2026–2027

STUDENT & FAMILY HANDBOOK

The Boerum Hill School for International Studies

International Baccalaureate World School • Grades 6–12

OUR PROMISE: IB for All. Every Child Is Our Child.

Middle Years Programme (MYP) • Diploma Programme (DP) • Career-related Programme (CP) pathway launching for the Class of 2029

Principal Samantha A. Schmoeger

284 Baltic Street, Brooklyn, NY 11201 | (718) 330-9390 | bhsbk.nyc

This handbook summarizes school expectations and procedures. NYCPS policy, Chancellor's Regulations, applicable law, collective bargaining agreements, and IB regulations control if any conflict arises.

Welcome to BHS

Dear Students and Families,

Welcome to the 2026–2027 school year at The Boerum Hill School for International Studies. BHS is an unscreened Grades 6–12 International Baccalaureate World School committed to ensuring that every student has access to rigorous, inquiry-based, and globally minded learning.

Our work is grounded in a clear promise: Every Child Is Our Child. Students will be known, challenged, supported, and held to high expectations as they develop the knowledge, character, agency, and skills required for college, careers, community leadership, and life. We continue to provide the Middle Years Programme and Diploma Programme while preparing to launch the Career-related Programme pathway in Business Management for the Class of 2029.

Student success requires an active partnership among the student, family, and school. We can serve your child most effectively when families remain consistently involved—not only when a problem arises.

Families are expected to:

- Know their child's teachers, guidance counselor, CREW advisor, and other key support staff.
- Know and maintain communication with our Parent Coordinator, Ms. Best, who helps families navigate school systems, access resources, connect with staff, and participate in the BHS community.
- Maintain an active NYC Schools Account with an updated email address, a working telephone number, and current emergency contact information.
- Notify the school promptly whenever an address, telephone number, email address, medical need, court order, or emergency contact changes.
- Regularly review grades, assignments, attendance, and teacher feedback through Toddle and NYCSA.
- Read school emails, newsletters, calendar updates, and other communications.
- Respond promptly when a teacher or staff member reaches out.
- Contact teachers early when questions or concerns first emerge.
- Attend scheduled conferences and meetings related to their child.
- Celebrate progress and reinforce academic, attendance, and behavioral expectations at home.

Families should also make every effort to participate in the life of the school at least three times during the school year. Opportunities include parent-teacher conferences, PTA meetings, SLT meetings, Family Academies, exhibitions, student performances, workshops, celebrations, town halls, and other school events. Whenever possible, families should come into the building so they know the school community and the adults supporting their child. Families facing work, caregiving, disability, transportation, or other barriers should contact Ms. Best to discuss virtual or alternative ways to participate.

Families should not wait until report cards are issued or a concern becomes serious before communicating with the school. Proactive communication allows us to recognize success, address concerns early, coordinate support, and prevent avoidable academic, attendance, or behavioral difficulties. Teachers have weekly parent-engagement time, and families are encouraged to use these opportunities to build ongoing relationships with their child's educators.

This handbook explains how BHS operates, how learning is assessed, what students and families can expect from the school, and what the school expects from every member of our community. Students and families are responsible for reviewing the handbook together, following its expectations, and referring to it throughout the year.

When families and educators communicate openly, act early, and share responsibility, we are better able to serve every child. We look forward to a year defined by high expectations, purposeful communication, and meaningful partnership.

In partnership with,

Samantha Schmoeger
Principal

How to Use This Handbook

- Start with "Community Commitments" and "Learning, Assessment, and Grading." These sections explain the expectations that apply each day.
- Use the "Quick Contacts and Problem-Solving" section when you need help.
- Look for "Policy alignment" notes identifying the NYCPS, Chancellor's Regulation, or IB framework that governs a section.
- School-specific dates, forms, personnel, and links may be updated during the year through NYCSA, the school website, and family communications.

Contents

1. Identity, Mission, and IB Model
2. Community Commitments and Student Rights
3. Daily Operations and Attendance
4. Communication and Family Partnership
5. Technology, Devices, and Personal Property
6. Learning, Assessment, and Grading
7. MYP, DP, and CP Pathways
8. Academic Integrity and Responsible AI Use
9. Student Support, Accessibility, and Inclusion
10. School Culture, Behavior, and Restorative Practices
11. Safety, Health, and Visitors
12. Activities, Trips, Athletics, and Leadership
13. Concerns, Complaints, and Appeals
14. Family Acknowledgment and Policy References

1. Identity, Mission, and IB Model

Our Mission

BHS cultivates a safe, loving, and engaging learning environment where students take intellectual risks as they seek knowledge. We affirm students' cultures and identities, empower them to think critically, and support them in collaborating with others to take meaningful action.

Our Vision

BHS students develop wisdom, skills, and a passion for lifelong learning. They use critical and creative thinking to become compassionate changemakers who address injustice and contribute to their communities.

2026–2027 Instructional Focus

INSTRUCTIONAL FOCUS: Teachers will use explicit instruction in questioning and discussion so students read critically, communicate effectively, write thoughtfully, and engage deeply in IB learning experiences.

An IB Continuum: MYP, DP, and CP

Programme	Grades / Cohort	Purpose
MYP	Grades 6–10	A coherent, inquiry-based programme organized around concepts, global contexts, Approaches to Learning, and subject-group criteria.
DP	Grades 11–12	A rigorous two-year academic pathway including DP courses and, for Diploma candidates, the DP core: Theory of Knowledge, Extended Essay, and CAS.
CP	Launching for the Class of 2029	A career-connected IB pathway combining DP courses, an approved career-related study in Business Management, and the CP core. Final design and authorization milestones will be communicated to families.

BHS uses "IB for All" to mean equitable access to challenging learning and appropriate support. It does not mean every student has the same programme, schedule, assessment, or credential. Programme decisions are made with students and families based on graduation requirements, interests, readiness, support needs, and available course pathways.

The IB Learner Profile

We develop learners who are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. These attributes guide instruction, CREW, student leadership, restorative practices, and reflection; they are not used as subjective academic grade penalties.

Equity and Belonging

BHS opposes racism, sexism, ableism, classism, ageism, religious discrimination, homophobia, transphobia, xenophobia, and other forms of oppression. We work from "my child" toward "our children," while preserving each student's rights, dignity, identity, and individual needs.

2. Community Commitments and Student Rights

Our Shared Commitments

Students commit to…	Adults (including families, partners, teachers & staff) commit to…
Arrive prepared, participate, ask questions, and complete authentic work.	Teach clear learning goals, provide accessible instruction, assess fairly, and communicate progress.
Treat people, identities, property, and shared spaces with dignity.	Maintain safe, inclusive classrooms and respond to concerns promptly and without retaliation.
Follow directions related to safety, transitions, devices, and learning.	Use developmentally appropriate supports, interventions, and progressive responses.
Repair harm, reflect, and practice better choices after conflict.	Separate academic achievement from behavior and use restorative practices when appropriate.

