



THE ROSALYN YALOW CHARTER SCHOOL

STUDENT

& FAMILY

HANDBOOK

HANDBOOK

2018-2019

TABLE OF CONTENTS

WELCOME to Rosalyn Yalow Charter School	1
OUR MISSION	2
BACKGROUND	2
WHAT WE STAND FOR	3
BOARD OF TRUSTEES	3
CALENDAR	4
RECORDS AND REGISTRATION	5
ATTENDANCE, TARDINESS AND DISMISSALS	5
SAFETY AND SECURITY	6
HEALTH SERVICES AND MEDICAL POLICIES	7
NUTRITION	10
STUDENT DISCIPLINE POLICY/CODE OF CONDUCT	10
VISITOR'S POLICY	10
COMPLAINT PROCESS	11
CLASSROOM MANAGEMENT	12
DAILY PROCEDURES	12
CELL PHONES	13
UNIFORMS	13
HOMEWORK	13
REPORT CARDS	14
STUDENT RECORDS	14
ACADEMIC POLICY	14
PROMOTION AND RETENTION POLICY	14
STUDENT SUPPORT SERVICES/RESPONSE TO INTERVENTION	15
REPORT CARD PICK UP AND PARENT-TEACHER CONFERENCES	16
LOST AND FOUND	16
BOOKS AND INSTRUCTIONAL MATERIALS	16
OFFICE PHONE	16
HOMELESS STUDENT POLICY	16
Appendix A: ROSALYN YALOW CHARTER SCHOOL CODE OF CONDUCT	18
Signature of Acceptance of Rosalyn Yalow Student and Family Handbook	32

WELCOME to Rosalyn Yalow Charter School

We are pleased to present this Student and Family Handbook so that you will gather information about the school and learn how we will work together for the education of your child.

The faculty and staff of our school look forward to working with you to promote academic excellence and character development in the context of the Rosalyn Yalow values of community, service, respect, and leadership.

Let us work as a team creating a great academic environment for our children of the Bronx.

OUR MISSION

The Rosalyn Yalow Charter School will eliminate the learning achievement gap for economically disadvantaged urban children—including special needs students and English language learners—by using an engaging and demanding curriculum to graduate students at or above grade level in literacy and math.

OUR NAME

The Yalow Charter School is named to honor Rosalyn Yalow, who grew up in the Bronx, earned a Ph.D. in nuclear physics, and was the second American woman to win a Nobel Prize in Medicine (1977). Dr. Yalow raised two children in District 10, where she also performed her Nobel Prize-winning research at the Bronx Veterans Administration Hospital. The School hopes that Dr. Yalow's legacy will be an inspiration to the children in the neighborhood – that with a good education they too will set high goals for their lives.

BACKGROUND

The Rosalyn Yalow Charter School, a K-8th grade school, opened on September 1, 2015 at 116 East 169th Street, Bronx, New York, with 121 students in kindergarten and 90 in first grade. It is slated to grow a grade each year to 536 students by its 5th year. The Yalow School will operate an extended school day, 8 a.m. to 5 p.m. on the main campus and 7:30 a.m. to 4:30 a.m. at the Third Avenue campus and a two-week longer school year.

In authorizing the Yalow Charter School, the NYS Board of Regents highlighted its low student-teacher ratio of 11 to 1, with two teachers in each classroom, as well as qualified English language learning and special education teachers. Yalow provides Singapore math, inquiry-based science, and the acclaimed Core Knowledge Language Arts curriculum. The School will work with high-quality collaborators such as the Bronx Arts Ensemble for art, dance, and music, and prominent international coaches for chess and fencing instruction. The School plans to utilize the American Museum of Natural History as an extended classroom for science and social studies. Instruction will be data-driven, guided by the highly successful STEP Literacy assessment and NWEA MAP assessment for math. Yalow will emphasize a strong School culture focused on family involvement, starting with home visits by teachers, and character to develop the whole child. The School is also designed to actively support at-risk students, with a robust response-to-intervention team, consisting of 5-11 special education teachers and teachers of English Language Learners, overseen by a dedicated director of assessment.

The Rosalyn Yalow Charter School occupies an attractive three-story, 25,000 sq. ft. facility, with outdoor space, close to public transportation (the B and 4 trains) and just off the Grand Concourse. Starting in September 2018 the School has opened a second campus at 3490 Third Avenue, Bronx, NY, in Community School District 9. Kindergarten students will be enrolled in the Third Avenue campus in 2018-2019, and first graders and kindergarten students will be enrolled in the 2019-2020 school year.

The Yalow School is a tuition-free public charter School, available to all elementary School-aged children who are legally qualified to attend public School in New York City. Yalow does not discriminate in its admission policies on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, ancestry, or homelessness. The School will not require any action by a student or family (such as admissions test, interview, essay, attendance at an information session, etc.) in order to receive or submit an application for admission to the School.

For more information contact:

Alec H. Diacou
Executive Director and Founder
alec.diacou@yalowcharter.org

Shannon Burton
Principal
shannon.burton@yalowcharter.org

WHAT WE STAND FOR

We believe all children will learn and thrive in an environment that provides a wide array of learning supports to both children and their families. We intend to give our children a strong foundation in literacy, essential to scholastic success in higher grades, using the Core Knowledge Language Arts (CKLA) program (assessed through the STEP Literacy Assessment), and in math using Singapore math (assessed through NWEA). The extended school day will be filled with rich extracurricular activities (arts, chess, fencing)—and homework will be focused on daily reading, parental engagement actively encouraged. Our model uses two teachers in team teaching, where one has a social worker background in grades K-2, because social-emotional support is critical to helping children learn and achieve. K-1 class schedules include two blocks of nap/play time to keep the children alert. Yalow’s goal: developing the whole child, encouraging each young student to excel. We want to teach our children that regardless of any adverse circumstances they experience, they can be successful academically, artistically, and athletically in competitive disciplines. Encouraged early, they will be eager to learn. We’ll emphasize the key elements of hard work and concentration while also making the School a refuge from the sometimes chaotic environment outside. We want our students to be well prepared to succeed in high school and college. We will offer a curriculum to inspire interest in learning, and we’ll continually assess our students’ progress. This program requires highly qualified and motivated teachers, and we will support them with targeted and ongoing professional development courses.

At Rosalyn Yalow Charter School we believe every child is capable of achieving all academic goals, regardless of race, gender, economic status, and religious differences.

Our School logo represents what we at Rosalyn Yalow Charter School believe embodies the true meaning of education.

The circle in which our School name is written in: Learning is Never Ending.

Torch: Truth and Intelligence

Open Book: Manifestation of Knowledge

Olive Branch: Peace

Tree of Knowledge: Growth of Intelligence

OUR MOTTO

“Non est ad astra mollis e terris via”

“There is no easy way from earth to the stars”

We believe if we teach our children at any early age that hard work benefits their future, we can teach them that there is nothing they cannot achieve as long as they believe in themselves, their abilities, and their dreams.

BOARD OF TRUSTEES

- **Miguel Balbuena, Board Chairman**
- **Gregoria Feliciano**
- **Sandra Hayes, Ph.D., Vice Chairman**
- **Shirley Saunders, Secretary**
- **Donna Demetri Friedman**
- **Ivan Lee, Co-Chair**
- **Michael Rosen, Treasurer**
- **Benjamin Yalow**

CALENDAR

2018-2019

September 2018

4th First Day of School

10th Teacher Professional Development: No School

19th Teacher Professional Development: No School

26th Meet The Teacher: 12:30 p.m. – 2:00 p.m.

