

Student Handbook



Dear Chargers,

We are excited that you are part of our school community. Our school is a place where we value learning about the world and ourselves and have fun in the process.

Middle school is a time when you become increasingly independent. Along with that independence comes responsibility. Responsibility for your actions – how you treat others and yourself and for taking charge of your learning. Responsibility to treat our environment (the school building and all the things inside it, as well as the larger community in which our school is located) respectfully. And responsibility for building our community. As a Charger, you are part of a group of students and teachers who bring a great diversity of interests and experiences that will enrich our school lives. We will also be joining our younger schoolmates – children who range in age from 4 years old in Kindergarten to your peers. You are role models and leaders for our school.

This handbook spells out some school policies that will help us to work together productively. You and your parents are responsible for knowing the content of this handbook, including the procedures and policies it contains.

With warm wishes for a truly outstanding year!

Terri and Nico

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Expectations

- Arrive on time or earlier to all classes with necessarily supplies and work
- Complete all work by the specified due date. If you cannot, you should communicate with your teacher and collaboratively come up with a plan.
- Assume responsibility for keeping the school clean by picking up after yourself, seeing that others do not damage the building, and by leaving other people's belongings alone.
- Be kind and considerate, avoiding hurtful words or actions.
- Respect the rights of others to learn, to participate and to work.

General policies

The school day starts at 8:25 and ends at 2:45.

Homeroom is from 8:25 to 8:30. Attendance is taken during homeroom.

Classes start promptly at 8:30 and end at 2:45.

Tardiness

Late pass. If you arrive late to school (after 8:25) you need to get a late pass by checking in with the office before going to class. This will provide us with a record to update attendance so that you are not marked absent. If we don't have evidence that you arrived late, we will leave you as marked absent. It is difficult to go back in time to correct this.

Repeated lateness to school makes it difficult for you to do well in school and is an inconvenience to all. A record of lateness and absences will appear on your report card. For students in 7th grade, promptness and good attendance are important aspects of your high school application. *10 or more absences can mean you do not get into the high school of your choice!*

You are responsible for making up all work you miss while you are out of class.

Early Dismissal

Students are not allowed to leave the building during school hours except for organized school trips or when picked up by an adult on the blue card. Under no circumstances are students allowed to dismiss themselves before the end of the school day.

Scooters and Skateboards

Many students ride their skateboards or scooters to school. **Under no circumstances** are bikes or scooters allowed in the school building. You should have a lock and lock your bike or scooter up **OUTSIDE** of the school building. There is a bin for skateboards in the lobby.

Metrocards

Students residing far enough from school will be provided with an MTA bus and/or subway pass. This pass enables eligible students to ride to and from school for free or at half-fare and is valid on schooldays only. The type of pass a student receives is pre-determined by the DOE, based on each child's official home address.

Eligible students will receive two passes during the school year, one in September and one at the beginning of February.

If a student loses a Metrocard, s/he should go to the main office between 2:45pm and 3pm to receive a replacement card. Replacement of lost Metrocards is a complicated administrative task and children are encouraged to take care of their Metrocards and not to lose them.

Students who ride the school bus are not entitled to a Metrocard.

Elevator policy

The elevators at PS/IS 276 are restricted and can only work with a special elevator key. On arrival in the morning, students will be keyed upstairs to the 8th floor. At all other times, students should use the stairs UNLESS they are accompanied by an adult or keyed upstairs by an adult.

The general guideline is that students can take the elevator if they are going up 5 flights or more (ie from the first floor to the 6th floor.)

If a student has a medical condition that limits ability to use stairs, he or she should bring a doctor's note and will be given an elevator pass.

Leaving the Classroom

Students may leave the classroom for a number of reasons. A student may not leave the classroom, however, without a pass, without signing out, and without a staff member's permission. Students who leave the classroom without a pass, without signing out, and without a staff member's permission, will be considered truant and appropriate disciplinary actions will be taken by a staff member. Refer to the Ladder of Discipline for disciplinary actions.

If you are late to class due to a meeting with an administrator or other staff member, you need to get a late pass to be admitted to class.

Bathroom pass

One student out of a class at a time. Sign out and back in the class log book.

Bathroom access is restricted first period and 6th period and the first and last 5 minutes of all other periods.

Nurse pass

If you are going to go to the medical room, you should have a pass from your teacher. Elissa is not supposed to let you stay in the medical room without a pass. Elissa will give you a pass to return to class.

