

**NORTHSIDE
CHARTER
HIGH SCHOOL**
B R O O K L Y N



Family Life Guide

School Year 2024-2025



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WELCOME TO NORTHSIDE CHARTER HIGH SCHOOL

PURPOSE OF THIS GUIDE

This Family Life Guide is meant to provide students and their caregivers with an understanding of the goals and expectations we have for our students at Northside Charter High School (“NCHS” or the “School”). We endeavor to create an educational experience and environment that encourages students to grow mentally, physically, and emotionally and excel at the highest level. Throughout the following pages, we will provide information that will provide each student with a clear understanding of how to be successful at NCHS and beyond. Rules and policies create an environment where learning can happen and prepares you for the world beyond NCHS as well. Make this your time. If you ever feel you need help, ask!

NCHS’S VISION, MISSION, IDEA STATEMENTS

Vision:

To be a college preparatory organization for all students where postsecondary education attainment is the expectation and reality.

Mission:

To provide an enriching and innovative learning environment where students achieve postsecondary readiness.

NCHS’s Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Statement:

Northside Charter High School is committed to building diverse, equitable and inclusive learning environments. Northside Charter High School is committed to dismantling racist barriers within school structures and systems. We embrace and protect our community members' multiple identities, as they are essential assets through which we structure policies and manage resources build access and opportunity for our students, as well as calibrate our strategic approach to achieve our mission.

NCHS’S CORE VALUES

Commitment, Accountability, Respect, and Integrity are NCHS’s core values. These values represent the fundamental beliefs of the school and are principles by which we govern ourselves. These values help guide how the school makes decisions, views changes in our programming, and sets expectations of members within our community. We expect all members of our community to understand and abide by our values. This includes staff, students, caregivers, consultants/vendors, higher education partners, or any individual or organization that enters our community.

As the 2024-2025 school year develops we will continue to develop our understanding of our core values as a community.



Basic Rights of All Caregivers

Northside Charter High School upholds the following rights for all students and their caregivers without exception:

- **Clear Communication:** Caregivers have the right to have school rules explained in their preferred language.
- **Regular Updates:** Caregivers will receive quarterly updates on their child's behavior and academic performance through detailed qualitative assessments and student/caregiver advisor conferences.
- **Explanation of Disciplinary Measures:** All disciplinary actions will be explained to caregivers in their preferred language.
- **Right to Appeal:** Caregivers can appeal any disciplinary actions taken by the school administration.
- **Board Appeals:** Caregivers can appeal disciplinary actions imposed by the School Leader to the School's Board of Trustees (the "Board").

Basic Rights of All Students

All students have the following rights:

- **Equal Participation:** Every student has the right to take part in all school activities equally, regardless of race, gender, sex, sexual identity, national origin, worldview, or disability.
- **Equal Treatment:** All students have the right to address the school on the same terms as any other student. Similarly, all students are subject to the same rules regarding exclusion from school activities and public address.

RECORDS

Charter Schools are subject to the federal Family Education Rights and Privacy Act of 1974 and implementing regulations ("FERPA") which requires a school to protect a student's privacy. The school will not disclose any information from the student's permanent records except as authorized pursuant to FERPA, or in response to a subpoena, as required by law. The parent(s) or guardian(s) of a student under 18 years of age, or a student 18 years of age or older, is entitled to access to the student's school records by submitting a written request to the Chief Finance and Operations Officer. Caregivers have a right to file a complaint with the U.S. Department of Education concerning any alleged failures by Northside Charter High School to comply with the requirements of FERPA. Complaints may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605. Further information concerning the disclosure of student information and limitations on such disclosure may be found in our FERPA policy. Data collected for the purposes of IEP development and progress monitoring is considered an education record.

FREEDOM OF EXPRESSION

Students are entitled to express their personal opinions verbally, in writing, or by symbolic speech. The expression of such opinions, however, shall not interfere with the freedom of others to express themselves, and written expression of opinion must be signed by the author. Any form



of expression that involves libel, slander, the use of purposeless obscenity, or personal attacks, or that otherwise disrupts the educational process, is prohibited. All forms of expression also must be in compliance with the Disciplinary Code and the school dress code, violations of which are punishable as appropriate according to our implementation of restorative practices.

Student participation in the publication of school-sponsored student newsletters, yearbooks, literary magazines and similar publications is strongly encouraged. These publications, if any, shall be supervised by qualified faculty advisors and shall strive to meet high standards of journalism. In order to maintain consistency with the school's basic educational mission, the content of such publications is controlled largely by student editors. However, final content decisions remain in the hands of journalism advisors and school authorities.

No person shall distribute or post any printed or written materials on school property without the prior permission of the School Management Team (comprised of CEO, Chief Academic Officer, Chief Student Services Officer, Chief Financial and Operations Officer, and Special Projects Coordinator), which may regulate the content of materials to be distributed or posted on school property to the extent necessary to avoid material and substantial interference with the requirements of appropriate discipline in the operation of the School. The School Management Team may also regulate the time, place, manner and duration of such materials.

Fire Alarm Behavioral Expectations

To ensure everyone's safety, please follow these guidelines:

- **Pay Attention:** Carefully listen when Safety and Fire Alarm procedures are reviewed each Fall in accordance with FDNY policies and procedures.
- **Follow Security Procedures:** Adhere to all building security procedures, including safety and fire alarm procedures. Stay only on the designated school floors: 1st floor, 3rd floor, and 4th floor. The safety and fire alarm procedures are outlined in the building safety plan, available in the School's CFO office and posted in each classroom.
- **During a Fire Alarm:**
 - Listen: Pay attention to the fire alarm.
 - Follow Directions: Listen and follow the instructions of the nearest instructor or staff member.
 - Line Up: Line up immediately and remain silent.
 - Exit Quietly: Walk silently to the designated exit and line up outside with your class. Refer to the signage in every classroom for exact exits and meeting places.

Textbooks, Electronic Devices, and School Materials

Textbooks and School Materials:

- The School will loan students the necessary books and materials for academic and extracurricular activities. To ensure everyone can learn, these items must be returned in the same condition they were received. Students can use book covers to prevent damage and are not responsible for normal wear and tear.



- Students must return all textbooks and school materials. If an item is damaged through no fault of their own, the student must notify Operations staff.
- Students will receive an invoice for any items that are not returned or are damaged or destroyed.

Use of School Electronic Devices:

- Students will be provided with school computers, laptops, or tablets for school and research use only. Please refer to the Social Media and Use Policy for more information.
- School administration may review files and communications to maintain system integrity and ensure responsible use.
- ID cards will be distributed to students during the first week of school.
- Students and caregivers are responsible for returning school-issued textbooks and technology hardware (e.g., Chromebooks, laptops, power cords, Hotspots) in the same condition as they were received. All students and parents should have received, read, and signed the NCHS Laptop Checkout Contract upon receiving any school-issued technology hardware. This contract outlines the use and responsibilities of school-issued devices (please see the Appendix of this document for an example of our NCHS Laptop Checkout Contract).

Acceptable Use Rules

Chromebook Usage:

- The Chromebook is an educational tool and should be used only for educational purposes.
- NCHS students are responsible for their Chromebook at all times. The school is not responsible for any Chromebook left in classrooms, hallways, or off-campus.
- Do not copy, download, upload, or share copyrighted materials without legal permission. This includes software applications.
- Only NCHS students are authorized to use their school-issued devices. Do not share or swap your Chromebook with another student. Keep your password confidential.
- Bring your Chromebook to school fully charged with power cords daily.
- Do not eat or drink near your Chromebook.
- Do not mark the Chromebook with markers, stickers, etc.
- Do not remove NCHS labels or asset tags.
- Do not insert foreign objects into the openings of the Chromebook.

Internet Use Rules:

- Students must adhere to the NCHS Internet Usage Policy signed at the beginning of the school year (Student Handbook Guide).
- The Chromebook is NCHS property, and all content (software, email, Internet usage) will be monitored at all times. Content related to illegal or unethical activities will be reported to the authorities.
- Administrative staff have the right to spot-check any student's school-issued device at any time.



Off-Campus Use Rules:

- Students are responsible for the care of their Chromebook.
- Each Chromebook must be secured in a backpack while in transit.
- Do not leave the Chromebook unattended in vehicles.
- If a Chromebook is lost or stolen, report the incident to your local police precinct and notify the school as soon as possible by emailing helpdesk@northsidechs.org.
- Chromebooks will be replaced after the first incident. Students will be responsible for the replacement cost of the Chromebook and its power cords after a second documented incident of lost school equipment.
- Caregivers are responsible for monitoring their student's use of the laptop at home. School policies continue to apply when using the computer online at home.

Extreme Weather Conditions:

- In extreme weather conditions such as flooding or blizzards, the Northside IT Department will notify students to leave their Chromebooks with the IT Office to prevent damage. If a student chooses not to leave their Chromebook with the IT Office, they will be responsible for any damage that occurs outside the school building.

