce stress, make healthy decisions, and learn from one’s mistakes
- Active Community Involvement: ample opportunities for family engagement and community service that promotes open communication, meaningful collaboration, and active involvement and service within Unity’s community and beyond

II. General Information

Calendar for the 2019-2020 Academic Year

UNITY PREPARATORY CHARTER SCHOOL OF BROOKLYN 2019-20 Academic Calendar

This calendar is subject to change.

For the most updated and complete calendar, please visit to www.unityprep.org or call the **Main Office** for information.

September						
M	T	W	T	F		
2	3	4	5	6		
9	10	11	12	13		
16	17	18	19	20		
23	24	25	26	27		
30						

9/2: No school - Labor Day

9/3: No school for students

9/4: First day of school for students

9/11: Family Orientation

October						
M	T	W	T	F		
	1	2	3	4		
7	8	9	10	11		
14	15	16	17	18		
21	22	23	24	25		
28	29	30	31			

10/14: No school - Columbus Day

10/28-11/1: Semester 1 Midterm Exams

November						
M	T	W	T	F		
				1		
4	5	6	7	8		
11	12	13	14	15		
18	19	20	21	22		
25	26	27	28	29		

11/5: No school for students - staff only

11/11: No school - Veteran's Day

11/22: End of first quarter

11/25-26: Family Conferences

11/27-11/29: No school - Thanksgiving Break

December						
M	T	W	T	F		
2	3	4	5	6		
9	10	11	12	13		
16	17	18	19	20		
23	24	25	26	27		
30	31					

12/23-1/2: No school - Winter Break

January						
M	T	W	T	F		
		1	2	3		
6	7	8	9	10		
13	14	15	16	17		
20	21	22	23	24		
27	28	29	30	31		

12/24-1/3: No school - Winter Break

1/20: No school - MLK Jr. Day

1/21-1/24: Regents/S1 Final Exams

1/30: End of First Semester

1/31: No school for students - staff only

February						
M	T	W	T	F		
3	4	5	6	7		
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28		

2/17-2/21: No school - Mid-Winter Break

March						
M	T	W	T	F		
2	3	4	5	6		
9	10	11	12	13		
16	17	18	19	20		
23	24	25	26	27		
30	31					

3/23-3/26: Semester 2 Midterm Exams

3/27: No school for students - staff only

April						
M	T	W	T	F		
		1	2	3		
6	7	8	9	10		
13	14	15	16	17		
20	21	22	23	24		
27	28	29	30			

4/3: End of third quarter

4/7-4/8: Family Conferences

4/9-4/17: No school - Spring Break

May						
M	T	W	T	F		
				1		
4	5	6	7	8		
11	12	13	14	15		
18	19	20	21	22		
25	26	27	28	29		

5/4: AP US Government Exam

5/5: AP Calculus Exam

5/6: AP English Literature Exam

5/8: AP US History Exam

5/11: AP Biology & AP Environmental Sci Exam

5/12: AP Seminar Exam

5/13: AP English Language Exam

5/14: AP World History Exam

5/15: AP Computer Sci Exam

5/25: No school - Memorial Day

June						
M	T	W	T	F		
1	2	3	4	5		
8	9	10	11	12		
15	16	17	18	19		
22	23	24	25	26		
29	30					

6/2: Global History Regents Exam

6/12: End of Second Semester

6/17 - 6/25: Regents exams

6/26: No school for students

6/29: Last Day of School for students

KEY

	First and Last Days of School
	End of Marking Period
	No School for Students
	Assessment Dates
	Family Conferences

Please see our website, <http://www.unityprep.org>, for calendar updates and further details on our 2019-2020 school year calendar.

Unity Preparatory Charter School of Brooklyn - 584 Driggs Avenue, Brooklyn, NY 11211 - 718-682-3725 (P)

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

- 8/30/2019 - 9/3/2019 – No School/Labor Day Weekend
- 10/14/2019 – Columbus Day/Indigenous People’s Day
- 11/5/2019 – No School
- 11/11/2019 – Veteran’s Day
- 11/27/2019-11/29/2019 – Thanksgiving
- 12/23/2019 - 1/3/2019 – Winter Break
- 1/20/2020 – MLK Jr. Day
- 1/31/2020 - No School
- 2/17/2020 - 2/21/2020– Mid-Winter Break
- 03/27/2020- No School
- 4/9/2020 - 4/17/2020 – Spring Break
- 5/25/2020 – Memorial Day
- 6/26/2020 - No School

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

- 9/4/2019 - Unity is in session
- 9/30/2019 - 10/1/2020- Unity is in session
- 10/9/2020 - Unity is in session
- 6/4/2020 - Unity is in session
- 6/9/2020 - Unity is in session

Weekly Schedule and School Hours

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.

Mondays, Tuesdays, Wednesdays, Thursdays			
Period	Start	End	Elapsed Time
Period 1	8:00 AM	8:50 AM	0:50
Transition	8:50 AM	8:53 AM	0:03
Period 2	8:53 AM	9:43 AM	0:50
Transition	9:43 AM	9:46 AM	0:03
Period 3	9:46 AM	10:36 AM	0:50
Transition	10:36 AM	10:39 AM	0:03
Period 4 (Lunch)	10:39 AM	11:29 AM	0:50
Transition	11:29 AM	11:32 AM	0:03
Period 5 (Lunch)	11:32 AM	12:22 PM	0:50
Transition	12:22 PM	12:25 PM	0:03
Period 6 (Lunch)	12:25 PM	1:15 PM	0:50
Transition	1:15 PM	1:18 PM	0:03
Period 7	1:18 PM	2:08 PM	0:50
Transition	2:08 PM	2:11 PM	0:03
Period 8	2:11 PM	3:01 PM	0:50
Transition	3:01 PM	3:04 PM	0:03
Homeroom	3:04 PM	3:24 PM	0:20
Dismissal Transition	3:24 PM	3:30 PM	0:06
Period 9/ Office Hours	3:30 PM	4:30 PM	1:00

Fridays			
Period	Start	End	Elapsed Time
Period 1	8:00 AM	8:40 AM	0:40
Transition	8:40 AM	8:43 AM	0:03
Period 2	8:43 AM	9:23 AM	0:40
Transition	9:23 AM	9:26 AM	0:03
Period 3	9:26 AM	10:06 AM	0:40
Transition	10:06 AM	10:09 AM	0:03
Period 4 (Lunch)	10:09 AM	10:49 AM	0:40
Transition	10:49 AM	10:52 AM	0:03
Period 5 (Lunch)	10:52 AM	11:32 AM	0:40
Transition	11:32 AM	11:35 AM	0:03
Period 6 (Lunch)	11:35 AM	12:15 PM	0:40
Transition	12:15 PM	12:18 PM	0:03
Period 7	12:18 PM	12:58 PM	0:40
Transition	12:58 PM	1:01 PM	0:03
Period 8	1:01 PM	1:41 PM	0:40
Dismissal Transition	1:41 PM	1:47 PM	0:06

Regular Arrival and Dismissal Times

Students may start to enter the building beginning at 7:40am each morning. Unity's morning entrance is on Driggs Avenue. Prior to entering, students will be checked for dress code by staff stationed at the entrance door. Only students who arrive in dress code will be permitted to enter. Upon entering, students will turn off their cell phones and place them in a Yondr pouch to secure them for the day. After "Yondr'ing" in, students have the option of having some healthy breakfast snacks.

At 7:55 am, students will proceed upstairs to their classrooms.

Students will scan their IDs into CAASS for school attendance. Students must scan in by 8:00am or they are marked “tardy to school.” *Note: we recommend that students arrive by 7:55am to make sure they have sufficient time to get their dress code checked and their phones secured. Tardy to school will be determined by the time of scanning, not by the time students enter the building.*

Students are dismissed at 3:24 pm on Mondays, Tuesdays, Wednesdays, and Thursdays. Students are dismissed at 1:41 pm on Fridays. Students are dismissed through the main entrance on Driggs Avenue.

Teacher Office Hours

Every UPHS teacher offers additional academic support to students at least two times a week during their weekly office hours. Teachers can require students to attend office hours, and students and families can also reach out to teachers to be able to attend. The most updated office hours schedule will be available in the main office.

Public Transportation To and From Unity

Unity offers students MetroCards to travel to and from school. MetroCards are provided by the NYC Department of Education, Office of Pupil Transportation (OPT) for use by eligible 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:

	Lives less than ½ mile from school	Lives ½ mile or more from school, but less than one mile	1 mile or more, but less than 1.5 miles	1.5 miles or more
9th Grade - 12th Grade	Not Eligible	Half-Fare	Half-Fare	Full-Fare

Note: students may receive replacements for lost or damaged MetroCards free of charge. In cases whereby MetroCards are not available, families should make arrangements to provide/pay for transportation.

