



# UNITY

PREPARATORY  
CHARTER SCHOOL  
of BROOKLYN

## Student & Family Handbook 2025 - 2026

*Providing all students with an exceptional, college-preparatory education  
that empowers them to lead fulfilling lives*

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Dear Unity Families,

Unity Preparatory Charter School of Brooklyn (Unity) is excited to welcome students and families for the 2025-2026 school year!

As a community-centered school, Unity prioritizes strong family partnerships to ensure students receive the best possible educational experience at school.

A key resource in fostering this collaboration is our Student & Family Handbook, which outlines essential policies, practices, and expectations for the school year. This handbook serves as a guide for families, helping them navigate Unity's policies while emphasizing our shared responsibility in creating a supportive and enriching learning environment. To ensure alignment between students, parents/guardians, and the school, all families are required to review and acknowledge the handbook, including the Community Pledge, reinforcing our collective commitment to student success.

Unity remains dedicated to maintaining open communication and transparency, keeping families informed of any updates to policies, federal and state regulations, and school practices. Should any questions arise, families are encouraged to reach out to their child's advisor or school administrators for support.

As we embark on this new academic year together, we look forward to strengthening our partnership with families, empowering our students, and upholding Unity's mission to prepare them for fulfilling lives.

In unity,

Joshua Beauregard  
Executive Director & Co-founder

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## SECTION 1: GENERAL POLICIES AND INFORMATION

### Mission & 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 500 students in grades 6-12. 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:

1. **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 take part in Unity's AP for All programming at the high school level and to succeed in their postsecondary studies
2. **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
3. **More Time for Learning:** extended hours for academic enrichment and extracurricular activities that deepen learning and engagement, accelerate academic growth, and expose students to new pursuits
4. **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 school and high school

5. **Ample Enrichment Courses and Extra-Curricular Activities:** enrichment courses in the 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
6. **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 modeling the behaviors that contribute to a positive and productive learning environment and developing socio-emotional skills needed to be successful, including how to manage emotions, reduce stress, make healthy decisions, and learn from one’s mistakes
7. **Active Family and 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

## Academic Program Overview

### 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 supported in and 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 That Couples High Expectations with High Support:** Unity students experience a rigorous curriculum and instruction that provides appropriate levels of support and challenge for all ability levels.

### Report Cards and Progress Reports

Unity issues report cards at the end of each quarter in October, January, April, and June. Report cards include the student’s grades and comments regarding the student’s academic progress from each teacher. The dates of the school’s family/teacher conferences correspond with the dates in which the first and third quarter report cards are made available.

Beyond report cards, students and families are encouraged to stay informed of student progress frequently by using Jupiter grades ([login.JupiterEd.com](https://login.JupiterEd.com)), 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 their studies.





**Vacation Work**

To support continued academic growth, Unity teachers may assign homework over school vacations. If assigned, this work is mandatory and must be completed in full. Assignments will typically be distributed the day before the break begins and, unless otherwise noted, are due on the day students return to school.

**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).

**Supports for Promoting Academic Success**

To ensure that all students meet learning standards and are able to demonstrate essential skills and knowledge, Unity offers a variety 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 support 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 periodically. 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. To best support students with Individualized Education Programs (IEPs), Unity offers Integrated Co-Teaching (ICT) classes, where a content area teacher and a learning specialist collaborate to deliver instruction in the same classroom. In addition, students may receive Special Education Teacher Support Services (SETSS) in ELA and math from a learning specialist during the school day. Students who qualify for related services—such as counseling, speech and language therapy, or occupational therapy—will receive those services from providers either on staff or contracted through the Department of Education's Committee on Special Education (CSE).

**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. Entering, Emerging, or Transitioning ELLs receive pull-out small group instruction, while Entering-Expanding ELLs receive push-in content support.

### 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. In addition, 8th grade students who are academically prepared for advanced coursework may enroll in high school Regents courses for Algebra I and Earth Science. 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.

### **School Culture**

#### 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 subscribe to a well-established 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, kind, and ready 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 in the school environment:
  - Review your child’s grades, behavior records, and school communication on Jupiter at least weekly
  - Participate in any and all meetings as requested by Unity staff members
  - Sign up for volunteer opportunities

- Support with teaching and reinforcement of expectations in home and community settings by creating your own expectations and rules matrix (like the matrix provided below) at home for homework time, television use, dinner time, etc.
- 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 their learning, including but not limited to Roundtables
- **Teacher Role:** A teacher’s primary role is to educate and champion students’ success. 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: 3B’s

At Unity, we use the PBIS (Positive Behavioral Interventions and Supports) framework to create a safe, supportive, and inclusive learning environment. Our 3B’s are the foundation of our student culture and guide how we treat one another every day:

- **Be Safe** – We make choices that protect ourselves and others, both physically and emotionally.
- **Be Kind** – We treat everyone with respect, empathy, and care—our words and actions matter.
- **Be Ready** – We come to school prepared to learn, contribute, and grow—on time and with a positive mindset.

These universal expectations are taught, modeled, and reinforced across all settings—from classrooms to hallways to extracurricular activities—so that every student knows what it means to be a valued and responsible member of the Unity community.

### Recognizing Positive Student Behavior

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

One way in which Unity recognizes students each quarter is by celebrating students who achieve Honor Roll or excellence in a specific subject. PRIDE values (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.

PROGRESS	RESPECT FOR ALL	INTEGRITY	DISCOVERY	EMPATHY
Making positive change, improvement, or growth for yourself or others.	Treating 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.	Doing what is right, honest, and true. In the face of difficult decisions; choosing the harder right over the easier wrong.	Seeking or uncovering new knowledge or information; showing a commitment to learning, curiosity, and deepening their understanding.	Understanding the feelings of others;
Students who demonstrate progress: <ul style="list-style-type: none"> <li>work to improve and reach their goals</li> <li>show a commitment to getting better or growing in different areas of their lives</li> <li>take the initiative in order to make our school community and our world a better place to be</li> </ul>	Students who demonstrate respect for all: <ul style="list-style-type: none"> <li>respect the feelings of others, particularly those who may be different from them</li> <li>are polite and kind to all member of the Unity community</li> <li>stand up for or include students who may feel left out or need help</li> </ul>	Students who demonstrate integrity: <ul style="list-style-type: none"> <li>are truthful and trustworthy</li> <li>take responsibility for their words and their actions</li> </ul>	Students who demonstrate discovery: <ul style="list-style-type: none"> <li>loving learning</li> <li>being curious about the world around you</li> <li>asking questions</li> </ul>	Students who demonstrate empathy: <ul style="list-style-type: none"> <li>pay attention to how others feel</li> <li>put themselves in other people's shoes</li> <li>check on other people and ask: how are you doing? can I help you?</li> </ul>

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 Core Value 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. When a Unity student accumulates the required number of points, he or she will be given a colored wristband that entitles him or her to different rewards and privileges

### 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 B).

### 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"> <li>• Class apologies: student apologies in a classroom setting</li> <li>• Public apologies: student apologies in a grade-level setting (during community meetings)</li> <li>• Restorative circles: a meeting between students and staff members to mediate an issue, resolve a conflict, or promote positive student interactions</li> <li>• Reflective essays: a written assignment in which a student reflects on a particular incident or behavior concern</li> <li>• Restorative projects - a project or assignment, often involving research or community service, to address harm done to the school community</li> <li>• 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</li> </ul>
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

### 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.

Level 1 Infractions	Range of Possible Consequences & Supports and Interventions
<b>B01</b> Unexcused lateness to school (Late Detention; A-E) <b>B02</b> Dress code violation (A-E) <b>B03</b> Tardy to class (A-E) <b>B04</b> Out of location without pass or written permission (A-E) <b>B05</b> Bringing or using prohibited items (food, drink, gum, candy, etc.) in violation of school policy (A-E) <b>B06</b> Bringing or using prohibited items (electronics) (A-E) <b>B07</b> Minor disruption to class or educational process (A-E) <b>B08</b> Minor horseplay (A-E) <b>B09</b> Failure to follow staff directions (A-E) <b>B10</b> Minor violation of Internet Usage Policy (A-E)	<b>Teacher Led Consequences:</b> ("Do It Again," confiscation of prohibited items, change of seat, loss of privileges, etc.)  <b>A.</b> Student/teacher conference <b>B.</b> Parent contact <b>C.</b> Formal meeting with student by appropriate supervisor (e.g., dean, principal) <b>D.</b> Parent conference <b>E.</b> In-school disciplinary action (Lunch Detention, Reflection, Late Detention, Day-Long Reflection for 1-3 days, Formal Restorative Conference or Restorative Practice)  <b>Supports and Interventions:</b> <ul style="list-style-type: none"> <li>● Parent Family Contact</li> <li>● Informal Conference</li> <li>● Restorative Practices</li> </ul>

Level 2 Infractions	Range of Possible Consequences & Supports and Interventions
<b>B11</b> Repeated failure to follow staff directions (A-F) <b>B12</b> Engaging in verbally rude or disrespectful behavior (A-F) <b>B13</b> Lying to, giving false information to, and/or misleading school personnel (A-F) <b>B14</b> Misusing property belonging to others (A-F)	<b>A.</b> Student/teacher conference <b>B.</b> Parent contact <b>C.</b> Formal meeting with student by appropriate supervisor (e.g., dean, principal) <b>D.</b> Parent conference <b>E.</b> In-school disciplinary action (Lunch Detention, Reflection, Late Detention, Day-Long Reflection for 1-3 days, Formal

<p><b>B15</b> Engaging in or causing disruptive behavior on the school bus (A-E)</p> <p><b>B16</b> Inappropriate use of electronic technology (e.g., unauthorized audio/video recording) (A-F)</p>	<p>Restorative Conference or Restorative Practice)</p> <p><b>F.</b> Removal from classroom by teacher (suspension can be imposed at 4 or more quarter removals)</p> <p><b>Supports and Interventions:</b></p> <ul style="list-style-type: none"> <li>• Parent Family Contact</li> <li>• Informal Conference</li> <li>• Restorative Practices</li> <li>• Formal Parent Meeting</li> <li>• Dean Contract</li> <li>• “Check In, Check Out” (CICO)</li> <li>• Counseling/Social Skills Development</li> <li>• Behavior Intervention Plan</li> </ul>
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Level 3 Infractions	Range of Possible Consequences & Supports and Interventions
<p><b>B17</b> Major disrespect or rude behavior (e.g., using profane, obscene, vulgar, or lewd language, gestures, or behavior) (A-G)</p> <p><b>B18</b> Major disruption to class or educational process (A-F)</p> <p><b>B18</b> Gambling (A-G)</p> <p><b>B19</b> Possession of and/or use of matches, lighters, or electronic cigarettes (A-G)</p> <p><b>B20</b> Entering/exiting class without permission, including skipping Late Detention or Reflection (A-G)</p> <p><b>B21</b> Refusal to follow staff directions in a way that poses a danger to the school community (A-G)</p> <p><b>B22</b> 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><b>B23</b> 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><b>B24</b> Engaging in gang-related behavior (e.g., wearing or displaying gang apparel and/or accessories, writing graffiti, making gestures or signs)</p> <p><b>B25</b> 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><b>B26</b> Knowingly possessing property belonging to another without authorization (A-I)</p>	<p><b>A.</b> Student/teacher conference</p> <p><b>B.</b> Parent contact</p> <p><b>C.</b> Formal meeting with student by appropriate supervisor (e.g., dean, principal)</p> <p><b>D.</b> Parent conference</p> <p><b>E.</b> In-school disciplinary action (Lunch Detention, Reflection, Late Detention, Day-Long Reflection for 1-3 days, Formal Restorative Conference or Restorative Practice)</p> <p><b>F.</b> Removal from classroom by teacher (suspension can be imposed at 4 or more quarter removals)</p> <p><b>G.</b> Principal's suspension for 1-5 days</p> <p><b>H.</b> Executive Director's suspension that results in immediate reinstatement</p> <p><b>I.</b> Executive Director's suspension for 6-10 school days.</p> <p><b>J.</b> Executive Director's suspension for 11-29 school days.</p> <p><b>K.</b> Executive Director's suspension for 30-59 school days (with automatic review at 30 days for suspensions of 39 days or longer)</p> <p><b>L.</b> Executive Director's suspension that results in an extended suspension for 60-90 school days with automatic review every 30 days.</p> <p><b>Supports and Interventions:</b></p> <ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Formal Parent Meeting</li> <li>• Dean Contract</li> </ul>