The replacement cost for the Chromebook is \$400.00. Violation of these policies will result in disciplinary consequences as outlined in the Internet Usage Policy.

ACADEMIC POLICIES AND PROCEDURES

Values:

Northside Charter High School (NCHS) is firmly committed to equitable grading practices that are accurate, resist bias, and motivate students. Grading at NCHS is based on calculations that are mathematically sound, easy to understand, and accurately describe a student's level of academic performance in relation to national standards of proficiency. Grades are based on valid evidence of a student's content knowledge, not on factors likely to be influenced by implicit bias or environmental conditions. Additionally, grades should motivate students to achieve academic success, support a growth mindset, and provide opportunities for improvement.

Grading Policy

NCHS uses a uniform four-point grading scale for all standard classes and coursework. Final scores of 2 and above indicate earned credit, while final scores of 1 and 0 indicate no credit for the course.



GPA	Numeric Grade	Letter Grade	Range
4.00	100	A+	97-100
3.75	95	A	93-96
3.50	90	A-	90-92
3.25	89	B+	87-89
3.00	85	B	84-86
2.75	80	B-	80-83
2.50	79	C+	77-79
2.25	75	C	74-76
2.00	70	C-	70-73
1.75	65	D+	64-70
1.50	60	D	60-63
0	55	F	0-59

Grading Scale for Advanced Placement (AP) and Dual Enrollment College Courses:

For courses with standards above the high school level, separate grading scales are used.

- AP Courses: Students who pass an AP course will receive an additional point on their final transcript grades. For example, a student earning a 4 on the standard scale would receive a 5 on their transcript.
- College Courses: Students have the option to accept the earned grade or choose a non-weighted pass. For example, a student earning a 2.00 or C- can opt to receive a 'P' on their transcript, which will not affect their grade point average (GPA).

Major Assessments:

Assessments for courses culminating in Regents Examinations closely resemble the format and content of the Regents Exams. For courses that do not end with a Regents Exam, major assessments are designed to measure the cumulative standards addressed in the course. These assessments are among the best indicators of student progress and anticipated growth throughout the year.



Avoiding Bias:

To prevent implicit bias in grading practices, NCHS has implemented the following policies related to extra credit, lateness, academic dishonesty, behavior, and homework.

Extra Credit:

Extra credit assignments, which go beyond the course requirements, often require additional resources, time, or adult support. Therefore, extra credit is not assigned without prior approval from the Chief Academic Officer (CAO).

Lateness Policy:

Students are encouraged to meet deadlines to help manage their workload and develop time management skills. However, meeting a deadline is not an academic standard. The primary focus is on ensuring that students learn the material thoroughly. Deadlines are initially set by teachers to provide structure and support effective time management. Students are given multiple opportunities to demonstrate mastery on summative assignments, but these opportunities must be realistic and within a reasonable timeframe.

Academic Dishonesty:

Academic integrity means being honest and moral in proving that you can meet or exceed the New York State standards for your class. At Northside Charter High School (NCHS), we value integrity in all forms and aim to create an environment where students practice positive academic behaviors.

NCHS educates students about dishonest practices and allows them to showcase their original work. If a student is found being dishonest, teachers will discuss with the student how they can complete the assignment honestly.

Examples of Academic Dishonesty:

- Copying another student's work
- Downloading work from an online source and claiming it as your own
- Not giving credit (citing) ideas from outside sources
- Sharing answers to tests, quizzes, or other assignments
- Using AI tools to complete assignments without permission or proper citation
- Any other actions deemed inappropriate by the teacher

Teachers will not automatically give a zero for dishonest work, as a zero does not reflect what a student has learned. Instead, as part of restorative practices, students must complete the assignment honestly and may be required to complete future assignments with closer monitoring.

Participation and Homework:

Semester System:

NCHS uses a semester system for reporting grades for units of credit. Units of credit are issued at the conclusion of each semester. Each academic year is divided into two semesters, each composed of two



quarters. The grades from these quarters are averaged to determine the final semester grade.

Final Grades:

At the end of each semester, grades of 2 or higher will be awarded credit. Grades below 2 result in a failing grade. Grades requiring a code of “NX” (incomplete), “NL” (transferring student), and “NS” (no show) must be approved by the Chief Academic Officer (CAO).

Syllabus:

Syllabi are public-facing documents that must be shared with students and caregivers. Minimum requirements are as follows:

- For Early College courses, syllabi are aligned to and grades managed by the appropriate higher education institutions’ grading policies.

NCHS Credit Requirements for Graduation

Northside Charter High School’s public charter is authorized by the New York State Education Department (NYSED). At NCHS, students are encouraged and supported by teachers and staff to go beyond the minimum requirements. Below are the graduation requirements:

- Must Do: The minimum requirements for a student to earn a Regents Diploma.
- Should Do: Students are encouraged to earn credit in all their courses, including three years of math, three years of science, and one year of a foreign language.
- Aspire to Do: NCHS offers Advanced Placement (AP) and early college courses that students are encouraged to take.

Transfer Credit and Programming Procedures:

NCHS will make every effort to accommodate transfer student needs. If a student transfers to NCHS at the beginning of Semester 1 or Semester 2, all approved credits from their previous school(s), as documented on their official transcript, will be accepted and entered on their NCHS transcript. If NCHS does not offer a comparable course, the school will schedule the student for the most appropriate course offered in accordance with NYSED graduation requirements.

Calculation of Grade Point Average (GPA):

GPA will be determined by averaging all full-credit course grades (Math, Science, English, Social Studies). Core subjects are subject to change at the discretion of the School in accordance with New York State Standards.

Student Ranking:

- Valedictorian: The student with the highest cumulative GPA from 9th grade through 12th grade.



- Salutatorian: The student with the second highest cumulative GPA from 9th grade through 12th grade.
- For transfer students, all core grades and credits from previous institutions will be included in the cumulative GPA calculation.

Report Cards and Progress Reports

- Report Cards: Available to students and parents on our Student Information System (SIS) and via mailing at the end of each semester.
- Progress Reports: Distributed at the midpoint of each semester and always available on our SIS.

Student-led Conferences:

Student-led Conferences (formerly Parent-Teacher Conferences) are held four times a year, as outlined in the school calendar. This approach encourages student ownership of their learning. During these conferences, students lead the discussion about their progress, achievements, and areas for improvement with their parents and teachers.

Advisory Program:

Students are assigned an advisor who serves as their guide, mentor, and facilitator at NCHS. Advisors provide information regarding academic performance, behavior, attendance, and upcoming school events and activities.

Summer School & Summer Bridge:

Depending on the needs of the School and students, NCHS may offer summer school for core courses, prioritizing Regents-based core courses. Students will be advised of the minimum attendance hours required to receive credit. Not all subjects may be offered. Summer Bridge is a required program for rising 9th graders to help them acclimate to high school.

Multilingual Learners (MLL):

MLLs are entitled to support to meet all graduation requirements, such as instructional modifications and extended time for school and state assessments. Content area Regents exams are offered in multiple languages. The NYSESLAT is a mandated test for all English language learners to measure progress towards English proficiency. MLLs must take the NYSESLAT annually until they reach the “Commanding” level.

Special Education

Access to Curriculum: Students with disabilities access the general education curriculum through integrated co-teaching (ICT) and specialized instruction to meet all diploma requirements.

Academic Support: Students with an Individualized Education Program (IEP) receive support through



ICT and Special Education Teacher Support Services (SETSS). NCHS does not offer self-contained settings like 15:1, 12:1, or 12:1+1 classes.

Counseling Services: On-site mandated and at-risk counseling is provided by school counselors and social workers. The school works with the Committee on Special Education (CSE) and the Department of Education to offer related services such as speech-language therapy, occupational therapy, physical therapy, and paraprofessionals.

Testing Accommodations: Students with an IEP or Section 504 Plan receive accommodations for class and statewide tests, which may include extended time, assistive technology, separate testing locations, use of a calculator, breaks, and having directions or tests read aloud.

IEP Meetings: Scheduled by the CSE before the school year starts, these meetings can be held at the school or another location as directed by the CSE. Students and caregivers are notified in advance. Any postponements are documented and rescheduled.

Declassified Students: Students who no longer need Special Education services but have been declassified will still receive the testing accommodations listed in their declassified IEP.

Section 504 Plans

Each school year, NCHS identifies and evaluates students who need accommodations under Section 504 to participate equally in school programs. A school-based 504 team evaluates students who might need these accommodations. If approved by the parent, the student receives a written 504 Accommodation Plan (504 Plan) that lists the specific accommodations.

A student qualifies for a 504 Plan if they have a physical or mental impairment that significantly affects a major life activity and are otherwise qualified to participate. The 504 team decides what accommodations are needed for the student to participate equally. 504 Plans are reviewed annually to ensure they still meet the student's needs.

Attendance, Lateness, and Absence Policies

Regular and consistent attendance and on-time arrival to class are extremely important at Northside Charter High School (NCHS). Excessive absences can impact a student's ability to keep up with assignments, pass classes, and ultimately, be promoted or graduate. NCHS actively reaches out to caregivers regarding attendance and offers counseling support services when appropriate to reduce absenteeism and lateness.

