



Family Handbook

2020-2021

It's all about the learning.

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Head of School Letter to Parents

August 2020



Dear CACPCS Families:

On behalf of CACPCS's leadership and staff, I would like to welcome you to the 2020-2021 school year.

This upcoming school year promises to bring its own unique opportunities and challenges but with your support, there is nothing we cannot accomplish. Last school year, CACPCS's parents and caregivers were tremendous partners to our educators, staff and school leaders in the face of multiple crises. CACPCS scholars, parents, caregivers and staff made the switch to remote learning overnight due to the COVID-19 crisis and supported one another through the social unrest triggered by the death of George Floyd.

A school's policies are a written statement of what is expected. Some of CACPCS's policies are designed strictly by CACPCS for our own families and some are the result of state or local requirements but we place them in this handbook each year so that all of our scholars, parents and caregivers receive the same information and there is transparency in how we are operating.

Because CACPCS is beginning the year remotely and plans a transition to a hybrid of in-person and remote learning due to the threat of COVID-19, the policies outlined here are operating simultaneously to those policies and procedures outlined in our school's Reopening Plan which can be found in its entirety [here](#).

Because this year will not be like any other school year, we appreciate your continued partnership and we look forward to forging the path ahead with you.

Sincerely,

Drema Brown, Head of School

OUR MISSION

Children’s Aid College Prep Charter School (hereinafter “CACPCS”) is a Children’s Aid community school that will prepare students for success in high school, college and life by providing them with a rigorous instructional experience; addressing their physical, emotional and social needs; fostering a sense of pride and hope; and serving as a safe and engaging community hub.

WHAT IS A CHARTER SCHOOL?

A charter school is an independently run public school granted greater flexibility in its operations, in return for greater accountability for performance. The "charter" establishing each school is a performance contract detailing the school's mission, program, scholars served, performance goals, and methods of assessment.

Charter schools are public schools of choice, meaning that families choose them for their children. They operate with freedom from some of the regulations that are imposed upon district schools. Charter schools are accountable for academic results and for upholding the promises made in their charters. They must demonstrate performance in the areas of academic achievement, financial management, and organizational stability. If a charter school does not meet performance goals, it may be closed. The staff and Trustees of CACPCS understands the important role parents play in ensuring that CACPCS is a high-quality school. The Parent-School Compact at the end of this handbook outlines how families can do their part to ensure that CACPCS is meeting its performance goals.

Charter School Management Structure

CACPCS’s license to operate (our “charter”) is granted by the State University of New York’s Charter School Institute. Representatives from SUNY visit to observe the operations of the school and to ensure we comply with all requirements.

Although we are *not* a New York City Department of Education school, we work with the NYC public school system in the following capacities:

- Breakfast/lunch program
- Transportation
- Special education and related services

The CACPCS is a 501(c) 3 non-profit organization. CACPCS holds every adult accountable for the organization’s success. The Head of School is hired by the Board of Trustees and supervises the Principals in the management of all school activities that involve scholars, families and staff members. The Head of School and Principals work as a management team.

CORE VALUES

Our Core Values are:

Compassion, **A**chievement, **C**uriosity, **P**erseverance, **C**ourage and **S**ervice (**CACPCS**). These values set very high standards for both scholars and staff. Our core values require that scholars respect staff, other scholars, and property, participate in class, produce top quality in all of their subjects, help one another, and come to school every day on time and ready to learn.

Because it is important to teach social skills in the same way we teach reading or writing, our core values are reinforced throughout the day, beginning as soon as our scholars walk into the school building. Staff use the core values to set classroom and school-wide expectations for behavior. Parents are asked to reinforce these values at home and to encourage scholars to demonstrate them every day at school.

C: Compassion – We care and show empathy, respect, and acceptance for each other.

A: Achievement – We will aim high and accomplish our goals with excellence.

C: Curiosity – We are always eager to explore new things and ask questions.

P: Perseverance – We will work hard and never give up, even when it’s difficult.

C: Courage – We will be proud of ourselves, our family, and community. We will be brave and always do what’s right.

S: Service – We will find positive ways to contribute to our community, by putting integrity first and service before self.

SCHOOL MOTTO

It’s all about the learning.

SCHOOL CALENDAR

Holidays & Vacations – CACPCS largely follows the same holiday and vacation schedule as the New York City Department of Education (hereinafter “DOE”). However, CACPCS does have a longer school day and a longer school year as required of New York State charter schools. CACPCS’s school year begins earlier than the NYC Department of Education’s school year. CACPCS does, however, observe the NYC Department of Education’s calendar of religious observances, federal holidays, and recesses. A school calendar is distributed at the start of the school year with all school closing dates for the year. Please note that it is the parent’s

responsibility to review the distributed schedule to stay abreast of coming school closings.

Half Days- Half-days will take place monthly with some exceptions due to school holidays and vacations so please note the Half Days listed in the 2020-2021 Academic calendar provided to your family at the beginning of the school year. Half Days will occur on the same days at both the Southern Blvd. and Prospect locations. Half Days provide an opportunity for staff to engage in professional development and training so it is important that our scholars are picked up on time. At least two of the Half Days will also be set aside for parent-teacher conferences. If your child attends the after school program additional details will be provided about the program on Half Days. If you have questions about after school programming on Half Days, please contact the Assistant Community School Director, Ms. Cherice Bedford or the Community School Director, Ms. Christina Pinks. Half Days are *good days to schedule afternoon doctor and dentist appointments so your child does not miss school days for these appointments*

Inclement Weather Policy

In the event of inclement weather (snow, hurricane, etc.), CACPCS will follow the school closing schedule of the New York City Department of Education (DOE). CACPCS will only be closed or delayed if the DOE is closed or delayed. If NYC DOE schools are open, then CACPCS will be open. Parents should listen to information broadcast by local radio or television stations, such as 1010 WINS (1010 AM) or "NY 1"; call 311; or visit the New York City DOE official website at <http://www1.nyc.gov> to determine if NYC DOE schools are closed or delayed. The Mayor and Chancellor's decision to close or delay the opening of schools during stormy weather will be communicated to radio and television stations prior to 6:00 A.M.

In the event that there is a delayed school opening, parents should factor in the timing of the delay in their morning routines. For example, if there is a two hour school delay, scholars are to go to their designated bus stops two hours later than their regular time. In the case of a delayed school opening, field trips will be canceled.

It is expected that regular dismissal times will be adhered to even in the event of a school delay. In the event that a storm intensifies during the school day, the Chancellor may authorize an early dismissal. Please make emergency arrangements prior to a weather event with a friend, relative or neighbor that may be home during the day in the event that an early dismissal is announced and your scholar needs to be picked up early due to inclement weather.

BUILDING PROCEDURES

Visitors

All parents and visitors are required to sign-in at the school safety agent's desk and show valid state ID; visitors will not be permitted to enter the building without it. Each visitor will receive a name tag indicating the school to be visited. Visitors will also be required to sign-in at the CACPCS Main Office prior to conducting any business in the school.

Once in the building, all parents, visitors and guests are expected to adhere to the school's Building Code of Conduct. Failure to adhere to the Building Code of Conduct could result in limited access to the building until further notice (see Southern and Prospect Building Codes of Conduct attached).

In order to protect learning time and avoid distractions, parents/guardians who need to drop an item off for their scholar or relay a message to their scholar after arrival need to visit or call the main office for assistance, and not go to the classroom directly. The number to the Main Office is (347)871-9002.

Arrival

CACPCS requests the cooperation of our parents and caregivers in ensuring the safety of all of our scholars by adhering to CACPCS's Arrival and Dismissal procedures.

1919 Prospect Avenue: Scholars are expected to arrive at school between 7:45am and 8:00am using the Clinton Avenue Entrance (Exit 5). Scholars who arrive after 8:00am will be marked late. All scholars arriving after 8:15am must come directly to the Main Office for a late pass. In order to maximize learning time, parents/guardians are not permitted in classrooms during arrival.

1232 Southern Boulevard: Scholars are expected to arrive at school between 7:45am and 8:05am using the entrance on Southern Blvd. Scholars who arrive after 8:05am will be marked late. All scholars arriving after 8:15am must come directly to the Main Office for a late pass. In order to maximize learning time, parents/guardians of scholars in Grades 1-5 are not permitted in classrooms during arrival only Pre-Kindergarten and Kindergarten parents are permitted in classrooms during arrival until 8:15am daily.

There is no early drop-off at CACPCS. Staff are not permitted to make special arrangements with families for early drop-offs. Scholars dropped off in front of the school before 7:45AM are considered unsupervised and CACPCS cannot be responsible for them.

Dismissal

1919 Prospect Avenue: Scholars who do not ride the yellow bus, and do not attend the after school program, will be dismissed from school at 4:00pm. Only the adults listed in your scholar's file are permitted to pick up your scholar from school. CACPCS must have a walking permission slip for each year that parents and caregivers would like their middle schoolers to walk home on their own. These forms will be available at the beginning of the school year.

1232 Southern Boulevard: Scholars who do not ride the yellow bus, and do not attend the after school program, will be dismissed from school at 4:10pm. PreK-4th grade scholars must be signed out daily. If parents would like to have their 5th graders walk home on their own, CACPCS must have a walking permission slip for each year that parents and caregivers would like their middle schoolers to walk home on their own. These forms will be available at the beginning of the school year.

Remote Learning

Elementary School: Families and scholars that Opt-In for our Remote Learning Program will be working through our Online Learning Platform, *Seesaw*. All scholars have/will receive a school email which will be directly linked to their classes and teachers. Scholars will also receive a schedule which will grant them access to live classes.

Middle School: Families and scholars that Opt-In for our Remote Learning Program will be working through our Online Learning Platform, *Google Classroom*. All scholars have/will receive a school email which will be directly linked to their classes and teachers. Scholars will also receive a schedule which will grant them access to live classes.

Early/Late Pick-Up

If your child has an appointment that requires him or her to arrive late or to leave early, the scholar must be accompanied by a parent and must be signed out at the Main Office. Please notify the Main Office in advance if the students need to leave school early. Again, we encourage you to use the scheduled half days on Wednesdays for all appointments.

ATTENDANCE

It is our goal to support all of our scholars and their families in attending school on time on a daily basis so that each scholar receives the highest level of a quality education at Children's Aid College Prep Charter School. Regular school attendance and punctuality is expected for all CACPCS scholars and the **legal responsibility** of parents/guardians. As such, attendance will be monitored closely for all scholars. Scholar absences adversely affect school performance. CACPCS's authorizer, SUNY, expects CACPCS to achieve 95% average daily annually. If a scholar misses 9 or more days of school, they will have attended school less than 95% of the year.

Therefore, parents/guardians should communicate the importance of attending school every day to their scholars and ensure their scholars arrive on time and remain all day. In practice, CACPCS strongly discourages the scheduling of any vacations or family trips when school is in session, which includes days before or after school breaks when school is closed. Every single day is critical to a scholar's learning and success in school.

The school celebrates strong attendance in a number of ways including attendance awards and acknowledgements at school-wide assemblies, dress-down days, etc.

Absence – Each day that a scholar is absent, parents/guardians must call the school. Attendance is an important consideration for promotion. If a scholar is absent five (5) times or more within a trimester, then he/she will be placed in jeopardy of being “promotion in doubt.” “Promotion in doubt” status means that the scholar is at risk of not being promoted to the next grade. The parent/caregiver will be called to the school to meet with the Principal or another member of the leadership team. The Dean and Life Coaching team are available to assist families who may need additional support. Our goal is to help the scholar and to support their family as needed. All possible efforts will be made to support a family; however, the Principal is required by law to file a report with the Administration of Children Services (ACS) if a scholar misses an excessive number of school days, as it could be considered

educational neglect.

Illness – CACPCS scholars should not miss a day of school except for serious illness. A doctor’s note does not excuse an absence; however, it documents the medical appointment and care. The note must be on official letterhead from the doctor’s office. Bringing your scholar to school before or after an appointment upholds the importance of attendance. Siblings of sick scholars are expected to be in school unless they are also sick. Parents/guardians must inform the school of an absence as early as possible; if the same day, calls need to be made before 8:15 a.m.

Tardiness - Our doors open at 7:45am. Scholars arriving after 8:00 am at Prospect and 8:05am at Southern are considered tardy (late). Three (3) tardies equal one (1) absence. If a scholar is tardy three (3) times or more, interventions will be implemented.