Student Rights and Responsibilities

Students retain the rights described in the NYCPS Student Bill of Rights and Responsibilities and applicable law, including rights to a safe and supportive learning environment, due process, freedom from discrimination and harassment, access to instruction and supports, privacy protections, and meaningful participation in school life. Students are responsible for supporting the rights and safety of others.

Dress, Expression, and Professional Readiness

BHS is a professional learning environment. Students are expected to arrive dressed in a manner that is safe, appropriate for school, and ready for learning, presentations, performances, internships, trips, and other professional or community settings.

Consistent with NYCPS Dress Code Guidelines, students have the right to determine their attire, provided that it does not create a safety concern, interfere with teaching and learning, or violate NYCPS anti-discrimination policies.

The following expectations apply to all students:

- Shirts and tops must provide full coverage of private body parts. Undergarments intended to remain private must be covered.
- Shorts, skirts, dresses, and pants must provide full coverage of private body parts while the student is standing, sitting, bending, or moving.
- Clothing must be secure enough to allow students to move safely throughout the school day.

- Footwear must be appropriate for the activity and setting. Certain classes, laboratories, performances, internships, and trips may require specific clothing or protective equipment.
- Clothing and accessories may not contain discriminatory language or imagery, profanity, obscenity, nudity, sexual content, threats, violence, gang references, or references promoting illegal drugs or alcohol.
- Students are not permitted to wear accessories that cover their face. If a student requires a mask for medical reasons, they can retrieve one from the main office.
- Religious, cultural, disability-related, and identity-affirming clothing, headwear, hats, hoods, hairstyles, and accessories are permitted in accordance with NYCPS policy.
- Crocs and Slides that are open in the front and back ARE NOT Permitted as they are a fall hazard.

BHS does not use a gender-based or "fingertip-length" rule for shirts, shorts, skirts, or dresses. Expectations are based on coverage, safety, and readiness for a professional learning environment and will be applied consistently to all students, regardless of race, ethnicity, sex, gender identity or expression, sexual orientation, religion, disability, body type, or income.

When a concern arises, staff will address it privately and respectfully. The student and family will be informed, and reasonable options—such as adjusting, covering, turning inside out, or changing an item—will be offered without shaming the student or unnecessarily removing them from instruction.

Physical Education

Students must wear clothing that permits safe and unrestricted movement. Sneakers or other secure athletic footwear are required for active participation. Students are not required to change clothing unless a specific safety or course requirement has been communicated in advance.

3. Daily Operations and Attendance

School Day and Bell Schedule

The regular school day is Monday through Friday, 9:00 a.m.–3:20 p.m. Students should arrive by 8:30 a.m. so they are ready for Period 1. After-school programming generally operates from 3:30–5:30 p.m. on scheduled days.

Period	Time	Notes
1	9:00–9:45	Instruction
2	9:48–10:33	Instruction
3	10:36–11:21	Instruction
4	11:24–12:09	High school lunch / instruction by student schedule
5	12:12–12:57	Instruction
6	1:00–1:45	Grades 6–7 lunch / instruction by student schedule
7	1:48–2:33	Grade 8 lunch / instruction by student schedule
8	2:35–3:20	Instruction

SCHEDULE NOTICE: The bell schedule, CREW frequency, lunch periods, and PROSE early-dismissal dates are subject to the approved school calendar and program. Families will receive any changes in writing. Families must review the official NYCPS 2026–27 School Year Calendar and BHS website calendar for school closures, conferences, recesses, and other important dates.

PROSE Early-Dismissal Days

BHS is a Progressive Redesign Opportunity Schools for Excellence (PROSE) school. On designated PROSE days, students will be dismissed at 12:12 p.m. so staff can participate in collaborative planning, professional learning, and school-improvement work.

The CCM Middle School After-School Program will operate on these days from 12:15–3:30 p.m. for enrolled middle school students. Families must make appropriate dismissal arrangements for students who are not participating in CCM.

The 2026–27 PROSE early-dismissal dates are:

- Thursday, September 24 — PROSE Planning and Curriculum Night
- Friday, October 30 — PROSE Planning
- Thursday, December 10 — PROSE Professional Learning
- Thursday, January 14 — PROSE Planning
- Tuesday, March 30 — PROSE Planning
- Wednesday, April 21 — PROSE Professional Learning
- Friday, May 28 — PROSE Planning

Families will receive reminders before each early-dismissal day. Unless otherwise communicated, students should arrive at the regular time and follow their abbreviated school-day schedule.

Arrival

- Students enter through the designated Baltic Street student Main Building Entrance unless directed otherwise.
- Students arriving from 8:15–8:55 a.m. report to the cafeteria for breakfast. Students may enter before 8:15 a.m. only for an approved early programs.
- Students arriving after 9:00 a.m. are late and must follow the late-arrival procedure.
- Students must place a cell phone in a school issued pouch/case, lock it and store personal internet-enabled devices using the school's assigned system upon arrival.

Dismissal and Early Pickup

Middle school and high school students use their assigned dismissal exits. Families should establish a pickup location away from doorways and traffic flow. For early pickup, an authorized adult must enter through the Baltic Street main entrance, show photo identification, sign in, and report to Room 103. The school releases students only to an authorized adult listed in the student's current emergency contact record or otherwise verified in accordance with NYCPS procedures. Students may not sign themselves out. Students are NOT permitted to sign themselves out.

Attendance and Punctuality

Daily and period attendance are legal records. A student who is not present must be marked absent even when the reason qualifies as excused. NYCPS may excuse absences for medical, religious, or emergency reasons; an excused absence remains an absence. Students are considered chronically absent when they miss 10 percent or more of enrolled school days.

- Families should report an absence or lateness using the school attendance form or by contacting the attendance office.
- Students must attend every scheduled class. Missing a class while present in school is a class cut and will be addressed through outreach, support, and the NYCPS Discipline Code as applicable.
- Families should communicate early about extended medical or emergency absences. Teachers will provide reasonable access to missed learning and make-up work consistent with course expectations and student needs.
- Attendance, lateness, effort, behavior, and participation are not included as direct components of academic grades. Missed instruction and assessments may nevertheless affect the evidence available to demonstrate learning; the school will provide appropriate make-up opportunities.

Late-Arrival Procedures

Students arriving after 9:00 a.m. are considered late and must:

1. Enter through the designated school entrance and report directly to the attendance desk.
2. Scan in and provide their name, grade, and reason for arriving late.
3. Receive a late pass and proceed directly to class.
4. Present the late pass to the teacher and enter without disrupting instruction.
5. Meet with a guidance counselor, dean, or grade-team representative if lateness becomes recurring.

Repeated lateness will result in family outreach, an attendance conference, and an individualized attendance-improvement plan when appropriate. Students are responsible for completing any instruction or assignments missed because of lateness.

Students with repeated or excessive lateness may temporarily lose eligibility for celebratory and incentive-based trips, special activities, and off-campus lunch privileges. This does not apply to required instructional trips or absences protected by law or supported by documented circumstances. Eligibility may be restored when the student demonstrates consistent improvement based on the school's established attendance expectations.