Tardiness



- Tardy: Arriving one or more minutes late to class without an appropriate excuse.

Absence with Doctor or Legal Note:

- In cases of frequent or prolonged absences, a written statement from a doctor confirming the illness/condition and clearing the student to return to school is required. The School may verify the authenticity of a doctor's note.
- Refer to the School's academic policies and procedures regarding Incomplete grades for excessive excused absences.
- For certain medical situations (such as physical injuries), a doctor's letter of clearance for physical education participation and use of stairs may be required.

Absence with Caregiver Note:

- If a student was absent and did not receive medical attention, a caregiver may provide a written note explaining the illness. This will be considered as a mitigating circumstance but does not override a notation of absence.
- New York State requires a certain amount of "seat time" for high school courses to qualify for credit towards a Regents diploma. Absences documented by caregiver note are considered unexcused and will reduce the required "seat time" per semester for a student to receive course credit.

Unexcused Absence (Truancy)

- A student who is absent from school and does not provide a written note from their doctor or caregiver is considered truant.
- A student is considered absent for the day when they miss four or more classes without a doctor's or caregiver's note.
- The School reserves the right to conduct a home visit for excessive unexcused absences to ensure the safety of the student.
- The School is required by law to notify NYC Administration for Children's Services (ACS) for excessive absences, whether consecutive or cumulative. Under state law, students with 20 consecutive unexcused absences are considered to be disenrolled, and the School must remove them from its rolls.

Leaving School Early

- In-school time is critical to academic success. Missed class time often results in missed assignments and assessments, which can cause a student to fall behind and jeopardize their opportunity to graduate on time.
- The School strongly discourages caregivers from signing students out early for appointments or other engagements that could be scheduled during school breaks, off days, or after-school hours.

Early Dismissal



- Caregivers or authorized individuals should notify the main office via email (familyfeedback@northsidechs.org).
- School staff will contact the student’s classroom and request that the student be prepared for dismissal. Students should not go to the main office until they are contacted to do so.
- The student will go to the main office to sign out, and the school will maintain a record of the early dismissal.
- Only a person listed on the student’s emergency contact form may sign a student out early. Students over eighteen years old may sign themselves out of school with parent or guardian permission.
- Students are responsible for collecting and submitting all classwork and homework from classes missed when leaving school early.

Attendance Action Chart

Northside is responsible for ensuring that all students receive a pathway to graduation and the greatest component of this mission is by having students in school. The following chart will outline the School’s response and responsibility to absenteeism:

Number of Absences [Total]	Action	Person(s) Responsible
One (1) - Two (2) Days	Phone Call Home Email/Text Via Attendance System	Attendance & Enrollment Team
Three (3) Days	Phone Call Home Email/Text Via Attendance System + Certified Letter Home	Attendance & Enrollment Team
Four (4) - Nine (9) Days	Phone Call Home Email/Test Via Attendance System Certified Letter Home + Mandatory School Meeting + Return to School Action Plan	Attendance & Enrollment Team Grade Level Dean School Counselor
Ten (10) - Nineteen (19) Days	Phone Call Home Email/Test Via Attendance System Certified Letter Home Mandatory School Meeting	Attendance & Enrollment Team Grade Level Dean Counseling Team



	Return to School Action Plan + Home Visit	
Twenty (20) or More Days	Phone Call Home Email/Test Via Attendance System Certified Letter Home Mandatory School Meeting Return to School Action Plan Home Visit + ACS Notified*	Attendance & Enrollment Team Grade Level Dean Counseling Team

Note: After 20 consecutive unexcused absences, the school is required to initiate the removal of the student from the school roster. Schools are not permitted to continue receiving funding for students who are no longer in attendance.

**The ACS notification is for unexplained absences. It is not considered Educational Neglect if a student has a prolonged illness or extraordinary circumstance.*

Number of Absences [Consecutive Days without Notification]	Action	Person(s) Responsible
One (1) - Two (2) Days	Phone Call Home Email/Test Via Attendance System	Attendance & Enrollment Team
Three (3) - Four (4) Days	Phone Call Home Email/Test Via Attendance System + Certified Letter Home	Attendance & Enrollment Team
Five (5) - Nine (9) Days	Phone Call Home Email/Test Via Attendance System Certified Letter Home + Home Visit	Attendance & Enrollment Team Grade Level Dean Counseling Team
Ten (10) or More Days	+ ACS Notified*	Attendance & Enrollment Team Grade Level Dean Counseling Team



Withdrawal Procedures:

At Northside Charter High School (NCHS), we aim to support successful outcomes for all students and their caregivers. We value our partnerships and hope they are lasting and fruitful. However, we understand that sometimes withdrawal from the school is necessary.

If you wish to withdraw your student from NCHS during the current school year, please visit the office and sign a withdrawal form. Please note that withdrawal from NCHS will result in the loss of the student's seat, and re-enrollment will require a new application and admission through the standard process.

Students who are 17 or younger are required by New York State law to be enrolled in school. Therefore, you must provide information about the new school your student will be attending prior to withdrawal. For questions regarding enrollment or withdrawal, please contact the Enrollment Coordinator or Academic Counselor.

Uniform Policy/Dress Code

NCHS believes that all clothing worn in school must support a culture of learning and community. Clothing and accessories that disrupt the educational process are prohibited. The following attire regulations apply to all NCHS students:

Uniforms:

Northside Charter High School strives to offer a learning environment based on high expectations and inclusion of cultural and socio-economic diversity. This includes setting guidelines for how students dress and present themselves at school.

- Students may not wear hats or headgear of any type in the building. Headphones (including earbuds) should not be visible in the hallways or classrooms. Headgear worn for religious observance or health-related reasons is exempt.
- Flynn O'Hara is the official uniform provider for Northside Charter High School. All required clothing can be purchased through their [website](http://flynnohara.com) (flynnohara.com) or at their Brooklyn store.
- We encourage caregivers to order uniforms as soon as possible to allow for lead times during busy seasons. Reordering mid-year may be necessary as students grow and uniforms become worn. Please call ahead for store hours.

All students are required to arrive at school in full uniform and wear it respectfully throughout the school day. The final decision concerning the appropriateness of clothing will be made by the school administration. Parents of students who arrive out of uniform will be contacted to bring a change of clothes.

Separate uniforms are required for Physical Education (PE) and other school sports:

- Grade 9: Ash Gray Polo Shirt, Black Pants, and Black/White Shoes
- Grade 10: Navy Blue Polo Shirt, Black Pants, and Black/White Shoes



- Grade 11: Purple Polo Shirt, Black Pants, and Black/White Shoes
- Grade 12: Black Polo Shirt, Black Pants, and Black/White Shoes

Physical Education Uniform:

- Required for physical education classes:
 - Shirt (no visible undergarments, undershirts, or tank tops) or sweatshirt
 - Shorts or sweatpants
- Although NCHS-branded physical education uniforms are encouraged, they are not mandatory. Physical education uniforms (NCHS-branded or otherwise) are not acceptable classroom attire (except during remote learning).

Inappropriate Apparel:

- Non-medical headgear (including hats and sunglasses)
- Hooded clothing
- Clothing with brand logos or offensive language or images
- Sheer or transparent clothing
- Open-toe shoes, Crocs, slippers, and sandals
- Crop tops, tank tops, and low-tops
- Spandex, sweatpants, leggings, jeggings, yoga pants, and biker shorts

Consequences:

1. Referral to the Dean's Office.
2. Call home to caregivers requesting a change of clothes brought to school or a change provided from donated uniforms.
3. For a second violation in a marking period, the student is assigned a lunch detention and an email is sent home notifying caregivers of the policy and consequence.
4. For a third violation in a marking period, the student is assigned two lunch detentions and a formal warning letter is sent home to caregivers.
5. Continued violations in a marking period will result in a mandatory caregiver meeting at school.

Note: NCHS encourages students to embody its core values. Every attempt will be made to ensure compliance with the school's Uniform Policy. Repeated non-compliance will result in progressive discipline according to the Discipline Code, escalating the offense from a Level 1 to higher levels with corresponding consequences. NCHS will make every attempt to address uniform non-compliance without resorting to in-school or out-of-school suspension unless prior interventions have not resulted in compliance. NCHS will:

1. Provide uniforms at no cost to students and caregivers who cannot afford them or allow reasonable substitutions (e.g., off-brand, non-embroidered polos).
2. Have required uniform components available for students to borrow.
3. Follow the NYSED-approved student discipline policy, including providing notice, due



process, and alternative instruction.

Personal Property Policy

Students are discouraged from bringing valuable belongings to school. These include, but are not limited to, cash, valuable bags, jewelry, electronic or digital equipment (e.g., cell phones, games, musical equipment, cameras, computers, headphones, AirPods), skateboards, athletic equipment, and valuable clothing.

