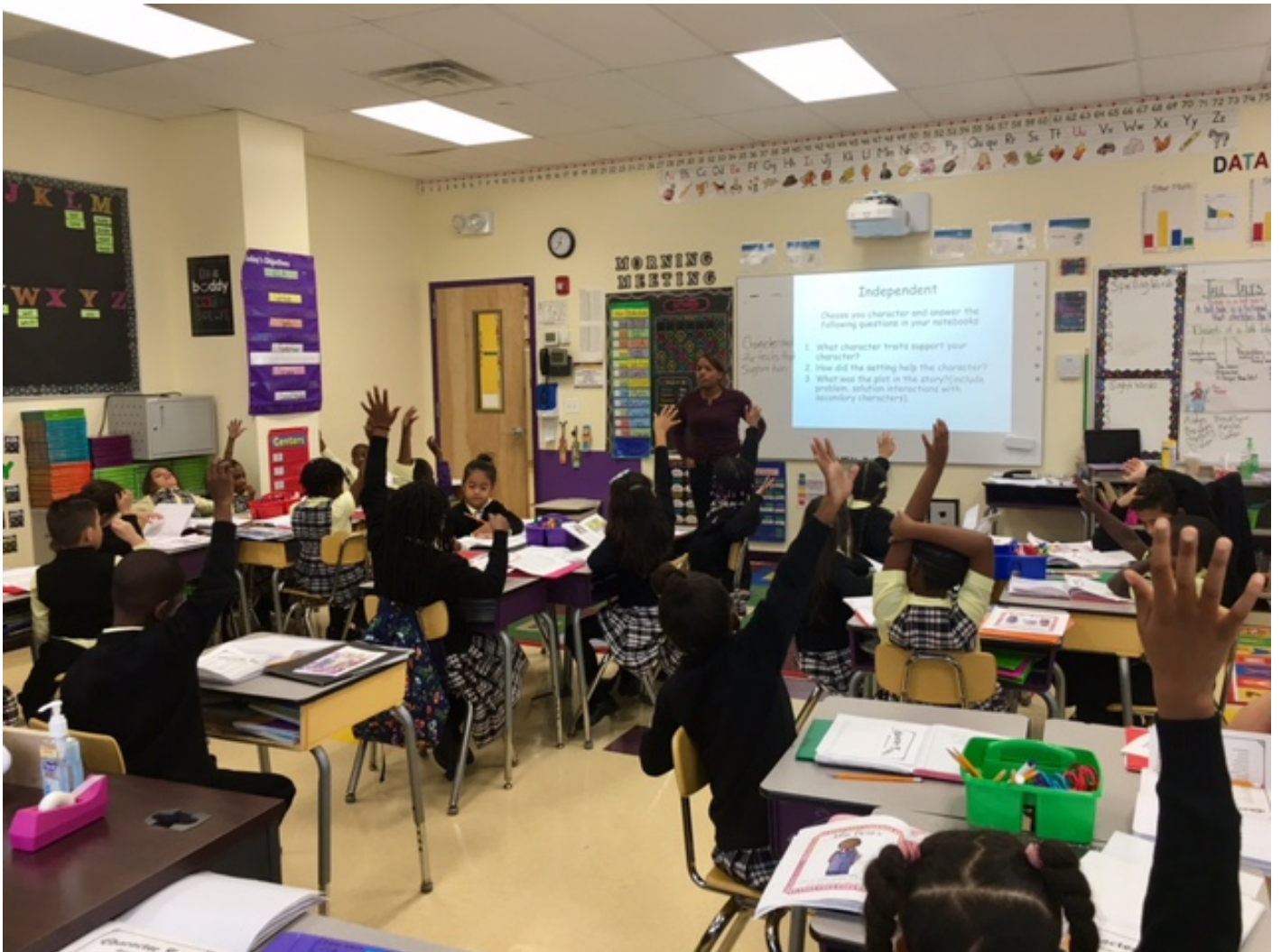


the **ACADEMY**

Elementary School



Parent Handbook 2018-2019

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Lower Elementary School Instructional Staff
Grades K-2

Lower Elementary School Associate Assistant Principal

Mrs. Calamiong

Instructional Coach

Ms. Allen-Wolpert – Literacy

Scholar Support Services

Ms. Collins-Lewis – Guidance Counselor

Dean of School Culture

Mr. Ellis – Dean

Kindergarten Team

Ms. Rivera – Teacher

Ms. Brooks – Teacher

Ms. Lepkorker – Teacher

Ms. Lascko – Teacher

Ms. Williams – Teaching Assistant

TBD – Teaching Assistant

Ms. Patterson – Teaching Assistant

Ms. Scott – Teaching Assistant

First Grade Team

Ms. Das – Teacher

Ms. Gray – Teacher

Ms. Mer – Teacher

Ms. Wilson – Teacher

Ms. Macklin – Teaching Assistant

Ms. White – Teaching Assistant

Ms. Hill – Teaching Assistant

Ms. Gilliam – Teaching Assistant

Second Grade Team

Ms. McNeil – Teacher

Ms. Morris – Teacher

Ms. Rocco – Teacher

Ms. Martindale – Teacher

Ms. Samuels – Teaching Assistant

Ms. K. Wilson – Teaching Assistant

Ms. Wright – Teaching Assistant

Ms. Wolcott – Teaching Assistant

Art Teacher

Ms. Walker

Music Teacher

Mr. Stewart

Physical Education

Mr. Motes

Reading Invention Teacher

Ms. Hines – Title 1

Math Intervention

Ms. Manix

Spoken Words

Ms. Hanson

Resource

TBD

Technology

Ms. Comrie

ESL Teacher

Mr. Timmes



Upper Elementary School Instructional Staff Grades 3-5

Elementary School Principal

Mr. Phillips

Instructional Coach

Ms. Attaway – Literacy
Mrs. Graham – Mathematics

Scholar Support Services

Ms. Howard– School Psychologist

Dean of School Culture

Ms. Escobar – Dean

Third Grade Team

Ms. Stronburg – Teacher
Ms. Trager – Teacher
Ms. Workman – Teacher
Ms. Brown – Teacher

Ms. S. Phillips – Teaching Assistant
MS. Moreau – Teaching Assistant
Ms. Parr – Teaching Assistant
Ms. Williams – Teaching Assistant

Fourth Grade Team

Ms. Wissig – Teacher
Ms. Denzio – Teacher
Ms. Liberus – Teacher
Ms. George – Teacher

Mr. Kelly – Teaching Assistant
Ms. Jefferson – Teaching Assistant
Mr. K. Thomas – Teaching Assistant
Ms. Gordon – Teaching Assistant

Fifth Grade Team

Ms. Gill – Teacher
Ms. Czavar – Teacher
Ms. Simeone – Teacher
Ms. Abreu – Teacher
Ms. Sankar – Teacher

TBD – Teaching Assistant
Ms. Malcolm – Associate Teacher

Art Teacher

Ms. Colton

Music Teacher

Mr. Griffin

Physical Education

Mr. Motes 3
Mr. James – 4-8

Reading Invention Teacher

Ms. Seiger – Title 1

Math Intervention

Ms. Woolcock

Spoken Words

Ms. Brimm

Resource

Ms. Donnelly

Technology

Ms. Comrie

ESL Teacher

Mr. Timmes

Science

Ms. Forte

2018 - 2019 LES School Calendar

Tuesday	September 4	First day of School
Monday - Tues	September 10-11	Rosh Hashanah – School Closed
Wednesday	September 19	Yom Kippur – School Closed
Wednesday	September 26	Early Dismissal 2:15 PM
Thursday	September 27	Curriculum Night: (E.S.@117 3-5) 6pm – 7:30pm
Monday	October 8	Columbus Day – School Closed
Wednesday	October 10	Early Dismissal 2:15 PM
Wednesday	October 24	Early Dismissal 2:15 PM
Tuesday	November 6	Election Day (Scholars are not in Attendance) Professional Staff Development Day
Monday	November 5	Parent Teacher Conference: LES 4:30 pm-6:30 pm
Tuesday	November 6	Parent Teacher Conference: LES 2:00 pm-4:15 pm
Wed	November 7	Parent Teacher Conference: Upper ES
Wednesday	November 7	Half Day 2:15 Dismissal
Thurs	November 8	Parent Teacher Conference: Upper ES
Monday	November 12	Veteran’s Day (Observed) – School Closed
Wednesday	November 21	Half Day 12:15 Dismissal
Thurs - Fri	Nov 22 - 23	Thanksgiving Recess
Monday	November 26	School Reopens
Wednesday	December 5	Early Dismissal 2:15 PM
Wednesday	December 19	Early Dismissal 2:15 PM
Mon- Tuesday	Dec 24 - Jan 1	Holiday Recess – School Closed
Wednesday	January 2	School Reopens
Wednesday	January 9	Early Dismissal 2:15 PM
Monday	January 21	Dr. Martin Luther King, Jr. Day – School Closed
Wednesday	January 23	Early Dismissal 2:15 PM
Monday	February 4	Parent Teacher Conference: LES 4:30 pm-6:30 pm
Tuesday	February 5	Parent Teacher Conference: LES 4:30 pm-6:30 pm
Wed	February 6	Parent Teacher Conference: Upper ES
Thurs	February 7	Parent Teacher Conference: Upper ES
Wednesday	February 6	Early Dismissal 2:15 PM
Mon - Friday	Feb 18 - 22	Winter Break – School Closed
Monday	February 25	School Reopens
Wednesday	March 6	Early Dismissal 2:15 PM
Wednesday	March 20	Early Dismissal 2:15 PM

Tue – Thur	April 2 – 4	Grades 3-8 NYS ELA Test
Wednesday	April 17	Early Dismissal 2:15 PM
Thursday- Friday	April 18 – 26	Spring Break – School Closed
Monday	April 29	School Reopens
Wed – Fri	May 2 – 4	Grades 3-8 NYS Math Test
Monday	May 6	Parent Teacher Conference: LES 4:30 pm-6:30 pm
Tuesday	May 7	Parent Teacher Conference: LES 4:30 pm-6:30 pm
Wed	May 8	Parent Teacher Conference: Upper ES
Thurs	May 9	Parent Teacher Conference: Upper ES
Wednesday	May 15	Early Dismissal 2: 15 PM
Wed – Mon	May 22 – June 3	Grades 4 & 8 NYS Science Test
Fri - Mon	May 24 -27	Memorial Day – School Closed
Wednesday	May 29	Early Dismissal 2:15 PM
Wednesday	June 12	Early Dismissal 2:15 PM
Monday	June 24	Kindergarten Graduation
Wednesday	June 26	Last Day of School (1/2 Day) 12:15 PM

Total school days that scholars are in session 182 days

Please Note: Any day that the Hempstead School District closes schools, we will be closed.

SNOW DAYS
 May -25th 1st Snow Day (Otherwise Closed)
 March -29th 2nd Snow Day (Otherwise Closed)

Last update: 7/9/2018

Special School Calendar Dates to Remember

Marking Periods for Grades

First Marking Period: November 2, 2018
Second Marking Period: February 1, 2019
Third Marking Period: May 3, 2019
Final Marking Period: June 21, 2019

Progress Report Distribution Dates

October 12, 2018
December 21, 2018
March 29, 2019

Report Card Distribution Dates

Monday, November 5th - Tuesday, November 6th, 2018
Monday, February 4th - Tuesday, February 5th, 2019
Monday, May 6th - Tuesday, May 7th, 2019

Assessment Calendar

Month	Day	Event
September		
ES (K-5)	12 th – 21 th	STAR & F&P BOY Diagnostic Assessment
ES (K-5)	Ongoing	NYSITELL
ES (K-5)	24 th – 28 th	Las Links (ENL only)
October		
ES (3-5)	24 th – 25 th	ELA IA #1
ES (3-5)	31 st -1 st	MATH IA# 1
November		
ES (K-5)	7 th – 21 ST	STAR & F&P BOY Progress Monitoring
December		
ES	3 RD – 7 TH	Las Links (ENL only)
January		
ES (3-5)	7 th – 18 th	STAR & F&P MOY Diagnostic Assessment (Winter)
ES (3-5)	16 th – 17 th	ELA IA # 2
ES (3-5)	23 rd – 24 th	MATH IA # 2
ES (K-2)	23 rd – 5 th	STAR & F&P MOY Diagnostic Assessment (Winter)
February		
March		
ES (3-5)	6 th – 7 th	ELA IA #3
ES (3-5)	13 th – 14 th	MATH IA # 3
April		
ES (3-5)	2 ND – 4 th	NYS ELA Assessment
ES	Apr 8 th – May 17 th	NYSESLAT (Speaking)
May		
ES (3-5)	1 ST – 3 RD	NYS MATH Assessment
ES (K-5)	10 TH – 23 RD	STAR & F&P EOY Diagnostic Assessment (Spring)
ES	Apr 8 th – May 17 th	NYSESLAT (Speaking, Listening, Reading, Writing)
ES (4 th)	23 rd – 3 rd	NYS Science Exam (Stations & Written)
June		
ES (4 th)	23 rd – 3 rd	NYS Science Exam (Stations & Written)
ES	3 th – 7 th	Las Links (ESL only)

Please note these dates are subject change at the schools' discretion

The dates and assessments do not represent a comprehensive list of all assessments as they do not include unit assessments, quizzes and other tests. Teachers will provide those as curriculum instruction progresses

Please note scholars cannot opt out of localized assessments as they will reflect in the scholar's grades.