<p><b>B27</b> Major violation of the Internet Use Policy (A-I)</p> <p><b>B28</b> Engaging in scholastic dishonesty which includes but is not limited to:  a. <u>Cheating</u> (e.g., copying from another’s test paper; collaborating with another student during the test, etc.)  b. <u>Plagiarizing</u> (appropriating another’s work and using it as one’s own for credit without the required citation and attribution,  c. <u>Colluding</u> (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><b>B32</b> Posting or distributing libelous material or literature (including posting such material on the Internet) (A-I)</p>	<ul style="list-style-type: none"> <li>• “Check In, Check Out” (CICO)</li> <li>• Counseling/Social Skills Development</li> <li>• Behavior Intervention Plan</li> </ul>
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Level 4 Infractions	Range of Possible Consequences & Supports and Interventions
<p><b>B29</b> Entering/exiting the school building or campus without permission (D-G)</p> <p><b>B33</b> Engaging in sexual conduct on school premises or at school-related functions (D-I)</p> <p><b>B34</b> 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><b>B35</b> 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><b>B36</b> 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><b>B37</b> Engaging in an act of coercion or threatening or instigating violence, injury or harm to another or others (D-L)</p> <p><b>B38</b> 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. (D-L)</p> <p><b>B39</b> 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</p>	<p><b>D.</b> Parent Conference</p> <p><b>E.</b> In-school disciplinary action (e.g., formal restorative conference, exclusion from extracurricular activities or communal lunchtime)</p> <p><b>F.</b> Removal from classroom by teacher (suspension can be imposed at 4 or more quarter removals)</p> <p><b>G.</b> Principal’s suspension for 1-5 days</p> <p><b>H.</b> Executive Director’s suspension that results in immediate reinstatement.</p> <p><b>I.</b> Executive Director’s suspension for 6-10 school days.</p> <p><b>J.</b> Executive Director’s suspension for 11-29 school days.</p> <p><b>K.</b> Executive Director’s suspension for 30-59 school days with automatic review at 30 days for suspensions of 39 days or longer</p> <p><b>L.</b> Executive Director’s suspension that results in an extended suspension for 60-90 school days with automatic review every 30 days.</p> <p><b>M.</b> Executive Director’s suspension for one year suspension and assignment to an alternative program with automatic review at 90 and 135 days.</p> <p><b>N.</b> Executive Director’s suspension that results in a one year suspension and assignment to an alternative program without the opportunity for early reinstatement.</p> <p><b>O.</b> Expulsion</p> <p><b>Supports and Interventions:</b></p> <ul style="list-style-type: none"> <li>• Restorative Practices</li> </ul>



<p>humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass. (D-O)</p> <p><b>B41</b> Possessing or using controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol (D-O)</p> <p><b>B42</b> Falsely activating a fire alarm or other disaster alarm (D-L)</p> <p><b>B43</b> Making a bomb threat (D-M)</p> <p><b>B44</b> 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><b>B45</b> 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><b>B47</b> Inciting/causing a riot (G-N)</p> <p><b>B48</b> Possessing, displaying or selling any weapon as defined in Category II (G-N)</p>	<ul style="list-style-type: none"> <li>• Formal Parent Meeting</li> <li>• Dean Contract</li> <li>• “Check In, Check Out” (CICO)</li> <li>• Counseling/Social Skills Development</li> <li>• Behavior Intervention Plan</li> </ul>
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Level 5 Infractions	Range of Possible Consequences & Supports and Interventions
<p><b>B50</b> Starting a fire (I-O)</p> <p><b>B51</b> Threatening to use or using force to take or attempt to take property belonging to another (I-O)</p> <p><b>B52</b> Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents (I-O)</p> <p><b>B53</b> Using extreme force against or inflicting or attempting to inflict serious injury upon students or others (I-O)</p> <p><b>B54</b> Planning, instigating, or participating with another or others, in an incident of group violence (I-O)</p> <p><b>B55</b> Engaging in threatening, dangerous or violent behavior that is gang-related (I-O)</p> <p><b>B56</b> Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity (I-O)</p> <p><b>B57</b> Selling or distributing illegal drugs or controlled substances and/or alcohol (I-O)</p> <p><b>B58</b> Possessing or selling any weapon, other than a firearm, bomb or other explosive (I-O)</p>	<p><b>I.</b> Executive Director's suspension for 6-10 school days.</p> <p><b>J.</b> Executive Director's suspension for 11-29 school days.</p> <p><b>K.</b> Executive Director's suspension for 30-59 school days with automatic review at 30 days for suspensions of 39 days or longer</p> <p><b>L.</b> Executive Director's suspension that results in an extended suspension for 60-90 school days with automatic review every 30 days.</p> <p><b>M.</b> Executive Director's suspension for one year suspension and assignment to an alternative program with automatic review at 90 and 135 days.</p> <p><b>N.</b> Executive Director's suspension that results in a one year suspension and assignment to an alternative program without the opportunity for early reinstatement.</p> <p><b>O.</b> Expulsion</p> <p><b>Supports and Interventions:</b></p> <ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Formal Parent Meeting</li> <li>• Dean Contract</li> <li>• “Check In, Check Out” (CICO)</li> </ul>

<p><b>B59</b> Using any weapon to threaten or to attempt to inflict injury upon school personnel, students, or others (I-O)</p> <p><b>B60</b> Using any weapon, other than a firearm, bomb or other explosive, to threaten or to attempt to inflict injury upon school personnel, students, or others (I-O)</p> <p><b>B61</b> Using any weapon, other than a firearm, bomb or other explosive to inflict injury upon school personnel, students, or others (I-O)</p> <p><b>B62</b> Possessing or using a firearm, or bomb or other explosive (M-O)</p>	<ul style="list-style-type: none"> <li>● Counseling/Social Skills Development</li> <li>● Behavior Intervention Plan</li> </ul>
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See below for detailed information on Unity's out-of-school suspension and expulsion policies.

### Lunch Reflection/Detention

Lunch Reflection/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 teacher, grade-level dean, or other admin during lunch to address these concerns. Students report to Lunch Reflection/Detention immediately after their last class before lunch.

### Tardy Reflection/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. Tardy Reflection/Detention is assigned when a student arrives late to school. The students meet with the dean on duty to reflect on and discuss incidences of tardiness to school.

### Reflection

Reflection exists in order for students to participate in the Collaborative Problem Solving process. 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 alert will also be sent 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.

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 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.

### 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 report to school at the usual hours and are supported in completing all assignments from class. 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 of DLR.

When serving Day-Long Reflection, students also complete a reflective essay and they meet with one of the Deans, Principal, or 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.

### Principal's 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 serving an out-of-school suspension. The decision to recommend the suspension of a student out-of-school is made by Unity's Executive Director 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 their 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 will be scheduled to take place before the student returns to class. The purpose of this conference is threefold: 1. to clearly address the issue that led to the suspension; 2. to identify additional interventions and next steps to repair any damage done to the community (see Appendix B for details on Unity's Complaint Policy), and 3. to implement support for the student that empowers her/him to improve their behavior.

Short-term suspensions amount to up to 5 days. Long term suspensions amount to more than 5 days. Notably, permanent suspensions or expulsions are an extreme penalty that is reserved for extraordinary circumstances, such as where a student exhibits an alarming disregard to the safety of others and where it is necessary to safeguard the well-being of other students.

Parents/guardians have the right to appeal suspensions. Appeals of suspensions may be filed by a student, a parent or by a representative acting on his/her/their behalf. All appeals must be in writing and must set forth the grounds for the appeal and the relief requested. Appeals should be filed to the Executive Director within ten(10) school days of the effective date of the suspension. Where a student files an appeal of a suspension with the Executive Director, the principal must file a statement which sets forth the grounds for his/her suspension decision within five school days of the filing of the appeal and include any relevant records. (The suspension decision may suffice as the principal's statement.). The Executive Director shall decide an appeal of a principal's suspension on the basis of the appellant's written statement and the statement filed by the principal. The Executive Director shall issue a written statement of the basis for the decision within five (5) school days following the completed filing of the appeal record. If the Executive Director finds that the suspension was not justified, the student must be returned to school immediately, and all records pertaining to the suspension and the proceedings related to it expunged from the student's record.

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 in all academic subjects. Students will be provided with at least 2 hours of alternative instruction beginning the first full day that the student is suspended. Students with disabilities (SWDs) will also be given the full opportunity to complete assignments and master curriculum. After the 10th day of a suspension that does not constitute a change in placement, SWDs will also be provided alternative instruction that enables them to progress in the general curriculum and in achieving the goals of their IEP including mandated services (FAPE). 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.

### Impartial Hearing

Unity's Impartial Hearing is made up of school leaders, deans, and staff/teacher volunteers. These hearings must take place when the school is seeking an Executive Director Suspension or Expulsion (Consequences H-O). They may also take place when a student's behavior has become a repeated concern for the school community. A committee of staff/teacher volunteers with no connection to or knowledge of the incident in question is assembled. At the Impartial Hearing, a student has the right to present evidence and witnesses on their behalf and to question the school's witnesses. A student also has the right to be accompanied by a parent and/or representative. After hearing evidence, examining academic, behavioral, and attendance data, and hearing from students and family members, the Impartial Hearing committee makes a recommendation to the Executive Director regarding what consequences should be handed down. The final decision, including the decision to expel a student from Unity, is made by the Executive Director.

### Discipline Policy for Students with Disabilities

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 or students presumed to have a disability (collectively, 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 except that SWDs will continue to receive services during any supports and interventions to the extent required under federal law and regulations, and such services may be provided in an interim alternative educational setting. 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 individualized education programs (IEPs) do not include any specific disciplinary guidelines are disciplined in accordance with the standard Unity Discipline Policy except that SWDs will continue to receive services during any supports and interventions to the extent required under federal law and regulations, and such services may be provided in an interim alternative educational setting. For such students, if parents/guardians request a hearing regarding a disciplinary action the student will be referred to the CSE for a Manifestation Determination Review (MDR) to determine the relationship between the behavior and the student's disability. In the event a manifestation determination review (MDR) determines that the conduct of a student with a disability is attributable to that disability, the student will immediately be permitted to return to the school, in lieu of beginning or completing the period of suspension. 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 would be suspended for more than 10 consecutive school days in a single academic year; more than 10 aggregate school days in a single academic year; 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. As stated above, in the event a manifestation determination review (MDR) determines that the conduct of a student with a disability is attributable to that disability, the student will immediately be permitted to return to the school, in lieu of beginning or completing the period of suspension. Students with disabilities (SWDs) will also be given the full opportunity to complete assignments and master curriculum. After the 10th day of a suspension that does not constitute a change in placement, SWDs will also be provided alternative instruction that enables them to progress in the general curriculum and in achieving the goals of their IEP including mandated services (FAPE).

