2022-23 CSA Student-Family Handbook
Effective: August 29, 2022
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**Mission**
The mission of New York City Charter School of the Arts (referred to herein as CSA, City School of the Arts and the School) is to inspire a diverse community of young people to engage with the arts as a pathway to rich and rigorous academic learning, and a creative, purposeful life. We aim to educate a new generation of leaders who can use the arts and creativity to access complex areas of study, connect across differences, and cultivate critical 21st-Century skills such as creativity, collaboration, and critical thinking. Our mission influences all aspects of our school culture, including our approach to student discipline, attendance policy, dress code, and family calendar.

What follows are the policies, procedures, and expectations for all CSA students. We depend on cooperation between families and the School to adhere to these policies so that the community can work together to develop well-rounded, creative, and thoughtful young adults.

**CSA Community Values**

**CREATE**
- We create art to experience joy and self-awareness in our learning.
- We engage in the creative process and learn through discovery and practice.

**LEARN**
- We learn through rigorous and purposeful work.
- We persevere through challenges and take responsibility for our growth.

**THRIVE**
- We thrive on gratitude and compassion for ourselves and others.
- We transform our communities as creative leaders for equity, justice, and sustainability.
Attendance Policy

ID Cards / Swipe System
To track students’ presence in the building, they are given a Swipe/ID card, a clear pouch in which to store the card and a lanyard with a safety latch.

Students will be asked to present their ID cards when:

- Entering the school
- Leaving the school
- Leaving and returning the school for field trips
- Entering and leaving the after-school program

It is preferable that students wear their IDs on their person, i.e., around their neck, wrist or waist, etc. For the first two weeks of school as staff and students are learning each other’s names all students and staff must wear their IDs at all times. After the first two weeks of the school year, though we strongly encourage students and staff to continue to wear their ID cards, students may keep their ID cards in their book bag or fanny pack, but ID cards must be on their person and easily accessible so the card can be presented upon request.

In addition to the Swipe System, teachers are required to take attendance for each class throughout the day.

Lost ID Card
If a student loses their swipe/ID card, they are to immediately report the loss to Operations. An Ops Team member will replace the card at no cost for the first occurrence. Any subsequent replacement cards are $5.00.

Absences / Tardies
City School of the Arts students are expected to be in school on time every day. If your child is going to be late or absent from school, please call the main office at 646-793-6320 or e-mail attendance@cityschoolofthearts.org as early as possible.

<table>
<thead>
<tr>
<th>Excused Absences and Tardies</th>
<th>Unexcused Absences and Tardies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Illness communicated to school on same day with a doctor’s notes</td>
<td>• Routine doctor’s appointment (please schedule when school is not in session)</td>
</tr>
<tr>
<td>• The death of a close family member, verified by a program, newspaper</td>
<td>• Family vacation</td>
</tr>
</tbody>
</table>
clipping, or any other available documents  
- A court appearance that requires the child’s presence, as verified by a court document  
- Observance of a religious holiday  
- Preapproved high school visit

Absences

- The School will begin sending texts and/or making calls to students’ homes if they are not present by 10:00AM.
- All absences are recorded on our School’s online Student Information System, and shared with families four times annually on midsemester progress reports and end-of-semester report cards.
- Classwork will not be provided in advance of any type of absence. It is the responsibility of the student to make up any classwork, homework, projects, quizzes, or exams missed during any excused or unexcused absences.
- If prior notification had not been provided, a student is required to bring a signed note from his or her parent or guardian explaining the reason for the absence upon return to school. If a student has a medical visit while absent from school, a note from his or her doctor is required in lieu of the parent note.
- Excessive absences may result in lower class grades as part of a student’s grade is based on mastery of the material which is presented in class. Therefore, it is imperative that students are at school, on time, every day.
- Students who are absent from school cannot attend school sporting events, dances, or any other school-sponsored activities occurring on the day of the absence, unless the school has given advance permission.

The following chart outlines action steps the school will take in cases of excessive absences:

<table>
<thead>
<tr>
<th>Cumulative Number of Absences</th>
<th>Action Step</th>
</tr>
</thead>
</table>
| 3 absences in one semester   | - Phone call home to review attendance policy with family  
                                - Action-plan made with student  
                                - Mandatory study hall instituted after any subsequent absences |
| 5 absences in one semester | • Family meeting required to review attendance policy and outline the educational impact of absences  
| | • Action-plan created with family  
| | • Official letter sent home for signature outlining necessary action steps.  
| | • Mandatory study hall instituted after any subsequent absences |
| 7 absences in one semester | • Student may lose his or her ability to participate in School activities and trips  
| | • Student will be eligible for summer school and/or retention  
| | • The School may report excessive absences to the New York City Administration for Children’s Services |

1 Emergencies accounted for by MTA and/or covered in local media will be excused, at the discretion of the Executive Director

**Latenesses**

- If students arrive after the grade’s designated start time of their first period class, they are considered late.
- To qualify as an **excused late**, there must be a documented school bus or public transportation delay or severe weather (at the discretion of Executive Director).

**Early Dismissal**

- Early dismissal is defined as any dismissal prior to the grade’s designated dismissal time.
- Parents should notify the CSA Front Office in writing, by email to [attendance@cityschoolofthearts.org](mailto:attendance@cityschoolofthearts.org), if an early departure is required.
- The student will only be dismissed early with proper documentation.

The following chart outlines action steps the school will take in cases of excessive tardiness or unexcused early dismissals:
### Cumulative Number of Instances of Latenesses / Unexcused Early Dismissals

<table>
<thead>
<tr>
<th>Action Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 unexcused lates or unexcused early dismissals to a class in one semester</td>
</tr>
<tr>
<td>● Phone call home to review lateness policy with family</td>
</tr>
<tr>
<td>● Action-plan made with student</td>
</tr>
<tr>
<td>● Commitment (See Discipline Policy)</td>
</tr>
<tr>
<td>5 unexcused lates or unexcused early dismissals to a class in one semester</td>
</tr>
<tr>
<td>● Family meeting required to review lateness policy and outline the</td>
</tr>
<tr>
<td>educational impact of tardies</td>
</tr>
<tr>
<td>● Action-plan created with family</td>
</tr>
<tr>
<td>● Official letter sent home for signature outlining necessary action steps.</td>
</tr>
<tr>
<td>● Mandatory study hall instituted after any subsequent latenesses</td>
</tr>
<tr>
<td>7 unexcused lates or unexcused early dismissals to a class in one semester</td>
</tr>
<tr>
<td>● Student may lose their ability to participate in School activities and</td>
</tr>
<tr>
<td>trips</td>
</tr>
<tr>
<td>● Student will be eligible for summer school and/or retention</td>
</tr>
</tbody>
</table>

### Home Visits
If a student is absent for three consecutive days and no contact has been made with the family, the Dean of Students or a Thrive Team member may make a home visit to ensure the safety of the child.

### Academic Policies

#### Grading
The purpose of CSA's grading scale is to provide an accurate measure of a student's overall efforts and achievement in a course, as dictated by standards-based assessments. The scale is designed to reward both effort and achievement, skewing more toward effort in sixth grade and more towards achievement in the eighth grade.
Any grade shall receive a score no lower than a 55% so as to not overly deflate a student’s grade. The maximum grade on a student’s report card is 100%.