ADMISSIONS & ENROLLMENT

Admissions - Because the demand for seats is greater than the number of seats available, CACPCS admits scholars by random lottery. The lottery randomly selects from all applicants for admission. Scholars who are not selected in the lottery will be placed on a waiting list for spaces that may become available in the future.

The law requires charter schools to give preference to returning scholars, siblings of scholars already enrolled in the school, and scholars who reside in the Community School District in which the charter school is located, (CSD 12). Charter schools are also permitted to give preferences for scholars at-risk of academic failure. As a result, CACPCS has additional preferences for scholars that are: residents of Community School District 12, child welfare involved; reside in a household that lives below the NY self-sufficiency standard; English Language Learners; and reside in a single parent household.

Please note - siblings of CACPCS scholars must still submit a lottery application. They will, however, receive preference in the lottery.

BUSING

Busing to and from CACPCS is provided by the NYC DOE Office of Pupil Transportation (OPT). DOE may provide busing for scholars who live between 1/2 mile and 5 miles away from the school, and are responsible for creating the routes and bus stops. Bus drivers are only permitted to pick up and drop off your scholar from his or her assigned stops. If you miss the bus, please do not follow the bus and attempt to place your scholar on the bus at another bus stop - bring him or her to school directly. If you have concerns regarding driver safety or on-time arrivals, then you are encouraged to notify the school and also call the Office of Pupil Services (OPT) and the bus company. Although the school can assist with filing complaints, we can only take action in matters involving scholar-to-scholar interactions.

Bus transportation is a service, not a right; therefore, it is critical for all scholars to be safe and respectful while riding the bus every day. CACPCS bus policy states that scholars riding the bus

must: 1) remain respectfully seated, 2) use inside voices - low volume, 3) refrain from eating, drinking, or doing homework, and 4) follow all directions given by the bus driver for safe traveling. CACPCS reserves the right to temporarily or permanently suspend bus service as a consequence for unacceptable behavior in order to ensure the safety of everyone else on the bus. In such cases, it will be the responsibility of parents/guardians to ensure your scholar(s) get to school safely, on time, every day. [Bus Infractions](#)

LEVEL 1 INFRACTIONS		
	Behaviors	Disciplinary Consequences
1	Behavior disregards bus rules	Parent Outreach Letter send to parents
2	Harmful/rough play which shows lack of self-control on the bus	Parent Outreach Letter send to parents
3	Disregarding specific directives given by bus loading staff/bus driver	Parent Outreach Letter send to parents
4	Seat jumper	Parent Outreach Letter send to parents
5	Eating/drinking on the bus	Parent Outreach Letter send to parents
6	Littering on the bus	Parent Outreach Letter send to parents

LEVEL 2 INFRACTIONS		
	Behaviors	Disciplinary Consequences
7	Behavior consistently disrupts bus driver and ride	Parent Outreach Letter send to parents Lunch/recess detention
8	Verbal/non-verbal threats to peers/bus drivers	Parent Outreach Letter send to parents Lunch/recess detention
9	Physical altercation with anyone on the bus	Parent Outreach Letter send to parents Lunch/recess detention Bus suspension
10	Use of profane, obscene or offensive language on the bus	Parent Outreach Letter send to parents Lunch/recess detention
11	Being disrespectful to bus driver/another parent or caregiver	Parent Outreach Letter send to parents Lunch/recess detention
12	Brought inappropriate or harmful items/weapon on the bus	Parent Outreach Letter send to parents Lunch/recess detention
13	Defacing bus property	Parent Outreach Letter send to parents Lunch/recess detention
14	Threw an object with harmful intent/threw an object out the window	Parent Outreach Letter send to parents

		Lunch/recess detention
15	Refused to wear seatbelt/leaving designated seat without permission	Parent Outreach Letter send to parents Lunch/recess detention
16	Inappropriate/harmful behavior on school bus	Parent Outreach Letter send to parents Lunch/recess detention

* Repeated Level 1 infractions may be escalated to Level 2 infractions. ** Three Level 1 infractions may result in a 1-5 day(s) bus suspension. *** Two Level 2 infractions may result in a 1-5 day(s) bus suspension. **Repeated Level 1 or Level 2 infractions may result in bus privileges being revoked for the remainder school year.**

UNIFORMS

All CACPCS scholars are required to come to school in their proper uniform every day, regardless of any extracurricular activity or school event, unless otherwise indicated. The mandatory uniform policy is intended to promote a more effective learning climate; foster school unity and pride; improve scholar performance; foster self-esteem; eliminate label competition; simplify dressing and minimize costs to parents; teach scholars appropriate dress and decorum in their workplace; and help to improve scholar conduct and discipline.

Uniform Expectations

- We are preparing our scholars to be dressed for success. Distracting styles may need to be addressed.

- Stud earrings are recommended.
- Large hoops are NOT allowed.
- Rain and snow boots are allowed when necessary. A change of shoes must accompany scholars when rain and snow boots are worn.
- Hats, caps, or other headgear may NOT be worn in school.

Change of Clothes

All Kindergarten and first grade parents are asked to send an extra change of uniform clothing to school in case of a bathroom accident. If a student does not have extra change of clothes, parents will be called to either bring a change of clothing or to pick your child up from school. Please label all clothing.



Children's Aid College Prep Charter School Uniform Policy

In order to maintain an environment that is conducive to the highest quality of academic success and conduct CACPCS observes a mandatory uniform policy. All scholars are required to be in uniform every day that school is in session.



	Elementary School - Grades K-5		Middle School - Grades 6-8	
Fall/Winter	Boys	Girls	Boys	Girls
Tops	CACPCS branded orange branded long or short sleeve polo shirt CACPCS branded sweater (optional)	CACPCS branded orange branded long or short sleeve polo shirt CACPCS branded sweater (optional)	White button down oxford shirt CACPCS branded navy vest or CACPCS branded sweater (required)	White button down oxford shirt CACPCS branded navy sweater or CACPCS navy bolero (required)
Bottoms	Grey pants	Grey jumper / Grey pants	Grey pants	Grey wrap skirt / Grey pants
Shoes	Black or Navy shoes	Black or Navy shoes	Black or Navy shoes	Black or Navy shoes
Accessories	Black or Navy belt	White/Navy socks or tights	Orange tie or bow tie	White/Navy socks or tights
Summer Option (Aug-Sept) (May-June)	CACPCS branded orange polo Grey shorts		CACPCS branded white button down oxford shirt Grey shorts	
Fitness Uniform: Boys & Girls - Grades K-8				
CACPCS branded blue t-shirt CACPCS branded sweatshirt (optional) CACPCS branded sweatpants or grey sweatpants without graphics CACPCS mesh shorts (summer) Sneakers				

Uniform Infractions

Infraction	Disciplinary Consequences
1 st Uniform Infraction	Dean Referral Parent contact

2 nd Uniform Infraction	Dean Referral Parent contact Lunch detention
3 rd Uniform Infraction	Dean Referral Parent conference

Infractions will occur if your scholar is not in the proper uniform on a given day, or has failed to fulfill one of the expectations listed above. When the parent is called, he/she will be asked to bring a change of clothes or missing uniform item to school for the scholar. All CACPCS staff members have the right to enforce the school wide uniform policy. Please contact your child’s Life Coach if you need assistance with the uniform.

ACADEMICS

Homework

Homework is a valuable aid in helping scholars make the most of their experience in school and increases achievement. Homework reinforces what has been learned in class, prepares scholars for upcoming lessons, extends and generalizes concepts. It teaches responsibility and helps scholars develop positive study habits and build self-discipline.

Homework will be assigned EVERY day. At CACPCS, we believe in the 10-Minute Rule, which states that the maximum amount of homework (all subjects combined) should not exceed 10 minutes per grade level per night. That is, a 1st-grader should have no more than 10 minutes of homework, a 6th-grader no more than 60 minutes. Additionally, scholars should read for pleasure on a nightly basis. Research suggests that nightly reading promotes academic achievement.

Learning activities will be assigned during all school breaks, including summer vacation. This helps to ensure that scholars do not experience learning loss during these critical years. Scholars will be graded on effort, completion, and content.

Scholars are expected to do their best on their homework. Parents are the key to making homework a positive experience for scholars. Parents are expected to check that homework was completed with care each night. If you check your scholar's homework regularly, you'll have a good idea of what your scholar is learning. Parents need to make homework a top priority, provide necessary supplies, a quiet homework environment, set a daily homework time and provide praise and support. If your child struggles with a homework assignment, please contact his/her teacher.

Grading Policy

Grades provide meaningful feedback on scholar achievement to scholars, parents, teachers, and administrators. This information is used for instructional purposes. The grading and reporting process are aligned with the New York City Department of Education and New York State Performance Standards.

To establish uniformity and a clearly understood grading system the following reflects our grading policy:

Level	Percentage
4 +	98-100%
4	93-97%
4 -	90-92%
3 +	88-89%
3	83-87%
3 -	80-82%
2+	78-79%
2	73-77%
2 -	70-72%
1	69% and Below

Learning is evaluated through tests, quizzes, projects, participation, performance tasks, and homework. Grading rubrics are used to evaluate specific criteria of a scholar's task performance or work product. Rubrics reflect an excellent, satisfactory, below average, or an unsatisfactory work product or performance task. Grades reflect scholar achievement compared to grade level performance standards and fairly represent a scholar's performance on a variety of assessments over time.

Promotional Criteria

CACPCS has rigorous standards for promotion. It is not automatically assumed that scholars will pass from one grade to the next. The scholar must earn promotion by demonstrating mastery of the essential knowledge and skills. Promotion will be based on a scholar's grades, social-emotional development, attendance, homework completion record, and other assessment measures.

If homework is incomplete, it shows that the scholar is not ready to move on to more challenging work. Practice of work strongly reinforces cognitive development. If a scholar has recurring behavior problems, it increases the chance that s/he falls behind in class instruction. Undesirable behaviors or any disruptions to any learning environment will not be tolerated.

Modified Promotion Criteria

While most students with disabilities will be held to the **standard promotion criteria**, there are students who have a disability that adversely impacts potential for learning or rate of learning such that the ability to meet the standard promotion criteria is compromised. Modified

promotion criteria may be considered for students with disabilities who are enrolled in grades 3-8. The IEP team will determine what the modified promotion criteria would be for these students. Students with an IEP must meet the promotional criteria as outlined in their IEP. The school administration will take into consideration other academic and social/emotional factors.

Report Cards & Progress Reports

Parents will receive regular progress reports (bi-monthly to every six weeks) that communicate their scholar's current academic and behavioral standing. Report cards are issued three times per year, at the conclusion of each trimester. We hold an Academic Parent-Teacher Team (APTT) meeting in place of the traditional parent-teacher conference. APTT is an initiative that trains and coaches parents to (1) be educational champions individually and collectively as they learn instructional strategies to support their scholars; (2) implement a systemic approach and focus on academic goals; (3) develop foundational grade-level skills for home support; and (4) effectively share data with families in order to establish new academic goals. Parents will receive their scholar's report card at the conclusion of each APTT meeting and can arrange individual conferences upon request. CACPCS will also dedicate at least two Half Days per year to individual parent conferences.

School Supplies

CACPCS will support all families with necessary school supplies so our scholars are able to learn. CACPCS will provide returning families with a school supply list at the end of each school year and outline useful school supplies to new families. Please contact the Main Office if you need assistance with any of these supplies.

Special Education

CACPCS does not discriminate on the basis of disability and will enroll all scholars without limitation. Scholars with a current Individual Education Plan (IEP) may enroll. Once enrolled, the scholar's IEP team will decide if the IEP requires revision to meet the scholar's education plan as set out in the IEP or if the school is an appropriate placement for the scholar.

CACPCS is a fully inclusive school and will provide the necessary support to meet every scholar's needs, including those who have an IEP. Programs and services include:

- Integrated Co-Teaching (ICT) - Scholars with disabilities receive instruction alongside their nondisabled peers with special education support. Each ICT class has a certified special education teacher and a certified general education teacher.
- Special Education Teacher Support Services (SETSS) – Scholars with disabilities receive supplemental instruction and support from a certified special education teacher in order to meet individuals established in their IEPs.
- Other Related Services: Speech and Language Therapy, Counseling, Occupational Therapy, and Physical Therapy

- Assistive Technology

We work very hard to screen and find quality clinicians to provide related services during the school day. Parents will receive Related Service Authorizations (RSA) through the New York City Department of Education for any services the school is unable to provide. In this case, CACPCS will keep in close contact with providers to ensure continuity and transfer of skills.