Our Mission

The Academy Charter School (“The Academy”) will offer an exceptional interdisciplinary curriculum in a technology rich environment that challenges scholars to explore connection across subjects and use experiential learning to bridge the gaps between theory and practice. In addition to core subjects, our scholars will benefit from high expectations in health and the arts. Our focus on character development and community service will cultivate a scholar body poised to be active, engaged and responsible members of the community. We will employ a committed staff, whose teaching and high academic and behavioral expectations will promote the excellence we know our community’s children can achieve. Our scholars will graduate from The Academy with the content mastery and life skills needed to move into the top five percent of their middle and high school classes. Teachers will be facilitating engaging activities that drive success for scholars at every skill level. Technology and the arts will be tools that are used across the curriculum.

Our Vision

Create world-class competitive scholars who will LEARN today, LEAD tomorrow, and SERVE in the future.

The principal ensures that every staff member in the school is committed to The Academy's mission. He facilitates the development of the talents of all staff and scholars.

Our staff consists of dedicated and passionate professionals who model the intellectual prowess, core virtues and civic mindedness that we expect our scholars to emulate. As teachers, they are committed to improving their own practice, and are expected and encouraged to pursue professional development opportunities outside of the pre-service and ongoing professional development offered to them. Our scholars are the gems of the Hempstead Community. They respect themselves and others. They have the knowledge base, value base, and peer support to make sound decisions. They have the skills to create informed opinions and are able to support them.

They have creativity and resourcefulness to suggest and implement solutions. Civic engagement is a part of their consciousness from the primary grades. Our facility provides a safe environment where teaching and learning will flourish. Our classrooms and hallways are filled with authentic scholar work. Our classrooms are interactive and designed to stimulate children’s natural curiosity, with teachers facilitating engaging activities that drive success for scholars at every skill level. Technology and the arts will be tools that are used across the curriculum.



Our Philosophy

The fundamental belief at The Academy Charter School is that ALL CHILDREN CAN LEARN. All children have the right to attend schools in which they can progress and learn. They are given the opportunity to learn equally rigorous content as those of the highest performing schools in our state. We hold our school accountable to the same standards as those of the highest performing schools in our state.

The Academy Charter School encourages teachers to engage in “Performance- based” instruction, so that our scholars learn both the basics and the higher-level skills they will need after graduation. Performance-based classes are more difficult to design and teach than the lecture approach, but they help children become more excited about learning which allows them to learn better. Children learn by doing. Scholars are required to prove, through their projects and presentations, that they have mastered knowledge and skills in language arts, social studies, mathematics, and science.

School-Wide Behavioral Expectations

At the Academy Charter School, we believe in mutual respect, compassion for others and self-discipline. The following universal rules have been adopted to maintain an environment where scholars can develop academically and socially.

The road to typifying the ideals of a world class scholar as laid out in our mission starts by living up to ideals that set the stage for world class success:

Scholars that **Learn**:

Display Enthusiasm
Display Resilience

Scholars that **Lead**:

Take the Initiative
Display Integrity

Scholars that **Serve**:

Display Global Citizenship
Display Ingenuity

The ideals that every learner should embrace:

The Learners Philosophy

1. We Believe Thinking requires effort
2. We Believe A thoughtful approach solves problems
3. We Believe Everyone deserves respect
4. We Believe Manners matters
5. We Believe The responsibility to learn is ours
6. We Believe Excellence is attainable
7. We Believe We are a team and we leave no one behind
8. We Believe Our words have power
9. We Believe Learning is exciting and empowering
10. We Believe Effective communication is key to understanding
11. We Believe Mistakes happen, and we learn from them
12. We Believe Hard-work makes a difference

Our Class Expectations:

1. Raise your hand
2. Use good manners
3. Keep hands and feet to yourself
4. Be respectful, responsible and safe
5. Be honest and helpful
6. Take turns and share everything
7. Follow directions the first time
8. Clean up after yourself
9. You are free to choose but you are not free from the consequences of your choice

S.T.A.R Pledge

To reinforce good character and behavior, Academy Scholars will begin each day by reciting the S.T.A.R. pledge.

As an Academy S.T.A.R., I pledge to be here every day on time. I will keep myself and others safe. I will strive to have a positive attitude. I will always try to do and be my best. I will respect myself and others. I will accept responsibility for my actions. Today, I will learn. Tomorrow, I will lead and serve.

Character Education Program

The Academy has identified a sequence of monthly character traits that will be explored and discussed in each classroom. Teachers and scholars examine the meaning of each character trait and discuss ways to live up to the standards of each trait. Traits include recognizing and managing our emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically.

School-Wide Behavioral Expectations

Cafeteria

- Clean up after yourself.
- Walk in the cafeteria;
- Keep your hands, feet and other personal objects to yourself.
- Level 1 voice at your lunch table.
- Eat properly and use good manners.
- Do not share food with others.
- Stay seated at your assigned table.
- Wait quietly on the lunch line.

Bathrooms

- Respect yourself and others by not looking under bathroom stalls.
- Wait outside quietly if there are more than three people in the bathroom.
- Use the bathroom quickly and quietly; flush the toilet when you are done.
- Wash your hands before you leave the bathroom.
- Keep the bathroom clean by throwing away towels in the garbage can, turning off the water faucet and not spraying water when you are washing your hands.
- Tell a custodian when there is a mess or if equipment is broken.
- During academic times, travel to the bathroom with a pass.

Outside

- Do not leave the premises without permission (arrival, recess or dismissal times).
- Remain within your assigned area.
- Line up quickly and quietly

Scholar Attendance (Grades K-2)

Student Attendance Policies

Absence and Tardiness

- Regular, punctual school and class attendance is essential to a student's educational success.
- Excused absences include: personal illness, appointment with a health professional that could not be scheduled after school, observance of a religious holiday, a family emergency, or a planned absence for a personal or educational purpose that has been approved in advance by the school.
- Upon returning to school after an absence, a student is required to provide a note signed by a parent or guardian that explains the reason for the absence. A doctor's note is requested when the reason for absence included an appointment. Without a note, the absence is marked as "**UNEXCUSED**".
- Students who arrive after school begins must sign in at the late desk at the front doorway or report to the office for a late arrival slip before going to first class.

Consequences for Attendance Difficulties

Typically, a phone call is made home by front office staff each time a student is absent.

Front office staff will check attendance logs every week, and will notify guidance counselor and the Dean of Students of full day absence totals approaching two days. Teachers must track class absences and check the rate of class absences against the full day absences for any child regularly. There are times when students are absent more frequently from a class than they are from full days of school. Penalties of denial of credit will occur based upon attendance to a specific.

At three (3) unexcused absences, and/or five (5) tardies:

- *Call home to discuss the circumstances and to schedule a meeting.*
- *A meeting will be held with a parent and guidance counselor to discuss the situation and plan for improvement.*
- *A contract will be drafted and signed by all involved parties to commit to improved attendance/punctuality.*

Student Attendance, Processes to Address Excessive Absences/Tardies

The following process will be followed: the person responsible for recording attendance records will generate a report on a weekly basis. A student who reaches 3 absences and/or 5 tardies will be flagged as a possible attendance problem and the first intervention will be implemented. The guidance counselor will contact the parent of absent/tardy student(s) on a daily basis.

A letter is sent to the parent/guardian of any student who has 3 absences and/or 5 tardies or more. The second intervention is to be implemented when a student fails to maintain a 95% attendance rate. After being flagged, the building team will monitor the student's attendance and appropriate interventions will be put in place.

- *First Intervention:* Parents will be contacted on the first day by telephone by, any combination of, guidance counselor, and dean.
- *Second Intervention:* A letter is sent to the parent/guardian requesting more information about the student absences. The letter will encourage the parent/guardian to promote regular school attendance and to monitor future absences. A parent fact sheet about the school attendance policy and a copy of the

student's attendance record will be included in the mailing. Acknowledgement of receipt of the letter is expected by phone or written note to the Dean of Students. If no reply is received, the Dean of Students will make a follow-up contact by phone or home visit. As part of this intervention, the Dean of Students will meet with the student and parent/guardian to review the student's attendance, discuss the attendance policy and encourage regular school attendance and sign an attendance contract.

- *Third Intervention:* When the attendance patterns do not show improvement and the school leader decides that further intervention is necessary, the Guidance Counselor will send a letter requesting an attendance conference with the parent/guardian. The purpose of the conference is to determine a course of action that will improve the student's attendance. A copy of the student's attendance record will be included with the letter. In the conference, the committee may outline future actions that will be taken if the student attendance continues to deteriorate. This may include actions such as referral to counseling or the school leader. At this time, a medical note from a health care provider will be required for all future absences.
- *Fourth Intervention:* When a family has received three interventions, and the student has accumulated at least 10 days of consecutive absences and/or 25 tardies, the school administrator will pursue formal sanctions such as referral to Child Protective Services for educational neglect.

Taking Attendance

Scholar attendance must be taken within the first 15 minutes of the school day.

Absences

Scholars can only be successful if they are present and prepared for school every day. Parents should be encouraged to call the office of the School Guidance Counselor if a child will be absent or tardy. The number of absences to date will be included in each report card. Parents will receive an automated call to inform them of their scholars' absence.

Excessive Absences

If a scholar has an excused absence (i.e., medical) that a parent/guardian is aware of in advance, the Academy requests that the scholar's classroom teacher is informed. Acceptable documentation includes a doctor's note for medical reasons.

Attendance Incentives

The Academy will provide incentives to encourage perfect attendance and punctuality. Incentives will include the following: recognition at the Academy monthly assemblies, certificates, and/or invitations to special events and trips.

Arriving Late

The instructional day begins at 8:15 a.m. and all scholars are required to arrive by this time. Scholars participating in the breakfast program should arrive by 7:30 a.m. Scholars must arrive between 7:30 a.m. and 8:14 a.m. Scholars who arrive after 8:15 a.m. will be marked late. **A parent/guardian must accompany a scholar to the security desk to sign the child in.** In cases when a school bus arrives late, those scholars arriving on that bus are not considered tardy.

Late Arrival Protocol

System	When	Procedure
Late Arrivals	8:16-8:29	<ul style="list-style-type: none"> ✓ A parent or guardian must sign the scholar in with security. Scholars will be given a late pass. ✓ The Guidance Counselor will change all absences to tardy in the attendance system by 9:30 a.m.
Excessive Tardy	8:30-9:30	<ul style="list-style-type: none"> ✓ Scholars must meet with the Guidance Counselor to contact parents before going to class. ✓ The main office will change all absences to tardy in PowerSchool by 9:30 a.m.

Picking up Children Late

The school day for scholars in grades K-2 ends at 4:15 p.m. and children must be picked up promptly by 4:15 p.m. Scholars enrolled in the afterschool program, which ends at 5:15 p.m., must be picked up by 5:30 p.m. Early Wednesday dismissal ends at 2:15 p.m. Scholars must be picked up by 2:30 p.m.

Picking up Children Before the End of the School Day

Picking up Children Early

In the event that a child must be picked up early, please notify the school in advance (via a telephone call, ClassDojo message or written notice). The time allotted for early pick up ends 30 minutes prior to the end of the scheduled school day. For instance, if the date is a regular school day the latest a scholar can be picked up is at 3:30 p.m. Scholars who are consistently picked up early lose valuable instructional time, therefore we encourage parents to limit this practice. If students has excessive amount of early pick-up it is mandatory for them to stay after-school per Dean request to make up for loss instruction.

Early Pick-Ups

Any scholar leaving the elementary school building earlier than regular dismissal times will have to be signed out by a parent, guardian or approved person from pick up last at the security desk.

No scholar will be allowed to leave the building unsupervised during instructional hours.

Please note that, under no circumstance, will a parent or guardian be allowed to enter the building unattended or without an appointment. Parent or guardian must always be escorted by a staff member to the appointed room or meeting.

Should parents ask for scholar homework when picking up scholars early, please direct them to the homework sheets posted at the beginning of the week.

Consequences for Attendance Difficulties

The Guidance Counselor will check attendance logs daily, and will notify the principal of attendance patterns. There are times when scholars are absent more frequently from a class than they are from full days of school.

Scholar Attendance (Grades 3-5)

Absence and Tardiness

- Regular, punctual school and class attendance is essential to a student's educational success. Unless a student is excused, attendance is required every day.
- Excused absences include: personal illness, appointment with a health professional that could not be scheduled after school, observance of a religious holiday, a family emergency, or a planned absence for a personal or educational purpose that has been approved in advance by the school.
- Upon returning to school after an absence, a student is required to provide a note signed by a parent or guardian that explains the reason for the absence. A doctor's note is requested when the reason for absence included an appointment. Without a note, the absence is marked as "**UNEXCUSED**".
- Students who arrive after school begins must sign in at the late desk at the front doorway or report to the office for a late arrival slip before going to first class.
- Students who are tardy to classes during the school day shall report directly to the class. Teachers will assign a penalty of time to be served by the student at an assigned time, unless the student presents a legitimate pass signed by a staff member. Students would be expected to stay with the teacher for whom they were late, unless another arrangement is worked out by the teacher.

Consequences for Attendance Difficulties

Students will be assigned one Detention for each day late to school and for each unexcused absence. Typically a phone call is made home by front office staff each time a student is absent.