Gradebooks are determined by the following categories:

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>35% efforts-based grades</td>
<td>30% efforts-based grades</td>
<td>20% efforts-based grades</td>
</tr>
<tr>
<td>60% mastery-based grades</td>
<td>65% mastery-based grades</td>
<td>70% mastery-based grades</td>
</tr>
<tr>
<td>5% semester exam grade</td>
<td>5% semester exam grade</td>
<td>10% semester exam grade</td>
</tr>
</tbody>
</table>

**Makeup Assignments**

It is the student’s responsibility to request assignments upon returning to school from an absence. The student will be given the same number of days that he/she was absent to make up any work including tests or quizzes. A maximum number of ten school days will be applied to this make-up policy.

On scheduled exam days, students will be required to complete the exam either on designated exam make-up days or in mandatory study hall after school. They will receive a minimum of 55% on an assignment if not made up within the designated time.

**Family Conferences**

CSA hosts family progress conferences in the middle of the first and second semesters.

Teachers meet with the entire family to discuss areas of improvement and to reflect on their achievements that semester. Advisors can be present to support students if needed.

Additionally, grade-team teachers may identify struggling students and plan more traditional Student of Concern Conferences, in order to provide needed additional support for the student.

**Promotion in Doubt**

Any student who ends the year with a failing grade in two or more classes or excessive absences (>10% of the year) is at risk of retention.

CSA sends Promotion in Doubt notification letters in the middle of the first, and second, semesters as an added means of communication with the family. In the beginning of June, school administrators hold PID meetings for any student who seems at serious risk of being retained,
and final promotion and retention decisions are communicated to families by phone and by letter by July 1st.

**Summer School**

Students may be recommended to summer school if they have not mastered essential content as demonstrated by grades or excessive absences. Promotion to the next grade can be dependent on successful completion of the summer program.

**Academic Dishonesty**

Students who engage in academic dishonesty will receive an official letter of reprimand and a corresponding zero on the assignment. Students who have more than one instance of academic dishonesty may receive more serious consequences, such as suspension.

**Communication**

**Student Information Systems**

Students and parents use Alma [https://cityschoolofhearts.getalma.com/](https://cityschoolofhearts.getalma.com/) to access grades, attendance data, report cards and email teachers.

**Website**

The CSA Family Dashboard, [https://sites.google.com/view/csa-family-dashboard/home](https://sites.google.com/view/csa-family-dashboard/home), offers the weekly newsletter, calendars, important policies, weekly school lunches and more.

**Social Media**

Follow us on social media!

- www.facebook.com/cityschoolofhearts
- Instagram: @cityschoolofhearts

**Teacher Response to Families**

Teachers will respond to communications (phone, email, information systems) from families within 24 hours (72 hours if over the weekend).

**Policies (Restroom, Technology, Food, Dress)**

**Restroom Policy**

Students must have a pass from a teacher in order to use the restroom. Students will not be
permitted to use the restroom or water fountain during the first 10 minutes and last 5 minutes of each class period (unless it's an emergency). Students are reminded that they are missing class time, and should return to class in a timely fashion.

**Technology Policy**
School policy prohibits students from using cell phones or other electronic devices, except for the school-issued Chromebook, during instruction or anywhere within the school building. Therefore, these devices should be shut off once students enter the building.

All students are expected to leave their phone with Operations staff upon entering the building. Devices will be returned to them at the end of the day as they exit.

If a student neglects to turn in a device and/or is caught using a device, it will be confiscated by the teacher or staff member and turned over to the Main Office. The device must be picked up by a parent or guardian - parents will be contacted via phone by the Main Office. Repeated incidents of confiscated devices will result in further disciplinary consequences.

**Food, Gum, Candy, and Beverages Policy**
If students bring their own lunch, this lunch may not include large bags of chips/cookies (single serving only). Candy and gum are not allowed in the school building. Only water is allowed (no soda, iced tea, Starbucks Frappuccino, etc.). CSA will provide water and milk during lunch.

CSA is a nut-free school. Please do not bring nuts or peanut butter to school. Students may bring water in a non-glass bottle to drink throughout the day.

CSA students may only eat in the Commons, or designated classrooms as specified by the School.

**Dress Code**
The dress code at City School of the Arts reflects our theory of action: self-expression flourishes best within a clear structure of guidelines. Its main purpose is to:

1. Unify CSA as an artistic and intellectual community;
2. Remove unnecessary distractions so students can focus on academic and artistic pursuits; and
3. Meet the functional needs of CSA students for comfort, ease of motion, and safety.

**Tops**
Students are encouraged to show their spirit by wearing a CSA shirt or sweatshirt, but it is not required. CSA tops can be purchased online at [CSA Student Styles](#). Scholarships are available to any family upon request; please contact the main office with inquiries. Personal shirts, polos, and T-shirts are acceptable
if they meet the other requirements below. Tops must always be long enough to cover the beltline or be tucked in during the school day. No tanks, spaghetti straps or crop tops.

**Bottoms**
Students may wear any color or style pants, short, or skirt, including athletic wear and jeans. Shorts and skirts length must come to three inches above the knee.

**Shoes**
Sneakers are encouraged, but any closed-toe shoes that are easy to move in are allowed. Students may not wear open-toed or backless shoes, including flip-flops or slides, or shoes with heels exceeding one inch, as they present a serious safety hazard.

**Other**
- Hats are not allowed, except those worn for religious observance, medical necessity or school-related events. Students may not wear hooded sweatshirts in school. They cannot resist wearing the hoods up and this undermines the open, friendly atmosphere we are trying to create. Head wraps and scarves are permitted.
- Jewelry is permitted but may not have logos, lights, motors, or any feature that may cause classroom distractions. Appropriateness of jewelry shall be at the discretion of the Dean of Students
- Sunglasses, like hoodies, are a distraction and separate students from the community. They are not permitted in school without a written medical requirement.
- Attire, including backpacks, with inappropriate or offensive messages are not permitted at CSA. “Offensive” includes, but is not limited to:
  - Vulgar pictures, words, or drawings;
  - Promotion or advertisement of products that are sexually related or illegal for minors (tobacco, alcohol, drugs, etc.);
  - Promotion or advertisement of products that are inappropriate for minors; and
  - Profanity or prejudiced language.

**Additional notes:**
- Students must not bring their own laptops, iPads or other tablets, Nintendo Switches, or other personal electronics to school. These items are also a distraction and can be lost, damaged, or stolen.

**Inclement Weather**
It is the policy of the School to remain open during periods of inclement weather. However, where extraordinary weather circumstances warrant, the School reserves the right to close the facility. Families will receive an email and text when school is closed. The School will make a closure decision by 6:00 a.m. on the day of closure.
Student Discipline Policy

All families and staff must be familiar with the rules and expectations of the School, and are expected to uphold them. Our policy is transparent, while respecting the confidentiality of students and families where appropriate. The commitment to these policies on the part of all members of the school community are critical to maintaining a healthy, safe, and thriving school environment.

The School reserves the right, in its sole discretion, to amend or discontinue any of the policies, procedures, practices or general descriptions set forth in this policy, including to take immediate action when required, and to create alternatives to disciplinary protocols when in the best interests of our students, staff members and/or the School. This policy does not represent, nor should be viewed as a contract by the School of any sort.

The policies set forth apply when such behavior can reasonably be expected to impact the educational process and/or create a risk of substantial disruption within the School environment (except where noted), regardless of whether such behavior occurs on School property (at any time, including before/after School hours), during a School function or a field trip, while a student is traveling to or from the School, or outside any of the foregoing locations in certain circumstances (e.g., cyber-bullying, on-line harassment).