English as a Second Language (ESL)

English Language-Learner support services are provided to all scholars in need. Services help scholars with English acquisition, through small group instruction and push-in support in their regular classrooms.

Saturday Academy

We must work together to ensure that every scholar is meeting or exceeding grade level standards by the end of each school year to ensure they are solidly on the path to college graduation. Saturday Academy is an enrichment or intervention opportunity that provides additional support (when needed), enrichment whenever possible and small group instruction in order to help prepare scholars for the New York State standardized tests in English Language Arts, Mathematics and for the high school application process (middle schoolers only). Attendance will be mandatory for all scholars in grades 3 and up in need of additional intervention based on assessment results or parent/caregiver requests. All other Saturday program attendance is recommended but not required. Dates will be provided at the beginning of each school year so that families can make necessary arrangements.

INTEGRATED SUPPORT SERVICES

School success and college readiness are a top priority at CACPCS. The integrated supports we have identified and refined through Children's Aid's nearly 30 years of community school work help scholars remain prepared for the school day and emphasize for parents the importance of advocacy and involvement in their scholar's educational path. Services like life coaching and life skills, after-school and summer programming, health and wellness programs and parent workshops and trainings are what make CACPCS a holistic, scholar success-oriented community charter school.

Children's Aid Partnership

Children's Aid College Prep Charter School was launched by Children's Aid (formerly known as The Children's Aid Society) to provide the following:

- Life coaching services (e.g. scholar social skills groups, social service referrals and case management, mental health services, parent workshops, parent groups, etc.)
- Training of staff and support for Life Skills classes and Power Groups
- Linked medical, dental, mental health services
- After school programming and enrichment activities
- Emphasis on college saving through College Savers and other programs
- High School application support

- Parent workshops and educational opportunities
- Parent Advisory Committee support
- Access to summer camps and summer programming to reduce the chances of summer learning loss
- Family support services through Children’s Aid which provides families with advocacy and support for housing and issues of homelessness, domestic violence, child support, access to health care, juvenile justice, special education, credit, immigration, foster care, and collaborates with over 25 pro bono legal providers when litigation is needed.

These services are coordinated by a full-time Community School Director led by a team that includes an Assistant Community School Director and Life Coach Director.

Life Coaching

The goal of Life Coaching, Life Skills Class and Power Groups is to provide scholars, staff and parents with the coordinated and whole-school supports needed to address key barriers to learning. The Life Coach is the central staff member with a set of programmatic prevention, intervention and enrichment strategies designed to support holistic development of the scholars. Life Coaching at CACPCS operates in the following manner:

- Life Coaches work under the direction of the Community School Director who is supervised by the Head of School who is also the Vice President of Education at Children’s Aid;
- The Community School Director works in collaboration with the Principals, Deans and Operations staff to support scholars, parents and their teaching colleagues;
- Life Coaches support teachers in planning and leading weekly Life Skills classes and Power Groups with all scholars using a variety of age-appropriate curricula;
- Life Coaches work with teachers to identify and address any barriers to scholar learning and support teachers in effectively intervening;
- Life Coaches provide training and support to teachers and parents as needed;
- Life Coaches help scholars set and achieve academic and non-academic goals; and,
- Life Coaches connect parents and caregivers to key Children’s Aid and other community-based resources to support the needs of a scholar and their family as they arise.

Life Skills

Through weekly Life Skills classes and Power Groups, CACPCS scholars work to develop thirteen (13) critical life skills which support both their academic and social emotional development (e.g. paying attention, naming their emotions, resolving conflicts). Two times each year, parents will be asked to give their assessment of how often their scholar demonstrates these skills at home.

After School Program

CACPCS partners with Children’s Aid who believes that learning and enrichment does not stop at the end of the school day. For that reason, after school programs are an integral part of our holistic approach to our scholar’s developmental needs. As a Children’s Aid community school, the after school program is provided to CACPCS scholars free of charge from

4:00-5:30pm daily. The after school program covers a wide variety of disciplines and interests, to build on scholars' strengths and interests, fill learning gaps, or school. Generally, after school program experiences may focus on any of the following: literacy, science, technology, engineering, math, the arts and self expression, and fitness and nutrition. Every CACPCS scholar in Grades K-8 are eligible to participate in the after school program but enrollment is on a first-come-first-served basis. The Assistant Community School Director or Community School Director can work with you to help you identify another local after school program if you are unable to sign up for the program at Southern or Prospect.

Summer Program

All CACPCS scholars have access to summer programs operated by Children's Aid throughout NYC. Children's Aid operates over a dozen summer day camps annually throughout NYC out of neighborhood schools and community centers. In addition, Children's Aid operates Wagon Road Camp in Chappaqua, NY. Wagon Road is a summer day camp that focuses on developing scholar's sense of fun, wonder, and discovery in order to lay the foundation for a happy and active life. Children's Aid also partners with Alvin Ailey for the Ailey Summer Camp which CACPCS has been happy to host for the last two years. Summer camps not only help to keep scholars safe during the summer months but they engage scholars in fun, engaging and intellectually stimulating activities that counter the "summer slide," when scholars lose educational ground during the summer vacation. Every CACPCS scholar is eligible to participate in a Children's Aid summer program but enrollment is on a first-come-first-served basis. The Assistant Community School Director or Community School Director can work with you to help you identify another local after school program if you are unable to sign up for the program at the CACPCS locations.

Family Support Services

Children's Aid's family support services and programs ensure scholars and their families have what they need to thrive. CACPCS's Life Coaches can connect scholars and their families to a range of resources including:

- **Housing and Homeless Services** - Today, nearly 40 percent of homeless individuals in New York City are children. Children's Aid believes that a safe place a child can call home should not be too much to ask; and, as a result, provides families with assistance with addressing housing issues if they occur.
- **New York Times Neediest Cases** –The New York Times Neediest Cases provides additional emergency assistance to families in times of major need.
- **The New York State Parent Education and Awareness Program- This is a** program for parents who are separating from their spouse or partner, or going through a divorce.
- **Family Wellness Program** – The Family Wellness Program addresses domestic violence from the perspective of the entire family.
- **Homemaker Services-** Homemaker Services provides the services needed to keep children in their homes and out of foster care. These include meal preparation, childcare, bringing children to school and housekeeping.

- **Preventive Services-** Preventive Services provides family counseling and case management services to help keep children out of foster care and in their homes where they belong. Located in Manhattan and the Bronx, Children’s Aid’s well-trained social workers provide comprehensive home-based services to strengthen family functioning and reduce the factors that place children at risk.

FIELD TRIPS & NEIGHBORHOOD WALKS

Scholars will not be permitted to attend any field trips or neighborhood walks without a permission slip. All permission slips must be returned by the indicated deadline.

NUTRITION

Wellness Policy

CACPCS provides school meals through the NYC DOE School Food Program. The NYC DOE’s School Food program strives to:

- Support all schools in providing opportunities for and encouraging all scholars to be physically active on a regular basis.
- Ensure that food and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.
- Ensure that school meals provide scholars with access to a variety of affordable, nutritious, and appealing foods that meet their health and nutritional needs while accommodating the religious, ethnic, and cultural food preferences of the scholar body.
- Ensure that scholars are provided with clean, sanitary settings and adequate time to eat.
- Participate in available federal school meal programs, including the School Breakfast Program, National School Lunch Program (including after-school snacks), Summer Food Service Program, Fruit and Vegetable Snack Program, and Child and Adult Care Food Program (including suppers).
- Provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity.
- Establish linkages among health education, school meal programs, and related community service agencies.

Guidelines

If parents chose to provide a meal from home, CACPCS encourages the following meal guidelines:

- All juice must be 100% juice (no soda, soft drinks, energy drinks, etc.)
- Lunch must include healthy foods such as fruits, vegetables, meats, cheese, granola, etc. (Please refrain from sending junk food – chips, candy, etc.)
- Nutritional Shakes such as Ensure, Nutriment, PediaSure, etc. are acceptable for scholars.

School Food

Breakfast

Scholars who eat a healthy breakfast pay more attention in class and have lower rates of tardiness and absenteeism. To encourage scholars to take advantage of these benefits, CACPCS provides free breakfast for all scholars. Scholars are also able to bring a healthy breakfast from home.

Lunch

All parents must complete and submit the School Meals Application in order to determine if your scholar qualifies for free lunch. Parents and guardians can return a completed paper application to their child's school or they can apply online at nyc.applyforlunch.com or nyc.gov/accessnyc using any electronic device with an internet connection. Households need to complete only one application for all children living in a home attending Pre-k to high school.

Snack

All scholars will have time for a snack at the end of each school day. Scholars can choose to eat the snack provided by SchoolFood, or bring their own healthy snack.

Allergies

Managing food allergies in schools is a team effort; SchoolFood staff works closely with school nurses to ensure that the needs of scholars with food allergies are met. On a daily basis, the SchoolFood menus offer more than one option for scholars to enjoy. Providing scholars with menu choices allows each child to select food items that meet their taste preference and allergy needs. Parents must inform the school of their child's allergies, and provide the school with emergency medications (Epi-pen, inhaler, etc.).

Parents with concerns regarding food allergies are advised to consult with their medical professionals, the school administration, and the school nurse to determine the best course of action for their scholar and to assist scholars in selecting the best meals, snacks, and beverages while at school.

Birthday Celebrations

At CACPCS, we love celebrating our scholars! *However, every minute counts.* We ask that if you choose to have your child's birthday acknowledged in school, please inform their teacher **at least one week in advance**. Celebrations can only occur after 3:30pm and are limited to 15 minutes. We ask that if you choose to celebrate in school, please bring healthy treats and juice boxes only. Parents/guardians may provide store-bought cupcakes or cookies in a sealed container with the list of ingredients to be distributed by the teacher during recess. Parents/guardians may send the cupcakes/cookies with their child or can deliver them to the Main Office during regular office hours. To ensure the safety of our scholars and teachers, we will not serve cupcakes/cookies if the box has been opened or tampered with. We also ask that you provide peanut-free treats due to scholars that have food-allergies.

SCHOLAR HEALTH

Physicals & Immunizations

The law requires that all new scholars must show proof of a complete medical evaluation and all required immunizations. The comprehensive medical examination must be documented on a Child Adolescent Health Examination Form (CH205) and include the following: Weight, Height, Blood Pressure, Body Mass Index, Vision Screening, Hearing Screening, Dental Screening, Medical History, Developmental Assessment, and Nutritional Evaluation. The CH-205 examination must be performed on or after April 1st of the year of school entry. Examinations performed prior to April 1st of the entry year will not be accepted. Scholars continuing on to Kindergarten from Pre-Kindergarten must submit a new CH-205.

Vaccinations

New York State (NYS) [Public Health Law Section 2164](#) and [New York Codes, Rules and Regulations \(NYCRR\) Title 10, Subpart 66-1](#) require every student entering or attending public, private or parochial school in New York State (NYS) to be immune to diphtheria, tetanus, pertussis, measles, mumps, rubella, poliomyelitis, hepatitis B, varicella and meningococcal in accordance with Advisory Committee on Immunization Practices (ACIP) recommendations.

On June 13, 2019, Governor Andrew M. Cuomo signed legislation removing non-medical exemptions from school vaccination requirements for children. The United States is currently experiencing the worst outbreak of measles in more than 25 years, with outbreaks in pockets of New York primarily driving the crisis. As a result of non-medical vaccination exemptions, many communities across New York have unacceptably low rates of vaccination, and those unvaccinated children can often attend school where they may spread the disease to other unvaccinated students, some of whom cannot receive vaccines due to medical conditions. This new law will help protect the public amid this ongoing outbreak.

CACPCS can provide families with NYS's recommended vaccination schedule upon request.

Medication

Scholars are not permitted to bring any type of medication to school, prescription or non-prescription. If a scholar requires prescription medication to be dispensed at school, the parent/guardian must submit a Medication Administration (504) form to the Main Office. This form needs to be completed by the scholar's doctor and signed by his/her parent/guardian. All medication must be dropped off at the school by the parent/guardian and must be in its original prescription container labeled with the scholar's name, name of the medication, expiration, and the proper dosage.