Gender Neutral Bathrooms

In accordance with NYS and NYC law, the Battery Park City School has bathrooms that are designated as "gender neutral." These bathrooms are safe spaces for students who identify at different places on the gender spectrum and their allies. Students, including non-binary students, are free to determine which facilities are consistent with their gender identity.

In order to provide safe, non-stigmatizing access to all students, gender neutral bathrooms are located in the Nurse's office on the 1st floor, on the 3rd floor, on the 6th floor and on the 8th floor. This arrangement insures that there is a bathroom that is accessible to all students within one floor of their classes. All bathrooms are marked to indicate use -- Boys, Girls and All-Genders.

As in all areas of our school building, it is expected that students are respectful of others.

Lunch & Recess

During lunch and recess, students are expected to be either at recess, the cafeteria, or a lunch club. Students are not permitted to "hang out" in hallways, classrooms, bathrooms, etc. They must be in the presence of a staff members at all times.

Any student wishing to have a school lunch will swipe his/her student ID card.

Cafeteria seating is not pre-assigned; students may sit where they like. However once they find a seat, they are required to remain seated until the lunch monitors announce the start of recess. Students unable to follow this rule will be given an assigned seat.

KP Duty

It is expected that students clean up after themselves in the cafeteria. Homerooms take turns wiping down tables and sweeping up so that the cafeteria is left in reasonably clean condition after each lunch period.

Birthdays

Middle school students will celebrate birthdays once a month in advisory. They will not be permitted to share treats during lunch.

Recess

Students can choose from a variety of choice time activities during recess. They may go to the library (studying, reading), clubs, or the outside yard (active play). The gym is scheduled to be open for some lunch periods each week. In inclement weather, we show movies in the auditorium. School clubs meet during lunch. Each location, including clubs, is monitored by staff.

Students are not allowed to hang out in the hallways or stairwells.

Dress Code

PS/IS 276 students are expected to wear clothes that reflect the fact that we are in school. School is the "job" of young people. You should dress for work, not the beach, a party, or a weekend at the park. Student attire should be clean, neat, size appropriate (not too tight or too loose) and should not reveal underwear or too much skin. Clothing should be free of offensive or hurtful language or statements or images that would upset others. Clothing originally designed to be undergarments should not be worn as outerwear.

It is expected that all students will have gym shoes on gym days. We discourage flip flops and other shoes with limited support as hallways are crowded and toes can be injured.

Students should not wear hats or hoods indoors.

Students who wear inappropriate clothing may be provided alternatives at school and/or asked to call parents to bring a change of clothes.

We recognize that dress policies are inherently subjective. However, faculty and administration reserve the right to discuss dress with individual students and to enforce this policy as written.

Personal Belongings

We strongly discourage bringing items of significant monetary or sentimental value to school. The school cannot guarantee the safety of these items during the school day.

Specifically,

- students are not allowed to carry around sports equipment during the school day. All sports equipment should be stored in classroom closets or lockers.
- students are not allowed to have their cell phones out during the day. They should be turned off and stashed in backpacks (not pockets). Cell phones that are out during the day will be confiscated.

Lockers and bins

It is recommended that students bring in a file bin to store their personal belongings in their homerooms. Students are not to use the lockers by the gym to store their belongings unless they are on a sports team and have an assigned locker. Locker rooms are open from 8:00 to 8:20 and after school. At all other times, locker rooms are locked.

Lost and Found

Lost and found items will be kept in the lobby. Please be aware the school is not responsible for items lost at school or those placed in Lost & Found. Lost and Found is emptied monthly and the items are donated to charity

Academic Policies

Homework Policy

Homework is designed to create a bridge between school and home, providing practice of concepts learned at school and extending learning through projects. Homework also provides opportunity to hone your organizational skills. Keeping track of assignments, when they are due, materials needed, managing your time effectively between multiple demands, and turning in your assignments are all essential organizational skills needed for success in middle school and beyond. Middle school students can expect homework to begin during the first week of school.

You should plan for homework assignments every night. Teachers give short and long term assignments. They will post long term homework assignments to Google classroom. Each teacher has specific homework policies that are shared in class and at Back to School Night in September.