MetroCard eligibility will be assigned by the OPT after August 15th each year (not all students are eligible for MetroCards). To determine your eligibility, visit: <http://www.optnyc.org/ServicesAndEligibility/gettransportation.htm>. You can find the approximate distance from your home to the school by using Google walking maps (<https://maps.google.com/maps>). For students taking city buses to and from Unity High School, the B24, B32, B48, B62, and Q59 all have stops within walking distance of the high school. The Bedford Avenue stop on the L-train, Metropolitan Avenue stop on the G-train, and Marcy Avenue stop on the J/M/Z trains are each within walking distance to the school as well. 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 families to address questions or concerns.

You may also visit schools.nyc.gov/Offices/Transportation for general information relating to city-wide school transportation. Alternatively, you may call (718) 392-8855. Finally, if your child has an

Individualized Education Program (IEP) that requires busing, we will work with the OPT to accommodate your child.

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, and family/teacher conferences.

Contact Information for School Administration, Faculty, and Staff

All personnel listed in the table below may be reached through Jupiter's message system or by phone by calling the school's main office at (718) 682-3725. In addition, email addresses of all personnel are listed below. Families and students should expect a response within 24 hours during the week and within 48 hours of on the weekends.

Name	Position	Unity Email Address
Ms. Abreu	Spanish Teacher	cabreu@unityprep.org
Ms. Anderson	Associate Director of Support Services and Learning Specialist	aanderson@unityprep.org
Mr. Beauregard	Head of School	jbeauregard@unityprep.org
Ms. Bonaminio	English Language Arts Department Chairperson	abonaminio@unityprep.org
Ms. Bond	English Language Arts Learning Specialist	abond@unityprep.org
Ms. Caristhene	School Nurse	btcaristrhene@unityprep.org
Ms. Caro	Academic Interventionist	scaro@unityprep.org
Ms. Caspi	High School Science Teacher	scaspi@unityprep.org
Ms. Cirelli	English Language Arts Teacher	acirelli@unityprep.org
Mr. Colon	Internal Substitute	jcolon@unityprep.org
Mr. Crosby	Dean of Students	scrosby@unityprep.org
Mr. David	History Teacher	cdavid@unityprep.org
Ms. Del Purgatorio	Director of Social Work	tdelpurgatorio@unityprep.org
Mr. Doscher	Director of Operations	cdoscher@unityprep.org

Ms. Duphiney	Lead Instructional Coach and Manager of Advanced Placement	mduphiney@unityprep.org
Ms. Eason	Counselor of College & Career Readiness	leason@unityprep.org
Ms. Fuller	Co-Principal	cfuller@unityprep.org
Ms. Glickman	Studio Art Teacher and Spanish Teacher	sglickman@unityprep.org
Ms. C. Gonzalez	Spanish Teacher	cgonzalez@unityprep.org
Mr. E. Gonzalez	Director of College and Career Readiness	egonzalez@unityprep.org
Ms. Harding	Food Service Associate	
Mr. Harvey	Science Teacher	charvey@unityprep.org
Mr. Hypolite	Operations Coordinator	ohypolite@unityprep.org
Mr. Jackson	Dean of Students	sjackson@unityprep.org
Ms. Jaquez	Operations Manager	ijaquez@unityprep.org
Ms. Jordan	Science Department Chairperson	bjordan@unityprep.org
Ms. Kittoe	Social Worker	akittoe@unityprep.org
Mr. Lazar	English Language Arts Teacher	jlazar@unityprep.org
Mr. Lopez	Manager of Safety & Facilities	blopez@unityprep.org
Mr. Mallery	English Language Arts Teacher	rmallery@unityprep.org
Mr. Martinez	Physical Education Teacher and Assistant Athletic Director	tmartinez@unityprep.org
Ms. McCullough	Mathematics Teacher	jmccullough@unityprep.org
Mr. McFall	Athletic Director	jmcfall@unityprep.org
Mr. Meek	English Language Arts Teacher	bmeek@unityprep.org
Mr. Murray	Science Teacher	dmurray@unityprep.org
Ms. Olivier	English Language Arts Teacher	aolivier@unityprep.org
Mr. Pakter	History Teacher	bpakter@unityprep.org
Ms. Payne	Manager of Data & Testing	epayne@unityprep.org
Ms. Radkowski	Mathematics Department Chairperson	kradkowski@unityprep.org
Ms. Reinmann	English-as-a-New-Language (ENL) Manager	areinmann@unityprep.org
Ms. Reynolds	History Teacher	dreynolds@unityprep.org
Ms. Richards	Mathematics Teacher	mrichards@unityprep.org
Ms. Rivera	Social Worker	orivera@unityprep.org
Ms. Roth	Director of Transition Services	aroth@unityprep.org

Mr. Sutton	Facilities Associate	
Ms. Taveras	Science Teacher	rtaveras@unityprep.org
Ms. Terry	Mathematics Teacher	aterry@unityprep.org
Ms. Trotta	Mathematics Teacher	atrotta@unityprep.org
Ms. Tucker	Dean of Students	jtucker@unityprep.org
Mr. Welch	Mathematics Teacher	jwelch@unityprep.org
Ms. Whyte	History Teacher	cwhyte@unityprep.org
Ms. Winn	Facilities Associate	
Ms. Yun	Co-Principal of Culture and Operations	gyun@unityprep.org

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 report to the main office (Room #201) once buzzed into the building via the main entrance on Driggs Avenue. Visitors will then be greeted by a staff member and must provide government identification. Visitors will then be required to sign the visitor log book and wear a visitor pass provided by the main office on their outermost garment at all times while in the school building. Lastly, visitors will be required to wait inside the main office reception space until they are picked up by a staff member and escorted to their destination.

Scheduled In-Person Meetings and Classroom Visits

Families may schedule in-person meetings with staff or observations of their children's classes. To schedule an in-person meeting or a class visit, parents/guardians must 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) 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 (Unityprep.org) and click the link titled "Families." In addition to this useful information, 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. You can access Jupiter Grades by clicking the



link on the top right section of the website. 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.

Regular Communication with School

Unity students and families will receive the Unity Scoop, a regular email that contains important information and announcements of which parents/guardians must be aware. Contents of the email include:

- Information re: upcoming family and community events
- Announcements regarding upcoming assessments, projects, and assignments
- Access to Jupiter to view student grades, Core Value shout-outs, and behavior summaries
- Monthly school calendars
- Field trip permission slips
- Resources for families

Families are responsible for checking and reviewing the contents of the Scoop with their child. Editions of the Scoop are archived on our website.

Mandatory Family Conferences

High school is a critical time for school and home to work together to support and motivate our young scholars. Multiple check-points are necessary during the year to ensure caregivers are aware of their child's progress in classes, graduation progress status, and overall development in social-emotional maturity. Mandatory Family Conferences between caregivers and staff are held twice per year - see our school calendar above for exact dates. 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.

Caregiver Involvement is Critical during High School

We believe that family involvement is imperative to our work and collaboration with families is fundamental to our success in providing an excellent education to ALL students. We strongly urge all parents to get connected by participating in our monthly activities, such as Tea with the Principals. Other events may include family workshops, family movie nights and family community service days. The goal of each event is to promote open communication, meaningful collaboration, and active involvement within Unity's adult community. Additionally, opportunities to participate in activities such as chaperoning student trips, supporting after-school clubs, and helping with special events will be available throughout the year. Please check the weekly **Scoop** email to stay abreast of upcoming opportunities.

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.
- If the issue is not resolved, then the parent or guardian may bring her/his concern to Ms. Fuller or Ms. Yun, Co-principals.
- 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, Absences, Tardiness, and Leaving Early

To fully take part in all that the Unity school day offers, students must arrive to school on time, in dress code, and prepared to engage actively in their learning. Unity's school day begins promptly at 8:00AM. In order to be present and on time to school, students must scan their ID cards by 8:00AM. Additionally, teachers will take accurate attendance at the start of all classes and students are expected to be in their designated seat by the sound of the tardy bell to be marked as present and on time. Phone calls will be made daily to advise parents and guardians when a student is absent without prior notice. Students who are tardy to school will be logged in Jupiter and a parent alert will be sent via Jupiter. Students who are excessively tardy to school (missing more than 2 class periods) may receive a call from an administrator.