October 2018

1st Teacher Professional Development: No School

8th Columbus Day: No School Teacher Professional Development

November 2018

6th Election Day: No School Teacher Professional Development

12th Veterans Day: No School

21st Half Day for Staff

22nd-23rd Thanksgiving Holiday: No School

28th Parent Teacher Conference: 12:30 p.m. – 6:00 p.m.

December 2018

21st Half Day for Students and Staff

24th-31st Winter Recess: No School

January 2019

1st New Year's Day: No School

16th Parent Teacher Conference: 12 p.m. – 6 p.m.

18th Teacher Professional Development: No School

21st Dr. Martin Luther King Day: No School

February 2019

5th Teacher Professional Development: No School

15th Teacher Professional Development: No School

18th-22nd Mid-Winter Recess: No School

March 2019

22nd Teacher Professional Development: No School

27th Parent Teacher Conference: 12:30 p.m. – 6:00 p.m.

April 2019

12th Teacher Professional Development: No School

19th-26th Spring Recess: No School

May 2019

15th Parent Teacher Conference: 12:30 p.m. – 6:00 p.m.

24th Teacher Professional Development: No School

27th Memorial Day: No School

June 2019

6th Teacher Professional Development: No School

26th-28th Half Day for Students and Staff

Wednesdays are early dismissal at 12:00 p.m. for teacher professional development.

If school is faced to close due to unforeseen events, classes will be made up on the following vacation days: (1) February 18th; (2) April 23rd; (3) April 24th.

RECORDS AND REGISTRATION

Applications are available beginning in January with a submission deadline of April 1. Please check with the Admissions Office for the exact date. If the number of applicants exceeds the available spaces, admissions are by lottery. If the places offered are not accepted, replacements are selected in order from the waiting list.

In the case that a child is withdrawn from the School, a parent/guardian will be asked to complete a withdrawal form authorizing the School to send the student's education records to the new school. Yalow will keep a record of all withdrawal forms and record the last day of the student's enrollment. If a parent desires to re-enroll a student in the School after withdrawing such student, a new application must be completed for the student's name to be included in the annual lottery or placed on the waitlist.

ATTENDANCE, TARDINESS AND DISMISSALS

The Rosalyn Yalow Charter School is committed to providing a quality education for every student. Good School attendance plays a critical role in academic success. Students are expected to be on time and present for School and each class.

Main Campus: School doors open at 7:30 a.m. for breakfast. Classes begin at 8:00 a.m. Any student arriving after 8:00 a.m. will be marked late. Any student arriving after 11:59 a.m. will be marked absent.

Third Avenue Campus: School doors open at 7:15 a.m. for breakfast. Classes begin at 7:30 a.m. Any student arriving after 7:30 a.m. will be marked late.

Excused Absence:

An absence from School will be an Excused Absence under the following circumstances: The student is sick and cannot attend; there is a death in the student's family or a family member's illness prevents attendance; or weather conditions or other circumstances make transportation to School impossible. Absences for other reasons will not be considered Excused Absences. When a child returns to School after an absence, a note signed by the student's parent or guardian must be given to the teacher. If a child has been sick for more than two days, a doctor's note must be brought to School.

To the extent possible, doctor or dental appointments should be scheduled for after School or on Saturdays. Family vacations are not to be planned for days when School is in session. The School provides families with an annual calendar to ensure that does not happen. Repeated absences affect your child's ability to achieve success. Unexcused absences (absences without a doctor's note regarding an illness or medical appointment) will make it harder for your child to be on the honor roll and may interfere with promotion to the next grade.

In instances of unexcused absences, the School will take the following actions:

- 1) The teacher phones parents after two unexcused absences.
- 2) The Dean of Students/Principal phones parents after three unexcused absences.
- 3) After five unexcused absences, the Principal will send a letter home inviting parents to a meeting to discuss an attendance plan. The letter will be put in the student's file.
- 4) The Dean of Students, Principal, teachers, parents, and, if appropriate a social worker and School Nurse will participate in the meeting. Reasons for unexcused absences will be discussed, and a plan to improve attendance will be developed.
- 5) The attendance improvement plan may include a referral for counseling and, if health issues are involved, may include a referral to the School's Section 504 Team for further evaluation and development of an accommodation or health plan.

- 6) If unexcused absences continue and are interfering with the student's progress, and School officials conclude that parents are not taking agreed-upon steps to implement the improvement plan, though they appear to be able to do so, the School may be required to report possible educational neglect to the Statewide Central Register for Child Abuse and Maltreatment.

A student's lateness interrupts the learning process for your child and all other children in the classroom. Any student arriving at the Main Campus after 8 a.m. or the Third Avenue Campus after 7:30 a.m. is considered late. If late, the student may be admitted with a late pass, obtainable in the main office.

Please do not take your child out of School earlier than the dismissal time. Early dismissals disrupt classroom instruction for teachers and other students. At the Main Campus, the School will not permit students to be picked up between 4:00 p.m. and 5:00 p.m. except under circumstances necessitating early pick-up (e.g., student illness, family emergency). At the Third Avenue Campus, except under emergency circumstances, student pick-ups will not be allowed between 3:30 and 4:30 p.m.

In the rare event that a student needs an early dismissal, the following procedures must be followed:

- The legal guardian, on record in the main office, must personally sign the student out of School.
- The student must get work for all missed classes prior to departure and make up all missed work.

Three unexcused late-arrivals or early dismissals without extenuating circumstances may warrant a meeting between Parents and the Principal, a dean, and, if appropriate a social worker and the School Nurse. The purpose of the meeting will be to discuss the reasons for late arrivals and early dismissals and to develop an improvement plan. The plan may include a referral for counseling or to the School's Section 504 Team for further review.

Parents will also be notified on a regular basis if your child's attendance record meets or exceeds our expectations for regular attendance. Students who attend regularly and who do not have Unexcused Absences or more than one tardy arrival in a two month period will be recognized and will have an opportunity to participate in celebration of their achievement with the Executive Director and Principal of the School.

SAFETY AND SECURITY

EMERGENCY SCHOOL CLOSING

If School must be canceled for the day or the opening delayed due to severe weather, the information will be posted on the School's website at <http://www.yalowcharter.org>. You will also receive an SMS message at your telephone number of record.

Check the School's website for possible closings or delayed openings rather than calling the School office.

Parents will be notified on the website and by SMS message in the event children must be dismissed before the end of a school day because of an emergency.

FIRE AND DISASTER DRILLS

Fire and emergency drills are conducted regularly for the safety of children. These drills familiarize children with the locations of the nearest exits, the procedure for evacuating the building, and where to take cover in the building in case of an impending disaster, such as a tornado.

SCHOOL SECURITY

All visitors are required to sign in and out and check in at the main office for a pass during the school year.

HEALTH SERVICES AND MEDICAL POLICIES

HEALTH SERVICES

At the beginning of each school year a Medical Information Form is sent home for parents/guardians to update the medical status of their children. **It is the responsibility of parents/guardians to keep the School informed of any changes in the medical condition or medication of the children.**

PHYSICAL EXAMS

A Health Certificate is a written document completed by a medical provider following a physical examination. Health Certificates are required in Kindergarten and again in grades 2, 4, and 7. Health Certificates must be prepared not more than twelve months prior to the beginning of the school year in which the examination is required. The Health Certificate must be signed by the student's health care provider and must be submitted within thirty days of the start of the school year. Health Certificate forms are available in the office.

