



6<sup>th</sup> Grade

# Parent Handbook

2021-2022

Learn, Lead & Serve.

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# **2021 – 2022**

## **Middle School Organizational Chart**

### **Chief Development Officer**

Wayne Haughton

### **Chief Academic Officer**

Dr. Nicholas Stapleton

### **Chief Financial Officer**

Alwayne Burke

### **Associate Chief Academic Officer**

Carla Best

### **Chief People & Legal Officer**

Sandra O'Neil, Esq.

### **Senior Director of Operations**

Donna M. Douglas

**Uniondale Middle School (Grade 6)**

**100 Charles Lindbergh Blvd.**

**Uniondale NY, 11553**

**Phone: 516 – 591 – 3030**

**[www.academycharterschool.org](http://www.academycharterschool.org)**



## **Middle School Instructional Staff Grades 6**

### **Middle School Principal**

Ahmed Zubair

### **Math Coordinator of Instruction**

Bridget Bermeo

### **Dean of School Culture**

Bayo Fagbamila

### **School Counselor**

Shanese Macklin

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### **Sixth Grade Team**

**Ms. Theodule– Teacher – Mathematics/ Math AIS**

**Ms. Whittiker– Teacher – Mathematics/ Math AIS**

**Ms. Sortie – Teacher – Literacy / AIS**

**Ms. McCallum – Teacher – Literacy / AIS**

**Mr. Conklin– Teacher – Special Education**

**Ms. Gallo – Teacher – ENL**

**Ms. Parelte – Teacher – Science / STEM**

**Mr. Patel – Teacher – Physical Education**

**Mr. Cerisano – Teacher – Humanities**

**Mr. Roper – Teacher – Music**

**TBD – Teacher – Art**

## *Greetings from the Chief Academic Officer*

Dear Families:

Over the years, the Academy Charter School organization has had much success in the academic and social-emotional growth of its students; thanks to the families that entrusted us in educating your children. As we continue our partnership with you, we will build a great school by working to earn your trust and confidence by providing a high-quality education to your child in a caring and nurturing environment.

The school is founded on the following design elements:

- Small class size; there will be no more than 25-27 students in each class.
- A rich standards-based curriculum; the curriculum follows the *New York State Next Generation Learning Standards* in English Language Arts, Mathematics, Science and Social Studies.
- Strong focus on technology; use of computer as a learning tool and a rich STEM curriculum.
- Infusion of the Arts in the school's curriculum; this includes instrumental music, drama and visual arts
- Additional learning time to support students in the form of after school programs and during the winter, spring and summer breaks.
- Enhancement Arts Program
- Improvement in Band/Chorus
- Counseling to support students' social and emotional development.
- Ongoing assessments to measure student growth.
- A character education program that sets the tone at the beginning of each school day.

With your support, we will stay true to our mission of *creating world class scholars who will learn today, lead tomorrow and serve in the future.*

Thank you for commitment.

Sincerely,

Dr. Nicholas Stapleton

Chief Academic Officer

## **Principal Welcome Statement**

Dear Academy Families,

Welcome to the 2021 - 2022 school year! I am thrilled to welcome you to the inaugural year for the Academy Charter Uniondale Middle School. It is truly an honor for me to be your Principal for the Uniondale MS. I am privileged to work with an outstanding staff to make it a smooth transition for our students during this uncertain time. We are excited to work closely with you to ensure the success and well-being of all of our students.

We have been working hard all summer to plan for a safe opening of school and to implement best practices to mitigate the risks associated with Covid-19. Our classrooms have been modified to practicing social distancing and signage has been installed throughout the building to guide students. A stronger emphasis will be placed on social emotional learning as we implement mindful practices and character development programs in classrooms.

The Uniondale middle school is such a special place to learn and grow. We are proud of our beautiful new school and have high expectations for each and every student. Our students exhibit integrity, diversity, respect, excellence, accountability, motivation. These core values, *IDREAM* will continue to guide our mission to *creating world class competitive scholars who will learn today, lead tomorrow and serve in the future*. Together with our dedicated staff, we strive to make connections with students to help them feel valued, accepted, and safe.

We appreciate your support as we work together toward the Academy mission. We encourage families to stay connected and informed by following our school's website and signing up for notifications with Remind.

Thank you for your partnership,

Sincerely,

Ahmed Zubair

Principal, Uniondale MS



## **Mission Statement**

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



## 2021 - 2022 School Calendar

The Academy Charter School  
2021 -2022 Calendar

TOTAL DAYS STUDENTS ARE IN ATTENDANCE = 182

SEPTEMBER							SD	16
S	M	T	W	T	F	S		
			1	2	3	4		
5	6	7	8	9	10	11		
12	13	14	15	16	17	18		
19	20	21	22	23	24	25		
26	27	28	29	30				
DECEMBER							SD	17
S	M	T	W	T	F	S		
			1	2	3	4		
5	6	7	8	9	10	11		
12	13	14	15	16	17	18		
19	20	21	22	23	24	25		
26	27	28	29	30	31			
MARCH							SD	23
S	M	T	W	T	F	S		
			1	2	3	4		
5	6	7	8	9	10	11		
12	13	14	15	16	17	18		
19	20	21	22	23	24	25		
26	27	28	29	30	31			
JUNE							SD	17
S	M	T	W	T	F	S		
			1	2	3	4		
5	6	7	8	9	10	11		
12	13	14	15	16	17	18		
19	20	21	22	23	24	25		
26	27	28	29	30				

OCTOBER							SD	20
S	M	T	W	T	F	S		
						1	2	
3	4	5	6	7	8	9		
10	11	12	13	14	15	16		
17	18	19	20	21	22	23		
24	25	26	27	28	29	30		
31								
JANUARY							SD	20
S	M	T	W	T	F	S		
						1		
2	3	4	5	6	7	8		
9	10	11	12	13	14	15		
16	17	18	19	20	21	22		
23	24	25	26	27	28	29		
30	31							
APRIL							SD	15
S	M	T	W	T	F	S		
						1	2	
3	4	5	6	7	8	9		
10	11	12	13	14	15	16		
17	18	19	20	21	22	23		
24	25	26	27	28	29	30		