Attendance

Attending school every day is absolutely vital to students' academic success and ability to advance in her/his education. Parents and guardians are expected to ensure that their child attends school every day and are strongly discouraged from scheduling appointments for their children during school hours. It is important for families to know that there is a strong correlation between low attendance and low academic achievement. In order to ensure students who have difficulty with school attendance are supported with early intervention, the following action steps will be taken:

ATTENDANCE POLICY: ABSENCES

Cumulative Number of Absences	Action Step(s)
3 <u>unexcused</u> absences	<ul style="list-style-type: none"> • Phone call home to review attendance policy
5 <u>unexcused</u> absences	<ul style="list-style-type: none"> • Phone call home to review attendance policy • Letter sent home
8 <u>total</u> absences (excused + unexcused)	<ul style="list-style-type: none"> • Family meeting with school administration • Attendance intervention plan put in effect • Family given warning about educational impact and that at 10 absences, there will be a promotion in doubt conversation
10 <u>total</u> absences (excused + unexcused)	<ul style="list-style-type: none"> • Family meeting with school administration • Attendance intervention plan is revised • Promotion in Doubt conversation is held and letter is signed by parent/guardian
15 <u>total</u> absences (excused + unexcused)	<ul style="list-style-type: none"> • Family meeting with Head of School • Student is at greater risk of holdover • Attendance intervention plan is revised
20+ <u>total</u> absences (excused + unexcused)	<ul style="list-style-type: none"> • Attendance intervention plan is revisited • ACS may be contacted if staff determines that the student is experiencing educational neglect.

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Absences

If your child must be absent due to illness or an emergency, please contact the main office of the school at (718) 682-3725 with as much advance notice as possible, and no later than 8:15am on the day of the absence to report the reason for the absence. In addition, **in order for the absence to be excused, students must provide documentation that explains the nature of the illness or emergency (ex. a doctor's note or a detailed letter including the date(s) and reason for the absence) upon their return to school. Phone calls without a written note will not excuse absences.**

In general, Unity considers three absences from school in a single semester a serious concern. Once a student reaches eight total absences (excused or unexcused), the school views this as an urgent concern in need of immediate attention. Increasing levels of interventions will accompany continued/chronic absences, ranging from a parent meeting with school administration and a social worker in which an attendance action plan will be created to the potential reporting of educational neglect to the Administration for Children's Services as required by law.

Parents and students should make every possible effort to plan vacations during the several school breaks listed on Unity's annual academic calendar. Missing school days directly before or after school breaks due to extended vacations is not permitted.

Tardiness to School

Students who arrive after 8:00AM will be marked as "tardy to school". Students who arrive extremely late and thereby miss more than two whole class periods will be marked as "excessively tardy to school". Should the tardiness continue, increasing levels of interventions will be implemented including deans detentions and/or parent/student meetings.

Leaving Early

In the rare event that a student must leave school early for an appointment or illness, 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. In the event that a parent/guardian is not able to pick up the student, the parent/guardian may give written permission for a student to leave school early by sending an email to sick.hs@unityprep.org, the sending email must be on file. Students will not be allowed to leave school alone without this written permission from a parent/guardian.

If parents/guardians are unable to be reached, the child is unable to travel safely on her/his own, and the child's situation is an urgent matter of health or safety, Unity staff may exercise discretion and contact law enforcement officials or emergency medical personnel to attend to the child.

Student Dress Code

At Unity Preparatory Charter School of Brooklyn's high school campus, we are committed to preparing our students for postsecondary success each and every day. Unity's student dress code is designed to ensure that students are able to focus on learning and feel professional, safe, and respected, while practicing to dress appropriately for academic and professional settings.

Students must arrive at the entrance of the school building dressed in proper attire. Students will not be permitted to enter to change into their dress code clothing. Students must be in dress code before they can attend class. Students must remain in dress code at all times (including lunch time) and in all locations inside the school building, including hallways and restrooms.

Students who violate Unity's Dress Code Policy will have their parent/guardian notified and may be sent home to change if appropriate attire cannot be established in the building.

Students who are consistently out of dress code will be given a disciplinary response as outlined in the latest edition of the NYC Department of Education's Citywide Behavioral Expectations to Support Student Learning.

Uniform Tops

Students will be required to wear official Unity tops to school each day. An official Unity top must be worn and visible at all times as the **outermost layer**. Official Unity t-shirts and sweatshirts, meaning they have been purchased or received from Unity directly, are also allowed. Tops that are in good condition from previous years may also be worn. All Unity tops must adequately conceal and cover the student's entire full torso.

- The student's official Unity top must be visible at all times as the **outermost layer**.
- All Unity tops that are button up shirts or polos must be fully buttoned up at all times.
- **Non-Unity tops, outerwear, and sweaters cannot be worn** in the building. This includes, but is not limited to, non-Unity sweaters, hoodies, cardigans, coats, and jackets.
- Unity does not have additional patches to distribute this year. Any patches that were acquired last year must be sewn or ironed on securely to solid-colored tops that do not contain any other logos. No tops with patches that are temporarily adhered will be accepted as an official Unity top.

Bottoms

Students may wear solid-colored and logo-free bottoms that are long enough that the bottom of the hem is ankle-length, calf-length, or knee-length (hits the top of the knee). The length requirement must be met with the front and back of the uniform bottoms. Students may choose to wear slacks, khakis, cargos, jeans, or skirts. All bottom garments must fit properly and be worn at the waist. Belts must be worn if the bottom garments are unable to fit at the waist without sagging. Any undergarments (e.g., boxers, basketball shorts, underwear) should not be visible at any time. Sports gear, athletic wear, and athleisure-style wear is not allowed. This includes but is not limited to sweatpants, basketball shorts, joggers (i.e., pants with elasticized waists or cuffs), tights, and leggings. No skin may be exposed through torn or transparent clothing.

- Bottoms must properly fit and be worn at the waist. If a belt is required to prevent bottoms from sagging, the belt must properly fit and be snug enough to keep the bottoms at the waist.
- Bottoms **may NOT have any rips or tears whatsoever**. Ripped or torn garments, such as fashionably torn jeans, **may NOT be worn, even with tights or leggings underneath**.
- Bottoms must be one solid color. Camouflage, fatigue-style, and other prints, patterns, or designs are not permitted.
- Reminder that sports gear, sweatpants, and joggers are not allowed.
- Unity does not provide pants for loan or purchase. Students without appropriate bottoms will not be permitted into the building until they can be in dress code. Therefore students who do not have appropriate bottoms may be sent home to change.

Shoes

All shoes must have backs, be closed-toe, and low heeled. Sandals, flip-flops, CROCS, and athletic slides (worn with or without socks) are not permitted. For reasons related to safety, the policy for shoes will apply for all dress down days and Spirit Days.

Headwear

Headwear worn for religious expression and cotton head wraps/turbans are permitted in school. Any other headwear may not be worn in the building, this includes items that are known to be typically worn as sleepwear. This includes but is not limited to hats, visors, head scarves, bandanas, hoods, bonnets, sweatbands, and du-rags/silkies.

- All headwear must be removed before entering the building. This includes hoodies and bonnets that are worn on days with inclement weather.
- Administration will make the final determination as to whether or not a student's headwear meets the requirements for acceptable headwear. If headwear is deemed to not meet the requirements, it must be removed.

Special Events, Athletic Team Game Days, and Field Trips

Dress code may be different for special events and field trips (i.e. school dances, spirit week, field days, dress down days, etc). Students and parents will be alerted in writing of any dress code changes prior to any special event. Students will be expected to be in dress code unless a special dress code has been provided in writing. It is recommended that students always bring a change of clothes that is dress code compliant in case there is any issue with clothing for a special event. Students and families can reach out to the main office for clarification if there are any questions about the dress code for a specific day or event.

Uniform Vendor Information

Official Unity tops may be purchased online through two school vendors:

1. **Flynn O'Hara** - Place orders by telephone with a Flynn and O'Hara representative at (800) 441-4122, in store at 6719 18th Ave Brooklyn, NY 11204, or online at www.flynnohara.com/School-Landing.aspx?scn=NY106#
2. **AW Scholastic** - Place orders on the online website at www.unityprepuniforms.com.

We advise that your child have a variety of official Unity tops. For example, purchasing 2 short-sleeve polos, 1 long-sleeve polo, 1 button-up oxford shirt, 1 fleece jacket or cardigan, and 2 tshirts might be adequate for your child in the fall. As the seasons change and weather becomes cooler, you may wish to purchase additional tops such as, a long-sleeve, a fleece jacket, a cardigan, or a sweatshirt. We leave it up to you to ensure that your child is suitably dressed. Call Unity's main office at (718) 682-3725 with any questions regarding the school's dress code.

