

Fall | 18



*Charter High School*

# **Family Handbook**

**2018-2019**

---

Learn. Lead. Serve.

---

**Board of Trustees**

Barrington Goldson  
Robert Stewart  
Dawn West-Bloise  
Roderick Roberts  
Peter Goodman  
Donovan Henry  
Beth McKenzie  
Marie Graham  
Stephen Rowley  
Janet Roache (PTO President)

**2018 – 2019**

School Hours: 8:00 AM -  
4:00 PM

**Mr. Wayne Haughton**  
Executive Director

**Mr. Travis Holloway**  
High School Principal

**159 North Franklin Street**  
**Hempstead, New York 11550**  
**Main Number: (516) 408-2200**

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

## 2018-2019 School Organization Chart

**Executive Director**

Wayne Haughton

**Chief Strategy and  
Development Officer**

Felicia Barracks

**Chief Academic Officer**

Dr. Nicholas Stapleton

**High School Principal**

Travis Holloway

**Assistant Principal**

Wayne Peterkin

**Assistant Principal**

Roberta Cummings-Smith

**Director Student Support Services**

Nicole Carr

**Dean of School Culture**

Quinton Dupree

**School Counselors**

Janine Gooden

Eunice Wu

Michelle Anthony

### District-Level Staff

**Human Capital Director  
& General Counsel**

Sandra Oneil

**Associate Human  
Capital Director**

Tamara Danglade

**Director of Operations**

Donna Douglas

**Facilities Manager**

John Williams

**Comptroller**

Carl Johnson

### Mission Statement

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

### History

The Academy Charter School was founded by a group of concerned residents of the Hempstead, NY community who wanted to provide choice for the families to educate their children.

The charter was granted in February 2009 and the school opened in September 2009 as an elementary school with 175 students enrolled in grades K-2. The 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades were added annually in the subsequent years. In September 2013, the intermediate school was opened beginning with the 6<sup>th</sup> grade and the 7<sup>th</sup> and 8<sup>th</sup> grades were added in September 2014 and September 2015 respectively.

In January 2016, the Charter Schools Institute approved the addition of the high school grades beginning with the 9<sup>th</sup> grade in September 2016. In the subsequent years, the school will grow to a full K-12 model by the addition on an additional grade each year for the next three years with approximately 100 – 150 students per grade. At full capacity the high school will enroll 600 students.

### Vision

From its inception, the Academy has had a strong focus on parental involvement at all levels. The high school will continue to provide a viable option for families who value diversity, and academic excellence. Our vision is to offer students a rigorous and challenging mastery-based college-preparatory academic curriculum with a strong focus on technology. We intend to prepare all our students to attend college with a variety of extra-curricular activities, programs and support services. It is just not enough for our students to pass the Regents but we intent to strengthen the course offering so that our students will be accepted to the colleges.

## *Greetings from the Chief Academic Officer*

Dear Families:

Over the years, the success of the school has been your confidence in the school and the faith that you have in us to provide a high quality education to your child. The 2018-2019 school year promises to be more exciting and engaging for our students.

This year we will focus on improving instruction. All students from kindergarten to the high school will be engaged in the STEM (Science, Technology, Engineering and Mathematics) initiative. Students will be provided hands on learning in courses related to robotics and computer science using the *Project Lead the Way* curriculum. Through this initiative, we expect our students to participate in regional competitions.

Students in grades K-2 will be taking a new course entitled *Readers Theatre* in lieu of Spanish. This will help students improve their literacy skills in oral communication and their confidence level in theatre. At the high school level, we will be strengthening our efforts to ensure scholars are college-ready upon high school graduation—including SAT prep.

We will improve the sports program at all levels. In the high school students will now have the opportunity to participate in track and field, basketball, soccer and volleyball after school and on the weekends. We expect students to participate in varsity and regional competition and use the opportunity to develop their skills to enhance their application for college scholarships. In the elementary grades, we will be partnering with the local Police Athletics League (PAL).

Most of all, through our dedicated staff, we will continue to offer a rigorous academic program so that our students will continue to perform on the various New York State assessments. Moreover, we will begin the college preparation earlier for our students as some students in the eighth grade will be prepared to take the Regents exams. This will accelerate the high school graduation process for some students and allow some students to take advanced coursework in preparation for college.

Thank you for commitment.

Sincerely,

Dr. Nicholas Stapleton

## **Message from the Principal**

Dear Parents/Guardians:

It is my esteemed honor and privilege to welcome you to the 2018-2019 year of the Academy Charter High School. The upcoming school year promises to be an exciting one for us and we hope that you will share in that excitement. We seek to foster an environment and culture in which Academy scholars will become “world-class, competitive scholars who will learn today, lead tomorrow, and serve in the future.”

We are pleased to present you with our Family Handbook. The TACHS Family Handbook provides our families with information that explains our policies and procedures—including our Code of Conduct. This handbook also provides you with information about how scholar progress is measured and what families can expect as it relates to scholars’ day-to-day experiences.

Our families play a significant role in the education of our scholars and helping us to make this a great school. We see you as our partners in education because we recognize that we cannot achieve successful goals without you. As founding members of the Academy Charter High school family, you have the unique opportunity to help shape the high school scholar experience for all future scholars that will attend our school

As specific questions arise throughout the school year, please refer to this Family Handbook to address those inquiries. Feel free to contact the school or your child’s teacher with any additional questions you may have.

With rising accountability measures and standards, we have the highest expectations for this upcoming school year. I look forward to partnering with you to make this next year a successful one for our scholars and the Academy.

Thank you in advance for your continued cooperation and support.

Working Together,

Travis Holloway  
High School Principal  
[tholloway@academycharterschool.org](mailto:tholloway@academycharterschool.org)

## **Learning and Student Life at TACHS**

TACHS implements a Regents program core curriculum geared toward preparing students for college and their career. TACHS is dedicated to providing scholars with effective STEAM programming (Science, Technology, Engineering, Arts, and Mathematics) and developing positive school culture. As such, the Academy experience will include a combination of distinct features, not traditionally offered.

### **STEAM (Science, Technology, Engineering, Arts, and Mathematics)**

The sentence that defines STEAM is: Science & Technology, interpreted through Engineering & the Arts, all based in Mathematical elements. The 'A' stands for the broad spectrum of the arts going well beyond aesthetics; it includes the liberal arts, formally folding in Language Arts, Social Studies, Physical Arts, Fine Arts, & Music that each shape developments in STEM fields. It is a framework for teaching that is based on natural ways of learning, customizable for ALL types of students and programs and is FUNctional! (Steam EDU). To support our instruction in technology, the Academy Charter High School will be utilizing Project Lead The Way (PLTW) programming which focuses on Engineering and Computer Science.

### **Advisory (House)**

At the Academy, Advisory is a daily class dedicated to academic growth, character growth and college information sessions. Students meet for twenty-five minutes periods daily. Each "house" is comprised of one adult Academy employee and twelve to fifteen (12 -15) students. In "house" the adult serves as the academic advisor to the student and an immediate contact for parents. This adult also teaches the required College Seminar coursework. The leader of each group also supports students in other ways including organizing student work portfolios, preparation for *Student Led Conferences* (see below). In addition, House time is devoted to service projects and teambuilding exercises, discussion and reflection.

### **Portfolios**

Students use portfolios to organize their work with meaningful reflection on their personal progress. Every student has a *working folder* in each of his/ her class that will store his/ her cumulative work for the trimester. Each trimester in every class, including House, students will, with guidance of their house leader will present the information in their comprehensive portfolios at *Student Led Conferences*.

### **Focus on College Preparation**

Throughout all four years of the program, staff members will help students develop their understanding of and interest in post -secondary educational options. Beginning during the freshman year, staff will take students to visit college campuses. Moreover, students will be exposed to professionals in a variety of fields in off-campus settings including business, technology and medical fields. This will

allow students to become familiar with the educational routes to profession of their interest. From the inception of their high school career, and through the annual College Seminar courses, students have practice with the testing format that the college application process entails. In addition, students will work with the college counselor on preparation for the SAT and ACT and other requirements such as essays and interviews for college placement.