Front office staff will check attendance logs every week, and will notify guidance counselor and the Dean of Students of full day absence totals approaching two days. Teachers must track class absences and check the rate of class absences against the full day absences for any child regularly. There are times when students are absent more frequently from a class than they are from full days of school. Penalties of denial of credit will occur based upon attendance to a specific.

At two (2) unexcused absences and/or two (2) tardies:

- *Call home to discuss problem and to schedule a meeting.*
- *A meeting will be held with a parent, Dean of Students and guidance counselor to discuss the situation and plan for improvement.*
- *A contract will be drafted and signed by all involved parties to commit to improved attendance/punctuality.*
- *Extended Detention will be assigned, during which the student will reflect on his or her behavior and complete any missed work.*

At five (5) unexcused absences, and/or five (5) tardies:

- *Guidance Counselor will call home to schedule another meeting.*
- *A parent conference will be held with the House leader, and Dean to discuss the violation of the contract and the possibility of denial of credit in courses.*
- *A schedule for detention and/or Saturday School will be set, and the contract will be updated.*

If a student reaches ten (10) single period absences for a class:

- *A meeting will be held with the student, family, teacher(s), and administration to discuss methods of credit recovery (i.e., summer school)*

Student Attendance, Processes to Address Excessive Absences/Tardies

The following process will be followed: the person responsible for recording attendance records will generate a report on a weekly basis. A student who reaches 2 absences and/or 2 tardies will be flagged as a possible attendance problem and the first intervention will be implemented. The guidance counselor or dean will contact the parent of absent/tardy student(s) on a daily basis.

A letter is sent to the parent/guardian of any student who has 2 absences and/or 2 tardies or more. The second intervention is to be implemented when a student fails to maintain a 95% attendance rate. After being flagged, the building team will monitor the student's attendance and appropriate interventions will be put in place.

- *First Intervention:* Parents will be contacted on the first day by telephone by, any combination of, guidance counselor, and dean.
- *Second Intervention:* A letter is sent to the parent/guardian requesting more information about the student absences. The letter will encourage the parent/guardian to promote regular school attendance and to monitor future absences. A parent fact sheet about the school attendance policy and a copy of the student's attendance record will be included in the mailing. Acknowledgement of receipt of the letter is expected by phone or written note to the Dean of Students. If no reply is received, the Dean of Students will make a follow-up contact by phone or home visit. As part of this intervention, the Dean of Students will meet with the student and parent/guardian to review the student's attendance, discuss the attendance policy and encourage regular school attendance and sign an attendance contract.
- *Third Intervention:* When the attendance patterns do not show improvement and the school leader decides that further intervention is necessary, the Dean of Students will send a letter requesting a conference with the parent/guardian. The purpose of the conference is to determine a course of action that will improve the student's attendance. A copy of the student's attendance record will be included with the letter. In the conference, the committee may outline future actions that will be taken if the student attendance continues to deteriorate. This may include actions such as referral to counseling or the school leader. At this time, a medical note from a health care provider will be required for all future absences.
- *Fourth Intervention:* When a family has received three interventions, and the student has accumulated at least 15 days of unexcused absences and/or 25 tardies, the school administrator will pursue formal sanctions such as referral to Child Protective Services for parental neglect.

Taking Attendance

Scholar attendance must be taken within the first 15 minutes of the school day.

Absences

Scholars can only be successful if they are present and prepared for school every day. Parents should be encouraged to call the office of the School Psychologist if a child will be absent or tardy. The number of absences to date will be included in each report card. Parents will receive an automated call to inform them of their scholars' absence.

Excessive Absences

If a scholar has an excused absence (i.e., medical) that a parent/guardian is aware of in advance, the Academy requests that the scholar's classroom teacher is informed. Acceptable documentation includes a doctor's note for medical reasons.

Attendance Incentives

The Academy will provide incentives to encourage perfect attendance and punctuality. Incentives will include the following: recognition at the Academy monthly assemblies, certificates, and/or invitations to special events and trips.

Arrival time, procedures and supervision

Scholar's arrival time is between 7:30am and 8:00am. Scholars who participate in the breakfast program should arrive by 7:30am. Scholars arriving after 8:00am will be marked late and will be required to sign in at the security desk to receive a pass to enter their classroom. No scholar will be admitted to class after the designated time without a late pass.

Upper Elementary School Arrival and Dismissal Procedures

Scholar Arrival Procedure		
Routine	Time	Procedure
Arrival	7:30	<ul style="list-style-type: none">✓ Scholars enter the building and are greeted with a handshake by the Dean.✓ Upon entering the building, scholars will directly report to the cafeteria for breakfast. If breakfast was provided at home, they will directly report to the gymnasium.✓ ALL scholars must report to the gymnasium when breakfast has ended.✓ ALL scholars must sit with their classes, sitting "criss-cross apple sauce" with their book bag on their lap and independent reading books in hand.
Transition to Classrooms	7:50-8:00	<ul style="list-style-type: none">✓ All scholars will transition directly into the classroom with their teachers.✓ Voice Level zero✓ In the classroom all scholars will unpack.✓ Teachers will allow scholars with top lockers to place their belongings into their lockers first while scholars with bottom lockers will complete the morning work.✓ Once scholars with top lockers are finished, bottom lockers will follow the above procedure.✓ Teachers will stand at their classroom door to monitor scholars at lockers.✓ Once locker procedure is completed, ALL scholars must return to class for instruction.

Dismissal time, procedures and supervision

Dismissal time is at 4:00pm for a regular school day. An early Wednesday dismissal is at 2:00pm. Scholars enrolled in the after school program will be dismissed at 5:15pm. All scholars must be picked up within 15 minutes of the set dismissal times. That means, for regular dismissal at 4:00pm, scholars should be picked up by 4:15pm; for early Wednesday dismissal at 2:00pm, scholars should be picked up by 2:15pm and for after school programs dismissed at 5:15pm, scholars should be picked up by 5:30pm.

Scholar Dismissal Procedure		
Routine	Time	Procedure
Bus Pick-Up	3:40-3:50	<ul style="list-style-type: none"> ✓ Bussers will be picked up from their class by a staff member and will go to their designated area.
Transition to Lockers	3:40-3:50	<ul style="list-style-type: none"> ✓ All scholars will transition to their lockers to collect their belongings and then transition to the gymnasium.
Transition to Gym	3:50-4:00	<p style="text-align: center;"><u>Dismissal Routine</u></p> <ul style="list-style-type: none"> ✓ Teachers will escort their classes down to the gym. ✓ All classes will transition to their assigned seating area. ✓ Once all classes have transitioned into the gym, all other staff members must come down to the gym and support with dismissal. ✓ Teachers will dismiss walkers at 4:00 p.m. Walkers will proceed to exit through the Jackson St. exit door. ✓ Staff members will stand at their assigned post to monitor dismissal.
Transition to After School (Mon-Thurs)	4:15 p.m.	<ul style="list-style-type: none"> ✓ Grades 3-5 after-school teachers will line up their classes and transition them to classrooms.

Classroom Dismissal Procedure

Scholars must leave the classroom in an orderly manner and must be escorted by their teacher or instructional aid to the designated dismissal area where they will stay with said scholars until 4:15pm at which point building security staff will take over supervision.

Picking up Children Late

The school day for scholars in grades 3-5 ends at 4:00 p.m. and children must be picked up promptly by 4:15 p.m. Scholars enrolled in the afterschool program, which ends at 5:15 p.m., must be picked up by 5:30 p.m. Early Wednesday dismissal ends at 2:00 p.m. Scholars must be picked up by 2:15 p.m.

Picking up Children Before the End of the School Day

Picking up Children Early

In the event that a child must be picked up early, please notify the school in advance (via a telephone call, ClassDojo message or written notice). The time allotted for early pick up ends 30 minutes prior to the end of the scheduled school day. For instance, if the date is a regular school day the latest a scholar can be picked up is at 3:30 p.m. Scholars who are consistently picked up early lose valuable instructional time, therefore we encourage parents to limit this practice. If students has excessive amount of early pick-up it is mandatory for them to stay after-school per Dean request to make up for loss instruction.

Early Pick-Ups

Any scholar leaving the elementary school building earlier than regular dismissal times will have to be signed out by a parent, guardian or approved person from pick up last at the security desk. **No scholar will be allowed to leave the building unsupervised during instructional hours.**

Please note that, under no circumstance, will a parent or guardian be allowed to enter the building unattended or without an appointment. Parent or guardian must always be escorted by a staff member to the appointed room or meeting.

Should parents ask for scholar homework when picking up scholars early, please direct them to the homework sheets posted at the beginning of the week.

Consequences for Attendance Difficulties

School Psychologist will check attendance logs daily, and will notify the principal of attendance patterns. There are times when scholars are absent more frequently from a class than they are from full days of school.

Elementary School (K-5) Curriculum Overview

The foundation for the Academy Charter School curriculum is based on the New York State *Next Generation* Standards in English Language Arts and Mathematics integrated with Social Studies, Science and Technology. Through differentiated instruction, our curriculum is molded to meet the needs of all learners. Classroom teachers incorporate into their lesson planning the diversity of learning styles and abilities that exist in all classrooms, working closely with students who need assistance while at the same time providing other students with enrichment opportunities.

English Language Arts

Students in grades K-5 receive instruction using the Balanced Literacy Model. Our approach to Balanced Literacy enables students to learn comprehension strategies in a variety of settings using multiple levels of texts and authentic literature. It is a 5-stage process focused on whole group explicit instruction, guided practice, application, reflection, and ongoing assessment.

Balanced Literacy incorporates all reading approaches with the understanding that students need to employ multiple strategies to become proficient readers. It provides and develops the skills of reading, writing, and thinking, speaking and listening for all students. Our balanced literacy approach includes:

- Modeled Reading (Reading Aloud) and Modeled Writing
- Shared Reading and Shared Writing

- Guided Reading and Guided Writing
- Independent Reading and Independent Writing
- Vocabulary development

In addition to the use of authentic literature, the balance literacy model will also be supported with the use of *Pearson, ReadyGen* curriculum resources from *Engage NY, Scholastics Inc., Teachers College Writing* and *Rally Education*. Our research based comprehensive literacy curriculum model is fully aligned with State *Next Generation* English Language Arts Standards. Professional development and support will be provided to all teachers to ensure that high quality, rigorous instruction is evident in all classrooms.

Mathematics

At the Academy, the goal is to develop students who are literate and fluent in mathematics. Throughout all grades there is an intense focus on the development of critical thinking and problem-solving strategies. The curriculum is comprised of content and skills taken from the ***enVision Math 2.0, Eureka***, and *Engage NY*. We incorporate various computer software –based programs to facilitate acquisition of math skills and use manipulatives to provide students with a hands-on approach to learning. In addition, students participate in small group learning activities to communicate mathematical ideas, present solutions, and explain their reasoning.

enVisionmath2.0 is a comprehensive mathematics curriculum that provides the focus, coherence, and rigor required by the CCSSM. ***enVisionmath2.0*** offers a balanced instructional model with an emphasis on conceptual understanding, fluency, and application through rigorous problem solving. Pearson realize online learning management system offers the flexibility and data teachers need to customize content and monitor student progress so that all students demonstrate proficiency in the New York State *Next Generation* Mathematics Standards.

The new ***enVisionmath2.0*** is organized to promote Focus, Coherence, and Rigor.

- Focus on Common Core Clusters
- Develop Coherence across and within grades
- Conceptual Understanding lays the foundation for Rigor

Problem-based learning and visual learning personalize learning of rigorous mathematics! The new ***enVisionmath2.0*** program engages learners with: x Interactive learning aids and video tutorials x Personalized practice and immediate feedback x Built-in RtI activities in multiple modalities

The new ***enVisionmath2.0*** program lets you customize content, auto-assign differentiation, and use assessment data quickly and easily to adjust instruction for your learners.

enVisionmath2.0 is the next evolution of a proven program that supports the latest interpretation of the CCSSM and the Next Generation assessment objectives.

Eureka Math

The *Eureka Math* program published by Great Minds, is closely aligned to *the Engage NY* math modules.

Science

The program follows the New York State *Next Generation* of Science Standards. Students receive science instruction for 135 minutes per week. In addition to completing competencies in Earth, Physical, and Life Science units, students will complete science projects and participate in a science expo. The Academy Charter School houses a Science lab to support this inquiry based, hands on learning. The McGraw-Hill, *Inspire Science* and *Delta Science* kits make up the curriculum.

Social Studies

The Social Studies curriculum is implemented using the *New York State Social Studies Framework*. Students receive Social Studies instruction for 135 minutes per weeks. Teachers use an interdisciplinary approach to teach and reinforce social studies content taken from the Pearson, *My World Social Studies* curriculum supplemented by materials taken from various sources including *Scholastic Inc.* magazines and *Myon*. The social studies block provides an additional opportunity for students to apply the skills and strategies they acquired in literacy including reading, speaking and writing.

Physical Education

Physical and Health Education are required for all students. Instruction is aligned to the New York State Standards. Students gain knowledge and skills to participate in a variety of healthy activities; understand and appreciate the benefits of maintaining a healthy lifestyle; understand how to evaluate and access resources in their community to pursue a healthy and active life and participate in a variety of competitive sports.

Technology

Technology is a fundamental tool that is available in all classrooms in support of our school mission to provide every student with the finest education. The school teaches a robust STEM program using the *Project Lead The Way* curriculum. Students can use technology to reinforce instruction, conduct research, create presentations, etc. both in the classroom and in the media center.