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.

Food Policy

Unity offers breakfast and lunch to students each day through the Department of Education's School Foods organization. Our aim and that of School Foods is to provide healthy and nutritious food daily. Breakfast and Lunch is completely free of charge to all of our students. Students are also more than welcome to bring food from home from lunch as we conveniently provide a student microwave for warming of food items during lunch periods.

Locker Policy

Unity students are provided with a locker that can be used for the storage of personal items, such as clothing and school-related items. This includes, but is not limited to outerwear (e.g., heavy coats, winter weather gear, umbrellas, etc.), skateboards, items required for afterschool activities, pullover-style garments that violate the dress code, extra set of dress code appropriate bottoms or tops, books and binders, etc. Students will assume full responsibility for the security and contents of their lockers. UPHS and its staff are not liable for items stored in a locker that are lost or stolen.

Lockers shall not be used to store perishable items, which includes but is not limited to drinks, snacks, candy, and food. If students bring lunch, it must be stored in closed containers. Lockers shall not be used to store items which cause, or can reasonably be foreseen to cause, an interference with the safety or well-being of students and staff or are forbidden by state law or school rules. This includes drug paraphernalia, beverages containing alcohol, weapons of any type, flammable substances, explosive devices, pungent or nauseous chemicals, obscene material, or tobacco products.

Students are expected to keep their lockers clean and orderly. Writing on, permanently damaging, or permanently altering the locker will be considered an act of vandalism. Locker accessories (e.g. locker shelves, locker mirrors, locker organizers) must be magnetic and removable without causing damage. Items that block the ability to see into the lockers must be removed.

Students are not allowed to share lockers or combinations and will be held responsible for all contents placed inside and for the condition of the locker. Lockers are a privilege and the inappropriate use of the lockers can cause the privilege to be lost.

Periodic locker inspections by administration will be held during the school year. Lockers remain the property of Unity Preparatory Charter School of Brooklyn during the time they are assigned to students for the purpose of storing their clothing and personal items while attending school. If school administration has reasonable cause to believe that the contents threaten the safety, health, or welfare of students, a locker inspection can be conducted without student or parent permission. Safety personnel, Dean of Students or School Admin, in the presence of a witness, may examine the contents

of all and any lockers by opening lockers. Periodic inspections for locker maintenance and cleanliness will be conducted without prior notice.

Cell Phones and Electronics Policy

Unity High School is a phone-free learning environment. The cell phone policy is designed to minimize the major and frequent disruptions and distractions that are caused by cell phones and social media. Unity seeks to create learning environments that allow all students to focus on learning and academic achievement. Unity will use Yondr pouches to secure student phones at the beginning of each day.

We understand that parents/guardians may want to contact their child during the day. Parents/guardians may always call Unity's main office to relay important information to a child. In the event of an emergency, staff may send a student to the office with a hall pass and/or allow the student to use a staff member's cell phone.

Note that if cell phones are not stored appropriately in Yondr pouches or are seen or heard during the school day, they will be confiscated by a staff member. The following chart outlines the action steps that will be taken in the event of a confiscation.

Field Trips and Field Lessons

Field trips and field lessons are important parts of our educational model, and there may be 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.

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.

For a list of scheduled field trips, families can refer to the calendar on the website or call the main office for information.

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 as well as 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

Our course offerings are designed to prepare students to be successful in college, careers and beyond. In addition, we strive to offer a variety of courses across each subject that align with students' interest and skill levels. For more information on a particular subject area, please refer to the course syllabus for each course and/or contact your child's teacher(s) directly. See below for the courses that are offered for the 2019-2020 school year.

Subject	Courses offered
English	Pre-AP English I, English II, English III, English IV, Advanced Placement Literature, Advanced Placement Language and Composition, Advanced Placement Seminar, Journalism, Creative Writing
History	Pre-AP World History, Global History and Geography II, Advanced Placement World History, United States History, Advanced Placement United States History, AP Government, Government & Economics
Science	Pre-AP Bio, Earth Science, Anatomy & Physiology, Chemistry, Advanced Placement Environmental Science, Advanced Placement Biology
Mathematics	Algebra I, Geometry, Algebra II, Pre-Calculus, Advanced Placement Calculus, Advanced Placement Computer Science Principles
Art	Pre-AP Visual Art, AP Art

Language other than English	Spanish I, Spanish II, Spanish III
Physical Education	Physical Education, Health

Grading System

In the spirit of ensuring our students are prepared to be successful throughout their post-secondary endeavors, our grades serve as indicators of their college and career readiness. For each course, students receive a letter grade that represents a cumulative measure of the key cognitive skills, content knowledge, academic behaviors and habits needed to be college and career ready.

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

Grading Policy

In order to ensure that student grades reflect a balance of mastering the course skills and content as well as effort, all teachers weight grades according to the following system:

Category	What the Category Means	Percentage of Overall Grade
Assessments	This category includes any assessments of whether or not a student demonstrates mastery of the course standards, including tests, projects, quizzes, exit slips, or similar assignments.	45%
Classwork	This category includes all work that students complete in class, including class participation.	40%
Homework	This category includes work that students complete at home.	15%

Effort Grades

In addition to earning a grade each semester 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 quarter in November, February, April, and June. Report cards include the student's grades and comments regarding the student's 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 third quarter report cards are made available.

In addition to report cards, Unity issues progress reports at regular intervals 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.

Beyond report cards and progress reports, students and families are encouraged to stay informed of student progress even more frequently by using Jupiter, Unity's online grade platform. Jupiter 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 semester, any student earning above a 3.0 unweighted grade point average with no failing grades will receive an honor roll distinction. Students who earn a 3.5 and above will receive High-Honor roll. Finally, students with 4.0 and above will earn the highest distinction of Principal's List. 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%) to receive credit for the course. For full-year courses, final course grades are based on an average of the grades earned by a student at the conclusion of semesters 1 and 2.

Promotion from grade 9 will be based on a comprehensive assessment of whether students:

1. Successfully complete standards in academic subject areas; and
2. Accumulate a minimum of 5 credits (3 must be core)

Promotion from grade 10 will be based on a comprehensive assessment of whether students:

1. Successfully complete standards in academic subject areas; and
2. Accumulate a minimum of 10 credits (6 must be core - ELA 2, History 2, Math 1, Science 1)

Promotion from grade 11 will be based on a comprehensive assessment of whether students:

1. Successfully complete standards in academic subject areas; and
2. Accumulate a minimum of 16 credits (9 must be core)

In grade 12, students must attain the necessary number of credits in certain subject areas and pass the necessary number of State exams in academic content areas to fulfill New York State graduation requirements.

Students will be given the opportunity to recover credit during the summer term.

Roundtable Presentations

Roundtable Presentations are an opportunity for students, families, staff, and community to come together to witness and celebrate students as they grow throughout high school. Each presentation centers on a tangible "artifact," such as a research paper, art portfolio, or lab write up. Students present this artifact, detailing their creative process as well as providing a critical analysis relevant to their field of study. This might be analyzing an author's impact on the world, the global implications of a data set the student researched, or other large-scale analytical applications. Students in older grades have a wider variety of classes in which they may present Roundtables, allowing for increased flexibility for them to showcase their academic passions and achievements. Presentations are scored by faculty on the depth of knowledge the student demonstrates as well as on the student's public speaking skills. Students who excel in Roundtable Presentations are eligible for Unity High Honors Diplomas, as well as

Honors and Excellence Scholarships. Students who do not complete preparation for their Roundtable in time or fail their Roundtable will have an opportunity to re-present in August.

Homework Expectations

Homework expectations increase across grade-levels. Freshmen receive approximately 90 minutes of homework per night while seniors will receive two hours. Students enrolled in AP courses should expect more homework. Homework expectations for each course will be outlined in each teacher's syllabus.

All students are provided with a 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 essential organizational skills beyond high school. 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 suggests that, during homework time, parents and guardians turn off the television and disallow the use of phones and/or video games. We see such measures as critical to developing study skills students will need for college, careers and beyond.

Late Work and Make-up Work

Absent Work

In the event of an absence, students are encouraged to make up assignments as soon as possible. **Students who are absent may submit assignments up to one week after the absence for full credit.** It is the responsibility of the student to communicate with all of her/his teachers to gather make-up work for any absence. It is the responsibility of the teacher to develop and manage systems for students to access missing work and to create a space for students to learn critical skills and content they missed.

Late Work

Students may submit late work within a unit up until the unit assessment. 25 percentage points will be deducted for any late work. In other words, students may only receive a maximum of 75% for any late assignment. No work will be accepted once a unit of study has finished.