Off-Campus Lunch

Off-campus lunch is a revocable privilege for eligible students in Grades 9–12, not a right. To earn and maintain this privilege, students must demonstrate:

- Zero unexcused lateness to school during the established eligibility period
- No documented behavioral incidents or disciplinary concerns
- Consistent attendance and timely return from lunch
- Compliance with all school rules, identification requirements, and designated boundaries

Eligibility criteria, review periods, start dates, boundaries, and sign-out/sign-in procedures will be published in writing. Attendance decisions will distinguish between excused and unexcused circumstances and will be applied consistently.

Students who return late, leave the approved area, engage in misconduct, or otherwise fail to meet eligibility requirements may temporarily or permanently lose the privilege. Students may not order food for delivery to the school building.

4. Communication and Family Partnership

Primary Communication Tools

Tool	Primary Use
NYC Schools Account (NYCSA)	Official grades/report cards, attendance, student records, notices, and digital forms.
Toddle	IB unit information, assignments, rubrics, criteria-level feedback, progress monitoring, and programme reflections.
NYCPS email / student @nycstudents.net account	School-to-home and student-to-staff communication.
School website: bhsbk.nyc	Calendar, announcements, contacts, policies, and school resources.

Families MUST maintain current telephone, email, address, emergency contact, medical, and court-order information. Submit changes with required documentation to the pupil accounting secretary. Staff generally respond within two school days; emergencies should be reported by telephone to the main office or 911 as appropriate.

A Productive Communication Path

1. Start with the staff member closest to the concern—for example, the classroom teacher, CREW advisor, counselor, IEP case manager, coach, or activity leader.
2. If unresolved, contact the relevant grade guidance counselor, parent coordinator, IB coordinator, and/or assistant principal.
3. If the concern remains unresolved, contact the principal *or* use the formal NYCPS complaint pathway identified in Section 13.

Students and families may skip steps when there is an immediate safety issue, alleged discrimination or harassment, a mandated-reporting concern, or another matter that requires direct administrative attention.

Family Conferences and Participation

Formal parent-teacher conferences are held twice each school year. In addition, teachers and paraprofessionals have 55 minutes of self-directed parent-engagement time each week to communicate and collaborate with families. This time may include phone calls, emails, virtual meetings, progress updates, and family conferences.

Families may request a conference with a teacher or staff member at any time during the school year. Meetings may be held virtually, by telephone, or in person when requested and mutually scheduled. Staff will work with families to identify a reasonable meeting time.

BHS also welcomes family participation through Family Academies, the Parent-Teacher Association (PTA), School Leadership Team (SLT), exhibitions, workshops, performances, and other school events.

Interpretation and translation services are available to families at no cost. Families may request language assistance when scheduling a meeting or participating in any school activity.

NYCPS-Required and School-Based Liaisons

The school will publish the current staff member and contact information for each role below at the start of the year and whenever an assignment changes. One staff member may hold more than one role. Students and families may contact any trusted adult; they are not required to identify the correct liaison before reporting a concern.

Role	What the liaison or coordinator supports	2026–2027 contact
Parent Coordinator	Family navigation, school communication, workshops, referrals, PTA support, and connection to school staff.	Ms. Best — abest12@schools.nyc.gov
Respect for All (RFA) Liaison	Reports and support involving student-to-student discrimination, harassment, intimidation, bullying, or cyberbullying under A-832.	Assistant Principal Mr. Lustig – Alustig4@schools.nyc.gov
Sexual Harassment Prevention (SHP) Liaison	Reports and support involving student-to-student sexual harassment under A-831.	Assistant Principal Ms. Manswell — smanswell@schools.nyc.gov
Section 504 Coordinator	Requests, eligibility meetings, plans, implementation, and concerns regarding Section 504 accommodations under A-710.	Assistant Principal Mr. Bryant — rbryant6@schools.nyc.gov
Language Access Coordinator	Free interpretation and translation for families, including meetings, notices, and school events.	Ms. Keegan — mkeegan5@schools.nyc.gov
Students in Temporary Housing (STH) Liaison	Immediate enrollment, transportation, attendance, school stability, supplies, and services under McKinney-Vento.	Ms. Omar— aomar@schools.nyc.gov
Foster Care Point Person	School stability, immediate enrollment, records, transportation coordination, attendance, and agency/family communication for students in foster care.	Ms. Omar aomar@schools.nyc.gov
Special Education / IEP Contact	IEP process, case management, service implementation, accommodations, and special education concerns.	Assistant Principal Mr. Bryant — rbryant6@schools.nyc.gov

Role	What the liaison or coordinator supports	2026–2027 contact
Multilingual Learner / ENL Coordinator	Identification, programming, mandated ENL services, NYSITELL/NYSESLAT, former-ELL services, and family communication.	Ms. Keegan —mkeegan5@schools.nyc.gov
School-Based Support Team (SBST) Contact	Academic/behavioral intervention review, evaluations, related-service coordination, and referrals.	Mr. Bryant — rbryant6@schools.nyc.gov
Attendance Coordinator / Attendance Teacher	Daily and period attendance, chronic-absence outreach, attendance plans, and records.	Ms. Fowle — cfowle2@schools.nyc
Pupil Accounting Secretary	Enrollment, discharge, records, address/contact changes, attendance records, and student data.	Ms. Fowle —cfowle2@schools.nyc Ms. Carrier — jcarrier@schools.nyc.gov
School Safety / BRT Coordinator	Building Response Team planning, drills, emergency procedures, and school safety coordination.	Assistant Principal Mr. Lustig – Alustig4@schools.nyc.gov
Crisis Team / De-escalation Lead	Behavioral crisis prevention, de-escalation planning, post-crisis supports, and referrals.	Assistant Principal Mr. Lustig – Alustig4@schools.nyc.gov
Suicide Prevention / Mental Health Point Person	Immediate mental-health concerns, risk assessment referral, safety planning, counseling, and outside resources.	Mrs. Garrison — rgarrison3@schools.nyc.gov
Substance Abuse Prevention and Intervention Specialist (SAPIS)	Prevention education, brief intervention, counseling, and referrals related to alcohol, vaping, cannabis, and other substances.	Mr. Smith — jsmith282@schools.nyc.gov
Dignity / LGBTQ+ Support Contact	Affirming support, student clubs/resources, name/pronoun concerns, and referral of discrimination or harassment reports.	Mr. Lovejoy — clovejoy3@schools.nyc.gov
Mandated Reporting / Child Abuse Contact	Supports required reporting and school procedures. Any mandated reporter must act directly and may not delay a report while seeking approval.	Mrs. Garrison – rgarrison3@schools.nyc.gov
Athletic Director / PSAL Contact	Athletic eligibility, medical forms, schedules, team concerns, and PSAL procedures.	Mr. Raphael (Fall) —fraphael@schools.nyc.gov Mr. Camara (Winter & Spring) — mcamara4@schools.nyc.gov

Role	What the liaison or coordinator supports	2026–2027 contact
IB MYP Coordinator	MYP curriculum, assessment, Personal Project, programme standards, and MYP concerns.	Ms. Innocent — vinnocent@schools.nyc.gov
IB DP Coordinator	DP courses, core, examinations, access arrangements, results, and enquiries upon results.	Ms.Patwari — fpatwari@schools.nyc.gov
IB CP Coordinator	CP authorization/implementation, career-related study, CP core, assessment, and Class of 2029 pathway.	Mr. Raphael — fraphael@schools.nyc.gov

EMERGENCY OR IMMEDIATE SAFETY CONCERN: Call 911 when there is imminent danger, then notify the school at (718) 330-9390. A report may be made to any staff member even when the assigned liaison is unavailable.