Specials

Classes including visual art, music, and drama are offered 2-3 periods week. Teachers follow the *New York City Blueprint s for the Arts* to guide instruction.

Foundation (K-2) Literacy

Foundation skills (Stand Alone) taught in grades K-2 for 45 minutes daily. The teaching foundational reading skill correlated with the New York State Next Generation English Language art Learning standards will effectively prepare students in grades K-2 with the skills they need to become successful readers in later grades. These skills include the alphabet, the concept of print, phonological awareness, phonics, high-frequency words, and fluency. The *Wilson Foundations* is the primary curriculum used.

Readers Theater Overview (Grade K-2)

Reading and acting it's also an important part of becoming a strong reader. Engagement is a critical piece of building reading and comprehension skills and plays an important part in reading motivation as well.

Students can benefit greatly from having opportunities to read a text many times because this helps them develop fluency, vocabulary, and comprehension. One way to reread a text while keeping it interesting for students is through Readers' Theater. In a Readers' Theater activity, students read stories that have been scripted like a play, and they act out the story together. Students may practice their parts several times before acting the story out in front of the class, which gets them thinking about their characters and the plot in a focused way. Rather than using elaborate props, costumes, or scenery, students can be encouraged to use vocal, facial, and physical expression to engage with the script and their character.

As students continue their repeated readings of the script, they are improving their reading skills and comprehension. They also will have the opportunity to practice speaking skills, such as pronunciation, inflection, expression, and varied volume. Since the activity is meant to practice reading, students don't need to memorize their lines, which keeps the spotlight on the reading practice, not the performance.

Reader's Theater offers students an opportunity to completely immerse themselves in a story, and it gives students the chance to think about how engaged readers interact with print, such as by seeing pictures in their heads — very similar to watching a movie or play. Teachers can help students make this connection by explaining how they can visualize the plot in their heads while they read and as they practice bringing stories to life.

Reader's Theater has something for all students, regardless of their language level. Beginning English speakers can have a small role with one or two short sentences, or if the student is at the "silent period," he or she can be assigned a non-speaking role such as an animal character. The more advanced a student's speaking skills are, the more the student can focus on improving expression and clarity in their role.

What Is Readers Theater?

By [Linda Cornwell](#)

Readers Theater is an integrated approach for involving students in reading, writing, listening, and speaking activities. It involves children in....

- sharing literature,
- reading aloud,
- writing scripts,
- performing with a purpose, and
- working collaboratively.

Readers Theater is readers reading a script adapted from literature, and the audience picturing the action from hearing the script being read aloud. It requires no sets, costumes, props, or memorized lines. Instead of acting out literature as in a play, the performer's goal is to read a script aloud effectively, enabling the audience to visualize the action. Performers bring the text alive by using voice, facial expressions, and some gestures

Benefits of Using Readers Theater in the Classroom or Library?

Readers Theater helps to....

- develop fluency through repeated exposure to text.
- increase comprehension.
- integrate reading, writing, speaking, listening in an authentic context.
- engage students.
- increase reading motivation.
- create confidence and improve the self-image of students.
- provide a real purpose for reading.
- provide opportunities for cooperative learning.

Tips for Implementing Readers Theater

- Model expressive reading often.
- Introduce Readers Theater using pre-prepared scripts. Students need to grasp the concept of Readers Theater and become familiar with the format of a script before writing their own.
- Teach the basic steps of performance: how to use highlighters to mark the parts, how to interpret the part and read expressively, how to hold the script, and when to assume various stage positions.
- Give the students lots of time to prepare. Emphasize practice. Readers should practice their roles in different ways: individually and in small groups, privately and in front of others.
- Keep a copy of the marked script at school and send one home for parents to read and practice with their children.
- Rehearse with the readers, providing needed direction and support regarding their interpretation, pacing, expression, volume, positions, and motions.
- Begin with short presentations.
- Perform for an audience as often as possible.
- Use props sparingly.

Selecting Text for a Readers Theater Script

Readers Theater may be performed with many kinds of literature: picture books, short stories, parts of novels, poetry, folk tales, works of non-fiction, newspaper or magazine articles. Not all literature, however, makes a good Readers Theater script. Look for literature that

- is interesting or has compelling content.
- has a strong story line, interesting characters, conflict, plot action, humor.
- uses dialogue.
- is not filled with descriptive passages.
- flows at a steady pace.

Tips for Creating a Readers Theater Script

It is not necessary to use a piece of literature in its entirety. Excerpts can be used very effectively. Be sure to keep in mind the reading level of the readers in selecting a piece of text. Choose text that is within the reach of your readers and that they can read aloud successfully, given repeated practice.

Start with picture books. Model how to create a script and create several scripts as a class before asking the students to create their own scripts in small, cooperative groups. Once you have selected the piece of text you wish to adapt to script form, show the students how to ...

- determine what portions of the text to leave in to be true to the story line, characters, or topic and which portions can be deleted.
- delete the less critical passages: descriptions, transitions, etc.
- rewrite or modify those passages that need to be included but require adaptation.
- keep speeches and narrative passages short.
- divide the parts for the readers.

Characteristics of an Effective Readers Theater Reader

An effective reader....

- Reads with expression, proper emphasis, and clear enunciation, using his/her voice effectively to convey meaning.
- Projects to the audience.
- Is familiar with the part and is able to read it with fluency.
- Paces himself/herself effectively.
- Uses props, when employed, effectively (the script is a prop).
- Demonstrates poise and self-confidence.

Spoken Word Curriculum Overview – (Grades 3-5)

The program is rich in cultural responsiveness, diversity and inclusiveness, literacy and engaging history content. Self-Design produces historically and socially aware self-expressionists through a lens of civic duty.

Self-Design is rigorous in the composition and interpreting of poems citing textual evidence. Structured dialogue is encouraged. Scholars are given the tools of figurative language to compose high quality poetry. The curriculum is innovative in approach utilizing multi-media to further engage scholars in the content. They discover a creative medium to unpack and process life by composing poems throughout the curriculum.

The diversity of human experience explored in Self-Design expands the world-views and socio-political perspectives of scholars. The multi-disciplinarian nature of the curriculum culminates in performances of self-penned poetry. Reading, writing, critical thinking, memorization, discourse and public speaking are skills developed by this spoken word curriculum.

Scholars learn of expectations by rubrics being taught that score performances and the proper etiquette of audience members and peer judges. At differentiated paces, scholars evolve from reading their poetry in front of their classmates to performing their pieces. Scholars will also be

equipped with the language to critique the poetry and performances of professional poets and spoken word artists.

These are the streams of learning contained in the units and lessons of Self-Design:

Norms

1. Respect the mic
2. Safe space
3. Express yourself
4. Feedback: glows and grows

Figurative Language Tools

1. Simile
2. Metaphor
3. Personification
4. Alliteration
5. Onomatopoeia
6. Hyperbole
7. Oxymoron

Styles

1. Free Verse
2. Rhyme and Rhythm
3. ABC
4. Alphabet
5. Abstract
6. Concrete
7. Haiku
8. Limerick
9. Acrostic
10. Song
11. Rap
12. Slam

Forms

1. African Proverbs
2. Sufi
3. Moorish ballads
4. English Renaissance
5. African American slave poetry
6. Negro Spirituals
7. Blues
8. Native American
9. Heritage

Interpretation

1. Rhyme scheme
2. Definition of Words

3. Mood
4. Theme
5. Symbolism

Famous Poets

1. Bob Marley
2. Paul Laurence Dunbar
3. Langston Hughes
4. Maya Angelou
5. Robert Frost
6. Emily Dickinson
7. Edgar Allen Poe
8. Nikki Giovanni
9. Sanya Sanchez
10. Gil Scott Heron
11. G.A.M.E.
12. Jon Goode
13. Miguel Pinero and Miguel Algarin
14. Rakim
15. Amiri Baraka

Movements

1. Indigneous
2. English Renaissance
3. Harlem Renaissance
4. Beat Generation
5. Black Arts
6. Nuyorican
7. Hip Hop
8. Def Poetry

Composing

1. Originals
2. Remixes

Performing

1. Rubric
2. Solo
3. Audience etiquette
4. Peer judges
5. Battles
6. Collaborations
7. Spoken word performance critiques

ENL Program (K-5)

The ENL program consists of both the stand-alone for language and push-in models with the primary goal of language acquisition related reading, speaking, listening and writing domains. Teachers provide group intervention services for ELLs depending on their NYSESLAT or NYSITELL proficiency levels, 180-540 minutes per week in 45 minutes block. The school utilizes the Pearson, *iLiTELL* curriculum which integrates literacy skills defined in the *Blueprints for English Language Learner/ Multilingual Learner Success* as the primary source. As students' progress through the program, the iLiTELL program provides ongoing assessment/benchmarks. Moreover, the *Las Link* assessment is utilized for progress monitoring.

Special Education Services (K-5)

Through the Response to Intervention (RtI) process, students who may not respond to high quality interventions in Tier 1 and Tier 2 may continue to need intensive supports through a special education evaluation by their home district in which they reside).

Through teacher articulation, progress monitoring and our monthly Child Study Team Meetings, (CST) student concerns are regularly addressed and depending on the situation, a teacher may refer a student for evaluation. A parent meeting is held to discuss the matter and the next steps in processing the referral request. Parents must request the evaluation for their child and can rescind their consent at any time.

Once determined eligibility status and given a special education classification, the student will be assigned an educational program setting along with modifications/accommodations when applicable. Related service providers are hired consultants provided through the student's home district. They are expected to work under the supervision of the Director of Student Services. As an advocate for students, related service providers are expected to provide high quality instruction/services through effective best practices such as teacher collaboration, teacher articulation and progress monitoring.

For continuous improvement towards high student achievement for all, there is a diversity of programming and student support services that are key factors in the school's collaborative decision-making and school-based planning.

In our inclusion classes, there are two teachers (a general education and a special education teacher) who collaborate regularly to provide effective high quality through the implementation of effective best instructional practices. Differentiation of instruction is provided in the classroom setting to support students of varying academic needs and learning styles. The special education teacher serves as a consultant/specialist in which interactive, high-interest, activities are created to provide accessibility for all student learners.

Academic Intervention Services (K-5)

The Response to Intervention (RTI) model is used to provide struggling students with additional support during the school day. Students in grades K-5 receive support in both Reading and Mathematics geared toward meeting the New York State Learning Standards. The screening methods used to determine a student's eligibility include screening and performance including *Fountas and Pinnell*, *STAR Reading*, *STAR Math*, performance on the New York State English Language and Mathematics assessments, and teacher recommendation. Students are serviced by specialized teachers and are provided mostly through the pullout model in 45 minutes blocks 2-4

days per week depending on the Tier on the RTI scale. Progress monitoring takes place every 8-10 weeks and the RTI committee makes the decision related to continuation in the program. Various curriculum materials are used including, Heinemann, *Leveled Literacy Intervention (LLI)*, *Rally Education* and Pearson *iLit45*.

ASSESSMENT (K-5)

The assessment program will include both the use of formative and summative tools at different point during the year to monitor student progress and inform instructional planning; see sample calendar. The *Heinemann* published Fountas and Pinnell (F and P) assessment will be used to inform placement of students for guided reading and measure student progress. The assessment will be administered school wide for all students three times per year (Screening – September – Beginning of Year – BOY); January – Middle of Year – MOY) and June – End of Year – EOY). Students who are assigned to reading intervention will be tested more frequently to monitor their progress. The STAR assessment published by *Renaissance Learning*. will be used in grade K-5 as a screening tool in both Reading and Mathematics (September – Beginning of Year – BOY), for progress monitoring (December/ January - Middle of Year – MOY), and summative to measure student growth and evaluate teacher effectiveness – May/ June – End of Year – EOY. The data will also be used in tandem with other assessment in determining placement for academic intervention services in both reading and mathematics. Moreover, both the *ReadyGen* and *Envision 2.0 curriculums* have *End of Unit* assessments and performance-based *End of Module* assessments. The data from these curriculum based tools will be used to inform instruction including decisions related to curriculum mapping, lesson planning and re-teaching. The *Las Links* assessment published by *Digital Recognition Corporation (DRC)* is used for ESL progress monitoring in the Speaking, Listening, Reading and Writing domains. Teachers access assessment results and disaggregate data to meet students’ instructional needs. The assessment is administered three times per year, September, December, March. As required by NYSED regulations, the school will administer the New York State Identification Test for English Language Arts Learners (NYSITELL) for new students beginning in June through September each year. Students in grades 3-5 will participate in three school-designed English Language Arts and Mathematics interim assessments each year. These assessments will be administered in November, January and March each year. The data will be used to measure student progress, provide information for intervention services in reading, writing and mathematics, and inform instructional planning by use of item skills analysis. Students in grades 3-5 will participate in the New York State testing program as per the NYSED annual testing schedule.

