

Battery Park City School

Family Handbook

2024-2025



Our Mission

The students of the Battery Park City School are competent, capable, curious and caring individuals who discover the unique contributions they will draw upon as they become responsible members of society. Our students are lifelong learners prepared to engage in the work of creating new paradigms for an increasingly inclusive and sustainable world.

To make this vision a reality, we nurture the academic, emotional, social, and physical well-being of each child by building on intrinsic strengths. The school community works collaboratively, ensuring that each student has a voice and is represented in the curriculum, in order to create an environment of equity and respect for all.

Our mission states that Chargers are curious, capable, confident, and caring. In our current social environment, the caring component is especially important.

We have little tolerance for community members who bully or mistreat others due to any of the myriad identities that our students bring with them to school. Students who are unkind will be expected to repair the harm caused to the other and to learn from this experience to be more respectful and compassionate in the future.

Clarity about expectations and making sure we provide space for student voice are two ways that our staff demonstrate care for students.

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Dear Families,

Welcome to PS/IS276, The Battery Park City School. Our school is a place where children's natural curiosity is nurtured, a place that is rich in language and imagination, and in scientific, cultural, and historic investigation. Our students are encouraged to build on their fascination with the world around them and then to share that fascination and what they are learning with others. Along with academic learning, we also stress the importance of building independence and responsibility for one's actions, the environment, and the community.

The Battery Park City School's core values are grounded in:

- the importance of keeping our students at the center of the decision-making process;
- the creation of a school community that has shared values of excellence, curiosity, and care for our world;
- providing learning experiences that enable all students to be challenged; and
- the importance of involving families and the wider community in the teaching of all our children.

This handbook contains basic information about school policies and procedures. This information should be helpful in answering many of your questions. All policies and regulations of the school are made with the safety and welfare of the children in mind.

If you have any questions about PS/IS 276 policies or procedures, please ask.

With warm regards and best wishes for an excellent school year!

Address & Phone Numbers

55 Battery Place
New York, NY 10280
212-266-5800

Attendance/Absence

email: attendance@bpcschool.org

School Office Hours

8:00 am.-3:30 pm

School Hours

Full day: 8:30 am to 2:50 pm
Half day: 8:30 am to 11:30 am

Battery Park City School Website: www.bpcschool.org

Staff Contact Information

Staff are best contacted by email - [Staff Contact Information](#)

Our School Day

AM Homeroom/Arrival	8:30 A.M. to 8:35 A.M.
Period 1	8:35 A.M. to 9:20 A.M.
Period 2	9:20 A.M. to 10:05 A.M.
Period 3	10:05 A.M. to 10:50 A.M.
Period 4	10:50 A.M. to 11:40 A.M.
Period 5	11:40 A.M. to 12:30 P.M.
Period 6	12:30 P.M.. to 1:20 P.M.
Period 7	1:20 P.M. to 2:05 P.M.
Period 8	2:05 P.M. to 2:45 P.M.
PM Homeroom/Dismissal	2:45 P.M. to 2:50 P.M.

General Policies

Arrival

All 3K-5 students must enter through the main school entrance at the corner of Battery Place and First Place. **Students in these grades may enter the building beginning at 8:25 am.**

6th-8th grade students enter the building at door 3, located ½ way down the block on 2nd place. **These doors open for student arrival at 8:22am, they close at 8:30 am. Any upper school student who arrives after door 3 is closed will need to enter through the main entrance.**

We use the CAASS student ID system for students as they enter the building. All upper school students will have IDs and are expected to wear them at school everyday. They will swipe in upon arrival at school and they will swipe out if they leave school before dismissal.

School starts at 8:30 am. Important work and routines at the beginning of each day set children up for success; being on time helps children feel comfortable and secure.

Absences

Every absence is considered a significant loss of instruction. Please notify the office at attendance@bpcschool.org by 8:30 am if your child will be absent from school. You will receive an automated message from the DOE each day that your child is absent from school.

You should check your child's attendance on your [NYC Schools Account](#) and on your child's report card. If you notice any discrepancies, please let the office know as soon as possible. We are unable to adjust attendance after the last day of school.

Students are responsible for making up all work missed while absent. 6th-8th grade students can follow lessons on Google Classroom. There is no synchronous or asynchronous instruction for absences.

Excessive excused or unexcused absences may result in further inquiry by the school or the Department of Education. Excused absences include illness, religious commitment, family emergencies, or doctor's visits. *All* absences (excused or unexcused) are recorded in the DOE electronic record-keeping system and are noted on your child's report card. You can also get an updated record of your child's attendance through your [NYC Schools Account](#), the parent information system. **Family vacations are unexcused absences.** Please make every effort to arrange vacations during scheduled school holidays.

Lateness

The school day begins promptly at 8:30am. Students who arrive (3K - 4th grade) or who swipe in (5th - 8th grade) after 8:35 am will be marked late. Lateness is recorded in the DOE's electronic record-keeping system and on your child's report card.

Early Departure

The following procedures assure the safety of children who are released during the day.

- Written notification should be sent to the teacher stating the time of release.
- Only individuals identified on the student's emergency card will be allowed to pick the child up from school.
- The parent (or other named adult in the note) must COME TO THE OFFICE, SIGN FOR THE CHILD, AND BE PREPARED TO SHOW OFFICE STAFF IDENTIFICATION. All children must be signed out in the office. Children will remain in the classroom with their teacher until notified by the office staff that an adult has arrived to pick them up.
- **Students in grades 3K to 8 are not allowed to leave the building during school hours unaccompanied by an adult. Adults must come into the building to sign children out during the school day.** This is due to legal liability, and we are unable to be flexible on this point.
- If your MS student will not be returning to school after out lunch, you must come to the school to sign them out. **MS students may not self dismiss before the end of the school day.**

Dismissal

Lower school students dismiss outside at the designated spot in fair and inclement weather. On half days, students will be dismissed at 11:30 am. Please encourage your child to get in the habit of shaking hands with his or her teacher, saying goodbye, and pointing out who has come to pick him or her up. Help teachers keep children safe by standing back from the building until your child's turn to be dismissed and then moving away from the building.

If your child is going home with a friend after school or is being picked up by a friend's parent or caregiver, WRITTEN PERMISSION is required in advance from both families. Remind your children that they will not be able to call home during the school day to make after school arrangements to visit a friend. Likewise, **parent phone or email requests for last minute changes in end of the day plans cannot be accommodated. This is for the safety of your children, thank you for understanding.**

With written permission, fifth grade students can be dismissed to go home unaccompanied.

Additionally, with written permission, siblings in grades 5 and up can pick up younger siblings.

Middle school students are dismissed at the end of the day and are expected to leave school on their own or go to after-school. They are not allowed to hang out at school unless they are attending after-school or are doing work with a teacher.

