

UNITY

PREPARATORY
CHARTER SCHOOL
of BROOKLYN

Student & Family Handbook for the Middle School 2019 - 2020

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

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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 for Middle School Families

July				
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	31		

7/1 - 7/5: School closed
7/8 - 7/26: Summer Academy (15 days)
7/29 - 8/9: School closed

August				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

7/29 - 8/9: School closed
8/26-8/27: 6th grade student orientation
8/28: New 7th & 8th grade student orientation
8/30-9/2: No school - Labor Day

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				

8/30-9/2: No school - Labor Day
9/3: No school for students - staff only
9/4: First day of school for students
9/12: Family Orientation, 6:00pm

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 (Indigenous)

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
11/26: End of Tri-I, student early dismissal
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			

12/12: Evening family conferences; normal
12/13: Daytime family conferences; no classes
12/20: Student early dismissal
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

12/24-1/2: No school - Winter Break
1/3: No school for students - staff only
1/14-1/15: ELA Mock Exam
1/20: No school - MLK Jr. Day
1/28-1/29: Math Mock Exam

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

2/7: No school for students - staff only
2/17-2/21: No school - Mid-Winter Break
2/28: End of Tri-II, student early dismissal

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			

3/12: Evening family conferences; normal school
3/13: Daytime family conferences; no classes for
3/25 - 3/26: ELA State Exam; student early dismissal

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	

4/1: Lottery for 2020-21 school year
4/8-5/15: NYSESLAT testing window
4/9 - 4/17: No school - Spring Break
4/22 - 4/23: Math State Exam; student early dismissal

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

5/18-5/29: 8th Grade Science Performance 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			

6/1: 8th Grade Science Written Exam; early
6/16: End of Tri-III, last day of classes; student
6/17 - 6/22: Roundtable presentations
6/22: Algebra Regents Exam
6/23: Earth Science Regents Exam
6/23: End-of-year field trips
6/24: Make-up Roundtable presentations and 8th
6/25: 8th grade graduation
6/26: No school for students - staff only

KEY

- First and Last Days of School
- End of Trimester
- No School for Staff or Students
- Assessment Dates
- Student Orientation
- No School for Students (Staff Only)
- Family Conferences

Middle School Hours for Students

Mondays, Tuesdays, Thursdays, & Fridays: 7:30am - 3:45pm
Wednesdays: 7:30am - 1:15pm

Please see our website, <http://www.unityprep.org>, for the most up-to-date calendar for families and students.

Unity Preparatory Charter School of Brooklyn - 432 Monroe Street, 3rd Floor, Brooklyn, NY 11221 - 718-455-5046 (P) 718-455-5049 (F)

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

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

Weekly Schedule and School Hours by Day and Grade

Daily Schedule - Monday, Tuesday, Thursday, Friday			
6th-7th Grades		8th Grade	
Breakfast	7:05 - 7:25	Breakfast	7:05 - 7:25
AM Advisory Assembly: Mon (6th), Tues (7th)	7:30 - 7:55	AM Advisory Assembly: Thurs	7:30 - 7:55
1	7:58 - 8:52	1	7:58 - 8:52
2	8:55 - 9:49	2	8:55 - 9:49
Snack	9:49 - 9:59	Snack	9:49 - 9:59
3	10:02 - 10:56	3	10:02 - 10:56
4	10:59 - 11:53	4	10:59 - 11:53
5	11:56 - 12:50	5	11:56 - 12:50
6 - Lunch and Recess	12:53 - 1:38	6	12:53 - 1:47
7	1:41 - 2:36	7 - Lunch and Recess	1:50 - 2:36
8	2:39 - 3:35	8	2:39 - 3:35
Reflection/Late Detention	3:40 - 4:00	Reflection/Late Detention	3:40 - 4:00
Clubs/Athletics/Office Hours	3:40 - 5:00	Clubs/Athletics/Office Hours	3:40 - 5:00

Daily Schedule - Wednesday (no assembly)			
6th-7th Grades - 54 minute periods		8th Grade - 45 minute periods	
Breakfast	7:05 - 7:25	Breakfast	7:05 - 7:25
AM Advisory	7:30 - 7:55	AM Advisory	7:30 - 7:55
1	7:58 - 8:52	1	7:58 - 8:43
2	8:55 - 9:49	2	8:46 - 9:31
Snack	9:49 - 9:59	Snack	9:31 - 9:41
3	10:02 - 10:56	3	9:44 - 10:29
4	10:59 - 11:53	4	10:32 - 11:17
5	11:56 - 12:50	5	11:20 - 12:05
6 - Lunch In Classroom	12:53 - 1:15	6	12:08 - 12:53
Reflection/Late Detention	1:20 - 1:40	7 - Lunch In Classroom	12:53 - 1:15
		Reflection/Late Detention	1:20 - 1:40

Unity offers an extended day and school year so that our students have as many opportunities as possible to learn and engage in enriching experiences as scholars and citizens. Our school hours are as follows over the course of a regular school week.

Regular Arrival and Dismissal Times

Students may enter the building beginning at 7:05am each morning. Unity's entrance is on Madison Street. Upon entering, students are greeted by Unity staff members. They then have the option of proceeding to the dining hall to eat a healthy breakfast. Students need to be in the building by 7:30am or they will be marked "tardy". *Note: we recommend that students who wish to have breakfast at school arrive to school by 7:15am at the latest in order to have time to eat.*

Students who participate in elective clubs are dismissed at 4:45 pm on Tuesdays and Thursdays. Students who participate in athletic sports are dismissed at 5:00pm on Mondays, Tuesdays, and Thursdays. Otherwise, they are dismissed at our regular dismissal time of 3:35pm on Mondays, Tuesdays, and Thursdays. Students are regularly dismissed at 1:15pm on Wednesdays and 3:35pm on Fridays. Students are dismissed through the same exit they use to enter the building (Madison Street).

Academic Office Hours

Teachers offer additional academic support to students outside of class time during their weekly office hours, which take place during clubs time (3:40 - 4:30pm on Tuesdays and Thursdays). Teachers can require students to attend office hours. Students and families can also reach out to teachers to be able to attend.

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
6th Grade	Not Eligible	Half-Fare	Full-Fare	Full-Fare
7th Grade	Not Eligible	Half-Fare	Half-Fare	Full-Fare
8th 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, the B15, B25, B26, B38, B43, and B52 all have stops within walking distance of the middle school. The Kingston-Throop Avenues stop on the C line is also within walking distance for students commuting to and from school by subway. If you have any questions or concerns about your child's commute to and from school, please contact our main office. We want to ensure that all students can get to school safely and efficiently, and we will work with you to address your questions or concerns.

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

III. School and Family Communication

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

Contact Information for School Administration, Faculty, and Staff

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

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

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

Name	Title	Email Address
Mr. Alli	Special Projects Coordinator	oalli@unityprep.org
Mr. Beauregard	Head of School	jbeauregard@unityprep.org
Ms. Tamu	6th Grade Mathematics Teacher	ttamu@unityprep.org
Ms. Shah-Taylor	6th Grade Science Teacher	nshah-taylor@unityprep.org
Ms. Gibson	6th Grade Mathematics Learning Specialist	ygibson@unityprep.org
Ms. Brookins	Social Worker	cbrookins@unityprep.org
Mr. Burns	Co-Principal	cburns@unityprep.org
Mr. Canady	7th Grade History Teacher	lcanady@unityprep.org
Ms. Charles	Operations Manager	dcharles@unityprep.org
Ms. Driscoll	8th Grade ELA Learning Specialist	mdriscoll@unityprep.org
Mr. Coleman	Director of Athletics and Physical Education Teacher	acoleman@unityprep.org
Ms. Conner	Coordinator of Advisory and Enrichment	lconner@unityprep.org

	Initiatives	
Ms. Devieux	8th Grade Mathematics Learning Specialist	pdevieux@unityprep.org;
Ms. Diaz	Science Chairperson and Science Teacher	ediaz@unityprep.org
Mr. Doscher	Director of Operations	cdoscher@unityprep.org
Ms. Driscoll	8th Grade ELA Teacher	mdriscoll@unityprep.org
Ms. Gaines	Co-Principal	mgaines@unityprep.org
Ms. Gillies	8th Grade ELA Teacher	agillies@unityprep.org
Ms. Green	Mathematics Chairperson	agreeen@unityprep.org
Mr. Guerrero	6th Grade Dean of Students	aguerrero@unityprep.org
Mr. Hartman	8th Grade ELA Teacher	phartman@unityprep.org
Ms. Hefney	Family Engagement & Student Recruitment	fhefney@unityprep.org
Ms. Jones	7th Grade Dean of Students	tijones@unityprep.org
Ms. Knuckle	Reading Interventionist	lknuckle@unityprep.org
Ms. Griffin	8th Grade History Teacher	zgriffin@unityprep.org
Ms. Louirentus	7th Grade Mathematics Teacher	clouirentus@unityprep.org
Ms. Malinowski	Learning Specialist	kmalinowski@unityprep.org
Ms. Marco	6th Grade History Teacher	smarco@unityprep.org
Ms. McPherson	7th Grade Science Teacher	jmcpherson@unityprep.org
Ms. McRae	Dance Teacher	cmcrae@unityprep.org
Ms. Nadel	7th Grade ELA Learning Specialist	gnadel@unityprep.org
Ms. Pierce	6th & 7th Grade History Learning Specialist	tpierce@unityprep.org
Ms. Pickings	6th Grade ELA Learning Specialist	jpickings@unityprep.org
Ms. Reinmann	English as a New Language Coordinator	areinmann@unityprep.org
Ms. J. Rivera	Operations Coordinator	jrivera@unityprep.org
Ms. O. Rivera	Social Worker	orivera@unityprep.org
Ms. Nixon	8th Grade Science Teacher	hnixon@unityprep.org
Ms. Stevenson	6th Grade Theatre Teacher	mstevenson@unityprep.org
Ms. Shearry	Internal Coverage Teacher	pshearry@unityprep.org
Ms. Shebroe	8th Grade Mathematics Teacher	lshebroe@unityprep.org
Ms. Springer	6th Grade ELA Teacher and 6th Grade Level Leader	sspringer@unityprep.org
Ms. Stagliano	7th Grade ELA Teacher	astagliano@unityprep.org
Mr. Thomas	8th Grade Dean of Students	dthomas@unityprep.org
Ms. Turner	History Chairperson and 8th Grade Teacher	mtturner@unityprep.org
	7th Grade ELA Teacher	

