

JBS Student Handbook



The James Baldwin School

351 West 18th St, Rm 301

New York, NY 10011

Phone: (212) 627 - 2812

Fax: (212) 627 - 9803

<https://www.thejamesbaldwinschool.org/>

“The purpose of education...is to create in a person the ability to look at the world for himself, to make his own decisions...”

– **James Baldwin**

Table of Contents

I. School Overview

- A. Letter from Leadership
- B. Mission statement and Core Values
- C. Goal for the 202-25 School Year

II. Key Documents

- A. Bell schedule
- B. Safety Protocols
- C. Expectations of Students

III. Student Learning at JBS

- A. Classroom Learning Essentials
 - 1. NYC Outward Bound Schools and Expeditionary Learning
 - 2. Consortium Schools Framework
- B. Graduation Requirements
 - 1. Credit Requirements
 - 2. Reduced Schedules
 - 3. PBATs (Performance Based Assessment Tasks)
- C. Grading Policies and Practices
 - 1. Jumprope and the Conversion Scale
 - 2. Academic Enrichment & Support

IV. School Culture

- A. Crew/Advisory
- B. Additional Key Structures
 - 1. Circles
 - 2. Town Meeting
 - 3. Democracy Block
 - 4. Enrichment Opportunities
 - 5. Student Led Conferences
 - 6. PEP Meetings
- C. Future Planning
- D. Camba's Learn to Work, Work Based Learning and CDOS
- E. Transformative Practices (TJAT)
- F. Rituals at Gatherings and Annual Traditions
- G. Intensives

V. Appendices: JBS Essential Resources

- A. Our Name

- B. Student Code of Conduct and Bill of Rights and Responsibilities
- C. Key Chancellor's Regulations
- D. Privacy Rights

I. School Overview

Letter from Leadership

James Baldwin was a unique individual. He was a man of the people, a critic of society and a seeker of truth. As an educational community, we, The James Baldwin School, attempt to exemplify the character and values of our namesake. We strive to create a supportive, reflective learning environment for everyone who is a member of our community. This is a place of shared experiences where we all learn from one another. It is a place where we can be our authentic selves and bring out the best in each other.

The content of this handbook outlines who we are and who we hope to become. It is more than rules and regulations, it is a living document of our history and legacy. As your leadership team we encourage you to read through this handbook. Allow it to become a part of who you are in our community.

You are all very special to us. "SAWUBONA!" We see you, we appreciate you and we need the best of you.

Respectfully,

The JBS Leadership Team

Mission Statement and Core Values

It is our mission at the James Baldwin School to provide students with an education that fosters community, creativity, inquiry, and problem-solving; centers every learner's humanity; creates compassionate and socially conscious individuals positioned to make a positive impact; and encourages young people to see the future of the world in themselves and one another.

Our **Core Values** are the basis of our school community. These values set how we interact, learn together and solve problems. To really understand what it means to live these values comes from discussing and experiencing them together, in classrooms, in the hallways, during school wide events, and through celebrations and challenges.

Respect for Humanity

Empathy: seeks to understand, empathize, and compassionately engage with others – in class and life outside of class and school.

Artistry: employs visual art, music, poetry, movement in expression of self and ideas; appreciates artistic expression in and by others.

Respect for the Intellect

Original Thought: is curious; asks questions; makes new connections and discoveries; gives voice to personally new and original ideas.

Precision: is precise in word choice and argument; makes generalizations based on evidence but avoids stereotypes and absolutist statements.

Respect for the Truth

Conviction: is willing to stand by convictions, to express and defend unpopular positions and minority viewpoints.

Scholastic Honesty: expresses self in own voice; does not borrow from others without giving credit.

Respect for Diversity

Inclusion: Includes others; seeks exposure to a diversity of voices, experiences and ideas. Invites marginal voices, so the wisdom of the collective can be heard.

Respect: acknowledges other people's opinions and experiences; is respectful of other groups, identities; avoids slurs or degrading language.

Commitment to Peace

Non-violence: respectfully challenges other people's ideas and authority; uses constructive criticism; creates constructive non-violent alternatives to destructive conflict; makes recourse to the Fairness Committee, mediation and Advisor to address problems with others.

Interior Peace: understands how to calm self when angry; is able to communicate passionately without hurtful language; is able to be quiet and alone.

Commitment to Democracy

Citizenship in School: contributes to creation and revision of classroom rules; requires that decisions are made with input of all concerned; facilitates and participates in school-wide forums for discussion and governance, including Town Meeting, Staff Meeting, and Fairness Committee.

Citizenship in Society: participates in public forums for debate, community action, voting and decision-making; understands local and national systems of government.

Commitment to Justice

Stewardship: ensures fair treatment of school and natural environment; practices "leave no trace" ethic, picks up garbage, puts away classroom books and supplies; leaves space better than as found.

Activism: seeks community-based solutions to the unfair treatment of self/others; maintains community rules, norms, and routines that exist for the common good.

Goal for the 2025-26 School Year:

2026 - 2027 Goal

If teachers design lesson level tasks that require habits of mind to support students' higher order thinking, then students will engage in higher quality discussion, ask more original questions, and thus produce stronger PBATs.



"Not everything that is faced
can be changed, but nothing can
be changed **until it is faced.**"

- James Baldwin

II. Key Documents

Bell Schedule

Mondays, Tuesdays, Wednesdays, Thursdays, Fridays: 8:30 am - 2:50 pm

Time	Monday	Tuesday	Wednesday	Thursday	Friday (REMOTE)
8:30 AM - 10:00 AM	A	A	A	A	A
10:04 AM - 10:49 AM	B	B	B	B	B
10:53 AM - 11:38 AM	Crew (Circles)	Crew (Futures)	Crew (Academic Enrichment)	Crew (Initiatives / Community Day)	WBL Workshop
11:42 PM - 12:27 PM	Lunch	Lunch	Lunch	Lunch	Lunch
12:31 PM - 2:01 PM	C	C	C	C	C
2:05 PM - 2:50 PM	D	D	D	D	D

Daily official attendance is taken during B period, Monday-Thursday. During virtual Fridays, in addition to teacher recorded attendance, students must complete the following Google [form](#).

Absence notes should be turned into the crew advisor and/or the main office.

Safety Protocols

GRP Summary Sheet for Teachers and Students

The General Response Protocol GRP has been designed in collaboration with the "i love U guys" Foundation) to provide all schools with the direction they will take when an emergency incident occurs. At its core is the use of common language to identify the initial measures all school communities will take until first responders arrive. In every incident, school administrators will need to assess the unique circumstances that will affect how the GRP is implemented.

Each protocol has specific staff and student actions that are unique to each response. In the event that a student or staff member identifies the initial threat, calling 911 and administration is required.



Lockdown (Soft/Hard) – **Soft Lockdown** implies that there is no identified imminent danger to the sweep teams. Administrative teams, Building Response Teams, and School Safety Agents will mobilize to the designated command post for further direction. **Hard Lockdown** implies that imminent danger is known and NO ONE will engage in any building sweep activity. All individuals, including School Safety Agents will take appropriate lockdown action and await the arrival of first responders.

"Attention: We are now in Soft/Hard Lockdown. Take proper action."

(Repeated twice over the PA system.)