IMMUNIZATIONS

Immunizations are a part of the physical examination and must be reported on the Health Certificate. Each student must show evidence of immunization to diphtheria, polio, measles, mumps, rubella, hepatitis B, Haemophilus Influenzae Type b (Hib), pertussis, tetanus, pneumococcal disease and varicella prior to entering or being admitted to School. (10 NYCRR 66-1). A chart of the current immunization requirements for School attendance is available at: <http://www.health.ny.gov/prevention/immunization/Schools>. It is essential that the physician record the month, day, and year of each immunization.

The School Nurse monitors the health files for all children and will notify parents regarding immunizations that are needed.

If the physical condition of the child is such that any one or more of the immunizing agents should not be administered, the examining physician responsible for the health examination must note that fact on the examination form. Parents objecting to the physical exams and/or immunizations on religious grounds must submit a signed statement detailing the grounds for the objection.

MEDICAL EXCLUSIONS

All children must have an up-to-date medical file with the appropriate immunizations for their age. Children who do not will be given notices of non-compliance. They may be excluded from School 14 days after such notice until they have proof of immunizations and/or medical examinations. If the child is transferring from another state or country this period may be extended to 30 days.

SECTION 504 TEAM

All children at Rosalyn Yalow Charter School are entitled to benefit from the programs and services that are offered at the School. If your child has special needs, including a physical or mental impairment or condition that may interfere with learning, attendance, or participating in some activities, your physician or health care provider should identify these needs on your health form. You may also bring special problems to the attention

of our School Nurse or the Principal. If accommodations, including more time to take tests or complete assignments, a health plan or an Allergy Action Plan appear to be necessary, the School will invite you to meet with a Section 504 Team. The team will include a teacher who knows your child and someone who is knowledgeable about any evaluations or medical reports which you wish to share. The team, with your input, will develop a plan of accommodations. If your child appears to need services that are not available within the School, a referral may be made to the Committee on Special Education for further review.

LICE AND RINGWORM

Pediculosis (lice) and Dermatomycosis (ringworm) are highly contagious conditions and can be easily treated with special shampoos and/or ointments. Children will be excluded from School until proof of treatment has been provided.

VISION SCREENING

The School will provide vision screening for all new entrants to school, in Kindergarten and in grades 1, 3 and 5. Students may also be referred for vision tests as part of a referral to the Committee on Special Education or if teachers suspect that a child is experiencing difficulties in seeing the blackboard or reading. You will be advised in writing if your child does not pass the vision screening.

MEDICATION

In the event the doctor authorizes the child to return to School and states in writing that medication must be administered during School hours, then the following guidelines must be followed:

- Prescription medicine must be in a container labeled by the pharmacy, which states the child's name, physician's name, the name of the medicine, the dosage to be given, and the time to be administered.
- Medication must be stored in the nurse's office and administered by the School Nurse. Children are not allowed to keep medicine in the classroom.
- Medication sent to School in baggies, envelopes, School lunch bags, etc., is not acceptable. It will be confiscated and returned to the parent.
- The doctor's order and a written request from the parent or guardian requesting the medication be given during School hours must accompany the medication along with the reason for taking medication and the side effects.
- Children with asthma who understand the use of asthma inhalers may be allowed to carry their inhaler and to self-medicate, if consent to self-medication is provided by the parent of the student and the student's physician. We highly encourage parents of older children to discuss this option with their physician. If appropriate for the student, parents are encouraged to complete forms provided by the School Nurse so children may have immediate access to their inhalers.
- Older children may be allowed to self-administer other medication under the supervision of a teacher during the School day if parents and physician agree that the student can identify the medication (color and shape); understands the purpose of the medication; knows the correct dosage; knows what time the medication is to be administered; can describe what will happen if the medication is not given; and understands that medication can be refused if there are any concerns about its appropriateness. If self-administration under supervision is appropriate, please request forms from the School Nurse for the signatures of parent and doctor.
- Because children in kindergarten and first grade may lack the skills and judgement needed to reliability self-medicate, students enrolled at the Third Avenue Campus will generally not carry their own inhalers.

STUDENT EMERGENCY INFORMATION

Student emergencies and illnesses sometimes occur during the School day. When this happens, parents will be called. If a parent cannot be contacted, the emergency form will be used to locate and call a designated adult. Therefore, it is crucial that the School be notified if address or phone number changes occur for either parent or for emergency contacts.

If we are unable to reach any of the numbers listed, we will call 911. The School procedures for emergency care are as follows.

If your child has a minor accident, the following steps will be taken:

- First aid will be administered according to School-approved procedures.
- If your child is ready to return to class, he/she will be returned to class.

In absence of a nurse in the building, we will attempt to reach parents with a telephone call and will follow with calls to listed emergency contacts.

If your child cannot return to class because of illness or major injury, the following steps will be taken:

- First aid will be administered according to School-approved procedures.
- You will be contacted and once arrangements have been made with you, your child will be allowed to leave the School with you or your designee.
- In the event that you cannot be reached, the emergency contact number will be called.

If we are unable to make contact with you or the emergency contact person, your child will be kept in School. Continued attempts to reach you or the emergency contact person will be made by School personnel.

If your child is in need of immediate medical attention, the following steps will be taken:

- First aid will be given according to School-approved procedure.
- Transportation to a medical facility will be arranged for your child.
- You will be notified. If you cannot be reached, the emergency contact will be called.

ALLERGIES

If your child has allergies, please alert the School. All allergic conditions require medical documentation and must be noted by the physician on the medical form at the time of the examination. If allergies pose a threat to life or health, parents must advise the School upon registration, and an Allergy Action Plan will be developed. The Allergy Action Plan will be developed with input from your child's health care provider and with review and approval by the School Nurse and School administrators. You may wish to review the Plan with the School's Section 504 Team.

Any food restrictions and/or allergies must be noted on the medical forms and included in the Allergy Action Plan. A copy of the Plan will be placed on file in the School office and copies will be distributed, as appropriate, to your child's teachers.

NUTRITION

BREAKFAST

Breakfast is available for all public School students at no cost. It is available at 7:30 AM on the Main Campus and at 7:15 at the Third Avenue Campus.

LUNCH

Lunch is available to all children at no cost. Parents will still be expected to complete and sign a free and price lunch application.

SNACKS

Snacks brought from home should be nutritious and nut-free. Excellent, nutritious, and tasty snack food choices are fruits, vegetables, cheese sticks, crackers, and applesauce. Junk food is not acceptable for snacks or celebrations and should not be brought to School. Check with teachers to determine acceptable foods. Certain foods may be excluded from classrooms if such exclusion is required by an Allergy Action Plan of a student in the class.

Before arranging any birthday celebration for your child in the school setting, you must check with your child's teachers for guidelines to providing a simple celebration with acceptable foods.

While the School attempts to maintain a nut-free environment, Parents of students with allergies to nuts should be aware that there may be exposure to nut products in the School setting because nuts are used in many products and may be brought into the School in many forms. Parents of students with nut allergies should advise the School of any known risks and work with the School to develop an Allergy Action Plan.

BEVERAGES

Milk is usually served with breakfast and lunch. If your child is unable to drink milk, please note this on the medical form and an alternative will be provided.

Parents/guardians are encouraged to send water with children in non-breakable bottles and/or Thermoses.

Energy drinks are considered unsafe and unhealthy, and are not allowed in School.

STUDENT DISCIPLINE POLICY/CODE OF CONDUCT

See Appendix A.