Ms. Williams	ELA Chairperson	awilliams@unityprep.org
	6th Grade Mathematics Teacher	

Visiting Unity

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

Scheduled In-Person Meetings and Classroom Visits

Families may schedule in-person meetings with teachers and administrators or observe their children's classes. To schedule an in-person meeting or a class visit, parents/guardians should call or email the teachers or administrators with which they would like to meet. Any 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.

Family/Advisor Conferences

Conferences between a student's parent/guardian(s) and her/his advisor are held twice per year. This year's conferences will take place on December 12th and 13th and March 12th and 13th this year. We wish to engage our students in the conversations taking place during conferences - students are thus required to attend conferences and play a key role in discussing their progress with their families and teachers.

Family Community Partnership Association

Unity's Family Community Partnership Association (FCPA) is Unity's parent organization designed to connect parents to our school community. We believe that parent involvement is imperative to our work, and collaboration with parents 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. FCPA activities include parent 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, Unity's FCPA provides parents with opportunities to participate in activities such as volunteering (chaperoning student trips, support after-school clubs and optional evening tutoring, etc.), hospitality, fundraising, and special events.

Please check the weekly communication email to stay abreast of upcoming FCPA events.

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 Mrs. Gaines or Mr. Burns, 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 uniform, and be prepared to engage actively in their learning. Unity's school day begins promptly at 7:30am and all students must be in their designated destination to be marked present. Phone calls will be made daily to advise of a student's absence that has not given prior notice to the main office.

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. Students having a perfect attendance rate of 100% will be formally recognized for their achievement and perseverance at the end of each month.

Absences

If your child must be absent due to illness or an emergency, please contact the main office of the school at (718) 455-5046 ext. 0 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 on the day following their absence 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). Phone calls by themselves without a written note do not count to excuse absences.**

In general, Unity considers three absences from school in a single trimester a serious concern. If a student misses more than three days of school in a single trimester, the school views this as an urgent concern of truancy in need of immediate attention. Increasing levels of interventions will accompany continued/chronic absences, ranging from a parent meeting with school administration 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

Students who are late to school are required to submit a written note explaining the lateness to the main office in order for it to be counted as "excused." Tardiness will be excused if, for example, a student provides documentation of a doctor or dentist appointment during school hours. Please note that phone calls do not count to excuse tardiness. Should a student arrive to school late without a note, the student will be marked as tardy and assigned to serve a detention that afternoon. Should the tardiness continue, increasing levels of interventions will be implemented including parent/student meetings with the Dean of Students and/or Social Worker. If tardiness becomes a chronic issue, further interventions by school leadership and/or Social Worker may be implemented.

Leaving Early

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

In the event of illness or emergency that require a child to leave school alone (i.e., a parent/guardian/emergency contact cannot come to pick up the child) during the school day, parents must send written permission for that child to leave school alone. Students will not be allowed to leave school alone without this written permission from a parent/guardian. Written permission may be sent via email or text to the Operations Coordinator or Operations Manager. 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 Uniforms and Dress Code

Unity's student dress code is designed to ensure that students are able to focus on learning and feel professional, safe, respected, and proud. Students must be in dress code in order to attend class. This means wearing the full uniform and not wearing any prohibited articles of clothing (ex. hooded sweatshirts). If students arrive to school out of uniform, Unity provides two options to address the situation:

- Option 1: Parent/family is contacted to drop off the missing uniform items.
- Option 2: Student can borrow uniform items from Unity's loaner program.

Students who refuse to come in uniform and refuse to use the school's loaner program may not be admitted to class. Any parents or families who are not able to purchase or replace uniform items for whatever reason should contact Unity's main office to discuss the matter on a confidential basis.

The student dress code applies to all students for the entire school day, except during physical education and dance classes when students are required to change into and wear Unity's official physical education uniform. The dress code also applies to field trips, site visits, and other school-related activities, unless the supervising adult informs students otherwise.

This section provides guidelines for what students must wear to school each day, unless otherwise permitted by special circumstance.

Top:

An official Unity top includes one of the following:

- Navy short-sleeve polo
- Navy long-sleeve polo
- Navy crewneck sweatshirt
- Light-blue, long-sleeve, button-up oxford shirt

Official Unity polo shirts do not need to be tucked in. However, Unity's oxford shirt must be tucked in at all times. Students may also wear an official Unity crewneck sweatshirt, zip-up fleece jacket, or button up cardigan in school; when wearing either the fleece or the cardigan, students must also wear an official Unity top beneath the jacket.

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

Bottom:

Unity students may wear the following bottoms:

- Navy, khaki (tan), black, or gray skirts (skirts may not be shorter than just above knee level)
- Navy, khaki (tan), black, or gray pants (no jeans), worn at waist level
- Navy, khaki (tan), black, or gray shorts (no jean shorts), worn at waist level (shorts may not be shorter than just above knee level)
- All stockings and tights must be solid black, blue, white or neutral

Footwear:

Students must wear closed-toe, black shoes, boots, or sneakers. All footwear must be black. While there may be some minor exceptions (e.g., gold eyelets on a pair of black sneakers, white soles on black sneakers, etc.), Unity reserves the right to prohibit any footwear that is not almost entirely black. For this reason, Unity recommends that parents and families purchase all black footwear to avoid issues with dress code compliance.

Other:

- Hats, hoodies, du-rags, bandanas, sunglasses, beaded necklaces, and gloves may not be worn in the building.
- Unity staff may ask students to remove any items that distract students from the learning process or are not perceived as professional, safe, or respectful

Official Unity tops may be purchased online through our school store on the Flynn and O'Hara website (www.flynnohara.com) and delivered to your home. Items can also be ordered over the telephone with a Flynn and O'Hara representative at (800) 441-4122 or in store at 6719 18th Ave Brooklyn, NY 11204.

We advise that your child have a variety of official Unity tops. For example, purchasing 2 short-sleeve polos, 1 long-sleeve polo, and 1 button-up oxford shirt might be adequate for your child in the fall. As the seasons change and temperatures become cooler, you may wish to purchase a fleece jacket, a cardigan, or perhaps another long-sleeve shirt. We leave it up to you to ensure that your child is suitably dressed. Call Unity's main office at (718) 455-5046 with any questions regarding the school's dress code.

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

School Cancellation and Delays

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

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

The Food Program: Breakfast, Lunch, and Snacks

Unity offers breakfast and lunch to students each day through the NYCDOE food services program. Breakfasts and lunch are free of charge. Although lunch is free for all students, families must complete and submit a lunch application by September 30, 2018 for federal reporting purposes. Unity strongly encourages parents and guardians to submit the Application electronically by the deadline; parents and guardians may do so via this website: <https://www.myschoolapps.com/Home/PickDistrict>

Please contact Unity's Operations Manager to receive a lunch application, or complete the form here: <https://www.myschoolapps.com/Home/PickDistrict>

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

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

- Students may eat food that they have brought in during snack. Unity recommends granola bars, crackers, cheese sticks, fruit, and other low-sugar items but students will not be prevented from eating chips (including Cheetos) and cookies during snack.
- Food should be clean and manageable, require no washing before or after, and not leave a mess on work or desk.
- Only water is allowed at Unity. Students should have a clear/transparent, non-glass water bottle to drink from.

The following items are prohibited at all times:

- All non-water beverages:
 - Soda, fruit juice, and juice drinks (e.g., Arizona iced teas/juices, etc.)
 - Hot beverages
 - Coffee drinks and any other caffeinated beverages
- Gum and candy
- Sunflower seeds
- Any items in glass containers

If a student is found or seen eating, drinking, or displaying these items, staff members will confiscate (and possibly discard) them or return them to the student at the end of the school day.

Personal Items

Articles of clothing and book-bags

Students are expected to bring a book-bag to and from school daily. Students will have their book-bags at their side during the course of the school day. They are also expected to come to school dressed appropriately given the day's weather. On cold days, students should certainly wear extra clothing to school such as a jacket to keep warm. During

Advisory each morning, students will remove their jackets and any other outdoor clothing (hats, scarves, gloves, etc.) and place them in the closets of their Advisory classrooms or in their backpacks. .