Monthly Heritage and Recognition Themes

Throughout the school year, BHS recognizes the heritage and awareness themes highlighted by NYC Public Schools. These observances are incorporated into instruction, CREW, student activities, assemblies, displays, library resources, and family engagement opportunities as appropriate.

- September: Hispanic Heritage Month begins September 15
- October: Hispanic Heritage Month continues through October 15; Italian American Heritage; Indigenous Peoples' Heritage; LGBTQ+ History Month
- November: Native American Heritage Month
- December: Human Rights Month
- January: Rev. Dr. Martin Luther King Jr. and Civil Rights Recognition
- February: Black History Month
- March: Women's History Month
- April: Arab American Heritage Month
- May: Asian American and Pacific Islander Heritage Month and Jewish American Heritage Month
- June: Caribbean American Heritage Month, LGBTQ+ Pride Month, and Juneteenth
- July: Disability Pride Month

These themes provide opportunities to study histories, identities, cultures, contributions, and perspectives that have traditionally been underrepresented. Recognition is educational and inclusive and does not limit the teaching of any community's history to a single month. Additional cultural, religious, civic, and awareness observances may also be recognized throughout the year.

Families are invited to share ideas, resources, traditions, and community connections that can enrich these learning experiences. The school will communicate related events and opportunities through its regular family updates.

Families may review the official NYCPS 2026–27 School Year Calendar for school closures, conferences, recesses, and other important dates.

5. Technology, Devices, and Personal Property

Personal Internet-Enabled Electronic Devices

In accordance with New York State law and Chancellor's Regulation A-413, students may not use personal internet-enabled electronic devices during the school day, from arrival through dismissal, unless an approved exception applies. Covered devices include cell phones, smartwatches, personal laptops or tablets, gaming devices, and portable entertainment systems.

All personal devices must be **powered off and secured in the school-assigned storage system for the entire school day**. High school students use school-issued Yondr pouches, and middle school students use the school-designated secure storage case communicated to families.

Students are responsible for bringing and properly using their assigned pouch or case each day. Students may not open, damage, alter, bypass, or misuse the storage system.

Progressive Response for Cell Phone and Device Violations

BHS will use a progressive response when a student does not follow the schoolwide device policy. The purpose is to reinforce expectations, minimize disruption to learning, and partner with families when violations continue.

First Occurrence: The student will receive a verbal warning and will be directed to immediately power off the device and secure it in their assigned Yondr pouch or storage case. Staff will reinforce the schoolwide expectation with the student.

Second Occurrence: The student will be required to turn the device over to school staff. The device will be secured in the **Main Office for the remainder of the school day**, and the student may retrieve it at dismissal. A **family meeting or conference must occur** to review the policy, discuss the repeated violation, and establish a plan for the student to follow the expectation moving forward.

Third Occurrence and Subsequent Violations: The student will be required to turn the device over to school staff, and it will be secured in the Main Office. The device **will not be returned directly to the student**. A parent, guardian, or other authorized family member must make arrangements with the school to retrieve the device. Administration will work with the student and family to develop an appropriate plan to prevent continued violations.

Failure or refusal to surrender a device when directed by school staff, repeated attempts to bypass the storage system, or damage to a school-issued pouch or case will be addressed by administration consistent with NYCPS policy and applicable disciplinary procedures.

Exceptions

Required exceptions may apply when authorized under Chancellor's Regulation A-413, including circumstances related to an IEP or Section 504 Plan, documented medical needs, caregiver responsibilities, translation or interpretation when alternatives are unavailable, educational purposes specifically authorized by a staff member, or an individual student emergency.

Students with an approved exception are still expected to follow the specific parameters established by the school for when and how the device may be used.

Family Communication During the School Day

Families who need to reach their child during the school day should call (718) 330-9390. School staff will facilitate necessary communication between the student and family.

Students should not use their personal devices to contact family members during the school day unless specifically authorized. If a student is sick, experiencing an emergency, or needs to contact home, the student should report to the appropriate school office or staff member so that communication can be facilitated.

NYCPS-Issued Technology

NYCPS-issued devices may be used for instructional purposes as directed by school staff. Students must follow all NYCPS acceptable-use, digital citizenship, privacy, and academic-integrity expectations.

Students who need a school-issued device should contact Ms. Best for assistance.

Identification, Lockers, and Personal Property

- Students must carry their BHS identification card. IDs may be required for examinations, building access, events, and off-campus privileges.
- Students requesting a locker must use a combination lock and provide the combination to the designated office. Food may not remain overnight.
- Lockers and school-issued storage remain school property and may be opened or inspected by authorized school personnel consistent with law and NYCPS policy. Students should not bring valuables or prohibited items.
- Headphones and Personal Electronic Accessories: Students are strongly discouraged from bringing personal headphones, including AirPods, Beats, and other expensive audio devices, to school. In accordance with our schoolwide electronic device procedures, students do not have access to personal electronic devices during the instructional day, except as authorized under applicable policies. Headphones must be removed during morning entry and securely stored in students' lockers or bookbags throughout the school day unless specifically authorized for educational or accommodation-related purposes. Students may not wear headphones around their necks or use them during the instructional day without authorization. Families are encouraged to keep these items at home to prevent loss, theft, or damage.
- Responsibility for Personal Property: Students are responsible for securing their personal belongings. BHS strongly discourages bringing expensive or unnecessary personal items to school and is not generally responsible for replacing lost, stolen, or damaged personal property. However, reports of theft or intentional property damage will be investigated and addressed in accordance with the NYCPS Discipline Code.
- Unclaimed lost-and-found items may be donated after reasonable notice, generally at the end of a marking period.

- Bicycles and scooters must be secured only in designated exterior areas. Skateboards may be stored in the main office when permitted and may never be ridden inside. The school is not responsible for loss or damage.
-

6. Learning, Assessment, and Grading

Purpose of Assessment

Assessment helps students and teachers understand current learning, identify next steps, and communicate progress. BHS uses diagnostic, formative, and summative assessment; student reflection; teacher feedback; and varied ways for students to demonstrate learning. Tasks are designed to be accessible, culturally responsive, standards-aligned, and appropriate to each IB programme.

What Academic Grades Represent

CORE GRADING PRINCIPLE: Academic grades reflect demonstrated knowledge, concepts, content, and skills. Attendance is never part of an academic grade. Effort, behavior, preparedness, cooperation, and participation receive separate feedback and should not substantially determine the academic grade.