### **Counseling Services**

The full-time guidance counselor(s) will provide mandated and non-mandated counseling to all our students. Students will receive individualized, small group and whole class counseling as per need. The guidance counselor(s) will also provide college placement support services and oversee both the *Advisory* periods and the *House* program including placement of students and College Seminar coursework. This will also include Character Education, special assemblies, and other schedule activities and events. The guidance counselor will also work with community service agencies to provide additional support for students to meet their individualized needs. The guidance counselor will also work closely with the House leaders in serving as a point of contact for parents and will conduct home visits to support students.

### **Welcoming of Academy Guests**

TACHS is a school that encourages interaction with the wider community. The establishment of a friendly and informative professional community is a priority. Within each class, all students are expected to be ready to greet guests. When authorized individuals enter our facility, they will often be supplied with visitor nametags. Adult visitors will be greeted and addressed with their appropriate title (i.e., Mr., Ms., Dr.) and last name. All students are encouraged to introduce themselves to all visitors, providing a statement similar to the following: "Welcome to the Academy Charter High School, Mr. \_\_\_\_\_. My name is \_\_\_\_\_. How can I help you?" Select Student Ambassadors are chosen and trained each year, and will assist with special events. Students may request to become Ambassadors.

### **Service Learning**

The Academy takes pride in its surrounding community. As our mission statement provides, we are dedicated to serving our community. All scholars will be required to serve a minimum of 100 hours of service learning before they complete the 12<sup>th</sup> grade. Throughout their four years, various opportunities for scholars to participate in service learning activities will be provided. These will include, but are not limited to: beautification of public space (i.e., park), volunteering in a nursing home, and administering a clothing drive.

## Common Classroom Practices

### Start/Dismissal of Class

Students are allowed three minutes of passing time between all classes. Students are expected to be in their classrooms, seated, and prepared to learn at the sound of the second bell. Teachers will close their doors at the start of class. Teachers are expected to greet and dismiss students in a consistent and organized manner every period according to the team/department expectations. Teachers are to be fully present and aware when students are entering and exiting the classroom. It is important that classes are not dismissed until the room is clean and furniture is in order. Students are expected to assist each other, cleaning items even if they did not personally create the mess.

### Classroom Seating

The seating in each classroom is at the discretion of the teacher. Seating arrangements are designed to enhance the learning of all students in the classroom.

### Hall Passes

All students are required to carry a pass to travel in the hall.

### Information on Classroom Board

Learning targets for the class will be posted on the board regularly. Additionally, the homework will be posted in the same location on the board every class period.

### Binders, Notebooks, and Folders

All TACHS scholars are expected to be organized and prepared for all classes. They must have the following (as required by course instructor) to ensure that they are duly prepared:

- **Binder(s):** Binders allow for students to keep track of course handouts that will generally be three-hole punched. Students will likely only need **one** binder for all courses. Therefore, binders must contain dividers (one for each course).
- **Notebooks:** Most courses will require that students have a specific notebook dedicated to [student-written] course notes.
- **Folders:** All coursework, that will be turned in must be done on loose leaf paper—unless otherwise instructed by the teacher. Graded coursework should be kept in student folders, as students will be maintaining a collection of their work to develop their student portfolios.

### Presentation of Coursework

TACHS scholars are expected to present their work according to teacher specifications.

## **Coursework and Curriculum**

### **Four-Year Plan: Grades 9-12**

Though there are some differences in structuring the academic program as compared to a traditional public high school, the course work earned for graduation is equivalent. Through high level pedagogy and highly engaged students that is embedded in the culture of the school, students will meet the requirements New York State Regents Diploma and Advanced Regents Diploma. The course work mentioned below suggests a typical progression. There will be variation in courses as students move into the junior and senior years as some students may decide to take more honors and Advanced Placement courses to get a head start in earning college credits. Students will also have differing interest and different career path and thus will be interest in different electives. During in the junior and senior years, all students will be guided through the necessary steps of preparation for the college application process; this process will include the necessary preparation for the interview process and submission of the personal essay.

### **Weekly School Schedule**

TACHS weekly and yearlong schedules are intentionally designed to promote deep concentration and academic rigor in the core academic subjects (English Language Arts, Mathematics, Science and Social Studies), plus Technology, Spanish and other electives. Classes are presented daily in periods of approximately 45 minutes allowing for total instructional time of more than 200 minutes per week. This far exceeds the 180 minutes requirement for courses ending in a Regents exam. In every classroom, active learning including student engagement and student academic support is top priority. Students are expected to leave every class with the skills necessary to complete other tasks including homework and research projects. The schedule includes time for students to receive academic intervention and remedial services as well as to find time to study independently or in small groups. The core subject classes will contain about 20-25 students. Each student has an individualized scheduled and students with IEPs and those receiving ENL services will be programmed accordingly.

CREDIT REQUIREMENTS		Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation
		MINIMUM NUMBER OF CREDITS
English		4
Social Studies	<i>Distributed as Follows:</i> U.S. History (1) Participation in Government (1/2) Economics (1/2) Other (2)	4
Science	<i>Distributed as Follows:</i> Life Science (1) Physical Science (1) Life Science or Physical Science (1)	3
Mathematics		3
Languages Other than English (LOTE)		1 <sup>(1)</sup>
Visual Art, Music, Dance, and/or Theater		1
Physical Education (participation each semester)		2
Health		0.5
Electives		3.5
<b>Total</b>		<b>22</b>

<sup>(1)</sup> Students with a disability may be excused from the requirement for 1 unit of credit in LOTE if so indicated on the IEP, but must still earn 22 units of credit to graduate.

The New York State Education Department (NYSED) also requires that students take 4 (+ 1) Regents examinations for graduation: 1 English, 1 Mathematics, 1 Science, 1 Social Studies, and 1 additional. (NYSED has approved that a credential earned through student participation in Career Development and Occupational Studies can be combined with 4 Regents examinations to qualify for a high school diploma. NYSED also offers Regents diplomas with advanced designations that are based on the number [and subject area] of Regents examinations taken by scholars. The following are the examination requirements for each designation:

**Traditional (Advanced Regents Designation) Combination** – ELA, Global History and Geography, U.S. History and Government, 3 Mathematics, 2 Science (1 must be life science and 1 must be physical science) for a total of 8 examinations. In addition to these examinations, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE.

**STEM (Mathematics) Pathway Combination** – ELA, 1 Social Studies, 4 Mathematics, 2 Science (1 must be life science and 1 must be physical science) for a total of 8 examinations. In addition to these examinations, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE.

**STEM (Science) Pathway Combination** – ELA, 1 Social Studies, 3 Mathematics, 3 Science (1 must be life science and 1 must be physical science) for a total of 8 examinations. In addition to these examinations, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE.

**Pathway Combination (other than STEM)** – ELA, 1 Social Studies, 2 Science (1 must be life science and 1 must be physical science), 1 Pathway (other than Science or Mathematics) for a total of 8 examinations. In addition to these examinations, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE.