Asthma medication, insulin, or other prescription medications cannot be administered to a scholar without a current 504 form on file with the nurse. Medication can only be administered legally by the nurse. If the nurse is unavailable, the parent/guardian must be

available to come to the school to ensure the health/safety of his/her child.

PARENTS AS PARTNERS

Parent Advisory Committee and Parent Engagement

The Parent Advisory Committee (PAC) is a group of parents representing various grades who work collectively with the school's leadership to provide input on policies, procedures and programming at CACPCS. The PAC as a structure is designed to support strong parent engagement and communication.

Activities:

- Seek input and/or feedback from parents as CACPCS plans new activities, programs and develops or update policies and procedures;
- Serve as a strong mechanism for parent communication through outreach for various school events;
- Ensure parents are engaged in school programming as leaders, participants or volunteers;
- Attend and present at CACPCS Trustee meetings;
- Create opportunities for parents to build a strong network of support for one another in support of scholar success;
- Advocate for and promote CACPCS and increase its visibility externally through Parent Advocacy Day in Albany, petitioning for services, supporting scholar recruitment, etc.

Parent Volunteers

Active CACPCS parents/guardians are essential to ensuring that CACPCS achieves the best possible learning experience for each scholar. Therefore, communication between home and school is valued and encouraged, continually evaluated and maintained so all adults and scholars can forge meaningful and productive relationships that benefit the entire learning community. Parents are welcome to volunteer in the following capacity under the direction of the Community School Director and after receiving training on how to be an effective parent volunteer:

- Classroom support
- Field trip Chaperone
- General school support
- Helping with the organization and implementation of community and fundraising activities
- Attending CACPCS Board meetings

Those interested in volunteering must notify their scholar's teacher in advance, and wait for approval along with a date and time to attend. All volunteers are required to sign up in the CACPCS main office, and provide valid state ID and contact information prior to beginning any volunteer work. All chaperones of field trips are required to wear the CACPCS blue logo t-shirt

on all school-sponsored field trips. The shirt can be purchased in the main office for \$10.00. Parents will not be allowed to chaperone without the t-shirt.

SCHOOL-WIDE DISCIPLINE

CACPCS strives to produce highly motivated and excited scholars who can read, write, communicate, compute, express themselves artistically, use technology, think analytically and critically and conduct themselves morally and ethically with a strong sense of self. Scholars are expected to behave up to our high standards every day, in school, on the bus, during recess, on field trips and in the neighborhood. It is expected that every scholar will behave in a respectful and orderly way when in school or on the school grounds.

School Wide Discipline and Parent Partnership

CACPCS is a place for learning. Only behaviors that contribute to each scholar's learning will be accepted. The tone and climate of the school is expected to be peaceful at all times. All conflicts or disagreements must be resolved without force or violence. Scholars are expected to engage the help of an adult in the building if they are having difficulty; they are not expected to take matters into their own hands. We have high expectations for behavior, and parents and guardians are expected to be partners with the school in this endeavor.

CACPCS Scholars are expected to:

- Attend school regularly and be on time. Scholars must make every effort to strive for excellence.
- Come to school prepared and ready to learn.
- Take care of all school materials, equipment, supplies, and books.
- Behave in a manner that creates a safe learning environment and which does not violate other scholars' right to learn and teachers' right to teach.
- Be polite, courteous, and respectful towards others regardless of age, race, creed, color, gender, religion, national origin, physical disabilities, and refrain from making comments or slurs on any of the above items.
- Behave in a polite cooperative and respectful manner toward scholars, parents, teachers, and other school staff.
- Resolve conflicts and problems peacefully.
- Use appropriate language at all times.
- Bring to school only those personal possessions that are safe and do not interfere with the educational process of others.
- Make choices that show leadership and set a positive example for others.

If there's a problem, we encourage you to call us. Let's work together to solve it. Please ask clarifying questions to learn all the facts instead of jumping to conclusions. We put all of our resources into classroom instruction. The Principal and the Deans are in the classrooms during

the day and are rarely sitting at their desks ready to answer the phones. If we are not by the phone, please leave a message. We will get back to you within 24 hours.

Our Discipline Philosophy

Our approach to discipline is strictly designed to support learning and the healthy social and emotional development of our scholars. At CACPCS, we believe in fostering in each scholar a sense of pride and hope. Each scholar is able to count on all staff members to build relationships with them that will allow them to grow in many ways, including but not limited to, exploring their own decisions and making choices, as well as recognizing the consequences of their choices therefore, reinforcing our problem-solving approach.

CACPCS aims for all of our scholars to show improved social and emotional awareness and to understand the impact of their actions on themselves and others. Using all of our resources, all staff will model and meet our scholars' needs through communication, prosocial behavior, engagement in learning, etc. Scholars are expected to demonstrate respect, safety, and responsibility in every aspect of school life. Our Core Values were created to produce highly motivated and excited scholars who will conduct themselves with a strong sense of self, morally and ethically, and will behave up to our standards every day; in school, on the bus, in the yard, in field trips and in the neighborhood.

The following are elements of our school-wide approach to discipline:

- **Restorative Discipline:** A whole school relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. Restorative Discipline focuses on the harms, needs and causes of student behavior, not just the breaking of rules and dispensing of punishment. Restorative Discipline takes time. It is dialogue-driven and rests on the steady establishing and deepening of relationships.
- **Restorative practices:** The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things WITH them, rather than TO them or FOR them. Restorative practices involve reflection, repairing harm and dialogue.
- **Ladder of Responses:** A classroom tool used to provide scholars with a visual map of behavior expectations and responses to both appropriate and inappropriate behavior.
- **Logical Consequences:** Scholars respond best when the actions of adults are consistent, direct, and fair. Our actions must match our words.

- **Crisis Prevention and Intervention:** Our entire staff is trained to understanding scholar behaviors and how to identify the responses most appropriate to prevent the escalation of situations and do de-escalate crisis situations.
- **Discipline Code:** The code provides a clear hierarchy of responses to scholar infractions. Some responses will be teacher-led while other responses will be Dean-led. Restorative reflections, detention, Scholar Success Planning (including parents as our partners) in-school and out-of-school suspensions and expulsion.

The 2020-2021 Discipline Code is included in its entirety in the Appendix of this handbook.

Procedures and Due Process for Short Term Suspension

The Principal may impose a short-term suspension, and shall follow due process procedures consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). Before imposing a short term suspension, or other, less serious discipline, the Principal shall provide notice to inform the student of the charges against him or her, and if the student denies the charges, an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided.

Before imposing a short-term suspension, the Principal shall immediately notify the parents or guardian in writing that the student may be suspended from school. Written notice of the decision to impose suspension shall be provided by personal delivery or express mail delivery within 24 hours at the last known address(es) of the parents or guardian. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Principal. Such notice and informal conference shall be in the dominant language or mode of communication used by the parents or guardian. The parents or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.

The Principal's decision to impose a short-term suspension may be challenged by the parent(s)

or guardian in accordance with the School's grievance policy.

Procedures and Due Process for Long Term Suspension

The Principal may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the Principal may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the Principal shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The Principal also shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents that resulted in the suspension and shall indicate that a formal hearing will be held on the matter that may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.

If the Principal initiates the suspension proceeding, he or she shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Principal may accept or reject all or part of it. The Principal's decision to impose a long-term suspension or expulsion may be challenged by the parent or guardian through an appeal process to the Board of Trustees, the details of which shall be determined. NOTE: In any instance where the Principal is directly involved in the instance(s) at issue for a suspension or expulsion, the Head of School will handle any investigation, hearing and determination.

Firearm Violations

Federal and New York law require the suspension from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act (as amended) (20 U.S. C. § 7961). "Firearm," as used in this law means a "firearm," or "destructive device" as defined by 18 USC § 921(a), and includes firearms and explosives. (New York Education Law § 3214 effectuates this federal law.) The following are included within this definition: (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (c) the frame or receiver of any weapon described above; (d) any firearm

muffler or firearm silencer; (e) any destructible device, which is defined as any explosive, incendiary, or poison gas, such as a bomb, grenade, rocket having a propellant charge of more than four (4) ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or other similar device; (f) any type of weapon (other than a shotgun or a shotgun shell which the Attorney General finds is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and (g) any combination of parts either designed or intended for use in converting any device into any destructive device and from which a destructive device may be readily assembled. The term “destructive device” shall not include any device which is neither designed nor redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is redesigned for use as a signaling, pyrotechnic, line throwing, safety, or similar device; or any other device which the Attorney General finds is not likely to be used as a weapon, is an antique.

The Principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen (14) or fifteen (15) years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Principal shall refer any pupil sixteen (16) years of age or older or a student fourteen (14) or fifteen (15) years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

Special Education Provision: The provisions of the Gun-Free Schools Act shall be construed in a manner consistent with the Individuals with Disabilities Education Act. Therefore, the CSE will be consulted, even after a manifestation determination that the student’s behavior was not a manifestation of the student’s disability, regarding placement and services for such student.

Provision of Instruction During Removal

CACPCS will ensure that alternative educational services are provided to a child who has been suspended or removed to help that child progress in the school’s general curriculum. For a student who has been suspended, alternative instruction will be provided to the extent required by applicable law. For a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school, for a reasonable period thereafter or until the end of the school year.

Alternative instruction will be provided to students suspended or expelled in a way that best suits the needs of the student. Instruction for such students shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to

complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations at the school's discretion: the child's home, a contracted facility (e.g., in the school district of location), or a suspension room or other room at the school. During any removal for drug or weapon offenses, additional services shall include strategies designed to prevent such behavior from recurring. Instruction will be provided by one or more of the following individuals who shall be certified or qualified in accordance with § 2854(3)(a-1) of the NY Education Law and the federal Every Student Succeeds Act: the student's teacher(s), aides or trained volunteers, individuals within a contracted facility, and/or a tutor hired for this purpose.

A student who does not attend alternative instruction shall be marked absent. If the school does not offer alternative instruction, the student shall not be marked absent.

Discipline Policy for Students with Disabilities

In addition to the discipline procedures applicable to all students, the school shall implement the following disciplinary policy procedures with respect to students with disabilities and students regarded as having disabilities. A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR § 300.534—that a disability exists may request to be disciplined in accordance with these provisions. The school shall comply with sections 300.530- 300.536 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

If a student violates the school's discipline code and is being considered for a suspension or removal, the school must ensure the following due process protections are provided to the student and to the student's parent(s)/guardian(s) in addition to those set forth in the regular education discipline code. In addition, the school must provide alternative education to the student during the suspension as set forth below, which may include any special services required by the Individualized Education Program (IEP) prepared by the student's Committee on Special Education (CSE) of their district of residence. Final determination on a suspension or removal of a student, following due process, shall be made by the Principal.

The school shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Students for whom the IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the

health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the CSE of the student's district of residence for consideration of a change in the IEP and or BIP.

If a student identified as having a disability is suspended during the course of the school year for total of eight (8) days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten (10) days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement. In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

The school shall work with the district to ensure that the CSE of the student's district of residence meets within seven (7) days of notification of any of the following: (1) the commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days; (2) the commission of any infraction resulting from the student's disability; (3) the commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of five (5) days.

Also, the school will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE will be immediately notified so that the CSE can meet its required obligations to:

1. Convene a CSE meeting within 10 school days with the parent and IEP Team including school personnel to make a manifestation determination including a review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:
 - a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
 - b. If the conduct in question was the direct result of the district and charter school's failure to implement the IEP.
 - c. The conduct must be determined to be a manifestation of the child's disability if the LEA, the parent, and relevant members of the child's IEP Team determine that a condition in either paragraph (a) or (b) immediately above was met.
 - d. If the CSE determines that the IEP was not implemented properly, the CSE must take

immediate steps to remedy those deficiencies.

2. Convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.
3. Provide the student's parent with a copy of their procedural due process rights.
4. Work closely with the CSE of the students' district of residence in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

Those students removed for a period fewer than ten (10) days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school also shall provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten (10) or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher and the CSE, shall make the service determination. The student should receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

During any removal to an interim alternative educational setting not to exceed 45 days for weapon, drug or infliction of serious bodily injury-related offenses pursuant to 34 CFR §300.530(g)(1), (2) and (3), respectively, services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and determined by the CSE. The student should receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent

necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

Meetings of the CSE of the student's district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plan are required when: (1) the child is first removed from his or her current placement for more than ten (10) school days in a school year; and (2) when commencing a removal which constitutes a change in placement. The student's special education teacher (or coordinator) and the general classroom teacher will attend all meetings regarding the student initiated by the CSE from the student's home district.