Teachers communicate learning goals, success criteria, task-specific rubrics, due dates, and opportunities for feedback. Students and families can monitor progress in Toddle and official NYCPS reporting systems. Report cards are issued at least twice per year; BHS also provides quarterly progress information.

IB Evidence and Official NYCPS Course Grades

Element	How it is reported
MYP criteria	Teachers assess subject-group criteria, generally scoring 0–8, using a best-fit professional judgment based on the descriptors and the student's body of evidence.
MYP overall achievement	Criterion totals are converted to an MYP 1–7 achievement level using published programme boundaries after all required criteria have been assessed.
DP courses	Performance is judged using DP subject objectives, rubrics, markschemes, and grade descriptors. IB examination results use a 1–7 scale.
CP components	DP courses follow DP assessment. The career-related study follows the approved provider/school requirements. CP core components are assessed using applicable IB and school criteria.
Official NYCPS grade	The report card and transcript carry the school's approved NYCPS grading scale and indicate course credit/promotion status. The conversion from IB evidence to the official grade must be published by the course/school and applied consistently.

Standards Based Grading At BHS- The Competency Levels Chart

Competency Level	IB Grade	Grade Boundaries (points earned)	DOE % Conversion	Descriptor	Student Descriptor Language
Beginning	**1**	**1-5**	**55%**	Produces work of **very** limited quality. Conveys **many** significant misunderstandings or lacks understanding of **most** concepts and contexts. Very **rarely** demonstrates critical or creative thinking. **Very** inflexible, rarely using knowledge or skills.	***"I don't get this yet..."***
Beginning	**2**	**6-9**	**65%**	Produces work of **limited** quality. Expresses misunderstandings or significant gaps in understanding for **many** concepts and contexts. **Infrequently** demonstrates critical or creative thinking. **Generally** inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.	***"I need help to get this..."***
Competent	**3**	**10-14**	**70%**	Produces work of an **acceptable** quality. Communicates **basic** understanding of many concepts and contexts, with **occasionally** significant misunderstandings or gaps. Begins to demonstrate **some basic** critical and creative thinking. Is **often** inflexible in the use of knowledge and skills, **requiring support** even in familiar classroom situations.	***"I need help to get this..."***
Accomplished	**4**	**15-18**	**75%**	Produces **good-quality** work. Communicates **basic** understanding of most concepts and contexts with **few** misunderstandings and minor gaps. Often demonstrates **basic** critical and creative thinking. Uses knowledge and skills with **some flexibility** in familiar classroom situations, but **requires support** in unfamiliar situations.	***"I think I got this..."***
Accomplished	**5**	**19-23**	**85%**	Produces **generally high-quality** work. Communicates **secure** understanding of concepts and contexts. Demonstrates critical and creative thinking, **sometimes with sophistication**. Uses knowledge and skills in familiar classroom and real-world situations and, with support, **some unfamiliar** real-world situations.	***"I think I got this..."***
Exemplary	**6**	**24-27**	**95%**	Produces **high-quality, occasionally innovative** work. Communicates **extensive** understanding of concepts and contexts. Demonstrates critical and creative thinking, **frequently with sophistication**. Uses knowledge and skills in familiar and unfamiliar classroom and real- world situations, **often with independence**.	***"I got this! I can teach it!"***
Exemplary	**7**	**28-32**	**100%**	Produces **high-quality, frequently innovative** work. Communicates **comprehensive, nuanced** understanding of concepts and contexts. **Consistently demonstrates** sophisticated critical and creative thinking. Frequently transfers knowledge and skills with **independence and expertise** in a variety of complex classroom and real-world situations.	***"I got this! I can teach it!"***

13

Best-Fit Judgment

"Best fit" is not a simple average of scores and does not mean "most recent score automatically wins." Teachers review the quality, consistency, range, and recency of evidence against the relevant descriptors. Professional judgment must be evidence-based, documented, and consistent across comparable courses through collaborative calibration.

Missing Work, Make-Up Work, and Reassessment

- A missing submission is reported as missing or insufficient evidence—not automatically treated as proof that the student learned nothing.
- Students receive reasonable opportunities to complete or make up work after absence and to demonstrate learning when sufficient evidence is not yet available.
- Teachers communicate course-specific reassessment or revision procedures, including deadlines and required preparation. Opportunities must be academically meaningful and applied equitably.
- Late work may receive separate feedback related to self-management, but lateness alone does not reduce the academic achievement judgment. Deadlines tied to external IB, Regents, AP, graduation, or end-of-term reporting requirements may limit available options.

Promotion, Credit, and Graduation

Middle school promotion and high school credit/graduation decisions follow current New York State and NYCPS academic policy, including required course credits and assessments. IB participation or an IB credential does not replace New York State graduation requirements. Counselors review progress with students and families and develop support plans when a student is at risk.

Regents and AP Examinations

Regents eligibility and scheduling follow New York State and NYCPS policy and the student's course sequence. Students may be scheduled for examinations connected to completed or enrolled coursework and may request eligible retakes through guidance. Grade 8 Regents offerings depend on the approved accelerated-course programme; they are not guaranteed solely by grade level. AP examination participation, deadlines, fees, and accommodations follow College Board and NYCPS procedures and will be communicated annually.

Marking Period Deadlines

Reporting period	Period ends
Marking Period 1 Progress Report	November 6, 2026
Marking Period 2 / Semester 1 Report Card	January 15, 2027
Marking Period 3 Progress Report	April 2, 2027
Marking Period 4 / Semester 2 Report Card	June 11, 2027*

7. MYP, DP, and CP Pathways

Middle Years Programme: Grades 6–10

The MYP organizes learning across Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, Arts, Physical and Health Education, and Design. Students build Approaches to Learning skills in communication, research, self-management, social skills, and thinking. Grade 10 students complete the Personal Project with a supervisor and process journal; Grade 8 students participate in a community-focused culminating experience determined by the programme.

Diploma Programme: Grades 11–12

DP students pursue a planned sequence of DP courses. Full Diploma candidates complete six subjects plus Theory of Knowledge, the Extended Essay, and Creativity, Activity, Service (CAS). Course students may take selected DP subjects when consistent with their programme and graduation plan. The IB awards final results; BHS issues official NYCPS course grades and credits separately.

Career-related Programme: Class of 2029 Launch

BHS is developing a CP pathway beginning with the Class of 2029. The planned pathway connects DP coursework with a career-related study in Business Management and real-world learning. The CP core creates coherence across academic and career learning and includes personal and professional skills, community engagement, language and cultural studies, and a reflective project under the current IB framework.

AUTHORIZATION STATUS: Programme details—including authorization status, course sequence, eligibility, career-related study, work-based learning expectations, assessment, and credential requirements—will be confirmed in writing before students formally enter the CP pathway. BHS will not represent anticipated authorization as completed authorization.