Students are trained to:

1. Move out of sight and maintain silence.

Teachers are trained to:

1. Check the hallway outside of their classrooms for students, lock classroom doors, and turn the lights off.
2. Move away from sight and maintain silence.
3. Wait for First Responders to open door, or until hearing the "All Clear" message: **"The Lockdown has been lifted"**, followed by specific directions.
4. Take attendance and account for missing students by contacting the main office.



Evacuate – The fire alarm system is the initial alert for staff and students to initiate an evacuation. However, there may be times when the PA system and specific directions will serve as the alert initiating an evacuation. Announcements will begin with "Attention", followed by specific directions. **(Repeated twice over the PA system.)**

Students are trained to:

1. Leave belongings behind and form a single file line. In cold weather, students should be reminded to take their coats when leaving the classroom. **Students in physical education attire WILL NOT return to the locker room.** Students without proper outdoor attire will be secured in a warm location as immediately as possible.

Teachers are trained to:

1. Grab evacuation folder (with attendance sheet and Assembly Cards).
2. Lead students to evacuation location as identified on Fire Drill Posters.
3. Take attendance and account for students.
4. Report injuries, problems, or missing students to school staff and first responders using Assembly Cards.



Shelter-In – **"Attention. This is a Shelter-In. Secure all exit doors."** Repeated twice over the PA system.)

Students are trained to:

1. Remain inside of the building.
2. Conduct business as usual.
3. Respond to specific staff directions.

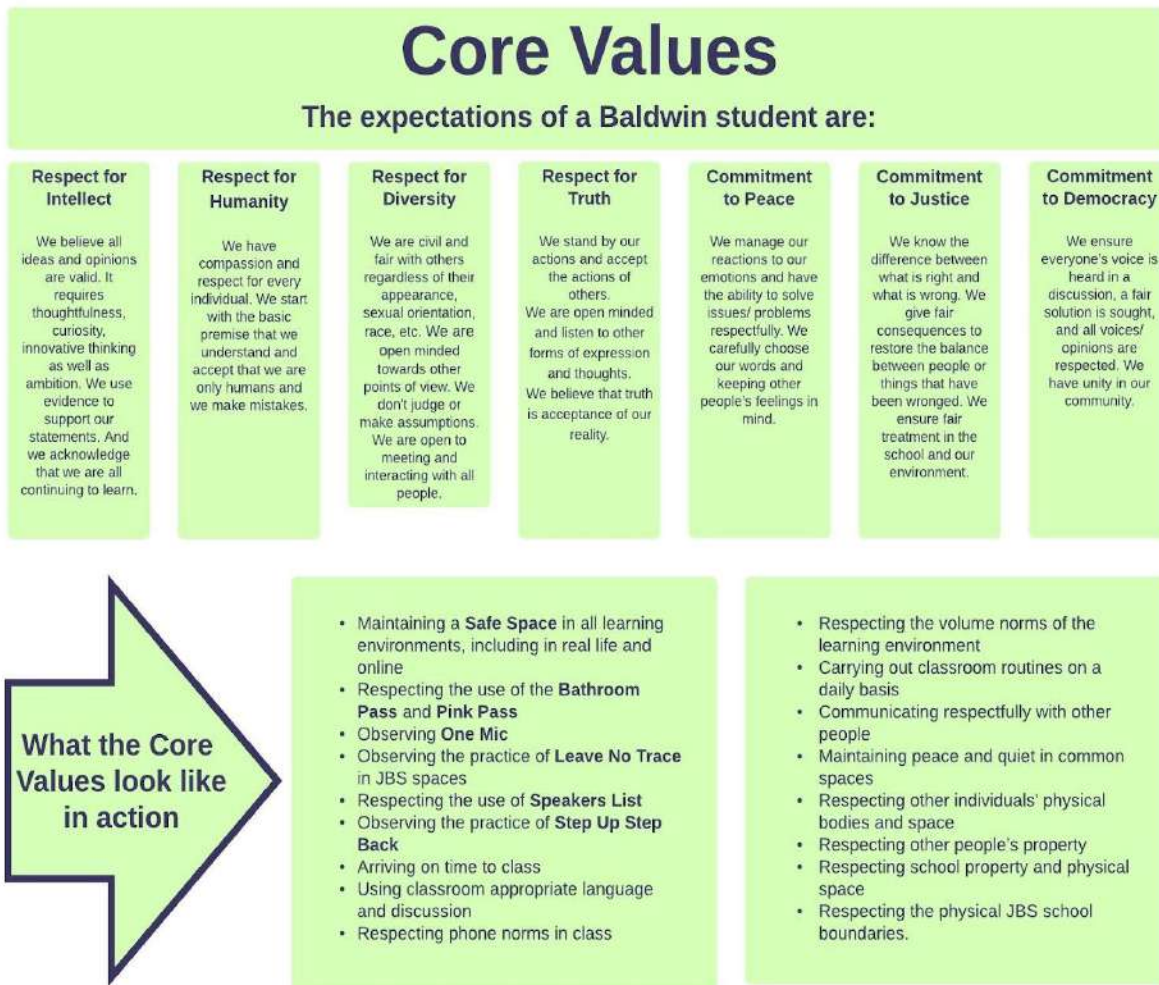
Teachers are trained to:

1. Increase situational awareness.
2. Conduct business as usual.
3. The Shelter-In directive will remain in effect until hearing the "All Clear" message: **"The Shelter-In has been lifted"**, followed by specific directions.

BRT members, floor wardens, and Shelter-In staff will secure all exits and report to specific post assignments.

Expectations of Students

Expectations of JBS students come from our Core Values. If we work to become responsible to each other and to our values, we can develop into a community of support and caring.



The James Baldwin School Attendance Policy

1. The JBS expectation is that you have 90% or better attendance.
2. JBS defines less than 75% attendance as the danger zone. You are in danger of not getting credit and/or not presenting a PBAT.
3. Be on time to class and crew; do not be in the hallway after passing time; wait at least five minutes after class starts to ask to use the bathroom.

In addition, here are some rules that support the building-wide shared spaces:

- Students must carry their ID at all times and swipe the ID every time one enters the campus. If new ones are needed, we will provide.
- Students may not enter another class, other school hallway, or the Health Clinic without a pass (an *exception is using the Prep hallway to go to the restroom*).
- Only use our entry/exit and stairway.

- No visitors to the school or school periphery without approval from the Principal.

DOE Prohibited Items

[NYC DOE Discipline Code](#)

The items below are not prohibited on school grounds at any time, and being found with them may result in disciplinary action.

Category I

- Firearms, including pistols, starter guns, handguns, silencers, electronic darts, shotguns, rifles, machine guns, or any weapon which will or is designed to or may readily be converted to expel a projectile by action of an explosive

- Stun guns/weapons

Air guns, spring guns, or other instruments or weapons in which the propelling force is a spring or air, and any weapon in which any loaded or blank cartridge may be used (such as a BB gun or paintball gun)

- Switchblade knife, gravity knife, pilum ballistic knife, and cane sword (a cane that conceals a knife or sword)
- Daggers, stilettos, dirks, razorblades, box cutters, case cutters, utility knife, and all other knives
- Billy clubs, blackjack, bludgeon, chukka stick, and metal knuckles
- Sling shot (small, heavy weights attached to or propelled by a thong) and slung shot
- Martial arts objects including kung fu stars, nunchucks, and shirkens
- Explosives, including bombs, firecrackers, and bombshell

Category II

- Acid or dangerous chemicals (such as pepper spray, mace)
- Imitation gun or other imitation weapon
- Loaded or blank cartridges and other ammunition
- Any deadly, dangerous, or sharp pointed instruments which can be used or is intended for use as a weapon (such as scissors, nail file that is four inches or longer and made of metal, broken glass, chains, wire).