Tiered Infractions

The following is a non-exhaustive list of possible infractions and penalties that may be issued to a student who is determined to have violated the School’s discipline policy. This guide displays our intervention process for all negative and problematic behaviors. CSA reserves the right to use any intervention deemed appropriate in response to any negative or problematic behavior that disrupts the learning environment, or creates an unsafe school environment for students and staff. Infractions are documented in our Student Information System, Alma.

Responses for Tier 1 Infractions Tier 1 Infractions are typically handled by a classroom teacher. The table that follows summarizes these minor infractions and outlines the range of possible responses.

<table>
<thead>
<tr>
<th>Examples of Tier 1 Infractions (Disorderly Behavior)</th>
<th>Range of Possible Responses</th>
</tr>
</thead>
</table>
- Tardiness to class
- Minor class disruption (calling out, distracting students)
- Unprepared for class (ex/ no binder or pencil)
- Off-task, not following directions
- Sleeping / head down in class
- Being disruptive in hallways

- Teacher warning
- Reteaching/Redirection
- Private student/teacher conference (during class)
- Parent outreach (email)
- Seat change
- Restorative approaches

**Responses for Tier 2 Infractions** Tier 2 Infractions are more disruptive to learning than Tier 1, and can include single behaviors and the accumulation of three Tier 1 infractions in one class period.

<table>
<thead>
<tr>
<th>Examples of Tier 2 Infractions (Disruptive Behavior)</th>
<th>Range of Possible Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Gum/candy/food in the classroom</td>
<td>• Student/Teacher conference (15 minutes during lunch or afterschool)</td>
</tr>
<tr>
<td>• Pushing or shoving another student</td>
<td>• Parent outreach (phone call)</td>
</tr>
<tr>
<td>• Using profane or vulgar language, gestures or behavior</td>
<td>• School counselor session</td>
</tr>
<tr>
<td>• Throwing objects in class</td>
<td>• Administrative classroom support</td>
</tr>
<tr>
<td>• Intentional disrespect to staff (inappropriate language, yelling, name-calling, refusal to follow instructions)</td>
<td>• Individual Behavior Contract</td>
</tr>
<tr>
<td>• Use of cellphone or other prohibited electronic devices in school</td>
<td>• Behavior and Conduct Tracking Sheet</td>
</tr>
<tr>
<td>• Lying or giving misleading information to school personnel</td>
<td>• Parent phone call and/or meeting</td>
</tr>
<tr>
<td>• Engaging in inappropriate behavior on the school bus</td>
<td>• Dean conference</td>
</tr>
<tr>
<td>• Cutting class</td>
<td>• Alternative Learning Space (time dependent on severity)</td>
</tr>
<tr>
<td>• Posting or distributing inappropriate material on social media</td>
<td>• With phone or other technology confiscation parent or guardian needs to come into school to pickup the item</td>
</tr>
<tr>
<td>• Engaging in scholastic dishonesty (i.e. copying from another’s paper or</td>
<td>• Reflection and relationship building</td>
</tr>
</tbody>
</table>
assessment; using unauthorized material during a test; unauthorized collaboration with another student; plagiarizing)

- Three Tier 1 infractions in one period

Responses for Tier 3 Infractions Tier 3 Infractions are extremely disruptive behaviors, including repeated Tier 2 infractions.

<table>
<thead>
<tr>
<th>Examples of Tier 3 Infractions (Extremely Disruptive Behavior)</th>
<th>Range of Possible Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Leaving school premises or class without permission</td>
<td>● Parent outreach</td>
</tr>
<tr>
<td>● Aggravated horseplay</td>
<td>● Extended Day Commitment</td>
</tr>
<tr>
<td>● Defying or disobeying authority or directive of school personnel in a way that substantially disrupts the educational process and/or poses a threat to the school community</td>
<td>● School-based community service</td>
</tr>
<tr>
<td>● Inappropriate use of the Internet</td>
<td>● Behavior and conduct tracking sheet</td>
</tr>
<tr>
<td>● Tampering with or altering a school record or document</td>
<td>● Warning letter</td>
</tr>
<tr>
<td>● Cursing at a staff member</td>
<td>● Family and Administrator Meeting</td>
</tr>
<tr>
<td>Engaging in harassing, intimidating and/or bullying behavior, including (cyber-bullying); such behavior includes but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another individual with harm; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass</td>
<td>● Alternative Learning Space (ALS)</td>
</tr>
<tr>
<td>● Using slurs (cyber-based infractions included) based upon actual or perceived race, ethnicity, color, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, national origin or disability</td>
<td>● Short-term in-school suspension</td>
</tr>
<tr>
<td></td>
<td>● Short-term out-of-school suspension</td>
</tr>
<tr>
<td></td>
<td>● Long-term suspension</td>
</tr>
<tr>
<td></td>
<td>● All suspensions require session with school counselor</td>
</tr>
</tbody>
</table>
- Bringing unauthorized persons to school premises
- Theft (If severe, student will be referred to police)
- Fighting (If severe, student will be referred to police)
- Gambling
- Engaging in vandalism, graffiti or other intentional damage to school property or property belong to staff or students
- Repeated Tier 2 Infractions

**Responses for Tier 4 Infractions**

Egregious acts of disruption or violence are categorized as Tier 4 Infractions.

<table>
<thead>
<tr>
<th>Examples of Tier 4 Infractions (Egregious Acts of Disruption or Violence)</th>
<th>Range of Possible Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning, instigating, or participating with others in an incident of group violence</td>
<td>Parent Outreach</td>
</tr>
<tr>
<td>Using force against, inflicting or attempting to inflict serious injury against school personnel</td>
<td>Short-term in-school suspension</td>
</tr>
<tr>
<td>Sexual harassment</td>
<td>Short-term out-of-school suspension</td>
</tr>
<tr>
<td>Engaging in behavior on the school bus which creates a substantial risk of or results in injury</td>
<td>Long-term in-school suspension</td>
</tr>
<tr>
<td>Falsely activating the fire alarm or calling in a false alarm or bomb</td>
<td>Long-term out-of-school suspension</td>
</tr>
<tr>
<td>Starting a fire</td>
<td>All suspensions require session with counselor</td>
</tr>
<tr>
<td>Possession of pornography</td>
<td>Expulsion</td>
</tr>
<tr>
<td>Posting or distributing literature or material containing a threat of violence or depicting violent actions against or obscene, vulgar or lewd pictures of staff or students, including posting such material on the Internet.</td>
<td></td>
</tr>
<tr>
<td>Possession, sale, or use of tobacco, alcohol, drugs or paraphernalia</td>
<td></td>
</tr>
<tr>
<td>Possession or sale of a weapon or unsafe object</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Repeated Tier 3 Infractions</td>
<td></td>
</tr>
</tbody>
</table>
Staff Commitments
A Staff Commitment is a time for a student to meet with a teacher or staff member in order to reflect on their choices, make amends to address a negative choice when appropriate, and make a plan for better choices in the future. Fifteen-minute commitments are held during lunch or after school. In the case of a Staff Commitment, the teacher or staff member will notify the family of the day and time that the Extended Day Commitment is scheduled.

Failure to attend a Staff Commitment with a teacher will result in a rescheduling of the Commitment at the teacher’s convenience, AND/or an automatic Dean Extended Day Commitment (see below). Every Commitment will be scheduled the day after the infraction occurs with a protocol to ensure consistency and effectiveness unless the teacher has made other arrangements with the student’s parent.

Dean Commitments
A Dean Commitment is a time for a student to meet with the Dean in order to reflect on their choices, make restorative amends to the community in order to address a negative choice when appropriate, and make a plan for better choices in the future. Parents will be notified of the date and time of the Commitment. Any student who skips a Dean’s Extended Day Commitment will be required to have a parent conference.