Cell Phones

We understand that parents/guardians may want to contact their child as she/he travels to and from school. Unity students are permitted to bring cell phones into the school building. Students, however, do not need cell phones when they are on school grounds. Upon arrival, all student cell phones will be collected by grade-level staff. They are returned at the end of the school day before students are dismissed. Students are not allowed to carry or use their phones during the school day. 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 parents/guardians may always call Unity's main office to relay important information to a child. Please note that Unity cannot be responsible for losses of or damages to cell phones and other electronics.

If cell phones are not stored appropriately or are seen or heard during the school day, they will be confiscated by a staff member. Depending on the circumstances, the staff member may require an adult family member to come to school to retrieve it.

Field Trips and Field Lessons

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

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

V. Academics

Design Principles

Unity is committed to providing students with an exceptional educational experience. This includes both a rigorous academic program in the liberal arts and sciences that equips students with 21st century knowledge and skills 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

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

English Language Arts (ELA) (Grades 6-8)

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

ELA classes at Unity include the following features:

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

Literacy Intervention (Select Students in Grades 6-8)

Unity offers two literacy intervention programs: Wilson Reading System (Wilson) and Leveled Literacy Intervention (LLI). Students are assessed on a one-to-one basis to determine their instructional reading level. Then, if Unity determines that a literacy intervention is necessary, students are then placed into homogenous small groups (no more than 5 students) for one or more trimesters of Wilson or LLI. Wilson is an intensive intervention program designed to support students with word-level deficits or language-based learning disabilities. LLI is a small-group, supplementary literacy intervention designed to help teachers provide powerful, regular, small-group instruction in both reading and writing.

During regular class sessions (4 times/week), students will work to develop their reading and writing abilities, making strides towards grade-level competency and beyond. One day each week, students will apply and expand on their learning in a class period devoted solely to independent reading.

Literacy Intervention classes at Unity include the following features:

- Combination of reading, writing, and phonics/word study
- Emphasis on teaching for comprehending strategies
- Explicit attention to genre and to the features of nonfiction and fiction texts
- Special attention to disciplinary reading, literature inquiry, and writing about reading
- Specific work on sounds, letters, and words in activities designed to help students notice the details of written language and learn how words "work"
- Close reading to deepen and expand comprehension
- Explicit teaching of effective and efficient strategies for expanding vocabulary
- Explicit teaching for fluent and phrased reading
- Use of writing about reading for the purpose of communicating and learning how to express ideas for a particular purpose and audience using a variety of writing strategies

History (Grades 6-8)

Unity's history curriculum approaches the study of history through the conceptual framework of essential questions, student-centered learning activities, and exploration. In each unit, students develop answers to the essential questions through primary/secondary source analysis, video analysis, answering document based questions and participating in activities that connect historical issues or subjects to students' personal lives and prior knowledge as well as critical reading, thinking, and discourse. In the process, students develop literacy skills through reading book clubs, vocabulary building, close reading, note-taking, written responses, and analytical essays. In preparation for High School regents, students begin taking document based question examinations in the 6th grade. Engaging activities, which appeal to a number of different learning modalities, challenge students to think like historians by putting historical events into context, analyzing problems, engaging in debate, generating claims, and defending their thinking. History classes include the following features:

- Preview assignments: students previewing key concepts and activating prior knowledge through activities such as hypothetical questions, read alouds, and written personal responses
- Document based question study
- Vocabulary development activities: students completing vocabulary development activities to gain familiarity with key content terms; teachers introducing key academic vocabulary
- Independent/shared text readings with guided note-taking: students reading and completing structured note-taking sheets, including various graphic organizers and scaffolds. Students participating in historical fiction/non-fiction book clubs.
- Interactive learning activities: students role-playing, collaborating to resolve historical problems in context, analyzing images, composing written responses and interpreting text, and participating in a variety of other learning stations and activities. Students researching historical topics while evaluating the validity of primary and secondary sources.
- Speaking and listening activities: Students participating in daily discussions on content, and shared text. Students presenting research projects and arguments to classmates.

Mathematics (Grades 6-8)

Unity math teachers strive to engage students in the study and application of mathematics in a real-world context.

In math class, which all students experience 7 times weekly, students actively engage with new material and demonstrate understanding through discussion and application. The year is divided into a series of interrelated units that emphasize extensive, in-depth coverage of material, with students gaining mastery of skills and solving problems of increasing complexity over a period of several weeks. Math lessons are separated into three phases: exploring, application and summarizing. In the exploring phase, the teacher reviews related concepts, presents an opportunity for students to either explore or directly learn a new skill and puts the problem into a real-world context. During the explore phase, students work individually, in pairs, in small groups, or occasionally as a whole class to solve the problems related to the concept. Students also gather data, share ideas, look for patterns, make arguments, and develop problem-solving strategies. During the summary phase, students present and discuss their solutions as well as the strategies they used to approach the problem, organize the data, and find the solution. Math courses culminate with the NY State Exams, taking place in May, and Roundtables projects, which take place in June.

Algebra 1 Regents (Grade 8 only)

The Algebra Regents course is only offered to 8th graders who demonstrate mastery in essential pre-algebraic concepts. In this course, students strengthen their problem-solving skills through exploring the concept of equality as it pertains to solving and graphing equations, inequalities, and systems of equations and inequalities. Students are also introduced to the concept of an algebraic function as they explore the world of quadratic functions by examining different trajectory paths. This course culminates with the Algebra 1 Regents Exam in June.

Science (Grades 6-8)

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

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

Earth Science Regents (Grade 8 only)

The Earth Science Regents course is only offered to 8th graders who have met the required academic criteria. This course is designed to provide these 8th grade scientists with access to a demanding curriculum that will prepare them for the Earth Science Regents Exam in June and culminate in their early accumulation of credit toward a high school diploma.

Coursework will align to the practices and ideals enumerated above for all Unity science classes. In addition to these, Unity Earth Science students should expect to:

- Thoroughly explore and construct scientific explanations around topics in Astronomy, Weather, and Geology;
- Complete a minimum of 1200 laboratory minutes during school hours, in compliance with the New York State Board of Regents;
- Conduct long-term investigations both in the classroom and in the field; and
- Develop their capacity for analysis by reading and writing at a high school level.

Theatre (Grade 6 & 8)

Unity's theatre curriculum exposes students to the magic of theatre with a focus on ensemble, dramatic process and theatre-making. Students learn and apply theatre skills, make creative choices, and engage in critical thinking through a variety of improvisational activities, performance experiences, and collaborative projects. Through the dramatic process, students investigate meaningful questions about identity, self and other, practice perspective-taking, and activate their capacity for emotional expression and empathetic imagination. Projects and performances provide students opportunities to develop confidence, exercise commitment, and celebrate their creativity, ideas, and hard work. By placing ensemble at the center of the theatre-making process, students learn how to connect with and support one another, rehearse choice-making and action-taking to support collective creative goals, and exercise social values central to successful ensemble work and social life more broadly, such as empathy, altruism, cooperation, patience, generosity, grace and trust. At the end of the year, students will have an expanded understanding of what theatre is and what it can do as an empowering, fulfilling, and transformative art. They will have a new vocabulary to make sense of the theatre of everyday life, including the different roles that we play everyday, how we communicate with each other, how our stories are told, and how our choices create and transform who we are as individuals and as a society.

Theatre classes include the following features:

- Ensemble building: students participating in exercises and activities that promote the notion of ensemble through the development of classroom culture and creative community.
- Performance skills: students building skills while learning to work in diverse styles and forms, such as storytelling, improvisation, theater games, spoken word, physical theater, clowning, puppetry, radio/podcast theatre, or musical theater.
- Playwriting exercises: students applying elements of research, their imagination, and revision to express their own ideas, create original characters, and tell original stories across various theatrical styles and forms.
- Design challenges and projects: students transforming space through personal and artistic choices in set, lighting, costume, and sound to convey meaning.
- Exposure to theatre: Students reading and acting out scenes from published plays, as well as watching live and filmed productions.
- Exposure to the professional world of theatre through artist visits and workshops.
- Participation in performances and creative projects beyond the classroom.

Art & Design (Grade 7 & 8)

Unity's art & design courses provide students with an in-depth experience in the classroom as a studio artist and critical thinker. Students will experience hands-on skill building in a variety of media through rigorous, comprehensive projects that integrate new media technology. Students will begin with a strong understanding of the foundations of drawing and visual art basics, and will further develop their own self-directed artistic and design process, artistic language, critique participation, and purpose as a creative member of Unity. Students will gain a strong understanding of the relevance of art in contemporary society, and build an understanding of its purpose in their individual lives. Unity's art & design classes will include the following features:

- Comprehensive skill-building and development in drawing, painting, and other visual art approaches
- Mastery and collaboration of studio culture and participation in a dynamic art classroom community
- Participation in long-term wide-ranging creative projects going beyond the classroom
- Experimentation and development of conceptual and narrative-based art
- Strong knowledge of contemporary art on a local as well as a global level
- Critique and presentation participation and mastery
- Exposure to the professional world of art and design through field studies, artist and studio visits
- Community involvement with art and design institutions, exhibitions and public projects

Physical Education, Dance, and Health (Grades 6-8)

Through participating in Unity's physical education (PE) courses, students acquire an appreciation for the important role that physical, mental, and emotional health play in their lives and well-being. Students in middle school learn to play different sports and athletic activities, learn about their bodies and how to maintain a healthy lifestyle. Along the way, students gain important life skills in teamwork and how to effectively act with others in settings where acting as a team is essential to achieving goals and overcoming challenges. They also gain an appreciation for how to effectively practice a new sport or activity so that they may improve their skills on their own once they have discovered a passion in which they wish to excel.