Refrain from bringing, using or selling any illegal drugs, drug paraphernalia, controlled substances and alcohol on school property or on any school related outing.

Off Campus Expectations

Fieldwork

Fieldwork is a core part of our school culture. These experiences provide you with opportunities to deepen and apply your learning to the real world. While off campus for fieldwork, students are still expected to adhere to the city and school code of conduct. Any incidents occurring during fieldwork will be treated as if the incident occurred on school grounds. Further details are outlined in the External Learning Site Permission slip signed for each student during intake.

Open Campus

Our students are permitted to leave the campus for lunch. While students have the freedom to go out for lunch, they also have the responsibility of ensuring they return to school in a timely manner. Students who go out to lunch are expected to arrive back to school in time for crew. Additionally, while off site, students are expected to follow the James Baldwin behavioral expectations and community norms. Students should conduct themselves respectfully in neighborhood establishments and refrain from loitering. You may not linger or loiter in the neighboring housing developments. Doing so, if not a resident, may result in school based consequences as well as consequences from law enforcement.

Off-site lunch privileges may be revoked if students do not meet these expectations. Students also sign an off-site contract during intake.

Campus Expectations

ID CARDS

ALL students must swipe their school identification card EVERY TIME one enters the building, including morning entry and return from lunch. If your ID card is lost, please see Lynda in the main office for a replacement.

ELEVATOR ACCESS

Only students with elevator passes are allowed on the elevators. If you have a doctor's note indicating the need for elevator access, please bring it to the main office and an elevator pass will be provided.

STAIRWELL B

Stairwell B is the main passageway for the approximately 2,000 students on campus. As such, we need this stairwell particularly to remain clear. Students may not use the stairwell to take breaks from class, sell candy or other items, or linger longer than necessary. We will be conducting sweeps of the stairwell regularly.

Cell Phone Policy

JBS Cell Phone Policy

SY 25-26

Phone Check In (A Block & C Block)	
● A JBS staff member greets students in the lobby at a designated table. ● The staff member unlocks the pouch, students put their phones in the pouch, and proceed upstairs to class.	
● Staff member is stationed in the hallway ensuring that students' phones are in pouches ● If a student does not put a phone in the pouch, they sign a log attesting they do not	

have a phone in the building

- A staff member in the hallway by room 312 meets latecomers to ensure their phones are in their pouches.

Phone Check Out (B Block & D Block)

- Students will use the magnet on the wall or see a staff member in the hall to unlock pouches in the hall.
- Students are reminded not to use phones in the lobby.

Infractions & Response

- If a student has a phone (or other internet enabled device) out in class, the teacher will ask the student to put the phone in the pouch.
 - Student may see admin in 304B if they need the magnet
- If the student does not do so, the teacher will report the infraction to the response team, who will come to the classroom to support.
 - The team will log response in Jumprope and tag the teacher as well as advisor
- The following ladder of escalations will be employed:
 - **First offense** - warning, and parent phone call, phone placed in locker
 - **Second offense** –parent phone call, contract, phone placed in locker
 - **Third offense** – loss of privileges to participate in trips, in person parent meeting
 - **More than three offenses**- potential loss of internship, in person parent meeting, restorative circle
 - Second and third, and subsequent breaches of policy will be entered into OORS as a B21, insubordination, and more than three occurrences may result in a suspension
 - *** **Note:** cell phone lockers will be moved to 304B.

Student Support

- Guidance: we will be working towards helping students identify alternative coping strategies to support students with this shift.
- Opportunity for students, families, and students to provide feedback on implementation in November, so we may tweak our implementation and improve.



III. Student Learning at JBS

Classroom Learning Elements



NYC Outward Bound Schools and Expeditionary Learning

The following are key concepts that form the basis of classroom learning at JBS, as well as the other schools within the NYC Outward Bound network.

Learning Expeditions: Challenging, real-world projects and in-depth studies act as the primary units in Expeditionary Learning schools. Authentic curriculum may take the form of relevant topics, engaging guiding questions, real-world experiences, interdisciplinary connections, and projects that allow students to solve important problems or that provide opportunities for advocacy.

Active Learning and Inquiry: Teachers plan engaging experiences to help students become active and collaborative learners: to make connections, to find patterns, to see events from different perspectives, to experiment, to go beyond the information given, and to develop empathy and compassion for events, people and subjects. Classroom Inquiry surface students' previously held opinions, beliefs, assumptions, and the experiences that shaped them; connections are made between them and the content of the curriculum.

Authentic purpose/audience: Students' original work is understood to have meaning and consequence for those who produce it and for those with whom it is shared. Authentic curriculum may take the form of relevant topics, engaging guiding questions, real-world experiences, interdisciplinary connections, and projects that allow students to solve important problems or that provide opportunities for advocacy.

School Culture: Expeditionary Learning schools build shared beliefs, traditions, and rituals in order to create a school culture of physical and emotional safety, a sense of adventure, an ethic of service and responsibility, and a commitment to high quality work.

Critical thinking: Students are exposed to material, concepts, and information that they then in some way: paraphrase and re-interpret; question and discuss, or compare, contrast, and synthesize with previously held opinions, beliefs, assumptions.

Revision and reflection: Opportunities are provided for revision, based on assessment, feedback and critique; revised work is given significant weight and importance. Students are asked to reflect on what they have done, said, and learned; this reflection is used by students, teacher, class to inform future work.



New York Performance Standards Consortium

As a member of the New York Performance Standards Consortium, our students demonstrate graduation level competency in core subjects through Performance Based Assessment Tasks (PBATs) and the English Language Arts Regents Exam. This

allows our instructors the flexibility to create curriculum and learning experiences that focus on depth, not breadth to foster deep learning. Instructors plan fieldwork experiences, incorporate guest speakers, and enrich the learning experiences for students in creative ways. Utilizing the Consortium [rubrics](#) as a guide, tasks assess student competency in meaningful ways.

Graduation Requirements

Credit Requirements

Students need 44 credits in these subject areas to earn a Regents diploma.

- *8 credits in core English*
- *8 credits in social studies, including:*
 - *4 credits in Global History*
 - *2 credits in U.S. History*
 - *1 credit in Participation in Government*
 - *1 credit in Economics*
- *6 credits in math, including:*
 - *At least 2 credits in advanced math (for example Geometry or Algebra II)*
- *6 credits in science, including:*
 - *2 credits in any life science*
 - *2 credits in any physical science*
 - *2 credits in any life science or physical science*
- *2 credits in World Languages*
- *4 credits in physical education, every year in specific ways*
- *1 credit in health education*
- *2 credits in arts education, including visual arts, music, dance, and theater*
- *7 credits in electives*

PBATs (Performance Based Assessment Tasks)

Instead of most Regents Exams, students complete graduation-level written tasks and oral presentations, known as PBATs (performance-based assessment tasks), including an analytic essay on literature, a social studies research paper, an extended or original science experiment, and high level math problem-solving. Students demonstrate competency on their PBAT task as measured by the Consortium [rubrics](#). Students must also pass the English Language Arts Regents exam to satisfy the assessment portion of graduation requirements.