After-School

Our after-school program is offered daily through Manhattan Youth. If you are interested in this program, please contact Manhattan Youth directly. Registration information is available through their website: <http://www.manhattanyouth.org/>.

Schedule Changes Due to Inclement Weather

Inclement weather may result in delayed openings, early dismissals, or school closings. Radio and television stations carry this news as soon as decisions are made. School closings are also posted on the New York City Department of Education website (<http://schools.nyc.gov>) or you can call 311, the city's information line. As soon as we are notified, we will announce school closings through Operoo, our text blast system. Often, this information is often posted to social media sites faster than news outlets can share it.

School Bus

General education bus service is very limited. Students in kindergarten through second grade must live more than ½ mile from school. Students in grades 3-6 must live more than one mile from school.

Metrocards

Students residing outside a given distance from the school are provided with an MTA student Metrocard. This pass enables eligible students to ride to and from school for free or half-fare and is valid on school days only. The type of pass a child receives is pre-determined by the DOE based on each child's official home address. Eligible students will receive two Metrocards during the school year, one in September and one in February.

If a student loses a Metrocard, they should go to the school office to request a replacement card. Replacement of lost Metrocards is a complicated administrative task and we are given a limited number of cards. Students are expected to take care of their Metrocards and not to lose them.

Strollers, Scooters, Skateboards and Bicycles

Strollers, scooters, skateboards and bikes **are not allowed** in the building. They create a fire safety

hazard. We have a designated stroller parking lot just to the right of the front door at the bottom of the steps, not on the ramp. DO NOT block the school entrance with strollers and scooters. We appreciate your cooperation in helping us to ensure the safety of our children and our building.

Dropping Students Off By Car

The safety of our students is a serious concern, one that we do not take lightly. We now have many families who drive their children to and from school. We do not have a designated car lane, there is no space to create one. Instead, we ask that if you drive your child to school (or use a taxi / rideshare service), that you pull up on 1st Place, not in front of the school on Battery Place. Pulling over on Battery Place creates an unsafe situation for your child as well as for all of the students who walk to school and utilize the crosswalks as it blocks other drivers' lines of sight.

DO NOT make U-turns on Battery Place.
DO NOT double park on Battery Place.



Elevator policy

Elevators are restricted to those traveling more than 4 floors. Elevators are only activated with an access card. It is expected that school community members will use the stairs when going up 4 flights during the day. Classes take the stairs to lunch and to other special classes that are within four floors. Students should use the stairs UNLESS they are accompanied by an adult or have an elevator pass.

Students who have a medical condition that limits ability to use stairs should bring a note from home. Students should bring this note to our school nurse, who can issue them an elevator pass.

Students traveling in the elevator without an adult need to have an elevator pass.

Registration

At The Battery Park City School we recognize that students come to us with a variety of gifts and interests. We do not screen students for admission because we realize that the world is filled with people who have diverse perspectives and strengths and that, frequently, the most powerful insights we gain are from those who have different ways of viewing and processing their experiences.

We are a locally zoned public school. Lower school students are all registered over the counter as long as families can prove residence in the neighborhood. If we run a waitlist, we follow instructions from the Office of Student Enrollment.

Pre-K and Kindergarten enrollment happens in the winter. Please monitor our school website and the [DOE enrollment web page](#) for instructions.

Our middle school gives priority to students who live in our zone with students in our fifth grade receiving priority over students in other elementary schools.

If you move away, we ask that you let the office know so that we can properly discharge your child.

Applications to Private School

If you apply to private school, there is additional paperwork for school staff. Teachers need **four weeks** to write recommendations and collect paperwork for these applications. Please plan accordingly. We are unable to provide early report cards to meet admissions criteria. We will submit new report cards as soon as they are ready in December, March, or June.

School Meals

At PS/IS 276 we recognize the importance of healthy food on student performance. Consequently, we have snack and lunch policies to provide students adequate nutrition and fuel for their school day.

Breakfast

Breakfast is grab and go and is available in the school lobby. Students will bring their lunch up to their classroom and eat there.

Lunch

Lunch periods are 50 minutes long for all students and incorporate recess time and lunch time. We strive to make lunchtime into a beneficial and constructive part of the school day during which

students use appropriate table manners. Children may bring lunch from home or eat school lunch. We work to ensure that all children have adequate time to finish their lunches. School lunch menus are posted on our school website. School lunch is free of charge for all students in NYC public schools.

Out Lunch

Middle school students have the option of participating in out lunch with permission from home. Students will be required to swipe out and in again to participate in out lunch.

Off campus lunch may be suspended in the rare case of an emergency or extreme weather. In the event that out lunch is suspended, all students should be prepared to eat a cafeteria lunch if they do not bring lunch from home. This change may be made at the last minute. *Out lunch is rarely canceled; students who are not prepared for rain or cold should stay at school.*

Students can be removed from out lunch as a consequence for misbehavior or to meet with a teacher to make up missing assignments. In these cases students will eat lunch at school.

Families have the ability to limit or remove their own student from out lunch by contacting Mary Valentine (mary.valentine@bpcschoo.org).

Snack

Lower grade classroom teachers have established snack policies for their classrooms. Snacks should be healthy, grab-and-go items such as pretzels, cheese sticks, grapes, etc. (no candy, soda, or gum is permitted).

Nut and Other Food Allergies

We would like to raise every parent's level of awareness about food allergies that several children have at our school. For these students, food can represent a danger and must be carefully monitored. The welfare and safety of all our students is our top priority.

It is each family's responsibility to notify the school of a child's allergies. The school will develop a plan that accommodates the child's needs throughout the school day. When all parents and school personnel work collaboratively, we can ease the burden of food allergies for the school-age child.

While New York City Public Schools are not able to be entirely "nut free," we request that snacks and other foods brought to the school to share with students are free of peanuts and tree nuts. Please be aware that we **do serve** nut butter sandwiches to students without allergies. We make

every attempt to have children eat lunch with friends. However, because of the severity of some allergies, we restrict who is allowed to eat lunch at the allergy booths.

We take food allergies seriously. We have designated booths at lunch for children with severe allergies that will be restricted to those students with similar allergies. It is our expectation that students with school allergies learn to manage their allergies. School food is not guaranteed to be allergen free.

Birthdays and Celebrations in Class

Lower school children can bring treats to share with the class to celebrate their birthdays. Parents and guardians should discuss the celebration with the teacher in advance.

Party invitations are not to be distributed in school. They should be mailed to students at their homes.

Recess

All students have the opportunity for recess during lunch. Students in grades K-3 also have additional outdoor time built into their classroom schedules. At PS/IS 276 we believe in the importance of active, cooperative, and imaginative play for students' emotional and academic development.

Each week, we have lunch club options for students who do not want to play outside. During inclement weather, students gather in the auditorium. Each lunch period has the gym available for recess several times a week to ameliorate the need to have recess in the auditorium.