***\*Scholars can receive an annotation that denotes Mastery in Mathematics by completing the assessment requirements of any of the Advanced Regents Designation combinations AND acquiring a score of 85 or better on each of 3 Mathematics examinations.***

***\*\*Scholars can receive an annotation that denotes Mastery in Science by completing the assessment requirements of any of the Advanced Regents Designation combinations AND acquiring a score of 85 or better on each of 3 Science examinations.***

***\*\*\*Scholars can receive a Regents Diploma with Honors by completing the assessment requirements of any of the Advanced Regents Designation combinations AND acquiring an average score of 90 or better on all Regents examinations.***

TACHS scholars can expect to take the courses below in their 9<sup>th</sup> grade year. Scholars can expect to have acquired 7, of the required 22 credits, by the conclusion of their 9<sup>th</sup> grade year. Additionally, they will complete 3 of the 5 Regents examinations required for high school graduation. The following is a sample of the 9<sup>th</sup> grade students' course/credit load:

Year 1 (Grade 9)	Credits Acquired
Algebra 1* (Regents)	1
English 9 –Literature and Language Arts	1
Living Environment** (Regents)	1
United States History & Government (Regents)	1
Spanish 9	1
Technology	.5
Phys. Ed	1
Health and Wellness	
College Seminar 1	0
Art Elective	0
Total Credits Acquired:	6 ½

*\*Scholars who successfully completed the Algebra 1 Regents examination in the 8<sup>th</sup> grade will be offered Geometry.*

*\*\*Scholars who successfully completed the Living Environment Regents examination in the 8<sup>th</sup> grade will be offered an alternative Science course.*

For the remaining school years, scholars will be offered courses as follows:

Year 2 (Grade 10)	Credits Acquired	Year 3 (Grade 11)	Credits Acquired	Year 4 (Grade 12)	Credits Acquired
Geometry (Regents)	1	Algebra 2/Trigonometry (Regents)	1	Pre-Calculus/Math Elective	1
English 10 – <i>Literature and Language Arts</i>	1	English 11 – <i>Literature and Language Arts</i> (Regents)	1	AP English/English Elective	1
Chemistry (Regents)	1	Physics (Regents)	1	Earth Science (Regents)	1
Global History 10	1	Global History 11 (Regents)	1	United States History & Government (Regents)	1
Art Elective	1	Art Elective	1	Art Elective	1
Computer Science	1	Engineering	1	Technology	1
Phys. Ed	½	Phys. Ed	½	Phys. Ed	½
College Seminar 10	0	College Seminar 11	0	College Seminar 12	0
Study Hall/Advisory	0	Study Hall/Advisory	0	Study Hall/Advisory	0
Total Credits Acquired:	6 ½	Total Credits Acquired:	6 ½	Total Credits Acquired:	6 ½
				<b>Total Acquired by Graduation</b>	26

*Sample Student Schedules:*

Sample Daily Schedule 9th - 12th Grade						
			9th Grade	10th Grade	11th Grade	12th Grade
	7:30 AM	8:00 AM	Breakfast	Breakfast	Breakfast	Breakfast
0	8:00 AM	8:10 AM	Homeroom	Homeroom	Homeroom	Homeroom
1	8:12 AM	8:57 AM	English 9	Global History 1	Global History 2	Public Speaking/Shakespeare/English Elective
2	8:59 AM	9:44 AM		Geometry	Algebra 2	Technology
3	9:46 AM	10:31 AM	College Seminar 9/Advisory	College Seminar 10/Advisory	College Seminar 11/Advisory	College Seminar 12/Advisory
4	10:33 AM	11:18 AM	Algebra 1	Health	Physics	Economics/Government
5	11:20 AM	12:05 PM		English 10	Lunch	Lunch
6	12:07 PM	12:52 PM	Lunch	Lunch	Physical Education	Physical Education
7	12:54 PM	1:39 PM	Physical Education	Physical Education	Technology	Earth Science/Science Elective
8	1:41 PM	2:26 PM	United States History	Computer Science	English 11	Pre-Calculus/Math Elective
9	2:28 PM	3:13 PM	Living Environment	Spanish 1	Spanish 2	Spanish 3
10	3:15 PM	4:00 PM	Information Technology	Earth Science	Art - Sculpture	Elective

### **Additional Academic Support and Enrichment**

To ensure the success of every student, students will also engage in the following:

#### **Tutoring**

In addition to the Academic Intervention Services, students who need additional instruction support will work with subject teachers during the after school hours and on Saturday mornings. Through our partnerships with SUNY, Old Westbury and New York Institute of Technology, student tutors from these two institutions will be available to work with students.

#### **Individualized Use of Academic Support and Enrichment**

Academic Intervention Support (Language Arts, Mathematics, Science and Social Studies) will be a regularly scheduled part of each student's daily program. This support provides access to remedial Reading and Writing depending on a student's individual needs.

#### **Special Education Services**

Students who are classified by the Committee on Special Education (CSE), or through Section 504 with a disability affecting their educational progress, will be provided support as indicated on their Individualized Education Program (IEP) or Accommodation Plan. The laws and regulations governing the provision of educational services will be followed with precision. As required by law, school representatives and parents will assist in the development of the IEPs and Accommodation plans, and will work actively to design programs emphasizing student participation in the least restrictive environment. Certified special education providers will oversee the IEP implementation, while general education teacher's work as active team members in the service of each student's needs in classroom characterized as heterogeneity and differentiated instruction, Integrated Co-Teaching (ICT). With appropriate program modification and services, students will be expected to achieve their goals and earn a diploma in accordance with New York State Education Department (NYSED) regulations.

#### **English as a New Language**

The ENL program is designed to support all of students needing such services based on CR Part 154-2 regulations. Students receive *Stand Alone* instruction in small groups depending on how they are placed based on the NYSITELL exam. However, instruction is also *integrated* into core content, as the ESL teacher will push into these classrooms to support students. Our goal is to provide our students with rich learning opportunities through which they can learn to listen, speak and write in English while they are mastering content knowledge including English Language Arts, Mathematics, Science, Social Studies and the arts.

## Grading Policy

Determinations of passing or failing for course credit is based on students’ mastery of the New York State Learning Standards addressed in the course. As part of our college readiness goal, TACHS scholars are evaluated using a Grade Point Average (GPA) system. This is the same grading system used in colleges. GPAs are based on a 4-point system as determined below:

Letter Grade	Number Value	Grade Point Value
A+	100	4.3
A	93-99	4.0
A-	90-92	3.75
B+	87-89	3.5
B	83-86	3.0
B-	80-82	2.75
C+	77-79	2.5
C	73-76	2.0
C-	70-72	1.75
D+	67-69	1.5
D	65-66	1.0
F	Below 65	0

To calculate a scholar’s GPA, we add the numerical values of the letter grades and then divide the sum by the number of courses included in the scholar’s GPA. Please see below for an example of what to expect on a scholar’s report card:

English 9	B+	3.5
Algebra I	A-	3.75
United States History	B	3.0
Physical Education	S	
Living Environment	C+	2.5
Living Environment (Lab)	S	
Spanish 9	B	3.0
Computer Science	A	4.0
	Trimester GPA:	3.3
	Cumulative GPA:	3.1

### **Notes on the Grading Policy:**

- *Students earn credits for courses in which they have achieved a grade of 65 or above.*
- *Passing grades for course credit for Students with Disabilities will be determined by students’ IEP.*

- *Physical Education and Science Labs are not included in the calculations for a scholar's GPA. Instead, students will be graded using S, N, and U.*
  - *S – Satisfactory (Passing)*
  - *N – Needs Improvement*
  - *U – Unsatisfactory*

### **Promotion Requirements (Minimum credits and regents required for promotion)**

Promotion decisions for scholars in grades 9-12 are based on credit accumulation, successful completion of coursework, and passing of Regents exams.

Our promotion in doubt process provides families with formal notifications (promotion in doubt letters) that their child is at risk of not meeting promotion standards and being retained in the same grade for the upcoming school year. This notification will occur at the conclusion of the first semester (mid-year) and will be provided along with the second quarter report cards.

The school principal makes promotion decisions for all students in mid-June. Promotion decisions are communicated to scholars and families by the end of the school year. High school scholars who do not meet promotion requirements in June have the right to attend summer school and be promoted in August if promotion standards are met at that time.

The following are the grade-by-grade promotion standards for the Academy Charter High School and reflect the minimum criteria for promotion from the scholar's current grade to the next grade.