Support for Students with Chronically Late Work

Students may attend office hours up to four days a week. Additionally, each month teachers will hold extended office hours for two hours for students in need of more support with submitting assignments.

Beyond office hours, students will also receive regular academic counseling and grade audits from their advisor.

Vacation Work

To keep students academically engaged over breaks , families should expect that Unity teachers will assign homework of some kind during all school vacations. Assignments will be provided to students on the day prior to the start of the vacation and, unless otherwise noted, are due on the day students return to school from vacation.

How Unity Ensures College and Career Readiness for All Students

Unity's mission is to empower students as scholars and citizens so they may lead fulfilling academic, personal, and professional lives. When it comes to career and college planning, this means enabling student access to coursework, experiences, and people who will support the development of students' thoughts, knowledge, and skills with respect to career and college. Our College and Career Readiness (CCR) department does this by offering:

- A 4-year course sequence that helps students develop and practice the academic skills required for success after high school;
- Events that connect students with opportunities and information regarding college and career options - Examples of such events are, our Annual Career Fair, Annual College Fair, and college trips;
- Expert, frequent, and individualized academic counseling, designed to support students in making informed decisions about their futures;
- Partnerships with career and college-related organizations;
- Graduation requirements that ensure students are well-rounded and academically strong; and
- Internship and mentorship opportunities that enable students to learn and practice life skills in the real world while gaining important experience in careers of interest.
- Additional, ongoing group and individualized support with the college and career application processes beginning in the summer between students' junior and senior years, and carrying on throughout students' senior year.
- Intensive near-peer mentorship and SAT preparation throughout students' junior and senior years

Specialized Supports for Promoting Academic Success

Unity is committed to working with families to ensure academic needs of all students are met. To ensure that all students meet the learning standards and are able to demonstrate essential skills and knowledge, Unity offers an abundance of academic support. 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

Students who are struggling to make adequate academic progress are identified through internal benchmarks. Once identified, students in need of additional support work with academic counselors to identify appropriate interventions. Students will be progress monitored to determine when interventions will be discontinued, continued, or intensified. Additionally, all Unity teachers are available for office hours three days per week. Students can volunteer for these sessions or be nominated by their teachers.

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. 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. Unity also offers a 15:1 heterogeneously-grouped setting for students with disabilities who are best served in such a setting. Students with disabilities may also receive small-group instruction (SETTS services) facilitated by a learning specialist during the school day. If a students' Individualized Education Program (IEP) indicates the need for any related services such as speech therapy, occupational therapy, or physical therapy, Unity will facilitate the delivery of the mandated services.

Transition Planning

Transition planning is a process that requires a partnership among the student, family, school and, as appropriate, other agencies that can provide transition activities to help students with disabilities move from school to adult life. Transition planning is a collaborative effort and must be an ongoing process across multiple school years. Unity's academic counseling team and special education team work collaboratively to ensure that transition planning is based on the student's strengths, preferences, and interests. Unity focuses transition planning on how the student's educational program, including instruction and career and educational experiences, can be planned to help the student make a successful transition to life after high school.

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 are at entering (beginning), emerging (low intermediate), or transitioning (intermediate) levels of language proficiency will also receive explicit English language instruction from a certified ESL teacher.

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 special events, Talent Showcases, and other school-wide gatherings.

Afterschool Clubs

Unity's afterschool 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. Clubs, which are generally based on student interest, feature offerings in performing arts, visual arts, academic exploration, and various other activities. Some of our clubs are offered may be facilitated by local community organizations and institutions. Others will be facilitated by a Unity teacher or staff member. Afterschool clubs will typically meet between 3:30PM and 4:30 PM on Mondays, Tuesdays, Wednesdays, and/or Thursdays.

Athletics

At Unity, students are encouraged to enhance their high school experience through athletics. The student-athlete role at Unity is a privilege, not a right. Using the lessons taught in their respective sport(s) it will help create leaders as our Department strives to have all Unity Athletes held to the highest standards of leadership. 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.

Athletic practices generally take place on Monday through Thursday from 3:30-5:30pm (Friday practices may be optional depending on availability). All students are required to attend all practices and participate daily. Failure to consistently attend sports may result in the athlete being removed from the team roster with parent notification.

Below are our anticipated sports offerings this year. If you have questions, please reach out to Jason McFall, athletic director. Our sport offerings include (subject to availability):

Fall Season
<ul style="list-style-type: none">● Boys Soccer (Varsity)● Girls Soccer (Varsity)● <i>Football (Varsity) - offered in partnership with Automotive High School (PSAL)</i>
Winter Season
<ul style="list-style-type: none">● Boys Basketball (Junior Varsity)● Boys Basketball (Varsity)● Girls Basketball (Varsity)

<ul style="list-style-type: none"> • Cheerleading • Step Team
Spring Season
<ul style="list-style-type: none"> • Boys Track (Varsity) • Girls Track (Varsity) • Girls Volleyball (Varsity) • <i>Baseball (Varsity) - offered in partnership with Automotive High School (PSAL)</i> • <i>Boys Volleyball (Varsity) - offered in partnership with Automotive High School (PSAL)</i>

Advisory

Unity offers an 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 is facilitated by two faculty members who serve as co-advisors to each of the students in their advisory. Co-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 during regular conferencing. Advisory also promotes the development of citizenship and life skills as well as the act of self-reflection as students are encouraged to 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 citizens who are aware of the needs of their communities and who make lifelong contributions to their communities. To this end, we provide opportunities for students to participate in multiple community service projects throughout the school year, in partnership with organizations throughout Brooklyn and New York City. Unity students have had opportunities to beautify neighborhood gardens, serve food at soup kitchens, and deliver toys to children in need, among the many examples.

VII. School Culture

Unity's high school culture, including all policies and the Code of Conduct, is founded on our five PRIDE Values: *Professionalism, Resilience, Integrity, Dignity, and Empathy*. We believe that all students can learn to embody the UPHS PRIDE values when we provide behavioral instruction, practice, feedback, and encouragement consistently throughout the school community. We believe that by exhibiting the PRIDE values in their daily lives, our students develop the habits of mind and character strengths that lead to

fulfilling academic, professional, and personal lives. These beliefs serve as the guiding principles behind our approach to promoting a positive, safe, and supportive learning environment in which all students are truly empowered as scholars and citizens.

Our vision is for UPHS students to graduate having learned how to be professional and resilient, demonstrate empathy and integrity, and honor the dignity of self and others so that they may lead fulfilling academic, personal, and professional lives beyond Unity.

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.

Overview of PBIS at Unity

At Unity, we believe that all behavior is learned, is related to the physical and social environment, and can be changed. We believe that students learn appropriate behavior in much the same way as they learn academic content – through instruction, practice, feedback, encouragement, and recognition.

In our efforts to establish Unity as a safe, welcoming, and purposeful learning environment, we have implemented the PBIS Framework. 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 student's 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 caregiver's presence in schools provides academic support and also helps to foster the creation of community and cultural connections. A caregiver 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 the main office 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 at home for homework time, television use, dinner time, etc.
- Work together with Unity staff members to help students learn from mistakes
- Complete any feedback surveys administered by the school
- Celebrate your child's successes by attending award ceremonies and other school functions

Teacher Role

A teacher's primary role is to educate and this cannot be limited to just academic content. Part of educating our students means creating and structuring a classroom environment that will maximally support student learning. Additionally, teachers must establish classroom routines, explicitly teach and re-teach desired behaviors, and reinforcing those behaviors by recognizing students regularly. 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 support, teach, correct, and celebrate students on behavioral progress just as they do with academics.

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 recognize positive behavior, respond to inappropriate behaviors, and support all students by establishing clear schoolwide expectations and protocols. We firmly 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.

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 semester is by celebrating students who achieve Honor Roll or excellence in a specific subject. Additionally, character awards and attendance awards will be given to students who demonstrate consistency in those respective areas. Unity PRIDE Points are also used to create a positive school climate on a daily basis. Faculty and staff award Unity PRIDE Points to recognize students who embody our five PRIDE Values -- *Professionalism, Resilience, Integrity, Dignity, and Empathy* -- inside or outside the classroom. Other positive recognition includes but is not limited to, awards ceremonies, spirit weeks, field trips and other school-wide activities and events.