Subsequently, if other removals occur which do not constitute a change in placement, the school will work with the CSE of the student's district of residence to review the child's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE of the student's district of residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action.

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in any interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and the school agree otherwise.

Cell Phones & Electronics

Scholars are not allowed to carry cell phones during the day. If you provide your child with a cell phone to use before/after school, instruct him/her to turn it off and place it in his/her bag prior to entering the school. If a student is caught with a cell phone during school hours, it may be confiscated by a CACPCS staff member. Please discuss all transportation or after school arrangements with your child before the day begins. If an emergency arises, you may leave a message for your child with the office. Messages will be delivered in a timely manner, but will not disrupt instructional time.

Anti-Bullying Policy

CACPCS adheres to the NYC DOE Anti-bullying policies as outlined in the Chancellor's Regulations A-832.

It is the policy of the New York City Department of Education to maintain a safe and supportive learning and educational environment that is free from harassment, intimidation and/or bullying committed by scholars against other scholars on account of race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation or disability. Such harassment, intimidation and/or bullying is prohibited and will not be tolerated in school, during school hours, before or after school, while on school property, at school sponsored events, or while traveling on vehicles funded by the Department of Education and on other than school property when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morality or welfare of the school community. Scholars found guilty of violating this regulation will be subject to appropriate disciplinary action.

Bias-based harassment, intimidation and/or bullying is any intentional written, verbal, or physical act that a scholar or group of scholars directs at another scholar or scholars which:

- 1) Is based on a scholar's actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation or disability; and
- 2) Substantially interferes with a scholar's ability to participate in or benefit from an educational program, school sponsored activity or any other aspect of a scholar's education; or
- 3) Creates a hostile, offensive, or intimidating school environment; or
- 4) Otherwise adversely affects a scholar's educational opportunities.

Bias-based harassment, intimidation and/or bullying may take many forms and can be physical, verbal or written. Written harassment, intimidation and/or bullying include electronically transmitted acts, e.g., via Internet, cell phone, personal digital assistant or wireless handheld device. Such behavior includes, but is not limited, to:

- Physical violence
- Stalking;
- Threats, taunts, teasing;
- Aggressive or menacing gestures;
- Exclusion from peer groups designed to humiliate or isolate;
- Using derogatory language;

- Making derogatory jokes or name calling or slurs;
- Written or graphic material, including graffiti, containing comments or stereotypes that are electronically circulated or are written or printed

Dignity for All Students Act Policy

CACPCS and its Board of Trustees are committed to providing all students with an environment free from harassment, bullying (including cyber bullying) and discrimination. In accordance with New York State’s Dignity for All Students Act, the School is committed to preventing and promptly addressing incidents of harassment and/or discrimination of students that impact a positive school culture and impede students’ ability to learn.

Students’ Rights

No student shall be subjected to harassment by employees or students on school property or at a school function. Nor shall any student be subjected to discrimination based on the student’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, by school employees or students on school property or at a school function.

Disciplinary and Remedial Consequences

The school’s Discipline Code prohibits harassment of students and students who engage in such behavior shall be disciplined as set forth in the Discipline Code. The school will take appropriate action disciplining students, who engage in harassment of students off school property under circumstances where such off-campus conduct: 1) affects the educative process; 2) actually endangers the health and safety of School students within the educational system; or 3) is reasonably believed to pose a danger to the health and safety of our students. This includes written and/or verbal harassment which materially and substantially disrupts the work and discipline of the school and/or which school officials reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the school.

Remedial responses are also implemented as appropriate which focus on discerning and correcting the reasons why discrimination, harassment and bullying occurred by students and/or employees. The School has designed remedial responses to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act. Remedial actions may include:

- Peer support groups;
- Assignment of an mentor at the school for the student to check in with;
- Corrective instruction that emphasizes behavioral expectations or other relevant learning or service experience;
- Engagement of student in a reflective activity, such as writing an essay about the misbehavior and its impact on others and how the student might handle the situation differently in the future and/or make amends to those who have been harmed;

- Supportive invention and/or mediation where constructive conflict resolution is modeled;
- Behavioral assessment or evaluation;
- Behavioral management plans or behavior contracts, with benchmarks that are closely monitored; and
- Student counseling and parent conferences that focus on involving person in parental relations in discipline issues.

Dignity Act Coordinator

The school designates The Community School Director, Ms. Christina Pinks, as the Dignity Act Coordinator (DAC). The DAC's contact information is 347-871-9002. The DAC is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex. The DAC will be accessible to students and other employees for consultation and advice.

Reporting and Investigating

Personnel at all levels are responsible for reporting harassment, bullying or discrimination of which they have been made aware to their immediate supervisor. Any student who believes that s/he is being subjected to harassment, bullying or discrimination as well as any other person who has knowledge of or witnesses any possible occurrence of such acts, shall report the acts to any staff member or to the principal. A staff member who witnesses harassment, bullying, or discrimination or receives an oral or written report of such acts shall promptly notify the principal or their designee no later than one school day after such employee witnesses or receives a report of such acts, and shall also file a written report with the principal or their designee no later than two school days after making an oral report.

The Principal or their designee shall promptly investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the school to investigate allegations of harassment. Follow-up inquiries and/or appropriate monitoring of the alleged harasser and victim shall be made to ensure that harassment has not resumed and that those involved in the investigation of allegations of harassment have not suffered retaliation.

Material incidents of discrimination and harassment on school grounds or at a school function will be reported to the State Education Department as required by law.

No Retaliation

The school and its Board of Trustees prohibit any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of harassment. All complainants and those who participate in the investigation of a complaint in conformity with state law and school policies, who have acted reasonably and in good faith, have the

right to be free from retaliation of any kind.

Corporal Punishment

Disruptive behavior by a scholar will never be punished by the use of corporal punishment. CACPCS prohibits corporal punishment of scholars by staff members, custodial employee, vendors, consultants, etc. on school property, school trips and other school functions, and off-school property when such off-school behavior disrupts or would foreseeably disrupt the educational process or endangers or would foreseeably endanger the health, safety, morals or welfare of the school community.

Corporal punishment is defined as any act of physical force upon a pupil for the purpose of punishing that pupil. Corporal punishment does not include the use of reasonable physical force for any of the following purposes:

- to protect oneself from physical injury;
- to protect another pupil or teacher or any other person from physical injury (e.g., breaking up a physical altercation without using excessive force);
- to protect the property of the school or of others; or
- to restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of school district functions, powers, or duties if the pupil refuses to comply with a request to refrain from further disruptive acts, and alternative procedures and methods that do not involve the use of physical force cannot be reasonably employed to achieve the purposes set forth above.

CHILD ABUSE & MALTREATMENT

Mandated Reporting – School officials (teachers, school nurses, social workers, etc.) are mandated reporters and are required to report suspected child abuse or maltreatment when in their professional roles, they are presented with reasonable cause to suspect abuse or maltreatment. Reasonable cause to suspect child abuse or maltreatment means that, based on your observations, professional training and experience, you feel the parent or person legally responsible for a child has harmed that child or placed that child in imminent danger or harm.

Child Abuse - A child is considered abused or maltreated if the child is less than 18 years old and a parent or other person legally responsible for the child's care harms the child, creates substantial risk of harm, or fails to exercise a minimum degree of care to protect the child.

- Physical Abuse - where the parent or person legally responsible for a child's care inflicts or allows to be inflicted upon such child non-accidental physical injury or where a parent or person legally responsible for a child's care creates or allows to be created a substantial risk of non-accidental physical injury to such child. The term injury includes but is not limited to superficial bruises, welts, broken bones and other serious injuries, injuries which cause or would be likely to cause protracted impairment of physical or emotional health, and injuries which create a substantial risk of or cause death.
- Neglect – The withholding of or failure to provide a child with adequate food, shelter, clothing, hygiene, medical care, and/or supervision needed for growth and development.

- Sexual Abuse - The sexual exploitation of a child by a parent, guardian, relative, caretaker, or other person which may range from non-touching offenses, such as exhibitionism, to fondling, intercourse, or use of a child in the production of pornographic materials.
- Emotional Abuse - Acts or omissions that cause or could cause serious intellectual, behavioral or psychological dysfunction as a result of such parent's or caretaker's behavior. Emotional neglect – the withholding of physical and emotional contact to the detriment of the child's normal emotional development. Must be attributed to unwillingness or inability of the parent or custodian to exercise a minimum degree of care toward the child.
- Educational Neglect – is considered to be the failure of a parent, or person legally responsible for a child, to ensure their child's prompt and regular attendance in school or the keeping of a child out of school for impermissible reasons resulting in an adverse effect on the child's educational progress or imminent danger of such an adverse effect.

CONFIDENTIALITY & SCHOLAR RECORDS

Family Educational Rights and Privacy Act

FERPA is a Federal law that protects the privacy of scholar education records. FERPA gives parents the following rights with respect to their scholar's education records:

- Parents have the right to inspect and review the scholar's education records maintained by the school.
- Parents have the right to request that a school correct records which they believe to be inaccurate or misleading.
- Generally, schools must have written permission from the parent or eligible scholar in order to release any information from a scholar's education record. However, CACPCS can disclose those records without consent to the following people or under the following conditions:
 - School officials with legitimate educational interest;
 - Other schools to which a scholar is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a scholar;
 - 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.

The safety, well-being and protection of our scholars is the paramount consideration in all decisions CACPCS staff make about confidentiality. The appropriate sharing of information between school staff is an essential element in ensuring our scholars well-being and safety. CACPCS is mindful that it is placed in a position of trust by all stakeholders and there is a general expectation that a professional approach will be used in all matters of confidentiality.

Freedom of Information Law

Children's Aid College Prep Charter School complies with New York State's "Freedom of Information Law" (FOIL). When the school receives a request for information under the Freedom of Information Law, it responds to it in the following manner:

- Within five (5) business days of receipt of a written request, the school shall make the information available to the person requesting it, deny the request in writing, or provide a written acknowledgment of receipt of the request that supplies an approximate date, which shall be reasonable under the circumstances, for when the request will be granted or denied.
- If Children's Aid College Prep Charter School determines to grant access to the requested information, and if circumstances prevent disclosure to the person making the request within twenty (20) business days of the acknowledgment of receipt of the request, the school shall state, in writing, both the reason for the delay and a date certain, within a reasonable period of time, depending on the circumstances, when the request will be granted in whole or in part. Failure of the school to conform to the provisions of paragraph one above or this paragraph two, shall constitute a denial of the request for information.
- If an individual is denied access to a record, he or she may, within thirty (30) days (or such period as defined by law, as may be modified over the course of the charter), appeal such denial to the Principal.
- Upon timely receipt of such an appeal, Children's Aid College Prep Charter School shall, within ten (10) business days of the receipt of the appeal (or such period defined by law, as may be modified over the course of the charter), fully explain the reasons for further denial or provide access to the record sought. The school also must forward a copy of the appeal, as well as its ultimate determination, to the New York State Committee on Open Government.

Exceptions to disclosure: Children's Aid College Prep Charter School may deny access to a requested record for a variety of reasons, including that: a) such access would constitute an unwarranted invasion of personal privacy; b) such access would violate either state or federal law; c) such records are compiled for law enforcement purposes; and/or d) such records are inter-agency or intra-agency materials which are not statistical or factual tabulations of data, instructions to staff that affect the public or a final policy. Except for records specified in Public Officers Law §87(3), the school shall not be required to prepare any record that it does not maintain or have in its possession.

The school may charge a copying fee for each paper page (up to 9"x14") requested to be copied. The fee shall be the maximum fee allowed by New York law. Preparation of electronic copies of records will be charged in accordance with NY Public Officers Law § 87(1)(c).

The school shall promulgate FOIL regulations pursuant to Public Officers Law § 87(1)(b) and 21 NYCRR Part 1401.

The school shall post required FOIL information on its website in accordance with Public Officers Law § 87(4)(c).