Students, not the school, are responsible for ensuring their belongings are secured. Bringing valuable items to school is at the student's own risk. The school holds no responsibility and is not liable for any damage, theft, or loss of personal property. The school will not refund, replace, or reimburse any student for any personal property damaged, stolen, or lost on school grounds or at a school-sponsored event. When appropriate, the school will report to the authorities any theft, damage, loss, or vandalism of property.

Caregivers are encouraged to take steps to ensure valuable items are appropriately insured. The school may, with or without announcement, perform bag and clothing searches to ensure there are no weapons or contraband brought onto the campus. The school reserves the right to collect mobile/cell phones or other related devices daily or under special circumstances. Devices disruptive to the educational process will be appropriately labeled, stored, and returned to the student at the end of the school day or event as determined by school administration. Students are required to comply with these provisions. Actions not in accordance with the school's Personal Property Policy or core values will be handled within the school's Discipline Policy.

Code of Conduct

- Northside Charter High School (NCHS) is committed to providing a safe, inclusive, and healthy learning environment to prepare our students for post-secondary education and becoming productive citizens. Adhering to our Code of Conduct ensures the safety of all community members and preserves the learning environment while serving the needs of the whole child.
- We believe that overly punitive methods of discipline are not in the best interest of our students or staff and can harm students' long-term potential. Research shows that positive support, which teaches necessary social, emotional, and behavioral skills, better serves students facing disciplinary measures. We are dedicated to training all staff in research-driven best practices on how to provide these supports, including for students with special needs and those suffering from trauma due to exposure to poverty or violence. Our main goal is to encourage students to take responsibility for their actions, reduce and repair harm, build a positive learning environment, and reduce the number of classroom referrals and suspensions.



- NCHS maintains four core values that guide our decisions, build our community of learners, and direct how we treat all members of our community: Commitment, Accountability, Respect, and Integrity. Our Code of Conduct reflects these core values. To promote positive behaviors, all members of our community—students, staff, and caregivers—must know and understand the behavioral standards expected of all students, the supports and interventions used to address misconduct, and the disciplinary responses if standards are not met.
- We feel it is imperative that our staff affirms clear and consistent behavioral expectations to set the tone for a safe, orderly, and respectful school community. Staff must be firm, fair, and consistent in addressing student behavior in a manner that enables students to learn from their mistakes and be accountable for their misconduct.

Disciplinary Response

In-school Disciplinary Responses:

1. Staff meets with the student to address the misbehavior and its impact on others and the school community.
2. Student/teacher conferences.
3. Formal meeting with the student and Associate Director of Student Experience and Safety to address the misbehavior and understand its impact.
4. Caregiver conference.
5. Other in-school disciplinary responses (e.g., formal restorative conference, exclusion from extracurricular activities or communal lunchtime).

Teacher Removal or Chief Student Services Officer's Suspension:

1. Removal from classroom by teacher with the approval of the grade level Dean.
2. Chief Student Services Officer's suspension (up to five school days).

Chief Executive Officer (CEO) Suspensions:

A CEO suspension is a disciplinary action in response to severe student misconduct. This type of suspension typically exceeds five days. The goal is to address serious behavioral issues while ensuring the student's right to due process is upheld.

1. Six to ten school days.

Restorative Practices

At NCHS, we believe that using restorative practices to foster positive interpersonal and intergroup relations and address inappropriate behavior is the cornerstone of a progressive approach to discipline.

A restorative approach changes the fundamental questions asked when a behavioral incident occurs. Instead of asking who is to blame and how those engaged in the misbehavior will be punished, a restorative approach asks four key questions:



- What happened?
- Who was harmed or affected by my/our behavior?
- What do I/we need to do to make things right?
- How can I/we behave differently in the future?

Glossary of Restorative Practices:

- Circle Process: Regular use of restorative circles within the instructional program of a school is a significant prevention and intervention strategy. The circle process enables a group to build relationships, establish understanding and trust, create a sense of community, learn how to make decisions together, develop agreements for mutual good, resolve difficult issues, and address other issues as they arise. Building community among students and between students, caregivers, and staff members is integral to creating a supportive and inclusive school culture. When students feel accepted, valued, respected, and included, they build a positive connection to school and foster resilience.
- Community-building circles focus on:
 - Safety and trust: Community members need a sense of safety and trust to connect with one another.
 - Honor: Members interact with fairness and integrity and acknowledge their personal responsibility for their actions.
 - Openness: Community members feel free to share their thoughts and feelings.
 - Respect: To bond as a community, members must feel they are valued and respected as individuals and must respond respectfully to one another.
 - Empowerment: A sense of empowerment is a crucial element and desired outcome of being a member of a community. Community support enables members to gain a new view of themselves and a new sense of confidence in their abilities.

When used as an intervention measure to address inappropriate student behavior, restorative circles empower community members to take responsibility for the wellbeing of others, prevent or deal with conflict before it escalates, address underlying factors that lead youth to engage in inappropriate behavior, build resiliency, increase the pro-social skills of participants, particularly those who have harmed others, and provide wrongdoers with the opportunity to be accountable to those they have harmed and enable them to repair the harm to the extent possible. A circle can also be used in response to a particular issue that reflects the school community.

Collaborative Negotiation: Using the collaborative negotiation process enables an individual to resolve an issue or conflict directly with the person they disagree with, arriving at a mutually satisfactory resolution. Training in collaborative negotiation includes learning active listening and other conflict resolution communication skills.



Peer Mediation: A student trained to serve as a peer mediator will facilitate the negotiation process between conflicting parties so they can come to a mutually satisfactory resolution. Mediation recognizes the validity of conflicting points of view and helps disputants work out a solution that meets both sets of needs. Disputants must choose to use mediation and come to the process willingly. Mediation is not used where one individual has been victimized by another (e.g., in cases of harassment or bullying) due to an imbalance of power.

Formal Restorative Conference: A conference facilitated by a Dean of Student Services or Chief Student Services Officer. The staff's ability to ensure the mental and physical health, safety, and welfare of the individual who was harmed is paramount when considering this option. The purpose of the conference is for the harm-doer and the harmed to understand each other's perspectives and come to a mutual agreement to repair the harm as much as possible. A formal restorative conference may be used as an intervention in conjunction with a disciplinary response (e.g., a student participates in a formal restorative conference in conjunction with a teacher removal or CSSO suspension) or as a disciplinary intervention to address misconduct that does not require teacher removal or suspension. This conference should not be used when there is a perceived power imbalance between participating students.

Welcome-Back Circle: A welcome-back circle is a process designed to formally welcome the returning student back into the school community and to establish a support system for the student (such as key relationships and resources). The returning and other circle participants make commitments about how to foster a smooth return and address individual or community circumstances that contributed to the suspension event. The circle provides a space for students to express themselves, actively listen to one another's perspectives, and build a sense of community. This practice helps build a strong school culture that students, staff, and community members can rely on and return to in times of need. A welcome-back circle may be used as an intervention in conjunction with a disciplinary response.

Restorative Alternatives:

- When appropriate, the school culture team may use a restorative justice alternative to disciplinary action or in addition to a consequence such as suspension. The purpose of a restorative justice alternative is to promote personal reflection, repair harm that has occurred, and restore relationships that have been damaged. Through these processes, students are supported in taking true accountability for their actions and upholding their responsibilities as community members. Restorative practices may include but are not limited to:
- Mediation to resolve conflict between two people.
- Project-based learning.
- Conferencing to resolve conflict within a small group.
- Circle to repair harm within a larger group.
- Circle to support a student's re-entry from suspension.



Addressing Bullying and Biased Behavior

- Prevention and Intervention: Northside Charter High School (NCHS) promotes a supportive culture of respect for diversity among students and staff. Bullying, discrimination, or harassment based on race, ethnicity, color, national origin, citizenship status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability is not allowed at NCHS. These behaviors harm our students' ability to learn and the school's ability to educate.
- Preventing Bullying:
 - Creating a positive and supportive learning environment.
 - Using school-wide social and emotional learning strategies and positive discipline.
 - Running bullying prevention programs during Student Services days.
 - Encouraging a classroom climate that supports diversity, teaches empathy, and reduces prejudice.
 - Involving caregivers in bullying prevention efforts.
- Intervening When Bullying Occurs:
 - Immediately referring the harmed student to appropriate support services.
 - Referring the student who caused harm for counseling and possible discipline by the Chief Student Services Officer.
 - Notifying the caregivers of all involved students.
 - Using processes like counseling and restorative circles to prevent and resolve bullying.
 - Taking ongoing actions to prevent bullying from happening again, such as increasing adult supervision and monitoring the safety of those harmed.
 - Developing an Individualized Support Plan (ISP) if needed.
 - Revisiting an Individualized Education Plan (IEP) if needed.
 - Participating in community service with caregiver consent.
 - All reports of harassment, bullying, or discrimination will be investigated promptly. The Chief Student Services Officer will lead the investigation and ensure it is completed quickly.
- Reporting and Follow-Up:
 - If a community member sees or hears about harassment, bullying, or discrimination, they must notify the Chief Student Services Officer or Chief Executive Officer within one school day and file a written report within two school days.
 - The school will take action to end the harassment, bullying, or discrimination, create a positive school culture, and ensure the safety of the targeted student.
- Student Skills:
 - Students who can manage their emotions and establish positive relationships are less likely to bully or discriminate.
 - Students who make responsible decisions and handle challenging situations ethically are less likely to be bystanders and more likely to help if a peer is being bullied.
- Reporting Concerns:



- o Caregivers and students can report bullying by contacting the Chief Student Services Officer via email or phone.
- No Retaliation:
 - o NCHS prohibits any form of retaliation against individuals who report or help investigate harassment, bullying, or discrimination.