Suspensions
The school shall follow due process procedures consistent with Goss vs. Lopez, 419 U.S. 565 (1975).

In-School Suspension (ISS)
Students involved in misconduct that does not pose a danger to staff, students, or severely disturb the learning environment may be assigned an in-school suspension. ISS involves placement of the student in another area of the school building where the student will receive equivalent alternative instruction. Students that are assigned an ISS will have a period of community service and a session with a school counselor prior to resuming their school schedule. Students assigned ISS are suspended from all-school sponsored extracurricular activities (e.g., sports practices and games, recess, field trips, clubs, special programs, etc.) during their time in ISS.

Short-term Suspensions
If the student breaches the discipline policy aligned with CSA’s code of conduct in a manner that requires an immediate short-term suspension (10 days or less), then the following procedures will be in place:

- The student is removed from class and school if the student’s presence in school poses a
continuing danger to persons or property or is an ongoing threat of disruption to the academic process; otherwise, the student is brought in for a meeting;

● The student is made aware of his or her infraction(s), and the resulting consequence;
● The student may respond to the allegations against them;
● A written notice will be sent to the legal guardian within 24 hours of the suspension. There will also be an attempt to notify the guardian by telephone the day of the infraction and, if possible, send the student home with the parent’s permission or ask for a parent to pick the student up to begin the suspension immediately. Any non-English speaking parent will be informed, both verbally and in print, in their native language.
● The notice will describe the incident and will state how long the student will be suspended.
● After the suspension, a parent/guardian is required to have a resolution conference with an administrator and/or designee about the incident, in person or via phone. A statement of understanding may be given to the parent to sign in the resolution conference with the administrator, and/or designee.
● Students assigned an OSS are suspended from all school-sponsored extracurricular activities (e.g., sports practices and games, recess, field trips, clubs, special programs, etc.) during their period of suspension.

**Long-term Suspension or Expulsions**

Expulsion is defined as a permanent removal of a student from school due to extreme non-compliance with the school’s rules or state laws. Under certain circumstances, students may be subject to long term suspension and/or expulsion. The following list includes, but is not limited to, infractions that could lead to long term suspension and/or expulsion:

● Student is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance, including, but not limited to, illegal narcotics of any kind;
● Assault any staff on school premises or at school-sponsored or school-related events, including athletic games;
● Have repeated or excessive out-of-school suspensions;
● Have a repeated fundamental disregard of school policies and procedures
● Destroy or attempt to destroy school property including arson;
● Possess or under the influence of alcohol or narcotics on school premises, or at a school-sponsored, or school-related events;
In addition, to any of the preceding infractions, any breaches of Federal law, New York State law, or bylaws of the City of New York may be handled in cooperation with the New York Police Department and may result in expulsion.

The School may seek to impose a long-term suspension or expulsion when such action is warranted by circumstance. If a student commits an infraction that requires a long-term suspension (more than 10 days) or expulsion, then the following procedures will be followed:

- The student is removed from class and school if the student’s presence in school poses a continuing danger to persons or property or is an ongoing threat of disruption to the academic process; otherwise, the student is brought in for a meeting;
- The student is made aware of his or her infraction, and the resulting consequence; On determination that the student’s behavior indeed requires a possible long-term suspension, the Dean will state to the student that he or she is being considered for a long-term suspension or expulsion, and the reason for this action;
- A written notice will be sent to the legal guardian within 24 hours of the suspension. There will also be an attempt to notify the guardian by telephone the day of the infraction and, if possible, send the student home with the parent’s permission or ask for a parent to pick the student up to begin the suspension immediately. The parent will be informed that a hearing is to take place to weigh the evidence and consider either long-term suspension or expulsion as a result. Any non-English speaking parent will be informed, both verbally and in print, in their native language.
- The school sets a formal hearing date. The student and parents receive a written notice that states the charges, the date, time and place where the hearing will be held, and the notice of their right to obtain legal counsel, present and question witnesses, and confront and provide evidence.
- A short-term suspension will be imposed until the hearing on the long-term suspension or expulsion. Every effort will be made to ensure that the hearing is held as soon as practicable in order to limit the amount of time the student spends outside the classroom, but not so soon as to prevent the parent/guardian from seeking counsel and making arrangements to attend the hearing.
- After the Executive Director, the Board, and/or a hearing officer hears the case, the Executive Director and the Board issue a written statement to the student and parent stating the decision.
- This statement will also be placed in the student’s permanent record.
- If the parent/guardian fails to attend the hearing and fails to notify a school official of the need to reschedule the hearing prior to its start, or if the student withdraws from the School prior to occurrence of the hearing, the School may conduct the hearing in the parent/guardian’s absence. In such an event, the School shall notify the parent/guardian in writing of the School’s determination, the student’s placement (if applicable) and their appeal rights, if any.
During a suspension or expulsion, a CSA staff member or designee will provide educational services to the extent required by law. When providing educational services to suspended students, CSA will provide materials in a timely manner and offer two hours per day of voluntary one-on-one direct instruction (alternative instruction) at a location and time determined by CSA. For a student who has been expelled by the school, the means and manner of alternative instruction will be the same as for a student who has been suspended. Alternative instruction will be provided until the earlier of (i) the end of the school year or (ii) the student is enrolled at another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student’s school district of residence.

If the parents/guardians are not satisfied with the decision of the School, they may file a written appeal to the Board of Trustees via the Executive Director within five business days of the date of the suspension/expulsion decision. Upon receipt of an appeal, a Board Committee composed of no less than three trustees who were not involved in the hearing will investigate the appeal as soon as practicable and will render its determination no later than 10 business days from the date of the written appeal. The Board Committee may adopt the decision in whole or in part. The scope of the appeal will be limited to (a) the record established during the hearing, and (b) any written statement either party wishes to add to the record from the hearing. In rendering its determination, the Committee may consult the recording of the hearing and any evidence submitted in connection with the hearing by the parties. Final decisions of the Board alleging a violation of the School’s charter or of applicable law may be appealed to the School’s authorizer, the State University of New York. If the parents/guardians are not satisfied with the decision of the authorizer, the matter may be further appealed to the New York State Board of Regents.

**Behavior Data Tracking (Alma)**

The School utilizes Alma to easily track and internally document accurate behavioral records, positive reward systems, and parent communication.

**Student Interview and Searches**

**Student Interviews**

School staff may question or interview students and/or take statements from students regarding violations or potential violations of the discipline policy without the consent or presence of parents or legal guardians.

**Searches of Property**

Students have no reasonable expectation of privacy rights in school lockers, cubbies, desks, or other school storage places. The School exercises overriding control over such school property,
which may be opened and subjected to inspection at any time by school officials. An attempt will be made to communicate with parents prior to a student property search, with the exception of significant safety or security threats.

 Searches of the Person

The School authorizes the instructional and operational leaders or their designees to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the School’s discipline policy or otherwise constituted a threat to the health, safety, welfare, or morals of the School, other students, school personnel, or any other person lawfully on school property or attending a School Function. An authorized school official, with minimal suspicion, may also conduct a search of a student’s belongings that is minimally intrusive, such as touching the outside of a book bag for a security check so long as the school official has a legitimate reason for the limited search, including investigative purposes.

An authorized School official may search a student or the student’s belongings based upon information received from an informant who is deemed reliable, at the official’s sole discretion. Individuals, other than the School’s staff members, will be considered reliable informants if they have previously supplied information that was accurate and verified, they make an admission against their own interest, they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. School staff members will be considered reliable informants unless they have knowingly supplied information in the past that was not accurate.