Dress Policy

PS/IS 276 students are expected to wear clothes that reflect the fact that they are in school. School is the "job" of young people. You should dress for work, not the beach, or a party. Clothing should be free of offensive or hurtful language or statements or images that would upset others. Clothing originally designed to be undergarments should not be worn as outerwear.

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

We also encourage students and staff to wear green or Chargers gear on Fridays as a way to celebrate our Charger Spirit.

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

Lost and Found

Lost and found items will be kept in the lobby. Parents and students are encouraged to inspect the lost and found on a regular basis. Please be aware the school is not responsible for items lost at school or those placed in Lost & Found. All items in Lost & Found will be donated to charity at the beginning of every month.

We strongly discourage bringing items of significant monetary or sentimental value to school. Although we do try to assist students in finding lost items, we are not responsible for personal property that students bring to school.

Other Questions

If you have any questions about your child's school experience, you should always contact the teacher directly as soon as possible. Our teachers have the best understanding of your child and his or her experience in school.

Home/School Communication

At PS/IS 276, we recognize that a collaborative relationship between home and school is important for successful learning. We have a variety of ways that we communicate about school.

Teachers have email accounts and communicate with families via email.

As a general policy, teachers respond to parent emails within 3 school days. A reminder note in the signature line of all teacher emails will be consistent across the school: "Please allow 3 business days for teachers to respond to your e-mail. If you do not hear back within 3 business days, please re-send e-mail."

Because teachers do not check email during the school day, we do not alter dismissal plans via email or phone call without 24 hours-notice.

School-wide sources of information

PTA weekly emails informing and reminding parents of upcoming PTA meetings, elections, fundraising, community initiatives, school events.

[Operoo](#) is a platform we use to send out important forms and information. An invitation will be sent to the parent or guardian in each student's record with the NYC Department of Education.

[Membership Toolkit](#) is the 276 Parent-Teacher Association's website. You must sign up to receive information, view the school directory, purchase tickets to events, etc.

[School website](#). The PTA and the school strive to have our website accurately updated. The school calendar (found on the website) is updated regularly.

[PTA Facebook page](#) and Instagram account (@bpc_276) are used to share community happenings and services.

All parents are invited to attend PTA meetings and SLT meetings.

Curriculum Information

The curriculum is clarified in several ways throughout the year:

- Back to School night is held remotely in September during which time parents meet teachers and learn about the program and policies (including homework).
- Teachers send home emails with information about units.
- Information on the curriculum is also available on our school website.

Conferences

Officially scheduled parent-teacher conferences take place once in November and March.

Parents/guardians or teachers may request additional conferences if needed. Parent/guardian requests for a conference with the teacher should be made by contacting the teacher.

Parents who share custody of their children are expected to attend all conferences together. It is important that both parents hear the same information about their children's progress. Please contact the office if you have any questions or concerns about this policy.

Your NYC Schools Account (NYCSA) [is](#) a tool that allows parents to view their child's academic performance, with instant access to their child's standardized test/assessment scores and attendance records, eligibility for MetroCards, etc. Contact the parent coordinator for more information about setting up or regaining access to your child's account.

Family Involvement

Class Parents

Class parents are a vital resource for teachers in communicating with families about field trips, special events, and materials needed to enhance the curriculum. Each class has two volunteers who take an active role in maintaining phone trees and communications. One class parent also acts as the PTA representative for the class/grade to communicate about PTA.

Parent Teacher Association

Parental involvement is a key component of our school. The PTA organizes several community building, community service, and fundraising events. The PTA funds enrichment programs such as music, Spanish and chess, educational resources from books to field trips, and professional development for teachers. By contributing time, resources, cash donations and ideas, families ensure that our students experience a wide variety of programs.

The PTA depends on the involvement and support of all families to enable the community and enrichment programs to thrive. The PTA provides leadership and opportunities for parents seeking to become more involved in the school and their child's education. Be on the lookout for information on how you can participate in the PTA – attend monthly meetings, volunteer to work on a committee, help out at a fundraising event.

School Leadership Team

School Leadership Teams are advisory committees, mandated by the state, that provide a structure for collaborative school-based decision making. The SLT represents the key stakeholders in the education of our children - administrators, parents, teachers and school staff. The number of staff members and parents must be balanced. The mandatory core members are the principal, PTA president and the UFT Chapter leader. The remaining team is composed of equal numbers of parents and teachers. There are elections for parent SLT members in the late Spring each year. If you are interested in running for an SLT position, you should contact a member of the SLT.

The SLT supports and advises the principal on the school's mission and policies and creates the Comprehensive Educational Plan for the school.

PS/IS 276 parents are invited to attend meetings as observers. Minutes and schedules are posted on the SLT page on our school website. Parents may submit agenda items to SLT members and/or class parents and PTA officers.

Volunteering

Parents are welcome to volunteer in the classroom and on trips. When you volunteer, you are volunteering to support the whole class, not just your child. Here is a link to our [volunteer policy](#).

Please keep in mind the following:

- Follow teacher directions.
- Do not use your cell phone while at school.
- Do not take pictures of children without prior approval.
- Interact with all children, not just your child or your child's friends.

Inclusion and Diversity Collaborative

A group of parents and staff members work together to plan events for adults in our community on issues of diversity, equity and inclusion. Meetings are advertised at the PTA meetings, via email, and on the school calendar.

Safety

The safety of the students in our care is one of our top priorities. We have a Safety Plan on file with the Department of Education and the New York City Police Department, we monitor access to the building through vigilance and electronic security systems, and rehearse safe evacuations and emergency drills in the building. We also have a School Safety Committee that meets monthly. If you would like to join this committee or sit in on the meetings, please let administration know.

Operoo

Operoo is a system that allows us to collect digital forms from families and to communicate with families via text and email. The invitation will go to the parent or guardian(s) on each child's official NYC Department of Education record.

Emergency Card and Contacts

The Student Emergency Contact Sheet (often called "the Blue Card") provides the necessary information for the school to contact families of students who have emergencies, accidents, or illnesses. Each child must have an updated *Student Emergency Contact Sheet* on file at the school office. Parents need to notify the school immediately if any changes need to be made to the Student Emergency Contact Sheet. **Schools are not authorized to release pupils to persons not listed on that sheet. Please make certain that the list is up-to-date.** Parents also need to ensure that their child understands what to do in case of an emergency. As early as kindergarten, parents need to begin helping their children memorize their full name, along with the names of their primary caregiver (mother, father, or other), in addition to their address and phone number.

Emergency Drills

Fire and lock down drills will be held on a regular basis based on the guidelines issued by the New York City Department of Education. Absolute silence is required during emergency drills so students and staff may listen for instructions from safety personnel.