If work is difficult or confusing, students should do their best to complete assignments and parents/guardians should write a note explaining what the problem was. As well, students should communicate with teacher(s), explaining what was too difficult for them and why it was hard. The note should be foundation of a plan for getting support. Extra help will be given before school, or during lunch -- whenever the teacher is available.

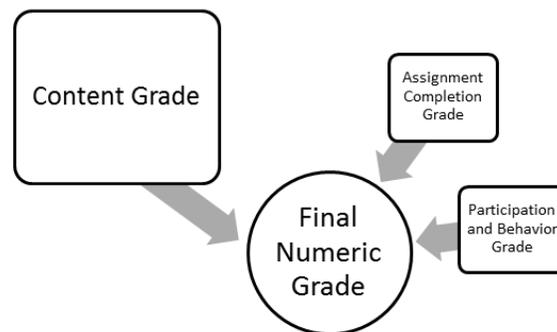
Dial-A-Teacher at (212) 777-3380 may be able to help with your homework questions. You can call from 4:00 P.M. to 7:00 P.M.

Grading Policy

Teachers have individual grading policies that are explained at back to school night in the fall and in class. In addition to the official report cards given out in December, March and late June, unofficial progress reports are also sent home several weeks in advance of report cards to give a heads up on performance and allowing students an opportunity to improve grades.

Our grading policy in middle school is designed to communicate student proficiency in meeting standards while also emphasizing the value we place on effort. In our model, the influence of assignment completion and participation/behavior is more transparent than in more traditional models where these factors are included based on a “percentage” of the student’s total score.

At 276, students get one numeric grade per class, but can see how that grade was computed based on content/skills grades and work habits grades.



We follow this model because number grades can be uninformative to students and their families as they are based on a variety of often hidden metrics and emphasize the product rather than the process of learning. As a school, we believe that it is important to nurture growth mindsets. Simple number grades with no context do not let the students know how their learning is progressing. And it does not let us value the importance of work habits. We want to make sure we communicate the value of effort. Students with a growth mindset have more confidence in the power of effort to impact learning and achievement and research shows that they have greater resilience, stronger problem solving skills, and more ability to transfer knowledge and skills from one context to another. With that being said, high schools only see number grades from the end of year report cards (which is an average of all three numeric trimester grades). The final grade is what shows up on a student’s transcript.

Content/skills grades – will show understanding of content/skills taught and are based on NYC standards.

- MHS = meets high standards
- MS = meets standards
- AS = approaches standards
- FB = falls below standards
- NE = no evidence (work not turned in)

We use MHS, MS, AS, FB, NE to indicate achievement towards standards, as indicated on Common Core Standard-aligned rubrics. Students also get two number grades. One to reflect assignment completion and responsibility for learning. The other reflects participation and responsibility to community. These two categories are important aspects of effort. The grade calculation grid below explains how different combinations can impact grades. The range in each cell allows teachers flexibility in calculating grades based on the range of grades a student might receive across a term.

For the most part, all students benefit from this scoring rubric. Students who may be approaching standards or meeting standards who have strong work habits grades have better number grades as a result of this policy. Sometimes, teachers will offer students opportunities to meet a higher, more challenging standard. In that case, a student who meets that higher standard would receive a MHS (meets high standard).

A note about MHS projects

MHS projects are NOT extra credit. These projects are content enrichment opportunities designed to deepen student engagement and exploration of key concepts in a given unit. Students are never penalized for trying an MHS project (though, if they opt for an MHS project and don't complete the meeting standards component, there will be consequences). If students do not meet standards, they are ineligible to receive credit for meeting high standards opportunities. Teachers inform students of MHS opportunities. Depending on the class, MHS work may be an extension of an assigned project with the criteria described on the class rubric; a more complex question on a test that requires students to synthesize learned skills into a new context or problem; or an additional project.

Not all students opt to complete MHS projects. We strongly believe that this should be a middle school student's choice. We are working towards students setting goals for themselves. If students are doing MS work well and exhibiting good work habits grades, they are in a good place in terms of grades. Middle school students have many diverse interests. We want to make sure we help them be successful in the clubs and interests they choose to pursue. We also want to give them the opportunity and encouragement to try out different extracurricular activities. Students who are active on sports teams or in after school theater or arts programs are doing important learning that may not be strictly academic. At 276, we value these pursuits as well. Students learn important executive function and social skills from these activities.

Work habits grades – will give feedback in two categories:

- (1) assignment completion and responsibility for learning, and
- (2) participation and responsibility to community.