Before searching a student or the student’s belongings, the authorized school official should seek an admission from the student that he or she possesses physical evidence that they violated the law or the school code, or request the student to voluntarily consent to the search. Searches will be limited in scope to that which is necessary to locate the evidence sought.

Whenever practicable, searches will be conducted in the privacy of administrative offices with more than one witness present, and students will be present when their possessions are being searched.
Internet Security and Use of Technology Policy

Undesirable Materials
Accessing, downloading, or transmitting inappropriate content that otherwise would present a violation of the School’s discipline policy is itself a violation of the discipline policy. The School will take all possible precautions to restrict access to undesirable materials including, but not limited to, installing content filtering software/hardware solutions on its network or using an Internet provider which uses content filtering software on its equipment to screen all Internet web sites by URL and/or by keyword search. However, students must also accept responsibility for restricting access to these materials. Students who gain access to undesirable Internet materials must report this material to their teacher.

The following rules apply to students’ use of School-owned or operated technology, equipment, and systems.

Security
Students must not allow others to use their network accounts (both Internet and School accounts). Users of school file servers to store files should have no expectation of privacy for such files. Network storage areas are treated like school lockers. Designated school personnel may review files and communications stored on the school file server or other systems to maintain system integrity, ensure compliance with school policies, and ensure that users are using the system responsibly. Users should not expect that files stored on school file servers will always be private.

E-mail, Social Networking, Blogging, Chat and Other User Groups
Anything that is considered inappropriate in the classroom is also inappropriate in all uses of email, blogs, podcasts, social networking sites, messaging or other digital communication tools. This includes, but is not limited to disrespectful, profane, racist, sexist, homophobic, transphobic or other discriminatory remarks. Additionally, students shall promptly inform a teacher or administrator if any messages received or material reviewed is inappropriate.

Copyright and Citations
Any copyrighted materials are subject to the Fair Use provision of copyrighted materials as it relates to education. Internet materials used in reports or other documents must be cited. If there is no direct citation, the Uniform Resource Location (URL) must be cited. The use of internet sources without proper citation constitutes plagiarism.

Downloading
Downloading from the Internet without approval from the supervising teacher is not allowed.

**Acceptable Internet Usage**
The School will ensure age-appropriate internet usage among students who use its internet facilities. This will enforce the School’s commitment to student safety with regard to:

i. safety on the Internet; and
ii. appropriate behavior while online, while accessing websites, and while engaging in any internet-based communication, including but not limited to:
   a. Unauthorized access including "hacking" and other unlawful activities undertaken online by minors;
   b. Unauthorized disclosure, use, and dissemination of personal information regarding minors;
   c. Cyberbullying awareness and response; and
   d. Other behavior determined to be threatening, intimidating or otherwise inappropriate in any way.

**Discipline of Students with Special Needs**
In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. If a student is not specifically identified as having a disability but the School, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.534—that a disability exists, the student may request to be disciplined in accordance with these provisions. The School shall comply with sections 300.530-300.536 of the Code of Federal Regulations and the following procedures, except in the event that the following procedures are inconsistent with federal law and regulations.

The School shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

If a student identified as having a disability is suspended during the course of the school year for a total of eight (8) days, such student will immediately be referred to the CSE of the student’s district of residence for reconsideration of the student’s educational placement. Such a student shall not be suspended for a total of more than ten (10) days during the school year without the specific involvement of the CSE of the student’s district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the student’s district of residence is expected to follow its ordinary policies with respect to
parental notification and involvement.

**Due Process**

If discipline which would constitute a change in placement is contemplated for any student with an IEP, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified by the school of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action (subject to CSE's availability).

If, upon CSE review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.530(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and School agree otherwise.

**Provision of Services During Removal**

Those students with special needs removed for a period of fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of their suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school shall also provide additional alternative instruction within the ten (10) days and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten (10) or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service
During any removal to an interim alternative educational setting not to exceed 45 days for weapon, drug or infliction of serious bodily injury-related offenses pursuant to 34 CFR §300.530(g) services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The School will, in consultation with the CSE, place students in interim alternative educational settings as appropriate per 34 CFR §300.520(g). The student should receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student’s district of residence will make the service determination. The student should receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

Compliance with the Child Find Requirements of IDEA
The School will comply with the federal Child Find requirements (34 CFR §300.111), which require schools to have in place a process for identifying, locating and evaluating students with disabilities. Students enrolling for the first time in a New York public school will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the child may need a specialized or Individualized Education Program, or referral to the CSE of the student’s district of residence. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist and a disability is suspected, the student will be referred to the CSE of the student’s district of residence for an evaluation.

Health and Safety
Student and staff safety is our first priority. Decisions prioritize the physical and social emotional health of every member of the CSA community. CSA follows guidelines set forth by the CDC and the NYC Department of Health and expects everyone in the building to adhere to clearly outlined expectations in order to safeguard the health and safety of everyone in our community. CSA monitors and communicates expectations clearly to families and students, and uses advanced cleaning protocols. This plan is subject to change as we monitor developments and receive
additional guidance from the public health authorities.

**General Expectations**
When indicated by administration because of concerning transmission rates, infectious disease protocols will be followed by anyone inside the building.

- Face masks covering mouth and nose must be worn by anyone inside the building at all times except while eating.
- Signage in the hall outside the elevator and within the school will indicate the direction of flow as well as the proper three feet of social distance.
- In order to maintain social distance, desks are arranged so that students will be at least three feet away from each of their peers and teacher(s). While eating, students will be socially distanced from each other the recommended six feet distance.
- The school will continue to conduct fire, safety and other drills as required by the city, while maintaining social distancing.
- Classroom windows will remain open to promote air circulation.

**Family Expectations**
- Can only arrive at the assigned staggered start time and dismissal time.
- Visitors are not allowed upstairs; guardians can drop off and pick up their students outside the exit at 75 New Street but may not enter the school building.

**Student Expectations**
- Will be allowed in the building at their assigned staggered start time at 75 New Street.
- If arriving late, they must remain at the main entrance on 75 New Street until they can be escorted to their classroom.
- Will be encouraged to bring their own masks; however, masks will be provided as necessary.
- Use disinfecting wipe on the desk at the start and end of the day, and the beginning and end of lunch.
- Turn in their phone to the individual holder in the classroom at the start of the day.
- Use hand sanitizer located before and after they eat.
- Practice social distancing of at least 3 feet as recommended by the CDC, and 6 feet while eating, as the virus is most transmissible indoors under close, sustained contact.
- Must wash hands after using the bathroom.

**Facilities and Classroom Cleaning**
CSA will be completely disinfected and follow the CDC’s Facilities Cleaning Practices.

Classrooms will be provided with Clorox wipes, Lysol spray, gloves, hand sanitizer for each desk and disposable face masks. Disinfecting wipes, gloves and hand sanitizing stations will be available in common areas, such as the teachers’ lounge,

**Commons, and Multipurpose Space**

Cleanings for ventilation systems and air filters are scheduled at regular intervals required by CDC and NYCDOH to ensure maximum efficiency.

High traffic areas will be cleaned regularly throughout the day by CSA staff. Every evening, all rooms, desks, doorknobs, bathrooms and common touch points will be thoroughly sanitized by a professional cleaning company.

**COVID Monitoring and Containment**

As part of the school's effort to protect the school community from COVID-19, we are asking all parents to let us know whether your child has been vaccinated, and provide proof of such vaccination. This information will be kept confidential and may be used to determine whether your child needs to be tested or meets the qualifications to quarantine in the event of an exposure.