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.

### Dignity for All Students Act (DASA) / 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 by incidents of discrimination or harassment, including bullying, taunting, or intimidating behavior toward other students. Accordingly, no student may be subjected to harassment or bullying by employees or students or subjected to discrimination. Discrimination or harassment can take many forms and includes behavior that targets students because of their actual or perceived race, color, weight, national origin, ethnic group, citizenship/immigration status, religion, religious practice, creed, disability, sexual orientation, sex, 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.

Unity does not tolerate any unhealthy, unlawful, or disruptive behavior, including any form of harassment, discrimination, bullying (including cyberbullying) or retaliation, in our school buildings, on school grounds, on school buses or in school- related activities. We promptly investigate all reports and complaints of harassment, discrimination, bullying (including cyberbullying) or 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. Unity will maintain a strategy to prevent harassment, bullying and discrimination.

Any Unity employee, parent or guardian or student who has witnessed an incident of harassment, discrimination, bullying (including cyberbullying) or retaliation, or who otherwise has relevant information about harassment, discrimination, bullying (including cyberbullying) or retaliation, should promptly report the matter verbally or in writing to the Principal at their school site. Any Unity employee who witnesses harassment, discrimination, bullying (including cyberbullying) or retaliation, or receives any report of harassment, discrimination, bullying (including cyberbullying) or retaliation, must promptly notify the Principal not later than one school day after the employee witnesses or receives a report of harassment, discrimination, bullying (including cyberbullying) or retaliation, and to file a written report with the Principal not later than two school days after making the oral report. The Principal serves as the DASA Coordinator at each site. Students who knowingly make false accusations of bullying or retaliation will be subject to disciplinary action.

The Principal will lead or supervise a thorough investigation of all reports of harassment, discrimination, bullying (including cyberbullying) or retaliation and ensure that each investigation is completed promptly after receipt of any written reports. If any investigation verifies that harassment, discrimination, bullying (including cyberbullying) or retaliation has occurred, then Unity will eliminate any hostile environment, create a more positive school culture and climate, take actions to prevent recurrence of the behavior, and ensure the safety of the student or students against whom the harassment, discrimination, bullying (including cyberbullying) or retaliation was directed. No individual who, in good faith, reports or assists in the investigation of harassment, discrimination, bullying (including cyberbullying) or retaliation may be subject to any retaliatory action.

The Principal will make any reports on data and trends related to harassment, bullying and discrimination as may be required and will notify promptly the appropriate local law enforcement agency when the Principal believes that any harassment, discrimination, bullying (including cyberbullying) or retaliation constitutes criminal conduct. Unity will provide the DASA policy above along with the discipline policy in the Student and Family Handbook to employees, students and parents at least once each year. Unity will also maintain the policy on the school's website.

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"> <li>• is a disagreement or argument between two or more people who have incompatible goals or desires</li> <li>• is a normal part of life when people do not agree with other people about the things they want, like, think or believe</li> <li>• can involve escalated feelings (e.g. frustration, anger, etc.)</li> <li>• can often be accidental or the result of miscommunication, misinterpretation, etc.</li> <li>• can often be resolved through mediation and conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>• is behavior that is intended to cause harm or is done on purpose to hurt another person or group</li> <li>• 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.</li> <li>• is a pattern of aggressive behavior usually repeated over time and can take many forms</li> <li>• is negative, deliberate, unwanted, and unprovoked</li> <li>• is a form of victimization and therefore is not effectively addressed through mediation or conflict resolution</li> </ul>

For more information, see Appendix C: Harassment, Bullying & Discrimination Prevention & Intervention Policy (DASA Policy)

### Compliance with Applicable Laws

The policies set forth in this section are intended to comply with all applicable federal, state and local laws. If any policy conflicts with all applicable laws, then the policy will be deemed to be superseded by those laws to the extent necessary to comply. The invalidity of any policy or portion of a policy will not affect any other term in these policies. The school reserves the right to change these policies from time to time in its sole discretion, including to reflect applicable laws.

### **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, Talent Showcases, and other school-wide gatherings.

### 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 quarter. Many of our clubs are offered in collaboration with local community organizations and institutions or they are facilitated by a Unity teacher.

Examples of clubs that have been offered in the past:

<ul style="list-style-type: none"> <li>• Dance</li> <li>• Step</li> </ul>	<ul style="list-style-type: none"> <li>• Martial Arts</li> <li>• Hip Hop</li> </ul>	<ul style="list-style-type: none"> <li>• Culinary Arts</li> <li>• Graphic Design</li> </ul>
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<ul style="list-style-type: none"> <li>• DJ'ing</li> <li>• Art</li> <li>• Photography</li> <li>• Robotics</li> <li>• Yearbook</li> <li>• National History Day</li> </ul>	<ul style="list-style-type: none"> <li>• Film Making</li> <li>• Band</li> <li>• Flag Football</li> <li>• Basketball</li> <li>• Theater</li> <li>• Chess</li> </ul>	<ul style="list-style-type: none"> <li>• Video Game Design</li> </ul>
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### 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 each school site's athletic director. 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. 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. 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 community building and initiatives related to social issues and celebrations of culture and heritage,

### Community Service Initiatives

As a part 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 other examples.

### **School Calendar & Hours**

Unity's calendars for families are available at <https://www.unityprep.org/families/calendar/>

### **School Communication & Contact**

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 (Jupiter), family/teacher conferences, and the school's Family Ambassador Program.



### Contacting School Administration, Faculty, and Staff

Each school site's main office may be reached at any time during normal school hours by phone. If the main office is unable to answer, please leave a message with your phone number and a brief message. Families should expect a response to voicemails within 24 hours during the week and within 48 hours during the weekend.

Phone messages may be left for school administration, faculty, and staff through the main office. Families should expect to receive a call back within 24 hours during the week and within 48 hours during the weekend.

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

### School Website

Unity's website ([unityprep.org](http://unityprep.org)) provides up-to-date information on nearly all aspects of the school's programs, including its events calendar, key announcements, and academic and co-curricular programs. To access this information, visit the homepage of Unity's website ([unityprep.org](http://unityprep.org)) and click the link titled "Families."

### Jupiter Ed (Student & Parent Portal)



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 their Advisor by email or by phone.

### The Unity Scoop (Weekly Email Newsletter)

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 their advisor are held twice per 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 Ambassadors Program

Unity's Family Ambassadors Program (FAP) 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. FAP 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 FAP provides parents with opportunities to participate in activities such as volunteering (chaperoning student trips, supporting after-school clubs and optional evening tutoring, etc.), hospitality, fundraising, and special events.

### Visiting School

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 whom they would like to meet. Any classroom visits must be scheduled at least one day in advance.

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 and comply with all site-specific building and safety regulations upon arrival. Parents/guardians and visitors should enter through the main entrance and be prepared to check in with school security.

### **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.

### **Chromebook Policy**

When required for lessons or assessments, Unity will provide each scholar with a laptop for use during the school day per teachers' approval. The scholar must adhere to the guidelines below or risk suspended privileges:

- Scholars are not permitted to place any ornamental stickers on the Chromebook
- Screensavers and desktops images are expected to display appropriate content.
- Equipment cannot be loaned or transferred to a third party.
- The scholar cannot modify the equipment in any way without approval from the Operations department.
- Scholars are not to lend their Chromebook to friends and/or family under any circumstances. No student may take another student's Chromebook. Scholars are not to touch, use or alter another person's Chromebook in any manner.

- If loss or damage to the equipment/property occurs and determination is made that the loss or damage is a result of negligence, the scholar will be held financially responsible for the repair or replacement of the item(s). Reimbursement to Unity Prep by the scholar's guardian will be valued at \$40 and \$10 Charger.
- Scholars are not to visit sites that are considered inappropriate for minors. This includes pornography, obscene material, and other material that may be harmful to minors.

### **School Food Program**

The Office of School Food will provide Cold Breakfast Express Meals and Hot Express Lunch Meals only. Unity provides students with breakfast bars, fruit, and juice upon arrival. To ensure students are well nourished for the day, Unity dedicates a daily snack break mid-morning. All students receive a full nutritious and healthy breakfast in the classroom. Parents/guardians may also send snacks along with their children to eat during snack break. Students will eat lunch in the cafeteria daily, with the exception of Wednesday.

Breakfasts and lunch are free of charge. Although lunch is free for all students, families must complete and submit a lunch application on an annual basis 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> or contact the main office to receive a copy of the lunch application.



### **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.

### **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 Executive Director 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 their 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 Executive Director before the beginning of the school year. The Executive Director 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 main office.

In all cases, students who do not have the proper immunizations and have not been provided a religious exemption by Unity's Executive Director 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 Appendix E below for the most updated list of required immunizations for the current academic 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.



### 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 their 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 their 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 (including lockers), 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.

## **Privacy & Records (FERPA)**

### 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 A for Unity's FERPA policy and records request protocol. Note that submission of a request does not guarantee access to any part of a student's records.

### The Family Educational Rights and Privacy Act (FERPA)

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

- Parents/Guardians or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents/guardians or eligible students to review the records. Schools may charge a fee for copies.
- Student records or other identifiable information are maintained in a secure location to ensure confidentiality. Records that are no longer required or that do not need to be maintained will be disposed of in a manner that ensures confidentiality and security.
- Parents/Guardians or eligible students have the right to request that a school correct records, which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent/guardian or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent/guardian or eligible student has the right to place a statement within the record setting forth her or his view about the contested information.
- Generally, schools must have written permission from the parent/guardian or eligible student in order to allow anyone to review information from a student's education record or release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Accrediting organizations;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents/guardians and eligible students about directory information and allow parents/guardians and eligible students a reasonable amount of time to request that the school not disclose directory information about them. If you wish to keep your child's directory information confidential, please notify Unity's 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](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



## SECTION 2: MIDDLE SCHOOL (Grades 6–8)

### Arrival, Dismissal & Schedule

#### Regular Arrival and Dismissal Times

Students may enter the building beginning at 7:35am each morning. Unity’s entrance is on Madison Street. Upon entering, students are greeted by Unity staff members and then proceed to the dining hall to eat breakfast. Students need to be in the building by 7:50am or they will be marked “tardy.” Note: we recommend that students who wish to have breakfast at school arrive to school by 7:35am 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).

For a copy of this year’s bell schedule, please see Appendix J: Middle School Bell Schedule.

### Attendance

Attending school every day is absolutely vital to students’ academic success and ability to advance in their 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.

To fully take part in all that the Unity school day offers, students must arrive to school on time, in uniform (middle school) or dress code (high school), and be prepared to engage actively in their learning. Unity’s school day begins promptly at 7:35am 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 when prior notice has not been given to the main office.

#### 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 quarter a significant concern. If a student misses more than three days of school in a single quarter, 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 strongly discouraged.