Grading Policies and Practices

JumpRope and the Conversion Scale

All assessments are aligned to learning targets (LTs). Science, Math, English, and Social Studies each have common LTs that are aligned to a PBAT rubric. In addition to these common learning targets, teachers have additional learning targets for their classes related to specific content and projects. Teachers provide numerous opportunities to show proficiency on class assignments.

Students and families have access to grades and attendance, which are recorded regularly in JumpRope. We recommend checking JumpRope regularly. Each semester (half year) is divided into three progress checks, with progress reports sent out three times, with the third becoming the recorded grade on the official student transcript.

Teachers assess student competency of learning targets, specific skills and knowledge in Jumprope. At the end of each semester, students receive a transcript/report card generated by the Department of Education. 2.0 is the minimum passing grade to earn credit for a course. The following chart explains what Jumprope scores represents:

Numeric Score	Rubric Description	Description	This means...
N	Not weighed into grade.	This assignment will not count, maybe because the student joined the class late or it is not a graded assignment.	That assignment isn't graded.
M	Missing Work	The evidence was not submitted.	I didn't submit that.
1	Needs Revision	No evidence of ability to meet Learning Target, or it demonstrates inaccurate understanding.	I don't get it.
2	Competent	Partial evidence of ability to meet Learning Target.	I get some of it, usually with help.
3	Good	Adequate evidence of ability to meet Learning Target; with very minor errors.	I show that I get it, but I still need more practice.
4	Outstanding	Full and consistent evidence of ability to meet Learning Target in exemplary fashion.	I consistently show that I get it and I can explain it to others. My work is an example.

IV. School Culture

We are committed to promoting a culturally responsive, equitable environment for all members of the community. This includes supporting social-emotional wellness of all community members. To achieve this, we participate in mindfulness practices, circle

discussions, Town Meetings and Transformative Justice practices. Our team of social workers and Camba Advocate Counselors support students, crews, and staff members.

Crew/Advisory

Crew is a group of around 15 students with an Advisor or a Supercrew with two Advisors.. The guiding metaphor of “crew” connotes a close-knit group working in the service of collective needs and the common good, as in “We are Crew, not passengers.” Crew at The James Baldwin School meets four days a week (on Wednesdays the Crew block is dedicated to Town Meeting) and come together as a family group to support each other as well as explore a Futures-based curriculum. There are several practices that are a daily part of Crew:

- One Mic
- Speakers’ List
- Participation (Step up/Step Side)
- Safe Space (confidentiality, no personal attacks, Ouch/Oops, etc.)
- Circles
- Leave No Trace

Crew is designed to serve and strengthen the school community through supporting individual academic, postsecondary planning, and social and emotional guidance. Crews participate in a number of experiences together to build the larger school community as well: Crew Olympics, Base Camp, Crew and Community Connect, and hosting Town Meetings.

Additional Key Structures

Circles

Sitting in a circle has long been a core practice in Crew (and in some courses) at JBS. We recognize the power that comes from the seating arrangement. Circles with a capital C involve more than simply sitting in a circle and following one-mic. Circle practice draws on thousands of years of practice, primarily in traditional communities, that strengthen the bonds of a group and can be used to repair them when the bonds are threatened. Sitting in a circle, the centerpiece, the talking piece, opening & closing ceremonies, and the role of the keeper elevate routines to rituals that build the members identity as part of a community. Circles are tightly facilitated by the Circle Keeper, with a theme and guiding questions. All participants are encouraged and given the space to share. Some key principles of Circle include:

- Listen from the heart: Listening to others is at the core of Circle practice. Participants are asked to be fully present and to listen with empathy.
- Share from the heart: Participants are asked to push themselves to share openly

and honestly. “Challenge by choice” is also a norm and participants get to decide what and when they share.

- Be lean of Expression: In order for all participants to get a chance to participate in the time allotted, being concise is key. When necessary, the Circle Keeper should intervene to remind participants of this.
- Confidentiality: What is shared in the circle remains in the circle--unless otherwise specified.

Town Meeting

On Thursdays, students, crews and various entities at JBS lead the school community through a Town Meeting with focus on current events, issues, artistic or community building endeavors. Advisors brainstorm ideas with their Crews about how they want to facilitate the Town Meeting, including but not limited to the creation of a [slideshow](#), game or facilitated discussion.

Intensives

Each semester begins with an intensive; several days where students engage in deep work in a specific content area and earn one half credit. Once intensives conclude, students begin their regular schedule.

Enrichment Opportunities

JBS is happy to collaborate with a number of external organizations to provide enrichment in arts, social justice, and environmental awareness. Some of these opportunities may be credit-bearing or paid. Most of these activities take place after school: some onsite, some offsite, and others are virtual. Past partnerships have included: Hudson Sailing, NYLiveArts HipHop, Climate Art, Mock Trial, East New York Farms, Green Team, Center Works Program, Miseducation Podcast, College Now, The Studio Museum, BAM Dance in Focus, and CAT Youth Theater.

Student Led Conferences

The James Baldwin School considers the relationship between students’ families and the school to be of paramount importance for student’s growth and success. Twice during the school year, the school holds formal conferences where students present their progress and learnings to their families. The student, parent/guardian, and crew advisor attend the SLCs. During the SLC, students lead their families through a sample of assignments culled from academic classes and identify progress and areas for growth in each class by referencing specific assignments that show progress towards meeting class learning targets.

Personal Educational Plan Meetings

JBS prides itself on teaching youth to take charge of their own graduation. To do this, students learn what is required to graduate and then compare their transcripts to the requirements. These meetings empower students to know their progress toward meeting graduation requirements. During these meetings, students practice reading a transcript and completing a Personalized Education Plan (PEP).

Future Planning

The Office of Future Planning strives to provide high-quality, linguistically and culturally responsive college and career planning for all students with an emphasis on individualized match-planning for students in grades 11 and 12. JBS is dedicated to creating a school culture where students graduate with a post-secondary plan that is tailored to meet individual student needs. Post-secondary planning and college and career exploration takes place in multiple community spaces:

Crew

- Students will have the necessary language to navigate their post-secondary process.
- Students will have regular and consistent space to share and reflect on their feelings, fears, needs and excitements about this process.
- Students will complete tasks resulting in tangible products that will be needed for their post-secondary journey.
- Students will have the skills needed – professional, interpersonal, and habits of work – to experience success in their post-secondary pursuits.

School-wide

- We have a school culture where post-secondary planning and discussion happens in multiple spaces in the school community and students regularly get information and encouragement about post-secondary planning from all staff members.
- We ensure that all students get exposure to college and career options through multiple pathways, including site visits, college trips, guest speakers, and career days.
- We host community-wide celebrations of planning decisions and acceptances.

Futures Office

- Our Futures Staff provides individualized match-planning for students in grades 11 and 12.
- It hosts workshops for students and families.
- The Futures Office also assists students with applications and financial aid.