OTHER POLICIES

Parents' Right to Know Requirement

CACPCS must disseminate a blanket statement that any parent can request information about any teacher of their child. Under federal law, parents have the right to know:

- whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- whether a teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
- the baccalaureate degree major of a teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;

Teacher qualifications can be accessed at Educator Qualification Search at <http://eservices.nysed.gov/teach/certhelp/CpPersonSearchExternal.jsp>. **Parent Notification of Teacher's Non-Highly Qualified Status**

In addition to the information that parents may request, a school that receives Title I funds must provide each individual parent a timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

The notice and information provided to parents must be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. This applies to all teachers teaching core academic subjects in a Title I school, regardless if the school has a school wide or targeted assistance program.

Complaint Policy

Any individual or group of individuals (hereinafter the "Complainant") may bring a complaint regarding Children's Aid College Prep Charter School to the Children's Aid College Prep Charter School Board of Trustees ("BOT") alleging a violation of any law, including the Charter Schools Act, or the School's Charter (a "Violation") (such a complaint is hereinafter referred to as a "Formal Complaint")

The BOT has adopted the following policies and procedures related to Formal Complaints:

CHILDREN'S AID COLLEGE PREP CHARTER SCHOOL COMPLAINT POLICY AND PROCEDURE

INFORMAL COMPLAINT POLICY AND PROCEDURE

It will be the desire of the School to work closely with parents and students to resolve issues that are problematic for either party in a manner that is respectful and thoughtful and beneficial for both parties. It will be the hope of the School that issues that would fall in the category of 'Informal Complaints' be resolved quickly at the School level and are not handled by the Board of Trustees (BOT), unless the Informal Complaint involves the School's principal

or Head of School.

Procedures for filing an Informal Complaint

- Informal Complaints on behalf of a child should be made as quickly as possible to the teacher. The Informal Complainant may submit the Informal Complaint in writing, orally, or via email to the teacher, Principal or person involved. A School directory will have a complete list of all email addresses.
- If the teacher or Principal does not resolve the issue to the Complainant's satisfaction, the Complainant may take the Informal Complaint to the Principal to the Head of School.
- If the Information Complaint is about the Principal, the Complainant should file the Informal Complaint in writing to the Head of School.

What to expect once an Informal Complaint has been filed

The Complainant should expect a response within a reasonable amount of time. If the Complainant does not get a response in a reasonable amount of time, the Complainant may proceed to take the Informal Complaint to the next level in the chain of command. If no action is taken at all, the Complainant may proceed directly to the BOT, under what would be a violation of this policy, which is part of the School's Charter.

What to expect upon resolution of an Informal Complaint

The Complainant will be provided with a response that includes the reason for the action taken, if any. Responses to Informal Complaints may take the form of oral or written communication. To the extent possible, the School will keep a written record of Informal Complaints.

The Informal Complaint Appeal Process

If a Complainant is not satisfied with the resolution or action ultimately taken by the Head of School, Principal, a teacher, staff member or other administrator, he or she may appeal to the BOT.

SUNY Charter Schools Institute does not handle appeals of informal complaints.

Formal Complaint Procedure

A Formal Complaint involves an alleged violation of any law, the School's Charter or written policy or procedure. Examples of formal complaints are:

- ◆ Improper discipline of a special education student (violates IDEA)
- ◆ Child abuse in the school (violation of New York State law)
- ◆ The escalation of a complaint that was previously filed with School administration but for which an individual or group seeks to escalate to the Board of Trustees (BOT).

Procedures for filing a Formal Complaint

All Formal Complaints from a Complainant **must** be submitted in writing. If the Complainant wishes, the Complainant may pick up a complaint form in the School's main office. The complaint should include:

- The nature of the violation
- The facts on which the statement is based
- The signature and contact information of the person filing the complaint
- If alleging violations with respect to a specific child, include:
 - ° The name and address of the residence of the child
 - ° A description of the nature of the problem of the child (the concerns that led the Complainant to file the complaint), including the facts relating to the problem
 - ° A proposed resolution of the problem to the extent known and available at the time the person is filing the complaint.

The complaint must be submitted to the School's administrative assistant who will date-stamp it and place in the mailbox of the BOT.

What to expect once a Formal Complaint has been filed

1. All Formal Complaints will be reviewed by the BOT through the BOT's Executive Committee (or its designee) at the next public BOT meeting following the date of receipt of the Formal Complaint as long as the Formal Complaint is filed with a minimum of ten (10) business days for the BOT to review it. Otherwise, the BOT will review the Formal Complaint at its next Board meeting.
2. The BOT must respond to the Formal Complaint in writing within ten (10) business days after the Board meeting.

Upon resolution of a Formal Complaint, the BOT will provide the Complainant with

1. A written determination and any remedial action to be taken and the reasons for such determinations
2. A written notice informing the Complainant of the Complainant's right to appeal the determination to SUNY's Charter Schools Institute ("CSI") if the Formal Complaint involves a Violation.
3. A copy of the SUNY's grievance policies (as they are posted CSI's website at <http://www.newyorkcharters.org/contact/> (the "CSI Website").

The Formal Complaint Appeal Process

If a Formal Complaint alleges violations of applicable New York State and/or Federal law, or the School's Charter, the BOT's response will be provided to the individual or group that presented the Formal Complaint, along with a copy of CSI's current appeals process as published on the CSI Website

In accordance with Education Law §2855(4), if after presentation of such a Formal Complaint to the BOT, the individual or group determines that the BOT has not adequately addressed the Formal Complaint, that individual or group may present the Formal Complaint to CSI, which shall investigate and respond.

If, after presentation of the Formal Complaint to CSI, the individual or group determines that it has not adequately addressed the Formal Complaint, they may present the Formal Complaint to the Board of Regents through the State Education Department, which shall investigate and respond. The contact information for the State Education Department is as follows:

Charter Schools Office
Room #5N EB
Mezzanine
89 Washington Avenue
Albany, NY 12234

It must be clearly marked as a charter school complaint. SUNY Board of Trustees and the Board of Regents shall have the power and the duty to issue appropriate remedial orders to the BOT to effectuate the provisions applicable under Education Law.

The School also has policies and procedures relating to the handling of complaints that do not rise to the level of those delineating in Education Law §2855(4), hereinafter described as “Informal Complaints.” The School’s policies and procedures related to the handling of Informal Complaints are described below. The existence of these policies, however, does not prevent a Complainant from immediately pursuing the policy and procedures for Formal Complaints.

PARENTS’ BILL OF RIGHTS FOR STUDENT DATA PRIVACY AND SECURITY

Children’s Aid College Prep Charter School (CACPCS) in recognition of the risk of identity theft and unwarranted invasion of privacy, affirms its commitment to safeguarding student personally identifiable information (PII) in educational records from unauthorized access or disclosure in accordance with State and Federal law. CACPCS establishes the following parental bill of rights:

- Student PII will be collected and disclosed only as necessary to achieve educational purposes in accordance with State and Federal Law.
- A student's personally identifiable information cannot be sold or released for any marketing or commercial purposes by the School or any third party contractor. CACPCS will not sell student personally identifiable information and will not release it for marketing or commercial purposes, other than directory information released by the School in accordance with School policy.
- Parents have the right to inspect and review the complete contents of their child's education record, including portions of the record that are stored electronically, even when the record is maintained by a third-party contractor.
- State and federal laws, such as NYS Education Law §2-d and the Family Educational Rights and Privacy Act, protect the confidentiality of students’ personally identifiable information. Safeguards associated with industry standards and best practices, including but not limited to, encryption, firewalls, and password protection, must be in place when data is stored or transferred.

- A complete list of all student data elements collected by the State Education Department is available for public review at <http://nysed.gov.data-privacy-security> or by writing to: Chief Privacy Officer, New York State Education Department, 89 Washington Avenue, Albany, NY 12234
- Parents have the right to have complaints about possible breaches and unauthorized disclosures of student data addressed. Complaints should be directed to Drema Brown, Head of School at 347-401-3109, dbrown@childrensaidcollegeprep.org or via mail at 1232 Southern Blvd., Bronx, NY 10459. Complaints can also be directed to the New York State Education Department online at <http://nysed.gov.data-privacy-security>, by mail to the Chief Privacy Officer, New York State Education Department, 89 Washington Avenue, Albany, NY 12234 or by email to privacy@mail.nysed.gov or by telephone at 5178-474-0937.
- Parents have the right to be notified in accordance to applicable laws and regulations if a breach or unauthorized release of their student's PII occurs.

Parents can expect that all School employees who handle PII will receive annual training on applicable federal and state laws, regulations, the School's policies and safeguards which will be in alignment with industry standards and best practices to protect PII.

In the event that the School engages a third-party provider to deliver student educational services, the contractor or subcontractors will be obligated to adhere to State and Federal Laws to safeguard student PII. Parents can request information about third party contractors by contacting Drema Brown, Head of School at 347-401-3109, dbrown@childrensaidcollegeprep.org or via mail at 1232 Southern Blvd., Bronx, NY 10459 or can access the information on the School's website at <http://childrensaidcollegeprep.org/resource>.

APPENDICES

CACPCS Discipline Code 2020-2021

LEVEL 1 INFRACTIONS			
	Behaviors	Range of Disciplinary Consequences	Other School Supports
1	Bringing prohibited items like toys, games, etc., to school without authorization	<ul style="list-style-type: none"> • Parent Outreach • Parent Conference • Recess Detention 	Reflection Steps <ul style="list-style-type: none"> • Scholar sits with teacher and completes reflection sheet • Teacher reads reflection sheet with scholar and leads discussion • Session with life coach
2	Failing to be in one's assigned place on school premises (without permission)	<ul style="list-style-type: none"> • Parent Outreach • Parent Conference • Recess Detention 	Reflection Steps <ul style="list-style-type: none"> • Scholar sits with teacher and completes reflection sheet • Teacher reads reflection sheet with scholar and leads discussion • Individual or group weekly sessions • Group sessions • Home visit
3	Behaving in a manner that disrupts	<ul style="list-style-type: none"> • Parent Outreach • Parent Conference 	Reflection Steps

	the educational process (i.e. making noise in a classroom, library or hallways)	<ul style="list-style-type: none"> Apology to classroom or teacher; service to class or school community (e.g. organize classroom, help younger scholars at lunch; assist in main office) 	<ul style="list-style-type: none"> Scholar sits with teacher and completes reflection sheet Teacher reads reflection sheet with scholar and leads discussion Individual or group weekly sessions Group sessions Repair session with teacher and scholar Home visit to incorporate SECURE Spot at home Train scholar to use the SECURE spot Restorative process
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LEVEL 2 INFRACTIONS			
	Behaviors	Range of Disciplinary Consequences	Other School Supports
4	Using profane, obscene, vulgar, or lewd language, gestures, or behavior	<ul style="list-style-type: none"> Parent Outreach Scholar/Teacher Conference Parent Conference Apology to classroom or teacher; service to class or school community (e.g. organize classroom, help younger scholars at lunch; assist in main office) 	Reflection Steps <ul style="list-style-type: none"> Scholar sits with teacher and completes reflection sheet Teacher reads reflection sheet with scholar and leads discussion Parent meeting Individual or group weekly sessions Training scholar on how to use the SECURE spot in school Home visit/ incorporation of SECURE Spot at home. Group sessions Restorative process

5	Lying to, giving false information to, and/or misleading school personnel	<ul style="list-style-type: none"> • Parent Outreach • Scholar/Teacher Conference • Parent Conference • Apology to classroom or teacher; service to class or school community (e.g. organize classroom, help younger scholars at lunch; assist in main office) 	<p>Reflection Steps</p> <ul style="list-style-type: none"> • Scholar sits with teacher and completes reflection sheet • Teacher reads reflection sheet with scholar and leads discussion • Individual or group weekly sessions • Family session • Outside mental health referrals
6	Misusing property belonging to others	<ul style="list-style-type: none"> • Parent Outreach • Scholar/Teacher Conference • Parent Conference • Apology to classroom or teacher; service to class or school community (e.g. organize classroom, help younger scholars at lunch; assist in main office) 	<p>Reflection Steps</p> <ul style="list-style-type: none"> • Scholar sits with teacher and completes reflection sheet • Teacher reads reflection sheet with scholar and leads discussion • Individual or group weekly sessions • Weekly Group sessions • Restorative process
7	Violating CACPCS's Internet Use Policy (non- educational purposes, security/privacy violations)	<ul style="list-style-type: none"> • Parent Outreach • Scholar/Teacher Conference • Parent Conference • Apology to classroom or teacher; service to class or school community (e.g. organize classroom, help younger scholars at lunch; assist in main office) 	<p>Reflection Steps</p> <ul style="list-style-type: none"> • Scholar sits with teacher and completes reflection sheet • Teacher reads reflection sheet with scholar and leads discussion • Family session • Individual or group session 2X weekly • Group session