Chief Student Services Officer Responsibilities:

- Regularly report data and trends on harassment, bullying, and discrimination to the Board of Trustees.
- Notify local law enforcement if any harassment, bullying, or discrimination is believed to be criminal.
- Provide training on this policy.

Discipline Code Infractions

- Level One – Noncompliant, Disorderly, or Disruptive Behavior: Level one infractions include acts of misconduct that interfere with orderly classroom procedures, school functions, or a student’s own learning process. Examples include, but are not limited to:
 - o Dress code violation
 - o Personal electronics use violation
 - o Unexcused absence from school and/or excessive tardiness
 - o Not following behavior expectations in the classroom after teacher redirections
 - o Failing to be in one’s assigned place on school premises
 - o Falsifying a family/guardian signature or email
 - o Using inappropriate language/profanity
 - o Engaging in insubordination
 - o Disrespectful and disruptive behavior causing the discontinuation of the class
 - o Lying to, giving false information to, and/or misleading school personnel
- Response to Level One Infractions: Before consequences are given, students will first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior. When students fail to abide by the standards set forth by the Northside Code of Conduct, our response is immediate, appropriate, instructive, and consistent. Consequences fall under three broad categories:
 - o Re-teaching: Students are reminded of the expectations and values that drive our school, their responsibility to uphold those, and the strategies they can use to be successful.
 - o Reflection: Students will have the opportunity to reflect on their behavior and its impact on themselves and others.
 - o Restoration: Students receive staff support in resolving conflict, repairing harm, and restoring relationships.



- o Consequences may include, but are not limited to:
 - Family outreach
 - Removal from the classroom
 - Referral for dean intervention
 - In-school disciplinary action (e.g., detention, exclusion from extracurricular activities)
 - In-School Suspension or Out-of-School Suspension
 - Escalation to a Tier 2 behavior plan

- Level Two – Majorly Disruptive, Aggressive, or Harmful Behavior: Level two infractions include serious acts of misconduct that create a major disruption in the learning environment or cause harm to others. Examples include, but are not limited to:
 - o Violations of Dignity for All Students Act (DASA Act) policy, including using biased speech, that do not meet the criteria for bullying or harassment, but cause harm to community members or disrupt learning.
 - o Defying or disobeying the authority or directive of school personnel in a way that substantially disrupts the educational process.
 - o Cutting classes (reporting to school and failing to attend one or more scheduled classes).
 - o Leaving class or school premises without permission of supervising school personnel
 - o Violating the Computer Use Policy (e.g., use of the internet for non-educational purposes, security/privacy violations).
 - o Shoving, pushing, or similar physical confrontational behavior towards students or school personnel (e.g., pushing past faculty or staff).
 - o Engaging in vandalism, graffiti, or other intentional damage to school property or property belonging to staff, students, or others.
 - o Using or possessing cigarettes, tobacco, e-cigarettes, or vaporizers (these products will be confiscated if found).
 - o Taking or knowingly possessing property belonging to another without authorization (e.g., theft).
 - o Engaging in non-violent or non-threatening behavior that relates to gang affiliations (this includes, but is not limited to, wearing or displaying gang apparel and/or accessories, making gestures or signs, writing graffiti associated with gangs, identifying yourself as a member of a gang, or recruiting or soliciting membership for a gang).
 - o Engaging in an act of coercion, persuading somebody else to do something via threats or force.
 - o Instigating or inciting violence, injury, or harm to another or others.



- o Breaking the Academic Honesty Policy.
- o Engaging in a pattern of persistent Level 1 or 2 behavior in the same school year.
- Range of Responses to Level Two Infractions include, but are not limited to:
 - o Parent outreach, including formal warning letters and/or required meetings.
 - o Removal from class.
 - o Referral for dean intervention.
 - o Referral to DASA Act Coordinator for educational interruption or behavior intervention.
 - o In-school disciplinary action (e.g., detention, exclusion from extracurricular activities).
 - o In-School Suspension or Out-of-School Suspension (short-term or long-term).
 - o Referral to the Discipline Committee with recommendation for long-term suspension or expulsion.
 - o Escalation to a Tier 2 behavior plan.
- Level Three – Seriously Unsafe, Dangerous, or Violent Behavior: Level Three infractions are immediately and consistently addressed by administrators, including principals and school culture team members, using a consistently applied process. The six types of Level Three infractions are:
 - o Escalated incidents of bullying, bias, hate, or harassment that violate DASA
 - o Escalated incidents of sexual harassment
 - o Substance abuse (including possession and/or distribution)
 - o Firearms and weapons
 - o Engaging in seriously unsafe behavior (including threats of violence, fighting, and assault)
 - o Engaging in threatening, dangerous, or violent behavior that is gang-related

Substance Abuse

A student found to be using, possessing, selling, or giving away alcohol or drugs, having drug paraphernalia, or under the influence of drugs or alcohol will be subject to disciplinary action up to and including expulsion. It is the responsibility of every faculty and staff member to immediately report such activities to the CSSO, who will initiate the next step in resolving the problem. If there is reasonable suspicion that a student is in possession of drugs, alcohol, or tobacco because of smell, behaviors, or peer report, a school administrator will respond. The student's personal belongings and locker may be searched and a disciplinary response may be applied.

Firearms and Weapons

In accordance with the Gun-Free Schools Act, firearms and weapons are strictly prohibited in or around school property. 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 school or to have possessed a firearm at school, except that the Northside CEO ("the CEO") 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).



“Weapon,” as used in this law, means a “firearm,” as defined by 18 USC §921, and includes firearms and explosives (New York Education Law §3214(3)(d) effectuates this federal law).

The following are included within this definition:

- o Any device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury. Knives with a blade of two and a half inches or more in length fall within this definition.
- o 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.
- o The frame or receiver of any weapon described above.
- o Any firearm muffler or firearm silencer.
- o Any destructible 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.
- o 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.
- o 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 CEO 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 CEO 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.

Engaging in Physically Aggressive Behavior

Northside values the safety of all its students and employees. Students who engage in physically aggressive behavior towards other students or staff that creates a substantial risk of, or results in, a minor injury or greater will be subject to disciplinary action. These behaviors include, but are not limited to, punching, hitting, or kicking, taking someone to the ground, wrestling, pulling hair aggressively, or anything other than minor altercations as described in the Level II offenses below.



Engaging in Threatening, Dangerous, or Violent Behavior that is Gang-Related

Engaging in threatening, dangerous, or violent behavior that is gang-related is not tolerated at Northside. This includes, but is not limited to, threatening someone by telling them you are in a gang, coming to school with gang-affiliated people in a threatening or intimidating way, or engaging in a fight with a group of gang-affiliated people.

Consequences for Level Three Offenses include, but are not limited to:

- Family Notification
- Referral to Dean for intervention
- Referral to CSSO
- In-School Suspension or Out-of-School Suspension (short-term or long-term)
- Referral to law enforcement agency
- Referral to an unbiased decision-making body composed of three senior-level Northside employees, generally Chiefs or Directors (hereinafter “Discipline Committee”), for a hearing with recommendation for long-term suspension or expulsion.

Discipline Policy

In-School Disciplinary Responses

Our first disciplinary response for holding students accountable for inappropriate behavior that does not involve removal from the classroom, school, or assignment to an alternate instructional site is to use our tiered support options.

If a student commits an offense that calls for a short-term suspension (fewer than ten days), the student is afforded the due process rights required by *Goss v. Lopez* (419 U.S. 565, 1975). Such students are subject to the following actions:

- a. The student is entitled to respond to the charges against them and give their version of what happened.
- b. The student is immediately removed from the class and/or school.
- c. In consultation with the Chief Student Services Officer, a school administrator or their designee addresses the conduct and assigns an appropriate consequence.
- d. The caregiver is notified by the Chief Student Services Officer or their designee via phone and written notification.
- e. A parent or guardian may choose to or be required to meet with a school administrator, including the Chief Executive Officer or their designee(s), regarding the infraction.

Procedures and Due Process for Disciplinary Action: Long-Term Suspension or Expulsion:

Expulsions and long-term suspensions (ten days or more) may only be imposed by the Chief Executive Officer, the Chief Student Services Officer, or their designees, after written authorization from the hearing



officer or their designees and after a student has been found guilty during a formal hearing conducted by the Director of Student Experience and Community Engagement or their designee.