Adaptation of NYC DOE's *Citywide Behavioral Expectations to Support Student Learning*

Unity's high school campus has adapted the New York City Department of Education's student intervention and discipline code. Unity agrees with the mission and vision of the DOE's commitment to fostering safe environments that are most conducive to student learning. Furthermore, Unity also believes that all school faculty and staff must affirm clear and consistent behavioral expectations that set the tone for a safe, orderly, and respectful school community. For more detailed information, please click the link for a copy of the [NYC DOE's Citywide Behavioral Expectations to Support Student Learning](#). Unity High School has adapted the DOE's discipline code to clarify teacher-managed and dean-managed infractions. Those that are managed by teachers are categorized by Unity as "Minor Infractions" and those that are referred to the deans are categorized as "Major Infractions". The DOE's Level 4 and Level 5 infractions will be handled automatically by deans and administration.

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 student 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.

Code of Conduct: Levels of Infractions and Consequences

Minor Infractions are typically handled by a classroom teacher. The table below summarizes consequences used by teachers in response to Minor Infractions.

Examples of Minor Infractions <i>For full list of infractions CLICK HERE</i>	Range of Possible Responses to Minor Infractions
<p><i>If a student displays chronic teacher-managed behaviors a referral to the deans must be made.</i></p> <ul style="list-style-type: none"> • Dress Code Violation • Tardiness and absences from class • Disruption <i>can escalate to major</i> • Disrespect/Defiance <i>can escalate to major</i> • Cell Phone Violation • Inappropriate Language or Behavior <i>can escalate to major</i> • Inappropriate Use of Technology • Scholastic Dishonesty <i>can escalate to major</i> 	<p><u>Interventions and Supports</u></p> <ul style="list-style-type: none"> • Pre-correct student before entering the room • Positive group correction “Our eyes are on the text..” • Positive narration • Restate expectations or rule “The expectation is that we listen to others...” • Anonymous individual correction • Nonverbal redirection • Proximity • Lightning-quick public correction • Private individual correction • Do-it again/ Re-teach and rehearse expectation • Seat change <p><u>Consequences</u></p> <ul style="list-style-type: none"> • Loss of privilege • Issue a before-school, lunch, or after-school detention • Teacher Reflection • Parent outreach (phone call, email, Jupiter message) • Classroom removal • Write Deans referral <p><u>Other Interventions</u></p> <ul style="list-style-type: none"> • Grade level conference with other staff members to see what works • Parent Conference • Student Signed Problem-Solving Sheet (Student Contract) • Restitution or Community Service • Referral to Counseling

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Examples of Major Infractions <i>For full list of infractions CLICK HERE</i>	Range of Possible Responses to Major Infractions
<ul style="list-style-type: none"> • Major or chronic teacher-managed behaviors • Severe Willful Defiance • Minor Altercation • Harassment/Bullying/Using Slurs/Intimidation • Posting or distributing libelous material • Cutting Class • Leaving school or class without permission • Truancy • Theft • Drug/Alcohol/Tobacco • Gang-related Behavior • Entering school/classroom without permission • Vandalism, Property Damage • Gambling • Violation of Computer and Network Use Policy 	<p style="text-align: center;"><u>Consequences and Supports</u></p> <ul style="list-style-type: none"> • Student Conference • Re-teach and rehearse expectations • Parent Contact • Deans Detention • Refer to counseling team • In-school Suspension • Out-school Suspension • Recommend for Expulsion • Other

Examples of Level 4 Infractions <i>For full list of infractions CLICK HERE</i>	Range of Possible Consequences
<p>L4.B35 Posting or sharing material containing a threat of violence or violent actions (D-L)</p> <p>L4.B36 Engaging in physically aggressive behavior (D-L)</p> <p>L4.B37 Engaging in an act of coercion or instigating violence, injury, or harm to another (D-L)</p> <p>L4.B45 Creating a substantial risk of serious injury (D-L)</p>	<p>D. Parent/Guardian Conference</p> <p>E. Teacher Determined Consequence</p> <p>F. Removal from classroom by teacher</p> <p>E. ADMIN ONLY: Lunch Detention ____</p> <p>E. ADMIN ONLY: In-school Disciplinary Action (Formal Restorative Conference)</p> <p>E. ADMIN ONLY: In-school Disciplinary Action (Exclusion from School Activities)</p> <p>F. ADMIN ONLY: Removal from classroom by admin</p> <p>G. ADMIN ONLY: In-School Principal's Suspension (5 days max) ____</p> <p>G. ADMIN ONLY: Principal's Suspension (5 days max) ____</p>

	<p>H. ADMIN ONLY: Head of School's Suspension that results in immediate reinstatement</p> <p>I. ADMIN ONLY: Head of School's Suspension __ suspension for 6-10 school days.</p> <p>J. ADMIN ONLY: Head of School's Suspension __ suspension for 11-29 school days.</p> <p>K. ADMIN ONLY: Head of School's Suspension __ suspension for 30-59 school days with automatic review at 30 days for suspensions of 39 days or longer</p> <p>L. ADMIN ONLY: Head of School's Suspension __ suspension that results in an extended suspension for 60-90 school days with automatic review every 30 days.</p> <p>M. ADMIN ONLY: Head of School's Suspension __ suspension for one year suspension and assignment to an alternative program with automatic review at 90 and 135 days.</p> <p>N. ADMIN ONLY: Head of School's Suspension __ suspension that results in a one year suspension and assignment to an alternative program without the opportunity for early reinstatement.</p>
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Examples of Level 5 Infractions <i>For full list of infractions CLICK HERE</i>	Range of Possible Consequences
<p>L5.B50 Starting a fire (I-O)</p> <p>L5.B51 Threatening to use or using force to take or attempt to take property belonging to another (I-O)</p> <p>L5.B52 Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents (I-O)</p> <p>L5.B53 Using extreme force against or inflicting or attempting to inflict serious injury upon students or others (I-O)</p> <p>L5.B54 Planning, instigating, or participating with another or others, in an incident of group violence (I-O)</p> <p>L5.B55 Engaging in threatening, dangerous or violent behavior that is gang-related (I-O)</p> <p>L5.B56 Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity (I-O)</p> <p>L5.B57 Selling or distributing illegal drugs or controlled substances and/or alcohol (I-O)</p>	<p>I. ADMIN ONLY: Head of School's Suspension __ suspension for 6-10 school days.</p> <p>J. ADMIN ONLY: Head of School's Suspension __ suspension for 11-29 school days.</p> <p>K. ADMIN ONLY: Head of School's Suspension __ suspension for 30-59 school days with automatic review at 30 days for suspensions of 39 days or longer</p> <p>L. ADMIN ONLY: Head of School's Suspension __ suspension that results in an extended suspension for 60-90 school days with automatic review every 30 days.</p> <p>M. ADMIN ONLY: Head of School's Suspension __ suspension for one year suspension and assignment to an alternative program with automatic review at 90 and 135 days.</p> <p>N. ADMIN ONLY: Head of School's Suspension __ suspension that results in a one year suspension and assignment to an alternative program without the opportunity for early reinstatement.</p> <p>O. ADMIN ONLY: Expulsion</p>

L5.B58 Possessing or selling any weapon, other than a firearm, bomb or other explosive, as defined in Category I (I-O)	
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L5.B59 Using any weapon as defined in Category II to threaten or to attempt to inflict injury upon school personnel, students, or others (I-O)	
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L5.B60 Using any weapon, other than a firearm, bomb or other explosive, as defined in Category I, to threaten or to attempt to inflict injury upon school personnel, students, or others (I-O)	
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L5.B61 Using any weapon, other than a firearm, bomb or other explosive, as defined in Category I or II, to inflict injury upon school personnel, students, or others (I-O)	
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L5.B62 Possessing or using a firearm, or bomb or other explosive, as defined in Category I (M-O)	
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Deans' Detention

Deans' Detention provides an opportunity for students to reflect on mistakes they made involving their conduct and learn from those mistakes so that they are not repeated. During this time, students who may have had repeated issues with conduct, particularly with schoolwide expectations, meet with a dean or other admin afterschool to address these concerns. Upon completion of their reflection, students will have the opportunity to complete any academic assignments they may have.

Reflection

Reflection exists in order for students to participate in the Collaborative Problem Solving process described above. Staff members assign Reflection when students have committed infractions that they need to learn from by considering whom 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 Reflection 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.

During Reflection, teachers meet with students to discuss issues in class that would otherwise take away from instructional time. Students must report to Reflection immediately following their last period class to receive support and to take responsibility for their actions. Students will be notified by the end of their last period class, if not earlier, if they are required to serve Reflection.

Day-Long Reflection

Unity staff will work proactively with students and parents/guardians to address behavior in a way that avoids spending extended time out of the classroom. Day-Long Reflection is a behavioral support that is assigned when a student exhibits behavior that is significantly disrespectful or irresponsible.