Elementary School Grading Policy

The purpose of our grading system is to appropriately and consistently measure and communicate an individual scholars level of mastery of defined learning objectives. Scholars are expected to complete and submit work on time. Parents are expected to actively monitor scholar performance by reviewing report cards, progress reports and scholar work sent home. This policy provides scholars the opportunity to receive some credit for late work completed correctly; however, scholars will earn a zero when they do not submit an assignment. Scholar grades will not be negatively impacted by non-academic or non-curricular variables (wrong size paper, parent signature, etc.), except when items are specifically addressed in a rubric for a formal paper or project. All late work must be submitted at most five days after the initial due date. Teachers are expected to update grades in the PowerSchool System every 2 weeks. Teachers will use the following distribution to calculate grades:

Categories	Percentage	Academic Assessment	Components
Proficiency in Content 70%	15%	Quizzes	At least 5-8 quizzes within a marking period
	15%	Projects/Presentation	At least one project within a marking period. Should demonstrate authentic experiences. Each project must be graded using a rubric. A tracking tool/rubric should be established.
	40%	Test-All exams must include written Tasks	At least 3-4 tests inclusive of writing tasks within each marking period. Pre-Tests for a unit are not to be factored into a Scholar's grade.
Work Ethic 30%	30%	Homework Classwork and Participation Effort and Work Quality	Homework is non-negotiable at the Academy. At least two pieces of homework assignments must be given each day in class; one can be a reading assignment. Classwork: Do Nows, Exit Tickets, notebook checks, independent/group tasks, class readiness and participation.

Grading Scale

Number Grade	Raw Percentage	Explanation
4	90-100	Exceed Level of Performance Indicates that the scholar has done excellent work and has mastered the course objectives, consistently does excellent work with skill and thoroughness; and has consistently applied knowledge acquired to new situations
3	75-89	Satisfactory Level of Performance Indicates that the scholar has done above average work, mastered almost all of the course objectives; and can apply some of the knowledge acquired to new situations.
2	60-74	Approaching Level of Performance Indicates that the scholar has done average work and has mastered some of the objectives of the course. The scholar has gained some procedural knowledge but displays some difficulty applying it to new situations
1	0-59	Below Level of Performance Indicates that the scholar has done work that is unsatisfactory and has displayed very little mastery of the objectives on the grade. The scholar has gained very little knowledge and cannot display that knowledge in new situations.

Homework Policy and Grading Scale

Scholars at each grade level will receive homework every night in ELA and Math. Scholars will have at least **thirty minutes of homework** each night. Homework assignments will reflect the content that is taught in class and will require minimal assistance from parents. If the homework is late, missing, incomplete, or of poor quality, the scholar may face in-school consequences. Assignments should include opportunities for scholars to read or be read to each night, which should be in addition to the time allocated for written assignments in all grades. Additionally, homework will serve as an opportunity for Academy Scholars to develop self-discipline, study habits, and time management skills.

Symbol	Percentages	Explanation
✓+	100%	Homework is complete and all correct
✓	75%	Homework complete with most answers correct
✓-	50%	Homework attempted but incomplete with most answers incorrect
O	0%	Homework not attempted or incomplete with no answers correct or Homework not handed in

Make-up Work

Scholars will be allowed to make up homework after being absent within 2 days of the scholars' return to school. If homework is not made up within that timeframe, the scholar will receive a zero. If a child does not complete their homework on a consistent basis, the parent/guardian will be called in for a meeting with the teacher and the Principal.

Homework will be posted on ClassDojo weekly. Additionally, parents can expect to receive a weekly homework handout that will outline the assignments and their due dates.

Elementary Promotion and Retention Policy

Promotion

The Academy Charter School's Board of Trustees expects scholars to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests, growth patterns, and capabilities of individual scholars. Scholars shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected scholar achievement.

Academic Intervention Services in Reading and Mathematics

At risk scholars will be provided with academic intervention services (AIS) in reading and mathematics for our at-risk scholars. This additional instruction and support services will be conducted during the school day by the Title I and academic intervention teachers. Scholars become eligible for academic intervention services (AIS) depending on their performance on the various assessments (scoring below benchmark). Resources are provided to scholars based on the RTI model.

Response to Intervention

Response to Intervention (RTI) is an academic intervention framework that is mandated by the Federal government through both No Child Left Behind (NCLB) and the reauthorization of the Individuals with Disabilities Education Act (IDEA). The primary purpose of RTI is to provide academic support and intervention to scholars who struggle academically, socially or behaviorally and ensure that they are successful in school. RTI provides a continuum of support to scholars using research-based interventions to ensure scholars receive appropriate support within their classroom and in small groups supported by specialists before being referred for special education services.

The Academy supports a three tiered approach to Response to Intervention (RTI)/At Risk Plan to ensure that all scholars receive quality research-based rigorous instruction according to their individual needs. The frequent use of scholar data is a critical component that supports the RTI model, which helps support scholar achievement and identifying scholar instructional and behavioral needs.

Furthermore, the RTI process is utilized to ensure that all scholars are making adequate yearly progress towards grade level benchmarks. RTI is used as a mechanism to provide effective instruction while implementing an early warning system for prevention and intervention services to the entire scholar body. Grade level meetings, common planning meetings and weekly on-going professional development ensures that teachers learn effective research-based instructional strategies that meet the needs of the diverse scholar population, as well as develop instructional plans that address these needs. The Academy Charter School has a Pupil Personnel Committee (PPC) which meets on a monthly basis to discuss scholar academic and behavioral concerns and provides recommendations for academic and behavioral support for scholars in need.

Tier I – In Class Interventions

These are all of the measures teachers take in class to ensure all scholars who are performing at an unsatisfactory level of performance, are receiving additional support.

Tier II

The Title I, ESL and Special Education and other teaching staff will provide Tier II intervention to scholars as part of the RTI model. Instruction is delivered to small groups of children based on their instructional needs. The intervention team will utilize research-based instructional strategies when teaching small groups of scholars. The Pupil Personnel Committee provides recommendations for academic support for scholars at the Tier I and II levels. Scholars receive Tier II intervention on an as needed basis; the groups are flexible and fluid.

Tier III

Scholars who receive Tier II intervention and do not show progress will be referred to the Committee on Special Education (CSE). Scholars that have IEP's will receive Tier II intervention. Scholars that do not respond to Tier II intervention will undergo a more formal evaluation process under the guidance of the CSE. Instruction will be individualized in order to address the specific needs of scholars based on their IEP. Scholars will receive intensive and targeted research-based intervention/instruction over a long period of time. Identified scholars may also receive resource room by a licensed special education teacher or service providers (i.e. speech, occupational or physical therapist) or with a special education teacher in a collaborative setting.

For further information regarding the RTI framework, please see the Supervisor of Special Education Services.

Retention

Identification of scholars who should be retained and who are at risk of being retained in their current grade level should be made on the basis of the following:

1. Indicators demonstrating academic achievement and notable progress towards meeting the New York State Learning Standards for each grade level
2. Scholar Attendance

When a scholar is identified as being at risk for retention, the school shall provide opportunities for remedial instruction to assist the scholar in overcoming his/her academic deficiencies. Such opportunities may include, but are not limited to Title I services, Academic Intervention Services (AIS), after school programs, Saturday school programs, and summer school.

Retention in the Third – Fifth Grade

Although the normal pattern of progress is annual promotion to the next higher grade, retention of scholars in any grade may be considered when a scholar is not progressing at an expected rate. In all instances, a committee consisting of the scholar's teacher(s), the principal, and other school personnel officials will make retention decisions. Retention decisions should be made only after a careful and systematic review of a portfolio of scholar work including but not limited to grades, attainment of level 2 or higher on the New York State Assessments in English Language Arts and Mathematics, and attendance.

Criterion for Promotion:

- 90% Attendance
- Attaining Reading Proficiency on Grade Level.
- A displayed mastery of the New York State Learning Standards on grade level.
- Score a minimum of Level 2 on the New York State English Language Arts and Mathematics Assessments

CONSIDERATIONS REGARDING PROMOTION AND RETENTION:

General

If a scholar has been retained, it is expected that the school will develop an individual learning plan for the following year and will monitor the scholar's progress.

English Language Learners

- English Language Learners (ELL) as designated by the New York State Identification Test for English Language Learners (NYSITELL) results will not be retained solely due to their ELL status. ELLs will be evaluated based on a comprehensive review of a portfolio comprising of scholar work, grades and standardized test results including the New York State Assessments in English Language Arts or the NYSESLAT, Mathematics, and attendance.
- It is reasonable to consider English Language Learners to be at risk of retention and eligible for supplemental instruction based on the challenges they face in acquiring English language proficiency.

Special Education

- It is possible that Special Education scholars may be retained, but Special Education scholars will not be retained solely because of their identified disability.
- Scholars in all grades will be promoted based on the promotional criteria listed on their Individualized Education Plan (IEP).

Notification of retention

First notification to parents/guardians of scholars at risk of retention can occur as early as January 31st.

Final notification of retention for grades K-8 scholars shall occur at the end of the third marking period. Parents/guardians of all scholars must be provided the opportunity to meet with the principal and the teacher to discuss the decision. Parents may appeal the principal's decision to the chief academic officer.

Promotion/retention appeal process

The decision to retain a scholar may be appealed if consistent with the procedures set forth below. The burden shall be on the appealing party to show why the decision should be overruled.

To appeal the decision, the appealing parents/guardians shall submit a written request to the Board of Trustees specifying the reasons why the decision should be overruled. The appeal must be initiated by the appealing party and received by the principal within five (5) working days of the notification of the decision to retain the scholar. The principal and teacher(s) shall be provided an opportunity to state orally and/or in writing the reasons for the decision and provide supporting documentation related to the criteria on which the decision was based. Within five (5) working days of receiving the written request for appeal, the chief Academic Officer. Within five (5) working days of receiving the written request for appeal, the Board shall determine whether to overrule the school committee's decision. The decision of the Board shall be final.

When a scholar is identified as being at risk of retention, parents will be notified and the scholar will be provided with additional opportunities in core academic areas. These opportunities may consist of Academic Support, Academic Intervention Services, Title I support, Tutoring, After-School, Saturday School and/or summer school.

Notification:

First notification to parents/guardians of scholars at risk of retention can occur as early as January 31st. Final notification of possible retention for grades K-4 scholars shall occur no later than the end of May. Parents/guardians of all scholars must be provided the opportunity to meet with the principal and the teacher to discuss the decision.

What is the Scholar Support Team (SST)?

The Scholar Support Team (SST) is a forum in which classroom teachers, Instructional support staff, parents and administrators meet regularly to discuss the needs of children experiencing difficulties related to their academic, social, emotional and physical development that impact on the scholars' ability to benefit from instruction in a general education setting.

The SST provides an opportunity for staff to fully explore interventions that might assist the child in overcoming these difficulties by:

- Assessing scholar needs
- Serving as a scholar advocate
- Recommending and monitoring interventions for scholars within the general education classroom.
- Supporting social/emotional growth of scholars.

Who are the members of the SST?

- ✓ Administrator
- ✓ General Education Teacher
- ✓ Special Education Teacher
- ✓ Title I/AIS Teacher
- ✓ School Psychologist/Dean/Social Worker
- ✓ Classroom Teacher of scholar being discussed (as needed)

When does the SST meet?

The SST will hold regularly scheduled meetings (monthly/bimonthly) and should appear on the school calendar. Additional meetings may be held if necessary.

The principal will ensure that all staff members are provided with information regarding the SST and the SST referral process.

How does the SST work?

Any staff member may refer a scholar, (i.e. Classroom teacher, Title I teacher, AIS teacher, Social Worker, School Psychologist, etc.) using the SST referral form. Supporting Documentation must be submitted with referral form. Appropriate documentation can include: standardized test scores, benchmark assessment data, anecdotal reports/observations, report cards, etc.

At the SST meeting, the team will discuss the observations of the teachers(s) and staff familiar with the scholars and will recommend instructional strategies to improve scholar performance/behavior. Additional areas to explore may include room arrangements, behavior modification strategies, and alternative instructional materials.

The team will establish a timeline that provides a realistic period for the implementation of the interventions recommended and designate a staff member as a case manager (if needed). Staff providing intervention services are required to track scholar progress or a lack thereof.

How are SST records kept?

Agendas should be set in advance of the meeting and minutes should be taken at each meeting. These are essential to the effective functioning of the SST. These documents should be carefully filed in a locked cabinet for confidentiality. In addition, authorizer and SED officials are anxious to see evidence of how “traditionally” underserved populations are addressed, upgraded with systems and attention that demonstrate best practices and an ongoing commitment to closing the gap for targeted children.

Individual SST summaries must be completed for each scholar discussed by the team. Parents should be informed of their scholars progress or lack thereof on a regular basis.

Discipline Policy

The code of conduct and discipline policy for The Academy Charter School is aligned to the existing policies of the TACS , and shall be as follows:

Code of Conduct and Discipline Policy

The standards set forth in the Code of Conduct and Discipline Policy apply to behaviors that occur:

- In school during school hours;
- Before and after school—while on school property or school transportation;
- At school-sponsored events;
- When behavior demonstrated negatively affects the educational progress or health and safety of any member(s) of the school community; and
- When behavior is written, oral, or includes the use of electronic devices and social media outlets—including, but not limited to, texting, emailing, and social networking outlets.

Right to Due Process

Every student has the right to:

- Be provided with the Discipline Code and rules and regulations of the school;
- Know what is appropriate behavior and what behaviors may result in disciplinary actions;
- Be counseled by members of the professional staff in matters related to the student’s behavior as it affects his or her education and welfare in the school;
- Know possible dispositions and outcomes for specific offenses;
- Due process with respect to disciplinary action for alleged violations of school regulations for which a student may be suspended or removed from class by a teacher or administrator;
- Be treated in accordance with protections for students with disabilities or who are “presumed to have a disability” including 504 plans, and certain protections under the Individuals with Disabilities Education Act (“IDEA”);
- Be accompanied by a parent and/or representative at conferences and hearings (which may give include further rights); and,
- The presence of school staff in situations where there may be police involvement.