### Late to School/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 reflection during lunch. 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.

Students who are late to school are required to submit a written note or email to [attendance.ms@unityprep.org](mailto:attendance.ms@unityprep.org) explaining the lateness to the main office in order for it to be counted as “excused.” Acceptable reasons for excused tardiness are situations like documented doctor or dentist appointments, illness, MTA service cancellations, or other emergencies beyond the family's control. Phone calls are not sufficient; all calls must be followed by a written note or email. Please note that phone calls do not count to excuse tardiness; all calls must be followed up with a note or email for documentation purposes. Should a student arrive at school late without a note, the student will be marked as tardy and assigned to reflection during lunch. Should the tardiness continue, increasing levels of interventions will be implemented, including parent/student meetings with the Dean of Students, school leadership, and/or Social Worker. If tardiness becomes a chronic issue, further interventions by school leadership and/or Social Worker may be implemented.

### Early Dismissal

In the rare event that a doctor or dentist appointment must be scheduled during the school day requiring a student to miss a portion of their 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 their 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 they miss. 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 requires 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 main office and must originate from an email address or phone number that is listed in Jupiter. If parents/guardians are unable to be reached, the child is unable to travel safely on their 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.

## Transportation

### OMNICards for Transportation To and From Unity Middle School

Unity offers students OMNICards to travel to and from school. These are provided by the NYC Department of Education, Office of Pupil Transportation (OPT) for use by eligible students on city buses and subways. OMNICards are assigned by the OPT based on the distance a student lives from school. The table below summarizes how OMNICards 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
<b>6th Grade</b>	Not Eligible	Half-Fare	Full-Fare	Full-Fare
<b>7th Grade</b>	Not Eligible	Half-Fare	Half-Fare	Full-Fare
<b>8th Grade</b>	Not Eligible	Half-Fare	Half-Fare	Full-Fare

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

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.

### Bus Transportation To and From Unity Middle School

In addition to subway passes, Unity does offer bus transportation to students. 6th grade students who live within a 5 mile radius of the school are eligible to take OPT's bus. Unity also offers a private bus to support students who live further away. Unfortunately, the routes are set and not subject to any changes.

### CSE Transportation To and From Unity Middle School

For students who require door-to-door bussing per their IEP mandate, Unity will coordinate with CSE and OPT to finalize services.

### Additional Questions about Transportation

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](https://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.

## Grading Policy

### Grading Scale

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

### Gradebook Categories

In order to ensure that student grades reflect what students know and can do with multiple attempts at mastery, all teachers weight grades according to the following system:

Category	What the Category Means	Percentage of Overall Grade	Make Up Opportunities
Summative Assessments	Culminating assessments that demonstrate mastery of the course standards, including tests, projects, or other end of unit assessments	40%	Yes, for full credit at any time during the quarter
Formative Assessments	Smaller assessments that demonstrate mastery of the course standards, including exit tickets or quizzes	30%	Yes, for full credit at any time during the quarter
Classwork	All work that students complete in class, such as taking notes, answering questions on Google Classroom, or other assignments.	20%	Yes, for partial credit at any time during the quarter
Participation	Being present and engaged in classes (see rubric below). Effort and any homework assigned will be included in this category	10%	Homework can be made up but participation cannot

### Late Work and Make-up Work

At Unity, students are expected to complete assignments on time and by established due dates. In the event of an absence, students are encouraged to make up any missed work within one week. Missing assignments are marked as “M” in teachers’ gradebooks and receive the lowest possible grade until completed. Students who are absent for any reason should connect with their teachers during or immediately after the absence to request and complete any missed assignments. Whenever possible, families should notify the main office and/or teachers in advance of any planned absences. For excused absences, teachers will apply late work and make-up policies once the main office has confirmed the absence was approved.

### Effort

In addition to earning a grade each quarter 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 feedback on effort in each of their classes. This feedback is based on a student’s consistent level of participation and their demonstrated level of engagement over the course of the semester. Effort feedback is provided to students and families on each report card for the sake of communicating a student’s demonstrated level of effort.

### Report Cards and Progress Reports

Unity issues report cards at the end of each quarter in October, January, April, and June. Report cards include the student’s grades and comments regarding the student’s academic progress from each teacher. The dates of the school’s family/teacher conferences correspond with the dates in which the first and third quarter report cards are made available.

Beyond report cards, students and families are encouraged to stay informed of student progress frequently by using Jupiter grades ([login.JupiterEd.com](http://login.JupiterEd.com)), 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 their studies.



### Honor Roll

Unity’s entire community is committed to celebrating and publicly recognizing excellent student academic achievement. Each quarter, 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.

### Grade-Level Promotion Policy and Summer Academy

In each core course (ELA, mathematics, science, and history), students must earn a passing grade of D or above (at least 65%) as an average of all four quarters. Students with an overall average of below 65% in a core course will be required to pass the course in Summer Academy by earning a grade of a D or above (at least 65%). A student who does not pass the core course in Summer Academy may be required to repeat the grade. Similarly, a student who fails more than two core courses (or intervention when taking in the place of a core course) for the academic year is required to repeat the grade. In addition, middle school students 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 (e.g., 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.

### Homework Expectations

The purpose of assigning homework is to reinforce and extend learning beyond the classroom, fostering independent study habits, responsibility, and mastery of skills while providing opportunities for students to apply knowledge in meaningful ways. 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, days will alternate by content area throughout the week and students can expect 1-2 hours of homework each day.

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.

### **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 will be provided with a substitute item of clothing for the day
- Option 3: Student will serve Day-long Reflection

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 physical education uniform. The school 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.

### Tops

An official Unity top includes one of the following:

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

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.

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

### Bottoms

Unity students may wear the following bottoms:

- Navy, khaki (tan), black, or gray skirts (skirts should not be shorter than just above knee level)
- Navy, khaki (tan), black, or gray pants (no jeans),
- Navy, khaki (tan), black, or gray shorts (no jean shorts), (shorts should not be shorter than just above knee level)

### Footwear

All student footwear is permitted as long as it is not open toe, open back, and does not have a high heel.

### 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.

## **Middle School Snack Policy**

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**

### 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 held by a staff member. Depending on the circumstances, the staff member may require an adult family member to come to school to retrieve it.

### Other Personal Items

Other personal items may be confiscated if they are creating a distraction to the learning environment. These include, but are not limited to, toys and video games. Confiscated items will be held until a parent or guardian can pick them up.

## **Visiting Unity Middle School**

Parents/guardians and visitors should enter the school building at the main entrance on Monroe Street and sign in at the security desk before proceeding directly to Unity's main office on the third floor of the building in room 311.

## **Middle School 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’s middle school ELA program is built on the rigorous, standards-aligned Fishtank ELA curriculum, which supports students in becoming thoughtful readers, writers, and communicators. The curriculum features rich, diverse texts and structured units that integrate reading, writing, speaking, and listening. Students engage with essential questions, develop critical thinking skills, and build the academic literacy needed for high school and beyond.

In Unity’s ELA classrooms, teachers lead whole-class lessons, guide discussions, and support students in analyzing texts and developing their writing. Instruction emphasizes the use of evidence, clear communication, and academic vocabulary, with a focus on active engagement and independent thinking.

ELA classes at Unity include:

- Core text study and discussion: Each grade explores an essential question through high-quality literature and nonfiction:
- Grade 6: How does the coming of age experience shape who we become? Students explore identity, family, morality, and empathy.
- Grade 7: How are humans driven by the need to belong? Students examine themes of identity, class, community, and socialization.
- Grade 8: How does power influence human behavior? Students engage with topics such as justice, oppression, freedom, and morality.
- Writing across genres: Students write literary analyses, arguments, and narratives to develop clarity, structure, and purpose.
- Vocabulary and language development: Students build academic vocabulary and improve grammar and conventions through regular practice and application.
- Fluency and comprehension: Teachers model fluent reading and help students build strategies for tackling complex texts.

### Literacy Intervention (Select Students in Grades 6-8)

Some students at Unity benefit from targeted literacy support to strengthen foundational skills in reading, writing, and language. These supports are designed for students who need focused instruction in decoding, fluency, vocabulary, and academic language.

Students are assessed each semester to determine appropriate placement. Those identified for intervention work in small groups and attend sessions multiple times per week to accelerate growth.

Unity’s literacy intervention includes the following features:

- Structured phonics and decoding instruction using Wilson and Just Words, designed to support students with word-level challenges or language-based learning needs.
- Fluency and vocabulary development through repeated reading, word study, and explicit instruction in word parts (morphology).
- Academic language and comprehension support to help all students, including English Language Learners, access and express complex ideas.
- Close reading and genre study to build comprehension and confidence with both fiction and nonfiction texts.
- Writing about reading, where students learn to organize and express their thinking clearly for specific purposes and audiences.

### History (Grades 6-8)

Unity's history curriculum approaches the study of history through an anti racist lens. Students develop critical consciousness by challenging oppressive narratives taught in traditional history classes. All units highlight the experiences of historically oppressed groups of people such as BIPOC (Black indigenous, other people of color), Women, and Immigrants. In each unit, students build their capacity to analyze complex texts through the regular study of primary source documents. Lessons offer students opportunities to read, write, speak, listen, engage, create, and/or collaborate using meaningful and relevant content. Students are encouraged to exercise their power through voice and choice. Students are taught to ground their reading, writing and speaking in evidence from the text. At Unity, history is grounded in a conceptual framework of essential questions, and student-centered learning activities. In each unit, students develop answers to the essential questions through primary/secondary source analysis, video analysis, graph/map analysis, answering document based questions and participating in activities that connect historical issues or subjects to students' personal lives and prior knowledge. 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. In preparation for High School regents, students begin taking document based question examinations in the 6th grade.

History classes include the following features:

- Primary and secondary source document based question study
- Independent/shared text readings with guided note-taking: students reading and completing structured note-taking sheets, including various graphic organizers and scaffolds. Students researching historical topics while evaluating the validity of primary and secondary sources.
- Interactive learning activities: lessons will ask students to create social media posts, role-play, collaborate to resolve historical problems in context, analyze images in groups, compose written responses, interpret text, and participate in a variety of other learning stations and activities.
- Speaking and listening activities: Students participate 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 application 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 challenging 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 (Grades 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 (Grades 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 and global level
- Critique and presentation skills practice
- 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)

Participating in Unity’s physical education (PE) courses provides students the opportunity to acquire an appreciation for the importance of physical, mental, and emotional health in their lives and well-being. Students in middle school learn to play different sports and athletic activities, learn more about their bodies, and become more aware of how to maintain a healthy lifestyle. Along the way, students gain important life skills in teamwork and how to effectively interact 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 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 an exciting 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, aesthetics, and dance history. Styles taught include Hip Hop, Latin, African, Ballet, Dunham/Modern, and other genres. In addition, students are provided the space to create and develop their choreographic creativity. By participating in Unity’s dance classes, students develop important qualities that benefit them in the dance class, in other academic spaces, and in the real world. Students learn self-discipline, creativity, self-expression, community, collaboration, leadership, fellowship, responsibility, and self-pride.

Unity’s 8th grade health course encourages the development of mental, environmental, and physical health. The course curriculum also includes studies in nutrition, first aid, fitness, diseases and disorders, drugs-alcohol and tobacco prevention, and anatomy. A primary goal of health education is recognizing the uniqueness of individuals and the importance of a positive self-concept in helping reach optimum potential.