Students will get 1-4 (4 being highest) for each category, according to the rubric:

	4	3	2	1
Assignment completion and responsibility for learning	Student consistently completes work by designated time/date (or arranges an alternate plan with teacher prior to due date) and follows all directions for assignments. Student takes initiative by seeking out extra help when necessary. Student consistently strives for improvement.	Student often completes work by designated time/date and generally follows all directions for assignments. Student sometimes takes initiative by seeking out extra help when necessary.	Student only sometimes completes work by designated time/date (or arranges an alternate plan with teacher prior to due date) and/or only sometimes follows directions for assignments.	Student rarely completes work by designated time/date (or arranges an alternate plan with teacher prior to due date) and/or rarely follows directions for assignments.
Participation and responsibility to community	Student is consistently an active participant in all settings: whole class, group and partner discussions. Student consistently displays on-task behavior in individual, group and whole class work. Student consistently follows class procedures.	Student is often an active participant in whole class, group and/or partner discussions. Student often displays on-task behavior in individual, group and whole class work. Student often follows class procedures.	Student is sometimes an active participant in whole class, group and/or partner discussions. Student sometimes displays on-task behavior in individual, group and whole class work. Student sometimes follows class procedures. Student needs some redirection by teacher.	Student is rarely an active participant in whole class, group and/or partner discussions. Student rarely displays on-task behavior in individual, group and whole class work. Student rarely follows class procedures. Student needs frequent redirection.

Here's how the two kinds of grades will be combined into a final numerical grade:

At the end of the semester, the content/skills and work habits grades in each class will be factored together to come up with a numeric grade using a 100-point scale. Here is the scale that will be used:

	4/4	3/4	2s	1s
MHS	100-96	95-90	85-80	n/a
MS	95-90	85-80	75-70	65
AS	85-80	80-70	70-65	65
FB or NE	n/a	n/a	55	55

*Note: The lowest grade given is 55 (failing). 65 is the lowest passing grade – there are no 60s.
Above a 65, grades are given in increments of 5 (70, 75,...) until 90, after which they are given by 1s (91, 92, 93,...)*

This is what it looks like on the report card:

You will see the subject, teacher's name, grade for the term, comments from the teacher, and their content grade, their work habits grade, and their participation grade.

6TH MATH / DAWN SCHAFFER	90
<small>Teacher Comments Meets standards in modeling mathematics to solve problems from everyday life. Meets standards in understanding ratio concepts and using ratios to solve problems. Hesitates to ask for help. MS 4 3</small>	

This model of grading benefits all students, as working towards improved work habit grades positively impacts all grades.

Pass / Fail Classes

Classes that are pass-fail still give work habits grades so that students and families get this feedback.

Make-up Assignments

Students who have been absent from class for verified, legitimate reasons (such as illness, family emergencies, attendance at funerals, etc.) are to be given a reasonable opportunity to make up missed work, including examinations and quizzes. Handwritten notes from parents and/or physicians verifying legitimate absences will be accepted by teachers. Students are responsible for making up the work they missed and understanding all content. Make up assignments cannot be accepted after the end of the marking period.

Appealing Grades

To appeal a teacher's final grade, students/parents must present all documentation to the teacher to argue their case. If the teacher denies the appeal to change the final grade, the student/parent may appeal to the principal who will make a determination for the final grade based on evidence provided by both the teacher and the student/parent. If the principal should decide to change students' final grades based on evidence provided, the principal will provide a written notice and rationale of the change to the teacher, in accordance with UFT agreement.

Timeline for Changing a Grade

A teacher may also change a student's grade up to 20 days after a marking period has ended for legitimate verifiable reasons such as a miscalculation or student submission of make-up assignments. These changes can be completed during these 20 days on the NYC Department of Education STARS system. After these 20 days, teachers must submit a 'Change of Grade' request form with appropriate documentation to support the grade change. After reviewing the documentation, the Principal may or may not approve the change.

Academic Honesty

"Honesty" is often defined as truthfulness and trustworthiness. One of the goals of our school is to help students develop values that will allow them to be successful in life. We expect our students to

conform to the highest standards of academic honesty. Students who submit work which is not their own, or who assist others in cheating, are committing an act of academic dishonesty.