→ They also provide a Futures Planning-based curriculum for students in crew.

CAMBA's Learn to Work, Work Based Learning and CDOS



CAMBA provides the Learning to Work (LTW) program with a number of supportive, educational and community-building facets, including work-based learning, paid internships, counseling, community events and activities, and attendance support. They lead Work-Based Learning (WBL) Fridays through the facilitation of interactive workshops to train students on job-readiness skills. They also support student interns throughout their internship and guide them through workplace expectations.

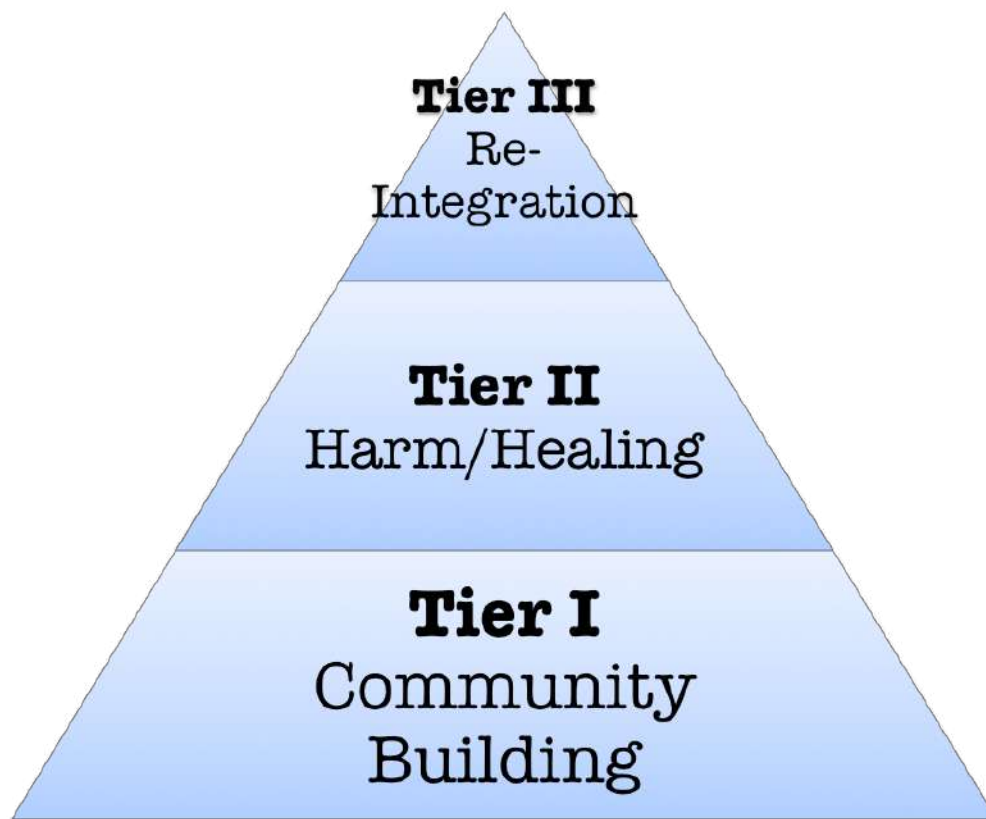
Work-based Learning allows students to engage in career-related programs or courses of study in New York City. This provides a range of opportunities across the work-based learning continuum through their school and through partnerships with employers and community or governmental organizations. Career awareness exploration, preparation, and training form critical parts of the program that additionally offers paid internships, service learning opportunities, workshops and certifications.

TYPE OF OPPORTUNITY	PURPOSE	STUDENT LEARNING OUTCOME	EXPERIENCES
CAREER AWARENESS	<i>Activities designed to promote awareness of careers, workplace norms and employer expectations, as well as personal interests and aptitudes.</i>	<i>Students can identify post-secondary options and describe the impact of current and future learning experiences with post-secondary plans.</i>	• Guest Speakers • Career Fair / Job Fair • Workplace Tours • Career research
CAREER EXPLORATION	<i>Activities designed to promote a deeper understanding of potential careers, and to provide opportunities for an investigation of a particular industry, career or occupation of interest.</i>	<i>Students can give at least two examples of how the student's individual skills and interests relate to the career field and/or occupations.</i>	• Informational Interviews • Job Shadowing • Career research • Career and Interest Assessments
CAREER PREPARATION	<i>Activities designed to provide an in-depth discovery of a particular career and the development of the skills and understanding of the education or training needed in a particular industry or occupation</i>	<i>Students work effectively as a member of a team, with respect for diverse perspectives and strengths.</i>	• Mock Interviews • Workplace Challenges • Internships • Work Experience/Co-Op • Pre-Apprenticeship • Apprenticeship • Soft-Skills Development • Resume Development • Financial Literacy
CAREER TRAINING	<i>Train for employment and/or post-secondary education in a specific range of occupations.</i>	<i>Students demonstrate knowledge and skills specific to employment in a range of occupations in a career field.</i>	• Internship • School based Enterprise • Certification/Training • Service Learning

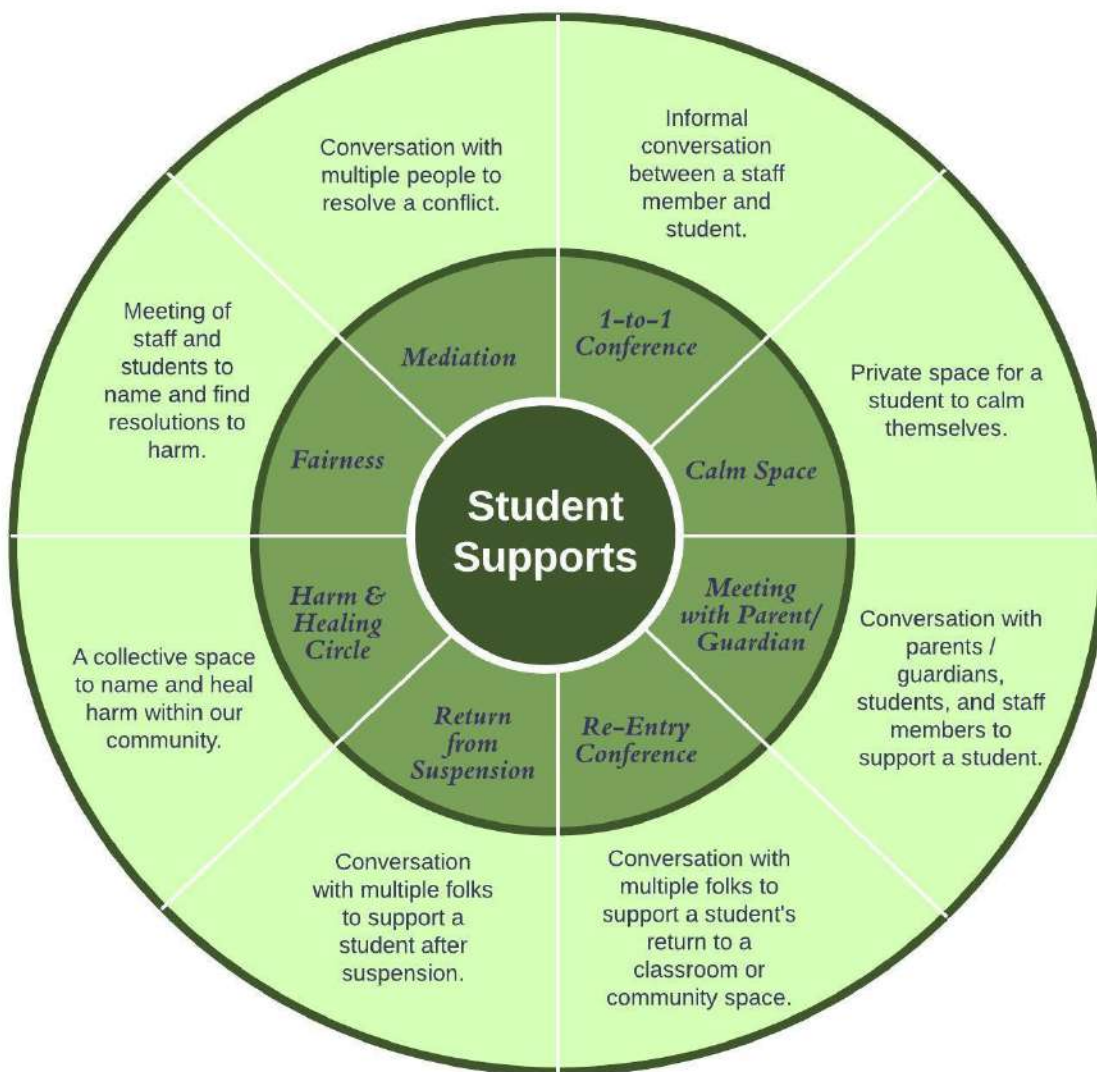
Crew-School-wide- LTW-CCPT/Futures Office