NOVEMBER							SD	18
S	M	T	W	T	F	S		
	1	2	3	4	5	6		
7	8	9	10	11	12	13		
14	15	16	17	18	19	20		
21	22	23	24	25	26	27		
28	29	30						
FEBRUARY							SD	15
S	M	T	W	T	F	S		
		1	2	3	4	5		
6	7	8	9	10	11	12		
13	14	15	16	17	18	19		
20	21	22	23	24	25	26		
27	28							
MAY							SD	21
S	M	T	W	T	F	S		
1	2	3	4	5	6	7		
8	9	10	11	12	13	14		
15	16	17	18	19	20	21		
22	23	24	25	26	27	28		
29	30	31						

8/12/2021	
1-Sep	First Day of School
6-Sep	Labor Day School Closed
Sep 7 - Sep 8	Rosh Hashanah ( School Closed)
Sep 9 - 10	School Closed
16-Sep	Yom Kuppur
11-Oct	Columbus Day
2-Nov	Election Day
11-Nov	Veterans Day
24-Nov	12 Noon Dismissal
Nov 25 - Nov 26	Thanksgiving Recess
23-Dec	12 Noon Dismissal
Dec 24- Jan -2	Holiday Recess
17-Jan	Dr. Martin Luther King Jr School Closed
Jan 25 - Jan 28	Regents Exams
Feb 21 -Feb 25	Winter Break
March 29 - March 31	Grades 3-8 ELA State Test
April 15- April 22	Spring Break
April 11 - May 20	NYSESLAT State Test
April 26 - April 28	Grades 3-8 Math Satae Test
May 9 - May 20	NYSESLAT Reading & Writing State Test
May 24 - June 3	Grade 8 Science Performance Test
30-May	Memorial Day School Closed
6-Jun	Grade 8 Science Written
June 15 - June 24	Regents Exams
20-Jun	Juneteenth School Closed
24-Jun	Last Day of School

	First & Last Day of School
	Early Dismissal 12 noon & 2:00pm
	NYS Testing
	School Closed

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



## Special School Calendar Dates to Remember

### Marking Periods for Grades

Quarter Begins	Quarter Ends	Total Days
Q1- September 1 <sup>st</sup>	November 10 <sup>th</sup>	45
Q2- November 12 <sup>th</sup>	January 26 <sup>th</sup>	45
Q3- January 27 <sup>th</sup>	April 6 <sup>th</sup>	45
Q4 - April 7 <sup>th</sup>	June 21 <sup>st</sup>	45

### Progress Report Distribution Dates

Quarters	Due/Distribution
Q1	Due October 13 <sup>th</sup> Distribution October 20 <sup>th</sup>
Q2	Due December 8 <sup>th</sup> Distribution December 15 <sup>th</sup>
Q3	Due March 2 <sup>nd</sup> Distribution March 9 <sup>th</sup>
Q4	Due May 11 <sup>th</sup> Distribution May 18 <sup>th</sup>

### Report Card Distribution Dates

Quarters	Grades Due
Q1	Friday November 12 <sup>th</sup>
Q2	Friday January 28 <sup>th</sup>
Q3	Friday April 8 <sup>th</sup>
Q4	Wednesday June 22 <sup>nd</sup>

### Parent Teacher Conferences

Quarters	Conference Dates
Q1	Wednesday November 17 <sup>th</sup> Thursday November 18 <sup>th</sup>
Q2	Wednesday February 2 <sup>nd</sup> Thursday February 3 <sup>rd</sup>
Q3	Wednesday April 6 <sup>th</sup> Thursday April 7 <sup>th</sup>



**2020-2021**

**Board of Trustees Meetings**

The Academy Charter School’s Board of Trustees meets on the fourth Thursday of every month. Whenever the fourth Thursday falls on a holiday, the board will meet on the third Thursday. In the event that a meeting date is changed, the public will be notified prior to the meeting. The time and venue will be posted prior to the meeting as well. All stakeholders (administrators, teachers, non-instructional staff and parents) are encouraged to attend all meetings. Below are the meeting dates for the 2020-2021 academic year.

**July 29, 2021**

**August 26, 2021**

**September 30, 2021**

**October 28, 2021**

**November 25, 2021**

**December 30, 2021**

**January 27, 2022**

**February 24, 2022**

**March 31, 2022**

**April 28, 2022**

**May 26, 2022**

**June 30, 2022**



**2021-2022**

**Parent Teacher Organization Meetings**

The Parent Teacher Organization will meet on the second Wednesday or Thursday of every month. In the event that a meeting date is changed, the public will be notified prior to the meeting. The time and venue will be posted prior to the meeting as well. All stakeholders (administrators, teachers, non-instructional staff and parents) are encouraged to attend all meetings. The schedule for the monthly meetings can be found on the Academy's website [www.academycharterschool.org](http://www.academycharterschool.org).



## **Admission, Re-Enrollment and Transfers**

### **Admission**

The Academy Charter School is open to all children, on a space-available basis within each grade. Preference is given only to siblings of admitted students and residents of Hempstead School District. The Academy does not discriminate on the basis of sex, sexual preference, handicap, race, religion, national origin, intellectual or athletic ability, measures of achievement or aptitude, proficiency in English, or any other basis prohibited by law. To apply for kindergarten, a child must meet their local school district's requirements.

**Students are selected by open lottery. There are no admission requirements and no tests are given to determine whether or not admission is granted. Once all available slots are filled, all other applications will be placed on a waitlist. Students will be admitted from the waitlist as places become available on each grade, in the order that the applications were filed.**

### **Re-Enrollment of Currently Enrolled Students**

To ensure your child's place at The Academy Charter School for the next school year, you must officially re-enroll him or her. Re-enrollment forms are available in the main office for parents/guardians to pick-up and will also be sent home with students.

### **Transfers**

Whenever possible, parents should provide at least two weeks' notice if a student must transfer from the school for any reason. Such notice will allow the school to process the necessary transfer paperwork, including the student's records.



## **Instructional Day Arrival & Dismissal**

### **Arrival**

The instructional day for students in grades 6 begins at 8:00 a.m. and ends at 4:00 p.m. Students choosing to participate in the breakfast program should arrive by 7:30 a.m.

### **Dismissal**

Dismissal for students **is at 4:00 p.m.** Students will be picked up and dismissed by their teachers in the middle school gymnasium. Each class will be assigned a designated area.

For the security and safety of our students here at the Academy, we ask that parents, legal guardians, and adults approved by a parent or legal guardian (“Approved Adult”) are the only designated individuals to pick up a student from school. **Approved Adults must be 18 years of age. In the event that an elementary school student has a sibling who attends The Academy Charter Middle School Uniondale, the middle school student may pick up his/her younger sibling once written permission has been submitted to the main office.** If there is an emergency that impedes a parent/guardian’s ability to pick up their child from school at any time, a signed note from the parent/guardian granting the school permission to release the child to an Approved Adult must be provided and the parent/guardian must be reached so that consent by telephone is granted verbally as well.