Programme Placement and Schedule Requests

BHS is committed to equitable access and minimal tracking. Family requests for a specific teacher, peer group, or section generally cannot be honored. Programme and course decisions consider graduation requirements, mandated services, language level, student interests, prior learning, class-size and staffing limits, and the integrity of the IB pathway. Schedule concerns should be directed to guidance; changes require administrative approval.

Language Learning and the Seal of Biliteracy

BHS offers French and Spanish and supports multilingual learners through integrated and stand-alone ENL as required. Language placement is based on proficiency and programme needs. Counselors and language teachers help eligible students plan toward the New York State Seal of Biliteracy through sustained language study, English proficiency, and completion of the State-approved culminating project or assessment pathway.

Celebrations of Learning

Students share learning through roundtables, exhibitions, performances, portfolios, the MYP Personal Project, community/service work, Extended Essay presentations, CAS experiences, and CP career-connected demonstrations. Public presentation is part of authentic IB learning; reasonable accommodations are provided based on student needs.

8. Academic Integrity and Responsible AI Use

Principled Scholarship

As an IB World School, BHS expects students to approach learning with integrity, honesty, responsibility, and respect for intellectual property. Students must submit authentic work that demonstrates their own learning and appropriately acknowledge the words, ideas, data, images, code, media, and assistance of others.

Academic misconduct includes, but is not limited to:

- Plagiarism or failure to appropriately cite or acknowledge sources
- Cheating or using unauthorized materials, resources, or assistance
- Collusion or improperly completing work for another student
- Fabricating or falsifying information, data, sources, citations, or results
- Submitting the same work for multiple assignments when prohibited
- Obtaining, possessing, sharing, reproducing, or using secure assessment materials
- Providing or receiving answers during an examination or assessment
- Misrepresenting AI-generated content as a student's original thinking or work
- Using artificial intelligence or another digital tool in a manner not permitted by NYCPS, BHS, the teacher, the assignment, or applicable IB assessment requirements

Students are responsible for understanding the expectations for each assignment and asking their teacher when they are unsure whether a resource or form of assistance is permitted.

Artificial Intelligence

BHS follows current NYC Public Schools requirements for student-facing artificial intelligence. AI expectations differ by grade level.

Grades 6–8: Moratorium on Student-Facing Generative AI

NYCPS has established a moratorium on student-facing generative AI for grades K–8. Accordingly, BHS students in grades 6–8 may not be directed to use student-facing generative AI software as part of classroom instruction, assignments, tutoring, or intervention unless the use falls within a specific NYCPS-approved exception.

Teacher permission alone does not authorize the use of a generative AI platform that is otherwise restricted by NYCPS.

The NYCPS policy does not restrict approved assistive technologies and communication supports for students with disabilities and English Language Learners, including appropriate technology provided through an IEP or 504 Plan. It also does not restrict approved assessments, out-of-school learning such as designated remote instruction, or centrally approved instructional programs such as e-books, robotics, coding, and simulations.

Grades 9–12: Restricted and Purposeful AI Use

Student-facing generative AI use in grades 9–12 is restricted to specific NYCPS-approved software and purposes. Permitted uses may include:

- AI Literacy: Approved instruction that helps students understand how AI works, including its capabilities, limitations, biases, risks, and responsible use
- Career Readiness: Approved AI use within career pathways, CTE programs, certification programs, and other designated career-readiness experiences
- Approved AI Pilots: Centrally approved NYCPS AI pilots in participating schools

When student-facing AI use is permitted, it must occur within the parameters of the approved tool and instructional purpose and with appropriate teacher supervision and instruction.

Students are expected to critically evaluate AI outputs, recognize potential inaccuracies and bias, verify information, and maintain ownership of their thinking and work.

When AI Use Is Authorized

When an AI tool and use are permitted by NYCPS and authorized as part of an assignment:

- Students must follow all teacher directions and limitations.
- AI use must be **disclosed, cited, or acknowledged** in the manner required by the teacher or assignment.
- Students remain responsible for the **accuracy, reliability, bias, source verification, quality, and integrity** of the final product.
- Students may not enter confidential, personally identifiable, assessment-secure, or otherwise protected information into an AI system unless specifically authorized through an NYCPS-approved tool and use.
- AI may not replace a student's **thinking, writing, reasoning, problem-solving, discussion, process evidence, creativity, or reflection** when those skills are being assessed.
- Students must be able to **explain and defend their submitted work** and demonstrate their own understanding when asked.
- AI-generated information should not automatically be treated as a credible source. Students are responsible for verifying claims and sources.
- All AI use must also comply with applicable **IB academic integrity and assessment requirements**.

Unauthorized, prohibited, or undisclosed AI use may constitute academic misconduct.

> **BHS Guiding Principle:** AI may support learning when its use is authorized, purposeful, and appropriate, but it may never replace student thinking, intellectual ownership, or authentic evidence of learning.

Classroom and School-Based Assessments

The purpose of responding to academic misconduct is not simply to assign a consequence. It is to **protect the integrity of student learning and determine whether there is valid evidence that the student has met the learning objective**.

When academic misconduct, including inappropriate AI use, is suspected, the teacher will review the available evidence and speak with the student before reaching a conclusion. Families will be notified when appropriate.

AI-detection software or an AI-generated probability score should not, by itself, be treated as proof that a student used AI improperly. Teachers should consider multiple sources of evidence, including the student's prior work, drafts, process evidence, sources, ability to explain the work, and conversation with the student.

Depending on the circumstances, a student may be required to:

- Redo or revise an assignment or assessment
- Complete the work under teacher supervision

- Demonstrate learning orally or in another format
- Provide drafts, notes, sources, or other evidence of the learning process
- Complete an academic integrity reflection
- Participate in a student, family, and teacher conference
- Receive an "insufficient evidence" notation until authentic evidence of learning is provided

Academic consequences should relate to the validity and authenticity of the student's evidence of learning. Behavioral interventions or disciplinary responses, when applicable, are addressed separately and in accordance with NYCPS requirements.

IB Coursework and Assessments

BHS students participating in MYP, DP, or other IB coursework are also responsible for meeting applicable IB academic integrity requirements.

Academic misconduct involving work intended for IB assessment may have consequences beyond the individual classroom assignment. Serious or repeated concerns should be referred to the appropriate IB Coordinator and school administration.

For work that may be submitted to the IB, students must follow the specific rules governing that assessment. Unauthorized assistance, including inappropriate use of artificial intelligence, may affect whether work can be authenticated or submitted and may result in consequences under applicable IB procedures.

When there is any question about whether AI is permitted, students should ask their teacher before using it.

Regents and Other New York State Examinations

Regents examinations and other New York State assessments are administered under strict State testing and security requirements. Students may not:

- Possess or use a cell phone, smartwatch, personal internet-enabled device, notes, unauthorized calculator, or other prohibited material during testing
- Communicate with another student or provide, request, receive, or share answers
- View another student's work or permit another student to view their work
- Access, photograph, record, copy, reproduce, post, transmit, or distribute secure examination content
- Obtain or use examination questions or answers before, during, or after an examination
- Continue working after time has been called or alter responses after materials have been submitted

Students who refuse to surrender a prohibited electronic device may be denied admission to the examination, consistent with New York State testing policy. Approved devices or supports documented in an IEP, Section 504 Plan, or authorized medical accommodation remain permitted as specified.