### **Middle School Roundtables**

Every June, Unity students present their “Roundtable” in an individual 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 may not be promoted to the next grade.

### **Student Culture & PBIS**

#### Behavioral Expectations: 3B’s

The following matrix displays Unity’s Middle School’s universal expectations for all students:

Expectation	All Settings	Classroom	Hallways	Cafeteria	Main Office	Bathrooms
<b>Be Safe</b>	<p>Be familiar with and follow all school expectations, including</p> <p>Be aware of your surroundings and the impact of your actions when making decisions</p> <p>Speak with an adult about unsafe situations or inappropriate behavior.</p>	<p>Keep your hands, feet, and objects to yourself.</p> <p>Keep materials on your desk, book bags on the back of your chair, and out of aisles.</p> <p>Use classroom materials and equipment as intended.</p>	<p>Keep your hands, feet, and objects to yourself.</p> <p>Walk at all times.</p> <p>Stay on the right side of the hall and stairwells.</p>	<p>Touch only your own food and plate.</p> <p>Clean up after yourself and report accidents and spills.</p> <p>Keep the proper distance away from your classmates.</p>	<p>Keep your hands, feet, and objects to yourself.</p> <p>Only touch objects within the main office if instructed to do so by the main office staff.</p>	<p>Report damaged property to the Main Office.</p> <p>Report any behavior that you find uncomfortable to your teacher(s).</p> <p>Wash your hands thoroughly.</p>
<b>Be Kind</b>	<p>Treat others in ways they would like to be treated. If unsure, ask!</p> <p>Greet others with warmth and positivity.</p> <p>Offer help to others in need.</p> <p>Show appreciation and gratitude to others.</p> <p>Try to be helpful during unkind situations - this may mean getting the help of an adult.</p>	<p>Help each other with questions.</p> <p>Respectfully, remind one another to stay on task, if needed.</p> <p>Take turns sharing ideas in the group.</p>	<p>Encourage your peers to meet expectations in the hallways and stairwells, non-verbally or in a low tone.</p> <p>Keep your hands and feet to yourself.</p> <p>Use a conversational voice and respectful language.</p>	<p>Wait your turn.</p> <p>Be patient.</p> <p>Make others feel welcome.</p> <p>Use a conversational voice level and appropriate language.</p>	<p>Quietly wait your turn.</p> <p>Be patient.</p> <p>Be respectful to all office staff..</p>	<p>Respect each other's privacy.</p> <p>If you see someone hurt or crying in the bathroom, report it to the nearest staff member.</p> <p>Keep all parts of the facilities clean.</p> <p>Put trash in the proper location.</p> <p>Use a conversational voice level</p>
<b>Be Ready</b>	<p>Always be on time.</p> <p>Always have all materials or supplies on hand.</p> <p>Keep your materials and supplies organized.</p> <p>Listen for direction from your teachers and staff.</p> <p>Have your questions ready and pose them out at the right time.</p>	<p>Bring all materials required to be successful, such as your laptop, notebook, pens, and pencils.</p> <p>Do your absolute best work.</p> <p>Follow the teacher's instructions.</p>	<p>Collect all of your belongings before leaving class.</p> <p>Move to your destination in a brisk, controlled fashion.</p> <p>Keep the proper distance away from your classmates.</p>	<p>Bring lunch to the cafeteria.</p> <p>Walk to get what you need (lunch, water, milk, etc.) and sit back down at your table.</p> <p>Cooperate with adult directions.</p>	<p>Get a pass to the office from your teacher.</p> <p>Stay behind the office desk unless asked to step behind the desk.</p>	<p>Have a bathroom pass.</p> <p>Bring all toiletries needed.</p> <p>Move throughout the hallways expeditiously.</p> <p>Do your business and leave.</p> <p>Report any issues to an adult immediately.</p>

## Disciplinary Responses

### 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 alert will also be sent 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.

## SECTION 3: HIGH SCHOOL (Grades 9–12)

### Arrival, Dismissal & Schedule

#### Regular Arrival and Dismissal Times

Students may enter the building between 8:00am and 8:15am each morning. Unity High School's entrance is located on Driggs Avenue between 5th and 6th Streets. As students enter, they are greeted by Unity staff and have access to cold breakfast options on their way to class. All students must be in the building by 8:15am; those who arrive after this time will be marked "tardy."

Students are dismissed at 3:16pm on Mondays, Tuesdays, Thursdays, and Fridays. Most Wednesdays follow an early dismissal schedule, with students dismissed at 12:30pm. However, select Wednesdays are designated for Academic Intervention, in which case dismissal is at 3:15pm. A calendar indicating these Academic Intervention Wednesdays will be shared in advance with students and families.

Unity High School offers a variety of afterschool programming: clubs on Mondays, and office hours/tutoring on Tuesdays and Thursdays. There are no student activities scheduled after school on Fridays. Students exit the building onto Driggs Avenue between 5th and 6th Streets, the same area used for morning entry.

For a copy of this year's bell schedule, please see Appendix K: High School Bell Schedule.

#### Early Dismissal

In the rare event that a doctor or dentist appointment must be scheduled during the school day requiring a student to miss a portion of their 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 their 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 they miss. 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 requires 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 main office and must originate from an email address or phone number that is listed in Jupiter. If parents/guardians are unable to be reached, the child is unable to travel safely on their 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.



## Grading System

### Grading Policy Vision

At Unity, grading reflects what our students know and can do. Our systems ensure students have multiple opportunities to practice, receive feedback, and demonstrate mastery. If success isn't achieved the first time, students can re-learn and re-demonstrate — the clock does not run out on mastering essential skills and content.

We celebrate the values of **Progress** and **Discovery** as central to the learning process. Growth takes time, and each student's journey is unique. Our focus is on ensuring students continually build knowledge, skills, and a love for learning that will empower them well beyond graduation.

In practice, this vision comes to life through partnership between students and teachers. After an assessment, they review results together to identify areas for growth. The student engages in office hours, tutoring, or reteaching to address misunderstandings, then retakes the assessment to demonstrate improved mastery. Updated results in the gradebook reflect this progress, and both student and teacher celebrate the persistence and effort that led to success.

### Guiding Principles

- **A Culture of Redo:** Students have the opportunity to retake or redo any non-mastered assessments (formative or summative). Assessments should be tagged with standards so students can make up specific skills they have yet to master. There is no timing penalty for retakes; our goal is to measure mastery accurately, regardless of when it's demonstrated. Retake and redo opportunities remain open until the end of the quarter, when final grades are reported.
- **Gradebook Floors:** The traditional 0–100 scale is weighted toward failure. To promote fairness and accuracy, we implement a minimum grading policy:
  - Non-proficient work: 50 floor on the 100-point scale (teachers should note % proficiency in gradebook comments).
  - Non-submitted work: 50 floor on the 100-point scale.
- **Homework:** Homework is designed to extend learning beyond the classroom and provide meaningful opportunities for growth. While completing homework is a behavior that happens outside of class, we focus on identifying and addressing barriers when students struggle to meet expectations. Homework is most effective when it:
  - Serves a clear purpose, such as pre-learning, practice, or processing.
  - Is checked for completion but not graded for accuracy.
  - Is differentiated to meet diverse student needs.
  - Does not require students to finish incomplete classwork from the day.

### Gradebook Entry Expectations

- Weekly (5 total grades):
  - 1 Homework (5%) – Checked for completion, feedback provided, not graded for accuracy.
  - 1 Formative (30%) – Exit ticket or quiz.
  - 2 Classwork (20%) – Based on completion/effort, not accuracy.
  - 1 Participation (5%) – Based on habits/strategies (e.g., procedural lap), not public contributions.
- Quarterly Minimums:

- ≥ 2 Summative Assessments (monthly/3–4 weeks, 40%)
- ≥ 9 Formatives (weekly)
- ≥ 28 Classwork entries (daily)
- ≥ 9–10 Participation entries (daily)
- ≥ 9–10 Homework entries (weekly)

### Category descriptions and weights

Category	Weight	Description	Requirements
Summative Assessments	40%	Summative assessments evaluate students' content mastery. Given at the end of a unit, these assessments measure multiple skills at once and may include unit tests, final projects, or other culminating tasks.	Graded according to mastery, not effort; can be made up for full credit.  Students must have the opportunity to redo before the quarter closes.
Formative Assessments	30%	Formative assessments are daily checks for understanding. They measure the skills taught in that day's lesson and identify areas for improvement. Typically focused on one skill at a time, examples include quizzes or exit tickets.	Graded according to mastery, not effort; can be made up for full credit.  Students have a calendar week from the due date.
Classwork	20%	Classwork is graded based on completion and effort, not accuracy. These grades reflect a student's active involvement in daily learning tasks, such as completing assigned activities, taking notes, or working through practice problems. The focus is on consistent participation in the learning process, ensuring students are building skills and engaging with the material.	Graded according to effort/completion, not mastery; can be made up when possible.
Participation	5%	Participation is assessed based on habits and strategies. These grades reflect consistent use of tools, routines, and behaviors that support learning, such as using a procedural lap during independent work. They are not based on public contributions, ensuring all learners are recognized for their efforts.	Cannot be made up.
Homework	5%	Homework is assessed for completion. These assignments provide students with opportunities to practice skills, review key concepts, and reinforce what was learned in class. The emphasis is on consistent effort and timely submission, helping students build strong study habits and stay engaged in their learning outside of class.	Graded according to effort/completion, not mastery; can be made up when possible.

### Unity's 4-Point Participation Scale

<b>4</b>	<b>Exceeding</b>	Consistently demonstrates strong learning habits and effective use of strategies throughout class. Fully completes participation-based tasks (e.g., procedural lap, strategy application) without prompting.
<b>3</b>	<b>Meeting</b>	Demonstrates learning habits and uses strategies for most of class. May require 1–2 reminders to complete participation-based tasks.

<b>2</b>	<b>Did Not Meet</b>	Demonstrates learning habits and uses strategies in less than half of class or requires frequent reminders to complete participation-based tasks.
<b>1</b>	<b>Unexcused Absence / Non-Responsive</b>	Has an unexcused absence or does not complete any participation-based tasks during the majority of class.

### Grading scale

Level of Academic Mastery	Description	Letter Grade Equivalent	Numerical Grade Equivalent
EXEMPLARY (exceeds standards)	Student work reflects in-depth understanding of content and/or excellence in demonstration of knowledge or skills. The work exceeds what is described in the target.	A+ A A	97-100 94-96 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+ B B	87-89 84-86 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+ C C	77-79 74-76 70-73
UNDEVELOPED/ REMEDIATION NEEDED (approaches standards with support)	Student work is below the criteria of the learning target; the student requires support to meet grade level mastery of content and skills.	D+ D	67-69 65-66
UNSATISFACTORY (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 65

### Report Cards and Progress Reports

Unity issues report cards at the end of each quarter in October, January, April, and June. Report cards include the student's grades and comments regarding the student's academic progress from each teacher. The dates of the school's family/teacher conferences correspond with the dates in which the first and third quarter report cards are made available.

Beyond report cards, students and families are encouraged to stay informed of student progress frequently by using Jupiter grades ([login.JupiterEd.com](https://login.JupiterEd.com)), 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 their studies.