<b>Grade</b>	<b>Units of Credit</b>	<b>Passed Regents</b>
<b>9</b>	5	1
<b>10</b>	11	3
<b>11</b>	17	4
<b>12</b>	22	5

### **TACHS Summer School**

If a scholar receives a failing grade for the year and/or on a Regents exam, the scholar is mandated to attend summer school. If a scholar fails to attend summer school, that scholar may not be promoted to the next grade and will jeopardize graduation.

Academic success must take priority for every TACHS scholar. Parent/guardians are made aware of scholars' academic progress throughout the school year (i.e.,

report cards and progress reports). Family vacations are not an acceptable reason for not attending summer school.

### **High School Credit Policy for High School Regents courses taken in Middle School**

Students wishing to be awarded credit for Regents courses taken in middle school must submit a transcript and/or final report card that contains both the course grade and regents grade for evaluation prior to start 9<sup>th</sup> grade. Students receiving an 85 or higher on a Regents Examination and a passing course grade will automatically receive credit for that course. Students receiving less than an 85 will be evaluated on a case by case basis and may be awarded credit at the discretion of TACHS. All students not receiving credit will be required to retake the course.

### **Homework**

TACHS staff is committed to the creation of a careful and intentional school community that encourages student learning through meaningful educational experiences. Homework is assigned in moderate amounts and with care to reinforce learning, not to frustrate or overburden. Homework is assigned to serve a useful purpose. Homework is designed not to be used as punishment or as “busy-work,” or as a substitute for teacher instruction. All assignments are made clear to students before they leave school, and time is provided within the school day for work to be started with teacher supervision. Students should not need adult assistance at home to complete work. Homework is given in order to provide practice of concepts that have been presented in class, to provide support for retention of newly acquired information, and to prepare students for the next class meeting.

Families should assume that students will receive homework in all core subjects on a daily basis. Families should help set aside this time and support students in planning ahead to manage time if some days in the week are busier than others after school.

Families should expect that teachers will post homework or study expectations in the assigned area on the board during class every day, and that students will be supervised as they copy the assignment into their planner. Completed homework will be checked regularly. Students are expected to complete all assigned work without excuses. Failure to do so can result in contacting a student’s family to announce that the student will have an extension of school time in order to complete the work. Homework detention may be served with a teacher or in a generally supervised after-school detention. If students are out of school for any reason, they are encouraged to contact classmates to obtain missed assignments or families may call the office to request assistance.

## **School Activities Supporting the Academic Programming**

### ***Sports Programs & Adventure/Fitness Experiences***

Sports and adventure/fitness programs are available at TACHS, including competitive game opportunities, as well as training in developmental skills.

TACHS offers volleyball, basketball, and track & field as competitive and club sports. Additional activities will be available as individual interest is established. The TACHS program places emphasis on physical and emotional fitness, and sports and recreation are recognized as an important component of a quality high school program. Eligibility criteria will be established for participation in sports and adventure experiences, with input from the physical education teachers.

### ***Teambuilding***

At the beginning of each year, students and their house leaders spend time engaging in team-building activities as a grade level and within their houses in an effort to get to know each other as individuals and to build a sense of community and cooperation. These meetings will be scheduled during the summer, prior to beginning of the school year.

### ***Visual/Performing Arts & Music***

Participation is available in these programs at TACHS. Band, Visual Arts and Theater are currently available to students in the after school program. Sophomore year, all students will be scheduled for Art and Music multiple times weekly which will meet the NYS standard requirement toward graduation. In addition to the visual arts and music during the regular schedule, after school arts activities are available for all students. **Music will not be offered during the ninth grade year.**

### ***Clubs, Dances and Recreational Events***

Clubs continue to be developed as interest is expressed, driven by student and family initiatives. TACHS has established a student government, for example, driven by student request. With student organization and staff guidance, dances and other recreational events have been held for TACHS students.

## **Code of Conduct and Discipline Policy**

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

- In school during school hours;
- Before and after school—while on school property;
- At school-sponsored events
- When behavior demonstrated negatively affects the educational progress or health and safety of any member(s) of the school community

- When behavior is written, oral, or includes the use of electronic devices and social media outlets—including, but not limited to: texting, emailing, and social networking outlets.

### **Right to Due Process**

Every student has the right to:

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

### **Student Responsibilities**

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

Therefore, students have a responsibility to:

- Attend school regularly and punctually and make every effort to achieve in all areas of their education;
- Be prepared for class with appropriate materials and properly maintain textbooks and other school equipment;
- Follow school regulations regarding entering and leaving the classroom and school building;
- Help maintain a school environment free of weapons, illegal drugs, controlled substances and alcohol;
- Behave in a manner that contributes to a safe learning environment and which does not violate other students’ right to learn;
- Share information with school officials regarding matters which may endanger the health and welfare of members of the school community;
- Respect the dignity and equality of others and refrain from conduct which denies or impinges on the rights of others;
- Show respect for school property and respect the property of others, both private and public;
- Be polite, courteous and respectful toward others regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression,

- religion, national origin, citizenship/immigration status, weight, sexual orientation, physical and/or emotional condition, disability, marital status and political beliefs, and refrain from making slurs based on these criteria;
- Behave in a polite, truthful and cooperative manner toward students and school staff;
  - Promote good human relations and build bridges of understanding among the members of the school community;
  - Use non-confrontational methods to resolve conflicts;
  - Participate and vote in student government elections;
  - Provide positive leadership by making student government a meaningful forum to encourage maximum involvement;
  - Work with school staff in developing broad extracurricular programs in order to represent the range of physical, social and cultural interests and needs of students;
  - Refrain from obscene and defamatory communication in speech, writing and other modes of expression, including electronic expression, in their interactions with the school community;
  - Express themselves in speech, writing and other modes of expression, including electronic expression in a manner which promotes cooperation and does not interfere with the educational process;
  - Bring to school only those personal possessions which are safe and do not interfere with the learning environment;
  - Adhere to the guidelines established for dress and activities in the school gymnasium, physical education classes, laboratories and shops;
  - Be familiar with the school Discipline Code and abide by school rules and regulations;
  - Provide leadership to encourage fellow students to follow established school policies and practices;
  - 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.

### **The 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 Star*

*I pledge to be here every day on time.*

*I will keep myself and others safe*

*I will strive to have a positive attitude*

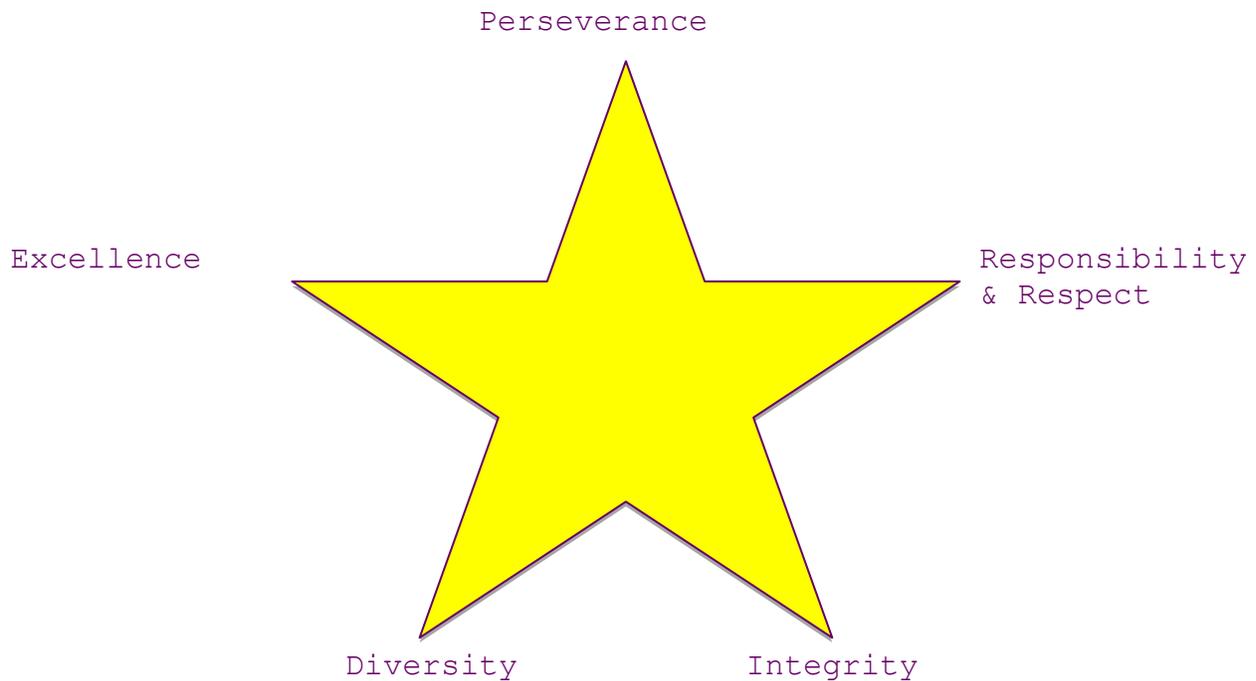
*I will always try to do and be my best*