Academic dishonesty can take several forms, including:

- Plagiarism: taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it as one's own work without giving credit to the source of the work.
- Copying: taking work of another student, with or without his or her knowledge and submitting it as one's own.
- Exam cheating: communicating with another student during an exam, bringing unauthorized material into a test using that material during the test in order to gain an unfair advantage.
- Falsifying data: creating or altering data which have not been collected in an appropriate way and submitting it as authentic data for an assignment.
- Electronic translations: using Google translate or other electronic translation services does not help you learn a foreign language. While using dictionaries to aid in translations is a good academic practice, translating whole passages by a translating software and claiming it as your own work is not.
- Collusion: helping another student to be academically dishonest.

Consequences will include one or more of the following:

- Students will receive a zero on the assignment, quiz, or test and will be required to re-submit original work to complete the assignment.
- Student will receive a referral to see the counselor or dean.
- The teacher will notify parent.
- The student will be ineligible for honor roll that term.
- A second violation may result in an "F" and/or "U" grade for the grading period.

Recognition of Academic Achievement

Honor Roll/Principal's Honor Roll

We begin to offer academic recognition to students in middle school. To qualify for honor roll, a student must:

- Have no content/skills grades below an MS
- Have only 3s and 4s in work habits (with at least 1/3 being 4s, NO 1s or 2s in any classes)
- Pass all pass/fail classes
- Get a 90 or above in physical education

To qualify for principal's honor roll, a student must meet the criteria for honor roll, plus:

- Earn MHS in at least **three** classes

National Junior Honor Society

The purpose of the Battery Park City School NJHS is to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in our students.

Candidates eligible for selection to this chapter must be second-semester 6th graders or 7th and 8th graders who have been in attendance for a period of one half of the school year at the Battery Park City School. Students eligible for selection to the chapter must have the distinction of “Honor Roll” and must complete an application and interview.

Graduation with Distinction

Allowing students to graduate with distinction is our way of celebrating student particular interests and talents. All of our students have things that make them distinguished, and some of them choose to apply to receive recognition for those things at graduation. Students can apply for distinction in four areas: academics, athletics, the arts and service (some students choose to apply for distinction in multiple areas). The application requires students to prepare a portfolio documenting their work throughout middle school in that area and to explain – both in writing and a small group presentation – how their work helped them grow as an individual and contribute to their school community.

High School Admissions Process

A key part of the fall of eighth grade is the application process for High School.

Members of the High School Admissions team will meet with 7th grade families in the late spring and again with 8th grade families in the fall to provide an overview of the high school admissions process and answer questions about the process. Once dates and timelines have been finalized by the DOE, the Admissions Counselor/s will meet with 8th grade families to share information and answer questions.

ATTENDANCE/BEING ON TIME IS CRUCIAL particularly for students in grade 7! Receiving schools look closely at each applicant’s attendance in grade 7 and take excessive absences/tardiness seriously! Absences/tardiness related to illness, family-situation and special circumstances are excusable. The school can write an explanation for these absences, but the schools to which your child may apply will not know the difference between “excused” and “unexcused” absences. Extended vacations are not looked upon favorably and are not viewed as an excused absence. This is a DOE policy.

The DOE sets the schedule for the distribution of high school acceptance letters. Scheduling varies each year. There is a formal appeals process if a student does not get into his/her school of choice.

Discipline Policy

Building Community

Treat others as you would like them to treat you.

The Golden Rule is found in cultures around the world. Inherent in it is the idea that we treat all people, not just members of our own group, with consideration and respect. The Golden Rule provides the basis for our discipline policy.

The focus of PS/IS276’s discipline policy is to create a school community that accommodates and supports each student’s social, emotional, and academic growth. In order to establish a school

climate that is fair and safe, we have established rights and responsibilities for students and a corresponding structure of logical consequences that is based on the New York City Chancellor's Discipline Code. These expectations are meant to secure the safety and learning of all students and to manage groups of students fairly as they participate in classrooms, on the playground, and during all out-of-classroom activities. We see rules and consequences as important tools to teach children to monitor their own behavior and to contribute positively to the school and larger communities in which they live. All students and their families have a right to feel confident that there are rules and policies to help make the school environment safe for learning and that the adults in school are working diligently to support the emotional and physical safety of all students.

Chargers Community Agreements

As a community, we have articulated four core agreements that guide behavior.