Through participating in Unity's dance courses, students gain a new appreciation and understanding of dance physically, mentally, emotionally and musically. Dance is a safe space for students to move their bodies and feel expressive. It is also a fun safe space for beginner, intermediate and advanced dancers to explore a wide range of dance styles with an emphasis on learning terminology, proper alignment, anatomy, musicality, expression, aesthetic and dance history. Styles taught include Hip Hop, Latin, African, Ballet, Dunham/Modern in addition to students learning how to create their own choreography. By participating in Unity's dance classes, students develop important qualities that benefit them on the dance floor and beyond, including self discipline, creativity, self-expression, working with others, leadership, fellowship, responsibility, self-pride, and appearance.

Grading System

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

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	A+	97-100

	of knowledge or skills. The work exceeds what is described in the target.	A	94-96
		A-	90-93
Accomplished (meets standards)	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 (approaches standards)	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 (far below standards)	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 trimester based on their level of mastery over a given content area and what skills and knowledge they demonstrate in a given course, students will also receive an effort grade in each of her/his classes. This grade is based on a student's consistent level of participation and her/his demonstrated level of engagement over the course of the semester. While a student's level of effort will likely positively impact her/his level of academic

mastery in a given course, effort grades are not included on students' official transcripts. Rather, they are provided to students and families for the sake of communicating a student's demonstrated level of effort.

Report Cards and Progress Reports

Unity issues report cards at the end of each trimester in December, March, and June. Report cards include the student's grades and comments regarding 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 second trimester 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 grades, Unity's online grade platform. Jupiter Grades is accessible at any time and provides a real-time snapshot of how a student is performing in her/his studies.

Honor Roll

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

Grade-Level Promotion Policy and Summer Academy

In each core course (ELA, mathematics, science, and history), students must earn a passing grade of C- or above (at least 70%) for two of the three trimesters in order to receive credit for the course. Students who fail two or more trimesters of a core course will be required to pass the course in Summer Academy by earning a grade of a C- or above (at least 70%). A student who does not pass the core course in Summer Academy will be required to repeat the grade. Similarly, a student who fails more than two core courses for the academic year is required to repeat the grade. In addition, a student must earn an overall "passing" rating or higher on their end-of-year Roundtable presentation (see *"Roundtable/Learning Portfolios"* below). While grades for Enrichment courses (Theatre, Art, or Music), Physical Education, and Intervention do not impact grade-level promotion, they are present on student transcripts and do affect a student's grade point average and eligibility for Honor Roll. All final decisions regarding student promotion will be made on a case-by-case basis and will be determined by a number of factors, including but not limited to students' grades in core courses, New York State examination scores, attendance, and Roundtable presentations.

Roundtables

Every June, Unity students present their "Roundtable" in an individual, hour-long session devoted to demonstrating mastery of specific academic content from the year through the examination of major pieces of work in their courses. Roundtables provide an opportunity for students to present examples of their class work as well as written reflections on this work to a panel of adults, including their parent(s)/ guardian(s), their advisor, and other school and community members. During the year and during the lead up to Roundtables, students compile and record artifacts of their learning within their learning portfolios. Based on a set of established criteria, the advisor and the other attendant

Unity staff members decide whether the student passes her or his Roundtable. Students who do not complete preparation for their Roundtables in time or who fail their Roundtable must re-present over the summer. If a student fails the Roundtable this second time, he or she will not be promoted to the next grade.

Homework Expectations

Unity students should generally expect to have homework for all core courses (ELA, mathematics, science, history) at least 4 times a week, on weekends, and during school vacations. In general, they can expect one to two hours of homework each day.

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. Each night, parents/guardians are strongly encouraged to check their child's planner where they record their daily homework assignments. If a student loses his/her planner, a new one can be purchased from Unity's main office for \$5.

To help students find a quiet space to read and study, Unity requests that, during homework time, parents and guardians turn off the television and disallow the use of phones and/or video games. This sets an example for younger siblings and lets students know that families expect them to study every single day.

Late Work and Make-up Work

We encourage students to complete all of their assignment on time and by established due dates. In the event of an absence, students are encouraged to make up assignments as soon as possible. Work submitted more than two weeks late may not receive credit.

Students will receive full credit for any make-up assignments they complete if their absence is excused and the assignments are made up in a timely manner as specified by the teacher. Any assignment (classwork or homework) that is submitted or completed after the assigned deadline without documentation (and thus not excused) may earn only partial credit.

Missing assignments are marked as "0" in Unity teachers' grade books. Students who are absent for any reason should contact their teachers immediately after any absence to request missing assignments. When possible, students and families should notify teachers and/or the main office regarding any anticipated absence from school.

It is the responsibility of the student to communicate with all of her/his teachers to gather make-up work for any absence. Students may request missing work by submitting a "Missing Assignment Request" form to their teacher and completing the assignment within two weeks of the original due date or the date established by the teacher. Missing Assignment Request forms may be found in Unity's main office. Teachers will then have two weeks to update the late work in their grade books.

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.

Student Supplies

An official list of both required and suggested supplies and materials will be provided to all parents and families via Jupiter message prior to the start of the school year (approximately mid-August). These supplies will also be discussed during student orientation to ensure that all students are fully equipped prior to the start of the school year.

Supports for Promoting Academic Success

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

Students in Need of Academic Remediation/Tutoring

Students who are struggling to make adequate academic progress will be identified by universal screening and benchmark exams. Once identified, students in need of additional supports will be scheduled to receive interventions that will meet specific areas of need. Interventions for reading, writing, and math skills are provided through intervention classes that meet during the school day. Student progress will be monitored to determine when interventions will be discontinued, continued, or intensified. Additionally, Unity provides afternoon tutoring sessions on a one-on-one or small group basis. 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 and No Child Left Behind Act of 2001. Unity features Integrated Co-Teaching (ICT) sections in which a content specialist and learning specialist teach in the same classroom to best support students with Individualized Education Programs. Unity also offers a 12:1+1 setting for students with this recommendation on their IEP. Students with disabilities may also receive small-group instruction (SETTS services) facilitated by a learning specialist during the school day.

English Language Learners (ELLs)

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

Students Who Thrive Academically

Unity teachers offer “stretch” assignments for students who are prepared for or interested in a more rigorous academic challenge. Students who thrive academically will be challenged accordingly based on the recommended books they read, the customized and differentiated work that teachers assign, and other initiatives and programs affiliated with the school. Any parent, guardian, or family member who feels that a student is not receiving an appropriate level of challenge should raise the concern with the student’s teacher or teachers and follow up with school administration as necessary.

VI. Student Activities

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

Afternoon Elective Clubs and Athletic Sports

Elective Clubs

Unity's Elective Clubs provide ample opportunities for students to explore their interests and passions in a diverse array of areas while also giving students the opportunity to develop and realize their talents over the long-term through intensive study and practice. Elective clubs, which are generally based on student interest, feature offerings in performing arts, visual arts, academic exploration, and various other activities. In order for a student to take part in our club offerings, the student and family must opt in to the program by completing an extended-day, permission slip that will be sent home before the start of each trimester. Before clubs begin, students are given descriptions of the clubs to be offered in the coming trimester and rank their elective preferences based on their level of interest. Attempts are then made to ensure that students take part in one of their top three choices. Beyond the existing offerings, groups of students are also encouraged to develop new clubs based on their interests and formally propose their ideas and plans to school leadership.

Many of our clubs are offered in collaboration with local community organizations and institutions. They are often facilitated by a Unity teacher or by an expert from the partnering institution. Students may have the option of participating in the same activity for multiple trimesters if they wish in order to continue to advance their skills in the given activity – this also depends on whether the club/sport is offered for multiple trimesters. Students that are in elective clubs, at the conclusion of each trimester, demonstrate their learning through activities such as our tri-annual Clubs Showcase.

Examples of clubs that have been offered in the past:

- | | |
|------------------|------------------------|
| - Dance | - Step |
| - DJ'ing | - Art |
| - Photography | - Robotics |
| - Yearbook | - National History Day |
| - Martial Arts | - Hip Hop |
| - Film Making | - Superheroes |
| - Band | - Flag Football |
| - Basketball | - Theater |
| - Chess | - Culinary Arts |
| - Graphic Design | - Video Game Design |

Elective clubs take place on Tuesdays and Thursdays from 3:35-5:00pm. All students are required to attend and participate daily. Failure to consistently attend clubs may result in a student being removed from the roster with parent notification.

Athletics

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

Athletic Sports take place on Mondays, Tuesdays and Thursdays from 3:35-5:00pm. 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.

Advisory

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

Through participating in Advisory, students receive support in cultivating effective study and organizational habits and academic and personal goal setting skills. These habits and skills are reinforced as students reflect on their coursework 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. Community Service is mandatory for all Unity students as a promotional and graduation requirement. All middle school students must volunteer at least 2 hours of time toward community service during the academic year. Students may participate in an approved community service project external to the school as long as sufficient documentation is provided.