VISITOR'S POLICY

All visitors to the premises are expected to conduct themselves in a manner consistent with this policy. For purposes of this policy, a "visitor" is defined as any person other than an enrolled student or employee.

- All visitors to the campus are required to report to the main administrative office or designated area and receive permission to remain on School property. All visitors must sign a visitors' log and wear a visitor's badge.

When leaving the School, visitors must return their badges and sign out. On those occasions when large groups of individuals are invited onto School property, visitors are not required to sign in but must follow instructions given by the campus administration. Persons on School property without permission will be directed to leave and may be subject to criminal prosecution.

- Any person wishing to confer with a staff member, including a parent, should contact that staff member by telephone or email to make an appointment. Conferences with teachers are held during the teacher's conference/preparation period.

Any staff member may request identification from any person on the grounds. The Executive Director or designee shall seek the immediate removal of any person who refuses to provide requested identification.

No person (including visitors, students, and employees) shall:

- Strike, injure, threaten, harass, or intimidate a staff member or any other person;
- Use vulgar or obscene language; possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device;
- Damage or threaten to damage another's property;
- Damage or deface the property of the Rosalyn Yalow Charter School;
- Smoke or otherwise use tobacco products;
- Consume, possess, distribute, or be under the influence of alcoholic beverages or illegal drugs;
- Impede, delay, disrupt, or otherwise interfere with any activity or function of the Rosalyn Yalow Charter School;

Any person who engages in any prohibited conduct may be asked to leave the premises of the Rosalyn Yalow Charter School and the police may be contacted.

COMPLAINT PROCESS

Parents are expected and encouraged to be active participants in their students' learning. If a parent has any concerns or feels that the Rosalyn Yalow Charter School is not meeting a student's needs, staff will work with the parent according to the procedure below:

- A parent should first contact the student's teacher. The teacher will work with the parent to address and resolve the issue.
- If a parent has reached out to his/her child's teacher but still feels concerns have not been resolved, the parent should contact the Principal or Executive Director.
- The Principal or Executive Director will listen to the parent's concern and contact the teacher to ask the teacher to make a second attempt to identify a solution.

If a parent still feels the issue is not resolved after his/her child's teacher makes a second attempt, the Principal, together with the Executive Director, will work directly with the parent to attempt to resolve the issue.

If efforts by the Principal and Executive Director to resolve a problem are not successful, a parent can appeal from the School's actions or determination to the Board of Trustees.

To file an appeal from a determination or action of the Executive Director or to file a formal complaint directly with the Board of Trustees, parents may use the following e-mail address: complain@yalowcharter.org. The complaint should include your name and address, should describe the matter which is the subject of the complaint, should describe what response, if any, you have received so far from School officials, and should include a proposed resolution.

In addition, Section 2855 (4) of the [NYS Charter Schools Act](#) provides a formal complaint process for use by individuals (including parents) or groups who believe that a charter school has violated a term of its charter, a provision of the NYS Charter Schools Act, or any other provision of law relating to the management or operation of the charter school. A Parent may bring a complaint concerning the Rosalyn Yalow Charter School to the Principal or Executive Director (as described above) and may also bring a complaint directly to the School's Board of Trustees about a violation of the Charter Schools Act, the School's charter or any other law relating to the management or operation of the School. Upon request, the School will provide the School's complaint procedures.

In any complaint brought to the Board of Trustees, the Board will issue a written decision within thirty days of initial review and will include in the written decision notice of the right to file a complaint with the Board of Regents if the determination or actions of the Board of Trustees are not satisfactory.

BRINGING A COMPLAINT TO THE BOARD OF REGENTS

The Board of Regents has delegated the authority to the Commissioner of Education to handle complaints brought to the Regents concerning charter schools. All complaints brought to the Board of Regents/Commissioner concerning charter schools **must be submitted in writing** to the State Education Department's Charter School Office, either via mail at: Charter School Office, NYS Education Department, 89 Washington Avenue, Albany, NY 12234, or via email to: charterSchools@nysed.gov. The subject line of the email should read: Complaint: Rosalyn Yalow Charter School.

CLASSROOM MANAGEMENT

To support our School values and promote a safe learning environment, each classroom teacher has developed a classroom management plan. These plans are driven by the overall expectations of the School. Each plan includes the classroom rules, a system of rewards and incentives to encourage positive social and academic behaviors, and a system of consequences to reduce negative social and academic behaviors.

DAILY PROCEDURES

Main Campus: Students must arrive at 7:30 a.m. if they wish to participate in breakfast in the cafeteria. Students are expected to stay in their assigned area until they are lined up for class. Students will go to class promptly at 8 a.m. During inclement weather, students may be permitted to enter the building before 7:30 under the direction of the School staff.

Third Avenue Campus: Students must arrive at 7:15 a.m. if they wish to participate in breakfast in the cafeteria. Students will go to class promptly at 7:30 a.m. During inclement weather, students may be permitted to enter the building before 7:15 a.m. under the direction of the School staff.

CELL PHONES

In some cases, students may need cellphones for safety and communication before and after School and while utilizing public transit. The phones must be turned off upon entering the School building and must be turned in to classroom teachers while School is in session. At the end of the day, all cell phones will be returned to students. Any violation of these rules will result in the confiscation of the phone. Confiscated phones will be returned to a parent/guardian. **If the phone is confiscated twice, it will be held until the end of the school year.** The School accepts no responsibility for lost or damaged cell phones.

We also require that cellphones used by parents/guardians be turned off while in the main office. We will not be able to assist persons while they are speaking or texting on a cellphone in the main office.

UNIFORMS

Students must wear the approved uniform options. Belts are to be worn with pants and shorts. Violations of the dress code may result in notices to parents and further disciplinary action.

Students' dress should support the educational/learning process. We rely on parents/guardians to monitor School clothing. The following guidelines are to be followed:

- Clothing should be appropriate and clean.
- Skirts, dresses, and shorts should not be shorter than two inches above the knee.
- Students must wear a belt with uniform pants and shorts. Boys must tuck their shirts into their pants/shorts.
- Headgear of any kind may not be worn in the building, including hats, sweatbands, caps, and bandanas.
- Students are not allowed to roll up their pant legs.
- Students are to wear gym shoes, dress shoes with front and back straps. Flip flops are not allowed for safety reasons.

We request that all students dress appropriately for the weather. This is especially important during the winter months. Please make sure that your child wears winter boots, head coverings, gloves/mittens, and coats on a daily basis during cold weather.

* For further details and view the full uniform policy please refer to our website at <http://www.yalowcharter.org/uniforms>.

HOMEWORK

Children need to hear the spoken word to develop larger vocabularies and become better readers. Accordingly, we ask parents to read to their children at least 30 minutes each night. This Homework is an essential part of the instructional program. Beginning with 3rd grade, homework is meant to reinforce learning and serves as a means for clarifying and reviewing material learned in class, for providing motivation and opportunity for individual growth, and for creating experiences of in-depth study and supplementary reading.

The time expectations for homework (written and study), in addition to reading aloud with parents, is set out below:

Grade K Approximately 30 minutes

Grades 1 & 2	Approximately 30 minutes
Grades 3 & 4	Approximately 45 minutes

Students are required to complete all work, and parents or guardians are expected to sign the completed homework.

REPORT CARDS

Report cards will be issued three times per year. Parent-teacher conferences will be held at the end of the first and second reporting periods. Final report cards will be distributed in June. Parent attendance at the conferences is mandatory.