During Day-Long Reflection, students will continue to receive instruction and are expected to complete all classwork and assignments. However, these students are not allowed to interact with classmates or other Unity students. Although not accompanied by an administrator, a dean or grade level leader will check-in with them throughout the day. Students in Day-Long Reflection are held accountable to a tracker that outlines the academic and behavior expectations for that student. This tracker is signed by all supervising teachers and staff members. Students who fail to meet the expectations will receive a phone call home, an additional day/days of DLR, and/or an escalated consequence, depending on the presented behaviors.

When serving Day-Long Reflection, students report to school at the usual hours. Students complete all assignments from class so that they do not fall behind in their work, but they also complete a reflective essay and they meet with one of the Deans, Principal, 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 rejoin their classmates and return to their normal class schedule.

Out-of-School Suspension

Certain severe incidents (major infractions or Level 4 and above) or a persistent pattern of significantly disruptive or unsafe behavior (including persistent minor infractions) 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 Co-Principals 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, Principal(s), and the 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.

Disciplinary Review Board

Unity's Disciplinary Review Board is made up of school leaders, deans, and staff/teacher volunteers. These hearings take place after infractions at the highest level (i.e. severe bullying, physical assault) have occurred. A committee of staff members with no connection to or knowledge of the incident in question is assembled. After hearing evidence, examining academic, behavioral, and attendance data, and hearing from student and family members, the DRB committee makes a recommendation to the Head of School regarding what consequences should be handed down. The final decision, including the decision to expel a student from Unity, is made by the Unity's Co-Principal(s) and Head of School.

Bullying and Harassment

In order to provide all students with a supportive and safe environment in which to grow and thrive academically and socially, Unity staff will work together to establish a nurturing school culture that promotes positive interpersonal relationships as well as a fundamental respect for all members of our school community.

The ability of students to learn and meet high academic standards and a school's ability to educate its students are compromised when students engage in discrimination or harassment, bullying, or intimidating behavior toward other students. Bullying and harassment can take many forms and includes behavior that targets students because of their actual or perceived race, color, national origin, ethnicity, citizenship/immigration status, religion, creed, disability, sexual orientation, gender, gender identity, gender expression, or physical appearance. Accordingly, Unity staff will take any and all appropriate steps to eliminate such harassment, address its effects, and take steps to ensure this behavior does not continue.

Bullying and harassment are distinct from interpersonal conflict. In order to address this issue effectively, it is important to distinguish between the two:

Conflict	Bullying
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<ul style="list-style-type: none"> • is a disagreement or argument between two or more people who have incompatible goals or desires • is a normal part of life when people do not agree with other people about the things they want, like, think or believe • can involve escalated feelings (e.g. frustration, anger, etc.) • can often be accidental or the result of miscommunication, misinterpretation, etc. • can often be resolved through mediation and conflict resolution 	<ul style="list-style-type: none"> • is behavior that is intended to cause harm or is done on purpose to hurt another person or group • involves an imbalance of power (physical or social) or strength between the person doing the bullying and the target of the behavior. The person doing the bullying may be physically bigger or stronger, may be older, or have greater social status or social power than the person being targeted. • is a pattern of aggressive behavior usually repeated over time and can take many forms • is negative, deliberate, unwanted, and unprovoked • is a form of victimization and therefore is not effectively addressed through mediation or conflict resolution
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Unity's policy on addressing bullying and harassment is as follows:

1. If a Unity staff member witnesses or receives reliable information (from a student or family member) about an incident of bullying and harassment, this staff member will report the incident to the grade-level dean and Unity's co-principals.
2. The principal or grade-level dean will inform the parents or guardians of all students involved in the alleged incident, and may discuss, as appropriate, the availability of counseling, and other intervention services.
3. The principal or grade-level dean will initiate an investigation within one (1) school day of the report of the incident.
4. Within two (2) school days of the report, the grade-level dean of students will make a recommendation to the co-principal regarding the consequence(s) to be imposed or other action taken. Disciplinary consequences will be administered based on Unity's code of conduct.
5. Parents or guardians of the students who are parties of the investigation will receive an update from either the co-principal or the grade level dean regarding the outcome of the investigation and consequences imposed.
6. After receiving this information, a parent or guardian may request an in-person meeting with either the grade level dean or co-principal (or both) to discuss the investigation or consequences imposed as a result.

For more information, see *Appendix B: Definitions of Hazing, Sexual Harassment, and Bullying*

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), 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 behavioral assessment (FBA). Based on the results of the FBA, 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 it is determined that a student exhibited behavior that warrants a 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 a disability 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 exhibits a pattern of behavioral concerns, a Manifestation Determination Review (MDR) will be held to determine whether or not the student's behavior is due to their disability.

Unity works closely with the Committee on Special Education (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.

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

Parents/guardians of students who are unable to participate in school activities due to illness will be notified by phone and email. In such cases, parents/guardians of students who are too sick to participate in school activities will be asked to come to Unity to pick up the student. If the parent/guardian is not able to pick up the student and requests the student leave school alone, the parent/student will have to send written permission for the child to leave school alone. Such permission must be sent via email or text message to a member of the operations team; in all cases, parents/guardians will receive confirmation of receipt of the written permission before the child is dismissed.

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 school 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

All Unity students must be immunized in accordance with New York State law. Students who do not have the proper immunizations will be denied access to Unity until the immunizations are administered and proof of such immunizations is provided to Unity, as 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 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 2019-20 school year. Unity also recommends an 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.

Required immunizations for 2019-2020

Vaccines	Grades 6 - 8
Diphtheria and Tetanus toxoid-containing vaccine(Dtap/DPT/Tdap)	3 Doses
Tetanus and Diphtheria toxoid-containing vaccine and Pertussis vaccine booster(Tdap)	1 dose, after 11 years of age
Polio (PIV/OPV)	4 (or 3 doses if the 3rd dose was received at 4 years of age or older)
Measles, Mumps, and Rubella (MMR)	2 doses

Hepatitis B	3 doses
Varicella (Chickenpox)	2 doses
Meningococcal Conjugate Vaccine	Grade 7 & Grade 8: 1 dose

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 a law enforcement officer 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/guardians are unable to be reached, the child is unable to travel safely on her/his own, and the child's situation is an urgent matter of health or safety, Unity staff may exercise discretion and contact law enforcement officials or emergency medical personnel to attend to the child.

Social Work and Mental Health Counseling 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 a Social Work team accessible to all students and families. Social workers will provide assessment, student support, intervention, crisis intervention services and some confidential school-based counseling services. Should the school not have the capacity to provide a necessary service related to mental health and wellness, the Social Work Team will provide students and families with relevant information and referrals to community-based resources as well as advocacy and support in obtaining these services. Social workers can serve as a liaison between the community resources and the school.

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 (which may include calling Emergency Medical Services (EMS)), 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;
- signs of physical abuse, such as bruises, cuts, or apparent fear of innocuous interpersonal contact; or
- student-reported abuse or neglect.

Should a Mandated Reporter at Unity be required to make a report to ACS, Unity's Social Work Team 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 Work team for assessment.

If the student presents as a danger to him or herself (including, but not limited to: suicidal thoughts with a plan and/or severe self-harm) the parent/guardian will be contacted as well as Emergency Medical Services (EMS) so that the student may receive a psychiatric evaluation and other relevant support. In such situations, if the parent/guardian refuses to cooperate with the recommendation of the Social Worker and school, the school is obligated report this information to the Administration for Children's Services (ACS).

If a child expresses a threat to the life of someone else, the Social Work team will provide an assessment and a plan of action. This would include informing school administration and parent/guardian, and if necessary, guardians of threatened students, law enforcement, and/or Emergency Medical Services.

Search and Seizure

In accordance with the New York City Department of Education Chancellor's Regulation on Search and Seizure (A-432), a student's person and possessions may be searched provided that Unity administration have reasonable suspicion to believe that the search will turn up evidence that the student has violated or is violating either the law and/or school rules and regulations. The extent and scope of the search must be reasonably related to the objective of the search and not excessively intrusive in light of the age and sex of the student and nature of the infraction. Searches should be conducted with a reasonable degree of privacy, consideration for the dignity of the individual and with a witness. The parent/guardian may or may not be contacted prior to the search and seizure but will always be contacted regarding its disposition.