### Honor Roll

Unity's entire community is committed to celebrating and publicly recognizing excellent student academic achievement. There are three honor roll distinctions at the high school based on the student's quarter grade-point average:

- Honor Roll : Quarter GPA of 3.00-3.49
- High Honor Roll : Quarter GPA of 3.50-3.99



- Principal's List : Quarter GPA of 4.00+

Students achieving Honor Roll status will be recognized during Unity's awards assemblies and celebrations at the end of each quarter.

### Graduation Requirements

Unity's mission is to empower students as scholars and citizens so they may lead fulfilling academic, personal, and professional lives. When it comes to career and college planning, this means graduating from high school prepared to enter college or careers with the skills and habits necessary for success. Our graduation requirements, listed below, are designed to achieve this goal. Please review them and contact your child's academic counselor with any questions.

<b>Minimum Credit Requirements</b>	All students must earn at least 22 total credits across specific subject areas in order to graduate. Subject-area requirements vary by the type of diploma and may also vary if a student earns an endorsement. Students have the opportunity to earn up to 28 credits. Ask your academic counselor for more information about credit requirements or for a copy of your transcript to see how many you have earned.
<b>Minimum Exam Requirements</b>	All students must pass at least five Regents exams or State-approved alternatives in order to graduate. All students have the opportunity to earn a high school diploma. Speak to your academic counselor to learn more about Regents exams, State-approved alternatives, and other exam options for students who meet specific eligibility requirements.

### Promotional Criteria by Grade Level

In each core course, students must earn a passing grade of D or above (at least 65%) to receive credit for the course. For full-year courses, final course grades are based on an average of the grades earned by a student at the conclusion of all four quarters. In order to be considered promoted to the next gradelevel, high school students must meet credit and exam requirements for each grade. (Note: Core Courses are courses that meet the state graduation requirements in English Language Arts, Mathematics, Science, or History)

#### **By the end of 9<sup>th</sup> grade, students must have:**

1. Successfully completed Common Core Learning Standards in academic subject areas; and
2. Earned a minimum of 5 credits (3 must be core)

#### **After 10<sup>th</sup> grade, students must have:**

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

#### **After 11<sup>th</sup> grade students must have:**

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

#### **After 12<sup>th</sup> grade, students must have:**

1. Earned a total minimum of 22 credits, which need to be in certain subject areas; and
2. Passed the necessary number of State exams in academic content areas to fulfill New York State graduation requirements.

If students have not completed the necessary credits or Regents by the end of the year, they will be given the opportunity to recover credits or prepare for Regents exams during the summer term.

### Attendance & Seat Time Credit Accrual Policy

To fully take part in all that the Unity school day offers, students must arrive to school on time, in dress code , and be prepared to engage actively in their learning. Unity’s school day begins promptly at 8:15 am 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 when prior notice has not been given to the main office.

#### Attendance

Attending school every day is absolutely vital to students’ academic success and ability to advance in their 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.

School attendance is compulsory and is a required legal record per New York State law. School attendance is recorded in Jupiter and CAASS and is managed by the Main Office. Families must ensure that their student attends classes daily and on time. Student’s attendance records can be viewed by logging into Jupiter or you may request attendance records from the Main Office at any time.

#### Reporting an Absence/Tardiness

All absences and excuses should be directed to the Main Office within 48 hours by phone, email, or written communication.

#### Determination of Excused and Unexcused Absences, Tardiness, and Early Departures

Unity recognizes three categories of absences and tardies based on the chart below:

Category	Requirements	Valid Reasons / Characteristics	Limitations
<b>Excused</b>	School informed within 48 hours and official documentation provided (e.g., doctor’s note, court summons).	<ul style="list-style-type: none"> <li>• Illness or medical appointments</li> <li>• Death in the student’s family</li> <li>• Religious observance</li> <li>• Mandated court appearances</li> <li>• School-approved educational opportunities (e.g., college visits)</li> <li>• Verified transportation issues (e.g., public transportation delays)</li> <li>• Absences pre-approved by the Principal</li> </ul>	None
<b>Parental Excused</b>	School informed within 48 hours via email, phone call, or handwritten note from a parent/guardian.	<ul style="list-style-type: none"> <li>• Illness</li> <li>• Other emergencies beyond the family’s control</li> </ul>	Max 7 parental excused absences per year
<b>Unexcused</b>	School not informed within 48 hours or no documentation submitted.	<ul style="list-style-type: none"> <li>• Non-emergency trips (e.g., family vacations)</li> <li>• Commitments that can be scheduled outside school hours (e.g., babysitting, jobs)</li> </ul>	None

		<ul style="list-style-type: none"> <li>• Truancy (absence not sanctioned by a parent/guardian)</li> <li>• Excessive socializing, avoidance, or mismanagement of time</li> </ul>	
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## Transportation

### OMNICards for Transportation To and From Unity High School

Unity offers students OMNICards to travel to and from school. These are provided by the NYC Department of Education, Office of Pupil Transportation (OPT) for use by eligible students on city buses and subways.

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

### CSE Transportation To and From Unity High School

For students who require door-to-door bussing per their IEP mandate, Unity will coordinate with CSE and OPT to finalize services.

### Additional Questions about Transportation

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](https://schools.nyc.gov/Offices/Transportation) for general information relating to city-wide school transportation. Alternatively, you may call (718) 682-3725 or email [help.hs@unityprep.org](mailto:help.hs@unityprep.org).

## Personal Items

### 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

At Unity High, we are committed to creating a focused, respectful, and safe learning environment for all students. To support this, Unity High is a Yondr school — meaning that all student phones must be secured in a Yondr pouch during the school day. We ask families to support this policy by reinforcing the importance of limiting phone use during the day, contacting the main office in case of emergency, encouraging students to view this policy as a way to stay focused and prepare for college and career success. If you have questions or concerns about Unity's electronics policy, please contact the main office or speak with a Dean.

- **How the Yondr System Works**

- At Arrival: Students are greeted by staff and must place their phone into their personal Yondr pouch, which is locked for the school day. Pouches are checked for damages (torn fabric, bent or exposed pin, holes, pen marks, inability to close and latch) each morning. If a student does not have their pouch they must turn their phone in to be held by the Dean.
- During the Day: Students should store their Yondr pouch in their locker or backpack. Phones must remain secured and out of sight at all times.
- Lunch Time: Students may only use phones if:
  - They have earned Off Campus Lunch Privileges, OR
  - They redeem a Yondr-Free Lunch Ticket, which is available through Unity’s Panther Auction rewards system.
- At Dismissal: Students unlock their pouches at designated Yondr stations before leaving the building.
- **What Happens if a Student Uses a Phone During the Day?** If a student is seen using or holding a phone during class or transitions:
  - The phone will be confiscated.
  - The incident will be logged.
  - Families will be notified.
  - After-School Admin Detention will be assigned.
- **If there are repeated cell phone infractions,** a series of increasing consequences will follow based on the table below:

Infraction	Consequence
1st Violation	Phone Confiscation, After-School Admin Detention + Guardian Outreach
2nd Violation	Phone Confiscation and After-School Admin Detention + Guardian Pick Up
3rd Violation	Phone Confiscation, In- School Suspension + Guardian Outreach Students will be in-eligible for Off Campus Lunch and a Yondr Free Lunch ticket during that eligibility term.
4th Violation	Phone Confiscation, Out-Of School Suspension with behavior contract pertaining to electronics. Students will be in-eligible for Off Campus Lunch and a Yondr Free Lunch ticket during that eligibility term.

- **Replacing Lost or Damaged Pouches:** Students who lose or damage their pouch must turn in their phone to the Dean daily until a replacement is purchased. Replacements cost \$30.

### Visiting Unity High School

Parents/guardians and visitors should enter the school building at the main entrance on Driggs Avenue and sign in at the main desk before proceeding directly to Unity’s main office.

## SECTION 4: Student & Family Acceptance of Handbook Terms

### 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, including but not limited to:***
  - Attendance Policies
  - Grading Policies
  - Discipline Policies, including the cell phone and personal electronics policy
- ***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 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.***
- ***I acknowledge that I have read and agree with the section of the Unity Student & Family Handbook regarding field lessons, field trips, and other trips outside of the school building.***

If I have any questions or comments regarding the Student & Family Handbook, I will call the school's main office 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

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"> <li>• I will model excellent attendance and punctuality for my students by being present and on time for all my responsibilities.</li> <li>• I will prepare rigorous and engaging lessons that will make my classroom a challenging but exciting place to learn.</li> <li>• I will dedicate my time and attention to any student who needs it, either for extra help, support, or for greater challenge.</li> <li>• I will work as hard as I can and do whatever it takes for our students to learn and succeed.</li> <li>• I will be clear with my expectations and hold students accountable to all of Unity's rules and policies.</li> <li>• 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)</li> <li>• I will communicate respectfully and professionally with students, parents, and families at all times.</li> <li>• I will protect the safety, interests, and rights of all members of our community at all times.</li> </ul>	<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"> <li>• I will attend school each day and arrive on time to make the most of each day of learning.</li> <li>• I will come to school in uniform with all the materials I need to be successful in school.</li> <li>• I will do my very best to respect Unity's rules and policies.</li> <li>• I will participate in tutoring sessions, detentions, and reflections whenever assigned or as necessary.</li> <li>• I will accept responsibility for any mistakes I make and do what it takes to make things right.</li> <li>• I will do my very best to represent Unity's PRIDE Values in everything I do.</li> <li>• I will respect the safety, interests, and rights of all members of our community at all times.</li> </ul>	<p>In order to empower my child as both a scholar and a citizen, I commit to the following:</p> <ul style="list-style-type: none"> <li>• I will ensure that our child comes to school each day, on time, in uniform or dress code, and with all the necessary materials.</li> <li>• I will make arrangements so that our child can attend required school activities.</li> <li>• I will provide current and accurate contact information and any documentation required of us by the school.</li> <li>• I will respond promptly to calls from the school and attend in-person meetings when requested by Unity staff.</li> <li>• I will communicate respectfully with teachers, staff, and other members of our school community at all times.</li> <li>• I will attend: <ul style="list-style-type: none"> <li>- Open School Night</li> <li>- Parent Conferences</li> <li>- Roundtable Presentations</li> </ul> </li> <li>• I will do whatever it takes for our scholar to learn and succeed.</li> <li>• I will support the rules and policies in Unity's Student and Family Handbook.</li> <li>• I will support the school in protecting the safety, interests, and rights of all members of our community at all times.</li> </ul>

Student Full Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Caregiver Full Name: \_\_\_\_\_

Caregiver Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**SECTION 5: APPENDICES**

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## Appendix A: Annual FERPA Notification

### Family Educational Rights and Privacy Act (FERPA)

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

- Parents/guardians or eligible students have the right to inspect and review the relevant student's education records maintained by the school. The school is not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents/guardians or eligible students to review the records. The school may charge a fee for copies.
- Student records or other identifiable information are maintained in a secure location to ensure confidentiality. Records that are no longer required or that do not need to be maintained will be disposed of in a manner that ensures confidentiality and security.
- Parents/guardians or eligible students have the right to request that the school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent/guardian or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent/guardian or eligible student has the right to place a statement within the record setting forth her or his view about the contested information.
- Generally, the school must have written permission from the parent/guardian or eligible student in order to allow anyone to review information from a student's education record or release any information from a student's education record. However, FERPA allows the school to disclose those records, without consent, to the following parties, among others, or under the following conditions:
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Accrediting organizations;
  - Organizations conducting certain studies for or on behalf of the school;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

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

school must notify parents/guardians and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of the school.<sup>1</sup>

**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 Executive Director. The appeal shall be addressed to:

Executive Director  
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 Executive Director 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 Executive Director to decide an appeal shall commence upon receipt by the Executive Director of a written appeal identifying:
  - i. The date and location of requests for records;
  - ii. A description, to the extent possible, of the records that were denied; and
  - iii. The name and return address of the person denied access.
- (d) A failure to determine an appeal within ten business days of its receipt by granting access to the records sought or fully explaining the reasons for further denial in writing shall constitute a denial of the appeal.
- (e) The Executive Director shall transmit to the Committee on Open Government copies of all appeals upon receipt of appeals. Such copies shall be addressed to:

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<sup>1</sup> 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](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.