Students and faculty with limited mobility will be escorted to Fire Rooms (FDNY approved rooms that are fire safe). Students in Fire Rooms will be accompanied by an adult.

In the event of a real emergency, we will make a call based on information from safety officials about whether to remain in the building or to move to another building. We have several evacuation sites for our school. The Office of Emergency Services will decide which site we evacuate to. Parents will be notified via 311 or school email and text blasts.

Cleaning

Schools will implement enhanced cleaning and disinfection of surfaces to ensure the health and safety of staff and students. Throughout the school year, the DOE will continue the rigorous practices used to prepare buildings for reopening, including:

- Providing adequate cleaning and disinfection supplies for classrooms and cafeteria.
- HVAC systems to ensure proper ventilation. Our ventilation system has MERV 13 filters.
- Setting up enhanced cleaning in classrooms, bathrooms, and for high-touch areas such as doorknobs and shared equipment such as laptops.
- Hand sanitizer stations are located around the school.

Student Health

It is the family's responsibility to inform the school of any health issues their children may have. It is important that teachers, the office, and our school nurse, be informed of these concerns.

Medication and Illness

During school hours, students may have their medication given to them by the school nurse. However, we must have a Medication Administration Record filled out and signed by the parent and doctor and on file with the nurse. **STUDENTS MAY NOT TRANSPORT MEDICATION TO THE SCHOOL. A PARENT OR GUARDIAN MUST BRING THE MEDICATION TO THE NURSE'S OFFICE WITH THE PROPER FORMS FROM THE PHYSICIAN.** The medication must be sent to school in the original container labeled and dated by the pharmacist or physician and should include: name of student, name of medication, exact dosage to be taken, and time at which dosage is to be taken at school. Short-term medication (not to exceed ten days in succession) may be administered upon parent

completion of a form obtainable in the nurse's office. If the forms are not completed properly, the staff will not be able to administer the medication at school.

Life-threatening allergies (e.g. anaphylaxis) should be brought to the immediate attention of the school so that the staff can be trained to administer necessary medication.

If your child becomes ill at school, we will contact the individuals listed on the student's emergency card and follow the protocol indicated on the card. Please make sure that the information on these cards is kept current and inform the office when changes need to be made.

Immunizations

The NYS Department of Education and the Department of Health require that all children who come to school are fully immunized. There are no exemptions from this policy.

Schools are expected to "fully comply with Public Health Law Section 2164....NYSDOH expects any students who missed doses of vaccines due to COVID-19 to receive any overdue doses within 14 days after school resumes; this may be extended to 30 days for students transferring from out-of-state or another country." (Quote is from a NYS regulation document.)

Vaccines required for school attendance are:

- Diphtheria and Tetanus toxoid-containing vaccine and Pertussis vaccine (Dtap/DTP/Tdap)
- Hepatitis B vaccine
- Measles, Mumps and Rubella vaccine (MMR)
- Polio vaccine (IPV/OPV)
- Varicella (Chickenpox) vaccine
- Meningococcal conjugate vaccine (MenACWY)
- Haemophilus influenzae type b conjugate vaccine (HiB)
- Pneumococcal Conjugate vaccine (PCV)

Talk to your health care provider. They will help determine which vaccines your child may need. Requirements will differ based on your child's age and whether they have had any previous shots. Your child will probably not receive all required vaccinations in one visit.

If your child becomes sick in school

The school will contact you immediately. It is your responsibility to come to school to pick up your child. If you are unavailable, a person listed on the emergency card will be contacted.

Returning to School After Illness

By keeping your child home, you are not only helping him/her to get well faster, you are also preventing the illness from spreading to other members of the school community. Let the school know as soon as possible that your child is ill. When your child returns to school, give him/her a note for the teacher explaining the absence. **Children should not return to school until they have spent 24 hours fever and diarrhea free without the use of medication.**

If your child has	they must be kept out of school
Chicken Pox	6 days after the appearance of rash
Whooping Cough	14 days after the “whoop” begins
Fever	24 hours after the temperature is normal
Strep	24 hours after the temperature is normal
Head lice	After treatment and examination by school staff
Pink Eye	After treatment and doctor’s note

Head lice

We have contracted with the Lady Bugs, a small business that specializes in lice checks and getting rid of lice. The Lady Bugs come four times a year, usually right after vacations. Parents are asked to help cover the cost of these visits through donations to the PTA.

Since head lice spread easily and rapidly, children who have an infestation must be kept home until all lice are completely removed from the hair. A child returning to school must be accompanied by an adult and re-examined by school personnel before they can re-enter class.

The NYCDOE has a “no head lice” policy. Students with live lice are sent home. The DOE does not allow us to send children home with nits (the eggs of lice.)

Discipline Policy: Building Community

Treat others as you would like them to treat you.

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

provides the basis for our discipline policy.

The focus of our discipline policy is to create a school community that accommodates and supports each student's social, emotional, and academic growth. To establish a school climate that is fair and safe, we have established rights and responsibilities for students and a corresponding structure of logical consequences that is based on the New York City Chancellor's Discipline Code. These expectations are meant to secure the safety and learning of all students and to manage groups of students fairly as they participate in classrooms, on the playground, and during all out-of-classroom activities. We see rules and consequences as important tools to teach children to monitor their own behavior and to contribute positively to the school and larger communities in which they live. All students must feel secure that no one will be allowed to interrupt learning in school.

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

Social and personal responsibilities are also integrated into the content studies at each grade level. Teachers and students discuss community rights and responsibilities, and brainstorm ways that they can enact our core principles.

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

If misbehavior continues, school staff will call home to keep parents informed and will maintain records of behavior.

To view the DOE's Citywide Standards of Discipline and Intervention Measures: the Discipline Code and Bill of Student Rights and Responsibilities, K-12, visit <https://www.schools.nyc.gov/school-life/know-your-rights/discipline-code>

Language

We are a school community that prides itself on a culture of respect. Disrespectful language (profanity, name calling, language rooted in bias, etc.) is always inappropriate. In addition, we have many younger students in our school who look up to the middle school students and copy their behaviors. All students need to learn to always monitor their language.

Gender Neutral Bathroom policy

In accordance with DOE guidelines, we have bathrooms designated as gender neutral. Any student can use these bathrooms. They are designated safe spaces. These bathrooms are in the nurse's office on the first floor, and on the sixth and eighth floors. Classrooms on the third floor have bathrooms that are gender neutral by design.

Bullying, Cyberbullying and Other Harassing Behaviors

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

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

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

Dean Team

If a student's behavior is consistently disruptive, despite a teacher's attempts to correct the

behavior, the student is then referred to the Dean Team for an intervention. We have two “Dean Teams” -- one for our lower school students and one for upper school students. The lower school dean team is composed of the lower school counselor and administration. The Middle School dean team is composed of the Middle School Dean, the middle school counselor, and administration. Dean Teams meet with the students and parents (when necessary) to develop a behavior improvement plan and assign appropriate consequences for the negative behavior. When appropriate, the Dean Team may place a student on a conduct sheet. Conduct sheets are a way for a student to track his/her behavior and for parents and staff to monitor progress. Students on a conduct sheet are responsible for checking in with their assigned person at the end of each school day to review the conduct sheet.