Wednesday Assemblies

On select Wednesday afternoons, students and staff participate in an all-school assembly from 12:30pm to 1:15pm. These assemblies can include student talent shows, performances and demonstrations of skills acquired during clubs, special field trips, presentations by guest speakers and performers, and many other stimulating activities that are both entertaining and educational. These events also serve to bring our school community together. As with all other events at Unity, family members are welcome to attend our Wednesday Assemblies.

VII. School Culture

Unity's school culture, including all policies and the Code of Conduct, is founded on six Core Values: *Awareness, Kindness, Integrity, Initiative, Courage, and Inquiry*. We believe that by exhibiting these values in their daily lives, our students develop the habits of mind and character strengths that lead to fulfilling academic, professional, and personal lives. Moreover, we believe that students should be recognized and celebrated when demonstrating Unity's Core Values. These beliefs serve as the guiding principles behind our approach to promoting a positive, safe, and supportive learning environment in which students are truly empowered as scholars and citizens.

The following sections outline the basic rules, regulations, student supports, and incentives designed to create such an environment for all students and adults at all times. To reinforce the respect that every member of the Unity community is due and to nurture a school environment in which learning and teaching can flourish, we shall abide by the following parameters, rules, and consequences.

Unity's Approach to Cultivating a Positive, Supportive Student Culture

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

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

Our Shared Role in Fostering A Positive, Supportive School Culture

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

Student Role

The 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 parent's presence in schools provides academic support and also helps to foster the creation of community and cultural connections. A parent can help students develop socially by helping to encourage 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:

- Participate in any and all meetings as requested by Unity staff members
- Sign up for volunteer opportunities
- Support with teaching and reinforcement of ^[1] expectations in home and community settings by creating your own expectations and rules matrix (like the matrix provided below) at home for homework time, television use, dinner time, etc.
- Work together with Unity staff members to help students learn from mistakes as described in “Collaborative Problem Solving” below
- Complete any feedback surveys administered by the school
- Celebrate your child’s successes by attending award ceremonies and open demonstrations of her/his learning, including but not limited to Roundtables

Teacher Role

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

Administrative Role

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

Behavioral Expectations: The “3 B’s of Unity”

The following matrix displays Unity’s school-wide expectations for students: The “3 B’s of Unity.” To make their time in school as productive and enjoyable as possible, students are expected to Be Safe, Be Responsible, and Be Respectful at all times and in all settings.

	Be Safe	Be Responsible	Be Respectful
All Settings	-Keep hands, feet, and objects to yourself -Move from one location to the next in a brisk, controlled fashion	-Listen to directions and ask clarifying questions -Give your best effort -Report unsafe/inappropriate behavior	-Use positive language -Pick up after yourself and others

Arrival	<ul style="list-style-type: none"> -Enter the building immediately upon arriving to school grounds -Arrive to school dressed according to Unity's dress code 	<ul style="list-style-type: none"> -Arrive to school with your homework completed -Go directly to the cafeteria or other location as directed 	<ul style="list-style-type: none"> -Hold the door for others when you enter the building -Greet your teachers, classmates, and others with direct eye contact and a smile
Physical Education and Dance	<ul style="list-style-type: none"> -Follow safety instructions for each activity -Use equipment as instructed -Inform an adult if you feel pain or discomfort 	<ul style="list-style-type: none"> -Participate actively -Change into gear or uniform quickly 	<ul style="list-style-type: none"> -Encourage others, especially those who are struggling
Classrooms	<ul style="list-style-type: none"> -Keep belongings under your desk and out of aisles -Use classroom materials and equipment as intended 	<ul style="list-style-type: none"> -Arrive to class on time -Have necessary materials with you -Follow your teachers' directions 	<ul style="list-style-type: none"> -Listen when your teacher or classmates are speaking -Throw away trash, tuck in chair, and leave room clean and organized
Transitions	<ul style="list-style-type: none"> -Walk at all times -Stay on the right side of hall and stairwells 	<ul style="list-style-type: none"> -Place any garbage in trash cans -Move to next destination without stopping so as to be on time to your next class 	<ul style="list-style-type: none"> -Keep your voice to the appropriate volume
Dining Hall	<ul style="list-style-type: none"> -Touch only your own food and plate -Report accidents and spills 	<ul style="list-style-type: none"> -Wait patiently in line for food -Throw all garbage away -Listen to all announcements 	<ul style="list-style-type: none"> -Keep area clean -Speak in a moderate volume -Offer empty seats to classmates
Bathroom	<ul style="list-style-type: none"> -Report damaged property or accidents -Wash your hands 	<ul style="list-style-type: none"> -Clean up after yourself -Use the most direct route to the bathroom 	<ul style="list-style-type: none"> -Treat the bathrooms as if they were your own -Minimize your time out of the classroom
Elective Clubs/ Athletics	<ul style="list-style-type: none"> -Use all materials and equipment only as directed -Remain in assigned area 	<ul style="list-style-type: none"> -Get changed quickly and be ready to begin activity (if applicable) -Be prepared with necessary materials and equipment -Try your best and learn from your mistakes 	<ul style="list-style-type: none"> -Show courtesy to instructors and coaches -Use kind and encouraging language towards your classmates and teammates
Departure	<ul style="list-style-type: none"> -Stay on sidewalks and obey light signals -Walk to your next destination with your assigned escort (if applicable) 	<ul style="list-style-type: none"> -Make sure you have all of your belongings when packing your things to depart 	<ul style="list-style-type: none"> -Use positive language and be courteous of others on train, sidewalk, and buses -Be respectful of our community with your words and actions as you commute home in Unity's uniform

Recognizing Positive Student Behavior

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

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

Kindness

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

Students who demonstrate kindness:

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

Integrity

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

Students who demonstrate integrity:

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

Courage

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

Students who demonstrate courage:

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

Awareness

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

Students who demonstrate awareness:

- Solve a conflict calmly and peacefully instead of losing their temper
- Remain calm even when criticized or otherwise provoked
- Pay attention and resist distractions

Initiative

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

Students who demonstrate initiative:

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

Inquiry

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

Students who demonstrate inquiry:

- Show enthusiasm for gaining new knowledge
- Eagerly explore new concepts and ideas
- Actively listen to others' perspectives
- Inspire others to learn

Students may demonstrate Unity's Core Values in many ways in addition to the examples listed above. Staff members will recognize and reinforce the demonstration of these values by offering praise and awarding Unity shout-outs. Students who demonstrate Unity Core Values most frequently will be publicly recognized at celebrations and will be eligible for special events and field trips. Additionally, Unity recognizes students who earn Core Value shout-outs through our band system. The band system has five levels: blue, orange, silver, gold, and black. When a Unity student accumulates the required number of points (summarized in the table below), he or she will be given a colored wristband that entitles him or her to the following privileges:

Core Value Reward Benchmarks

Number of Core Value	Band Color	Examples of Privileges
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Shout-outs		
20 Core Values	Blue	<ul style="list-style-type: none"> Any color footwear every Monday
40 Core Values	Orange	<ul style="list-style-type: none"> Full dress down every Monday
60 Core Values	Silver	<ul style="list-style-type: none"> Full dress down every Monday Autonomy to sit at any table during lunch Extended recess
80 Core Values	Gold	<ul style="list-style-type: none"> Full dress down every Monday Autonomy to sit at any table during lunch Extended recess Priority eligibility for Unity incentives, trips, and event
100 Core Values	Black	<ul style="list-style-type: none"> Full dress down every Monday Autonomy to sit at any table during lunch Extended recess Priority eligibility for Unity incentives, trips, and event Special Unity gear

Levels of Infractions and Corresponding Supports, Interventions, and Consequences

Unity's PBIS system and Core Value system serve to create a safe, responsible, and respectful school culture and learning environment in which students behave because they want to and not merely because they fear punishment. However, we also understand that, as students grow and learn, they sometimes make mistakes.

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

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

Collaborative Problem Solving at Unity

When students do commit infractions of Unity's Code of Conduct, our primary goal is that students learn from their mistakes. We believe that consequences should always be logical and should allow students to consider who was

affected by their actions and what steps they may take to rectify the situation as fairly as possible. We call this process Collaborative Problem Solving because all parties involved will work together to devise a plan: the student who committed the infraction, the 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: Supports and Interventions

Support/Intervention	Description
Parent Family Contact	Communication (by phone, via Jupiter Grades, or in person) with a caregiver, parent(s), or family member to discuss behavior concerns (or acknowledge positive behavior)
Informal Conference	An in-person meeting at Unity between a Unity staff member and a caregiver, parent(s), and/or family member to address a behavior concern(s) and devise a plan of action
Individual Classroom Contract	A written agreement between a staff member and a student and caregiver, parent(s), and/or family member regarding a specific behavior issue or concern
Restorative Practices	Restorative practices include, but are not limited to, the following: <ul style="list-style-type: none"> • Class apologies: student apologies in a classroom setting • Public apologies: student apologies in a grade-level setting (during community meetings) • Restorative circles: a meeting between students and staff members to mediate an issue, resolve a conflict, or promote positive student interactions • Reflective essays: a written assignment in which a student reflects on a particular incident or behavior concern • Restorative projects - a project or assignment, often involving research or community service, to address harm done to the school community • Formal restorative conference: a more formal version of a restorative circle, often involving multiple members of the school community to address a more

	significant behavioral issue or incident
Formal Parent Meeting	An in-person meeting at Unity between a Unity staff member and the grade-level dean and a caregiver, parent(s), and/or family member to address more serious or persistent behavior issues
Dean Contract	A written agreement between a staff member and a student and caregiver, parent(s), and/or family member regarding a more serious or persistent behavior
“Check In, Check Out” (CICO)	An intervention in which students and staff members create a customized plan for monitoring and tracking student behavior on a daily basis
Counseling/Social Skills Development	A short- or long-term support in which students meet with members of Unity’s counseling team in either an individual or small-group setting to address behavior concerns and/or promote student well-being
Behavior Intervention Plan	A more formal intervention designed to teach and reward positive behaviors and prevent and/or stop problem behaviors by focusing on a replacement behavior

Code of Conduct: Levels of Infractions and Consequences

Level 1 Infractions are typically handled by a classroom teacher. The table below summarizes consequences used by teachers in response to Level 1 infractions.