STUDENT RECORDS

Parents have the right to inspect all School records regarding their child. They can request changes to the record if they believe that an entry in the record is inaccurate or misleading or in violation of the student's rights of privacy. A request for record review and amendment is made by submitting a request in writing to the School's Executive Director explaining the Parent's view of how the Record should be corrected. That letter becomes part of the student's file. The decision to correct the records will be made by the Executive Director, but can be appealed by requesting a hearing or in accordance with the School's complaint procedure.

CHANGE OF CONTACT INFORMATION

Parents should immediately notify the School office in writing of any changes of address, telephone number, or emergency information. Any information concerning family illness, death, or change of marital status which parents feel should be shared with the School, in the best interest of the child, will be held in professional confidence.

ACADEMIC POLICY

Rosalyn Yalow Charter School expects students to perform to the best of their ability. Teachers are expected to evaluate student progress on a regular basis. Students will be given quizzes and tests regularly. Parent signatures are requested on tests to indicate that the parent is aware of the student's progress. If a parent is not regularly receiving quizzes and tests for signature, the parent should contact the teacher. A student's academic evaluation includes class work, class participation, homework and projects as well as grades on tests and quizzes.

PROMOTION AND RETENTION POLICY

We believe students must demonstrate mastery of skills and knowledge before being promoted to the next grade level. State standards and the Core Knowledge Sequence provide the framework for determining what a student should learn in each grade, which will inform promotion and retention decisions. We believe that a rigid formula does not make sense for deciding promotion from one grade to the next. Our intervention programs allow team teachers to personalize learning in each subject. When additional support becomes necessary, an RTI team targets strategies to get the children on track, and parents are included in the process.

Everyone, including parents, will be alerted in the report card that a student is at risk of not achieving grade level proficiency by the end of the School year and what steps will be taken to prevent failure. For students whose promotion remains in doubt, teachers will employ a protocol to weigh a number of factors, including student achievement levels on state tests, School wide STEP and NWEA MAP assessments, and teacher-developed assessments measuring progress. Grades, attendance, and behavior are all taken into consideration.

Teachers will generate a recommendation to the Principal of the School regarding retention or promotion based on their view of the best interests of the student. The teachers will discuss the recommendation with the parents.

Very few decisions we make about children are more important than recommendations to promote or retain a student. Most students will be able to follow the School's regular program of sequential learning objectives. If the student successfully achieves the year's objectives, the student progresses to the next year.

Testing, diagnosis, and actual performance, however, may indicate that some students have not mastered grade level objectives during the course of the School year. Sometimes teachers and parents agree that the student should be referred to the Department of Education's Committee on Special Education for evaluation and recommendation of additional supports, and sometimes they agree that the student would benefit from grade retention.

The decision of the Principal is final regarding promotion and retention.

STUDENT SUPPORT SERVICES/RESPONSE TO INTERVENTION

The School has a Response to Intervention Team which includes special education and ELL teachers who work together to provide a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all students in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists and may include

- Targeted group/individual instruction in the general education classroom
- Targeted group/individual instruction outside the classroom
- Tutoring
- Small group social skills instruction in or outside the classroom
- Individual/Group counseling
- Behavior Management Plans

Educational decisions about the intensity and duration of interventions are based on individual student response to intervention.

RTI is used for gathering data to improve teaching techniques in general education classrooms and to determine whether a student needs special education services. Parents are advised when their student receives interventions in addition to general classroom instruction and are encouraged and welcomed to be a participant with the student support team in making intervention decisions for their child.

- If you have a concern regarding your child's academic or social functioning or about the services your child is receiving, you should follow these steps:
 - Discuss the concern directly with your child's teacher.
 - If the concern continues to exist, discuss the question or concern with the Director of Assessment.

- If the question or concern continues to exist, the parent should review concerns directly with the Principal. You may also request a meeting of the School's Section 504 Team or refer your child directly to the Committee on Special Education for evaluation and review.

EXTENDED DAY PROGRAM

Studies show that students in after-school programs generally handle conflict better, are more cooperative with adults and peers, and have better social skills.

To supplement our educational program, we are collaborating with a network of supportive New York City organizations and institutions: the American Museum of Natural History for augmenting our science, social studies and math curricula; the Bronx Arts Ensemble for arts and music education; Mosaic Mental Health for family support groups; and prominent international coaches for chess and fencing instruction. We believe that this support network will add enrichment to your child's educational program and improve educational outcomes.

The program is designed to help students achieve academic success and develop positive values, high self-esteem, healthy habits, and a sense of purpose. The success of our program is contingent on regular attendance, student cooperation, and parent involvement.

REPORT CARD PICK UP AND PARENT-TEACHER CONFERENCES

Progress reports will be distributed to students three times a year. We strongly recommend that teachers consistently engage parents in conversations regarding the academic performance and social and emotional wellbeing of their children.

LOST AND FOUND

Parents are encouraged to mark student's clothing with the student's name. Items found in School or on the grounds will be placed in the "Lost and Found" box in the office on the first floor in the office of the Executive Director. Please remind your child to check the "Lost and Found" box for missing items.

BOOKS AND INSTRUCTIONAL MATERIALS

Your child will use books, computers, and a variety of other instructional materials. Calculators may also be used in grades 2 – 5. Parents are responsible for the cost of lost, damaged, or destroyed materials.

OFFICE PHONE

There is a telephone in the main office, specifically for student/parent phone calls. The phone will only be available for emergency purposes.

HOMELESS STUDENT POLICY

The Director of Assessment is the School's Homeless Liaison. As the Homeless Liaison, the Director of Assessment is responsible for ensuring that:

- Homeless/displaced children and youth are identified by School personnel or through other agencies;
- Homeless/displaced families, children and youth receive all educational services for which they are eligible;
- The parents/guardians of homeless/displaced children and youth are informed of the educational and related opportunities, including transportation, available to their children and are provided with meaningful opportunities to participate in their children's education;

- Public notice of the educational rights of homeless/displaced children and youth is disseminated;
- Enrollment disputes are mediated.

The Homeless Liaison also ensures that homeless children have access to the following services:

- Access to adequate transportation;
- Access to counseling and crisis management services (through external service providers, if necessary);
- Immediate enrollment even if some or all of the required documents are missing;
- Access to all required academic interventions, including the after-school program; and
- Free breakfast and lunch daily.

Appendix A: ROSALYN YALOW CHARTER SCHOOL CODE OF CONDUCT

INTRODUCTION

The Board of Trustees of the Rosalyn Yalow Charter School has adopted a code of conduct for the maintenance of order on School property, School buses, and at School functions. The code of conduct shall govern the conduct of students, teachers, volunteers and other School personnel as well as visitors to the School (Project SAVE, Section 2801 of Education Law).

The Board of Trustees is committed to establishing and maintaining an educational environment that is conducive to learning, where students can receive quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents, volunteers and other visitors is essential to achieving this goal.

This Code of Conduct has been adopted to define acceptable behavior on School property, School buses and at School functions by students, staff, parents and visitors, and to identify the possible consequences of unacceptable behavior. The Code of Conduct shall also apply to conduct on other than School property when such conduct can be shown to negatively affect the educational process or to endanger the health, safety or morals of the School community.

DEFINITIONS

“Employee” means any person receiving compensation from the School or an employee of a contracted service provider.

“Parent” means parent, guardian or person in parental relation to the student

“Appropriate Staff Behavior” means treating all students in a respectful and courteous manner and refraining from any conduct that may incite a student to engage in misconduct.

“School Property” means within the school building, within the real property boundary line of the School or in or on a School bus.

“School function” means any School-sponsored extra-curricular event or activity.