Any individual picking the child up from school must sign the child out from school and any Approved Adult must present photo identification. **The school will not release any student to any individual who does not sign the child out from school or is unable to present photo identification or has not been authorized by a parent or legal guardian.**



## **Curriculum Overview**

The Academy Charter School has a rich, rigorous curriculum that provides students with the necessary skills and learning experiences needed for sustained academic achievement. The curriculum is aligned with the New York State *Next Generation Learning Standards*. The select curriculum are:

1. research and evidence based
2. aligned with college and work expectations
3. rigorous

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

### **English Language Arts Standards**

Following are the anchor standards that encompass all literacy work across the content for 6 – 8:

#### ***Key Ideas and Details***

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### ***Craft and Structure***

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

#### ***Integration of Knowledge and Ideas***

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## English Language Arts

Through a developmentally appropriate and rigorous approach to Integrated English Language Arts, students develop their ability to communicate ideas, feelings, and facts effectively while honing their skills in reading and writing. The school uses a balanced learning approach whereby we incorporate research-based literacy programs along with the New York State and Common Core State Standards to ensure that our students are prepared for the various assessments.

Teachers at every grade level plan and implement learning experiences aligned with the *Next Generation of Standards*. Students complete multiple learning experiences in which they are able to utilize their classroom library. Each classroom library is leveled in accordance with best practices and students are able to choose from multiple genres, levels, and content when completing assigned tasks and/or independent reading activities.

## Mathematics

The mathematics curriculum is designed with areas of study which reflect the immediate experiences, needs, and abilities of our students. From this foundation, student learning experiences are widened through a carefully articulated, sequentially developed program of study designed to develop skills and understandings for dealing with computation, analysis, and application of numbers and systems.

The anchor standards that encompass all of our Mathematics experiences are as follows:

**1. *Make sense of problems and persevere in solving them.***

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**2. *Reason abstractly and quantitatively.***

Mathematically proficient students make sense of the quantities and their relationships in problem situations.

**3. *Construct viable arguments and critique the reasoning of others.***

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is.

**4. *Model with mathematics.***

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace.

**5. *Use appropriate tools strategically.***

Mathematically proficient students consider the available tools when solving a mathematical problem. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations.

**6. *Attend to precision.***

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning

**7. *Look for and make use of structure.***

Mathematically proficient students look closely to discern a pattern or structure.

**8. *Look for and express regularity in repeated reasoning.***

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts.

The English Language Arts curriculum is *My Perspective* for grades 6-8 and *Envision 2.0* is utilized for Mathematics. Both programs are published by Savvas Education. These programs are supplemented by other commercially published materials (example: Rally Education, and NewsELA.). The *Teachers College Writing Project* is used to boost the quality and delivery of the writing instruction. In Science, the *Mc Graw-Hill, New York Science* curriculum are utilized. In Science, the *McGraw -Hill* lab supplies and equipment, provide hands on exploratory experiences for students. In Social Studies, the *Mc Graw- Hill, Discovering Our Past* is the set curriculum for 6-8.

<b>Instructional Day Outline</b>	
Literacy	90 minutes of Reading, 45 minutes of Writing
Mathematics	90 minutes, 45 minutes of Mastery
Specials (Arts, Music, PE)	Two 45 minutes blocks
Technology; <i>Project Lead The Way</i>	Two 45 minutes blocks
Science	Five 45 minutes blocks
Reading and Mathematics Intervention	Determined by Response to Intervention – Two 45 minute blocks  Students are pulled from the arts block in small groups but still receive at least one period of instruction daily

#### **Academic Intervention Services in Reading and Mathematics**

The program is designed to provide additional instruction and support in reading and mathematics for our at-risk students. Students become eligible for academic intervention services (AIS) depending on their performance on the various assessments – scoring below benchmark. Resources are provided to students based on the RTI model.



# **Student Attendance**

## **Absences**

Students can only be successful if they are present and prepared for school every day. Parents should call the office of the School Counselor if a child will be absent or tardy. The number of absences to date will be included in each report card.

## **Excessive Absences**

If a student is chronically absent from school, the school is required to investigate. Absences of 3 or more consecutive days require a doctor's note. *Please note:* If a child is tardy 3 times this will also be noted as 1 absence. If there is a pattern of continuous poor attendance, then a scheduled meeting involving the parent, the principal and other school personnel will take place to develop a plan for improvement. Excessive absences may require mandated summer school, possible retention and/or further CPS involvement.

If the parent/guardian does not attend the meeting, school personnel will be required to report to the authorities suspected cases of educational neglect. The student may be expelled.

If a student has an excused absence (i.e., medical) that a parent/guardian is aware of in advance, the Academy requests that the student'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 for the 6-8 grades begins at 8:00 a.m. and all students are required to arrive by this time. Students participating in the breakfast program should arrive by 7:30 a.m. Students who arrive after 8:00 a.m. will be marked late. A parent/guardian must accompany a student to the main office to sign the child in.

## **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 or written notice. Students who are consistently picked up early lose valuable instructional time therefore we encourage parents to limit this practice.

## **Picking up Children Late**

The school day for students in grades 6-8 ends at 4:00 p.m. and children must be picked up promptly by 4:15 p.m. Students enrolled in the after-school 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. Students must be picked up by 2:15 p.m.

If students are chronically picked up late, CPS will be notified for educational neglect.

# **Student Attendance Policy and Procedures**

## **Taking Attendance**

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

## **Student Attendance Policies Discipline**

### ***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 including: 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.
- Each student's permanent transcript indicates the number of absences and tardies per school year, and this record is sent with college, post-secondary program and employment applications.

### ***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:*

- *Dean of Students will call home to schedule another meeting.*
- *A parent conference will be held with the Dean to discuss the violation of the contract and the possibility of promotion in doubt.*
- *A schedule for detention and/or Saturday School will be set, and the contract will be updated.*

### ***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 School Culture 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.

### ***Illnesses or Injuries***

Students who become ill during the school day should report to the nurse. If the problem cannot be resolved, a parent/guardian will be contacted if a pick-up is necessary. If a student leaves school without permission, the student will be given an "unexcused absence," and disciplinary action will be taken.