Student Responsibilities

The expectation of TACS scholars is that they are responsible members of the school community.

Therefore, students have a responsibility to:

- Attend school regularly and punctually and make every effort to achieve in all areas of their education;
- Be prepared for class with appropriate materials and properly maintain textbooks and other school equipment;
- Follow school regulations regarding entering and leaving the classroom and school building;
- Help maintain a school environment free of weapons, illegal drugs, controlled substances and alcohol;

- Behave in a manner that contributes to a safe learning environment and which does not violate other students' right to learn;
- Share information with school officials regarding matters which may endanger the health and welfare of members of the school community;
- Respect the dignity and equality of others and refrain from conduct which denies or impinges on the rights of others;
- Show respect for school property and respect the property of others, both private and public;
- Be polite, courteous and respectful toward others regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression, religion, national origin, citizenship/immigration status, weight, sexual orientation, physical and/or emotional condition, disability, marital status and political beliefs, and refrain from making slurs based on these criteria;
- Behave in a polite, truthful and cooperative manner toward students and school staff;
- Promote good human relations and build bridges of understanding among the members of the school community;
- Use non-confrontational methods to resolve conflicts;
- Participate and vote in student government elections;
- Provide positive leadership by making student government a meaningful forum to encourage maximum involvement;
- Work with school staff in developing broad extracurricular programs in order to represent the range of physical, social and cultural interests and needs of students;
- Refrain from obscene and defamatory communication in speech, writing and other modes of expression, including electronic expression, in their interactions with the school community;
- Express themselves in speech, writing and other modes of expression, including electronic expression, in a manner which promotes cooperation and does not interfere with the educational process;
- Bring to school only those personal possessions which are safe and do not interfere with the learning environment;
- Adhere to the guidelines established for dress and activities in the school gymnasium, physical education classes, laboratories and shops;
- Be familiar with the school Discipline Code and abide by school rules and regulations;
- Provide leadership to encourage fellow students to follow established school policies and practices; and,
- Keep parents informed of school-related matters, including progress in school, social and educational events, and ensure that parents receive communications that are provided by school staff to students for transmittal to their parents.

Code of Scholar Self-Discipline

The TACS Code of Student Self-Discipline is grounded in the following beliefs:

1. All students deserve to be educated in a safe and welcoming community environment.
2. All students are responsible for the decisions they make and need to be held accountable for their actions.
3. All students can change and improve behavior. Students deserve an opportunity to wipe their slates clean through demonstration of long-term positive behavior.

Restorative Justice

TACS will implement a restorative justice approach to discipline.

Restorative justice is a revolutionary program based on respect, responsibility, relationship building and relationship repairing. It focuses on mediation and agreement rather than punishment. It aims to keep kids in school and to create a safe environment where learning can flourish.

Restorative justice is a fundamental change in how we respond to rule violations and misbehavior. The typical response to bad behavior is punishment. Restorative justice resolves disciplinary problems in a cooperative and constructive way. If a student misbehaves and a restorative justice system is in place, the offending student is given the chance to come forward and make things right. He/she sits down and works together with the teacher and the affected parties to work it out. In the restorative justice model, children play an integral part in creating the climate. They and their teacher create a classroom respect agreement, and all agree to be held accountable (weareteachers.com).

Restorative practices implemented at TACS include, but are not limited to the following:

- Conflict resolution;
- Peer mediation;
- Socio-emotional learning;
- Behavior Intervention Plan; and
 - *Functional Behavior Assessment (FBA) for students with disabilities.*

Penalties for Disciplinary Infractions

TACS staff members will make determinations pertaining to consequences for negative behavior responsibly, with support and guidance from school administration. At all times, staff members will consider the principles of Restorative Justice in matters of misbehavior. Certain behavioral infractions will prompt immediately family contact. These infractions include, but are not limited to, behaviors that result in suspension, removal from the classroom, and repeated minor infractions.

With the support of the Guidance Counselor, and in keeping due process, students will always be provided with information regarding their offenses and given an opportunity to express their voice and perspective on incidents, to reflect on the behaviors and to identify the impact of their behavior and—when appropriate—make amends and apologize. Structures such as Academy Houses and the team building experiences offer direct opportunities to discuss issues of character, values, and behavior. On a regular basis within the school program and the curriculum itself, students are engaged in discussion of appropriate consequences for misbehavior, with consideration of the concept of Restorative Justice whenever possible. All penalties are meaningfully related to the infraction. Additionally, many factors will be considered when making determinations about consequences including, but not limited to, the student's age, history, and the presence of a disability. Generally speaking, there will be a gradual progression to discipline, such that repeat offenses will be dealt with more harshly than first time offenses.

Consequences for misbehavior may include a range of actions such as: oral warning to student, teacher conference with student, administrative conference with student, written reflection

and/or apology, imposition of Lunch detention (Silent Lunch), call to parent/guardian for phone or in-school conference, withdrawal of school privileges, mediation, imposition of Reflection Time including brief removal from class for opportunity to consider impact of behavior, public apology, Homework Detention, After-School Detention for disciplinary concerns, Extended Detention for reflection on behavior improvement, In-School Suspension, Out-of-School Suspension or Expulsion.

Disruptive and Violent Pupils

TACS voluntarily adheres to the requirements of The Safe Schools Against Violence (SAVE) legislation. The SAVE Law requires that disruptive pupils and violent pupils be dealt with effectively for the sake of all pupils. A “disruptive pupil” is defined as one who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom. A “violent pupil” is defined as one who:

- Commits an act of violence on a teacher, other school employee, fellow student, or lawful guest;
- Possesses, displays, or threatens to use a gun, knife, or other dangerous weapon;
- Knowingly and intentionally destroys the personal property of a teacher, other school employee, or lawful guest; or,
- Knowingly and intentionally destroys school property.

In cases involving disruptive or violent pupils, the school leader has the authority to suspend pupils from the school, without board approval of that authority. Teachers have the authority to remove disruptive or violent pupils from the classroom along with notifying administration. Employees who report violent incidents are protected from any civil liability and may not be disciplined or fired for reporting these incidents.

The Removal Procedures, as listed in the SAVE Guidelines are as follows:

- Teachers report and refer violent pupil to administration for minimum suspension period;
- Administration has authority to suspend for up to five days without delegation from the board of trustees;
- School shall implement policies and procedures to provide for continued educational programming for removed pupil;
- School leader must be informed of reason for student removal by teacher;
- Sets time lines for negotiations of removal to student and parent; and,
- Requires notification of charges and an explanation for suspension with timelines as required by due process.

Searches and Interrogations

In order to achieve a safe and orderly school environment, school personnel are authorized, under certain circumstances, to question students regarding alleged violations without invoking “Miranda” rights. Searches of students and their belongings, including lockers, are permitted if there is probable cause or in some cases, reasonable suspicion, that the student has broken the law or is in violation of the school policies and the Code of Conduct. The search will be reported to the administration and a record of the results of any search or interrogation will be filed. Searches will be conducted in accordance with applicable law and, except when circumstances dictate otherwise, in the presence of an adult witness. Searchers shall not include searches of a student’s person by staff of the opposite sex.

Suspension or Expulsion

TACS administrative staff has the authority to impose penalties up to and including out of school suspension over five days. All expulsions will require board approval. In the event of removal pending a hearing or that penalties include removal of students from instruction, alternative instruction will be provided. TACS voluntarily adheres to and implements certain provisions of Section 3214 of NY Education Law. Any student facing suspension, and the student's parents, are entitled to due process and certain safeguards as follows.

Short Term Suspension of Five Days or Less

- Staff give student notice of the charges misconduct;
- If the student denies the charge, the student must be given an explanation of the basis for the misconduct;
- Written parental and student notice prior to the suspension (except in the case of an immediate safety concern) in the parents' dominant language:
 - Must include a description of the charge and misconduct; and,
 - Must provide an opportunity to request an informal conference with the principal or other designated school administrator;
 - Must notify parents of the opportunity to question complaining witnesses in front of administrator; and
- If after the conference the suspension determination is upheld, written notice of suspension and availability of alternative instruction.

Long Tem Suspension (over 5 days) and Expulsion

- Staff give student notice of the charges misconduct;
- If the student denies the charge, the student must be given an explanation of the basis for the misconduct;
- Written parental and student notice prior to the suspension (except in the case of an immediate safety concern) in the parents' dominant language:
 - Must include a description of the charge and misconduct; and,
 - Must provide notice of short-term suspension rights;
 - Must provide an notice that a hearing will be held on the long term suspension or expulsion, and provide the date and time of the hearing;
 - Must provide the maximum penalty being sought by the school;
 - Must include notice of the following due process rights:
 - Right to counsel at parents' expense;
 - Right to call witnesses (including the student) and confront school witnesses; and
 - Right to present evidence and dispute school evidence;
- If after the hearing, the suspension or expulsion determination is upheld, written notice of suspension and availability of alternative instruction must be given to parents.
- Expulsion recommendations must be presented to the board of trustees or a designated committee of the board for review and possible modification prior to notification to parents.

Note: If the school cannot hold a hearing within five days, then the student can return to school until after the hearing determination. If the parents cannot attend within five days, such adjournment shall be documented in writing. In either case, alternative instruction must be provided.

If the board of trustees' review of an expulsion will make the suspension longer than five days, then the long term suspension process must be followed to continue to suspend the student with the understanding that the board may expel the student. Again, alternative instruction must be provided by the school.

Alternative Instruction

Alternative instruction must be provided when a student's disciplinary penalty prohibits class attendance beyond one day, whether suspension is in school or out-of-school. The purpose of alternative instruction is to offer discipline in a manner that does not undermine or significantly limit a student's opportunities to learn. TACS will provide students with all homework, administer all assessments, quizzes and New York State assessments to ensure students may keep pace with classes and requirements for promotion. Appropriately certified, or non-certified personnel qualified under the Charter Schools Act provide alternative instruction allowing the student to have access to free and appropriate public education. Two hours are provided for each day of missed instruction. If a determination is made for expulsion, the family is provided with all necessary information to facilitate registration at another school within ten days. In the event that a determination for expulsion is made at a point during the year which allows insufficient time for re-enrollment, TACS will provide instruction through the end of the school year.

Students who attend alternative instruction will not be marked absent from school.

Discipline of Students with Disabilities

In addition to the guidelines stated above concerning suspensions of all students, students with disabilities or in consideration for classification by the CSE will be afforded additional due process protection beyond that of the general education population in accordance with the IDEA and federal regulations.

A student with a disability (a student who has an Individualized Education Program (IEP) or 504 Plan) who is suspended or removed from the classroom for disciplinary reasons may be entitled to a Manifestation Determination Review (MDR). An MDR is a proceeding that is held to ensure that a student is not being disciplined for behavior that directly results from (a) his or her disability and/or (b) the school's failure to implement his or her IEP or 504 Plan.

Students with disabilities are entitled to MDRs if the discipline imposed by the school is a disciplinary change in placement. A disciplinary change of placement occurs if the student will be removed from his/her current educational program for (1) more than 10 consecutive school days; (2) more than 10 cumulative school days in a 40-school-day period; or (3) more than 10 cumulative school days in a school year as a result of disciplinary actions that constitute a pattern of removals.

If the behavior is found to be a direct result of the student's disability or the school's failure to implement the IEP or 504 Plan, the student generally will return to his or her school. However, if the student was suspended for an incident related to weapons or drugs, or which resulted in serious bodily injury, the student may be removed to an Alternate Learning Center for up to 45 days. If the behavior that led to the disciplinary action is not found to be a direct result of the student's disability, then the student may be subject to disciplinary action. Whether or not the behavior is a manifestation of the student's disability, the school will take additional steps to examine the student's behavior and provide additional supports where needed. When a student with a disability is suspended for more than 10 consecutive school days, a suspension plan will

be developed by the school that describes the special education supports and services the student will receive during the period of his or her suspension.

Additionally, if a CSE student is suspended for a cumulative total of ten days within an academic year, TACS will notify the home district of the need for CSE review to consider the impact of the disability upon the behavior and the possibility of a need for a change in program services. After ten days of suspension, special education services, as stated in the IEP, will be provided to the student along with the ongoing alternative instruction.

School personnel in consultation with the CSE may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child’s disability, if the student has been found to:

- Carry a weapon to or possesses a weapon at school, on school premises, or to or at a school function. Weapon is defined as a “dangerous weapon” under 18 USC § 930(g)(3) that is used for or readily capable of causing death or “serious bodily injury” but does not include a pocket knife with a blade less than 2 ½ inches;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or,
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.
 - “Serious bodily injury” is defined in 18 USC § 1365(h)(3) as a “bodily injury” which involves:
 - Substantial risk of death;
 - Extreme physical pain;
 - Disfigurement;
 - Protracted loss or impairment of the function of a bodily member, organ or mental faculty.
 - “Bodily injury” means:
 - A cut, abrasion, burn, or disfigurement;
 - Physical pain;
 - Illness;
 - Impairment of the function of a bodily member, organ or mental faculty; or
 - Any other injury to the body.

During this period, the school and the CSE should provide all of the other due process protections of the IDEA.

Leveled Consequences

Consequences for infractions will be classified in three levels. Please note the following tables for student behaviors and staff interventions. It is important to understand that, while the interventions are listed next to the behaviors, they are not necessarily connected to any particular behavior. TACS staff will make the determinations for appropriate interventions.