To best ensure the safety and well-being of our school community, Unity reserves the right to conduct safety screenings of all students at such times as determined in its sole discretion, including during and outside of school hours. All bags, containers, and other property of all students may be checked upon arrival to school or such other times as determined by Unity in its sole discretion in a manner that it determines appropriate, including in a manner that is similar to the way in which bags are checked at other public institutions in New York City, including museums and libraries. Safety screenings are conducted by our school safety team under the supervision of our Co-Principal of Culture & Operations. If you have questions regarding our policies and procedures on safety screenings, please contact our Manager of Safety & Facilities.

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 D 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;
 - Accrediting organizations;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to 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.

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.

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 Bittorrent.
 - 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. Chromebooks are not to be carried while powered on or open. Chromebooks may only be moved when the screen is closed and the computer is in either a powered down or sleeping state. Chromebooks 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 Operations Manager immediately. *A Chromebook 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 Chromebooks will result in immediate 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 and Cyberbullying

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>.

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. 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 Principal(s) or 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 three ways:

- Emailing report bullying@unityprep.org,
- Using the Jupiter Hotline (which allows anonymous reporting), or
- Sending a letter addressed to “No Bullying” at Unity Preparatory Charter School of Brooklyn at 584 Driggs Avenue, Brooklyn, NY 11211

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 ^{SEP} victim’s property
2. Places the victim in reasonable fear of harm to himself or of damage ^{SEP} 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 ^{SEP} 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. Social media bullying is a form of cyber-bullying. 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.

Schools Response to Bullying, Hazing, inappropriate use of Social Media

A member who violates the schools commitment to being an anti-bullying and anti-hazing community will receive the following consequences. These consequences will be and are not limited to

- Reflection
- Deans' Detention
- Parent Conference
- In School Suspension
- Out of School Suspension
- Disciplinary Board Hearing
- Expulsion

(This Policy also applies to the inappropriate use of social media on and off the school campus)

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.

Any individual or group should address complaints in the following manner:

1. Contact either (or both) of the High School Co-Principals to issue the complaint: [Chelsea Fuller \(cfuller@unityprep.org\)](mailto:cfuller@unityprep.org) or [Grace Yun \(gyun@unityprep.org\)](mailto:gyun@unityprep.org)
2. If the issue in question is not resolved, contact Unity's Head of School: jbeauregard@unityprep.org
3. If the issue in question is still not resolved, 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.
4. 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 Caregiver PRIDE pledge (copy found on page 67 of this Handbook), I do hereby consent to my child's participation in field trips and field lessons that have been scheduled for the 2019-2020 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 Annual Pledge 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;

- o To comply with a judicial order or lawfully issued subpoena;
- o Appropriate officials in cases of health and safety emergencies; and
- o 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) Operations Manager 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

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.

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

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 Operations Manager a Student Record Access, Review, Amendment Form. The request must identify the record(s) desired for review.
5. The Operations Manager 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 Operations Manager 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 Operations Manager 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 Operations Manager 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 main 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 Operations Manager**. 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:

Unity staff member receiving this form:

_____ Access to student records
(visual inspection only, no copies)

_____ Copies of student records

Date: _____

_____ Amendment of selected student records

By submitting this request, 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.

To request access to or copies of student records, please provide the following information:	
Name of person requesting access, copies, or amendment of student records	
Name of student whose records are being requested	
Relationship of requestor to student	
Purpose of request	

To request an amendment of student records, please provide the following information:	
Date of amendment request	

Identify the record to be amended	
Describe the requested amendment	

Appendix F: 2019-2020 Caregiver and Student Pledge Forms

2019-2020 Unity High School Checklist for School-Wide Policies and Procedures



2019-2020 Unity High School Checklist for School-Wide Policies and Procedures

Student Full Name: _____ Grade: _____

Caregiver Full Name: _____ Relationship to Student: _____

Caregiver Phone Number: _____ Caregiver Email: _____

By initialing and signing below, I am indicating that I understand that failure to adhere to Unity's school-wide policies may result in my child losing of school privileges or being issued disciplinary consequences such as, suspension and/or expulsion from Unity Preparatory Charter School of Brooklyn. Please initial by each of the policies expressing that you received, understand, will follow through with, and uphold each policy. Then, sign your full signature at the bottom of the page.

_____ Attendance/Tardy Policy

_____ Dress Code Policy

_____ Yondr/Electronics Policy

_____ Arrival/Dismissal Policy

_____ Lunch Policy

_____ Jupiter Policy

_____ Club, Athletics, and Extracurricular Policy

_____ Social Media and Cyberbullying Policy

_____ Bullying/Hazing Policy

Caregiver Signature: _____ Date: _____

2019-2020 Unity High School Student PRIDE Pledge Form



2019-2020 Unity High School Student PRIDE Pledge Form

Student Full Name: _____ Grade: _____

In choosing to attend Unity Preparatory Charter School of Brooklyn, I pledge to do my very best each day to represent and embody all five Unity PRIDE values – Professionalism, Resilience, Integrity, Dignity, and Empathy.

Professionalism is key to postsecondary success for college and career. It the ability to follow expectations and to demonstrate time management, responsibility, organization, and strong communication skills.

_____ I will follow all rules and policies in Unity's Student and Family Handbook and the NYC DOE's *Citywide Behavioral Expectations to Support Student Learning*. This includes the dress code and cell-phone policy.

_____ I will attend school every day and strive for perfect attendance. I will report to classes on time, prepared with required supplies, and ready to learn.

Resilience is the ability to overcome challenges and the ability to manage stress in positive and healthy ways.

_____ I will learn ways to manage and cope with stressful situations.

_____ I will ask questions when I am uncertain and seek extra from adults when necessary. I will participate in office hours and required tutoring sessions that support my development.

Integrity is doing the right thing even when no one is watching. It's choosing the harder right over the easier wrong.

_____ I will accept responsibility for my actions and mistakes. I will do what it takes to make things right.

_____ I will show respect for school property and the property of others.

Dignity is the right of a person to be honored, valued, and respected at all times. Everyone should enjoy school equally and feel safe, secure, and accepted regardless of one's unique identities, characteristics, or circumstances.

_____ I will practice resolving conflict in healthy ways.

_____ I will value the differences of the Unity community, including students and teachers.

Empathy is the ability to understand another person's thoughts, feelings, and emotions from their point of view, rather than your own.

_____ I will respect the safety, interests, and the rights of all members of the Unity community at all times.

I understand that failure to adhere to these commitments can lead to loss of privileges, suspension, and/or expulsion from Unity Preparatory Charter School of Brooklyn.

Student Signature: _____ Date: _____

www.unityprep.org · 584 Driggs Avenue, Brooklyn, New York, 11211 · info@unityprep.org · (718) 682-3725

2019-2020 Unity High School Caregiver Pledge Form



2019-2020 Unity High School Caregiver Pledge Form

Student Full Name: _____ Grade: _____

Caregiver Full Name: _____ Relationship to Student: _____

Caregiver Phone Number: _____ Caregiver Email: _____

In choosing to have my child attend Unity Preparatory Charter School of Brooklyn's high school, I pledge to fully commit to the following:

- I will encourage my child to be successful, to achieve excellence, and to embody the 5 Unity PRIDE values – Professionalism, Resilience, Integrity, Dignity, and Empathy.
- I will ensure that my child comes to school each day, on time, and stays until the appropriate dismissal time.
- I will ensure that my child follows the dress code. I understand that my child may be sent home to change if appropriate attire cannot be established in the building or I will need to bring appropriate attire to them in the building.
- I will make arrangements so that my child can attend required school activities, including field trips, office hours, teacher reflections and mandatory tutoring sessions.
- I will create a Jupiter account log-in and actively monitor my child's academic and behavioral progress.
- I will provide current and accurate contact information and any documentation required of me by the school.
- I will make myself available to teachers and staff at Unity and will address questions or concerns in a timely manner.
- I will attend in-person meetings when requested by Unity staff or administration.
- I will actively communicate with my child and his/her teachers regarding his/her progress, challenges, and successes.
- I will attend mission-critical events, including but not limited to:
 - August 27 or 28, 2019: Caregiver Commitment Session
 - September 11, 2019: Family Orientation
 - November 25 or 26, 2019: Family Conferences
 - April 7 or 8, 2020: Family Conferences
 - By request and/or appointment
- I will support all school policies and rules, including the discipline code, dress code, and cell phone policies, as detailed in Unity's Student and Family Handbook.
- I will support the school in protecting the safety, interests, and the rights of all members of our community at all times.

I understand that failure to adhere to these commitments can jeopardize my child's ability to achieve academic, personal, and future success and may result in my child's loss of privileges, suspension, and/or expulsion from Unity Preparatory Charter School of Brooklyn.

Caregiver Signature: _____ Date: _____

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