1. Make thoughtful and safe choices
2. Be respectful to all
3. Contribute to the community
4. Walk quietly in hallways and stairs

We teach respect and responsibility at each grade level in appropriate ways that are consistent with our work across the curriculum. Important strategies that we use to build community and help children independently make thoughtful, wise choices include establishing school-wide routines such as Advisory, using a system of logical consequences for all actions, and asking students to reflect on the impact of their actions and how they can remedy any mistakes.

Our first response is always to remind students of our code of conduct, reinforce appropriate behaviors, and provide redirection to students who are straying into inappropriate behaviors. Sometimes, these initial attempts to redirect student behavior are insufficient. When this occurs, teachers can draw upon a continuum of responses to help build responsible behaviors. These responses are logical for the behavior and appropriate for the situation and focus on the importance of considering of how one's actions impact the community and how amends can be made.

We follow a model of "progressive discipline." This means that we work to help students learn from their mistakes. We want students to understand why the behavior is unacceptable and the harm it has caused, think about alternative choices they may have made, take responsibility for actions, and understand that more stringent consequences (i.e. some form of "punishment") may result if the behavior continues.

If misbehavior continues, teachers will call home to keep parents informed, will maintain records of behavior, and will consult with the administration and colleagues who work with the child. Teachers will follow up when behavior improves by contacting families to let them know of improvements. We believe that discipline is most effective when it is logical and provides an opportunity for redemption and when it occurs immediately and directly between the people involved.

To view the DOE's Citywide Standards of Discipline and Intervention Measures: the Discipline Code and Bill of Student Rights and Responsibilities, 6-12, visit

<http://schools.nyc.gov/RulesPolicies/DisciplineCode/default.htm>. The link to the document for grades 6-12 and other resources can be found on this page.

Consequences for inappropriate student behavior are confidential. We do not publicly advertise what happens to individual students for specific behaviors. As a result, it may sometimes appear that there are few consequences, when consequences are being followed through with students and parents.

Language

We are a school community that prides itself on a culture of respect. Disrespectful language (profanity, name calling, use of racial, ethnic, or other slurs etc.) is always inappropriate. Additionally, in school, we have many younger students who look up to the middle school students and copy their behaviors. All students need to learn to monitor their language at all times.

Bullying, Cyberbullying and Other Harassing Behaviors

All students have the right to feel physically and emotionally safe at school. Bullying is a serious offense with serious consequences. The New York City Department of Education Discipline Code prohibits students from bullying other students for any reason, including taunting and/or intimidation through the use of epithets or slurs involving race, color, ethnicity, national origin, religion, gender, gender identity, gender expression, sexual orientation or disability. This policy is in effect on school grounds, school buses and at all school sponsored activities, programs and events.

Sometimes harassing behaviors can occur off of school grounds but still interfere with or disrupt learning. These behaviors can occur face to face, through gossip, or through social media. We take these behaviors seriously. "Cyberbullying" is defined as the use of any electronic communication device to convey a message in any form (text, image, phone, audio, game, or video) that is intended to harm, insult, or humiliate another in a deliberate, repeated, or hostile and unwanted manner. Anonymous postings or acts can be considered acts of cyberbullying and are expressly forbidden.

Any accusation of bullying or harassing will result in an immediate investigation by the school. This investigation will include a conference with students involved as well as witnesses. Parents/guardians will be informed of the results of these investigations and appropriate actions will be taken to address the issue. Additional consequences as described in the NYCDOE discipline code will be followed.

Middle School Dean Team

If a Middle School student's behavior is consistently disruptive, despite a teacher's attempts to correct the behavior, the student is then referred to the Dean Team for an intervention. The Dean Team is comprised of the Middle School Dean, the school counselor, and administration. The Dean Team will meet with the students and parents (when necessary) to develop a plan and assign appropriate consequences for the negative behavior. When appropriate, The Dean Team may place a student on a conduct sheet. Conduct sheets are a way for a student to track his/her behavior and for parents to monitor progress at school. Students on a conduct sheet are responsible for checking in with their assigned person at the end of each school day to review the conduct sheet.

For questions related to discipline in the Middle School, contact the Middle School Dean or the Middle School Director.

Detention

Occasionally it becomes necessary to discipline a student for violating the established school rules. Detention may be assigned by teachers and takes place during lunch/recess.

Teachers can give detention to students who are consistently late to class or who disrupt class.