Accident reports are completed for injuries that occur on school grounds once staff is notified of the occurrence. Parents/guardians will be notified by telephone or note describing the accident, the extent of the injury, and the treatment provided. If an accident or illness is deemed to be serious in nature, appropriate medical care and 911 intervention will be taken immediately, with contact made to parent.

### ***Leaving School Grounds***

Once students arrive at school and are noted as present by staff, they are not permitted to leave the premises without adult supervision or specific permission until 4:15pm. Any student departure during the school day will result in a phone call home, and the possible imposition of further consequences.

# **Code of Conduct and Discipline Policy**

The Code of Conduct and Discipline Policy for The Academy Charter School shall be as follows:

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 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 include further rights); and,
- The presence of school staff in situations where there may be police involvement.

## **Student Responsibilities**

The expectation for 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 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 Term 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 a 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 Uniondale 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"> <li>• Disruptive behaviors including: interrupting, calling out, using a loud volume</li> <li>• Leaving seat without permission</li> <li>• Being out of uniform</li> <li>• Refusing to comply with teacher instructions</li> <li>• Arriving late to class and without a pass</li> <li>• Eating or drinking without permission</li> <li>• Inappropriate use of school equipment/supplies</li> <li>• Rough housing</li> <li>• Bullying</li> <li>• Disengaged/sleeping</li> <li>• Unprepared for class (i.e., no pencil, paper, notebook, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Verbal reprimand</li> <li>• Parent contact</li> <li>• Lunch Detention/After school detention</li> <li>• Student teacher conference</li> <li>• Individual Counseling</li> <li>• Short-term behavioral progress reports</li> <li>• In School suspension (1-2 days)</li> </ul>

Level 2: Teacher and Dean of School Culture Intervention – *Parents are immediately contacted for a level 2 behavior.*

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

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

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 Uniondale 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 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](http://www.stopbullying.gov/what-is-bullying/definition/index.html)

Restorative practices implemented at the Academy, 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;
- Walk safely
- No fast paced (running) in the hallway
- No blocking the hallway with group gatherings

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” (*Voice that is appropriate in volume, tone, and audible within a 2ft distance. Professional voice does not include curse (street) or defamatory language*) at all times during the school day, whether out on fieldwork or in the school building. If a student does not comply, behavior would be considered insubordinate and would be subject to the discipline policy.

Profane language is 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 of behavioral expectations of the Academy. 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.

## **Student Services**

### ***Guidance and Counseling Services***

The full-time guidance counselor(s) will provide mandated and non-mandated counseling to all our students. Students may receive individualized, small group and whole class counseling as per need.



## Homework Policy

Students at each grade level may receive homework every night in ELA and Math. Students 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 student may not receive credit for the assignment(s). Assignments should include opportunities for students 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.

### Homework Grading Scale

PowerSchool Entry	Symbol	Percentages	Explanation
3	✓+	100%	Homework is complete and all correct
2	✓	75%	Homework is complete with most answers correct
1	✓-	50%	Homework attempted but incomplete with most answers incorrect
0	0	0%	Homework not attempted or incomplete with no answers correct or Homework not handed in

### Make-up Work

Students will be allowed to make up homework only after being absent. Students will be given one week to make up any missed assignments during their absence. Failure to submit the make up assignments during the one week window will result in those assignments being marked as zero credit. 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 the Academy's Virtual Learning Environment (VLE) website.  
<https://academycharterschoolsvle.org/>

## **Parent –Teacher Conferences**

Parents/guardians must meet the with their child’s teacher(s) throughout the school year to discuss their student’s progress. These conferences will address the specific strengths and weaknesses of the child.

**Any parent of a child in danger of repeating a grade should be involved in a conference prior to the end of each marking period.**

Formal **Promotion in Doubt** conferences are held in **January and June.**

## **Breakfast and Lunch**

The Academy Charter School’s commitment to offering children a superior education extends to the meals that we provide for students. The School aspires to the highest possible quality in its breakfast and hot lunch programs and is dedicated to meeting high standards of nutrition, taste, attractiveness, and accurate delivery.

Students are advised to refrain from sharing food with other students to minimize the spread of viruses and the risk of allergic reactions.

Students will practice etiquette and cleanup skills during meal times.

## **Transportation**

Transportation is provided according to the local school district of your residence. Uniondale Free District does not provide busing outside Uniondale. Parents of students attending The Academy from other towns that provide transportation services will receive a schedule at the beginning of the school year. Parents/guardians must contact their individual school district’s transportation department for assistance with arrangements immediately upon registering for The Academy.

## **Emergency Contact Information**

Schools occasionally have to contact parents/guardians during the school day when emergencies arise. We issue an Emergency Contact Form during registration. It is very important that parents/guardians keep the school apprised of changes as soon as they occur. **PLEASE REMEMBER TO UPDATE THE ACADEMY AS SOON AS TELEPHONE/CELL** numbers are changed so that we may have the most updated information in case of an emergency.

## **Parent Teacher Organization**

The parents/guardians, according to the PTO By-Laws and regulations, create the Parent-Teacher Organization. The PTO President sits as an active member of the Board of Trustees. The PTO sets its own meeting schedule, which is distributed at the beginning of the school year. Parents/guardians meet one night of each month, and staff and administrators are also encouraged to attend these meetings. There are PTO special events and fundraisers at which all parents/guardians are encouraged to volunteer, so that special events, cultural artists, and field trips may be purchased for the Academy.

## **Assessment Process**

Every child is assessed individually to monitor progress toward meeting grade level standards. Teachers will review available assessments such as student work and performance-based assessments to provide parent(s)/guardian(s) with detailed information about their child's academic progress. Teachers will maintain student work in order to document student progress towards meeting New York State Learning Standards and the Next Generation of Standards. A variety of samples of the child's work in each subject will also be included in this folder. Students will receive report cards, which will be issued at the end of each marking period. Report cards will be distributed directly to parents/guardians during parent-teacher conferences.

## **Middle School Promotion and Retention Policy**

### **Promotion**

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

### **Retention**

Identification of students 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. Student Attendance

When a student is identified as being at risk for retention, the school shall provide opportunities for remedial instruction to assist the student 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 Sixth – Eighth Grade**

Although the normal pattern of progress is annual promotion to the next higher grade, retention of students in any grade may be considered when a student is not progressing at an expected rate. In all instances, a committee consisting of the student'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 student 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 Common Core 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 student has been retained, it is expected that the school will develop an individual learning plan for the following year and will monitor the student'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 student 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 students may be retained, but Special Education students will not be retained solely because of their identified disability.
- Students in all grades will be promoted based on the promotional criteria listed on their Individualized Education Plan (IEP).