Students and staff are encouraged to stay home if they feel ill. If a member of the household is demonstrating symptoms of COVID-19, families are instructed to contact CSA and not send their students to school.

Students exhibiting COVID-19 symptoms at school will be moved to an isolation room and will be supervised by a staff member at an appropriate social distance and monitored by the school nurse. Students must remain there until a parent or guardian arrives to pick them up. Students will be escorted outside to their parents or guardians. Students may not return to school until cleared. The isolation area including chairs and dividers will be fully disinfected after each symptomatic individual has left the area and at the end of each day.

**Infected Individuals**

Anyone testing positive for COVID-19 will be asked to stay home from school and not allowed to return until at least 5 days after symptom onset or positive test, with an absence of fever without antipyretics (if ever febrile) and his/her or their overall health has improved. Acceptable clearance also includes a note from a physician stating they are not contagious.

Please refer to the [CDC’s guidance](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/quarantine.html) on Quarantine and Isolation. When a community member is diagnosed, CSA will communicate cases to the NYC Department of Health and Mental Hygiene.
and receive further guidance on next steps, in particular with contact tracing.

**Monitoring of Cases**
CSA will follow all guidance of NYCDOH if cases in NYC are increasing beyond an appropriate level and modify in-person instruction or convert to entirely remote as required. The school will notify NYCDOH according to protocol regarding suspected or confirmed cases within the school community and take the appropriate action per official instructions for closing one or more cohorts of students or to convert the entire school to remote instruction.

**Closure Triggers**
The school will work closely with the NYC Department of Health to determine if closures will be necessary. Certain classes, grades, or the entire school might shift to remote learning for a period of time due to COVID-19. Communication with families will be via text messaging, email, and the parent website ([Family Dashboard](#)).

**Safety Procedures**
CSA holds regular drills to instruct and train students in emergency procedures so that the school building is evacuated in the shortest time possible, and without panic in the event of an actual emergency. On hearing the evacuation signal, all adults and children must exit the building quickly in an orderly manner. This may mean exiting the school without coats, jackets and book bags, but teachers will make every effort to ensure that students are not exposed to cold weather for an extended period of time. Visitors must also follow safety procedures.

CSA maintains appropriate safety plans in compliance with “Project SAVE,” the state’s Safe Schools Against Violence in Education (SAVE) law. These plans outline the operations of the School and its emergency procedures.

Under New York’s Violent or Disruptive Incident Reporting law (“VADIR”), CSA is required to report violent or disruptive incidents that occur on school property, including incidents occurring in, or on, a school bus (as defined in Vehicle and Traffic Law §142), and at school functions.

**Health Policies**
The School provides health services as required by law. Students with serious injuries are taken to the hospital for emergency medical care and the parent(s) or guardian(s) are notified immediately.

**Administration of Medication**
The School nurse may administer medication to a non-self-directed student when a parent or guardian submits a written request from a physician indicating the frequency and dosage of prescribed medication. In the event of an emergency or the unavailability of the school nurse, a school administrator will administer the medication per the written instructions provided by the physician.

Any student may take self-directed medication during school hours if a parent or guardian submits a written verification from a physician indicating the frequency and dosage of the prescribed medication; the medication must be kept in the nurse’s office.

The parent or guardian must assume responsibility to have the medication delivered directly to the nurse’s office in a properly labeled original container.

Procedures will be developed for students taking medications off school grounds or after school hours while participating in a school-sponsored activity in accordance with State Education Department Guidelines.

**Immunizations**

The School abides by all New York State immunization requirements. Each new student must have a certificate of immunization at the time of registration or not later than the 14th day of school. Parents/guardians must present documentation that their children have received all required doses of vaccines or are waiting to receive the subsequent doses at the appropriate time intervals.

**Mental Health Policy**

When a student is identified by a staff member as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a school employed mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school nurse or administrator will fill this role until a mental health professional arrives. Emergency personnel (911) shall be called if deemed necessary or appropriate by the School. In the event emergency personnel are called, the Head of School or their designee shall notify the parent(s) or guardian(s) and summon them either to the School or to the hospital involved. If the student must be taken to the hospital and the parent has not arrived, a member of the School’s staff will accompany the student to the hospital.

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student’s parent or guardian will be informed as soon as practicable by the Executive Director, designee, or mental health professional. School staff shall also seek parental permission to
communicate with outside mental health care providers regarding their child. Through discussion with the student, the Executive Director or school-employed mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If the Executive Director designee, or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate. If contact is delayed, the reasons for the delay shall be documented.

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), a School employed mental health professional, the Executive Director, or designee will meet with the student’s parent(s)/guardian(s), and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student’s readiness for return to school. A school employed mental health professional or other designee will be identified to coordinate with the student, their parent(s)/guardian(s), and any outside mental health care providers. Prior to reentry, the parent(s) or guardian will also be required to provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others. The School shall provide alternative instruction to assist the student so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring pending a “medical clearance” or an “authorization to return to school”.

**Dignity for All Students Act Policy**

CSA creates a safe and supportive environment for all community members; we abide by the New York State Dignity for All Students Act (DASA). This law seeks to “provide students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying (including cyber bullying) on school property, a school bus and/or at a school function.” Discrimination and harassment is prohibited by employees or students based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex. To read the full Dignity for All Students Act, please visit [http://www.p12.nysed.gov/dignityact/](http://www.p12.nysed.gov/dignityact/). Our DASA coordinator is Britni Jefferson.

**Student Records and FERPA**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records.

These rights are:
The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the Office Manager, or appropriate school official, a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. Copies of records will be made available if requested by a parent or guardian.

The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write to the Office Manager or appropriate official, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

The right to the policy applicable to the release of student directory information, which includes the student’s name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of degrees and awards received, and the most recent...
educational agency or institution attended by the student. This applies equally to military recruiters, the media, colleges and universities, and prospective employers. The School shall arrange to provide translations of this notice to non-English speaking parents in their dominant language.

**Freedom of Information Policy**

CSA is in full compliance with the New York State Freedom of Information Law.

**Section 1: Purpose and scope**

A. The people's right to know the process of government decision-making and the documents and statistics leading to determinations is basic to our society. Access to such information should not be thwarted by shrouding it with the cloak of secrecy of confidentiality.

B. These regulations provide information concerning the procedures by which records may be obtained.

C. Personnel shall furnish to the public the information and records required by the Freedom of Information Law, as well as records otherwise available by law.

D. Any conflicts among laws governing public access to records shall be construed in favor of the widest possible availability of public records.

**Section 2: Designation of Records Access Officer**

A. The Board of Trustees is responsible for ensuring compliance with the regulations herein, and designates the following person(s) as records access officer(s):

   Aengus Ortiz  
   Office Manager  
   New York City Charter School Of The Arts  
   75 New Street 12th Floor, New York, NY 10004  
   646-793-6320 (Phone) | 646-787-9427 (Fax)  
   aengus@cityschoolofthearts.org

B. The records access officer is responsible for ensuring appropriate agency response to public requests for access to records. The designation of a records access officer shall not be construed to prohibit officials who have in the past been authorized to make records or information available to the public from continuing to do so.

The records access officer shall ensure that agency personnel:

   a. Maintain an up-to-date subject matter list.
1. Assist persons seeking records to identify the records sought, if necessary, and when appropriate, indicate the manner in which the records are filed, retrieved or generated to assist persons in reasonably describing records.