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

- (f) The Executive Director 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 Executive Director. Such appeals shall be addressed to:

Executive Director  
 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 Executive Director.
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 Executive Director for review.
3. The Executive Director will review the request and make a determination within 15 school days of the school receiving the letter. The Executive Director will provide the parent, guardian or eligible student with a written response to the request and explain the reason for their 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 Executive Director'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 their 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 Executive Director 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 their 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:

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

\_\_\_\_\_ Copies of student records

\_\_\_\_\_ Amendment of selected student records

Unity staff member receiving this  
form:

\_\_\_\_\_

Date: \_\_\_\_\_

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

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

To request an amendment of student records, please provide the following information:	
Date of amendment request	
Identify the record to be amended	
Describe the requested amendment	

## Appendix B: Complaint Policy

### 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 the Principal to issue the complaint:
  - a. Middle School: [principal.ms@unityprep.org](mailto:principal.ms@unityprep.org)
  - b. High School: [principal.hs@unityprep.org](mailto:principal.hs@unityprep.org)
  - c. Alternatively, any formal complaint alleging a violation of law or the school's charter may be initiated with the Board of Trustees (see #3 below) without going through steps 1 or 2.
2. If the issue in question is not resolved, contact Unity's Executive Director: [executivedirector@unityprep.org](mailto:executivedirector@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](mailto:chairperson@unityprep.org). Persons with formal complaints alleging a violation of the law or the school's charter may initiate complaints directly with the school's board of trustees, without going to school staff or leadership as a first step. There is no deadline for filing complaints with the board of trustees. 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 Executive Director 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 C: Harassment, Bullying & Discrimination Prevention & Intervention Policy (DASA Policy)

### 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.

### Harassment and Bullying

“Harassment” and “bullying” mean the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that

- (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or
- (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or
- (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
- (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

Acts of harassment and bullying include, but are not limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Threats, intimidation or abuse may include verbal and non-verbal actions.

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>.

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

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

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

1. The creation of a web page or blog in which the creator assumes the identity of another person
2. The knowing impersonation of another person as the author of content or messages, if the creation or impersonation causes any of the results listed above in the definition of Bullying

3. The electronic distribution of a communication to more than one person, or the posting of material on an electronic medium such as the internet, that may be accessed by one or more persons, if the distribution or posting causes any of the results listed above in the definition of Bullying

Bullying and Cyber-bullying are prohibited:

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

**Appendix D: Annual Non-Discrimination Statement****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 Executive Director or Director of Operations for complaints, and follow the process described below.

## Appendix E: Immunization Requirements



**Public Schools | Health Department**  
Office of School Health

Cheryl Lawrence, MD, FAAP  
Medical Director

August 2025

Office of School Health  
30-30 47th Ave.  
Long Island City, NY 11101

Dear Parent or Guardian,

New York City has updated the school immunization requirements for the 2025-2026 school year. A list of the vaccine requirements for the 2025-2026 school year is included with this letter. Vaccines protect children from getting and spreading diseases and are required for children to attend school. Before the school year begins, you must submit proof of immunization or blood test results that show immunity for your child if they are attending child care or school.

**All students in child care to grade 12** must meet the requirements for the diphtheria, tetanus and pertussis (DTaP); poliovirus (IPV or OPV but OPV does not count if after April 1, 2016); measles, mumps and rubella (MMR); varicella; and hepatitis B vaccines.

**Children younger than age 5 who are enrolled in child care and pre-kindergarten** must also meet the requirements for the influenza (flu) vaccine (by December 31, 2025, but preferably when it becomes available in early fall) and the *Haemophilus influenza* type b (Hib) and pneumococcal conjugate (PCV) vaccines.

**Children in grades 6 to 12** must also meet the requirements for the tetanus, diphtheria and pertussis (Tdap) booster and meningococcal conjugate (MenACWY) vaccine.

Blood tests that show immunity to MMR, varicella or hepatitis B also meet the requirements (immunity to polio is only acceptable if the lab shows immunity to all serotypes 1,2,3 and was done before September 2019).

Take time this summer to review your child's immunization history with their health care provider. Your child's provider can tell you whether additional doses of one or more vaccines are required for your child to attend child care or school.

**Note:** If your child received vaccine doses before the minimum age (too early), those doses do not count toward the number of doses needed.

If you have questions about these 2025-2026 vaccine requirements, contact your child care center or school's administrative office.

Sincerely,

Cheryl Lawrence, MD, FAAP  
Medical Director  
Office of School Health

**Is Your Child Ready for Child Care or School?**

2025-2026 School Year

**Learn About Required Vaccinations in New York City.**

All students ages 2 months to 18 years in New York City must get the following vaccinations to go to child care or school. Review your child's vaccine needs based on their grade level this school year. The chart below shows the number of valid doses that are required. The number of vaccine doses your child needs may vary based on their age and previous vaccine doses received. Your child may need additional vaccines or vaccine doses if they have certain health conditions or previous doses were given too early (not valid); OPV does not count if after April 1, 2016. Blood tests that show immunity to measles, mumps and rubella, varicella, or hepatitis B also meet the requirements (immunity to polio is only acceptable if the lab test shows immunity to all 3 serotypes 1,2,3 and was done before September 2019).

Vaccinations	Child Care, Head Start, Nursery, 3-K or Pre-Kindergarten	Kindergarten to Grade 5	Grades 6 to 11	Grade 12
Diphtheria, tetanus and pertussis (DTaP)	Four doses	Five doses (or four doses only if the fourth dose was received at age 4 or older, or three doses only if the child is age 7 or older and the series was started at age 1 or older)	Three doses	
Tetanus, diphtheria and pertussis (Tdap) booster			One dose (required at age 11 or older when entering grades 6 to 12 and in compliance until age 11)	
Polio (IPV or OPV if before April 1, 2016)	Three doses	Four doses (or three doses if the third dose was received at age 4 or older)		
Measles, mumps and rubella (MMR)	One dose	Two doses		
Hepatitis B	Three doses	Three doses	Three doses (or two doses of the adult hepatitis B vaccine, Recombivax HB, if the doses were received at least four months apart between ages 11 and 15)	
Varicella (chickenpox)	One dose	Two doses		
Meningococcal conjugate (MenACWY)			Grade 6: Not applicable Grades 7 to 11: One dose	Grade 12: Two doses (or one dose if the first dose was received at age 16 or older)
Haemophilus influenzae type b conjugate (Hib)	One to four doses (depending on the child's age and doses they previously received)			
Pneumococcal conjugate (PCV)	One to four doses (depending on the child's age and doses they previously received)			
Influenza (flu)	One dose (2 <sup>nd</sup> dose if needed is not required for attendance)			

Talk to your child's health care provider if you have any questions.  
For more information, call 311 or visit [nyc.gov/health](https://nyc.gov/health) and search for **student vaccines**.

**NYC** Public Schools | Health Department  
Office of School Health

## **Appendix F: Technology 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.

### **Chromebook Policy**

Unity will provide each scholar with a laptop for use during the school day per teachers' approval. Scholars are permitted to return home with laptops to complete homework assignments. Scholars are expected to come to school with laptops fully charged. The guardian is responsible for ensuring that the scholar takes the necessary precautions to protect the equipment and to store it in a manner that provides adequate protection when it is not in use, thus not subjecting the equipment to possible theft or damage. The scholar will be responsible for returning the chromebook and/or hotspot and all accessories in like condition as received (i.e. Chromebook and charging cable). The scholar must adhere to the guidelines below or risk suspended privileges.

- Scholars are not permitted to place any ornamental stickers on the Chromebook
- Screensavers and desktops images are expected to display appropriate content.
- Equipment cannot be loaned or transferred to a third party.
- The scholar cannot modify the equipment in any way without approval from the Operations department.
- Scholars are not to lend their Chromebook to friends and/or family under any circumstances. No student may take another student's Chromebook. Scholars are not to touch, use or alter another person's Chromebook in any manner.
- The scholar will make the equipment available at any time as requested by the school.
- If loss or damage to the equipment/property occurs and determination is made that the loss or damage is a result of negligence, the scholar will be held financially responsible for the repair or replacement of the item(s). Reimbursement to Unity Prep by the scholar's guardian will be valued at \$40 and \$10 Charger.
- Scholars are not to visit sites that are considered inappropriate for minors. This includes pornography, obscene material, and other material that may be harmful to minors.

### **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 G: Field Lessons and Trips 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 current 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, their 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 H: 2025–2026 School Calendar (Full Year Overview)

For the most up to date calendar, please visit our website: <https://www.unityprep.org/calendar/>

### MIDDLE SCHOOL ACADEMIC CALENDAR



#### Unity's 2025-26 Vacation Calendar and Key Dates for Middle School (Grades 6-8) Students and Families

- The table below provides the days of the year in which students will not have school as well as other noteworthy days for the purposes of planning.
- We will follow suit with the New York City Department of Education in providing remote classes on days in which in-person learning is canceled due to inclement weather.