### **NOTIFICATION:**

First notification to parents/guardians of students at risk of retention can occur as early as January 31<sup>st</sup>.

Final notification of retention for grades K-8 students shall occur no later than the end of the second quarter.

Parents/guardians of all students 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 executive director who will appoint a committee to review the decision.

### **PROMOTION/RETENTION APPEAL PROCESS**

The decision to retain a student 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 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 Board of Trustees shall determine whether or not to overrule the school committee's decision. The decision of the Board shall be final.

## Middle School School Grading Scale

The purpose of our grading system is to appropriately and consistently measure and communicate an individual student's level of mastery of defined learning objectives. Students are expected to complete and submit work on time. Parents are expected to actively monitor student performance by reviewing report cards, progress reports and student work sent home. This policy provides students the opportunity to receive some credit for late work completed correctly; however, students will earn a zero when they do not submit an assignment. Student 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
<b>Proficiency in Content</b>  <b>80%</b>	30%	Assessments	At least 5-8 assessments within a marking period
	10%	Projects	At least one project within a marking period. Students should demonstrate authentic experiences. Each project must be graded using a rubric. A tracking tool/rubric should be established.
	30%	Classwork	Classwork includes Do-Nows, notebook checks, independent/group tasks, class readiness and participation.
<b>Work Ethic</b>  <b>20%</b>	20%	Homework & Participation	Homework is non-negotiable at the Academy.

## Grading Scale

<b>Number Grade</b>	<b>Raw Percentage</b>	<b>Explanation</b>
<b>4</b>	<b>90-100</b>	<b>Exceed Level of Performance</b> 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
<b>3</b>	<b>75-89</b>	<b>Satisfactory Level of Performance</b> 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.
<b>2</b>	<b>60-74</b>	<b>Approaching Level of Performance</b> 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
<b>1</b>	<b>0-59</b>	<b>Below Level of Performance</b> 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.



## **Character Development**

All students are required to demonstrate appropriate behaviors and knowledge of core virtues. The *School-Wide Behavior Management System* is designed to reinforce and celebrate character development.

### **School-Wide Behavior Management System**

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 Five B's**

**1. Be Here**

- In order for scholars to progress academically, they need to come to school every day on time. In addition, scholars must be in class in order to learn.

**2. Be Safe**

- A safe and orderly environment is necessary for scholars to flourish academically and socially. Scholars and teachers must adhere to the behavioral expectations of the Academy.

**3. Be Ready**

- To get most out of one's education, one must have all of the materials needed to succeed and be willing to listen and participate in daily activities and complete assigned homework.

**4. Be Respectful**

- A culture of mutual respect between scholars and the Academy Staff is paramount for the success of the school. Scholars must learn to respect themselves and others.

**5. Be Responsible**

- There are many ways for scholars to demonstrate responsibility. Scholars are responsible for coming to school each day, completing daily and nightly assignments, and adhering to school-wide behavioral expectations.

### **School-Wide Behavioral Expectations**

Respect yourself and others by:

- Asking permission before you touch others and their belongings
- Asking permission before you leave your designated area (i.e. classroom, special class, cafeteria)
- Using "please", "thank you" and other kind words
- Listening to others with your eyes and ears
- Following directions of Academy Staff members the first time they are given
- Sharing community property

At the Academy, we realize that different locations call for a different set of behavioral expectations. During the first two weeks of school, teachers will teach and model the behavioral expectations for the following locations:

## **Hallways**

- Keep yourself and others safe by walking.
- Respect the learning environment of others by using a quiet mouth, hands and feet.
- Go straight to your destination- no loitering.
- Travel with a pass to indicate where you are going; do not travel in the hallway without permission.
- Keep all body parts off of the walls and bulletin boards.

## **Cafeteria**

- Clean up after yourself.
- Walk in the cafeteria.
- Keep your hands, feet and other personal objects to yourself.
- Whisper-talk at your lunch table.
- Eat properly and use good manners.
- Do not share food with others.
- Stay seated while you are eating.
- 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, turning off the 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 parking lot without permission (arrival, recess or dismissal times).
- Remain within your assigned area.
- Line up quickly and quietly.

The Academy is committed to recognizing and rewarding scholars that demonstrate good citizenship. Scholars will receive individual and group rewards for exhibiting good character. The Academy will use a color system and monetary system to monitor behavior. We would like all of our students to be an Academy S.T.A.R. (Scholars That Are Responsible).

## **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.*



## Academic Intervention Services

At risk students will be provided with academic intervention services (AIS) in reading and mathematics. Services will be conducted during the school day by the Title I and academic intervention teachers. Students will also receive additional instruction in an afterschool program. Parents will be informed in writing if their children are mandated to receive these services.

## Educational Trips

Careful cooperative planning before each trip is essential. Students will be chaperoned at a ratio of 10 students to every adult unless otherwise indicated by the institution that is being visited. All the students must understand the purpose and relevance of the activity to the curriculum. When students return from a field trip, opportunity should be provided for them to write about the experience and what they learned.

All trips, i.e., destination, date, etc., must be approved by the Principal *prior to the staff member making any final arrangements.* The parent permission letter must include destination, date, time of departure and arrival back to school, as well as any other pertinent information. Every child must have a signed permission slip in order to go on the trip. *Permission by telephone is not acceptable.*

## **SCHOOL UNIFORMS** **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:

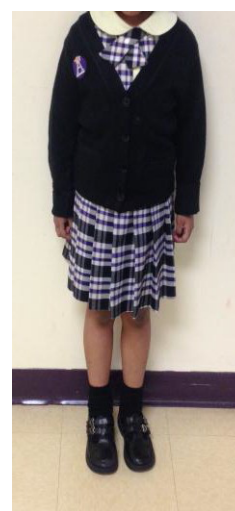
- Jewelry in any form (does not include medical alert jewelry)
- Any accessories or accentuated items that could be viewed as a safety hazard and are not in line with the uniform policy below (ex: long or acrylic nails, open toed shoes, sharp items)

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

### **Girls 6<sup>th</sup> – 8<sup>th</sup> Grade:**

#### **Girls must be neatly styled**

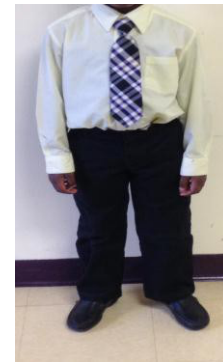
- Academy white blouse with round collar; Long or short sleeves. NO polo shirts acceptable.
- Academy purple plaid jumper; Jumpers should not be shorter than the top of the kneecap.
- Academy purple plaid headbands may be worn.
- Academy black long sleeves sweater with logo.
- **All girls must wear black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



## Boys 6<sup>th</sup> – 8<sup>th</sup> Grade:

### Boys must be neatly styled

- Academy white 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 6<sup>th</sup> – 8<sup>th</sup> 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.**



## **Health and Safety**

Students' health and safety is the school's foremost responsibility. The following information describes the precautions taken to protect the wellbeing of all students. If your child has any specific health, safety, or security needs please inform the school so that the appropriate accommodations can be made.