If a student commits an offense that calls for long-term suspension (ten days or more) or expulsion, the following steps are taken:

1. The student is entitled to respond to the charges against them and give their version of what happened.
2. If it is determined that the student poses a danger to themselves or others, the student will be immediately removed from class and/or school.
3. The caregiver is notified by the Chief Executive Officer or their designees. Notification will be in both verbal and written forms, including electronic mail and certified or express mailing in the caregivers preferred language.
4. After consulting with the Chief Executive Officer or another School Management Team Member, the Chief Student Services Officer sets a hearing date and identifies a designee to serve as hearing officer. The student and/or their caregiver are notified in writing of the:
 - a. Description of the incident that occurred;
 - b. Sections of the student code the student is charged with violating;
 - c. Date, time, and place of the hearing (in-person or virtual); and
 - d. Notice of the right at a hearing to be represented by legal counsel (at the student's/caregiver's own expense), to present evidence in their defense, and to question any and all witnesses and other evidence presented by the school.
5. After hearing the case, the hearing officer issues a written decision to be sent to the student, the caregiver, and the student's permanent record.
6. Any student who is expelled or given a long-term suspension has the right to appeal the decision in writing to the Board of Trustees. The letter must include the reason(s) for the request and any special or extenuating circumstances that may support the reversal of the recommended penalty. Notifications must be sent to the Board of Trustees:

E-mail: board@northsidechs.org

7. A panel of Board of Trustees members will promptly hear the appeal (in-person or virtually) and issue a written determination within ten business days. The parties will have no more than 20 minutes to present whatever they wish the Board to consider in the appeal. The decision of the Board of Trustees may be appealed to the School's authorizer, the New York State Board of Regents, through the New York State Education Department (NYSED), whose ruling shall be final. Instructions and guidance on filing an appeal to the School's authorizer can be found at <http://www.counsel.nysed.gov/appeals/instruction>. Additionally, the NYSED Charter Schools Office can be contacted at (518) 474-1762 or CharterSchools@nysed.gov.



Provision of Instruction During Removal:

In all cases of suspension or expulsion, NCHS will provide alternative instruction. Alternative instruction will consist of at least 3 hours of actual instruction for the duration of the suspension and for a reasonable period after expulsion (until the student is enrolled in a new school or until the end of the school year, whichever comes first, pursuant to compulsory education laws). NCHS will contact caregivers to arrange the time and location for alternative instruction.

Caregiver/Parent Engagement:

As with all college preparatory high schools, Northside Charter High School requires students to stretch themselves beyond their comfort zones and the status quo; therefore, a lot is required of both students and caregivers. The homework load is high, and the content is challenging; the tradeoff is that students will develop the necessary skills required to excel in college and beyond. We ask that both students and their caregivers commit to this academic investment and to the long-term goal of college completion in four years. We depend on caregivers to diligently do their part. We know that without full caregiver investment, full effort, and communication with teachers and leadership, this goal will be difficult to reach. Our expectations for caregivers include the following:

- Student Behavior and Accountability: Ensure that students uphold NCHS's Discipline Policy.
- School Culture: Ensure that students are ready to learn each school day, including being on time and in full uniform.
- Independent Work: Ensure that students complete all nightly and weekly assignments, as well as study for all exams.
- Read and Respond: Engage with all NCHS communications within 72 business hours.
- Meetings: Meet with teachers within three instructional days if needs arise.

Provision of Instruction During Removal:

NCHS will ensure that alternative educational services are provided to a student who has been suspended or expelled to help that student progress in the general curriculum of the School. Alternative instruction for suspended students will be of sufficient duration (a minimum of three hours per day) to enable a student to cover all class material, take all tests and quizzes, keep pace with other students, and progress to the next grade level. All suspended students are entitled to receive alternative instruction commencing within twenty-four hours of the suspension or expulsion. Alternative instruction dates and times will be listed on the student's suspension letter. All students will be provided with a minimum of two hours per day of alternative instruction. Caregivers are responsible for arranging pickup post alternative instruction.

For a student who has been expelled, alternative instruction will be provided in the same manner as a suspended student until the student enrolls in another school or until the end of the school year, whichever comes first.



Instruction will take place in one of the following locations: the student's home, a contracted facility (within the school district), or a suspension room or other room at the School. One or more of the following individuals will provide instruction: a teacher, teacher aide, or tutor hired for this purpose. Please note that whoever administers this instruction will meet all certification requirements as stipulated in Section 2854(3)(a-1) of the New York State Education Law.

Disciplinary Procedures for Students with Disabilities:

In addition to the disciplinary procedures applicable to all students, the following procedures are applicable to students with disabilities. NCHS will comply with sections 300.519-300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that, in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern. These procedures will also be followed for students not specifically identified as having a disability but about whom the School, prior to the behavior giving rise to the disciplinary action, has a basis of knowledge about a potential disability, in accordance with 34 CFR 300.527(b).

The School shall maintain written records of all suspensions and expulsions of students with disabilities, including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons. Students whose IEPs include a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective, or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will immediately be referred to the appropriate Committee on Special Education (CSE) for the Manifestation of Disability Review (MDR).

If a student identified as having a disability is suspended during the course of the academic year for a total of eight or more days, such student will be immediately referred to the CSE of the student's district of residence for the MDR. The student shall not be suspended for a total of more than ten days during the academic 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 a change in placement.

In considering the MDR 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 caregiver notification and involvement regarding:

- The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
- The commission of any infraction resulting from the student's disability.

Provision of Services During Removal:

The School will engage with the CSE to place students in an interim alternative educational setting as



appropriate and mandated by 34 C.F.R. § 300. 531.

Students removed for a period of fewer than ten cumulative days during the school year will receive alternative instruction and classroom assignments with 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 their suspension. The School shall also provide additional alternative instruction to assist the student, so that the student is given full opportunity to complete assignments and master the curriculum, including additional instructions, phone assistance, virtual instruction, and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals, equals ten 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 progress appropriately in the general curriculum and achieve the goals of their Individualized Education Program (IEP). In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

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 progress appropriately in the general curriculum and in achieving the goals of their IEP. The CSE of the student's district of residence will make the service determination.

During any removal for drug, weapon, controlled substance, and/or serious bodily injury offenses pursuant to 34 CFR §300.530(g), services will be provided to the extent necessary to enable the child to progress appropriately in the general curriculum and in achieving the goals of their IEP. These service determinations will be made by the CSE of the student's district of residence.

Due Process for Students with Disabilities – Manifestation Determination Review (MDR):

If discipline which would constitute a change in placement for more than ten days in a school year is contemplated for any student with a disability, the following steps will be taken:

1. Not later than the date on which the decision to take such action is made, the caregiver of the student with a disability will be notified by the School of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and
2. Immediately, if possible, but in no case later than ten days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the student's disability and the behavior subject to the disciplinary action (subject to the CSE's availability).

If, upon review, it is determined by the CSE that the student's behavior was not a manifestation of their disability, then the student may be disciplined in the same manner as a student 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. If the behavior is found to be a manifestation of the student's disability, the student will be permitted to return to the School immediately.

A student's caregivers may request a hearing to challenge the manifestation determination. Except as provided below, the student will remain in their current educational placement pending the determination of the hearing officer.

If a caregiver requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to dangerousness, weapons or drugs, or serious bodily injury, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period (no longer than 45 days) provided for in the disciplinary action, whichever occurs first, unless the caregiver and School agree otherwise.

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 caregivers 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 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 the CSE's availability).

If, upon 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.

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

Facility Security:

- Students are permitted to utilize NCHS spaces at 424 Leonard Street, including portions of the first, third, and fourth floors, and all campus shared spaces.
- Students who pose an immediate danger to the School community will be removed from the classroom or school grounds according to the severity and specifics of the infraction.
- Actions may be taken with or without warning. (Note: This policy does not preempt a student's right to a hearing, appeal, or any other element of due process.)



Off-Campus Events and Remote Behavior:

- Students at school-sponsored off-campus events shall be governed by all guidelines of the School and are subject to the authority of school officials.
- Failure to obey the lawful instructions of school officials may result in loss of eligibility to attend school-sponsored events and additional disciplinary measures in accordance with the school's discipline policy.

Search and Seizure:

- Desks, lockers and other School fixtures to which students are given access remain property of NCHS and students have no reasonable expectation of privacy relating to them. A student and/or the student's belongings may be searched by a school administrator if the official has a reasonable suspicion to believe that the student is in possession of an item(s) which would violate school policy and/or the law.
- Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be confiscated by school authorities.
- The School is not responsible for books, clothing, or valuables left in closets, desks, or any location on or off school grounds.