Detention

Occasionally it becomes necessary to discipline a student for violating the established school rules. Teachers may assign lunch detention as a consequence for in class disruptions.

Suspension

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

- Principal’s Suspension. This takes place at school. The child is given class work during the day, a place to stay, and is monitored by middle school faculty.
- Superintendent’s Suspension. For major discipline issues a judicial process is followed that includes a formal hearing and may result in suspension that must be served at an off-site location.

The Curriculum

We are very proud of the academic rigor and creativity of our curriculum. Our students engage with a curriculum that challenges them to think and to analyze ideas, to synthesize information, and to express themselves creatively. Our core subjects are aligned with the Next Generation and Common Core Standards.

Teachers assess students frequently throughout the year to identify next steps for students. They then use this information to plan for whole class, small group, and individual instruction. We have learning specialists on staff to provide additional support to students and teachers.

We design our instructional program so that we meet students where they are and then plan lessons, drawing upon student strengths and interests with the Learning Standards in mind, to help

students grow academically, socially, and creatively. Our classrooms are well stocked with books, hands-on materials, electronic and other resources that facilitate the learning of all our students.

The academic program at PS/IS 276 is designed with a deep understanding of child development at its core and with the goal of providing an education that teaches standards-based academic skills, curiosity, critical thinking, and knowledge of the world. We also know that social-emotional learning must be embedded in our instruction throughout the school day, school week, and school year. Our beliefs inform instruction whether in person or remote; the curriculum with which our students engage is inclusive, standards-based, developmentally appropriate, and rigorous. Our teachers are highly qualified, dedicated to creating engaging learning experiences for students, compassionate, and professional.

The typical school day provides students with instruction from teachers as well as significant time working collaboratively with peers on projects, in academic discussion, and in building skills to navigate emotional and social skills.

Our early childhood literacy program provides a balanced instruction of the core elements of literacy -- phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. This foundation continues to be built upon across the grades through read-aloud, shared texts, and guided and independent reading. Students develop their writing voices in multiple genres telling the stories of their lives through fiction and memoir and poetry and developing their academic writing skills through informational, persuasive, and literary texts in all disciplines. Students are expected to read independently daily. Our math program is aligned to the next Generation standards and rich problems. In 8th grade, our students take an Algebra 1 Regents course which could lead to a Regents exam if the exam is offered. Our students learn Science through the Amplify program in grades K-7 and complete the Living Environment Regents course in grade 8 in the 2023-2024 school year. The city is switching to the Biology Regents exam for 8th graders in the 2024-2025 school year. At that time we will offer the Biology Regents course and exam to 8th graders. We use the Passport for Social Studies curriculum, Civics for All resources, and the NY state standards for social studies learning. Students at 276 receive instruction in PE, music, art, and Spanish as part of the rich learning experiences for which our school is known.

For more information on our curriculum, please visit our school website:

<https://www.bpcschoool.org/programs/curriculum>

Enrichment

We provide all students with the opportunity to stretch their learning in small group lessons in the

classroom. Through careful development of units and lessons, students work in small groups or independently on research projects. This allows them opportunities to read about and explore information of interest and then to communicate their learning at appropriate levels of sophistication. This differentiation happens in reading and writing as well where students read books at levels that challenge them in all units. In mathematics, teachers use rich problems in math instruction. These problems are open-ended and allow for students to engage in complex mathematical thinking. 8th graders have the opportunity to take Regents level Algebra 1 and Living Environment.

Academic Support Services

At times, students need additional support in school. Teachers identify students who are struggling with a skill or concept and then work to provide these services in the classroom. This support may take the form of small group work led by the teacher. An additional support teacher (reading, speech, or other specialist) may also work with the child to provide targeted assistance. The goal for this support is to help the child remain on track to attain grade level benchmarks.

Special Education

At PS/IS 276, we are proud of the inclusive environment we have created that welcomes all learners. Our students are provided challenges and supports to help them grow as learners and individuals. We believe that inclusion in the regular classroom is an appropriate starting point for all learners, and that a continuum of services should be provided to meet the needs of the students. Research shows consistently that all students learn best in heterogeneous classrooms that provide a variety of learning experiences that give all students access to the curriculum. At 276, that means that all students work toward the same overall educational outcomes with differing levels at which these outcomes are achieved, the additional support that is needed by some students and the degree of emphasis placed on various outcomes. As an inclusive school, we also draw upon practices that focus on high expectations for all and provide targeted instruction that allows all children to achieve their potential.

We acknowledge that every adult in the building plays an important role in the education of our students. While the classroom and core subject teachers may play the most evident role, arts, Spanish, and PE teachers also have an important impact on our students. Additionally, related service providers who may work mostly with targeted groups of students also help shape the teachers' professional dialogue and decisions, and ultimately the experience of all our students. We are also fortunate to have a strong team of paraprofessionals who play an important role in the education of all learners. All faculty work closely together to support the learning of all our students.

Testing Modifications

Students with IEPs may receive testing modifications (extended time, etc.) as part of their individual learning plan. Students without an IEP may also receive testing modifications if their pediatrician fills out the paperwork for a 504 plan. This includes both temporary modifications (for instance, if your child has an injured arm) and modifications that last throughout the year. 504 plans must be renewed each year. You can talk to your child's teacher if you feel your child may benefit from extended time or other testing modifications.

Field Trips

Field trips are an important component of our program. Parents are notified about upcoming trips through email and newsletters. Students without signed permission slips will not be able to participate in field trips.

Homework

Homework is designed to create a bridge between school and home, providing practice of concepts learned at school and extending learning through projects. Additionally, an important purpose of homework is to teach children organization, time management, responsibility, and independence. Homework is communicated through weekly packets in the lower grades and in planners starting in grade 3. Many teachers (particularly in the upper grades) also post homework to their class page on the school website. Please review your family's after school schedule and help your child plan for homework accordingly.

Homework policies are reviewed at Curriculum Night in September. Shortly afterwards, students in early grades will begin to have homework. Students in upper grades can expect homework to begin during the first week of school.

Every child is expected to read at home every night. The best way to become a good reader is to read. We provide time for independent reading in school and we want your child to read at home as well. This can include older family members reading to younger children. This time together helps establish reading as an enjoyable activity and helps reinforce the idea that reading is something that everyone does. As our students grow in their abilities, we want to make sure that our students continue to read for pleasure as well as continue to practice reading for learning. Time set aside every night helps to provide the space to nurture this habit.