*I will respect myself and others*

*I will accept responsibility for my actions*

*Today I will LEARN, Tomorrow I will LEAD and SERVE.*

## TACHS Stars have P.R.I.D.E. (Code of Character)



The TACHS community is committed to intentionally upholding our school wide norms and values → Perseverance, Responsibility & Respect, Integrity, Diversity, and Excellence (PRIDE). These five traits have been selected as the foundation for success in school and in life. Our school culture is shaped by our shared values. When all essential partners consistently choose to behave in a manner that upholds desired culture and norms, this cooperation systematically improves the culture of the school. This supports high student achievement and a more productive and enjoyable learning environment for all. Consistency, relational trust, and accountability are essential in shaping intentional shifts in school culture.

These five qualities will form the basis for relationships among the members of the TACHS community and with the surrounding community. Scholars and staff are expected to demonstrate these values both in and outside of school. Many TACHS routines and structures are designed to encourage students to develop these valued traits, along with an ethic of self-discipline and understanding of Restorative Justice. Penalties for violations of our Code of Conduct will be applied fairly and consistently. Restorative Justice principles guide the TACHS disciplinary structure.

### **Code of Scholar Self-Discipline**

The TACHS 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**

TACHS 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 TACHS include, but are not limited to the following:

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

### ***Penalties for Disciplinary Infractions***

TACHS 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 with the scholars will always be given an opportunity to reflect on the behaviors and 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***

The Safe Schools Against Violence in Education (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 district 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 district employee, or lawful guest;
- Knowingly and intentionally destroys school district 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
- Requires notification of charges and an explanation for suspension with timelines as required by legislation.

### ***Searches and Interrogations***

In order to achieve a safe and orderly school environment, under certain circumstances, school personnel are authorized to question students regarding alleged violations without invoking “Miranda” rights. Searches of students and their belongings, including lockers, are permitted if there is reasonable suspicion that the student is in possession of items that are relevant to an investigation and 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 the interrogation will be filed.

### ***Suspension or Expulsion***

TACHS 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. TACHS 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 an notice that a hearing will be held on the long term suspension or expulsion, and provide the date and time of the hearing;
  - Must provide the maximum penalty being sought by the school;
  - Must include notice of the following due process rights:
    - Right to counsel at parents' expense;
    - Right to call witnesses (including the student) and confront school witnesses; and
    - Right to present evidence and dispute school evidence;
- If after the hearing, the suspension or expulsion determination is upheld, written notice of suspension and availability of alternative instruction must be given to parents.
- Expulsion recommendations must be presented to the board of trustees or a designated committee of the board for review and possible modification prior to notification to parents.

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

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

### ***Alternative Instruction***

Alternative instruction must be provided when a student's disciplinary penalty prohibits class attendance beyond one day, whether suspension is in school or out-of-school. The purpose of alternative instruction is to offer discipline in a manner that does not undermine or significantly limit a student's opportunities to learn. TACHS 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, TACHS 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.

A student with a disability (a student who has an 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 Individualized Education Program (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. (NYSED)

Additionally, if a CSE student is suspended for a cumulative total of ten days within an academic year, TACHS 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 alternative instruction.

### ***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. TACHS staff will make the determinations for appropriate interventions. These guidelines are derived from and are consistent with the Academy Charter High School.

#### 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 Students/Principal Intervention – Parents are immediately contacted for a level 2 behavior.

Examples of Student Behavior	Possible Staff Interventions
<ul style="list-style-type: none"> <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</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> </ul>

<p>inappropriate or offensive material)</p> <ul style="list-style-type: none"> <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>• 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)</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 TACHS 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</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 Board-approved suspension (6-10 days)</li> <li>• Board-approved expulsion, after hearing</li> </ul>

visitors to enter school in violation of written school rules <ul style="list-style-type: none"> <li>• Engaging in Academic Dishonesty, which includes but is not limited to: cheating and plagiarizing</li> </ul>	
--	--

TACHS 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 commit the following infractions during an expulsion hearing, students will 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 TACHS 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
- 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.

***Gun Free Schools Act***

The education corporation and TACHS comply with each provision of the Gun Free Schools Act, 20 U.S.C. § 7151. As required by law, TACHS has as its policy to expel from school for a period of not less than 1 year a student who 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 Individuals with the Disabilities Education Act.

***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 [www.p12.nysed.gov/sss/sedl/SEDLguidelines.pdf](http://www.p12.nysed.gov/sss/sedl/SEDLguidelines.pdf).

At TACHS, 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 NYSED says it is the law, but because that is what TACHS believes in. A safe, welcoming environment was envisioned when the Academy was created, and the founders of the Academy held this goal dear to their hearts when establishing this scholastic institution.

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

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 Bulling**

- 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)

### ***Academic Integrity***

#### Cheating

Cheating includes copying another's assignment or allowing someone else to copy one's own assignment. If a student is caught cheating during an assessment or on a homework assignment, he or she will receive a "No Credit" for the assignment. The student will be asked to provide assignment responses orally or while individually and directly supervised for a period of time to be determined by the teacher.

Penalty may also include a written apology to the teacher or other offended party. Parent and administration will be notified. Additional consequences for cheating may include detention, suspension or expulsion.

### Plagiarism

Plagiarism is to use, intentionally or unintentionally, the ideas or writing of another as one's own. This can include copying text directly or paraphrasing text without giving the author credit for his or her ideas. It is a form of stealing.

Students in the 9<sup>th</sup> grade are extensively educated on what constitutes plagiarism. Inadvertent plagiarizing in the 9<sup>th</sup> grade (i.e., improperly citing a source) will result in a resubmission of the assignment with counsel from the applicable teacher on how to properly credit sources. Intentional plagiarizing in the 9<sup>th</sup> grade (i.e., directly copying another's work) will be referred to administration for disciplinary consequences. Penalty may include a written or a public apology. Repeated, flagrant plagiarism may be grounds for suspension or expulsion.

It is expected that students in grades 10-12 know what constitutes plagiarism and have developed the necessary skills to avoid it. Students who do not properly credit sources in grades 10-12 will receive a zero for the assignment and correct the infraction in Extended Detention. Parents or guardians will be notified. The penalty for repeated offense, or for instances of flagrant plagiarism, may additionally result in a parent conference, suspension, or expulsion.

### Forgery

Forgery is the falsification of the signature of another person. Consequences for forgery include parent/guardian contact, and apology. Repeat offenses would lead to consideration of detention, suspension or expulsion at the discretion of the administration.