Date	Day of Week	Event
8/25/25	Monday	First Day of School for 6th Grade (half-day)
8/26/25 - 8/29/25	Tuesday - Friday	First Days of School for Grades 6-8 (half-days)
9/1/25	Monday	Labor Day, school closed
9/2/25	Tuesday	First Full Day of School for Grades 6-8
9/17/25	Wednesday	Back to School Night, 6-7:30pm
9/23/25 - 9/24/25	Tuesday - Wednesday	Unity in Session (DOE closed for Rosh Hashanah)
10/2/25	Thursday	Unity in Session (DOE closed for Yom Kippur)
10/13/25	Monday	Indigenous Peoples' Day, school closed
10/20/25	Monday	Unity in Session (DOE closed for Diwali)
11/4/25	Tuesday	Election Day, In-service day for all staff, no school for students
11/11/25	Tuesday	Veteran's Day, school closed
11/24/25	Monday	In-person evening family conferences
11/25/25	Tuesday	Half-day for students, remote afternoon family conferences
11/26/25 - 11/28/25	Wednesday - Friday	Thanksgiving Recess, school closed (DOE in session 11/26/25)
12/19/25	Friday	Half-day for students
12/22/25 - 1/2/26	Monday - Friday	Winter Recess, school closed (DOE in session 12/22/25, 12/23/25, and 1/2/26)
1/19/26	Monday	Dr. Martin Luther King Jr. Day, school closed
2/4/26	Wednesday	In-service day for all staff, no school for students
2/13/26	Friday	Half-day for students
2/16/26-2/20/26	Monday - Friday	Midwinter Recess, school closed
3/12/26	Thursday	In-person evening family conferences

3/13/26	Friday	Half-day for students, remote afternoon family conferences
3/20/26	Friday	Eid al-Fitr, school closed
4/2/26	Thursday	Half-day for students (DOE closed for Spring Recess)
4/3/26 - 4/10/26	Friday - Friday	Spring Recess, school closed
TBD	TBD	Math and ELA State Exam Windows
5/25/26	Monday	Memorial Day, school closed
5/27/26	Wednesday	Eid al-Adha, school closed
6/4/26 - 6/5/26	Thursday - Friday	Unity in Session (DOE in-service days)
6/9/26	Tuesday	Last day of regular classes for students
6/10/26 - 6/12/26	Wednesday - Friday	Roundtables Presentations
6/18/26	Thursday	8th Grade Graduation (tentative)
6/18/26 - 6/24/26	Thursday - Friday	Regents testing window for select 8th grade students
6/19/26	Friday	Juneteenth, school closed

Middle School Weekly Schedule	
Mondays, Tuesdays, Thursdays, & Fridays	Wednesdays (& Other Half Days)
Doors Open For Breakfast At 7:30am Classes In Session 7:40am - 3:35pm Afterschool In Session 3:40pm - 6:00pm	Doors Open For Breakfast At 7:30am Classes In Session 7:40am - 1:15pm Afterschool In Session 1:40pm - 4:00pm

## HIGH SCHOOL ACADEMIC CALENDAR


**Unity's 2025-26 Vacation Calendar and Key Dates  
for High School (Grades 9-12) Students and Families**

- The table below provides the days of the year in which students will not have school as well as other noteworthy days for the purposes of planning.
- We will follow suit with the New York City Department of Education in providing remote classes on days in which in-person learning is canceled due to inclement weather.

Date	Day of Week	Event
9/2/25	Tuesday	9th Grade and New to Unity Student Orientation, half-day
9/3/25	Wednesday	10th-12th Grade Student Orientation, half-day
9/4/25	Thursday	First Full Day of School for Grades 9-12
9/16/25	Tuesday	Back to School Night, 6-7:30pm
9/23/25 - 9/24/25	Tuesday - Wednesday	Unity in Session ( <i>DOE closed for Rosh Hashanah</i> )
10/2/25	Thursday	Unity in Session ( <i>DOE closed for Yom Kippur</i> )
10/13/25	Monday	Indigenous Peoples' Day, school closed
10/20/25	Monday	Unity in Session ( <i>DOE closed for Diwali</i> )
11/4/25	Tuesday	Election Day, In-service day for all staff, no school for students
11/11/25	Tuesday	Veteran's Day, school closed
11/24/25	Monday	In-person evening family conferences
11/25/25	Tuesday	Half-day for students, remote afternoon family conferences
11/26/25 - 11/28/25	Wednesday - Friday	Thanksgiving Recess, school closed ( <i>DOE in session 11/26/25</i> )
12/19/25	Friday	Half-day for students
12/22/25 - 1/2/26	Monday - Friday	Winter Recess, school closed ( <i>DOE in session 12/22/25, 12/23/25, and 1/2/26</i> )
1/19/26	Monday	Dr. Martin Luther King Jr. Day, school closed
TBD	TBD	January Regents Exams
2/4/26	Wednesday	In-service day for all staff, no school for students ( <i>DOE in session</i> )
2/13/26	Friday	Half-day for students
2/16/26-2/20/26	Monday - Friday	Midwinter Recess, school closed
3/20/26	Friday	Eid al-Fitr, school closed

4/2/26	Thursday	Unity in session for student college trips ( <i>DOE closed for Spring Recess</i> )
4/3/26 - 4/10/26	Friday - Friday	Spring Recess, school closed
4/16/26	Thursday	In-person evening family conferences
4/17/26	Friday	Half-day for students, remote afternoon family conferences
5/22/26	Friday	Last Day of Regular Classes for Students in 12th Grade
5/25/26	Monday	Memorial Day, school closed
5/27/26	Wednesday	Eid al-Adha, school closed
6/4/26 - 6/5/26	Thursday - Friday	Unity in Session ( <i>DOE in-service days</i> )
TBD	TBD	June Regents Exams
6/15/26	Monday	Last Day of Regular Classes for Students in 9-11th Grade
6/19/26	Thursday	Juneteenth, school closed
6/24/26	Wednesday	Last Day of School for Students
6/26/26	Friday	12th Grade Graduation (tentative)

## Appendix I: High School Graduation Requirements &amp; Credit Tracker



## GRADUATION TRACKER

Student Name: \_\_\_\_\_

Expected Graduation Year: \_\_\_\_\_

Student ID: \_\_\_\_\_ Safety Net: \_\_\_\_\_

Counselor: \_\_\_\_\_

CREDIT REQUIREMENTS			
ELA (4)	HISTORY (4)	MATH (3)	SCIENCE (3)
<input type="checkbox"/> 9th	<input type="checkbox"/> Global I	<input type="checkbox"/> Math 1	<input type="checkbox"/> Life
<input type="checkbox"/> 10th	<input type="checkbox"/> Global II	<input type="checkbox"/> Math 2*	<input type="checkbox"/> Physical
<input type="checkbox"/> 11th	<input type="checkbox"/> US History	<input type="checkbox"/> Math 3*	<input type="checkbox"/> Life/Physical
<input type="checkbox"/> 12th	<input type="checkbox"/> Gov/Econ	* must be beyond Algebra I	
LOTE (1)	ARTS (1)	PE (2)	ELECTIVES (3.5)
<input type="checkbox"/> Language	<input type="checkbox"/> Arts	<input type="checkbox"/> 9th (0.5)	<input type="checkbox"/> ELECTIVE
HEALTH (0.5)		<input type="checkbox"/> 10th (0.5)	<input type="checkbox"/> ELECTIVE
<input type="checkbox"/> Health (0.5)		<input type="checkbox"/> 11th (0.5)	<input type="checkbox"/> ELECTIVE
		<input type="checkbox"/> 12th (0.5)	<input type="checkbox"/> ELECTIVE (0.5)

REGENTS EXAM REQUIREMENTS			
SUBJECT AREA	NAME OF EXAM	HIGHEST SCORE	NOTES
<input type="checkbox"/> English			
<input type="checkbox"/> History			
<input type="checkbox"/> Math			
<input type="checkbox"/> Science			
<input type="checkbox"/> +1 Option			
ADVANCED REGENTS REQUIREMENTS (OPTIONAL)			
<input type="checkbox"/> Math (2 of 3)			
<input type="checkbox"/> Math (3 of 3)			
<input type="checkbox"/> Science (2 of 2)			
<input type="checkbox"/> LOTE Exam			

NOTES:

## Appendix J: 2025-2026 Middle School Bell Schedule

Daily Schedule - Monday, Tuesday, Thursday, Friday					
6th 7th Grades			8th Grade		
Breakfast	7:35 - 7:45	Time Elapsed	Breakfast	7:35 - 7:45	Time Elapsed
AM Advisory	7:45 - 8:00	15 mins	AM Advisory	7:45 - 8:00	15 mins
1	8:02 - 8:50	48 mins	1	8:02 - 8:50	48 mins
2	8:52 - 9:40	48 mins	2	8:52 - 9:40	48 mins
Snack	9:40 - 9:48	8 mins	Snack	9:40 - 9:48	8 mins
3	9:50 - 10:38	48 mins	3	9:50 - 10:38	48 mins
4	10:40 - 11:28	48 mins	4	10:40 - 11:28	48 mins
5 (Tutoring)	11:30 - 12:00	30 mins	5 (Tutoring)	11:30 - 12:00	30 mins
6	12:02 - 12:50	48 mins	6	12:02 - 12:50	48 mins
7 (Lunch Recess)	12:53 - 1:38	45 mins	7	12:53 - 1:41	48 mins
8	1:42 - 2:30	48 mins	8 (Lunch Recess)	1:45 - 2:30	Lunch 45 min
9	2:33 - 3:21	48 mins	9	2:33 - 3:21	48 mins
PM Advisory	3:23 - 3:30	7 mins	PM Advisory	3:23 - 3:30	7 mins
Dismissal	3:30 - 3:35	5 mins	Dismissal	3:30 - 3:35	5 mins
Reflection	3:35 - 3:55	20 mins	Reflection	3:35 - 3:55	20 mins
Athletics/Clubs	3:40 - 5:15	95 mins	Athletics/Clubs	3:40 - 5:15	95 mins

Daily Schedule - Wednesday Extended Advisory Weeks			Daily Schedule - Wednesday Community Meeting Weeks			
Period	Time	Time Elapsed	Period	Time		Time Elapsed
Breakfast	7:35 - 7:45	18 mins	Breakfast	7:35 - 7:45		18 mins
AM Advisory	7:45 - 7:58	12 mins	AM Advisory	7:45 - 7:58		12 mins
1	7:58 - 8:43	45 mins	1	7:58 - 8:43	6th Grade CM	45 mins
2	8:46 - 9:31	45 mins	2	8:46 - 9:31		45 mins
Snack	9:31 - 9:41	10 mins	Snack	9:31 - 9:41		10 mins
3	9:44 - 10:29	45 mins	3	9:44 - 10:29	7th Grade CM	45 mins
4	10:32 - 11:17	45 mins	4	10:32 - 11:17		45 mins
5	11:20 - 12:05	45 mins	5	11:20 - 12:05		45 mins
6 - Advisory	12:08 - 12:53	45 mins	6	12:08 - 12:53	8th Grade CM	45 mins
Lunch	12:53 - 1:15	20 mins	Lunch	12:53 - 1:15		20 mins
Reflection/Late Detention	1:20 - 1:40	20 mins	Reflection/Late Detention	1:20 - 1:40		20 mins

**Appendix K: 2025-2026 High School Bell Schedule**

<b>Daily Schedule - Monday, Tuesday, Thursday, Friday</b>	
Arrivals	8:00-8:15 AM
1	8:15-9:05 AM
2	9:08-9:58 AM
3	10:01-10:51 AM
4	10:54-11:44 AM
5	11:47 AM-12:37 PM
6	12:40-1:30 PM
7	1:33-2:23 PM
8	2:26-3:16 PM
Clubs/Athletics/Office Hours	3:16-4:30 PM
<b>Daily Schedule - Wednesday Half Days</b>	
Arrivals	8:00-8:15 AM
1/2	8:15-9:00 AM
3/4	9:03-9:48 AM
7/8	9:51-10:36 AM
5/6	10:39-11:24 AM
Advisory	11:27 AM-12:25 PM
Dismissal	12:25-12:30 PM
<b>Daily Schedule - Wednesday Half Days Academic Interventions Wednesday*</b>	
Arrivals	8:00-8:15 AM
1/2	8:15-9:00 AM
3/4	9:03-9:48 AM
7/8	9:51-10:36 AM
5/6	10:39-11:24 AM
Advisory	11:27 AM-12:25 PM
Snack and Transitions	12:25-12:45 PM
Academic Intervention Block #1	12:45-1:45 PM
SEL Break	1:45-2:00 PM
Academic Intervention Block #2	2:00-3:00 PM
Student Reflection/Exit Activities	3:00-3:10 PM
Dismissal	3:10-3:15 PM