From first grade through fourth grade, children are expected to read for at least 20 minutes a night. From fifth to eighth grade, students should be reading a minimum of 30 minutes a night. Additionally, families can expect, on average, 10 minutes of homework a night per grade. For

example, first grade has an additional 10 minutes; second grade 20 minutes, and so on.

Kindergarten students do not receive regular weekly homework beyond reading and being read to. We believe it is most beneficial for young children to use after-school time to play freely, to explore, to socialize, and to spend time with their families.

First, second and third grade students will receive weekly homework packets given out at the beginning of the week and collected at the end of it. This system enables families to become involved in student learning and to organize homework around family schedules.

In **fourth and fifth grades**, teachers design homework to build responsibility and time management as well as to reinforce concepts learned at school. Students will learn to write down their assignments in planners and organize materials and time.

Sixth, seventh and eighth grade students will continue to develop responsibility for homework completion with longer projects due over time as well as daily assignments. They will also learn to use organized planners and study skills in Advisory.

Parents and guardians can help with homework by showing a positive interest in it, encouraging their children while avoiding undue pressure, and providing a suitable place and quiet time for work. Do not do their homework for them. The general rule is as simple as ABC – homework should be done **All by myself**, parents should **Back off**, and there should be a **Cut off time**. *If homework proves to be confusing or too challenging for your child, please contact your child's teacher (for lower school students) or have your child contact his/her teacher directly (middle school students).*

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

Academic Policies

Report cards are released online before Winter break, around Spring break, and at the end of June. Our report cards are standards-based and use the format required by the Department of Education. The criteria used to evaluate student progress are aligned with Common Core Learning Standards and report how students are doing in regard to meeting these standards.

Grading policy

The main purpose of grades is to provide feedback on student performance in achieving mastery of standards as well as how to improve performance in skills, deepen content knowledge, and hone habits of mind such as curiosity and self-regulation.

- Report card grades are only one component of grades. They provide a summary of student progress at given points in the year.

- Attendance does not get calculated into grades. However, students who participate regularly have the greatest opportunity to make progress, receive support from their teachers, and demonstrate learning.
- Grades are based on academic progress and performance considering a student's entire body of work in a subject area.
- Due dates and submission of work should provide flexibility and empathy. Dates must be clearly documented for students in advance and take into consideration timelines for entering grades.
- Students who can't complete work due to tech issues should be provided an alternative way to complete and submit assignments.
- Grading policies apply to all students equally including students with disabilities and those learning English as a new language.

Some definitions

Report card grades are indications of student progress toward mastery of the course's learning standards. These are grades that do not appear on the transcript. Report card grades may be standalone or cumulative. They are also often called marking period grades.

Final grades (marks) are given at the end of the school year. The final course grade is calculated from an approximate average of the 3 marking periods. The teacher of record determines the final mark in accordance with the school grading policies and the City and State academic policies.

K-5 grading policy

Grades reflect a student's understanding and command of content, progression through a course or subject, and mastery of skills at a given point in time. Grading policies outline when and how students receive feedback.

K-5 students will be graded on the following grading scale:

- **ME** (exceeding standards = passing with distinction. Your work is significantly and consistently above grade-level standards and you challenge yourself to do your work independently -- you seek out an extra challenge for yourself.)
- **MA** (above standards. Your work shows that you apply what you are learning in school and are beginning to challenge yourself to go beyond the expectations of the work.)
- **MT** (meeting expectations in standards = your work demonstrates that you are able to apply what you are learning -- both content and skills -- to tasks assigned by teachers and across tasks. They enjoy challenging themselves to do this work mostly independently.)
- **MP** (approaching standards = you require significant support from others to learn and apply the content and skills identified in the standards but you are striving to do your best work each day. MP is considered a passing grade.)
- **MB** (working below standards = you are working significantly below grade level in content and/or skills and/or require intensive support in completing your work. We know that these children need additional support in their learning so that they meet grade-level standards.
- **NL** (insufficient evidence). Students who receive this mark have not produced sufficient work to provide a grade. This mark is also used if a student enrolls at our school close to the time that report cards are released.
- Behavior and work habits grades should use E(xcellent), G(ood), S(atisfactory), N(eeds improvement).
- Specials classes continue to provide a P/N grade.

Grade	Number Equivalent	1-4 Equivalent	Pass / Fail Equivalent
ME = exceeding standards MA = above standards	95 85	4	Pass
MT = meeting standards	75	3	Pass
MP = approaching standards	65	2	Pass
MB = below standards	55	1	Fail

Middle School

We use a numeric grading scale in Middle School. We use our rubrics to give number grades (95, 90, 85, etc.) This scale applies to all grading periods.

Grades are given based on the overall achievement demonstrated by a student in the term.

- Content/skills grades – will show understanding of content/skills taught
- **MHS**=meets high standards
- **MS**=meets standards
- **AS**=approaches standards
- **FB**=falls below standards.
- **NE**=no evidence (work not turned in)

Sometimes, teachers will offer students opportunities to meet a higher, more challenging standard. In that case, a student who meets that higher standard would receive an MHS (meets high standard) on an assignment.

Non-mastery grades – teachers will give feedback in two categories on a scale of 1-4:

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

Final grades (marks) are given at the end of the school year, representing the work that the student completed over their courses and the level of mastery at the end of the course, as of that point in time. This grade may also confer credit(s) when a course is credit-bearing. These credit-bearing courses at 276 are Algebra 1 and Science Regents courses and Advanced Spanish in 8th grade. These course grades appear on high school transcripts where the student passes the course and the exit exam. The teacher of record determines the final mark in accordance with the school grading policies and the City and State academic policies.

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

Honor Roll

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

- Have no content/skills grades below an MS
- Have only 3s and 4s in work habits (with at least 1/3 being 4s)
- Pass all pass/fail classes

- Get a 90 or above in physical education

To qualify for principal's honor roll, a student must meet the criteria for honor roll, plus earn MHS in at least two classes.

National Junior Honor Society

The purpose of the Battery Park City School NJHS is to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in our students. Candidates eligible for selection to this chapter must be second-semester 6th graders or 7th and 8th graders who have been in attendance for a period of one half of the school year at the Battery Park City School. Students eligible for selection to the chapter must have the distinction of "Honor Roll" and must complete an application and interview.

Graduation with Distinction

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

Middle School and High School Admissions Processes

A key part of the fall during fifth and eighth grade is the application process for Middle and High School.

While our fifth graders receive priority for a seat in our Middle School, they still must complete the Middle School application process. During the fall of fifth grade, we will explain this process in detail. While we offer an exceptional Middle School program and are hoping that families opt to stay at 276 for middle school, families are encouraged to explore other options.