“School Bus” means every motor vehicle operated for the transportation of pupils, teachers and other persons acting in a supervisory capacity, to or from School or School activities.

“Disability” means (a) a physical or mental impairment which substantially limits one or more major life activities (including learning, reading or writing) or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such impairment or (c) a condition regarded by others as such impairment. Children with disabilities may be identified in accordance with Section 504 of the Rehabilitation Act or in accordance with the Individuals with Disabilities Education Act (IDEA).”

“Sexual Orientation” means actual or perceived heterosexuality, homosexuality, or bisexuality

“Gender” means actual or perceived sex and includes a person’s gender identity or expression.

“Weapon” means a firearm as defined in 18 USC Section 921 for the purposes of the Gun-Free Schools Act. . The term also includes but is not limited to any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal

knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, machete, nun chucks, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb or other device, instrument, material or substance that can be, or has been used as weapon, and/or can be used to cause physical injury or death when used to cause physical injury or death.

The term “**firearm**” means (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; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm. A faculty member, administrator or an adult guest speaker invited by the same (a staff member) may bring an antique firearm to a School or administrative building so long as the firing mechanism is disabled and only with prior written permission of the Superintendent or his/her designee

“**Bullying**” is hostile activity that harms or induces fear. This policy will use the term bullying (which is also included in the term “harassment”) to describe a range of misbehaviors such as harassment, hazing, intimidation, and discrimination.

“**Discrimination**” is the act of denying rights, benefits, justice, equitable treatment, or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

“**Hazing**” is an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.

“**Harassment**” for purposes of this policy is the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

STUDENT RIGHTS AND RESPONSIBILITIES

The Board of Trustees’ goal is to provide an environment in which a student’s rights and freedoms are respected. The Board, therefore, assures students that they shall have all the rights afforded them by federal and state constitutions, statutes, regulations, and district policy. The Board also recognizes all federal, state and local laws in connection with these rights, and reminds students that certain responsibilities accompany these rights.

It shall be the right of all students

- to attend School in a safe, supportive, healthy, orderly, respectful and courteous environment without the fear of threat to their well-being;
- to take part in all School activities on an equal basis regardless of their actual or perceived race, color, weight, religion, religious practice, disability, ethnic group, national origin, sexual orientation, gender or sex;

- to attend School and participate in School programs (e.g., student government) unless suspended from instruction and/or participation for legally sufficient cause as determined in accordance with due process of law;
- to have access to School policies, regulations, rules and conditions and, when necessary, receive an explanation of those policies, regulations, rules and conditions by School personnel;
- to receive a full due process review and, for students with disabilities, to be accorded all protections afforded by Section 504 and the IDEA before being suspended from instruction;
- to have the opportunity to present his/her version of the facts and circumstances leading to imposition of disciplinary sanctions to the professional staff member imposing such sanction;
- to address deans and all School administrators; and
- to receive alternative instruction and return to class as soon as possible in the event that disruptive behavior has led to removal from a classroom.

It will be the responsibility of each student

- to maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex;
- to be familiar with and abide by School policies, and, to the extent appropriate for age and grade, with the rules and regulations pertaining to student conduct;
- to work to the best of his/her ability in all academic and extracurricular pursuits and strive toward the highest level of achievement possible;
- to hold himself/herself to the highest standards of conduct, demeanor, and sportsmanship, and accept responsibility for his/her actions;
- to attend school regularly and to be in school and class on time
- to show respect to other persons and to property;
- to dress appropriately for School and School functions in accordance with standards promulgated by the Board and the Principal; and
- to cooperate with teachers, administrators and other School personnel in the investigation of Code of Conduct violations

ESSENTIAL PARTNERS

A. Parents

All parents are expected to

1. recognize that the education of their children is a joint responsibility of the parents and the School community and collaborate with School leadership to optimize their child's educational opportunities;
2. send their children to School ready to participate and learn;
3. ensure their children attend School regularly and on time;
4. ensure that their children be dressed and groomed in a manner consistent with the student dress code;
5. help their children understand School rules;
6. build positive, constructive relationships with teachers, other parents and their children's friends through mutual respect and dignity;
7. help their children deal effectively with peer pressure;

8. inform School staff of changes in the home situation that may affect student conduct or performance;
9. provide a place for study and ensure homework assignments are completed;
10. notify the School of any change of address or phone number;
11. attend to the health needs of children as advised by a licensed health care provider;
12. be familiar with their child's Section 504 Plan or Individualized Education Program (IEP) and take steps to see that it is being implemented.;
13. respond to communications from teachers and administrators;
14. act in a respectful manner towards all School personnel; and
15. serve as role models for their children with respect to appropriate behavior.

B. Teachers

All teachers are expected to

1. maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' self-concept and promote confidence to learn, and provide fair and consistent consequences;
2. be prepared to teach;
3. demonstrate an interest in teaching and concern for student achievement
4. know School policies and rules, and enforce them in a fair and consistent manner;
5. communicate to students and parents about
 - a. Grading policies
 - b. Assignment deadlines
 - c. Expectations for students
 - d. Classroom discipline plan
6. communicate regularly with students, parents and other teachers concerning growth and achievement
7. maintain a professional appearance and manner
8. refrain from any behavior prohibited by the Code of Conduct
9. respond to and report to the Principal all incidents of discrimination or harassment or child abuse by a School employee that are witnessed or otherwise brought to their attention in a timely manner.
10. address issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, School employee, or any person who is lawfully on School property or at a School function.
11. address personal biases that may prevent equal treatment of all students.

C. Dean of Students and Dean of Instruction

The Deans have a number of responsibilities. The Dean of Instruction is expected to

1. support delivery of instruction by enhancing the instructional, planning and classroom management skills of instructional staff; and
2. oversee the implementation of curriculum, coordinate assessments, and monitor students' academic performance.

The Dean of Students is expected to

1. respond to all complaints of bullying and harassment as the School's DASA Coordinator and implement procedures for enforcing the Dignity for All Student's Act through prevention, intervention and training.
2. establish and maintain a strong school culture encompassing an orderly and effective learning environment.
3. develop and implement of a workable code of conduct
4. assist in the reporting of violations of the code of conduct and implementing strategies to prevent recurrence of behavioral difficulties.
5. assist in the implementation of disciplinary procedures.

D. Principal

The Principal is expected to

1. promote a safe, supportive orderly and stimulating School environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. ensure that students and staff have the opportunity to communicate regularly with the Principal for discussion of concerns.
3. evaluate on a regular basis all instructional programs.
4. support the development of, and student participation in, appropriate extracurricular activities.
5. enforce the Code of Conduct and ensure that all cases are resolved promptly and fairly
6. participates in School-wide efforts to provide adequate supervision in all School spaces
7. address issues of discrimination and harassment.

E. Executive Director

The Executive Director is the School's Chief Executive Officer, Chief Financial Officer, and the administrative leader of the School. In addition, the Executive Director works closely with the Principal and the Board of Trustees to address student issues and concerns and to review and attempt to resolve complaints that are presented to teachers or school leaders. The Executive Director directs implementation of a policy to encourage regular attendance, implements policies with respect to record retention and review, and is responsible for arranging disciplinary hearings and assuring due process in all student disciplinary proceedings.