If testing misconduct is observed or suspected, staff will immediately protect the security of the examination, notify the principal or testing coordinator, preserve relevant evidence, and document the

incident. The student will be given an opportunity to explain what occurred, and the family will be notified. The school will follow current NYCPS and NYSED reporting and investigation procedures.

When an investigation determines that the integrity of a State examination has been compromised:

- The examination score may be withheld, cancelled, or invalidated.
- The student may be required to retake the examination during a future administration.
- Additional supports, interventions, or disciplinary responses may be imposed in accordance with the NYCPS Discipline Code.
- Possessing or distributing secure State examination content may result in additional consequences under applicable State law and testing-security procedures.

No staff member may alter answers, provide unauthorized assistance, improperly extend testing time, coach a student, or change a score. Suspected employee testing misconduct must be reported through the required NYSED and NYCPS test-security procedures.

9. Student Support, Accessibility, and Inclusion

Special Education and Section 504

Students with disabilities have equitable access to BHS and IB learning. The school implements each student's IEP or Section 504 Plan, including accommodations, modifications, services, testing supports, and behavioral supports. Each student with an IEP has a case manager or designated contact. Questions should first go to the case manager and the relevant assistant principal or 504 coordinator.

Multilingual Learners

Students identified as English Language Learners receive integrated and/or stand-alone ENL based on proficiency and entitlement. Newly enrolled students are screened and assessed under State requirements. Former ELLs receive mandated transition services. BHS values home languages and provides family interpretation and translation at no cost.

Multi-Tiered Support and Counseling

Students may receive academic intervention, attendance outreach, counseling, social-emotional support, mentoring, restorative conferences, small-group instruction, progress monitoring, or referral to the School-Based Support Team. These supports do not delay or replace a legally required special education, Section 504, safety, or mandated-reporting response.

College, Career, and Postsecondary Planning

Guidance and college/career staff support students with academic planning, graduation progress, high school admissions, college and financial-aid applications, career exploration, work-based learning, technical education options, and transitions. Grade 8 students continuing to BHS high school must still complete the NYCPS high school admissions process as directed.

10. School Culture, Behavior, and Restorative Practices

A Progressive, Supportive Approach

BHS follows the NYCPS *Citywide Behavioral Expectations to Support Student Learning* for Grades 6–12 and all applicable Chancellor's Regulations. Responses to student behavior are developmentally appropriate, individualized, proportionate, and progressive.

When determining an appropriate response, staff consider the student's age and developmental level, disability-related needs, prior interventions, surrounding circumstances, impact on others, and the safety of the school community. All students retain applicable due-process protections.

Behavioral Expectations

All students are expected to:

- Follow reasonable adult directions and all safety procedures.
- Arrive at school and every class on time.
- Attend every scheduled class and remain in assigned locations.
- Use respectful language and protect the dignity, identity, privacy, and personal boundaries of others.
- Keep hands, objects, and harmful conduct to themselves.
- Refrain from threats, fighting, weapons, and other unsafe behavior.
- Refrain from bullying, cyberbullying, harassment, discrimination, intimidation, hazing, sexual harassment, and retaliation.
- Respect school, campus, community, and personal property.
- Use classrooms, hallways, bathrooms, the cafeteria, library, schoolyard, technology, and shared campus spaces safely and for their intended purposes.
- Refrain from possessing, using, distributing, or being under the influence of prohibited substances or related devices, including vapes.

Extracurricular Participation and School Involvement

Learning and belonging extend beyond the classroom. BHS expects students to participate meaningfully in the life of the school through clubs, athletics, arts, academic support, leadership, service learning, student government, performances, or other extracurricular opportunities.

BHS after-school programming begins in October and continues through June 1. Students are expected to explore the available offerings and make a good-faith effort to participate in at least one extracurricular, leadership, service, athletic, artistic, or academic-enrichment activity during the school year.

Extracurricular participation helps students:

- Develop relationships and a stronger sense of belonging
- Discover interests, strengths, and potential career pathways
- Practice IB Approaches to Learning and Learner Profile attributes
- Build leadership, collaboration, communication, and time-management skills
- Contribute positively to the BHS community
- Strengthen future college, career, scholarship, and employment applications

Families should review after-school offerings with their child and encourage consistent participation. Students who face work, caregiving, transportation, medical, religious, or other barriers should speak with their counselor, CREW advisor, or the Parent Coordinator so the school can help identify an accessible option. Participation expectations will be implemented consistently with students' IEPs, Section 504 Plans, medical needs, and other protected circumstances.

Supports, Interventions, and Responses

Depending on the nature, frequency, and severity of a concern, the school may use:

- Reteaching and restorative questions
- Student-teacher conferences
- Family outreach and conferences
- Counseling or mentoring
- Check-in/check-out systems
- Conflict coaching or mediation
- Restorative circles or conferences
- Individualized behavior-support plans
- Schedule or environmental supports
- Temporary loss of a privilege
- Restitution or other actions to repair harm
- Re-entry planning
- Disciplinary responses authorized by the NYCPS Discipline Code

Restorative participation is voluntary when required by restorative-practice standards. A student who has experienced harm will never be pressured to participate in face-to-face contact.

> Restorative practice is not consequence-free. Repairing harm requires accountability, reflection, changed behavior, and support for everyone affected. Restorative responses may accompany—but do not replace—required safety actions, investigations, due-process protections, or disciplinary procedures.

Bullying, Harassment, Discrimination, and Sexual Harassment

BHS prohibits student-to-student discrimination, harassment, intimidation, bullying, cyberbullying, sexual harassment, and retaliation. Reports are handled in accordance with Chancellor's Regulations A-831 and A-832, including required investigation, family notification, student supports, follow-up, and appropriate progressive responses.

Students and families may:

- Report a concern to any trusted staff member, the Respect for All Liaison, the Sexual Harassment Prevention Liaison, or a BHS administrator.
- Request the associated Online Occurrence Reporting System (OORS) incident number.
- Submit a report through the NYCPS online bullying-reporting portal.
- Email RespectForAll@schools.nyc.gov.
- Use the NYCPS parent complaint and appeal process when appropriate.

If there is an immediate threat or danger, call 911 and notify the school at (718) 330-9390.

11. Safety, Health, and Visitors

General Response Protocols

BHS and campus partners use NYCPS General Response Protocols, including evacuation, lockdown, and shelter-in. Staff and students practice required drills and follow directions from school leaders and School Safety Agents. Specific security details and evacuation locations are not published in this family handbook; reunification and emergency instructions will be communicated when appropriate.

Visitors

- Enter and exit through the Baltic Street main entrance unless emergency personnel direct otherwise.
- Show government-issued photo identification at the School Safety Agent desk, receive and wear a visitor pass, and report directly to Room 103.
- Remain in approved locations and do not enter student restrooms or instructional areas without authorization.
- Return the visitor pass and use the designated exit. These procedures apply to every visitor, including familiar family members.