Once the DOE finalizes dates and timelines, the Admissions Counselor will meet with 8th grade families to share information and answer questions. Our school staff is dedicating a great deal of time building relationships and visiting with high school administrators so that we can best assist our middle school students find high schools that are best matched to each student's interests and talents.

The DOE sets the schedule for the distribution of middle and high school acceptance letters.

Scheduling varies each year.

Assigning Students to Classes

At the end of the school year, grade team teachers meet to discuss class composition for the following year. They review students, their grades and overall group dynamics as they recommend and build heterogeneous classes for the following school year. Specials teachers, guidance staff and administrators review class make up before we finalize lists. The goal is to create balanced classes that provide a safe and effective learning environment

Key points to remember are:

- Class groups are designed to achieve balance in each of the following areas: gender; racial and ethnic diversity; special education and general education (mandated by law); academic achievement; interpersonal dynamics between students; and other individual student needs (the school's belief is that a heterogeneous student body learns best).
- Classes are based on the community of students, not on the "match" between teachers and students.
- Once the previous categories are addressed, other information is considered, including what you have told your child's teachers throughout the year.
- We are unable to consider requests regarding specific teachers or classmates. Teacher assignments are not finalized until long after the class groups are assembled (typically just before the first day of school).
- Once the classes are finalized, changes are not made except for extenuating circumstances.

Extracurricular Activities

Lunch Clubs

We offer a variety of clubs at PS/IS 276. All clubs meet during lunch and are overseen by a faculty member. Clubs meet for the entire lunch period. Children participating in a club will bring their lunches to the designated classroom or location where the club meets.

Athletics

At 276, every middle schooler can find his/her inner athlete. We strongly encourage all students to participate on a sports team. If your child doesn't feel comfortable playing a sport, there are jobs such as videographer, manager, and score keeper that are important to our school's athletic program. Team members are expected to participate in all practices and games/meets and to maintain their grades. For some sports, student athletes are expected to dedicate some of their time on

weekends.

If an athlete is failing one or more subjects in school or exhibits inappropriate school behavior, he/she will be put on probation and will not be allowed to play or participate in a team sport. If a student is suspended for disciplinary reasons or has repeated behavioral issues, that child will not be allowed to practice or play a game with the team for the duration of the suspension.

Student Council

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

Technology

We provide all students in grades 5-8 with a laptop computer that can be used at school, when deemed necessary. Therefore, students should not bring their own devices to school.

Cell Phone and Smartwatch Policy

We have made our school a phone-free space to improve teaching and learning using a system called Yondr. Yondr has been implemented in over 1,000 schools across 21 countries to facilitate an engaged learning environment.

We believe phones have great utility. We have also found that learning and social behavior improve drastically when students are fully engaged with their teachers and classmates.

The Yondr Program utilizes a simple, secure pouch that stores phones, smart watches, and earbuds. Every student in grades 5-8 will secure their equipment in a personally assigned Yondr pouch when they arrive at school. Students will maintain possession of their devices and will not use them until their pouches are opened during out-lunch and/or at the end of the school day. Students are required to bring their Yondr pouch to and from school each day and are responsible for their pouch at all times.

Students in grades 3K-4 do not receive Yondr pouches, but they are required to power down their cell phones and smart watches and store them in their backpack for the duration of the school day. All students are required to comply with this policy.

Frequently Asked Questions

What if I want to reach my child during the school day?

We want our students to be engaged in their learning. If you need to contact your child during the school day, contact the main office at 212-266-5800.

What if there is a school emergency?

In case of a school emergency, we direct our students to safety first, following our school emergency preparedness protocol.

Will my student's phone be safe?

Students are in possession of their phone - in their Yondr pouch, or backpack (3K-4th grade) - for the entire school day. We will advise students to store the pouch in their backpacks where it is completely safe.

Can my child still use their phone at out-lunch?

Yes. They can unlock their pouch on the way out of the building and secure their phone again upon re-entry.

What if the Yondr pouch gets damaged or a student is caught on their phone?

The Yondr pouch is property of the Battery Park City School. If a student damages their Pouch or is caught on their phone, Administration will collect the phone/Pouch. If a teacher sees a phone out during the school day, the phone will be confiscated and given to the administration.

First offense of an unpouched phone = Phone confiscated + no out lunch + Parents emailed

If a student damages their Pouch, they will be charged a \$20 fee for a replacement.

Note: Damage consists of any signs that the physical integrity of the pouch has been compromised, whether intentional or unintentional, as determined by the school or Yondr staff.

Please do not text or call your child on their cell phone during the school day! If you need to get a message to them, call the school and we will help you.

How Yonder Works:



POUCH

As a student enters school, they place their phone in their assigned Yondr pouch.



SECURE

The pouch is closed and secured. Each student keeps their pouch throughout the day.



EXIT

When leaving school, the student taps their pouch to an unlocking base to release their phone.

Digital Citizenship

Many of our students in grades 5-8 (and increasingly in younger grades as well) have smartphones. They use these powerful computers to communicate with their families and friends.

They download a variety of apps to document their lives, communicate with others, and to entertain themselves. Along with easy access comes tremendous responsibility. We work to help them understand the implications of their digital footprints for themselves and for others. Inappropriate use of social media that takes place during or after school and that negatively impacts other members of the community will be subject to disciplinary action at school.

PS/IS 276 Internet Access and Appropriate Use Agreement

The New York City Department of Education has taken precautions to restrict access to controversial materials. However, on a global network it is impossible to control all materials and an industrious user may discover controversial information. We firmly believe that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the Department of Education. Below are excerpts from the DOE internet acceptable use policy that pertains to students. Following the excerpt, we have included explanations of how that component is addressed at school.

Privacy

Users have no right to privacy while using the Department's Internet Systems. The Department monitors users' online activities and reserves the right to access, review, copy, store, or delete any electronic communications or files. This includes any items stored on Department provided devices, such as files, e-mails, cookies, and Internet history.

Everything on DOE computers and internet systems is subject to FOIA requests.

In the upper grades, we use Google Classroom, a free learning management system that has maximum privacy settings.

Students Using the Department's Internet Systems

Students must not reveal personal information about themselves or other persons on social networking sites, in chat rooms, in emails or other direct electronic communications, or any other forum over the Internet. For example, students must not reveal their home address, or telephone or cell phone number.

Acceptable Use

The use of student accounts and school technology must be in support of education and research and consistent with the educational objectives of PS/IS 276. Transmission of any material in violation of any national or state regulation is prohibited. This includes but is not limited to: copyrighted material and threatening or obscene material. Additionally, gaining or attempting to gain unauthorized access to the department's Internet Systems or to any third party's computer systems.

Members of the Battery Park City School community are expected to abide by the generally accepted rules of network etiquette.

Internet Acceptable Use agreements will be sent home in September and follow in this handbook.