DASA PREVENTION, INTERVENTION AND TRAINING

Dignity for All Students Act

In accordance with Section 100.2 (jj) of the Regulations of the Commissioner of Education all students or other individuals with information about bullying, harassment or cyber bullying by students in the school or by any school employee or visitor to the School shall report that information to the Dean of Students who will serve as the School's DASA coordinator. Students may also report such information to a teacher or social worker who will, in turn, report it to the DASA coordinator. Upon receiving such information, the DASA Coordinator shall ensure that the investigation and documentation of any claim of bullying, harassment or cyber bullying is completed to determine any resulting disciplinary action or other consequences. Bullying or harassment may take the form of gestures, written notes, verbal statements, graphic depictions, electronic transmissions or physical acts. Bullying, harassment and intimidation can be physical (hitting, punching, kicking, pushing, scratching); emotional/social/relational (excluding or threatening to exclude, ostracizing, alienating); or verbal (teasing, making offensive remarks, threatening, intimidating or Cyber bullying via Internet).

The DASA coordinator can be reached at 347-735-5480.

Prevention

The School setting provides an opportunity to teach children, and emphasize among staff, that cooperation with and respect for others is a key School value. A program geared to prevention is designed not only to decrease incidents of bullying but to help students build more supportive relationships with one another by integrating the bullying prevention program into classroom instruction. Staff members and students will be sensitized, through professional development and instruction, to the warning signs of bullying, as well as to their responsibility to become actively involved in the prevention of bullying before overt acts occur.

Intervention

Intervention by adults and bystanders is an important step in preventing escalation and resolving issues at the earliest stages. Intervention will emphasize education and skill building.

Successful intervention may involve remediation. Remedial responses to bullying and harassment include measures designed to correct problem behavior, prevent another occurrence of the behavior and protect the target. Remediation may be targeted to the individual(s) involved in the bullying behavior or environmental approaches which are targeted to the School as a whole.

Training

The Board recognizes that in order to implement an effective bullying prevention and intervention program, professional development is needed. The Principal will incorporate training to support this program in teacher orientation and the annual professional development plan. Training opportunities will be provided for all staff who have contact with students. DASA coordinators will be trained in accordance with state requirements and will continue their professional development so as to successfully support this policy and program.

The Code of Conduct and disciplinary procedures described in this Attachment are applicable to DASA violations. If behavior which is subject to this policy violates any penal law, the School may report such violation to appropriate law enforcement officials.

EXPECTATIONS FOR STUDENTS, STAFF & OTHERS ON SCHOOL PROPERTY & AT SCHOOL FUNCTIONS

The Board of Trustees of the Rosalyn Yalow Charter School is committed to maintaining a School that provides students and staff with a productive and wholesome learning environment where students can learn and teachers can teach.

Behavioral Expectations are summarized below:

Uniforms

The Board of Trustees requires appropriate attire with the school during the school day. Unless a parent or person in parental relation has received an appropriate exemption as set forth below, students in grades K – 8 shall wear their school uniforms during the School day. The Board adopts this policy for the purpose of

- promoting a more effective learning environment;
- improving student conduct and discipline;
- improving student academic performance;

- fostering student self-esteem;
- fostering School unity and pride.

* For further details and to view the full uniform policy please refer to our website at <http://www.yalowcharter.org/uniforms/>

Students may not wear hats in the building unless a hat is being worn for religious or health reasons. The Principal may direct a student to change his/her attire to meet the expectations described.

Prohibited Conduct

The following conduct is prohibited on School grounds, during School-sponsored activities, on school buses, and on other than School property when such conduct can be shown to negatively affect the educational process or to endanger the health, safety or morals of the School community:

1. Attempted assault of any student or staff member
2. Abuse of School property or equipment, causing minor damage
3. Endangering the physical safety of another by the use of force or threats of force that reasonably places the victim in fear of imminent bodily injury
4. Engaging in conduct that disrupts School or classroom activity or the learning environment
5. Endangering or threatening to endanger the health, safety, welfare, or morals of others (including making false bomb threats or falsely pulling emergency alarms)
6. Use of obscene or abusive language or gestures including acts of verbal or physical sexual harassment
7. Cheating on tests or committing plagiarism or using forged notes or excuses
8. Extortion
9. Gambling
10. Possession or attempt to use or transfer any weapon, including a firearm, knife, razor blade, explosive, mace, tear gas, or any other dangerous object of no reasonable use to the student in School.
11. Possession of an object that resembles a weapon and that can be used to intimidate others on school premises
12. Use or distribution (including attempted distribution) of controlled substances or alcohol on school property, a school bus, or at a school function
13. Arson or attempt to commit arson on School property or acts of vandalism on School property.
14. Assault of a student or staff member
15. Committing an act of violence (such as, but not limited to, hitting, kicking, punching, pushing, and scratching) upon a teacher, administrator or other School employee or attempting or threatening to do so.
16. Fighting
17. Intimidating students, School personnel or any other person lawfully on School property
18. Violating the Dignity for All Students Act described above, including bullying or harassment
19. Using abusive language or gestures, including, but not limited to, racial, ethnic, or sexual remarks which are improper or discriminatory
20. Creating a hazardous or physically offensive condition
21. Failing to comply with the lawful directions of teachers, School administrators or other School employees
22. Unexcused repeated tardiness
23. Plagiarism
24. Vandalism or any destruction of School and/or personal property

25. Stealing or attempting to steal the property of other students, School personnel or any other person lawfully on School property or attending a School function
26. Possession/use/sale/being under the influence of alcohol, illegal substances or paraphernalia for the use of such illegal substances. "Illegal substances" includes, but are not limited to, inhalants, marijuana, synthetic cannabinoids (synthetic marijuana), cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, prescription drugs without a prescription, and any substances commonly referred to as "designer drugs."
27. Possession of fireworks
28. Possession or use of tobacco or tobacco products
29. Lewd behavior including inappropriate public displays of affection
30. Possessing, selling, distributing, posting or using obscene materials
31. Throwing objects in classrooms, cafeteria, halls, etc.
32. Hazing
33. Trespassing
34. Misuse of computer/electronic communication/personal devices, including, but not limited to, any unauthorized use of cell phones, iPads, iPods, cameras, PDAs or other portable devices, computers, software or internet/intranet account; accessing inappropriate websites; any computer/electronic/personal device communication from a non-School site that could pose disruption to the School community; or any other violation of the district's acceptable use policy

Trespassing

A student is not permitted to enter the School building without permission from the Executive Director or Principal. In the event a student is found in the building without permission, the necessary authorities may be called and trespassing charges may be lodged against the student.

REPORTING VIOLATIONS

The prompt reporting by students and staff of all violations of the Code of Conduct to a classroom teacher, the Dean of Students, the Principal, or the Executive Director is encouraged. The appropriate staff member will deal with reported violations in a timely and, fair manner.

Any student or staff member who observes a person with a weapon, alcohol, and/or any illegal substance on School property, or at a sponsored School event, or on a School bus must report this violation immediately. Students may report this to any school employee. The employee who observes or learns of any such violation shall report to the appropriate supervisor or directly to the Principal or Executive Director. If possible, the weapon, alcohol, illegal substance must be confiscated immediately. If students are involved, parents must be notified as soon as possible, and appropriate discipline applied, which may include permanent suspension and referral for prosecution.

Reporting Incidents of Discrimination, Harassment and Bullying

Students who have been bullied, harassed or discriminated against; parents whose children have been bullied, harassed or discriminated against; or other students who observe bullying, harassing or discriminating behavior are expected to report such information to a teacher or social worker who will, in turn, report it to the DASA coordinator. School personnel who have witnessed bullying or harassment will report directly to the DASA Coordinator.