## ***Attendance Policy***

### Absence and Tardiness

- Regular, punctual school and class attendance is essential to a student's educational success. Unless a student is excused, attendance is required every day.
- Excused absences include: personal illness, appointment with a health professional that could not be scheduled after school, observance of a religious holiday, a family emergency, or a planned absence for a personal or educational purpose that has been approved in advance by the school.
- Upon returning to school after an absence, a student is required to provide a note signed by a parent or guardian that explains the reason for the absence. A doctor's note is requested when the reason for absence included an appointment. Without a note, the absence is marked as "UNEXCUSED".

- Students who arrive after school begins must sign in at the late desk at the front doorway or report to the office for a late arrival slip before going to first class. Afterschool detention is assigned for all unexcused tardiness.
- 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 House leaders and the Dean of Students of full day absence totals approaching six and then ten 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:*

- *House leader will call home to discuss problem and to schedule a meeting.*
- *A meeting will be held with a parent, House leader, and Dean of Students 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:*

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

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

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

### Student Attendance, Processes to Address Excessive Absences/Tardies

The following process will be followed: the person responsible for recording attendance records will generate a report on a weekly basis. A student who reaches 2 absences and/or 2 tardies will be flagged as a possible attendance problem and the first intervention will be implemented. The House leader, guidance counselor, and 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, House leader, guidance counselor, and dean.
- Second Intervention:* A letter is sent to the parent/guardian requesting more information about the student absences. The letter will encourage the parent/guardian to promote regular school attendance and to monitor future absences. A parent fact sheet about the school attendance policy and a copy of the student's attendance record will be included in the mailing. Acknowledgement of receipt of the letter is expected by phone or written note to the Dean of Students. If no reply is received, the Dean of Students will make a follow-up contact by phone or home visit. As part of this intervention, the Dean of Students will meet with the student and parent/guardian to review the student's attendance, discuss the attendance policy and encourage regular school attendance and sign an attendance contract.
- Third Intervention:* When the attendance patterns do not show improvement and the school leader decides that further intervention is necessary, the Dean of Students will send a letter requesting a conference with the parent/guardian. The purpose of the conference is to determine a course of action that will improve the student's attendance. A copy of the student's attendance record will be included with the letter. In the conference, the committee may outline future actions that will be taken if the student attendance continues to deteriorate. This may include actions such as referral to counseling, the school leader, or referral to the Committee on Special

Education (CSE). At this time, a medical note from a health care provider will be required for all future absences.

- D. *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 CSE for a re-evaluation of appropriate placement, or 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 4:00pm. Any student departure during the school day will result in a phone call home, and the possible imposition of further consequences.

## ***Behavior Expectations***

### Respect for Adult Authority

Though all individuals young and old in the TACHS 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.

### Arrival/Breakfast

Students are expected to honor the compass traits and respect TACHS building spaces at all times. Parking lot safety includes use of sidewalks on the perimeter. No students will be admitted to the building prior to 7:00am. Breakfast begins at 7:15 am and ends at 7:57 am. No beverages or foods (except water in a clear container or lunch in sealed container) may leave the dining room after breakfast. Students are not permitted to enter classrooms without teacher presence until 8:00 am. Failure of students to meet these expectations is a Level 1 infraction and will be dealt with accordingly.

### Dismissal

Grades 9-12 dismissal bell rings at 4:00pm. Once students have exited the building, they will not be permitted back inside. Failure of students to meet these expectations is a Level 1 infraction and will be dealt with accordingly. After-school extra-curricular activities are expected to run from 4:15 pm unless special arrangements have been made. All students must exit the building by 6:00 pm unless engaged in an adult supervised activity.

### Hallway Expectations

High school students are expected to travel safely and quickly to their next class following these expectations:

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

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

### Voice, Language, and Hall Behavior

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

Profane language can be offensive and is disruptive to the atmosphere of academic rigor established at TACHS. Even if used in the context of informal conversation or joking, it is unacceptable in the school setting. Those who use profanity will be

reminded to stop. Failure to stop as requested is insubordinate. A student can be called to a disciplinary hearing for use of profanity.

### Hall Passes

During the daily periods, all students going to the bathroom must be in possession of a classroom bathroom pass. Students must have a personalized and signed pass from the Pass Book 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

High School 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 TACHS 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.

#### Participation in Physical Education

Two full physical education credits are required for graduation with a NYS diploma. Each yearly course is worth 0.5 credits. Students must dress appropriately for physical education. Acceptable clothing includes sneakers, shorts/[sweat] pants, t-shirt/sweat shirt, and no jewelry. If a student is not prepared, they will be given a written assignment that needs to be completed by the end of the day.

In the case of unexcused absences for Physical Education, if a class is not made up, student will be assigned an administrative detention and will still need to make up the class. There will be a make-up calendar posted by the P.E. office for available dates. If difficulty continues, credit will be denied, jeopardizing opportunity for completion of a diploma.

#### Fieldwork Behavior

Fieldwork days are the same as any other school day. Students are expected to be prepared and to behave in keeping with the Code of Conduct. At any field site, students must act in a safe and responsible manner and represent our school appropriately.

### Inappropriate Physical Contact

Members of the TACHS community are asked to refrain from inappropriate physical contact or from public displays of affection. It is the prerogative of a student who has been touched, or of any staff member, to determine what contact is inappropriate. Inappropriate touching will result in student discussion with staff, and possibly more serious consequences depending upon the context of the incident. Repeat violations will result in escalating disciplinary action. Note that the school has a strict policy regarding harassment, and inappropriate touching may lead to further investigation.

### 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.

### ***Dress Code/Uniform Policy***

The Academy Charter High School 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 TACHS personnel will exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in a school setting. TACHS scholars will wear:

- Formal Uniform (*Must be worn on a daily basis*)
  - White button-down shirt/Academy Polo Shirt
  - Gray Dress Pants or Gray Skirt
  - Academy Tie
  - Purple Academy Sweater Vest or Black Blazer with Academy Logo
  - Academy Headband (same pattern and color as the tie) is appropriate
  - Black Dress Shoes
- Casual Uniform (*Families will be informed when this uniform can be worn*)
  - Academy Polo Shirt (Purple, Gray or White)
  - Gray Dress Pants or Gray Skirt

*Also Note:*

- ⇒ *No denim fabric.*
- ⇒ *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.*
- ⇒ *Dyed hair or a hairstyle that serves as a distraction—at the determination of the school—will not be permitted.*
- ⇒ *No outerwear during the school day, including the school's logo wear (i.e., Academy sweatshirt w/ logo). No hats, coats, gloves, or sunglasses.*
- ⇒ *Safe footwear should be worn daily. Sneakers are only acceptable with the gym uniform. 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., long or acrylic nails, 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*

### ***Dress Code Violation Consequences***

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.**

### Appropriate School Clothing

TACHS has adopted a dress code that includes a specific expectation for school clothing. The goal is to create a professional atmosphere that sets the tone for academic focus in school, and that minimizes outside influences and competition that can arise from excess vanity and conformity. The school policy applies to students at any time while on the school premises. Any staff member may enforce the policy with a student. With good student cooperation, days will be announced for "dress down" and senior privilege.

At TACHS, we expect students and staff members to dress and to be groomed in an appropriate manner that shows respect for oneself, for others, and for the process of learning. Students are being guided towards use of good judgment, and toward awareness of typical workplace expectations. We urge good judgment in choice of footwear, with thought given to safety issues.

Participation in physical education and science class require special attention to safety. The teachers will present additional rules for those classes. Academy Shorts, an Academy t-shirt, and black sneakers are required for physical education. For science class, students are required to wear appropriate shoes and appropriate safety gear as directed by teachers.

## **Illegal Behavior**

### ***Smoking***

Smoking is strictly forbidden at all times in any location on the school campus. Violators will face disciplinary action. A contact will always be made home to a family for a smoking violation.