Examples of Level 1 Infractions	Range of Possible Consequences & Supports and Interventions
B01 Unexcused lateness to school (Late Detention; A-E) B02 Dress code violation (A-E) B03 Tardy to class (A-E) B04 Out of location without pass or written permission (A-E) B05 Bringing or using prohibited items (food, drink, gum, candy, etc.) in violation of school policy (A-E) B06 Bringing or using prohibited items (electronics) (A-E) B07 Minor disruption to class or educational process (A-E) B08 Minor horseplay (A-E)	Teacher Led Consequences (“Do It Again,” confiscation of prohibited items, change of seat, loss of privileges, etc.) A. Student/teacher conference B. Parent contact C. Formal meeting with student by appropriate supervisor (e.g., dean, principal) D. Parent conference E. In-school disciplinary action (Lunch Detention, Reflection, Late Detention, Day-Long Reflection for 1-3

<p>B09 Failure to follow staff directions (A-E)</p> <p>B10 Minor violation of Internet Usage Policy (A-E)</p>	<p>days, Formal Restorative Conference or Restorative Practice)</p> <p>Supports and Interventions: Parent Family Contact Informal Conference Restorative Practices</p>
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Examples of Level 2 Infractions	Range of Possible Consequences & Supports and Interventions
<p>B11 Repeated failure to follow staff directions (A-F)</p> <p>B12 Engaging in verbally rude or disrespectful behavior (A-F)</p> <p>B13 Lying to, giving false information to, and/or misleading school personnel (A-F)</p> <p>B14 Misusing property belonging to others (A-F)</p> <p>B15 Engaging in or causing disruptive behavior on the school bus (A-E)</p> <p>B16 Inappropriate use of electronic technology (e.g., unauthorized audio/video recording) (A-F)</p>	<p>A. Student/teacher conference</p> <p>B. Parent contact</p> <p>C. Formal meeting with student by appropriate supervisor (e.g., dean, principal)</p> <p>D. Parent conference</p> <p>E. In-school disciplinary action (Lunch Detention, Reflection, Late Detention, Day-Long Reflection for 1-3 days, Formal Restorative Conference or Restorative Practice)</p> <p>F. Removal from classroom by teacher (suspension can be imposed at 4 or more trimester removals)</p> <p>Supports and Interventions: Parent Family Contact Informal Conference Restorative Practices Formal Parent Meeting Dean Contract “Check In, Check Out” (CICO) Counseling/Social Skills Development Behavior Intervention Plan</p>

Examples of Level 3 Infractions	Range of Possible Consequences& Supports and Interventions
<p>B17 Major disrespect or rude behavior (e.g., using profane, obscene, vulgar, or lewd language, gestures, or behavior) (A-G)</p> <p>B18 Major disruption to class or educational process (A-F)</p> <p>B18 Gambling (A-G)</p>	<p>A. Student/teacher conference</p> <p>B. Parent contact</p> <p>C. Formal meeting with student by appropriate supervisor (e.g., dean, principal)</p> <p>D. Parent conference</p>