Level 1: In Classroom Intervention

Examples of Student Behavior	Possible Staff Interventions
<ul style="list-style-type: none"> • Disruptive behaviors including: interrupting, calling out, using a loud volume 	<ul style="list-style-type: none"> • Verbal warning • Verbal reprimand • Parent contact

<ul style="list-style-type: none"> • Leaving seat without permission • Being out of uniform • Refusing to comply with teacher instructions • Arriving late to class and without a pass • Eating or drinking without permission • Inappropriate use of school equipment/supplies • Rough housing • Bullying • Disengaged/sleeping • Unprepared for class (i.e., no pencil, paper, notebook, etc.) 	<ul style="list-style-type: none"> • Lunch Detention/After school detention • Student teacher conference • Individual Counseling • Short-term behavioral progress reports • In School suspension (1-2 days)
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Level 2: Teacher and Dean of Students/Principal Intervention – *Parents are immediately contacted for a level 2 behavior.*

Examples of Student Behavior	Possible Staff Interventions
<ul style="list-style-type: none"> • Chronic Level 1 infractions • Refusal to meet uniform compliance • Unauthorized possession or use of prohibited electronic devices • Inappropriate use of school technology equipment (accessing inappropriate or offensive material) • Possession of inappropriate or offensive material • Entering another classroom without permission • Using profane, obscene, vulgar, or lewd language, gestures, or behavior • Inappropriate public displays of affection • Skipping class • Skipping required detention • Walking in the hallway (or other school location) without the appropriate pass • Engaging in or causing disruptive behavior on school bus • Lying to, giving false information to, and/or misleading school personnel • Engaging in verbally rude or disrespectful behavior 	<ul style="list-style-type: none"> • Verbal reprimand • Parent contact and conference • Lunch Detention/After school detention • Student teacher conference/restorative conference • Individual Counseling • Short-term behavioral progress reports • Peer mediation • Removal from classroom • In School or Out of School Principal-approved suspension (1-5 days), (after hearing for Out of School)

Level 3: Principal Intervention – *Parents will be immediately contacted by the Principal.*

Examples of Student Behavior	Possible Staff Interventions
<ul style="list-style-type: none"> • Chronic Level 2 infractions • Using gang-related language or gestures • Intentionally defacing or damaging school property • Theft • Making false accusations/allegations • Making threats to the well-being of other students, staff members, or other TACS UNIONDALE guests • Using slurs based on actual, or perceived, race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability • Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards • Engaging in gang-related behavior • Bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules • Engaging in Academic Dishonesty, which includes but is not limited to: cheating and plagiarizing 	<ul style="list-style-type: none"> • Verbal reprimand • Parent contact and conference • Lunch Detention/After school detention • Student teacher conference/restorative conference • Individual Counseling • Removal from classroom • Student personal contract including parent, student, staff conference • Out of School Principal-approved suspension (1-5 days) • Out of School suspension (6-10 days), after hearing • Board-approved expulsion, after hearing

TACS seeks to provide a safe learning environment for all students. As a result, the Academy reserves the authority to immediately require an expulsion hearing for pupils who engage in certain behaviors. If found to have willfully committed the following infractions during an expulsion hearing, students may be expelled from the school:

- Engaging in sexual conduct on school premises or at school-related functions;
- Engaging in physically aggressive behavior other than minor altercations which creates substantial risk of or results in minor injury;
- Engaging in an act of coercion or threatening or instigating violence, injury or harm to any student, staff member, or TACS guest;
- Engaging in harassing, intimidating and/or bullying behavior—including the use of electronic communication to engage in such behavior (cyber-bullying):
 - This behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass;

- Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (i.e., lighter, belt buckle, umbrella, or laser pointer);
- Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol;
- Smoking, of any kind, on school property or during school functions;
- Possessing or selling any weapons;
- Inciting or causing a riot;
- Starting a fire;
- Threatening to use, or using, force to take or attempt to take property belonging to another;
- Using force against, or inflicting or attempting to inflict serious injury against school staff; and,
- Selling or distributing illegal drugs or controlled substances and/or alcohol.

Note: For all high-level infractions such as possession of or use of illegal drugs, alcohol, weapons, explosives, non-consensual sexual contact, or the selling of illegal drugs, local law enforcement will be contacted and the investigation will be conducted at their discretion.

Dignity For All Students Act (DASA)

The education corporation and TACS comply with each provision of the Dignity for All Students Act (DASA). The New York State Education Department has issued updated expectations for the Dignity for All Students Act effective July 1, 2013. All aspects of the law and guidelines for implementation are found at <http://www.p12.nysed.gov/dignityact/>.

Gun Free Schools Act

The education corporation and TACS comply with each provision of the Gun Free Schools Act, 20 U.S.C. § 7151. As required by law, TACS has as its policy to expel a student or suspend a student from school for a period of not less than 1 year if a student is determined to have brought a firearm to school, or to have possessed a firearm at school. In further alignment with the law, these provisions are interpreted and construed in a manner consistent with the IDEA.

At TACS, the necessary steps have been taken to ensure that families can send their child(ren) to school knowing everything possible is being done by staff to provide a safe, supportive, welcoming, and nurturing school environment. Not just because the State says it is the law, but because that is what TACS believes in. A safe, welcoming environment was envisioned when the Academy was created, and the founders of the Academy held this goal dear to their hearts when establishing this scholastic institution.

All children have a right to attend school without the threat or occurrence of bullying, harassment, or discrimination of any type. Staff works diligently to ensure all of our students have an educational experience that is free from these distractions.

School Environment

Everyone has a part to play in the prevention of these types of problems, and in the intervention process leading to solutions, if and when incidents may occur such as:

Physical Bullying

- Physical bullying includes hitting, kicking, tripping, pinching, and pushing or damaging property.

Verbal Bullying

- Verbal bullying includes name-calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.

Covert or Hidden Bullying

- This sort of bullying is often harder to recognize and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Covert bullying includes:
 - Lying and spreading rumors.
 - Negative facial or physical gestures, menacing or contemptuous looks.
 - Playing nasty jokes to embarrass and humiliate.
 - Mimicking unkindly.
 - Encouraging others to socially exclude someone.
 - Damaging someone's social reputation or social acceptance.

Cyber Bullying

- Cyber bullying can be overt or covert bullying behaviors using digital technologies, including hardware such as computers and smartphones and software such as social media, instant messaging, texts, websites and other.
- Cyber bullying can happen at any time. It can be in public or in private, and sometimes only known to the target and the person bullying. It includes:
 - Abusive or hurtful text messages, emails, posts, images or videos.
 - Deliberately excluding others online.
 - Nasty gossip or rumors.
 - Imitating others online or using their login.

A commitment from the entire Academy community is sought to ensure that the above-mentioned offenses are addressed immediately if they are observed or reported. Students, parents, faculty, staff, and administration must work as a team and demonstrate a zero tolerance policy for any behavior that violates any one person's right to be treated with respect and dignity when attending school, and establishing values that will extend beyond our school environment.

Incident Report forms are available in administrative offices. Once submitted officially to a staff member, an investigation and administrative action will occur within one school day. Students and families are encouraged to speak to an administrator or professional staff if an incident is suspected. Incident resolution and student safety and comfort are top priorities.

www.stopbullying.gov/what-is-bullying/definition/index.html

Restorative practices implemented at the Academy Uniondale include, but are not limited to the following:

- Conflict resolution;
- Peer mediation;

- Socio-emotional learning; and,
- Behavior Intervention Plan
 - *Functional Behavior Assessment (FBA) for students with disabilities.*

Behavior Expectations

Respect for Adult Authority

Though all individuals young and old in the Academy community are deserving of respect, it is understood that adults are in a position of authority. Adults would include staff members, as well as other adult guests or individuals involved in the community functioning. Staff members in particular are required by law to provide an appropriate atmosphere for learning and have the right and responsibility to respond to student behavior in the service of that requirement. Restorative Justice Principles would guide students to understand the necessity of an orderly environment and the importance of behaving with respect toward others, including adults. Examples of behavior that challenges authority would be arguing with a teacher in response to a request, refusal to leave a classroom if asked to go to the office, walking away from an adult when being addressed. Challenging authority constitutes insubordination and at the least would require apology. Continued challenging of authority can be grounds for serious consequences up to and including suspension and expulsion.

Hallway Expectations

Students are expected to travel safely and quickly to their next class following these expectations:

- Appropriate volume in the hall;
- Keep your hands to yourself;
- Stay to the right; and,
- Walk safely.

Failure to meet these expectations is a Level 1 infraction and will be dealt with accordingly. Repeated violation of hallway expectations becomes a Level 2 infraction and will be dealt with accordingly.

Voice, Language, and Hall Behavior

Scholars are required to use “professional voice” at all times during the school day, whether out on fieldwork or in the school building. Though there is a time and place for appropriate expression of enthusiasm, school is rarely an acceptable location for loud voices. Teachers will give one reminder to use “professional voice.” If a student does not comply, behavior would be considered insubordinate and would be subject to the discipline policy.

Profane language can be offensive and is disruptive to the atmosphere of academic rigor established at the Academy. Even if used in the context of informal conversation or joking, it is unacceptable in the school setting. Those who use profanity will be reminded to stop. Failure to stop as requested is insubordinate. A student can be called to a disciplinary hearing for use of profanity.

Hall Passes

During the daily periods, all students going to the bathroom must be in possession of a classroom bathroom pass. Students must have a classroom or written pass to go to other locations, including the nurse, front office, library, or other errand locations.

If a student is found in the hallway without a pass, staff will escort the student back to the classroom and inform the teacher that the student was in the hall without a pass. The teacher whose classroom the student was supposed to be in will then issue the appropriate discipline procedure.

Students may not use the bathroom pass for any other reason except to go to the bathroom. Bathroom use is assigned by classroom location. If students are not using the pass system appropriately, it will be considered a Level 1 infraction and the Dean of Students will be notified.

Candy/Food/Snacks

To preserve and maintain clean and sanitary conditions throughout the building, eating of any kind is reserved for the dining hall during designated meal or event times. Eating food and beverages is not permitted in the dining hall during class periods, including academic supports. Students may carry clear water bottles in the building, but may not have beverages other than water outside the dining hall. Food and beverages in open containers or being consumed outside of the dining hall will be confiscated by staff and discarded. Violation of the eating or drinking policy will be considered a Level 1 infraction generally, but a Level 2 infraction in the science rooms.

Bathroom Use

Students are not expected to use the bathroom during classes. If students must use the bathroom during class, they are only permitted to leave the room one time per class and they must use the classroom bathroom pass. Only one student may leave a class at a time. Failure to meet these expectations is a Level 1 infraction and will be dealt with accordingly. If a student is believed to be misusing the pass privilege, with use of the pass more than two days in a week, it will be considered a Level 1 infraction and the privilege may be withdrawn after a call to the parent. If a student needs to go to the nurse due to illness or injury, they will ask the teacher for a nurse's office pass. This is to be used for health issues only, not to get a tissue or cough drop. If a student has business to address in the front office, this must be done before or after school.

Harassment – Identification and Reporting (refer to DASA)

The staff is committed to assuring each and every individual student a safe and respectful environment in which to attend school. Though the aim is to create a positive, welcoming and supportive environment, at a minimum, RESPECT means an environment that is free from harassment of any kind. Harassment is conduct or speech that is unwelcome, intimidating, derogatory, hostile, and/or offensive. Bullying and put-downs are forms of harassment. Harassment can occur online through the posing of messages that target individuals in a cruel manner. Harassing behavior can unreasonably interfere with an individual's ability to learn and to work, and it will not be tolerated within the Academy community. Offensive behavior—even online—can result in disciplinary action within the school, or may be grounds for legal action.

In addition to critical behavior of a general nature, members of the school community may not use any language or behavior that ridicules or criticizes anyone because of his or her gender or

sexual orientation. The use of suggestive, rude, or offensive sexual words, gestures, or actions is strictly prohibited. Persistent unwelcome advances are also prohibited. Sexual harassment is considered a serious offense and can result in disciplinary action by school administration. It may also be grounds for legal action.

Students who feel that they are being harassed should report the situation to a trusted staff member immediately. Incident report forms are also available in administrative offices. The situation will be investigated with sensitivity and thoroughness. Harassing behavior is subject to disciplinary penalty, up to and including expulsion. Harassment may also provide grounds for legal action and fines through the civil justice system.

Fighting

Scholars are asked to keep their hands to themselves at all times. Even when interacting in a friendly or playful manner, physical contact can get “out of hand” quickly and lead to unexpected difficulty. When disputes arise, students are asked to use non-violent means to resolve problems, with no use of physical means for demonstrating or retaliating in a dispute. If a fight occurs that results in physical contact, as determined by a staff member, penalties for Disruptive and Violent pupils will apply. Suspension is likely for both parties (an expulsion hearing may also be a consideration). A reconciliation meeting will be conducted before students may return to classes, and will include students and family members in a meeting of apology and future planning.

Gambling

Gambling within the school setting is deemed to be a disruption to the educational atmosphere and to pose a risk for long-term harm to individual students. If a student is discovered to be placing bets on games or other activities within the school setting, the game materials will be confiscated, and student will be warned. Parent/Guardian will be notified.