## **Allergies**

Due to student allergies, The Academy is a peanut-free school. Please check all food items that you send in with your child to ensure that they are peanut-free. Students will not be permitted to open and consume any items that include peanut ingredients.

## **Nurse**

The Academy Charter School has the services of an on-site nurse to assist students who are ill or injured. Parents or students may also wish to consult with the nurse on matters related to medical conditions. Parents will be notified whenever a student has been referred to the school nurse. If the nurse request that your child be sent home, ***the child must be picked up immediately. Failure to do so is a violation of health and hygiene codes and is reportable to CPS and the authorities. Your child can return to school after you have gotten a note from your doctor giving your child medical clearance.***

## **Medication**

The school nurse and the student's teacher must be informed of any prescription medication that a student is required to take at school. To dispense prescription medication to students, the nurse must receive a written order from the student's doctor and a permission slip from the student's parent or legal guardian. All medication should be brought to the school nurse in its original prescription container, labeled with the student's name, the name of the medication, the date of expiration, and the proper dosage. ***Students are not permitted to bring non-prescription medication to school.***

If, during the course of the school day, it is necessary for a student to receive common, non-prescription medication (e.g. Tylenol) the school nurse will dispense it with proper authorization. Parents/guardians must inform the school of any allergies or restrictions on non-prescription medication that their children might have. Also, please notify the school in writing if your child has a chronic illness that may affect his or her performance at school.

## **Accidents**

The school nurse will administer initial treatments for minor injuries. The student's parents or emergency contact will be notified immediately by phone whenever medical treatment is administered to a student. Incidents will be kept in the student's permanent file. In such cases, it is especially crucial that the school has working phone numbers for students' parents and for alternate contacts in the event that a parent is unavailable. Please be vigilant in keeping the school's records for your child up to date.

## **Lockers**

The school issues each 3rd through 8th grade student a locker with a lock. To maintain a discipline and safe school environment, outside locks are not permitted.

## **Fire Drills/Emergency Procedures**

The school will have fire drills during the school hours. Specific signals and procedures have been established for all types of disaster drills, and safety areas have been designated. Teachers are equipped with instructions, and all drills will be practiced with students on a regular basis.

## **Parent & Visitor Identification**

To help ensure a safe and secure learning environment for your children, all parents and visitors to The Academy Charter School are required to show a valid ID, sign in at the Security station and wear a visitor's pass. Faculty and staff have been instructed to escort anyone not having a pass immediately to the security officer for identification.

## **Social Media Policy Statement**

It is important that we, The Academy Charter School, have sound practices in place to handle situations involving social media. Emerging online collaboration platforms are fundamentally changing the way schools and individuals communicate, and this policy is designed to offer practical guidance for responsible, constructive communications via social media channels for employees, parent and students.

The same principle guidelines that apply to the activities of employees and students in general, as found in the Code of Conduct, apply to employee and student activities in social media channels and any other form of online publishing.

We, The Academy Charter School, fully respect the legal rights of our employees and students. Yet, it is important to weigh free speech and privacy rights against inappropriate communications via social media. In general, what you do on your own time is a personal matter. However, activities in or outside of work or school that affect your job or student performances, the performance of others, or the school's interests, are proper focuses for school policy.

### **Definitions**

1. Social Media Channels – Blogs, micro-blogs, wikis, social networks, social bookmarking services, user rating services and any other online collaboration, sharing or publishing platform, whether accessed through the web, a mobile device, texting messaging, email or any other existing or emerging communications platform.
2. Social Media Account – A personalized presence inside a social networking channel, initiated at will by an individual. YouTube, Twitter, Facebook and other social networking channels allow user to sign-up for their own social media account, which they can use to collaborate, interact and share content and status updates. When a user communicates through a social media account, their disclosures are attributed to their User Profile.
3. Social Media Disclosures – Blog posts, blog comments, status updates, text messages, posts via email, images, audio recordings, video recordings or any other information made available through a social media channel. Social media disclosures are the actual communications a user distributes through a social media channel, usually by means of their social media account.
4. External vs. Internal Social Media Channels – External social media channels are social media services that do not reside at a domain. Internal social media channels are located at an owned domain, require a password to access and are only visible to employees and other approved individuals.
5. Tweets and Retweets – A tweet is a 140-character social media disclosure distributed on the Twitter micro-blogging service. Retweets are tweets from one Twitter user that are redistributed by another Twitter user. Retweets are how information propagates on Twitter.

## Objectives

1. Establish practical, reasonable and enforceable guidance by which employees and students can conduct responsible, constructive social media engagement in both official and unofficial capacities.
2. Promote a safe environment for employees and students to communicate information that is not proprietary and also outline for employees and students what type of electronic communication is permissible.
3. Prepare our employees and students to utilize social media channels to help each other and the communities we serve.
4. Protect our employees and students from violating Municipal, State or federal rules, regulations or laws through social media channels.

## Guiding Principles

1. Teachers and other employees are banned from listing students as “friends” or Tweeting or Retweeting on social network sites. All Social Media Disclosures by employees regarding students on Social Media Channels are prohibited.
2. Only those officially designated can use social media to speak on behalf of the school, although employees may use social media and Social Media Channels to speak for themselves individually.
3. When you see misrepresentations made about the school by media, analyst, bloggers or other social media users, you may certainly use you blog, social networking account, or someone else’s to point that out; But you may only do so if you follow the terms of this policy.
4. Different Social Media Channels have proper and improper uses. For example, members of social networks are expected to read, and when appropriate respond, to questions asked for them from another member of their social network. It is important for employees and students to understand what is recommended, expected and required when they discuss or relate topics, whether at work/school or on their own time. Teachers and other employees may not share information about their students in such instances.
5. Teachers and other employees may not have contract with students outside of school-approved email or a school webpage.
6. Employees and students are responsible for making sure that their online activities do not interfere with their fulfilling their job, study requirements and or their commitments to the school.