Student Safety and Accommodations:

The Board of Trustees acknowledges that, notwithstanding actions taken by NCHS, intervention might require a specific, coordinated approach if a student does not feel safe at school. Students who do not feel safe at school are limited in their capacity to learn and reach their academic potential. Staff, when aware of incidents of harassment, bullying, and/or discrimination, should determine whether accommodations are needed to help ensure the student's safety and bring this to the attention of the Chief Student Services Officer, their designee, or other staff as determined by the Chief Academic Officer. The Chief Student Services Officer or designated staff, the student, and the person in parental relation to the student shall work together to define and implement any needed accommodations. NCHS recognizes that there is a need to balance accommodations that enhance student safety against the potential of further stigmatizing the targeted student. Therefore, each case shall be handled individually, and the student, person in parental relation, and school administration shall collaborate to establish safety provisions that best meet the needs of the student. Follow-up discussions and/or meetings will be scheduled, as needed, to ensure that safety concerns have been adequately addressed and to determine when and if accommodations need to be added, changed, or discontinued.

Training:

The Board of Trustees recognizes that professional development is needed to implement an effective harassment, bullying, and discrimination prevention and intervention program. The Superintendent and the District Professional Development Team shall incorporate training to support this program in the annual professional development plan and provide additional training as needed. Training opportunities shall be provided to all employees, including, but not limited to, teachers, administrators, monitors, aides,



bus drivers, coaches, custodians, cafeteria staff, and hall monitors. Such training shall:

- Raise awareness of and sensitivity to potential acts of harassment, bullying, and discrimination directed at students.
- Address the social patterns of harassment, bullying, and discrimination, the identification and mitigation of such acts, and strategies for effectively addressing problems of exclusion, bias, and aggression in educational settings.
- Enable employees to prevent and respond to incidents of harassment, bullying, and/or discrimination.
- Make school employees aware of the effects of harassment, bullying, cyberbullying, and/or discrimination of students.
- Ensure the effective implementation of school policies on conduct and discipline.
- Include safe and supportive school climate concepts in curriculum and classroom management.

In compliance with Education Law §13(3), at least one licensed and/or certified staff member at NCHS is thoroughly trained in human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (which includes a person's actual or perceived sex, gender identity, and expression), and sex. This staff member is referred to as the Dignity Act Coordinator ("DAC").

Dignity Act Coordinator

The School designates the Grade Level Dean as the Dignity Act Coordinator ("DAC"). The DAC is trained and supported by the Chief Student Services Officer to use best practices to promote an inclusive and safe learning environment. Following organizations procedures, the Dignity Act Coordinators respond to reported incidents of bullying, bias, harassment and/or discrimination with effective intervention, data management, use of restorative practices, and disciplinary recommendations. The Dignity Act Coordinator will be accessible to students, families and other employees for consultation and advice in the areas of diversity, equity and inclusion. The Respect for All Liason also serves as their school's Title IX Coordinator.

Title IX – Sexual Harassment

The federal law Title IX, which prohibits gender-based discrimination and sexual harassment in schools, is included in our DASA policies and practices. Northside Charter High School does not tolerate sexual harassment by any of its students or staff, either in school or online. Sexual harassment is defined as any unwanted and unwelcome sexual behavior that significantly interferes with a student's access to educational opportunities.

Student Disciplinary Consequences/Remediation

While the primary focus of this policy is on prevention, acts of harassment, bullying, and/or



discrimination may still occur. When such acts occur, student offenders will be given a clear message that their actions are inappropriate, will not be tolerated, and are inconsistent with the concepts of tolerance, respect for

others, and the fostering of civility in public schools in order to provide a safe and supportive school environment for all students. In accordance with a progressive model of discipline embodied in the disciplinary rules and procedures, student offenders shall further be advised that their behavior must improve. Student offenders will receive in-school guidance on making positive choices in their relationships with others. If appropriate, disciplinary action shall be taken by the administration in accordance with NCHS's disciplinary rules and procedures. If the behavior rises to the level of a criminal act, law enforcement shall be contacted promptly by the Chief Student Services Officer or their designee.

This policy is meant to promote progressive discipline and intervention, as opposed to a "zero tolerance" approach. The response to a student's violations of the policy shall be age-appropriate and include both consequences and appropriate remedial responses. Consequences for a student who commits an act or acts of harassment, bullying, and/or discrimination shall be unique to the individual incident and shall vary in method and severity according to the nature of the behavior, the developmental age of the student, the student's previous disciplinary record, *and* other extenuating circumstances and must be consistent with NCHS's disciplinary rules and procedures.

Investigating and Responding to Allegations of Staff-to-Student Harassment, Bullying, and/or Discrimination

In the case of a report of alleged staff-to-student bullying, reporting, investigation, and response will follow all applicable NCHS policies and procedures, including contractual provisions and due process obligations related to staff-to-student misconduct.

Non-Retaliation

Any person having reasonable cause to suspect that a student has been subjected to harassment, bullying, and/or discrimination by a student and/or an employee who, acting reasonably and in good faith, either reports such information to School officials, to the Commissioner, or to law enforcement authorities or otherwise initiates, testifies, participates, or assists in any formal or informal proceedings, will have immunity from any civil liability that may arise from the making of such a report or from initiating, testifying, participating, or assisting in such formal or informal proceedings.

Districts, BOCES, and charter schools and their respective employees are prohibited from taking, requesting, or causing a retaliatory action against any such person, who, acting reasonably and in good faith, either makes such a report or initiates, testifies, participates, or assists in such formal or informal proceedings (Education Law §16).

Complaint Process and Investigation

In addition to tracking harassment, bullying, and/or discrimination incidents for purposes of district-wide analysis and annual statewide reporting, the DAC will report incident data to the CEO periodically



throughout the school year, on a schedule to be determined by the CEO.

The Board of Trustees shall receive the annual Violent and Disruptive Incident Report (“VADIR”), as well as other relevant data, for each school and for the district as a whole, with particular attention to the trends in incidents of harassment, bullying, and/or discrimination. Based on the review of the data, the Board of Trustees may consider further action, including, but not limited to, modification of this policy and additional training. The School must ensure that they report such information to the public in a manner that complies with student privacy rights under the Family Educational Rights and Privacy Act (“FERPA”).

Students’ Rights

No student shall be subjected to harassment by employees or students on School property or at a School function. Nor shall any student be subjected to discrimination based on the student’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual identity, gender, or sex by School employees or students on School property or at a School function.

In addition, the School reserves the right to discipline students, consistent with our Discipline Policy, who engage in harassment of students off School property under circumstances where such off-campus conduct: 1) affects the educative process; 2) actually endangers the health and safety of School students within the educational system; or 3) is reasonably believed to pose a danger to the health and safety of our students. This includes written and/or verbal harassment which materially and substantially disrupts the work and discipline of the School and/or which School officials reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the School.

Reporting and Investigating

Personnel at all levels are responsible for reporting harassment of which they have been made aware to their immediate supervisors. Any students who believe they are being subjected to harassment, as well as any other person who has knowledge of or witnesses any possible occurrence of harassment, shall report the harassment to any staff member or to the CAO. A staff member who witnesses harassment or who receives a report of harassment shall inform the CAO. The CAO shall promptly investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the School to investigate allegations of harassment. Follow-up inquiries and/or appropriate monitoring of the alleged harasser and victim shall be made to ensure that harassment has not resumed and that those involved in the investigation of allegations of harassment have not suffered retaliation. Material incidents of discrimination and harassment on School grounds or at a School function will be reported to the State Education Department as required by law.

Mandated Reporting

NCHS cares deeply about the health, safety, and well-being of our students, caregivers, and community. Under New York law, all School employees are required to report suspected child abuse, maltreatment, or neglect when they have a reasonable belief that such abuse is occurring or has occurred.



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 Chief Executive Officer or Chief Student Services Officer Student Services 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).

Any such expulsion must be consistent with the requirement of the Individuals with Disabilities Education Act and its implementing regulations, for a student with or presumed to have disabilities. "Firearm," as used in this law is defined by 18 USC § 8921, and includes firearms and explosives.

The definition of "firearm" includes but is not limited to:

- 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 destructible 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

A school administrator shall refer to the criminal justice or juvenile delinquency system any student who brings a firearm or weapon to the school. "Weapon" as used in this context shall mean any device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and a half inches in length.

MCKINNEY-VENTO ACT

New York's Education for Homeless Children and Youth program provides support to ensure that homeless children and youth who live in temporary housing have equal access to the same free, appropriate, public education - including public preschool - provided to other New York children, with the opportunity to meet the same challenging state content and student performance standards. Some examples of temporary housing include:

- Sharing the housing of others due to loss of housing, economic hardship or other similar



reasons.

- Living in motels, hotels, trailer parks, camping grounds.
- Living in emergency or transitional shelters.
- Abandoned in hospitals.
- Living in a public or private place not designed for sleeping.
- Living in cars, parks, abandoned buildings, bus or train stations, etc.
- Migratory living in circumstances described above.

Every school district, BOCES and charter school is required to have an LEA liaison whose duties include the removal of barriers to the enrollment, attendance and success of homeless children and youth in school. Reach out to your student's School Social Worker to be connected with the McKinney Vento liaison for your school.