			<ul style="list-style-type: none"> • Home visit • Referral to big brother/big sister program
8	Inappropriate use of electronic technology (unauthorized audio/video recording)	<ul style="list-style-type: none"> • Dean-led lunch/recess restorative reflection each time; dean contacts parent • Parent Outreach • Scholar/Teacher Conference • Parent Conference • Apology to classroom or teacher; service to class or school community (e.g. organize classroom, help younger scholars at lunch; assist in main office) 	<p>Reflection Steps</p> <ul style="list-style-type: none"> • Scholar sits with Dean and completes reflection sheet • Dean reads reflection sheet with scholar and leads discussion • Family session • Individual or group session 2X weekly • Home Visit
9	Leaving (or attempting to leave) school premises without permission of supervising school personnel	<ul style="list-style-type: none"> • Life coach-led lunch/recess restorative reflection and counseling each time; life coach contacts parent • Parent Outreach • Scholar/Teacher Conference • Parent Conference • Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise results in a removal by a teacher) 	<p>Reflection Steps</p> <ul style="list-style-type: none"> • Scholar sits with life coach and completes reflection sheet • Life coach reads reflection sheet with scholar and leads discussion • Parent Outreach • Scholar/Teacher Conference • Parent Conference • Exclusion from Extracurricular activities • Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher)

	LEVEL 3 INFRACTIONS	
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	Behaviors	Range of Disciplinary Consequences	Other School Supports
10	Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards scholars or school personnel or throwing an object or spitting at another person	<ul style="list-style-type: none"> ● Parent Outreach ● Scholar/Teacher Conference ● Parent Conference ● Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) ● Suspension for 1-5 days ● Apology to classmates or teacher; service to class or school community (e.g. organize classroom, help younger scholars at lunch; assist in main office) 	Reflection Steps <ul style="list-style-type: none"> ● Scholar sits with teacher and completes reflection sheet ● Teacher reads reflection sheet with scholar and leads discussion ● Parent session ● Ongoing meeting with life coach(problem solving) ● Home visit(placing secure spot at home) ● Individual or group 2X week session ● Weekly Group sessions ● Restorative process
11	Knowingly possessing property belonging to another without authorization	<ul style="list-style-type: none"> ● Parent Outreach ● Scholar/Teacher Conference ● Parent Conference ● Removal from classmates by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) ● Suspension for 1-5 days ● Replacing that property ● Apology to classmates or teacher; service to class or school community (e.g. organize classroom, 	Reflection Steps <ul style="list-style-type: none"> ● Scholar sits with teacher and completes reflection sheet ● Teacher reads reflection sheet with scholar and leads discussion ● Parent session ● Individual or group Bi-weekly sessions ● Outside mental health referral ● Weekly Group session ● Family session

		help younger scholars at lunch; assist in main office)	
12	Tampering with, changing, or altering a record or document of a school by any method, including, but not limited to, computers access other electronic means	<ul style="list-style-type: none"> ● Dean-led lunch/recess restorative reflection each time; dean contacts parent ● Parent Outreach ● Scholar/Teacher Conference ● Parent Conference ● Exclusion from Extracurricular activities ● Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) ● Suspension for 1-5 days ● Apology to classmates or teacher; service to class or school community (e.g. organize classroom, help younger scholars at lunch; assist in main office) 	<p>Reflection Steps</p> <ul style="list-style-type: none"> ● Scholar sits with dean and completes reflection sheet ● Dean reads reflection sheet with scholar and leads discussion ● Family session ● Home visit ● Individual or group weekly session ● Referral to a mentoring program ● Restorative process
13	Engaging in inappropriate or unwanted physical contact or touching someone in a private part of body	<ul style="list-style-type: none"> ● Life coach-led lunch/recess restorative reflection and counseling each time; life coach contacts parent ● Parent Outreach ● Scholar/Teacher Conference ● Parent Conference ● Removal from classroom by teacher (a suspension must be sought if scholar 	<p>Reflection Steps</p> <ul style="list-style-type: none"> ● Scholar sits with life coach and completes reflection sheet ● Life coach reads reflection sheet with scholar and leads discussion ● Family session ● Assessment for child abuse ● Individual or group weekly sessions

		<p>engages in subsequent behavior that otherwise result in a removal by a teacher)</p> <ul style="list-style-type: none"> • Apology to classmates or teacher; service to class or school community (e.g. organize classroom, help younger scholars at lunch; assist in main office) • Suspension for 1-5 days; Expulsion may be sought if behavior is repeated 	<ul style="list-style-type: none"> • Outside mental health referral • Home visit • Referral to family therapy
14	Engaging in gang-related behavior (wearing or displaying gang apparel and/or accessories, writing graffiti)	<ol style="list-style-type: none"> 1. Life coach-led lunch/recess restorative reflection and counseling each time; life coach contacts parent 2. Parent Outreach 3. Scholar/Teacher Conference 4. Parent Conference 5. Exclusion from Extracurricular activities 6. Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) 7. Suspension for 1-5 days 8. Expulsion may be sought if behavior is repeated 	<p>Reflection Steps</p> <ul style="list-style-type: none"> • Scholar sits with life coach and completes reflection sheet • Life coach reads reflection sheet with scholar and leads discussion • Family session • Individual or group weekly session • Weekly Group sessions • Outside mental health referral • Home visit • Referral to mentoring program
15	Engaging in vandalism, graffiti or other intentional damage to school	<ul style="list-style-type: none"> • Dean-led lunch/recess restorative reflection each time; dean contacts parent 	<p>Reflection Steps</p>

	property or property belonging to staff, scholars or others	<ul style="list-style-type: none"> ● Parent Outreach ● Scholar/Teacher Conference ● Parent Conference ● Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) ● Suspension for 1-5 days ● Apology to classmates or teacher; service to class or school community (e.g. organize classroom, help younger scholars at lunch; assist in main office) 	<ul style="list-style-type: none"> ● Scholar sits with dean and completes reflection sheet ● Dean reads reflection sheet with scholar and leads discussion ● Family session ● Individual or group session ● Home visit ● Outside mental health referral ● Weekly Group session ● Referral to mentoring program
16	Posting or distributing libelous material or literature (including posting such material on the Internet)	<ul style="list-style-type: none"> ● Dean-led lunch/recess restorative reflection each time; dean contacts parent ● Parent Outreach ● Scholar/Teacher Conference ● Parent Conference ● Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) ● Suspension for 1-5 days ● Apology to classmates or teacher; service to class or school community (e.g. organize classroom, help younger scholars at lunch; assist in main 	<p>Reflection Steps</p> <ul style="list-style-type: none"> ● Scholar sits with dean and completes reflection sheet ● Dean reads reflection sheet with scholar and leads discussion ● Family session ● Individual or group weekly session ● Referral to mentoring program

office)

LEVEL 4 INFRACTIONS

	Behaviors	Range of Disciplinary Consequences	Other School Supports
17	Posting or distributing, displaying, or sharing literature or material containing a threat of violence, injury or harm, or depicting violent actions against or obscene, vulgar or lewd pictures of scholars or staff	<ul style="list-style-type: none"> ● Dean-led lunch/recess restorative reflection each time; dean contacts parent ● Parent Conference ● Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) ● Suspension for 1-5 days 	<p>Reflection Steps</p> <ul style="list-style-type: none"> ● Scholar sits with dean and completes reflection sheet ● Dean reads reflection sheet with scholar and leads discussion ● Individual or group weekly session ● Outside mental health referral ● Family session
18	Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited to: physical conduct that threatens another with harm; seeking to coerce or compel a scholar or staff member to do something; hazing; taunting; exclusion from peer groups designed to	<ul style="list-style-type: none"> ● Life coach-led lunch/recess restorative reflection and counseling each time; life coach contacts parent ● Parent Conference ● Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) ● Suspension for 1-5 days ● Potential expulsion in the event of repeated Level 4 and 5 infractions 	<p>Reflection Steps</p> <ul style="list-style-type: none"> ● Scholar sits with life coach and completes reflection sheet ● Life coach reads reflection sheet with scholar and leads discussion ● Individual or group weekly sessions ● Weekly Group therapy ● Family session ● Home visit ● Referral to mentoring program ● Refer to outside mental health services

	humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass		
19	Making sexually suggestive comments, innuendoes, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (i.e. touching, patting, pinching, lewd or indecent public behavior, or sending or posting sexually suggestive messages or images)	<ul style="list-style-type: none"> • Life coach-led lunch/recess restorative reflection and counseling each time; life coach contacts parent • Parent Conference • Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) • Suspension for 1-5 days • Potential expulsion in the event of repeated Level 4 and 5 infractions 	<p>Reflection Steps</p> <ul style="list-style-type: none"> • Scholar sits with life coach and completes reflection sheet • Life coach reads reflection sheet with scholar and leads discussion • Family Session • Assessment for potential child abuse • Individual or group weekly sessions
20	Possessing controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol	<ul style="list-style-type: none"> • Parent Conference • Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) • Suspension for 1-5 days • Contact authorities • Potential expulsion in the event of repeated Level 4 and 5 infractions 	<p>Reflection Steps</p> <ul style="list-style-type: none"> • Scholar sits with life coach and completes reflection sheet • Life coach reads reflection sheet with scholar and leads discussion • Individual or group session • Refer to mentoring program • Refer to drug treatment program
21	Taking or attempting to take property belonging to another or belonging to the school without authorization, without	<ul style="list-style-type: none"> • Dean-led lunch/recess restorative reflection each time; dean contacts parent • Parent Conference • Removal from classroom 	<p>Reflection Steps</p> <ul style="list-style-type: none"> • Scholar sits with dean and completes reflection sheet

	using force or intimidating behavior	<p>by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher)</p> <ul style="list-style-type: none"> • Suspension for 1-5 days - (e.g. property more than \$200 in value) 	<ul style="list-style-type: none"> • Dean reads reflection sheet with scholar and leads discussion • Individual or group weekly session • Family session • Referral to mentoring program
22	Falsely activating a fire alarm or other disaster alarm/calling 911	<ul style="list-style-type: none"> • Dean-led lunch/recess restorative reflection each time; dean contacts parent • Parent Conference • Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) • Suspension for 1-5 days • Contacting authorities 	<p>Reflection Steps</p> <ul style="list-style-type: none"> • Scholar sits with dean and completes reflection sheet • Dean reads reflection sheet with scholar and leads discussion • Family session • Weekly Group session • Outside mental health referral
23	Making a bomb threat	<ul style="list-style-type: none"> • Parent Conference • Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) • Suspension for 1-5 days • Contacting authorities • Potential expulsion in the event of repeated Level 4 and 5 infractions 	<p>Reflection Steps</p> <ul style="list-style-type: none"> • Scholar sits with life coach and completes reflection sheet • Life coach reads reflection sheet with scholar and leads discussion • Family Session • Individual or group weekly sessions • Referral for mental health services
24	Creating a substantial risk of serious injury by	<ul style="list-style-type: none"> • Life coach-led lunch/recess restorative 	<p>Reflection Steps</p>

	<p>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)</p>	<p>reflection and counseling each time; life coach contacts parent</p> <ul style="list-style-type: none"> ● Parent Conference ● Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) ● Suspension for 1-5 days ● Potential expulsion in the event of repeated Level 4 and 5 infractions 	<ul style="list-style-type: none"> ● Scholar sits with life coach and completes reflection sheet ● Life coach reads reflection sheet with scholar and leads discussion ● Family session ● Individual or group weekly session ● Referral to a mentoring program ● Home visit
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LEVEL 5 INFRACTIONS			
	Behaviors	Range of Disciplinary Consequences	Other School Supports
25	Inciting/causing a riot	<ol style="list-style-type: none"> 1. Parent Conference 2. Suspension for 6-10 days 3. Potential expulsion 	<p>Reflection Steps</p> <ul style="list-style-type: none"> ● Scholar sits with dean and completes reflection sheet ● Dean reads reflection sheet with scholar and leads discussion ● Family Session ● Outside referral ● Accompany parent to session with outside ● Restorative process
26	Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol	<ul style="list-style-type: none"> ● Parent Conference ● Suspension for 6-10 days ● Potential expulsion in the event of repeated Level 4 and 5 infractions ● Contact EMS or ACS 	<p>Drug treatment referral</p> <p>Individual or group 2X weekly sessions</p> <p>Family session with life coaches</p> <p>Referral to a substance program</p>