Illness and Return to School

Students who are sick should remain home. A student with a fever should return only after being fever-free for at least 24 hours without fever-reducing medication and when symptoms are improving, unless a health-care provider gives different guidance. Students who become ill at school report to the nurse; families must arrange prompt pickup when requested.

Medication, Allergies, and Health Services

A current Medication Administration Form (MAF) is required each school year when a student needs medication or treatment at school. Families should submit forms and medication to the school nurse; medication must be in the original labeled container. Some students may self-carry or self-administer when authorized through the applicable MAF, IEP, or Section 504 process. Do not send medication with a student unless the nurse has confirmed the approved plan.

Families must notify the nurse of asthma, allergies, diabetes, seizures, or other health conditions and provide required medication and action plans. In a medical emergency, the school will call 911, notify the family, and provide supervision until care is transferred.

School Closures and Emergencies

Citywide closures, delayed openings, or emergency instructional changes are announced by NYCPS and 311. BHS will amplify official information through NYCSA, email, the website, and other school channels. Families should keep emergency contact information current.

Immunizations

New York State law requires all students to receive certain vaccinations to attend school. Required vaccines vary by age and grade level. Families must provide BHS with an official immunization record from a health-care provider.

The school will notify families when a student is missing a required vaccine or dose. Students who do not meet immunization requirements by the stated deadline may be excluded from school until appropriate documentation is provided. Students who have started a required vaccine series may continue attending while awaiting the next scheduled dose, when permitted by law.

Medical exemptions must be requested annually and approved through the required NYCPS process. New York State does not permit religious exemptions from school vaccination requirements.

Families should consult their child's health-care provider or the NYCPS Immunizations page for current requirements.

12. Activities, Trips, Athletics, and Leadership

Trips and Experiential Learning

Curriculum-connected trips, community-building experiences, performances, exhibitions, and service learning are important parts of BHS. Families receive notice, consent requirements, accessibility information, costs, and expectations in advance. BHS works to remove financial barriers. Participation requirements and any alternatives will comply with NYCPS policy, IEP/504 obligations, and student safety needs.

After-School Activities and Athletics

Club, partner, and athletic offerings vary by season. Eligibility rules—including academic, attendance, medical, consent, and conduct requirements—will be published by the relevant programme and applied consistently with PSAL/CHAMPS and NYCPS policy. Loss of participation is not used as an academic grade penalty.

Student Voice and Leadership

Students shape school life through student government, town halls, CREW, peer leadership, service, exhibitions, clubs, and school committees. Each grade may elect representatives. Student leaders gather input, communicate concerns, and collaborate with adults on school climate and community priorities.

CREW

CREW is a small, relationship-centered community where students build belonging, reflect, set goals, discuss identity and real-world issues, practice the IB Learner Profile and Approaches to Learning, and develop skills for conflict resolution and leadership. CREW supports students; it is not a substitute for mandated counseling, special education, or crisis services.

13. Concerns, Complaints, and Appeals

Academic or Course Concern

1. Students and family review the assignment, rubric, feedback, and relevant Toddle evidence, then contact the teacher.
2. If unresolved, contact the guidance counselor and the MYP, DP, or CP coordinator as applicable, with the guidance counselor copied when credit or programming is involved.

3. If still unresolved, request administrative review. The reviewer will examine the published policy, evidence, consistency, and any procedural concern.

A grade concern should focus on whether the grade accurately reflects demonstrated learning and whether the published policy was followed. A request for a higher grade without new evidence is not a basis for a change.

IB External Results

Questions about externally assessed IB results must be directed to the relevant IB coordinator. Only the coordinator can initiate an IB enquiry upon results or other formal IB process. Fees, consent, deadlines, and the possibility that a result may remain the same or decrease will be explained before a request is submitted.

IB Programme Complaint Process

A student or family may raise a concern about access to an IB programme, teaching and learning, assessment practice, academic integrity, inclusion or access arrangements, programme requirements, or the implementation of MYP, DP, or CP standards. Complaints are handled promptly, impartially, and without retaliation.

1. Submit the concern in writing to the relevant MYP, DP, or CP coordinator. Include the student, course/programme, relevant dates, the policy or practice at issue, available evidence, and the requested resolution.
2. The coordinator acknowledges the complaint, reviews the relevant IB and school policies, meets with the student/family and staff as needed, and provides a written response or status update within a reasonable school-based timeframe.
3. If unresolved—or if the complaint involves the coordinator—request review by the principal. The principal/designee reviews whether policy was followed, the decision was evidence-based and equitable, and corrective action is needed.
4. For externally assessed results, examination administration, suspected malpractice in an IB submission, or an IB-mandated process, the coordinator follows the applicable IB procedure and deadline. School personnel may not alter an official IB result outside that process.

The school will maintain a record of formal IB complaints and use patterns to improve programme implementation. This process does not replace NYCPS reporting routes, special education/Section 504 rights, Title IX, A-831/A-832 procedures, the Discipline Code, or emergency reporting.

Safety, Harassment, or Discrimination Concern

Report immediately to a trusted adult, the RFA/SHP liaison, or an administrator. Families may also use NYCPS reporting channels. The school will follow applicable investigation, notification, confidentiality, support, and anti-retaliation requirements.

General Family Complaint or Appeal

Families may use the NYCPS Parent Complaints and Appeals process when a school-based concern is not resolved. Nothing in this handbook limits rights under Chancellor's Regulations, special education due process, Section 504, Title IX, the Discipline Code, or other law.

14. Family Acknowledgment and Policy References

Acknowledgment

Students and families are expected to review this handbook together. Acknowledgment confirms receipt and understanding; it does not waive any student or family right. Please fill out the Form Here: Student Family Handbook Acknowledgement

Governing and Supporting References

The following official resources were reviewed for this edition. Because policy may change, the current official version controls:

- NYCPS Chancellor's Regulations: https://www.schools.nyc.gov/about-us/policies/chancellors-regulations
- NYCPS Discipline Code / Citywide Behavioral Expectations: https://www.schools.nyc.gov/school-life/know-your-rights/discipline-code
- NYCPS Cell Phone and Electronic Device Policy / A-413: https://www.schools.nyc.gov/about-us/policies/cell-phone-and-electronic-device-policy
- NYCPS Respect for All / A-831 and A-832: https://www.schools.nyc.gov/school-life/school-environment/respect-for-all
- NYCPS Attendance: https://www.schools.nyc.gov/school-life/school-environment/attendance
- NYCPS Grading and Report Cards: https://www.schools.nyc.gov/learning/student-journey/grading
- NYCPS Health Services: https://www.schools.nyc.gov/school-life/health-and-wellness/health-services
- IB Middle Years Programme Assessment: https://ibo.org/programmes/middle-years-programme/assessment-and-exams/
- IB Diploma Programme Assessment: https://ibo.org/programmes/diploma-programme/assessment-and-exams/understanding-ib-assessment/
- IB Career-related Programme: https://ibo.org/programmes/career-related-programme/