### ***Illegal Substances***

The presence of illegal substances poses a threat to the health and safety of the Academy community. Illegal substances (i.e., drugs, alcohol, tobacco) are strictly prohibited at all times in any location on the school campus. Violators will face disciplinary action. Law enforcement officers will be contacted. Families will be notified. If substance use by a student is suspected, in or outside of school, a student's family will be contacted and concern with student's welfare will be shared. A recommendation will be made for professional assessment for need for substance use treatment. The school leader may require clearance from a school-approved drug and/or alcohol assistance or rehabilitation program before the student is permitted to return to school. Serious consideration will be given to the professional treatment recommendation. Chemical testing for illegal substance use may be required.

### ***Stealing or Vandalism***

Stealing and causing destruction to property belonging to another are clear violations of the principles of a Restorative Justice community. These acts are also against the law. TACHS defines our community broadly and will impose consequences upon a student who steals or vandalizes property within the neighborhood of TACHS local merchants, local residents, or those with whom students interact as part of school activities. Authorities may be contacted. Consequences would range from apology and restitution to suspension or expulsion, as determined by administration.

### ***Weapons in School***

Weapons are defined as any instrument or device that has the intended or potential use of harming oneself or others, including making a threatening gesture to others. Any student found to be bringing such an object to school will face immediate administrative action with consequences including parent contact, up to and including suspension or expulsion. Authorities may be contacted.

***Bomb Threats***

Bomb threats are a crime under New York State law. In addition to facing possible criminal prosecution, any student who makes such a threat will be subject to severe disciplinary action, including expulsion. Authorities may be contacted. Any student who fails to report information or knowledge of a bomb threat on school property may also be subject to disciplinary consequences.

**Responsibility for Personal Property*****Cell Phones and Personal Electronics***

Upon entering the building, each student must turn off his/her cell phone (or other electronic device) and place it in his/her assigned locker. Students are not permitted to keep a cell phone (or other electronic device not authorized by the administration) with them during the school day.

- If a student needs to place an important phone call during the school day, he or she can request faculty permission, and such calls can be made from the reception office area. If a family member needs to reach a student, he or she can call the main school phone, and the student may be called to the office to speak.
- If phones or any other electronic device are seen in a student's possession during the school day (i.e., in hand, pocket, belt), whether or not the phone is turned on, the phone (or electronic device) will be confiscated and given to administration. Repeated violations will lead to escalating disciplinary action, as follows:
  - 1<sup>st</sup> Offense: Item will be held for 24 hours and a call will be made home to arrange for retrieval of the item and remind family of the policy and consequences.
  - 2<sup>nd</sup> Offense: Call will be made to parent/guardian by staff within 24 hours of phone confiscation and then will be kept for 30 days.

***Personal Property***

TACHS is not responsible for safeguarding students' personal property, such as jewelry, electronic equipment, purses, money, or clothing. Students are strongly urged not to bring items of significant value to school. If valuable items are brought to school for some instructional purpose, they may be stored in a locked location if a prior agreement is made with administration. Also locks can be used when changing in the locker room for physical education to ensure safety of personal items.

**Student Use of Special Areas*****Dining Hall for Lunch***

When students enter the dining hall, they may put belongings at a table and proceed to the lunch line. The students are served in order, without cutting line ahead of students who were present first. If a student cuts in line, the adult supervisor will send that student to the back of the line. If it is noticed that a student repeats this

offense, they will be asked to sit and wait until all students are served before they may get lunch. Students are required to show their lunch ID card to cashier to ensure proper payment.

All students are expected to maintain a quiet to moderate voice volume in the dining hall. If the volume becomes excessively loud, the quiet signal will be given and a reminder will be made once during a lunch period to return to appropriate volume. If the volume again becomes excessive, students may be ordered to maintain silence for the remainder of the period. Seating in the lunchroom is at the discretion of adult supervisors.

If a student needs to go to the bathroom, the student must take the Cafeteria bathroom pass from the designated area near the supervisor. Students must have adult permission and a pass to leave the dining hall area during the lunch period for other purposes.

Failure to meet the Dining Hall expectation is a Level 1 infraction and will be dealt with accordingly.

### ***Weight Room***

The weight room has special equipment that cannot be used safely without proper training. Before first use, all students must receive instruction from certified physical education teacher. An adult/teacher must be present when students are using the weight room. This adult/teacher must have knowledge of how to use the equipment properly. The equipment needs to be put back in the proper area/racks. After equipment is used, it must be wiped down and sanitized. Sneakers and proper dress is required. After equipment is used, it must be wiped down and sanitized. Sneakers and proper dress is required. No equipment may be removed from the weight room. The door is to remain locked when not in use.

### ***Dance Studio***

The Dance Studio is outfitted with a special sprung wood floor that is designed as a professional quality dance floor and must be treated carefully to preserve the quality. All students must be accompanied by an adult/teacher, when using the dance studio. Street shoes are not permitted on the special floor. Bare feet, socks, and indoor dance shoes are permitted. Do not drag chairs or furniture across the floor; all furniture must have felt padding underneath to avoid permanent scratching and damage.

### ***Library***

Students who do not have a library pass will not be permitted into the library. Students will sign in when they get to the library and when they leave, if they leave before the end of the period. Students should not be in the library without adult supervision. If a teacher has the library space reserved, no other students can be in the library to work. Food and drinks are not permitted in the library.

All books borrowed by students must be checked out with the library staff before leaving the library. Books will be checked out to students for TWO WEEKS. After this time, books must be renewed or a late notice will be generated: 1<sup>st</sup> notice - sent to House leader; 2<sup>nd</sup> notice – sent to House leader and a copy forwarded to parent/guardian; 3<sup>rd</sup> Notice – the book is considered “lost,” and a bill for the replacement cost is sent home.

### ***Computer Labs***

Students must have a pass from a teacher to work in the computer lab outside of regularly scheduled class time. Students MUST show they have work to do on a computer before being written a pass. The computer lab prints to the library printer only. Any student caught in the lab not doing work will be sent back to class immediately. Headphones are available for student use at their teacher’s discretion and are checked out to students on an individual basis by the librarian (or staff). If headphones are broken or stolen, students will be charged to replace them. Absolutely NO food or drink is allowed.

### ***Computer and Technology Use***

All school purchased technology belongs to the Academy Charter High School and must be used according to teacher and staff direction. All students who wish to use the computer network must sign an agreement that indicates the student will abide by the computer use policy. Failure to comply with the “Acceptable Use and Internet Safety Policy” may result in denial of computer access. Students agree to not only follow the rules of the policy, but also to report any misuse of the network by any other individual. Use of the Internet must be in support of education and research and consistent with the educational objectives of TACHS. Students need to remember that the computer network and the Internet are a privilege, not a right.

### **Acceptable Use**

The use of The Academy Charter School District’s technology resources is a privilege, not a right. The privilege of using the technology resources provided by the academy is not transferable or extendible by students to people or groups outside the district and terminates when a student is no longer enrolled in The Academy Charter School. These guidelines are provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources. If a person violates any of the User Terms and Conditions named in this policy, privileges may be terminated, access to the technology resources may be denied, and appropriate disciplinary action shall be applied. The Academy Charter School’s Student Code of Conduct shall be applied to student infractions. Violations may result in disciplinary action up to and including suspension and/or expulsion for students. When applicable, law enforcement agencies may be involved.

## **6.1 Parent/Guardian Responsibilities**

Talk to your children about values and the standards that your children should follow on the use of the Internet just as you do on the use of all

media information sources such as television, telephones, electronic games, movies, and radio.

## **6.2 School Responsibilities are to:**

**6.2.2** Provide Internet filtering during the school day while students are utilizing The Academy Charter School School's network.

**6.2.3** Provide cloud or network data storage. (These will be treated similar to school lockers. The Academy Charter School reserves the right to review, monitor, and restrict information stored on or transmitted via The Academy Charter School owned equipment and to investigate inappropriate use of resources.)