2. Contact persons seeking records when a request is voluminous or when locating the records involves substantial effort, so that personnel may ascertain the nature of records of primary interest and attempt to reasonably reduce the volume of records requested.

3. Upon locating the records, take one of the following actions:
   i. make records available for inspection; or,
   ii. deny access to the records in whole or in part and explain in writing the reasons therefore.

4. Upon request for copies of records:
   i. make a copy available upon payment or offer to pay established fees, if any, in accordance with Section 8; or,
   ii. permit the requester to copy those records.

5. Upon request, certify that a record is a true copy; and

6. Upon failure to locate records, certify that:
   i. NYC Charter School of the Arts is not the custodian for such records
   ii. the records of which NYC Charter School of the Arts is a custodian cannot be found after diligent search.

**Section 3: Location**
Records shall be available for public inspection and copying at:
New York City Charter School of The Arts
75 New Street 12th Floor, New York, NY 10004

**Section 4: Hours for public inspection**
Requests for public access to records shall be accepted and records produced during school hours. These hours are: 8:00 – 4:35.

**Section 5: Requests for public access to records**
A. A written request may be required, but oral requests may be accepted when records are readily available.
B. If records are maintained on the internet, the requester shall be informed that the records are accessible via the internet and in printed form either on paper or other information storage medium.
C. A response shall be given within five business days of receipt of a request by:
   a. informing a person requesting records that the request or portion of the request does not reasonably describe the records sought, including direction, to the extent possible, that would enable that person to request records reasonably described;
   b. granting or denying access to records in whole or in part;
c. acknowledging the receipt of a request in writing, including an approximate date when the request will be granted or denied in whole or in part, which shall be reasonable under the circumstances of the request and shall not be more than twenty business days after the date of the acknowledgment, or if it is known that circumstances prevent disclosure within twenty business days from the date of such acknowledgment, providing a statement in writing indicating the reason for inability to grant the request within that time and a date certain, within a reasonable period under the circumstances of the request, when the request will be granted in whole or in part; or
d. if the receipt of request was acknowledged in writing and included an approximate date when the request would be granted in whole or in part within twenty business days of such acknowledgment, but circumstances prevent disclosure within that time, providing a statement in writing within twenty business days of such acknowledgment specifying the reason for the inability to do so and a date certain, within a reasonable period under the circumstances of the request, when the request will be granted in whole or in part.

D. In determining a reasonable time for granting or denying a request under the circumstances of a request, personnel shall consider the volume of a request, the ease or difficulty in locating, retrieving or generating records, the complexity of the request, the need to review records to determine the extent to which they must be disclosed, the number of requests received by the agency, and similar factors that bear on the ability to grant access to records promptly and within a reasonable time.

E. A failure to comply with the time limitations described herein shall constitute a denial of a request that may be appealed. Such failure shall include situations in which an officer or employee:

a. fails to grant access to the records sought, deny access in writing or acknowledge the receipt of a request within five business days of the receipt of a request;
b. acknowledges the receipt of a request within five business days but fails to furnish an approximate date when the request will be granted or denied in whole or in part;
c. furnishes an acknowledgment of the receipt of a request within five business days with an approximate date for granting or denying access in whole or in part that is unreasonable under the circumstances of the request;
d. fails to respond to a request within a reasonable time after the approximate date given or within twenty business days after the date of the acknowledgment of the receipt of a request;
e. determines to grant a request in whole or in part within twenty business days of the acknowledgment of the receipt of a request, but fails to do so, unless the agency provides the reason for its inability to do so in writing and a date certain within which the request will be granted in whole or in part;
f. does not grant a request in whole or in part within twenty business days of the acknowledgment of the receipt of a request and fails to provide the reason in writing explaining the inability to do so and a date certain by which the request will be granted in whole or in part; or

g. responds to a request, stating that more than twenty business days is needed to grant or deny the request in whole or in part and provides a date certain within which that will be accomplished, but such date is unreasonable under the circumstances of the request.

Section 6: Subject matter list

A. The records access officer shall maintain a reasonably detailed current list by subject matter of all records in its possession, whether or not records are available pursuant to subdivision two of Section eighty-seven of the Public Officers Law.

B. The subject matter list shall be sufficiently detailed to permit identification of the category of the record sought.

C. The subject matter list shall be updated annually. The most recent update shall appear on the first page of the subject matter list.

Section 7: Denial of access to records

A. Denial of access to records shall be in writing stating the reason therefore and advising the requester of the right to appeal to the individual or body established to determine appeals, [who or which] shall be identified by name, title, business address and business phone number.

B. If requested records are not provided promptly, as required in Section 5 of these regulations, such failure shall also be deemed a denial of access.

C. The following person or persons or body shall determine appeals regarding denial of access to records under the Freedom of Information Law:

   Randall Iserman
   Executive Director
   New York City Charter School of The Arts
   75 New Street 12th Floor, New York, NY 10004
   646-793-6320 (Phone) | 646-787-9427 (Fax)
   randall@cityschoolofthearts.org

D. Any person denied access to records may appeal within thirty days of a denial.

E. The time for deciding an appeal by the individual or body designated to determine appeals shall commence upon receipt of a written appeal identifying:

   F. the date and location of requests for records;
   G. a description, to the extent possible, of the records that were denied; and
   H. the name and return address of the person denied access.

I. 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.

J. The person or body designated to determine appeals shall transmit to the Committee on Open Government copies of all appeals upon receipt of appeals. Such copies shall be addressed to:

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

The person or body designated to determine appeals 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 subdivision (f) of this section.

Section 8: Fees

A. There shall be no fee charged for:
   a. inspection of records;
   b. search for records; or
   c. NY certification pursuant to this part.

B. Copies may be provided without charging a fee.

C. Fees for copies may be charged, provided that:
   a. Photocopies not exceeding 9 by 14 inches. This section shall not be construed to mandate the raising of fees where agencies or municipalities in the past have charged less than 25 cents for such copies;
   b. the fee for photocopies of records in excess of 9 x 14 inches shall not exceed the actual cost of reproduction; or
   c. an agency has the authority to redact portions of a paper record and does so prior to disclosure of the record by making a photocopy from which the proper redactions are made.

D. The fee an agency may charge for a copy of any other record is based on the actual cost of reproduction and may include only the following:
   a. an amount equal to the hourly salary attributed to the lowest paid employee who has the necessary skill required to prepare a copy of the requested record, but only when more than two hours of the employee’s time is necessary to do so; and
   b. the actual cost of the storage devices or media provided to the person making the request in complying with such request; or
   c. the actual cost to the agency of engaging an outside professional service to prepare
a copy of a record, but only when an agency's information technology equipment is inadequate to prepare a copy, and if such service is used to prepare the copy.

E. When an agency has the ability to retrieve or extract a record or data maintained in a computer storage system with reasonable effort, or when doing so requires less employee time than engaging in manual retrieval or redactions from non-electronic records, the agency shall be required to retrieve or extract such record or data electronically. In such case, the agency may charge a fee in accordance with paragraph (d)(1) and (2) above.

F. An agency shall inform a person requesting a record of the estimated cost of preparing a copy of the record if more than two hours of an agency employee's time is needed, or if it is necessary to retain an outside professional service to prepare a copy of the record.

G. An agency may require that the fee for copying or reproducing a record be paid in advance of the preparation of such copy.

H. An agency may waive a fee in whole or in part when making copies of records available.

Section 9: Public notice
A notice containing the title or name and business address of the records access officers and appeals person or body and the location where records can be seen or copies shall be posted in a conspicuous location wherever records are kept and/or published in a local newspaper of general circulation.