Transformative Practices

When conflicts between community members do occur, Transformative Practices provide an opportunity for us to actively engage in building and maintaining our school culture by following our Core Values. We value everyone for their individuality and hope to empower all to collaborate and effect change. We seek to prevent and repair harm. These beliefs call for the investment and cooperation of all community members to address issues as they arise. The practice of restorative justice creates space for the full healing of impacted community members. Tiers of Restorative Justice:



Our Transformative Justice Action Team (TJAT), JBS Leadership, and the entire community employs a wheel of responses to support students in upholding the Core Values. If norms are violated, we refer to a wheel of possible responses (except in situations that put people in danger). The wheel reflects that there is no order of responses but rather a menu of options from which we choose to best suit a given situation or conflict, or a combination of responses. Options include mindfulness, mediation, and Fairness, a process in which students participate to discuss how norms may have been violated and how harm may be repaired. If necessary, a meeting with a parent or guardian is scheduled. In addition, re-entry conferences, return from suspension, and harm and healing circles are conducted when deemed necessary.



Rituals at Gatherings and Annual Traditions

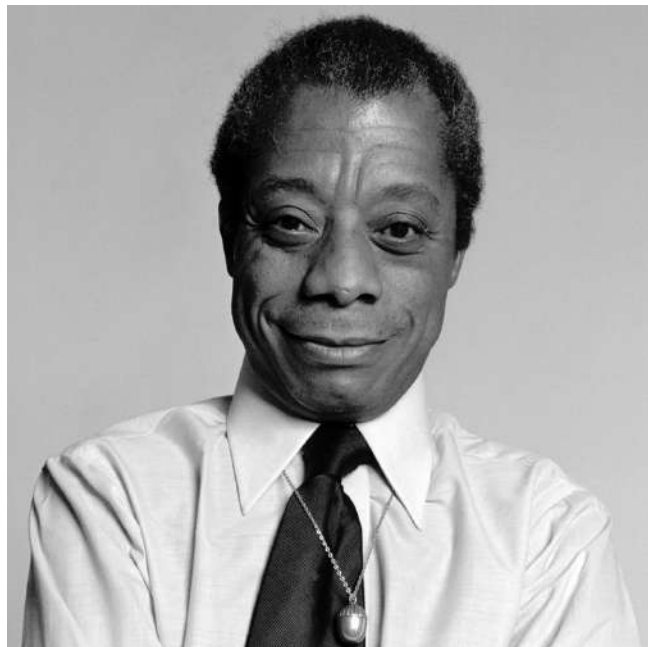
Norms and rituals ensure space for all voices and attention to building our community. At Town Meetings, opening rituals may include a mindfulness moment, AAA (which stands for Announcements, Appreciations, Apologies) and using a Speakers List. Traditions include:

- **The First Town Meeting:** The first or second day of school, we gather as one whole school to learn about each other and JBS history/traditions.
- **Student Workshare:** At the end of each semester students are granted an opportunity to share with their peers and the community in Crew or Town Meeting academic achievements they accomplished during the semester.
- **Senior Pep Rally:** A school-wide celebration where students, staff and community members cheer on seniors for their post-graduation planning.

- **Crew Night**
- **STEAM Night:** In the spring, we come together for an evening celebrating student learning and projects in Science, Technology, Engineering, Art and Math. Families are invited and GRIT awards are presented. There are also exhibitions, games, raffles, food and festivities.
- **Great Book Giveaway**
- **End of Term Ceremonies/Awards:** At the end of each semester, we hold a celebratory awards ceremony in which students are eligible to win Core Value, Academic Achievement, and Attendance Awards upon nomination by their peers and academic awards upon nomination by the JBS faculty and staff.
- **Senior Events and Graduation:** Include wacky awards, luncheon, dance, trip, etc. Graduation includes alumni speeches, Valedictorian, Salutatorian, Baldwin Speaker, and the gift to seniors...

Our Name

In our mission statement we state that our goals “can best be accomplished in a school



that is a democratic community.” And we claim that, “As a democratic community, we strive to exemplify the values of democracy: mutual respect, cooperation, empathy, the love of humankind, justice for all, and service to the world.”

We believe that one element of our striving to live these values is in adopting the symbols that embody them – and in recognizing and honoring the work and lives of people who have exemplified them. For this reason we decided that James Baldwin’s life and writings should be part of the name, and, more deeply, the culture and practice of our school.

Like our students, James Baldwin grew up in New York City, a childhood that figures prominently in his writing. As a New Yorker, and a celebrated thinker, reader, artist, writer, his work serves as a model for our students’ own reflections and creations.

Reading James Baldwin, we remark that his words emanate from a place that is deeply personal and honest. He hides neither his love nor his anger, neither his questions nor his convictions. And it is armed with this – his love, rage, questions and convictions – that he both assaults the hypocrisy of America and affirms its promise of freedom and democratic community.

Baldwin’s mode of being and his mode of artistic expression parallel what we wish to create in our school: He posits the truths of personal experience as his points of departure; and with the strength derived from the honest interrogation of that experience, and the self-knowledge that this reflection engenders, he takes an unflinching stance in the naming of injustice. He is not disconnected. From his personal experience he builds outward and asserts his belonging in wider communities, which includes our nation, the ongoing American experiment in freedom, with all its blessings, missteps, flaws and potentials.

We would emulate this stance in the school we are creating.

Chancellor's Regulations Relevant for Students

Volume A Regulations The regulations in Volume A address student-related issues, from admissions to promotion.