Violations of this Policy

If a student violates this policy, appropriate disciplinary action consistent with the Discipline Code and applicable Chancellor's Regulations will be taken. If a student's access to the Department's Internet System is revoked, the student may not be penalized academically, and the school will ensure that the student continues to have a meaningful opportunity to participate in the educational program. The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrators will deem what is

inappropriate use and their decision is final. The system administrators may close an account at any time as required.

Grade 7-8 Internet Acceptable Use Agreement

As a part of my schoolwork, my school gives me the use of devices for my work. When I work on a device, I must follow the same rules for behavior and language as in my class and in my school. To help myself and others, I agree to the following promises:

I, _____, agree to the following responsibilities and restrictions:

Safety

- 1) I will use school devices only for educational purposes related to school work and not for any personal, commercial, or illegal purposes.
- 2) I will use the Internet at school only with the permission of my teachers.
- 3) I will not use games or other electronic resources that have objectionable content or that engage me in inappropriate activity.
- 4) I will not give my password to any other user, nor attempt to learn or to use anyone else's password, and I will not transmit my address or telephone number, or any personal or confidential information about myself or others.
- 5) I will not upload, link, or embed an image of myself or others to sites or social media at school without my teacher's permission and a signed parental permission slip.

Kindness

- 6) I will not make statements or use the likeness of another person through website postings, email, instant messages, etc., that harass, intimidate, threaten, insult, libel, or ridicule students, teachers, administrators, or other staff members of the school community, make statements that are falsely attributed to others, or use language that is obscene.
- 7) I will not attempt to access, upload, or transmit material that attacks ethnic, religious, or racial groups, or material that is pornographic or explicitly sexual in nature.

Responsibility

- 8) I will not violate copyright laws, damage or tamper with hardware or software, vandalize or destroy data, intrude upon, alter or destroy the files of another user, introduce or use computer "viruses," attempt to gain access to restricted information or networks, or block, intercept or interfere with any email or electronic communications by teachers and administrators to parents, or others.
- 9) I will not use or create for others any program to interfere with, change, or interact with programs, security settings, systems, or devices that are the property of the school and are used

for school-related purposes by students, their parents, and staff.

10) I will not imply, directly or indirectly, either publicly or privately that any program or “app” I create is associated with, or a product of, the Battery Park City School, nor will I either directly or indirectly associate any such program with any Battery Park City School, logos or images.

11) I will report any problems to the supervising staff member.

12) I understand that my use of the school’s computers is not private and that the school reserves the right to monitor use to assure compliance with these guidelines; violations may lead to revocation of computer access and/or other disciplinary measures.

13) I understand that the prohibited conduct described above is also prohibited off campus when using private equipment if it has the effect of seriously interfering with the educational process and that such off-campus violations may lead to disciplinary measures.

Print Student’s Name: _____ Grade: _____

Student’s Signature: _____ Date: _____

Parents: I have read, understood, and discussed with my son or daughter this Acceptable Use Agreement, and I give him or her permission to use electronic resources, understanding that this access and use of personal devices on school grounds is conditional upon adherence to the agreement. Although students are supervised when using school resources, I am aware of the possibility that my son or daughter may gain access to material that school officials and I may consider inappropriate or not of educational value.

Print Parent’s Name: _____

Parent’s Signature: _____ Date: _____

***STUDENTS MAY NOT USE SCHOOL DEVICES UNLESS THIS AGREEMENT IS SIGNED AND RETURNED TO THE TEACHER.**

Grades 4-6 Internet Acceptable Use Agreement

As a part of my schoolwork, my school gives me the use of devices for my work. When I work on a device, I must follow the same rules for behavior and language as in school.

I, _____, will

Stay safe

1. I will not give my password to anyone else but my parents and my teacher.
2. I will not ask for or use anyone else's password.
3. I will not put my address or telephone number, or any other personal information about myself or anyone else on the device or on the internet.

Be kind

4. I will not post/share an image of myself or others without my teacher's permission and the permission of the other person.
5. I will be kind when I use the device; I will not use it to annoy, be mean to, frighten, threaten, tease, bully, or poke fun at anyone; I will not use swear words or any other mean language.
6. I will not look at, send, or upload anything that is unkind about anyone's race, religion or gender.

Be responsible

7. I will use school devices only to do schoolwork.
8. I will use the Internet only with my teacher's or grown-up's permission in ways they have approved.
9. I will only play games that a teacher or my grown-up has approved.
10. I will not take credit for other people's work.

Take care

11. If I have or see a problem, I will tell the teacher or my grownup. If the problem is an inappropriate image, I will turn off the monitor and then seek help.
12. I will not damage the device or anyone else's work.

I understand that

13. My device use is not private; my teacher or my grown-ups may look at my work to be sure that I am following these rules.
14. I must follow these rules when I use devices outside of school.

Print Student's Name: _____ Grade: _____

Student's Signature: _____ Date: _____

Parents: I have read and discussed with my child the Acceptable Use Agreement, and I give permission for his or her use of the resources. I understand that device access is conditional upon adherence to the agreement. Although students are supervised using devices, I am aware of the possibility that my child may gain access to material that school officials and I may consider inappropriate or not of educational value.

Print Parent's Name: _____

Parent's Signature: _____ Date: _____

***STUDENTS MAY NOT USE SCHOOL DEVICES UNLESS THIS AGREEMENT IS SIGNED AND RETURNED TO THE TEACHER.**

Grades K- 3 Internet Acceptable Use Agreement

As a part of my schoolwork, my school gives me the use of devices for my work. When I work on a device, I must follow the same rules for behavior and language as in my class and in my school.

I, _____, will

Stay safe

1. I will not share passwords.
2. I will not put my personal information about myself or anyone else on the device (address or phone number).

Be kind

3. I will not post images without my teacher's or my parents' permission
4. I will be kind when I use the device: I will not use mean language or make fun of people. .
5. I will not look at, send, or upload anything that says and/or shows bad or mean things about anyone.

Be responsible

6. I will use school devices only to do schoolwork.
7. I will use the Internet only with my teacher's or my parents' permission.
8. I will not play games that a teacher has not approved.
9. My parents' and I will know my email address and password

Take care

10. If I have or see a problem, I will tell the teacher or grownup.
11. I will not damage the device or anyone else's work.

I understand that

12. My teacher or parents may look at my device to be sure that I am following these rules.
13. I know I must follow these rules when I use devices at school or at home.

Print Student's Name: _____ Grade: _____

Student's Signature: _____ Date: _____

Parents: I have read and discussed with my child the Acceptable Use Agreement, and I give

permission for his or her use of the resources. I understand that device access is conditional upon adherence to the agreement. Although students are supervised using devices, I am aware of the possibility that my child may gain access to material that school officials and I may consider inappropriate or not of educational value.

Print Parent’s Name: _____

Parent’s Signature: _____ Date: _____

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