## GUIDELINES FOR HANDLING COMPLAINTS

### 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 TACS). 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 TACS; (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 TACS. 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.

## **Family Educational Rights and Privacy Act (FERPA) Information Sheet**

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) INFORMATION SHEET**

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

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

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students

annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

## Appendix A

### Parent Notification Letter (Issued Annually and Published in the Family Handbook)

Dear Parents:

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that the Academy Charter School, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the Academy Charter School may disclose appropriately designated "directory information" without written consent, unless you have advised the Academy to the contrary in accordance with the Academy's procedures. The primary purpose of directory information is to allow the Academy Charter School to include this type of information from your child's education records in certain school publications.

Examples may include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want the Academy Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the school in writing by (DATE). The Academy Charter School has designated the following information as directory information:

- Student's name
- Address
- Telephone listing

- Electronic mail address
- Photograph
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams

In the event we do not receive correspondence from you on or before the above-referenced date, we will assume that you have no objection to the release of your student's directory information.

## Appendix B

### FERPA RELEASE FORM

The Family Educational Rights and Privacy Act (FERPA) of 1974, is a federal law that establishes the rights of students with regard to education records and ensures students of the right to privacy and confidentiality with respect to those records. This form is provided as a means for students' parents to give the Academy Charter School permission to discuss and/or disclose their academic records with someone other than themselves and their child(ren).

#### Authorization to Release Information

*In signing this waiver, I, \_\_\_\_\_, affirm that I am the parent of \_\_\_\_\_, who is a current/former (circle one) student at the Academy Charter School, and I give access of all my child's academic records at the Academy Charter School to the individual(s) listed below. (Individual must know student's Identification Number, FERPA Password and date of birth before information can be released.)*

Name	Relationship to student

Name	Relationship to student

*I understand this release authorization remains in effect as long as my child is a student at the Academy Charter School and I have read the forgoing authorization and fully understand the meaning of this waiver form. I affirm that I have signed this authorization voluntarily.*

---

Parent's Name (please Type or print)

---

Signature Date

Additional Information

Internal use only	
Processed by:	
Notification Sent:	
FERPA Password	
Date	

### **FERPA Hearing Procedures**

#### **Right to Inspect Education Records**

Parents and eligible students may inspect the Student's Education Records upon written request to the principal. The written request should identify as precisely as possible the record or records to be inspected.

#### **Amendment of Education Records**

Parents or eligible students may ask the school to amend a record they believe is inaccurate, misleading, or in violation of their right of privacy. Following are the procedures for amendment of records.

A hearing request must be made in writing by the student and/or parent and directed to the principal. The principal will notify the student and/or parent, within a reasonable time after the request is received, but not more than five (5) business days, as to the date, time and place of the hearing. In most circumstances, the hearing date will be within ten (10) business days of such notice so that the student and/or parent may be prepared for the hearing.

#### **Student/Parental Rights at the Hearing**

- To present information and evidence concerning a clerical or recording error in the education record which needs to be corrected.
- To have a hearing officer who does not have a direct interest in the outcome of the hearing;
- To be advised by one or more individuals, including counsel;
- To have a full and fair opportunity to present evidence concerning requested corrections to the education record;
- To receive, within a reasonable period of time after the hearing, but not more than ten (10) business days, a written decision based solely on the evidence provided at the hearing. The decision will include a summary of evidence and reasons for the decision;
- To submit a statement into his or her education record commenting on the contested portion of the record which will be provided to any person who later views that portion of their education record, if the amendment is denied.

### **School Rights and Responsibilities When a Hearing is Requested**

To select a hearing officer in accordance with FERPA requirements; the hearing officer may be any school official who does not have a direct interest in the hearing outcome.

**The hearing shall in all respects be under the control of the hearing officer and shall not be subject to formal rules of evidence or procedure.**

- To deny a request for a hearing when the proposed amendment to the education record include anything more than correcting clerical errors.
- To schedule a hearing within a reasonable time, but not more than ten (10) business days, after receiving the hearing request.
- To provide evidence to the hearing officer to support the previous determination not to amend the student's education record.

### **Role of the Hearing Officer**

- To allow the student and/or parent the opportunity to present evidence relevant to the issues raised. The hearing officer has the right to determine whether particular evidence presented is relevant to the record and issue(s) in question.
- To make his or her decision solely on the evidence presented at the hearing
- To provide the student and/or parent with a timely written decision, including a summary of the evidence and reason for the decision.

### **Hearing Outcome**

- If the hearing officer finds that the record is inaccurate, misleading or otherwise in violation of the privacy rights of the student, the Academy will amend the record accordingly. The student will be notified in writing of the correction.
- If the hearing officer finds that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, the Academy will notify the student of the right to place a statement in the record commenting on the contested portion of the record, or stating why he or she disagrees with

the decision not to amend, or both. The Academy will maintain this statement with the contested portion of the student's education record for as long as the record is maintained. The statement will be disclosed whenever the Academy is required and/or requested to disclose the portion of the record to which the statement relates.

### **Fees for Copies of Records**

The School will make copies available to parents and may charge a copying fee for each page requested to be copied, not to exceed \$0.50.

### **Disclosure of Education Records**

The School may disclose personally identifiable information from an Education Record of a Student without the consent of a parent or eligible student (as applicable) if the disclosure meets one or more of the following conditions:

- The disclosure is to School Officials who have a legitimate educational interest.
- The disclosure is to officials of another school, school system, or institution of postsecondary education where the Student seeks or intends to enroll.
- The disclosure is to authorize representatives of state and local educational authorities.
- The disclosure is to organizations conducting certain studies/research for or on behalf of the school.
- The disclosure is to accrediting organizations to carry out their accrediting functions.
- The disclosure is to comply with a judicial order or lawfully issued subpoena.
- The disclosure is made in circumstances where the parent and/or eligible student and the school are engaged in litigation.
- The disclosure is in connection with a health or safety emergency.
- The disclosure is information the school has designated as directory information.
- The disclosure is to a victim of an alleged perpetrator of a crime of violence or a non- forcible sex offense.