Selection of student-related regulations:

A-831: Student-to-Student Sexual Harassment

1. Student-to-student sexual harassment is conduct and/or communication by a student directed against another student. It consists of unwelcome and uninvited sexual advances, requests for sexual favors, sexually motivated physical conduct and other verbal, nonverbal or physical conduct or communication of a sexual nature which is sufficiently severe, pervasive or persistent to: (1) substantially interfere with a student's ability to participate in or benefit from an educational program, school-sponsored activity, or any other aspect of a student's education; or (2) create a hostile, offensive, or intimidating school environment; or (3) otherwise adversely affect a student's educational opportunities. Such behavior can constitute sexual harassment regardless of the gender, sexual orientation, or gender identity of any of the students involved.
2. Student-to-student sexual harassment may take many forms and can be physical, verbal or written. Written harassment includes electronically transmitted acts (e.g., via Internet, cell phone, personal digital assistant or wireless handheld devices).
3. Sexually harassing behavior may take many forms, including but not limited to:
 - a. engaging in physical conduct of a sexual nature such as patting, pinching, grabbing, brushing up against another person in a sexual way;
 - b. making sexual comments, remarks, insults, and/or jokes;
 - c. electronically posting, displaying or distributing sexually oriented or suggestive objects, pictures, drawings or images;
 - d. making obscene gestures;
 - e. stalking;
 - f. pressuring for sexual activity;
 - g. spreading rumors of a sexual nature;
 - h. engaging in sexually violent or coercive behavior (assault, rape)
 - i. threatening or engaging in physical, sexual, verbal and/or emotional abuse to harm, intimidate or control a current or former dating partner (dating abuse)
4. Complaints of student-to-student sexual harassment must be referred to the deans or the Co-directors immediately in writing (email of Jump rope immediately).

A-832: Student-To-Student Discrimination, Harassment, Intimidation, and/or Bullying

1. It is a violation of this policy for any student to create a hostile school environment for another student by conduct and/or verbal or written acts (including cyberbullying) that;
 - a. have or would have the effect of unreasonably and substantially interfering with a student's educational performance or ability to participate in or benefit from an educational program, school sponsored activity or any other aspect of a student's education; or
 - b. have or would have the effect of unreasonably and substantially interfering with a student's mental, emotional, or physical well-being; or
 - c. reasonably cause or would reasonably be expected to cause a student to fear for his/her physical safety; or d. reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student.
2. Prohibited behavior includes but is not limited to discrimination, harassment, intimidation, and/or bullying on account of actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability or weight.
3. Discrimination, harassment, intimidation and/or bullying may take many forms and can be physical, verbal or written. Written discrimination, harassment, intimidation and/or bullying includes electronically transmitted communications, (cyberbullying) e.g., via information technology including, but

not limited to: Internet, cell phone, email, personal digital assistant wireless handheld device, social media, blogs, chat rooms, and gaming systems.

4. Such behavior includes, but is not limited, to:

- a. physical violence
- b. stalking;
- c. threats, taunts, teasing;
- d. aggressive or menacing gestures;
- e. exclusion from peer groups designed to humiliate or isolate;
- f. using derogatory language;
- g. making derogatory jokes or name calling or slurs;
- h. written or graphic material, including graffiti, photographs, drawings, or videos, containing comments or stereotypes that are electronically circulated or are written or printed.

5. Complaints of Student-To-Student Discrimination, Harassment, Intimidation, and/or Bullying must be referred to the deans or the Co-directors immediately in writing (email of Jump rope immediately).

Sexual Misconduct

1. Every employee and officer of the Department of Education has an affirmative obligation to immediately report to the Special Commissioner of Investigation for the New York City School District (212) 510 1400, any information concerning sexual misconduct involving students by Dept. of Education Officers, employees or others connected with school programs or services, such as volunteers. This obligation extends to sexual misconduct on and off school premises; moreover, employees and officers are required to make this report regardless of the source of the information whether it comes from a student, parent, or staff member.
2. The knowing failure of an employee or officer to report sexual misconduct may result in disciplinary action including removal from employment or office. Any employee or officer who knowingly and intentionally makes a false report of sexual misconduct may be subject to disciplinary action including removal from office or employment.

Discrimination/Harassment—in Learning or the Workplace

1. It is unlawful to discriminate on the basis of race, color, creed, religion, national origin, alienage, citizenship status, gender, age, marital status, disability, prior record or arrest or conviction and sexual orientation.

A-420: Corporal Punishment

1. Corporal punishment is any act of physical force upon a pupil for the purpose of punishing that pupil.
2. Such term shall not mean the use of reasonable force to protect oneself from physical injury; to protect another pupil or teacher from injury; to protect the property of school or of others; or to restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of school functions; or if that pupil has refused to comply with a request to refrain from further disruptive acts.
3. No corporal punishment shall be inflicted in any of the public schools, nor punishment of any kind tended to cause excessive fear or physical or mental distress. Violation of this bylaw constitutes grounds for dismissal.
4. All allegations of corporal punishment by Department of Education employees must be reported immediately to the proper authorities.
5. At the time of the communication the supervisor will be advised as to how the investigation is to proceed from those authorities.

A-421: Verbal Abuse

1. Verbal punishment of students is prohibited. Disruptive behavior by students must never be punished by the use of verbal abuse.
2. Verbal abuse is language that tend to cause fear or physical or mental distress; words denoting racial, ethnic, religious, gender, disability, or sexual orientation; threatens physical harm, or belittles or subjects students to ridicule.
3. All allegations of verbal abuse by Department of Education employees must be reported immediately to the proper authorities.

4. At the time of the communication the supervisor will be advised as to how the investigation is to proceed from those authorities.

A-750: Reporting Suspected Child Abuse

1. In all cases where school staff has a reasonable suspicion that a student is a victim of child abuse, maltreatment, or neglect by a parent, a person responsible for the child's care, or a person regularly or continually found in the child's household, school staff must immediately report the suspicion to the principal/designee.
2. An immediate report must be made to the New York Central State Register for Child Abuse and Maltreatment (1-800-635-1522). If a child's abuse is by a person other than an individual specified above, the principal shall contact the student's parent and the police. Compliance with the procedures set forth is mandatory. The knowing and failure to comply with these procedures may result in the disciplinary action including dismissal from employment.
3. All Department of Education employees are MANDATED REPORTERS. The knowing failure to comply with these procedures may result in disciplinary action including dismissal from employment.

Family Privacy Rights

Annual FERPA Notice

Annual FERPA Notification for School Year 2024-25 The Family Educational Rights and Privacy Act (FERPA) gives parents and students age 18 and older rights over student education records.

The Parents' Bill of Rights for Data Privacy and Security provides you with additional rights, and Chancellor's Regulation A-820 provides additional information. Please note that if you are a student and age 18 or over, these rights belong to you, and not your parents or guardians. Among other things, you have the right to:

- Inspect and review your child's education records within 45 days after the DOE receives your request.
 - You should submit a written request that identifies the record(s) you wish to inspect. Your child's school will notify you of the time and place where you may inspect the records.
- Request changes to your child's education records when you believe they are inaccurate, misleading, or violate your child's privacy rights under FERPA.
 - You should make requests to amend records in writing, and identify what you want changed and the reason for doing so.