Suspension

If behavior continues to be disruptive, or the severity of the behavior warrants, students may be given a suspension as per the guidelines of the NYCDOE Discipline Code.

Principal’s Suspension. The child is given class work during the day and monitored by middle school faculty at school.

Superintendent’s Suspension. For major discipline issues a judicial process is followed that includes a formal hearing and may result in suspension that must be served at an off-site location.

Ladder of Discipline

Low Level Behaviors	Examples	Response/Action
Classroom behaviors that do not put anyone in immediate danger and should be addressed by the staff member witnessing the behavior.	Late to class Disrupting class Use of cell phones Verbally rude or disrespectful behavior Minor misuse of technology	Teacher conferences with student, can contact family, teacher documents behavior, lunch detentions for repetitive behaviors, establish behavior plan, restorative practices.

*** After implementing all interventions and behavior continues, administration and/or Dean Team is involved.*

Mid Level Behaviors	Examples	Response/Action
Classroom behaviors that stop classroom instruction.	Use of obscene, vulgar or lewd language, biased slurs(racist/sexist), misusing property of others, inappropriate use of technology(filming others), walking out of class or not in the right place, minor physical	Teacher conference with student <u>and</u> parent Lunch detention Referral to Dean Team Referral for counseling

	altercations (throwing chalk), vandalism, cheating/plagiarism,, repetitive Low Level Behaviors	Official classroom removals for repetitive or more egregious behaviors that are logged into the DOE reporting system Meetings with teachers, administration, parents, student.
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High Level Behaviors	Examples	Responses
Any behavior in or out of school that greatly disrupts the educational process or threatens or causes physical/emotional harm.	Behavior that consistently interferes with classroom instruction and the learning. Engaging in sexual harassment, distributing/posting materials threatening violence or harm, physically aggressive behavior that causes harm, intimidation/bullying/threatening behavior towards others, possession and/or distribution of controlled substances, activating fire alarm, stealing, creating a substantial risk for injury with or without reckless use of an object, possession/use of a weapon, planning or instigating violence against another individual	Immediate removal from the classroom. Parents are called to come to school. Immediate referral to administration/Dean Team Referral for counseling Restorative practices, suspension (on site or at another site), involvement of NYPD

Extracurricular Activities

Lunch Clubs

A variety of clubs are offered to our students. All clubs meet during lunch and are overseen by a faculty member. Clubs are student driven and, as a result, offerings change from year to year. Clubs meet for the entire lunch period. Children participating in a club will bring their lunches to the designated classroom or location where the club meets. If a child needs a hot lunch, s/he is given a pass to go to the cafeteria and bring his/her meal to the club meeting room.

Some of our clubs in the past include Student Council, GSA, Chess Club, Art Club and Film Club.

Any student interested in forming a club can submit an application to the assistant principal’s office for approval. Applications are reviewed on an ongoing basis.

Student Council

PS/IS 276 has an active Student Council. The role of the Student Council is to represent the voice of the students to the administration, plan events and fundraisers, promote Charger pride, and approve student clubs. In September, every homeroom class elects 2 class representatives to serve in student government. These representatives meet weekly, during lunch, to discuss and work on different projects including events, fundraising, communication, and social action activities.

District 2 Student Leadership Council

We participate in the D2 Student Leadership Council. Student representatives attend monthly meetings at various middle schools with a goal of identifying issues of concern across middle schools. Students then work to come up with solutions that can be implemented at the school, district and city level.

Gender/Sexuality Alliance

Battery Park City School has an active GSA. This club meets at lunch and works to create a safe environment for all students.

After School

Our after school program is run by Manhattan Youth. School administration works closely with Manhattan Youth staff to insure that rules from school to after school are consistent and that we collaborate on responses to disciplinary incidents.

Athletics

Manhattan Youth coordinates our interschool athletic program.

At 276, every student has the opportunity to find their inner athlete. We strongly encourage all students to participate on a sports team. If you don't feel comfortable playing the sport, there are jobs such as videographer, manager, and score keeper that are important to our school's athletic program.

Team members are expected to participate in all practices and games/meets and to hold up their grades. For some sports, student athletes are expected to dedicate some of their time on weekends.

If an athlete is receives a 70 or below in one or more subjects in school, he/she may be put on probation and will not be allowed to play or participate in a team sport.

If a student is suspended for disciplinary reasons, that child will not be allowed to practice or play a game with the team for the duration of the suspension.