**6.2.4** Provide staff guidance to aid students in doing research and help assure student compliance with the acceptable use policy.

**6.2.5** Monitor pictures, video, and audio recordings of any student or staff member and ensure they are being utilized in an appropriate manner.

## **6.3 Students are responsible for:**

**6.3.1** Using equipment in a responsible and ethical manner.

**6.3.2** Obeying general school rules concerning behavior and communication that applies to computer/device use.

**6.3.3** Using all technology resources in an appropriate manner so as to not damage school equipment or the school's integrity.

**6.3.4** Helping The Academy Charter School protect our computer system/device by contacting an administrator about any security problems they may encounter.

**6.3.5** Monitoring all activity on their account(s).

**6.3.6** Physically securing computers/devices after they are done working to protect their work and information.

**6.3.7** Notifying a school employee in the event they receive correspondence containing inappropriate or abusive language or if the subject matter is questionable.

## **6.4 Student Activities Strictly Prohibited:**

**6.4.1** Illegal installation or transmission of copyrighted materials.

- 6.4.2 Any action that violates existing school policy or any law.
- 6.4.3 Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, or sexually explicit materials.
- 6.4.4 Inappropriately utilizing photos, video, and/or audio recordings of any person.
- 6.4.5 Changing equipment settings in an effort to circumvent the filtering system.
- 6.4.6 Downloading inappropriate apps.
- 6.4.7 Spamming/Sending inappropriate emails.
- 6.4.8 Gaining access to other student's accounts, files, and/or data.
- 6.4.9 Vandalism to equipment.

#### **6.5 Legal Propriety:**

- 6.5.1 Students must comply with trademark and copyright laws and all license agreements. Ignorance of the law is not an excuse. If you are unsure, ask a teacher or parent.
- 6.5.2 Plagiarism is a violation of The Academy Charter School Code of Conduct. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.
- 6.5.3 Violation of applicable state or federal law will result in criminal prosecution and/or disciplinary action by the District.

*Any user who violates this policy shall, at a minimum, have his/her access to the computer network and Internet suspended.*

#### ***Maintenance of Building and Grounds***

The maintenance of building and grounds is the responsibility of each member of the school community. We are responsible for taking pride in our school's appearance.

#### ***Lockers***

Each student at our school will be issued a locker. The locker is issued for the use and convenience of students, but they remain the property of the school. It is the responsibility of the student to keep his or her locker clean. Having a locker is a

privilege, not a right. The numbers and combinations will be in the possession of the administration. School administrators and other school department personnel, including teachers, have authority to search student lockers and any items in the locker, such as books, bags, and coats. Students will be held accountable for the contents of their lockers. Any contraband or evidence of a crime found as a result of a locker search will be turned over to the appropriate authorities. Locker abuse will result in a suspension of locker use. Locker abuse includes hiding an item not allowed in school, displaying inappropriate material in a locker, damaging the locker, giving away the padlock combination, and using the locker at unscheduled times. School staff will use their judgment to determine consequences.

### ***Bus Transportation***

Bus transportation is provided for eligible high school students in accordance with the policies of the home school district and NFTA guidelines. It is the responsibility of the parent to arrange transportation for students.

## **School Governance**

### **Principal's Advisory Group**

The Principal's Advisory Group serves as a consultative body to assist the principal and administration in making decisions that reflect the interests of parents, faculty, and students. Subcommittees of the Principal's Advisory Group have been established to address topics that are considered important by TACHS parents/guardians. The school community's voice is encouraged in such areas as the setting and maintaining of school policies, the hiring of staff, the raising of funds, and the setting of priorities for use of funds.

Any parent or faculty member may submit a proposal or a topic for clarification or action by the Principal's Advisory Group. Any student can submit a proposal that will go through his/her House leader. House leader will provide feedback and guidance to the student about the feasibility of the proposal, but will pass along the proposal for the Principal's Advisory Group to consider. The Principal's Advisory Group will prioritize proposals and seek feedback from the school community in making decisions.

## **Family Involvement**

### **Supporting Student Success**

Family involvement at TACHS is essential for the achievement of an effective school community in which all students succeed. We look forward to partnering with families and would appreciate family support in the following areas:

...creating an effective learning environment at home

...learning about and supporting TACHS's values and programs

...staying informed about your child's progress

...volunteering

- Set a schedule and structure to make sure your child completes schoolwork. Limit TV and "electronic" time. Keep books and other reading materials available and set aside a time to read each day.
- Encourage your child to participate fully in fieldwork and teambuilding events.
- Be familiar with and discuss with your child the contents of this handbook.
- Attend school-wide activities during the year.
- Attend all of your child's Student Led Conferences and exhibition nights.
- Read teacher communications and promptly return permission slips and other communications asking for family response.
- In a school that encourages community engagement and a culture of warmth and acceptance, there are times when family members are needed to participate in panels reviewing student work, provide refreshments or supplies for events, or host or supervise events.

## Family Information

### **Early Release Days**

Students will be dismissed at 2:00 pm on alternating Wednesdays (as per our school calendar).

### **Emergency Information Forms**

Emergency Information Forms are kept on file so that school staff are aware of students' medical information and have the ability to reach a parent or guardian at any time. Please let us know as soon as possible whenever there is a change in address, telephone number, place of employment or emergency contact person, or when there is a change in a student's medical information.

### **F.O.I.L. Policy**

In accordance with the Freedom of Information Law (FOIL), the public, including parents or guardians, has the right to request to obtain copies of or to view charter school records pertaining to school functioning. Additionally the Family Educational Rights and Privacy Act (FERPA) grant parents/guardians access to their student's records. This request needs to be made in writing to the school leader, and requested records that do not fall within a legal exception will be provided in a timely manner, with a fee to cover copying costs.

**Family Educational Rights and Privacy Act (FERPA)**

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.

### **Immunizations**

New York State law requires all students to be up to date with necessary immunizations before entrance to school. Non-immunized students are not permitted to attend school unless the parent/guardian provides a written statement from a physician that immunization against one or more diseases may be inadvisable or the parent/guardian provides a written statement that immunization is contrary to their religious, moral or philosophical beliefs. The school leader and/or public health officials may exclude non-immunized students from school if there is a health threat to the student or others. Questions concerning these requirements may be addressed to the school leader or school nurse.

### **Open Meetings Law Policy**

Per the Charter Schools Act, the Academy Charter Board of Trustees will follow the Open Meetings Law that allows members of the public to attend any Academy board meetings at which business of the school is conducted unless otherwise permitted by law. Public notice is made in a variety of public venues. Questions regarding notification or scheduling of such meetings should be directed to the Executive Director at 516-408-2200.

### **Phone Messages for Students**

In order to keep classroom disruptions to a minimum, when a parent/guardian calls with a message for a student, the message will be given to the student between class periods, during lunch or at the end of the school day, whichever is sooner. If the message is of an urgent nature, the student will be called to the office. If a student needs to call home, they will be directed to use the school phone in the main office.

### **School Cancellation or Delay**

In the event of emergency or weather-related school delay, cancellation, or early closing, announcements are made on all major local media stations. Please note that in the case of inclement weather, the Academy will follow the Hempstead Union Free School District decision. Parents will also be notified via a robo-call by 6:15 am.

## **GUIDELINES FOR HANDLING COMPLAINTS**

The Academy Charter High School 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 TACHS:

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

1. Parents and guardians, and others, may submit a written complaint building principal, the Executive Director or to the Board of Trustees of TACHS 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 TACHS). 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 TACHS; (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 TACHS. 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.

*“Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness that most frightens us. We ask ourselves, who am I to be brilliant, gorgeous, talented, fabulous? Actually, who are you not to be? Your playing small does not serve the world. There is nothing enlightened about shrinking so that other people won't feel insecure around you. We are all meant to shine, as children do. And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others.”*

- Marianne Williamson