- If the DOE decides not to amend records as requested, you will be notified of the decision, and of your right to a hearing and certain hearing procedures.
- Provide written consent before personally identifiable information in your child's education records is disclosed. However, in certain cases, FERPA allows disclosure without consent. Cases permitting disclosure without consent include:
 - Disclosure to school officials who need to review education records to fulfill their professional responsibilities. School officials include:
 - DOE employees (such as administrators, supervisors, teachers, other instructors, or support staff members); and
 - People whom the DOE engages to perform services or functions for which it would otherwise use its employees. These include (a) individuals and entities providing DOE services and functions through contracts, (b) employees of other government agencies providing DOE-related services or functions, such as attorneys in the NYC Law Department representing the DOE, and school nurses and Office of School Health staff employed by the NYC Department of Health and Mental Hygiene, (c) parents, students, or other volunteers assisting other school officials in performing their tasks, and (d) other qualifying individuals or organizations, such as consultants and community-based organizations, but only if they have agreed in writing to keep student information confidential. Such people are required to be under the direct control of the DOE with respect to the use and maintenance of personally identifiable information from education records. Direct control is achieved in various ways, including by written agreement.

- When records are requested by officials of another school, district or education institution in which your child seeks or plans to enroll, or is already enrolled if made for purposes of your child's enrollment or transfer.
- Other exceptions exist that permit disclosure of personally identifiable information without consent include certain types of disclosures. Some are listed below. Most of these types of disclosures are subject to certain additional requirements and limitations.
- Please see FERPA and Chancellor's Regulation A-820 for more information about them. to authorized representatives of government entities and officials in connection with audits, evaluations, or certain other activities; in connection with financial aid for which the student has applied or which the student has received; to organizations conducting studies for, or on behalf of, the NYCDOE; to accrediting organizations to carry out their accrediting functions; to parents of students age 18 and over if the student is a dependent for Internal Revenue Service (IRS) tax purposes; to comply with a judicial order or lawfully issued subpoena; to appropriate officials in connection with a health or safety emergency; and of information that the NYCDOE has designated as "directory information."
- File a complaint with the USDOE if you believe the NYC DOE failed to comply with FERPA's requirements. Complaints may be filed here: Student Privacy Policy Office U.S. Department of Education 400 Maryland Avenue SW Washington, DC 20202-8520 or by email to FERPA.Complaints@ed.gov

Parents' Bill of Rights for Data Privacy and Security

Several laws and regulations protect the confidentiality of information about your children when that information identifies them. Such information, which includes student-specific data, is known as "personally identifiable information" or "PII." The federal laws that protect your child's PII include the Family Educational Rights and Privacy Act (FERPA), the Children's Online Privacy Protection Act (COPPA), the Protection of Pupil

Rights Amendment (PPRA), and the Individuals with Disabilities Education Act (IDEA). State laws, such as N.Y. Education Law 2-d and the related regulations of the N.Y. State Commissioner of Education; and the DOE Chancellor's Regulation A-820 also protect the confidentiality of your child's PII. Under New York state law, if you are a parent of a child in the New York City public school district (the DOE), you have the following rights regarding the privacy and security of your child's PII:

Your child's PII cannot be sold or released for any marketing or other commercial purposes.

If your child is under age 18:

You have the right to inspect and review the complete contents of your child's education records within 45 days of the DOE receiving your request and verifying your identity.

You also have the right to request changes to your child's education records when you believe they are inaccurate, misleading, or violate your child's privacy.

Your rights extend to education records stored by DOE contractors or other outside parties on the DOE's behalf.

You have the right to be notified if a breach or unauthorized release of your child's PII occurs.

You have the right to make complaints about possible breaches and unauthorized disclosures of your child's PII and to have such complaints addressed. The DOE must provide you with a response no more than 60 calendar days from when we receive your complaint. If more time is needed, the DOE will provide an explanation to you, along with an approximate date for a response.

How to submit complaints to the NY State Education Department (NYSED):

Online: <http://www.nysed.gov/data-privacysecurity/report-improper-disclosure>

By email: CPO@mail.nysed.gov

By mail: Chief Privacy Officer New York State Education Department
89 Washington Avenue, Albany NY 12234

By phone at: 518-474- 0937

How to submit complaints to the DOE:

By email: studentprivacy@schools.nyc.gov

By mail: Chief Privacy Officer,

Office of the General Counsel Room 308

New York City Department of Education

52 Chambers St, New York, NY 10007

These federal and state laws and regulations also impose requirements on the DOE and certain outside parties to ensure your child's PII remains confidential and secure. For example, the DOE and certain outside parties must adhere to the following:

- Your child's PII will be collected and disclosed only as necessary to achieve educational purposes in accordance with state and federal law.
- Safeguards must be in place to protect your child's PII when it is stored or transferred. These safeguards must meet industry standards and best practices. Examples of such safeguards include encryption, firewalls and password protection.
- Steps must be taken to minimize its collection, processing and transmission of PII.
- DOE staff members and outside parties who handle your child's PII must be trained in applicable laws, policies, and safeguards associated with industry standards and best practices.
- Written agreements with outside parties who receive your child's PII from the DOE must address legal requirements with respect to the privacy and security of your child's PII.
- Outside parties should not maintain copies of your child's PII once it is no longer needed for the educational purpose for which the DOE has disclosed it to the outside party. PII should be permanently and securely deleted no later than when the contract ends. You can find a complete list of all of the types of student data that the New York State Education Department collects. You may also obtain a copy of this list by writing to the Office of Information & Reporting Services, New York State Education Department, Room 863 EBA, 89 Washington Avenue, Albany, NY 12234.

Annual PPRA Notification (School Year 2026-27)

The **Protection of Pupil Rights Amendment (PPRA)** gives parents and students 18 and older certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

PPRA grants you and your child the following protections:

- The right to provide written consent before students participate in any survey, analysis, or evaluation that reveals information concerning the following (“Protected Areas”):
 - political affiliations or beliefs of the student or their parent;
 - mental or psychological problems of the student or their family;
 - sex behavior or attitudes;
 - illegal, anti-social, self-incriminating, or demeaning behavior;
 - critical appraisals of others with whom respondents have close family relationships;
 - legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 - religious practices, affiliations, or beliefs of the student or their parent; or
 - income, other than as required by law to determine program eligibility.

- The right to receive notice and an opportunity to opt out of having your child participate in optional surveys, analyses, or evaluations that reveal information concerning Protected Areas.
- The right to receive notice and an opportunity to opt out of having your child participate in any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered and scheduled by the school in advance, and is not necessary to protect the immediate health and safety of the student or other students.
- The right to inspect, upon request, the following prior to their administration or use:
 - Any survey that solicits information concerning the Protected Areas listed above; and
 - Any instructional materials used as part of the Student's educational curriculum.

Additional resources on student privacy under PPRA are available on the U.S. Department of Education's Student Privacy Policy Office website at <https://studentprivacy.ed.gov>

Parents who believe their PPRA rights have been violated may file a complaint online by selecting the PPRA complaint form option at <https://studentprivacy.ed.gov/file-a-complaint>

or by mailing the form to the following address:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue
S.W. Washington, D.C. 20202