SOCIAL MEDIA/ONLINE USE POLICY

- Student behavior via social media, online or by other remote means that negatively impacts the School's functioning and violates its Code of Conduct are subject to discipline under it.
- As defined by the NYC DOE, "social media is any form of online publication or presence that allows interactive communication, including social networks, blogs, photo sharing platforms, Internet websites, Internet forums, and wikis."
- Social Media includes, but is not limited to, Facebook, TikTok, SnapChat, Tumblr, Twitter, Edmodo, Instagram, YouTube, WhatsApp, Google+, and Flickr or other online communication tool/application.
- Online use refers to any electronic access to the internet or communication via email, chat, text, Google classroom, or other media that students may use to create work or communicate while a student at NCHS.
- For the protection of everyone, there is no right to privacy when using school-related social media or online tools provided at NCHS.
- Transmission of certain content, such as pornography, hate speech, or other content may lead to disciplinary actions.
- As with the NYC DOE, if you are using the school's device or network, the school may review what you post. The (IAUSP – website: <http://tinyurl.com/IAUSP>) defines prohibited actions related to online communication that includes, but is not limited to, the following:
 - Causing harm to others or damaging technology-related property;
 - Gaining or attempting to gain unauthorized access to school systems;
 - Using school technology and/or systems for financial gain or business activities;



or

- Engaging in criminal or unlawful activities online.
- No harassment of any kind will be tolerated. NCHS will pursue disciplinary measures for students found to be participating in, perpetuating, or sharing such harassment.
- Should any media include pornography of children under 18, NYPD will be notified.
- NCHS recognizes that blogging or participating in online forums outside of school is a personal activity, and therefore only seeks to regulate such activity when it impacts the School and/or students or employees of the School.

IMMUNIZATIONS, FORMS, AND ONGOING MEDICAL CONCERNS

An updated immunization and physical form (including up-to-date shots) is due at the beginning of each school year.

NCHS will immediately notify you if your child becomes sick or has an accident that requires medical attention. If your child is sent to the school nurse and it is determined that he/she/they has a fever, is contagious, or otherwise cannot remain in school for the remainder of the day, you will be contacted to pick up your child as soon as possible. If your child is injured during the school day, a supervising staff member will complete a Student Injury Report that will be kept on file at school. You may also request a copy of the report for your records.

It is important for NCHS staff to know if your child has an ongoing medical issue that requires special attention. Please make sure that you notify NCHS if your child has any allergies or requires medication to be administered on a regular basis or in the event of an emergency. This information will be relayed to your child's teachers as well as the school nurse.

NCHS is committed to providing the support necessary to students with asthma to ensure optimal health and safety during the school day and after school hours. NCHS requires all caregivers, staff and students to comply with the following asthma administration procedures.

1) Any NCHS family that has a child with diagnosed asthma must submit an updated Medication Administration Form at the start of each school year. This form must indicate whether or not a child may self-administer asthma medication and must be signed by a medical professional. The Medication Administration Form will be kept on file in the nurse's office.

2) Any NCHS family that has a child with diagnosed asthma must provide NCHS with an asthma pump in its original packaging. NCHS requests that caregivers also provide a spacer and mask.

Asthma pumps, spacers and masks will be stored in the nurse's office. NCHS requires expired medication to be replaced immediately and for all medication to be labeled with the child's name and date prescribed.



In the case that a student has lice or other similar issues, the family affected will be notified immediately. Students found to have live head lice will be excluded from school and not allowed to return until they are lice-free. Students will be reexamined in 14 days to confirm that they have remained lice-free. Students with nits and no evidence of live head lice will not be excluded from school. If other caregivers have the possibility of being affected, then NCHS will send notification home. NCHS takes every effort to ensure the health and safety of all students.

NCHS provides a school nurse to our students. We follow all regulations and procedures of the Department of Health.

NCHS is subject to DOH regulations, that all students must be up to date with their immunizations. It is mandated that each student renew their physical and immunizations before the beginning of each school year and upon their birthdays.

Any questions or concerns about the school nurse should be directed to the Chief Student Services Officer.

FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following



conditions (34 CFR § 99.31):

School officials with legitimate educational interest; Other schools to which a student is transferring; Specified officials for audit or evaluation purposes; Appropriate parties in connection with financial aid to a student; Organizations conducting certain studies for or on behalf of the school; Accrediting organizations; To comply with a judicial order or lawfully issue

Complaint Policy and Procedures

Introduction to NCHS Complaint Procedures

Any individual or group may bring complaints to the NCHS Board of Trustees (the “Board”) alleging a violation of a term of NCHS’s charter, a provision of the NYS Charter Schools Act, or any other provision of law relating to the management or operation of the school. This policy describes both the formal and informal complaint processes, corresponding to different types of alleged violations. Although any individual or group may bring a formal complaint, NCHS has established an informal complaint process to expeditiously resolve matters in question. Complaints that do not involve an alleged violation of the NCHS charter or applicable law should be addressed through the informal process described below.

Informal Complaint Process

Informal complaints are those such as problems with assigned teachers or classes, or issues with grades, promotion, or retention. Where appropriate, you may wish to use the informal approach, which may result in a more timely resolution of the issue and which is also suited to dealing with issues that do not involve a violation of the charter or law. Even issues involving a violation of the charter or law may be resolved informally, and you may wish to use this avenue before making a formal complaint. Using the informal process does not prevent you from using the formal complaint process later. Employee HR complaints should be directed to ADP, NCHS’s Professional Employer Organization (“PEO”).

Parents, guardians and caregivers are welcome to contact the student's advisor, class teacher, Chief Academic Officer (“CAO”) or other administrator from the school. All staff members are committed to responding promptly to parent/guardian/caregiver concerns. If an issue is not resolved promptly or satisfactorily, please contact the CEO to discuss further.

Parents/guardians/caregivers may also file a complaint in writing directly to the CEO who has been appointed by the Board of Trustees to review complaints. After reviewing the complaint, the CEO will respond in writing and may additionally respond in person or via telephone when appropriate based on the circumstances. If the issue is regarding the CEO, please direct complaints directly to the Board of Trustees.

If after working with the CEO, the issue is still unresolved, you may send your concern in writing to the Board of Trustees. The Board of Trustees will then investigate the concern and provide a written response within thirty (30) days. If you determine that the Board has not adequately addressed the complaint, you may present that complaint to the New York State Education Department (“NYSED”) as a conduit to the New York State Board of Regents, which shall investigate and respond (see below for the process to contact NYSED).



Formal Complaint Process

The manner in which the NCHS Board of Trustees documents, manages, and responds to formal complaints is determined by the NYS Charter School Act § 2855(4). If an individual or a group has a complaint about the management or operation of NCHS or about a possible violation of the NCHS charter, or the NYS Charter School Law, the complainant may present the complaint in writing to the NCHS Board by letter or via email to board@northsidechs.org. Complaints may be submitted to the Board at least one week prior to the regular Board meeting at which time the complaint will be officially addressed. A calendar of Board meetings can be found on the School's website. Complaints submitted less than one week prior to the next regular Board meeting will be addressed at the subsequent Board meeting.

Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular meeting. Every effort will be made to respectfully address each matter to the satisfaction of the individual or group that presented the complaint. The Board, as necessary, may order the CEO, CAO, CSSO or other school administrator to investigate and/or act upon the complaint and submit a written report to the Board. The Board shall create a written response, with appropriate determinations and rationales, to every complaint submitted in writing.

If the complainant believes the Board has not adequately addressed the complaint, the complainant may then appeal to the charter entity, the Board of Regents, using the process described below:

Bringing a Complaint to the Board of Regents

The Board of Regents has delegated the authority to the Commissioner of Education to handle complaints brought to the Regents concerning charter schools. All complaints brought to the Board of Regents/Commissioner concerning charter schools must be submitted in writing to the State Education Department's Charter School Office, either via mail at:

Charter School Office, NYS Education Department, 89 Washington Avenue, Albany, NY 12234, or via

email to: charterschools@nysed.gov. The subject line of the email should read: Complaint: [Name of School].

The contents of the letter/email should include:

- A detailed statement of the complaint including the provision of the School's charter or law that you allege has been violated.
- What, if any, response you received from the School's board of trustees (and the School's Charter Entity in the case of schools not authorized by the Board of Regents).
- Copies of all relevant correspondence between you and the School and you and the Charter Entity if applicable. (You should maintain copies of all correspondence and materials for your own files.) What specific action or relief you are seeking.
- Contact information for you – name, address, email address, telephone number.

Investigation of a Complaint brought to the Board of Regents

The Charter School Office, on behalf of the Commissioner and the Board of Regents, will conduct any investigation that it determines necessary and appropriate regarding complaints that have been appropriately filed concerning charter schools.

This investigation may include contacting the School concerning the complaint, providing a copy of the complaint to the School, and requesting additional information or materials from you and/or the School.



Upon completion of the investigation of a complaint brought to the Board of Regents, a decision will be issued by the Commissioner, which may include a remedial order as appropriate. A copy of the Commissioner’s decision will be provided to you, the School and the Charter Entity as applicable.