<p>B19 Possession of and/or use of matches, lighters, or electronic cigarettes (A-G)</p> <p>B20 Entering/exiting class without permission, including skipping Late Detention or Reflection (A-G)</p> <p>B21 Refusal to follow staff directions in a way that poses a danger to the school community (A-G)</p> <p>B22 Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability (A-I)</p> <p>B23 Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel (e.g., pushing past another person), or throwing an object or spitting at another person (A-G)</p> <p>B24 Engaging in gang-related behavior (e.g., wearing or displaying gang apparel and/or accessories, writing graffiti, making gestures or signs)</p> <p>B25 Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others (A-I, J-L only if there is substantial damage to property requiring extensive repair)</p> <p>B26 Knowingly possessing property belonging to another without authorization (A-I)</p> <p>B27 Major violation of the Internet Use Policy (A-I)</p> <p>B28 Engaging in scholastic dishonesty which includes but is not limited to: a. Cheating (e.g., copying from another's test paper; collaborating with another student during the test, etc.) b. Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, c. Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit) (A-I, J-L only for particularly egregious situations (e.g., where numerous students are involved, where the behavior involves standardized tests or requires invalidation of a test))</p> <p>B32 Posting or distributing libelous material or literature (including posting such material on the Internet) (A-I)</p>	<p>E. In-school disciplinary action (Lunch Detention, Reflection, Late Detention, Day-Long Reflection for 1-3 days, Formal Restorative Conference or Restorative Practice)</p> <p>F. Removal from classroom by teacher (suspension can be imposed at 4 or more trimester removals)</p> <p>G. Principal's suspension for 1-5 days</p> <p>H. Head of School's suspension that results in immediate reinstatement</p> <p>I. Head of School's suspension for 6-10 school days.</p> <p>J. Head of School's suspension for 11-29 school days.</p> <p>K. Head of School's suspension for 30-59 school days (with automatic review at 30 days for suspensions of 39 days or longer)</p> <p>L. Head of School's suspension that results in an extended suspension for 60-90 school days with automatic review every 30 days.</p> <p>O. Disciplinary Review Board Hearing with the possibility of Expulsion</p> <p>Supports and Interventions:</p> <p>Restorative Practices</p> <p>Formal Parent Meeting</p> <p>Dean Contract</p> <p>"Check In, Check Out" (CICO)</p> <p>Counseling/Social Skills Development</p> <p>Behavior Intervention Plan</p>
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Examples of Level 4 Infractions	Range of Possible Consequences & Supports and Interventions
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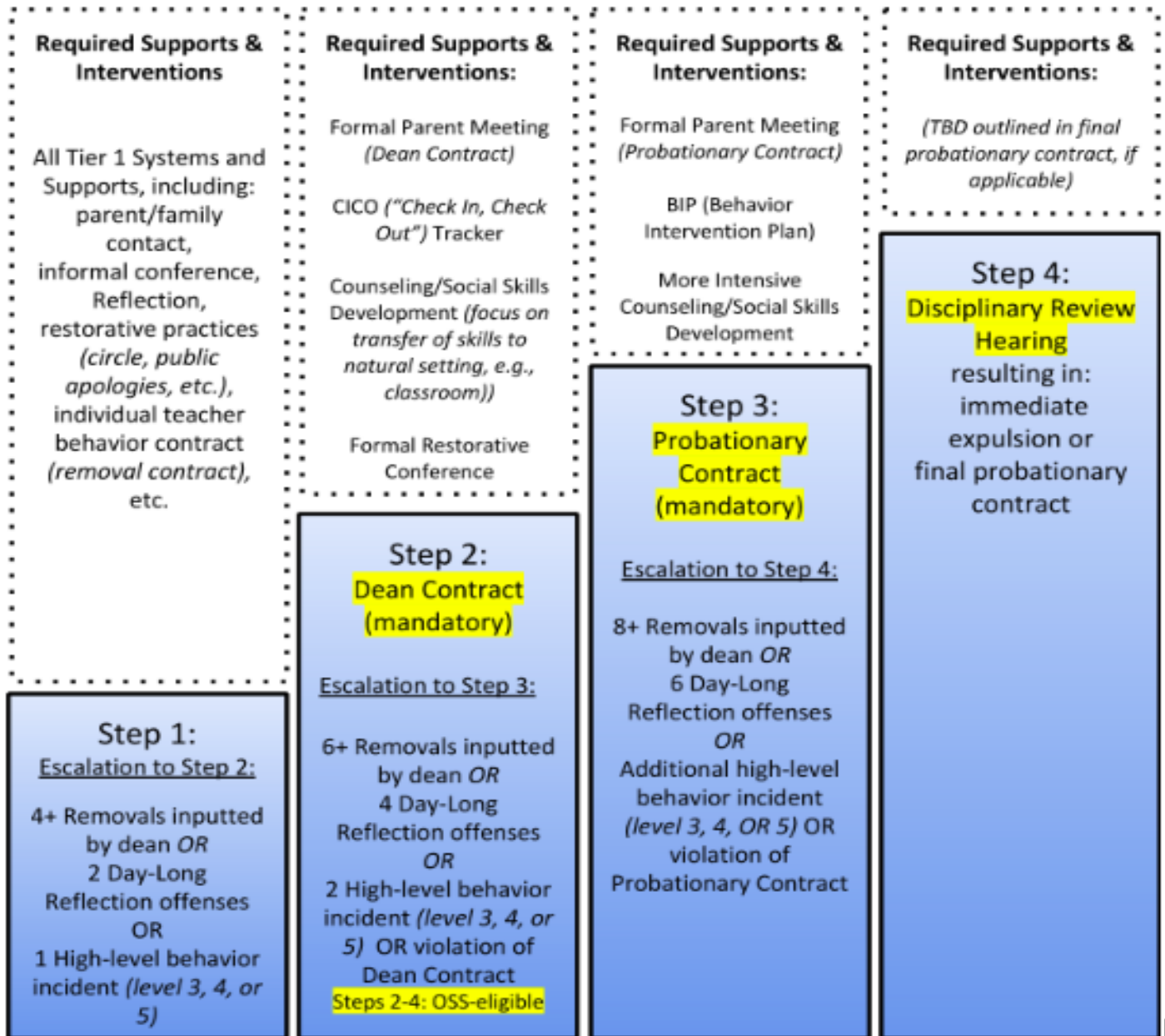
<p>B29 Entering/exiting the school building or campus without permission (D-G)</p> <p>B33 Engaging in sexual conduct on school premises or at school-related functions (D-I)</p> <p>B34 Making sexually suggestive comments, innuendoes, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (e.g., touching, patting, pinching, lewd or indecent public behavior, or sending or posting sexually suggestive messages or images) (D-M)</p> <p>B35 Posting, distributing, displaying, or sharing literature or material containing a threat of violence, injury or harm, or depicting violent actions against or obscene, vulgar or lewd pictures of students or staff, including but not limited to posting such material on the Internet (D-L)</p> <p>B36 Engaging in physically aggressive behavior other than minor altercations as described under B24, which creates a substantial risk of or results in minor injury (D-L)</p> <p>B37 Engaging in an act of coercion or threatening or instigating violence, injury or harm to another or others (D-L)</p> <p>B38 Engaging in or causing disruptive behavior on the school bus which creates a substantial risk of or results in injury. NOTE: Students may also be excluded from the bus. (DL)</p> <p>B39 Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass. (D-N)</p> <p>B41 Possessing or using controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol (D-N)</p> <p>B42 Falsely activating a fire alarm or other disaster alarm (D-L)</p> <p>B43 Making a bomb threat (D-M)</p>	<p>D. Parent Conference</p> <p>E. In-school disciplinary action (e.g., formal restorative conference, exclusion from extracurricular activities or communal lunchtime)</p> <p>F. Removal from classroom by teacher (suspension can be imposed at 4 or more trimester removals)</p> <p>G. Principal's suspension for 1-5 days</p> <p>H. Head of School's suspension that results in immediate reinstatement.</p> <p>I. Head of School's suspension for 6-10 school days.</p> <p>J. Head of School's suspension for 11-29 school days.</p> <p>K. Head of School's suspension for 30-59 school days with automatic review at 30 days for suspensions of 39 days or longer</p> <p>L. Head of School's suspension that results in an extended suspension for 60-90 school days with automatic review every 30 days.</p> <p>M. Head of School's suspension for one year suspension and assignment to an alternative program with automatic review at 90 and 135 days.</p> <p>N. Head of School's suspension that results in a one year suspension and assignment to an alternative program without the opportunity for early reinstatement.</p> <p>O. Disciplinary Review Board Hearing with the possibility of Expulsion</p> <p>Supports and Interventions:</p> <p>Restorative Practices</p> <p>Formal Parent Meeting</p> <p>Dean Contract</p> <p>"Check In, Check Out" (CICO)</p> <p>Counseling/Social Skills Development</p> <p>Behavior Intervention Plan</p>
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<p>B44 Taking or attempting to take property belonging to another or belonging to the school without authorization, without using force or intimidating behavior. (D-L)</p> <p>B45 Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella, or laser pointer) (D-L)</p> <p>B47 Inciting/causing a riot (G-N)</p> <p>B48 Possessing, displaying or selling any weapon as defined in Category II (G-N)</p>	
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Examples of Level 5 Infractions	Range of Possible Consequences & Supports and Interventions
<p>B50 Starting a fire (I-O)</p> <p>B51 Threatening to use or using force to take or attempt to take property belonging to another (I-O)</p> <p>B52 Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents (I-O)</p> <p>B53 Using extreme force against or inflicting or attempting to inflict serious injury upon students or others (I-O)</p> <p>B54 Planning, instigating, or participating with another or others, in an incident of group violence (I-O)</p> <p>B55 Engaging in threatening, dangerous or violent behavior that is gang-related (I-O)</p> <p>B56 Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity (I-O)</p> <p>B57 Selling or distributing illegal drugs or controlled substances and/or alcohol (I-O)</p> <p>B58 Possessing or selling any weapon, other than a firearm, bomb or other explosive, as defined in Category I (I-O)</p> <p>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)</p> <p>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)</p> <p>B61 Using any weapon, other than a firearm, bomb or other explosive, as defined in Category I or II, to inflict</p>	<p>I. Head of School's suspension for 6-10 school days.</p> <p>J. Head of School's suspension for 11-29 school days.</p> <p>K. Head of School's suspension for 30-59 school days with automatic review at 30 days for suspensions of 39 days or longer</p> <p>L. Head of School's suspension that results in an extended suspension for 60-90 school days with automatic review every 30 days.</p> <p>M. Head of School's suspension for one year suspension and assignment to an alternative program with automatic review at 90 and 135 days.</p> <p>N. Head of School's suspension that results in a one year suspension and assignment to an alternative program without the opportunity for early reinstatement.</p> <p>O. Disciplinary Review Board Hearing with the possibility of Expulsion</p> <p>Supports and Interventions:</p> <p>Restorative Practices</p> <p>Formal Parent Meeting</p> <p>Dean Contract</p> <p>"Check In, Check Out" (CICO)</p> <p>Counseling/Social Skills Development</p> <p>Behavior Intervention Plan</p>

injury upon school personnel, students, or others (I-O)
 B62 Possessing or using a firearm, or bomb or other
 explosive, as defined in Category I (M-O)

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



Deans' Lunch Detention

Deans' Lunch 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, meet with their grade-level dean or other admin during lunch to address these concerns. Students report to Deans' Detention immediately after their last class before lunch.

Late Detention

Arriving at school on time is essential to a student's success as well as his or her ability to participate fully in our academic program. Late detention is assigned when a student arrives at school at any time after 7:30am. During Late Detention, students meet with the dean on duty to reflect on and discuss incidences of tardiness to school. Late Detention, like Reflection, is held every day of the week. See the summary table below for more information.

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. An automated phone call will also be made 1 hour prior to dismissal to the households of these students to notify parents/guardians that their child is required to stay after school. Dismissal times are approximate because the length of the Reflection time can vary based on the nature of the infraction, the student's ability to reflect meaningfully, and other factors. See the summary table below for more information.

Late Detention & Reflection	Days	Times
	Mondays, Tuesdays, and Thursdays	3:40pm ~ 4:00pm
	Wednesday	1:20pm ~ 1:40pm
	Fridays	3:40pm ~ 4:00pm

Please note that all students are required to attend Reflection and Late Detention when assigned. Skipping Late Detention or Reflection or arriving late without permission from a Unity staff member are significant violations of Unity's Code of Conduct. All decisions regarding rescheduling or postponing a Reflection or Detention will be made by Unity's Deans of Students. In the event that a student has a medical appointment that conflicts with the serving of Reflection on

a specific day, documentation must be presented when the student arrives at school the next day. Documentation is typically in the form of a note from the office of the medical practitioner and must be on official letterhead.

Skiping Detention/Reflection

Consequences help us ensure the safety and wellbeing of each individual child as well as well as the entire school community. Parents and scholars should understand that making up work or serving consequences outside of regular school hours is part of the regular program of the school. Accordingly, Unity requires cooperation from all parents and families to ensure that each scholar gets the help he/she needs to succeed. If scholars make poor choices, we employ developmentally appropriate consequences such as required attendance at Reflection.

Any students who skip Reflection or Late Detention, arrives late, or is sent home early from for behavior issues must make up the missed Reflection in addition to serving a lunch detention. Repeatedly skipping Reflection or Late Detention will lead to a mandatory parent meeting and being assigned to Day-Long Reflection, in addition to other consequences.

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 consequence that is assigned when a student exhibits behavior that is significantly unsafe, disrespectful, or irresponsible.

During Day-Long Reflection, students 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 and are typically accompanied by one of Unity's deans for a majority of 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 and an additional day or days or DLR.

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. 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 allows 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 (Level 3 and above) or a persistent pattern of significantly disruptive or unsafe behavior (Level 2 and Level 3) to the school community may lead to a student's serving an out-of-school suspension. The decision to recommend the suspension of a student out-of-school is made by Unity's Head of School or 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 (DRB) 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 Head of School.

Discipline Policy for Students with Individualized Education Programs (IEPs)

Unity is committed to creating a supportive learning community that implements the PBIS framework. We believe our discipline model ensures that all students, including students with disabilities (SWDs) or 504 plans, have the support and guidance to become contributing members of a safe learning environment. SWDs are generally held to the same standards as general education students and are offered the same supports and interventions within the PBIS framework. However, if a SWD's behavior significantly impedes the learning of the student or others, an individualized behavior support plan (BSP) is created. 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 a student is found guilty of an offense that warrants long-term suspension, Unity will work with the CSE to transfer the student to an interim alternative educational setting.