Section 10: Severability
If any provision of these regulations or the application thereof to any person or circumstances is adjudged invalid by a court of competent jurisdiction, such judgment shall not affect or impair the validity of the other provisions of these regulations or the application thereof to other persons and circumstances.

YOU HAVE A RIGHT TO SEE PUBLIC RECORDS
The amended Freedom of Information Law, which took effect on January 1, 1978, gives you the right of access to many public records.

New York City Charter School of the Arts has adopted regulations governing when, where, and how you can see public records. The regulations can be seen at all places where records are kept.

According to these regulations, records can be seen and copied at:
New York City Charter School of The Arts
75 New Street 12th Floor, New York, NY 10004

The following officials will help you to exercise your right to access:
Agency officials who have in the past been authorized to make records available
Records Access Officer(s)
If you are denied access to a record, you may appeal to the following person(s) or body:

Randall Iserman
Executive Director
New York City Charter School of The Arts
75 New Street 12th Floor, New York, NY 10004
646-793-6320 (Phone) | 646-787-9427 (Fax)
randall@cityschoolofthearts.org

Nondiscrimination
CSA does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA). In addition, no person shall be discriminated against in admission to CSA on the basis of race, sex, color, creed, sex, 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. No person shall be discriminated against in obtaining the advantages, privileges or access to the courses of study offered by CSA on the basis of race, sex, color, religion, national origin, or sexual orientation. Finally, pregnant students are allowed to remain in regular education classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave (Title IX). The School’s Title IX Coordinator is Desiree Jones, to whom all relevant complaints should be directed.

Gun-Free School Act
Federal and State law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Head of School may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal
Gun-Free Schools Act of 1994 (as amended). “Firearm,” as used in this law, is defined by 18 USC §921(a), and includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates this federal law.)

The following are included within this definition:

- Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive.
- The frame or receiver of any weapon described above.
- Any firearm muffler or firearm silencer.
- Any destructive device, which is defined as any explosive, incendiary, or poison gas, such as a bomb, grenade, rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or other similar device.
- Any weapon which will, or may readily be converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter.
- Any combination of parts either designed or intended for use in converting any device into any destructive device in the two immediately preceding examples, and from which a destructive device may be readily assembled.

The Executive Director shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Executive Director shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials. “Weapon,” as used in this law is a “dangerous weapon” as defined in 18 USC § 930, and means:

- Any device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury. Knives with a blade of two and half inches or more in length fall within this definition.

The Gun Free Schools Act must be interpreted in a manner consistent with the Individuals with Disabilities Education Act ("IDEA"). For example, before the imposition of an expulsion or one year suspension, the manifestation determination review process must be followed. Similarly, alternative instruction offered during the long term suspension must conform to the IDEA.

**Grievance Policy**
Informal Complaint Procedures

An informal complaint is a complaint that does not concern an alleged violation of law or the charter of New York City Charter School of the Arts (NYCCSA). Examples include, but are not limited to, concerns about an academic grade, CSA's computer usage policy or the class schedule. To initiate an informal complaint, parties are encouraged to contact the appropriate staff member at CSA (often the advisor) by telephone or email, or by scheduling a meeting to discuss the complaint in person. All staff members are committed to responding promptly to informal complaints, either in person, by telephone or in writing (electronic or otherwise). The advisor will act as a conduit to additional school personnel if warranted.

If an informal complaint is not responded to and resolved promptly or satisfactorily, you may contact the Executive Director or Dean to discuss the matter further. If you are not satisfied with the response and/or outcome/decision of the Executive Director or Dean, you may file a complaint in writing to CSA's Board of Trustees. The contact information for CSA's Board of Trustees can be obtained in person at CSA's main office or by emailing CSAboard@cityschoolofthearts.org. To help ensure a thorough and timely response, the complaint should include: (i) a detailed statement of the nature of the grievance, (ii) what response, if any, was received from the Executive Director, Dean and/or teacher; (iii) copies of any correspondence between complainant and the Executive Director, Dean and/or teacher; (iv) what action or relief the complainant is seeking; and (v) the complainant’s name, address and telephone number.

The Board of Trustees will make every effort to respond to the complaint in a timely manner, not to exceed 45 days from the date of receipt of the complaint by the Board of Trustees.

Formal Complaint Procedures

If your complaint alleges a violation of CSA's charter or law, you may file a formal complaint in writing to CSA's Board of Trustees. The contact information for CSA's Board of Trustees can be obtained in person at CSA's main office or by emailing CSAboard@cityschoolofthearts.org. Please include with the complaint the nature of the violation, the facts on which the complaint is based and appropriate contact information so that the Board of Trustees may contact you regarding the complaint.

Upon receipt of a formal complaint, the Board of Trustees shall review the complaint or appoint either a committee of Board members or another designee to review the complaint. The Board of Trustees will respond in writing to the complainant within a reasonable amount of time (within forty-five (45) days from the date of receipt of the complaint by the Board of Trustees).

If you are not satisfied with the response from CSA's Board of Trustees, you may submit a formal complaint to CSA's authorizer, the SUNY Charter Schools Institute. Please complete the SUNY
complaint form ([linked here](#)) and email it to charters@suny.edu. Alternatively, please mail the form to:

SUNY Charter Schools Institute  
353 Broadway  
Albany, NY 12246

The Charter Schools Institute, acting on behalf of the Board of Trustees of the State University of New York, will investigate and respond.

If, after presentation of the complaint to the Charter Schools Institute, you determine that the Charter Schools Institute has not adequately addressed the complaint, you may present the complaint to the State Education Department, acting on behalf of the Board of Regents, which shall investigate and respond. The contact information for the State Education Department is as follows:

Charter Schools Office Room #5N EB Mezzanine  
89 Washington Avenue  
Albany, NY 12234

The complaint must be clearly marked as a charter school complaint.

The Charter Schools Institute and the State Education Department each have the power and the duty to take remedial action to resolve the complaint, as appropriate. If you elect to follow the informal complaint procedures to resolve a formal complaint, you shall be permitted at any time to stop the informal complaint procedures and initiate formal complaint procedures.

If an individual or group voices a complaint at a public meeting of CSA’s Board of Trustees or to individual trustees, the Board of Trustees shall not respond to the substance of the complaint, but instead shall thank the individual or group for their time and direct them to the relevant complaint procedures.
Family Acknowledgement and Sign-off

As a parent or guardian of a NYC Charter School of the Arts student, I recognize the importance of family collaboration with the school for the sake of my student’s success and for creating a safe, inclusive community of students and adults.

I have reviewed the Student/Parent Handbook with my student to give them a thorough understanding of CSA rules and expectations.

I hereby agree that:

• My student will attend school every day, on time, rested and ready, with materials needed for a productive day.

• My student will observe the rules and guidelines in the Family Handbook to keep the community safe and secure. They will uphold high standards for academic achievement, artistic accomplishment, and personal growth.

• I will support my student during at-home learning and keep informed about their progress.

• I will attend conferences, family meetings, and academic events; I will make use of all means of communicating with the school.

I acknowledge receiving and/or being provided electronic access to the Family Handbook and School policy on student behavior and understand that it can be found on the CSA website at ….

I have read these materials and understand my responsibility for complying with all rules, guidelines and expectations whether or not I have returned this acknowledgement.

I understand that the Family Handbook may be amended during the year and that such changes are available on the CSA website or in the school office.

__________________________________________________                                  __________________________
Signature of Parent/Guardian                                                         Date