### **Record of Requests for Disclosure**

The school will maintain a record of all external requests for, and/or disclosures of, information from a Student's Educational Records. The record will indicate the name of the party making the request, any additional party to whom it may be re-disclosed, and the legitimate interest the party had in requesting the information. The record of requests may be reviewed by the parents or eligible students.





## **Americans Disability Act (ADA)**

It is the policy of The Academy not to discriminate against students or other persons with disabilities and to operate in compliance with applicable provisions of the Americans with Disabilities Act (ADA). Please know that The Academy is sited in an older builder that is not required to meet ADA building standards for new construction.

The Academy maintains a provisional plan to accommodate limited mobility persons on the 1st (first) Floor of the school building. Also, on the 1st (first) Floor are a handicap accessible restroom, and a handicap accessible food service area. In addition, The Academy will take whatever steps are required by the ADA to provide a reasonable accommodation to students with Disabilities.

## Student and Parent Contract

Preparing any child for a successful future must be based on a partnership among the student, parents and school faculty. At the Academy Charter School (TACS), we understand that we cannot be truly successful without the commitment of both parent and student. All parties will make a commitment to the strategies geared towards the success of our students.

### Attendance

1. I understand that my child will not be permitted to enter the building before 7:00 a.m.
2. I will ensure that my child will attend school every day no later than 8:00 a.m.
3. I will bring my child to school by 7:30 a.m. so that he/she will have breakfast.
4. I will pick up my child or arrange for pick up in a timely manner when called by the school to tell me my child is ill.
5. I will pick up my child from school by 4:00 p.m. daily **and no later than 4:15 p.m.**
6. I will keep track of all short Wednesdays and arrange pick up for my child at 2:00 p.m. on those designated days.
7. I understand that if my child is absent more than 20 days per year, he/she may have to repeat their current grade.
8. I understand that if my child is enrolled in the afterschool program or any extra curricula activities, I will pick my child up no later than 15 minutes after the program ends or they will be dismissed from the program.
9. I understand that if I do not abide by any of the attendance rules stated in this handbook, I will be called in for a meeting with the Principal. I understand that my child will not be allowed to return to school until this meeting occurs. Failure to attend this meeting can result in the expulsion of my child.

### Code of Conduct

1. I will abide by the school's Code of Conduct and Discipline Policy.
2. For the safety of all children, I will abide by the school's designated drop-off and pick up areas and will always sign in when entering the school.
3. I will ensure my student comes to school prepared with all materials and ready to learn daily.
4. I will dress and behave in a mature manner and use appropriate language when on school grounds.
5. I will not send my child to school with any sports equipment (i.e. basketball, football, jump rope, etc.) or electronic devices (i.e. cell phones, iPads, iPods, video games, etc.).
6. I understand that if I/my child does not abide by the school's Code of Conduct and Discipline Policy, I will be called in for a meeting with the Principal. I understand that my child will not be allowed to return to school until this meeting occurs. Failure to attend this meeting can result in the expulsion of my child.

### Communication

1. I will review all school communications and return and sign any required papers.
2. I will attend all parent teacher conferences. In the event that I cannot attend, I will schedule an appointment with my child's teacher for a later date.
3. I will make an effort to attend parent teacher organization (PTO) meetings and school meetings (i.e. Title I, Board Meetings, Parent Workshops).
4. I will keep positive communication going between the teacher/principal and myself.

## Homework

1. I will encourage my child to complete his/her homework.
2. I will ensure uninterrupted, distraction-free homework time for my child each night with an understanding that homework comes before television and playtime
3. I will make sure that my child makes up missed work, within three days of any absences.
4. I will read with my child (or have my child read) each night for the allotted time required by their grade
5. I will review my child's homework each night.
6. I understand that if my child's homework is missing, incomplete, or late on a consistent basis, his/her report card grade may be lowered.
7. I understand that if my child does not complete their homework, they will receive in-school consequences.
8. I understand that if my child does not complete his/her homework on a consistent basis, I will be called in for a meeting with the teacher and possibly the Principal.

## Promotion

- I understand that my child needs to pass all academic classes in order to be promoted to the next grade.
- I understand that my child may be required to stay afterschool for extra help or tutoring.

## Dress Code

- I will ensure that my child will follow the school's uniform policy by wearing the school's uniform daily.
- I will ensure that my child's uniform is kept clean and neat daily.
- I understand that if my child comes to school out of the proper uniform (clean and neat), he/she ***will not*** be permitted to attend class and will need to wait for the appropriate uniform to be brought from home. Failure to comply with the policy will require you to pick up your child from school.
- I understand that if I am not accessible, my child will be given the necessary dress (i.e. tie, socks, belt, etc.) at the cost of a rental fee for the day.
- I understand that if I do not abide by the dress code stated in this handbook, I will be called in for a meeting with the Principal. I understand that my child will not be allowed to return to school until this meeting occurs. Failure to attend this meeting can result in the expulsion of my child.

## Also Note:

- *No denim fabric/jeans.*
- *No leggings or skin-tight pants.*
- *Pants must be solid color and not faded.*
- *Pants must be worn at the waist, with no visible underwear.*
- *Shirt fabric cannot be see-through, and undergarments cannot be visible.*
- *No outerwear during the school day, except the school's logo wear. No hats, coats, gloves, or sunglasses.*
- *Safe footwear should be worn daily. Sneakers are acceptable. Flip-flops and high-heeled shoes (above 2 inches) are not acceptable for safety reasons. Footwear must be all black.*
- *Jewelry is permitted, but must be removed for Physical Education and sports participation, and occasionally for science labs. If jewelry is disruptive to class (i.e., clanking on work surfaces) it will need to be removed.*
- *No items may be worn that are potentially dangerous, either as jewelry or on clothing (i.e., spikes, chains).*
- *No items may be worn that are revealing, provocative, or contains symbolic or actual messages that are offensive (i.e., gang related items, sexual, drug, or alcohol references).*
- *Exceptions to Dress Code will be made for religious or medical reasons with parent conference*



# STATEMENT OF UNDERSTANDING

*The Academy Charter Middle School*

I have received and read a copy of The Academy Charter School's Student and Parent Handbook and understand the rules, regulations, and procedures of the school. I understand that if I ever have any questions regarding school policies, I can always ask my parent or guardian, or other member of the school community for a further explanation.

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Parent/Guardian Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

*A signed copy of the Statement of Understanding is due one week after receipt of the Handbook. We thank you for your cooperation and wish you the best as a member of the Academy community.*