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

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

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
<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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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*

VIII. Student Health & Safety

Emergency and Evacuation Procedures

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

Health Staff

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

Students may visit the nurse in the school’s health office if they become ill during the school day, injure themselves, or have a health-related question. Students needing basic care after-school or when the nurse is not available may receive

assistance from other Unity staff.

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

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

In all cases, students who do not have the proper immunizations and have not been provided a religious exemption by Unity's Head of School will be denied access to Unity until the immunizations are administered and proof of such immunizations is provided to Unity 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 2018-19 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 by the staff member who is supervising the student at that time. If the accident occurs in a common space, deans or operations staff will assume responsibility for completing the necessary documentation in the form of an incident report. The nurse or Unity staff will contact the parent or guardian; in the event that the parent or guardian cannot be reached, the nurse will send a report home with the student. In emergencies, Unity staff will notify the people indicated on a child's Emergency Contact form, as well as law enforcement office or emergency medical personnel, as necessary or in the best judgment of the school nurse and/or Unity staff. In any emergency, Unity's absolute priority will be to first attend to the emergency and ensure the safety and health of the child or children involved in the incident, then secure the surrounding area to address the unsafe conditions, and then contact parents, guardians, and/or emergency contacts.

Medical Dismissal

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

parents/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.

Counseling and Mental Health Services

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

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

Mandated Reporting of Abuse

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

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

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

Threats to Self and to Others

If a student threatens her or his own life or the life of someone else, this will be brought immediately to the attention of Unity's Social Workers or School Counselors. If the Social Workers or School Counselors feel that the child is in imminent danger, the parent will be contacted and, for the child's well-being, a psychological evaluation will be required before the child can return to school. When a student exhibits potentially suicidal behavior and the parent refuses to cooperate with the school or to take alternative preventive measures, the Social Worker or Counselor must report this information immediately to the Administration for Children's Services (ACS).

Search and Seizure

To ensure the safety of students and staff, Unity maintains the right to search students and their property if there is reason to believe a school rule or state law has been violated. To that end, school administrators may search students' storage-area, student coats, person, backpack, or other personal belongings. Classroom closets and supply rooms are

the property of Unity and no student shall store any belongings in these locations without express consent from Unity staff. Storage of personal items in Unity property does not guarantee or provide any expectation of privacy.

IX. Student Privacy and Records

Access to Student Records

Except for Unity health personnel and local and state health department personnel, no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent of the student whose records are being requested. Any person, except for Unity staff and specific local or state health department personnel, who request access to student records must follow Unity's FERPA policy and records request protocol. Please see Appendix 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;

- o Specified officials for audit or evaluation purposes;
- o Appropriate parties in connection with financial aid to a student;
- o Accrediting organizations;
- o Organizations conducting certain studies for or on behalf of the school;
- o Accrediting organizations;
- 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.

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 Operations Manager 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 Operations Manager who serves as the school's Records Access Officer.

Parent's Right to Know

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

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

Unity shall provide to each individual parent/guardian:

- Information on the child's level of achievement in each of the state academic assessments as required under

Title I

- Timely notice that the child has been taught for four or more consecutive weeks by a teacher who does not meet highly qualified requirements

Appendix A: Computer and Network Use Policy

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

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

Activities not Allowed on Unity's Computer Network

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

Use of School Computers

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

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 or staff member with whom the student is comfortable speaking. Any student who is subject to retaliation, or who knows of another student who has been subject to retaliation, is urged to report it as soon as possible. Students who knowingly make false accusations of bullying or retaliation will be subject to disciplinary action.

A parent or guardian of a student who has witnessed or otherwise has relevant information about bullying or cyber-bullying is strongly urged to promptly notify the 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 two ways:

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

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

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

1. Inflicts physical or emotional harm on the victim or damages the ^{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. Cyber-bullying includes but is not limited to:

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

Bullying and Cyber-bullying are prohibited:

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

Appendix C: Non-Discrimination and Complaint Policies

Non-Discrimination Policy

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

Complaint Policy

Any individual or group may bring a complaint to Unity's Board of Trustees alleging a violation of the provisions of Article 56 of the Education law (i.e., the New York State Charter Schools Act), the school's charter, or any other provision of law relating to the management or operation of the charter school.

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

1. Contact either (or both) of the Middle School Co-Principals to issue the complaint: cburns@unityprep.org or mgaines@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 last page of this Handbook, I do hereby consent to my child's participation in field trips and field lessons that have been scheduled for the 2017-2018 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;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

The school may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, the school must tell parents/guardians and eligible students about directory information and allow parents/guardians and eligible students a

reasonable amount of time to request that the school not disclose directory information about them. The school shall have the authority to redact portions of a student's educational record, and may do so prior to disclosure of the record by making a photocopy from which the proper redactions are made. If you wish to keep your child's directory information confidential, please notify Unity Preparatory Charter School of Brooklyn's (Unity) 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 therefore and advise the requestor of the right to appeal to the Head of School. The appeal shall be addressed to:

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

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

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;

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.

- 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	

Student & Family Acceptance of Terms as Outlined in the Student & Family Handbook for the 2019–2020 School Year

Parent/Guardian and Student Acceptance of Terms

My signature below indicates that:

- I acknowledge that I have received, read, and support Unity Preparatory Charter School of Brooklyn's (Unity) Student & Family Handbook and its policies.
- I acknowledge that I have received, read, and support Unity's Community Pledge on the following page. I understand that I am expected to fulfill the commitments outlined in the Pledge and will do my best in fulfilling all commitments listed.
- I acknowledge that I have read the section of the Unity Student & Family Handbook regarding the Anti-Bullying Laws and I understand that this law will be strictly enforced at Unity.
- I acknowledge that I have read the section of the Unity Student & Family Handbook regarding the Family Educational Rights and Privacy Act (FERPA) and the procedures for accessing, amending, and appealing my child's school records once he/she is age 18 or over.
- I acknowledge that I have read and agree with the section of the Unity Student & Family Handbook regarding field trips and trips outside of the school building.
- I have received a copy of Unity's FERPA policy, Unity's Procedure for Accessing Student Records, and Unity's Procedure to Amend or Appeal Student Records.

This signature page must be signed and returned to the student's advisor no later than September 12th, 2019.

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

Today's Date: _____

Student Name (please print): _____

Student Signature: _____

Parent/Guardian Name (please print): _____

Parent/Guardian Signature: _____

Parent/Guardian Phone (day): _____ (evening): _____

Community Pledge of Unity Preparatory Charter School of Brooklyn, 2019-2020

Teachers & Staff	Students	Parents & Families
<p>In order to empower all of our students as scholars and citizens, I commit to the following:</p> <ul style="list-style-type: none"> • I will model excellent attendance and punctuality for my students by being present and on time for all my responsibilities. • I will prepare rigorous and engaging lessons that will make my classroom a challenging but exciting place to learn. • I will dedicate my time and attention to any student who needs it, either for extra help, support, or for greater challenge. • I will work as hard as I can and do whatever it takes for our students to learn and succeed. • I will be clear with my expectations and hold students accountable to all of Unity's rules and policies. • I will communicate proactively and make myself available to scholars and parents by phone, email/Jupiter, and in person and respond promptly to any concerns (with 24 hours on weekdays; 48 hours on weekends) • I will communicate respectfully and professionally with students, parents, and families at all times. • I will protect the safety, interests, and rights of all members of our community at all times. 	<p>In order to be empowered as both a scholar and a citizen, I commit to the following:</p> <ul style="list-style-type: none"> • I will attend school each day and arrive on time to make the most of each day of learning. • I will come to school in uniform with all the materials I need to be successful in school. • I will do my very best to respect Unity's rules and policies. • I will participate in tutoring sessions, detentions, and reflections whenever assigned or as necessary. • I will accept responsibility for any mistakes I make and do what it takes to make things right. • I will do my very best to represent Unity's Core Values--inquiry, initiative, integrity, awareness, kindness, and courage--in everything I do. • I will respect the safety, interests, and rights of all members of our community at all times. 	<p>In order to empower my child as both a scholar and a citizen, I fully commit to the following:</p> <ul style="list-style-type: none"> • I will ensure that our child comes to school each day, on time, in uniform, and with all the necessary materials. • I will make arrangements so that our child can attend required school activities. • I will provide current and accurate contact information and any documentation required of us by the school. • I will respond promptly to calls from the school and attend in-person meetings when requested by Unity staff. • I will communicate respectfully with teachers, staff, and other members of our school community at all times. • I will attend: <ul style="list-style-type: none"> • Curriculum Night (<i>September 12th</i>) • Winter and Spring Report Card Nights (<i>December 12th-13th; March 12th-13th</i>) • Roundtable Presentations (<i>the week of June 17th</i>) • At least 3 Family & Community Partnership Association (FCPA) meetings or events • I will do whatever it takes for our scholar to learn and succeed. • I will support the rules and policies in Unity's Student and Family Handbook. • I will support the school in protecting the safety, interests, and rights of all members of our community at all times.

DATE: _____	GRADE (circle one): 6 7 8
STUDENT Full Name: _____	PARENT/GUARDIAN Full Name: _____