27	Starting a fire	<ul style="list-style-type: none"> • Parent Conference • Suspension for 6-10 days • Potential expulsion in the event of repeated Level 4 and 5 infractions 	Referral to outside services Assessment for a more restrictive setting Family session Individual session individual or group daily session
28	Threatening to use or using force to take or attempt to take property belonging to another	<ol style="list-style-type: none"> 1. Parent Conference 2. Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) 3. Suspension for 6-10 days 4. Potential expulsion in the event of repeated Level 4 and 5 infractions 	Reflection Steps <ul style="list-style-type: none"> • Scholar sits with dean and completes reflection sheet • Dean reads reflection sheet with scholar and leads discussion • Parent session • Individual or group daily sessions • Outside referral
29	Planning, instigating, or participating with another or others, in an incident of group violence	<ul style="list-style-type: none"> • Dean-led lunch/recess restorative reflection each time; dean contacts parent • Parent Conference • Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) • Suspension for 6-10 days • Contact authorities 	Reflection Steps <ul style="list-style-type: none"> • Scholar sits with dean and completes reflection sheet • Dean reads reflection sheet with scholar and leads discussion • Individual or group daily sessions • Outside referral • Family session • Referral to mentoring program
30	Selling or distributing illegal drugs or controlled substances and/or alcohol	<ul style="list-style-type: none"> • Parent Conference • Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent 	Individual or group 2X weekly session Family session Referral to mentoring program

		<p>behavior that otherwise result in a removal by a teacher)</p> <ul style="list-style-type: none"> ● Suspension for 6-10 days ● Contact authorities ● Potential expulsion in the event of repeated Level 4 and 5 infractions 	<p>Outside mental health referral</p>
31	<p>Using any weapon as defined in Level 2 Infractions to threaten or to attempt to inflict injury upon school personnel, scholars, or others</p>	<ul style="list-style-type: none"> ● Parent Conference ● Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) ● Suspension for 6-10 days ● Contact authorities ● Potential expulsion in the event of repeated Level 4 and 5 infractions 	<p>Family support session Individual or group daily session Outside mental referral Referral to mentoring program</p>
32	<p>Using any weapon, such as a firearm or knife, to inflict injury upon school personnel, scholars, or others</p>	<ul style="list-style-type: none"> ● Parent Conference ● Removal from classroom by teacher (a suspension must be sought if scholar engages in subsequent behavior that otherwise result in a removal by a teacher) ● Suspension for 6-10 days ● Contact authorities ● Potential expulsion in the event of repeated Level 4 and 5 infractions 	<p>Family support session Individual or group daily session Referral to mentoring program Outside mental health referral</p> <p>Reflection Questions:</p> <p>1-Can you tell me what happened?</p> <p>2-What do you need? Is there something you are trying to tell me or want me to know?</p> <p>3-What are you feeling right now? Provide feeling words if scholar does not respond?</p> <p>4-How do you think (describe behavior) affects me? Or the class?</p> <p>5-What did you think would happen if _____?</p> <p>6- What can we do to assure this does not happen again?</p>

SCHOOL – PARENT – SCHOLAR COMPACT

The School –Parent –SCHOLAR Compact outlines how parents, the entire school staff, and scholars will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children achieve the State’s high standards.

School

The school understands the importance of the school experience to every student and their role as educators and models. Therefore, the school agrees to carry out the following responsibilities to the best of their ability:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards
- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—
 - Three (3) Academic Parent Teacher Team Meetings and 2 additional parent-teacher conference opportunities during which the compact shall be discussed as the compact relates to the individual child's achievement
 - frequent reports to parents on their children's progress through progress reports and report cards;
 - reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
- Treat each child with dignity and respect
- Strive to address the individual needs of the scholar
- Acknowledge that parents are vital to the success of scholars and the school
- Provide a safe, positive and healthy learning environment
- Assure every scholar access to quality learning experiences
- Assure that the school staff communicates clear expectations for performance to both scholars and parents

Parent/Caregiver

The parent/caregiver understands that participation in his/her scholar's education will help his/her achievement and attitude. Therefore, the parent will continue to carry out the following responsibilities to the best of his/her ability:

- Volunteering in their scholar's classroom as needed
- Supporting their child's learning by attending all three (3) Academic Parent Teacher Team Meetings during the school year, supporting homework

completion, school attendance and responding to school requests in a timely manner

- Participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time
- Create a home atmosphere that supports learning
- Send the scholar to school on time, well-fed, and well-rested on a regular basis
- Attend school functions and conference
- Encourage their scholar to show respect for all members of the school community and school property
- Review all school communications and respond promptly

Scholars (Grades 3-8)

The scholar realizes education is important. Scholars are responsible for their own success. Therefore, the scholar agrees to carry out the following responsibilities to the best of their ability:

- Get to school on time every day
- Adhere to CACPCS's 2 Rules to Live and Learn by:
 - **RULE 1:** Be the best scholar you can be, and learn as much as possible.
 - **RULE 2:** Make the classroom a good place for everyone to live in and learn in.
- Develop a positive attitude toward school
- Be responsible for completing homework on time
- Be cooperative by carrying out the teacher's instructions and ask for help when needed
- Do daily work that is neat and reflects the scholar's best effort
- Be respectful to all school members and to school property

CACPCS Family Handbook Acknowledgement 2020-2021

I, _____, have received the CACPCS Family Handbook on the date noted below, and have reviewed and understand the policies stated therein.

I agree to fulfill all responsibilities described in this Handbook, partnering with CACPCS staff members to best support the academic achievement and developmental growth of my scholar.

I also understand that upon any revision or addition of policies to the existing Handbook, I will be expected to acknowledge receipt on the date of distribution and to substitute and/or add

this information.

_____	_____
Signature of Parent/Guardian	Date
_____	_____
1 st Scholar's First and Last Name	Grade in 2019-2020
_____	_____
2 nd Scholar's First and Last Name	Grade in 2019-2020
_____	_____
3 rd Scholar's First and Last Name	Grade in 2019-2020
_____	_____
4 th Scholar's First and Last Name	Grade in 2019-2020

Elementary School Building Code of Conduct

1. All Visitors and Parents are REQUIRED to sign in at Front Desk Reception upon entry to this Building.
2. Valid ID will be required by everyone when signing in. Valid forms of ID include New York State issued IDs, IDNYC cards, and Children's Aid College Prep IDs.
3. All Visitors/Parents must wear the CACPCS Visitor's pass at all times while in this building. This pass will be given to them upon checking in at the front desk and will be returned to the front desk upon exiting the building.

4. Creating and sustaining a welcoming climate requires mutual respect for all. That means discriminatory or harassing behavior is not acceptable or allowed.
5. All Visitors/Parents must be escorted up to the Main Office to wait until otherwise instructed by staff or security personnel and should not go to any other space in the building without permission or unaccompanied by a staff member.
6. Use of loud foul language or hostile threatening behavior of any kind will not be tolerated.
7. No loitering. If you do not have an appointment or are not otherwise scheduled to be in this building you will be asked to leave.
8. CACPCS school hours are 7:45am to 4:00pm.
Parents waiting to pick up their children should not arrive at the school earlier than 3:30pm.
9. All persons accompanying parents or authorized visitors to the building will be asked to remain in the Main Office.
10. All Visitors/Parents must be accompanied by staff while in the building. No unauthorized or unescorted Visitors/Parents will be allowed in the elevators, stairwells or other areas of the building without a staff escort.
11. All children must be supervised by an adult at all times.
12. All Visitors/Parents must follow the direction of staff and security at all times. Failure to do so may result in your removal from the premises.
13. Adult visitors should only use the designated adult restrooms.
14. Anyone failing to follow these rules will be asked to leave the premises. If the behavior persists, this person will not be allowed back into the building.
15. Surveillance cameras are in use throughout the building.

Middle School Building Code of Conduct

1. All Visitors and Parents are REQUIRED to sign in at the Security Front Desk on the first floor upon entry into this building.
2. Valid ID will be required by everyone when signing in. Valid forms of ID include New York State issued IDs, IDNYC cards, and Children's Aid College Prep IDs.
3. All Visitors/Parents must wear the CACPCS Visitor's pass at all times while in this building. This pass will be given to them upon checking in at the Security Front Desk.
4. Creating and sustaining a welcoming climate requires mutual respect for all. That means discriminatory or harassing behavior is not acceptable or allowed.
5. All Visitors/Parents must go to the CACPCS Main Office (Room 341) to wait, until otherwise instructed and should not go to any other space in the building without permission or unaccompanied by a staff member.

6. Use of loud foul language or hostile threatening behavior of any kind will not be tolerated.
7. No loitering. If you do not have an appointment or are not otherwise scheduled to be in this building you will be asked to leave.
8. CACPCS school hours are 7:45 am to 4:00 pm.
Parents dropping off their child should not arrive at the school earlier than 7:45 am.
Parents picking up their child should not arrive at the school earlier than 4:00 pm.
If you are picking your child up from school earlier than the normal dismissal time, you are REQUIRED to sign in at the Security Front Desk and sign your child out from the Main Office.
9. All persons accompanying parents or authorized visitors to the building will be asked to remain in the CACPCS Main Office (Room 341).
10. All Visitors/Parents must be accompanied by staff while in the building. No unauthorized or unescorted Visitors/Parents will be allowed in the elevators, stairwells or other areas of the building without a staff escort.
11. All children must be supervised by an adult at all times.
12. All Visitors/Parents must follow the direction of staff and security at all times. Failure to do so may result in your removal from the premises.
13. Adult visitors should only use the designated adult restrooms.
14. Anyone failing to follow these rules will be asked to leave the premises. If the behavior persists, this person will not be allowed back into the building.

CACPCS Title I Parent and Family Engagement Policy

This policy describes the means by which CACPCS will carry out its parent and family engagement requirements pursuant to the school's mission and the Every Student Succeeds Act Section 1116(c).

Each school year CACPCS school leadership and the Parent Advisory Committee (PAC) jointly develop and distribute to parents and family members of its scholars a written Parent and Family engagement policy, agreed upon by such parents. This policy describes the following:

- how parents will be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand;
- how the parent and family engagement policy will be made available to the local community; and
- how and when the policy will be updated to meet the changing needs of parents and the school.

To involve parents in the Title I, Part A programs, the following practices have been

established:

- The school will convene an annual meeting in the Fall of each year to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program as per the Every Student Succeeds Act Section 1116[c][1].
- The school offers a range of meetings, workshops or parent groups for Title I, Part A parents, that convene flexibly in the mornings, evenings or Saturdays to allow as many parents to participate as possible.
- The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy through surveys, parent focus groups and PAC meetings.
- The school provides parents of Title I, Part A students with timely information about Title I, Part A programs through parent notices, weekly family bulletins and meetings with teachers and/or school leadership.
- The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet during its yearly Open House in the fall and during Academic Parent Teacher Team meetings throughout the year.
- If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children during Academic Parent Teacher Team meetings, one-on-one meetings with teachers, individual meetings with school leadership, Individual Education Plan meetings, and/or Scholar Success meetings.
- The school engages Title I, Part A parents in meaningful interactions with the school. The Compact (*see Appendices*) supports a partnership among staff, parents, scholars and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:
- The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children during the Fall Open House and throughout the year during Academic Parent Teacher Team meetings.
 - During Academic Parent Teacher Team Meetings, the school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement.
- With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners during staff orientation during the summer and during Half Day professional development sessions throughout the school year.
- The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities like parent workshops, parent groups and staff and parent appreciation events to encourage and support parents in more fully participating in the education of their children.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand.

- The school provides support for parental involvement activities requested by Title I, Part A parents through the efforts of the Community School Director, Assistant Community School Director, Life Coach Director and Life Coaches.
- The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

This policy was adopted by the Children’s Aid College Prep Charter School on August 31, 2020 and will be in effect for the period of August 31-August 31, 2021. The school will distribute the policy to parents on or before September 30, 2020.

Ms. Drema Brown, CACPCS Head of School