Technology

Cell Phone Policy

While we understand students bring phones to school, it is our policy that phones must be turned off and stored in student backpack. Cell phones are not necessary to use during the day and students who need to contact home can seek assistance from an adult at school. Students should, as they enter the building, remove headphones and begin shutting down their phone.

Cell phones may be used as set forth below (consistent with Regulation A-413). During the school

day and/or after school:

- Cell phones may not be turned on or used while on school property.
- Cell phones may not be turned on or used during instructional time, except for instructional and educational purposes with the explicit approval of the teacher and/or teaching artist.
- Cell phones may not be turned on or used during lunch or recess.
- Cell phones may not be turned on or used in the bathroom or locker room.
- Cell phones may not be turned on or used during field trips, fire drills or lock down drills.
- Cell phones may not be turned on or used during NYS exams.

Students are not to call, text, or message their family members during the school day. If students need to reach a member of their family, they can use one of the phones in the main office. Students may not photograph or take videos of any staff members or other students in and outside of the building.

In an effort to enforce this policy we will implement the following consequences:

1. If a phone rings during class, the student will be reminded of the policy and instructed to turn off the phone.
2. Students seen using phones anywhere at school will have the phone taken for the remainder of the school day. The teacher who takes the phone will turn it into the office on the 8th floor or the main office.
3. Students with consistent cell phone usage during the school day will have to turn their phone into the office each morning and parents will be contacted.

Personal Devices (phones, laptops etc.)

A reminder -- the school is not responsible for any personal property brought to school.

Students may bring in personal laptops and/or tablets for academic purposes if permission is granted from school staff. However, students may not use the school wifi network on non-DOE computers/ipads/etc. If a teacher is concerned about potentially inappropriate use during school hours, the teacher may ask to see the device or bring it to the attention of administration. Students who are using personal devices inappropriately will have their device taken away for the remainder of the school day, if the behavior persists, they are not allowed to bring their device to school.

Digital Media and School Laptops

Students are not allowed to listen to music or stream media on personal devices or school computers during the school day. Students are not to download applications onto school computers. Since school devices are shared, students who need to save a file or image while using a school device should save it to their google drive. You must remember to sign out of your google account before logging off or shutting down. Do not use unauthorized add-ons or extensions.

Internet Use

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. The New York City Department of Education has taken precautions to restrict access to controversial materials. However, on a global network it is impossible to control all materials and an industrious user may

discover controversial information. We PS/IS 276 firmly believe that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the Department of Education.

Internet access is coordinated through a complex association of government agencies, and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so that you are aware of the responsibilities you are about to acquire. In general this requires efficient, ethical and legal utilization of the network resources. If a PS/IS 276 user violates any of these provisions, his or her account will be terminated and future access could possibly be denied.

Digital Citizenship

Parents and teachers are in charge of helping students be good digital citizens. This means they support students in using the internet in ways that are safe, responsible, and appropriate. They also help students follow the rules and etiquette that lead to effective digital learning. Here are the responsibilities expected of parents and students:

Parent Responsibilities

- Make sure your children act responsibly. This includes knowing and understanding the [Discipline Code](#), [Internet Policy](#), and [Social Media Guidelines](#).
- Keep track of your children's use of the internet when they are outside of school.
- Share values with your children and discuss with them what is and is not acceptable on the internet.

Student Responsibilities

- Follow school and classroom rules for using technology.
- Collaborate in ways that add to the learning environment.
- Act responsibly toward others you interact with face-to-face and/or online.
- Use technology to support an inclusive school community.
- Protect passwords and make sure devices do not automatically save passwords.
- Be careful when providing any personal information and always get a parent's permission before you do.
- Have permission from a parent before meeting anyone in person that you have met only online.
- Respect and care for school work and devices.
- Only download music, photographs, or video if you have permission from your teacher. Follow the owner's instructions for use. If you don't know whether you can use something you found online, request permission from the owner.
- Only use accounts that belong to you.
- Do not share your password with anyone except your parents or the system administrator.
- Raise money for school activities only as directed by your teacher.
- Reach out to a trusted adult or Respect for All (RespectForAll@schools.nyc.gov or (212) 374-2350) if you see anything that is inappropriate, threatening, or unkind.

A student who does not act responsibly may face the consequences explained in the [Discipline Code](#) and [Chancellor's Regulations](#).