Visitors

Although we welcome both young people and adults to view all dimensions of our school, no student may invite a visitor without the written permission of the school administrators at least one day prior to the visit. Visitors who do not have permission will be asked to leave the premises and may be removed from campus or arrested for trespassing, depending on the circumstances. A student assisting an intruder in entering the building will be subject to disciplinary action. Visits including babies and young children are not permitted, except with special permission of the administration

Classroom Management Principles of Sound Discipline

Discipline is an on-going training process to establish positive patterns of behavior. All staff shares in the responsibility for the climate of the entire school. School rules and class rules are to be established, discussed, and recorded beginning on the first day of school.

Create the class rules by the end of first week of school. By the second week establish consequences and rewards.

Scholars should record the rules in their notebooks. (Remember, rules should be stated in positive behavioral language and limited in number.) School rules should be enforced with all scholars, by all staff, at all times. Staff should correct any scholar disobeying rules and regulations even if the child is not in their class or groups.

Praise, consistency, and provisioning are the keys to effective discipline.

Praise

Find or make a situation for which a scholar can be praised each day. The best discipline is achieved by a positive approach. Recognition and attention should be given to children who behave well. At given intervals during the day, take note of those scholars who are “on task”, following rules. Do not wait until misbehavior erupts to highlight the cooperative scholars. This may avert “acting out” behavior on the part of other scholars in their misdirected attempt to obtain attention.

Refrain from using the words “Good” and “Bad” when referring to a scholar. Be fair in applying rewards and consequences to all scholars. Do not use candy, gum, or junk foods as rewards. Dole out plenty of genuine praise, points, stickers, conduct charts, notes home, commendation cards, etc.

Consistency

Be fair, firm and consistent. Apply rewards and/or consequences to all scholars equally. Follow through with rewards and consequences in a timely manner.

Provisioning

Provisioning is a combination of planning and preparing. Provisioning ensures full use of the learning day, keeps the class engaged and successful. Provisioning applies to preparing through lesson plans, maintaining necessary materials at hand, and creating opportunities for individual differences.

Progressive Discipline Policy

The classroom teacher is the most significant person in ensuring that every scholar has an opportunity to work in a climate that is conducive to maximizing productivity. The teacher should handle classroom behavior problems that arise.

Whenever it becomes necessary to seek help for any scholar, documentation must be submitted to the Dean or School Psychologist and maintain record keeping for yourself. Staff must adhere to the following “Progressive Discipline Policy.” Scholars must be given an opportunity to work out problems after each step. All steps may not occur on the same day for the individual scholar.

Progressive Discipline Steps:

- Maintain anecdotal (documentation in ClassDojo) of misbehavior.
- Give scholars a verbal reminder of the rules.
- Give scholars a verbal reprimand for the specific “offending conduct”.
- Have a private conference with the scholar; do not allow the scholar to “grandstand.”
- Change the scholar’s seat.
- Impose the loss of a privilege, (meals and scheduled gym are not privileges), or add a chore or responsibility.
- Call the parent/guardian to inform them of the scholar’s misbehavior.
- Arrange for a conference with the parent and scholar and jointly develop a Behavior

Improvement Plan.

- Enlist the services of the School Psychologist and/or Dean to discuss behavior modification strategies, risk services.
- Have a joint meeting with the parent and School Psychologist.
- Meet with the School Psychologist to discuss intervention strategies.
- Consult the Dean, School Psychologist or Principal to discuss the anecdotal record and interventions already implemented.
- Pre-suspension
- Suspension

Right to Due Process

Every scholar has the right to:

- Be provided with the Discipline Code and rules and regulations of the school;
- Know what is appropriate behavior and what behaviors may result in disciplinary actions;
- Be counseled by members of the professional staff in matters related to their behavior as it affects their education and welfare in the school;
- Know possible dispositions and outcomes for specific offenses;
- Due process with respect to disciplinary action for alleged violations of school regulations for which they may be suspended or removed from class by their teacher; scholars with disabilities, 504 plans, or who are “presumed to have a disability” have the right to certain protections under IDEA
- Be accompanied by a parent and/or representative at conferences and hearings;
- The presence of school staff in situations where there may be police involvement.

No scholar is to be sent to the Dean’s Office for misbehavior. If there is an emergency consisting of immediate physical danger, call for security.

Incident Reporting

- Any and every incident where a scholar is injured must be reported to the principal immediately. An Incident report must be completed and submitted to the principal’s office
- Classroom behaviors that do not positively impact classroom culture and scholar achievement should be reported in ClassDojo.
- Classroom incident referral. Ensure a copy of the incident form is placed in the scholar file.

Code of Conduct and Discipline Policy

The standards set forth in the Code of Conduct and Discipline Policy apply to behaviors that occur:

- In school during school hours;
- Before and after school—while on school property;
- At school-sponsored events
- When behavior demonstrated negatively affects the educational progress or health and safety of any member(s) of the school community
- When behavior is written, oral, or includes the use of electronic devices and social media outlets—including, but not limited to: texting, emailing, and social networking outlets.

Supervision of Scholars

Teachers are expected to assume supervisory responsibilities whenever they are on duty. Any teacher may instruct any scholar at any time or any place while the scholar is at school or at a school-sponsored activity. It is important that all faculty members play a role in supervising scholars. Hall duty between classes is a vital part of the teacher’s supervisory responsibility.

Teachers are asked to supervise hallways, restrooms, and stairways in their adjacent areas. They are to be in their immediate teaching areas during all passing periods. Teachers are never to leave their classrooms while scholars are present. If it is necessary for a teacher to leave his/her room, the Principal should be notified so that a replacement can be found.

Dining Area & Teacher Planning Areas

A staff dining area is provided for teachers for their use. Under no circumstances should staff members be in the dining area or teacher planning areas when they have assigned classes and/or supervisory assignments.

UNIFORM DRESS CODE

Student Dress Code

The Academy Charter School (**TACS**) has a strict uniform dress code for its students. Each student must wear the school uniform throughout the entire school day unless otherwise instructed by an administrator. **Parents/guardians** have the primary responsibility for ensuring that students are dressed in the school uniform every day. **Parents/guardians** are expected to give proper attention to personal and uniform cleanliness. When children grow out of uniforms, the uniforms should be updated to fit the child's appropriate size and to ensure proper color. Teachers and all other TACS personnel will exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in a school setting.

School Uniform Violation Policy

Students are expected to attend school in full uniform as indicated in the uniform policy in the following section. Failure to comply with the school's uniform policy will result in the following:

- The first time a student is out of full uniform, the student will be asked why he or she is out of uniform and informed of the violation of school policy. The student will be sent to the Dean's office for a brief period. The parent/guardian will be contacted by phone to inform them of the school's policy.
- The second time a student is out of full uniform, in addition to the above, the parent/guardian will be asked to meet with the principal to resolve the matter.

** During times of inclement weather boots may be worn to school and children can change into their appropriate footwear before the start of the school day.*

The uniform must be worn every day, regardless of weather, unless parents and students have been advised otherwise in writing. The Principal or his/her designee shall be responsible for informing all students and their parents of the student dress code during registration and at the beginning of the school year and any revisions to the dress code made during the school year. Repeated failure to wear the uniform will be considered a violation of our school's discipline policy. The student will be entitled to a due process hearing as outlined in the school's Discipline Policy.

ACADEMY UNIFORMS

The uniform must be worn every day, regardless of weather, unless parents and students have been advised otherwise in writing. Failure to wear the uniform will be considered a violation of our school's discipline policy.

The following are not in accordance with the school uniform policy and are subject to the violation policy above:

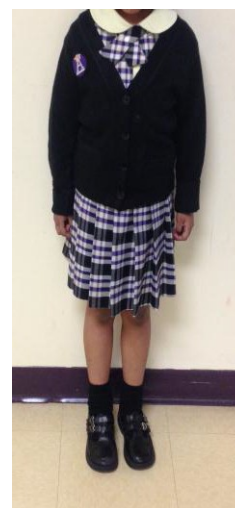
- Jewelry in any form (does not include medical alert jewelry)
- Any accessories or accentuated items that could be viewed as a safety hazard and are not in line with the uniform policy below (ex: long or acrylic nails, open toed shoes, sharp items)

If you have any questions about what is permissible, please contact the school.

Girls K – 5th Grade:

Girls must be neatly styled

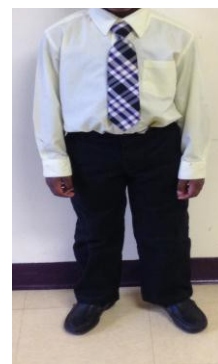
- Academy yellow blouse with round collar; Long or short sleeves. NO polo shirts acceptable.
- Academy purple plaid jumper; Jumpers should not be shorter than the top of the kneecap.
- Academy purple plaid headbands may be worn.
- Academy black long sleeves sweater with logo.
- **All girls must wear black socks or tights.**
- **ALL black shoes ONLY.**



Boys K – 5th Grade:

Boys must be neatly styled

- Academy yellow shirt; long or short sleeve; tucked in at all times; (**Polo shirts are not acceptable.**)
- Academy black pants.
- Academy plaid tie.
- Academy black long sleeves sweater with logo.
- Academy black vest with logo.
- Black belt.
- Black socks.
- **ALL black shoes ONLY. No athletic socks below ankle shall be worn.**



The Academy gym day uniform is: Boys and Girls K – 5th Grade

- Academy purple logo sweatshirt.
- Grey sweatpants with Academy logo.
- Grey shorts with Academy logo.
- All black socks; Athletic socks above the ankle ONLY.
- **ALL black sneakers ONLY (Including laces); No logos or different color soles.**



GUIDELINES FOR HANDLING COMPLAINTS

The Academy Charter School (TACS) views its students and parents -- and their satisfaction -- as our number one priority. We aim to create an environment that invites praise and commendation for our successes, and constructive criticism for our occasional mistakes.

If you think our school or one of our employees is doing a great job, we would love to hear from you. On the other hand, in the event that you have a grievance regarding our school or an employee, we want an opportunity to address your concern.

Please use the following applicable procedure if you would like to submit a complaint to TACSU:

If Your Complaint Alleges That TACS Violated Its Charter or A Provision of Law Relating To The Management Or Operation of TACS, then:

1. Parents and guardians, and others, may submit a written complaint building principal, the Executive Director or to the Board of Trustees of TACS for action by the Board. The address of the board of trustees is:

Board of Trustees
The Academy Charter School
117 North Franklin Street
Hempstead, New York 11550

Formal complaints will be reviewed by the Board of Trustees.

2. To appeal a decision, the person appealing shall submit a written request to the Executive Director specifying the reasons why the decision should be overruled. The appeal must be initiated by the appealing party and received by the principal within five (5) working days of the receipt of notification of the decision to retain the student. The principal and teacher(s) shall be provided an opportunity to state orally and/or in writing the reasons for the decision and provide supporting documentation related to the criteria on which the decision was based. Within five (5) working days of receiving the written request for appeal, the Executive Director shall determine whether or not to recommend that the Board of Trustees change its decision. Such recommendation shall be presented to the Board of Trustees. In the event the Executive Director does not recommend a change, a person may appeal the Executive Director's decision to the Board of Trustees, which may appoint a committee to review the decision. The decision of the Board shall be final.

The Board of Trustees will make every effort to respond to your complaint in a timely manner, usually within 60 days. The Board may, in its discretion, investigate your complaint on its own or the Board may delegate the investigation to a third party. To help insure a thorough and timely response, your complaint should include: (i) a detailed statement of the nature of your grievance (including the law or provision of the charter that you allege has been violated); (ii) if applicable, the names of the individuals involved, and the time, date and place the relevant incidents(s) occurred; (iii) copies of any relevant correspondence or documents; (iv) what action or relief you are seeking; and (v) your name, address and telephone number.

3. The Board of Trustees will provide you with a written response to your complaint, usually within 60 days, and a copy of the Guidelines of the Charter School Institute for handling Complaints (a copy is attached hereto). If you are unsatisfied with the response of the Board of Trustees, and your complaint alleges a violation of law or a provision of the school's charter, you may submit your written complaint to the SUNY Charter Schools Institute on behalf of the State University of New York Board of Trustees (The Charter Schools Institute is the New York state governmental entity that monitors TACSU). The address of the Charter Schools Institute is:

Charter Schools Institute
Attn: Grievance Desk
353 Broadway
Albany, New York 12246

Please note that the Charter Schools Institute does not have the power to review your complaint if you fail to allege a violation of law or a violation of the school's charter. To help insure a thorough and timely response from the Charter Schools Institute, your complaint should include: (i) a detailed statement of the nature of your grievance (including the law or provision of the charter that you allege has been violated); (ii) what response, if any, you received from the Board of Trustees of TACSU; (iii) copies of any correspondence between you and the Board of Trustees; (iv) what action or relief you are seeking; and (v) your name, address and telephone number.

To assist you in writing your grievance, the Charter Schools Institute has created a grievance form that is available on its website, which you can use when submitting grievances to it (<http://www.newyorkcharters.org/formal-complaints/>). A copy of the form is attached hereto and is also available at TACSU. The form is not mandatory; it is provided as a convenience to you.

4. The Charter Schools Institute will provide you with a written response. If you are unsatisfied with the Charter Schools Institute's response to your complaint, you have the right to "appeal" to the New York State Education Department on behalf of the New York State Board of Regents. The address for the State Education Department is:

Charter Schools Unit
New York State Education Department
Albany, New York 12234

Please make sure that it is clearly marked as a charter school complaint. The State Education Department has its own guidelines and procedures for reviewing complaints. Therefore, you should consult the State Education Department staff in the Charter Schools Unit before submitting your complaint to them.