Disciplinary Policies, Penalties, Procedures and Referrals

The purpose of all disciplinary measures within the Schools is to encourage student behavior that conforms to School standards.

In determining the appropriate disciplinary action, School personnel authorized to impose disciplinary penalties will consider the following:

- . the student's age;
- . the nature of the offense and the circumstances that led to the offense;
- . the student's prior disciplinary record;
- . the effectiveness of other forms of discipline;
- . information from parents, teachers, and/or others, as appropriate; and
- . other extenuating circumstances.

School personnel will work together and with parents to identify problems and pursue appropriate, reasonable measures to affect student behavior. Discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

Rosalyn Yalow Charter School does not disclose the disciplinary status of students to families outside those of the student facing consequences. This policy protects the confidentiality of all students.

Think Sheets and Incident Reflection Forms

Regardless of the type of infraction, all consequences will include opportunities for reflection and reconciliation to maintain connections with learning and the School community. The School will create "Think Sheets" for younger students and incident reflection forms requiring older students to write what happened, what rules were violated, and what alternative actions could have been taken. Reconciliation will include apologies and/or action related to the harm done.

Discipline of Bus Incidents

Rosalyn Yalow Charter School is responsible for disciplinary responses to violations of the code of conduct that occur on School busses. The bus driver reports behavioral incidents to the Director of Operations. The Director of Operations relays the report to the Dean of Students who will investigate and take appropriate disciplinary action. In the event of complaints of bullying, harassment, and discrimination, the School will respond in accordance with the DASA Procedures described above, and appropriate action will be taken. Possible actions include but are not limited to assigning new seating arrangements, temporary or permanent suspension from the bus, and other actions as appropriate.

SUSPENSION FROM SCHOOL

Suspension from School is a severe penalty, which is imposed for conduct that is disorderly or disruptive or threatens the safety of the student or others. The Executive Director retains its authority to suspend students but places primary responsibility for the suspension of students with the Principal.

Any staff member may recommend to the Principal that a student be suspended. All staff members must immediately report and refer a student whose conduct endangers self or others to the Principal. All recommendations and referrals will be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The Principal, upon receiving a recommendation or referral for suspension, will gather the facts relevant to the matter and document the results of the investigation in writing.

SHORT-TERM (5 DAYS OR LESS) SUSPENSION FROM SCHOOL

Short-term suspensions will refer to the removal of a student from School for disciplinary reasons for a period of 5 or fewer days. A student who has committed an infraction that is a violation of the Code of Conduct will be subject to a short-term suspension. The Principal will reserve the right to adjust the punishment for each infraction per his or her judgment.

Prohibited Conduct that may lead to suspension is listed in the first part of this Appendix. Thirty four separate infractions are listed as Prohibited Conduct that may lead to discipline. The following are examples of infractions that may lead to short-term suspension:

- Engaging in conduct that disrupts School or classroom activity or the learning environment
- Use of obscene or abusive language or gestures including acts of verbal or physical sexual harassment
- Acts of vandalism on School property.
- Fighting
- Violating the Dignity for All Students Act described above, including bullying or harassment
- Using abusive language or gestures, including, but not limited to, racial, ethnic, or sexual remarks which are improper or discriminatory
- Stealing or attempting to steal the property of other students, School personnel or any other person lawfully on School property or attending a School function
- Possession of fireworks
- Lewd behavior including inappropriate public displays of affection
- Trespassing
- Misuse of computer/electronic communication/personal devices, including, but not limited to, any unauthorized use of cell phones, iPads, iPods, cameras, PDAs or other portable devices, computers, software or internet/intranet account; accessing inappropriate websites.

Procedures for Short-term Suspension

When a student is referred to the Principal for appropriate action, the Principal will investigate the incident by meeting with the student and/or staff member, and additional students/staff as deemed necessary.

An accurate record of the offense and response is maintained for all incidents.

When the Principal proposes to suspend a student charged with misconduct he/she will immediately notify the student's parents by telephone that the student may be suspended from School. The telephone notice will be followed by written notice provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents.

The notice will provide a description of the incident for which suspension is proposed and will offer the parents of the opportunity for an immediate informal conference with the Principal. Both the notice and informal conference will be in the parents' dominant language or mode of communication.

The notice and opportunity for an informal conference will take place before the student is suspended unless the student's presence in School poses a continuing danger to persons or property or an ongoing threat of disruption

to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference will take place as soon after the suspension as is reasonably practicable.

LONG-TERM SUSPENSION OR EXPULSION

Long-term suspension from School refers to the removal of a student from School for disciplinary reasons for a period of more than 5 days. A student who is determined to have committed any of the infractions listed below will be subject to a long-term suspension and possibly expulsion. Disciplinary infractions that are subject to long term suspension or expulsion will include the following:

- Possession or attempt to use or transfer any weapon, including a firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student in School.
- Possession, use or distribution (including attempted distribution) of “illegal” substances.
- Arson or attempt to commit arson on School property or acts of vandalism on School property.
- Assault of a student or staff member.
- Violating the Dignity for All Students Act described above, including bullying or harassment

Students with Section 504 Plans or IEP’s prepared by the Committee on Special Education or students who may be eligible for classification as students with disabilities will have special protections with respect to long-term suspensions or expulsions. These protections are described below.

Procedures for Long Term Suspension or Expulsion

After the Principal reviews the recommendation or referral for suspension, he or she will arrange for investigation and, following review of the results of the investigation, he or she may decide that a long-term suspension or expulsion (permanent separation from the School) is warranted and that the student’s continued presence in School presents a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If this occurs, the Principal shall inform the student that he or she is being suspended effective immediately and that a suspension hearing will be scheduled. The Principal will notify the parent by telephone and then, within the next twenty four hours, provide written notice to the student and parent(s) or guardian(s) by personal delivery, express mail delivery, or email. The written notice will provide a description of the incident or incidents, which resulted in referral for a long-term suspension and will offer the opportunity for an immediate informal conference with the Principal. The letter will also set a date for a formal hearing and will advise student and parent about the student’s right to bring counsel to the hearing and to present evidence on his own behalf.

A hearing will be conducted before an impartial hearing officer. The hearing officer may be the Executive Director, if he has not been involved in the incident leading to the suspension or the investigation, or an impartial individual designated by the Executive Director. At the hearing, the student will also have the right (i) to confront and cross-examine witnesses supporting the charge and (ii) to call her or his own witnesses to verify her/his version of the incident. The written notice, the informal conference, and the formal hearing will be conducted, to the extent possible, in the language used by the parent(s) or guardian(s). An audio record will be made of the hearing.

After making a finding of fact, the hearing officer may review an academic and disciplinary record of the student and may consider past disciplinary events in preparing a recommendation for final disposition. The parent and student will also have an opportunity to review the record and to respond to it with explanations or additional information. The hearing officer may also ask the parent and student to prepare a written statement for consideration.

Before making a dispositional recommendation, the hearing officer will determine whether the student has an educational disability as defined in a Section 504 Plan or an Individualized Education Program prepared by the Committee on Special Education. If the student has a disability, special protections will be provided as set forth below.

Following the hearing and review of the student's educational record and a statement, if any, provided by the student, the hearing officer may recommend long term suspension or expulsion. Whether the hearing has been conducted by a designated hearing officer or the Executive Director, the Executive Director will make a final decision with respect to disposition. If the Executive Director determines that expulsion is an appropriate disposition, the determination will be automatically referred for review by the Board of Trustees. If the disposition is long-term suspension, parents may initiate an appeal to the Board of Trustees within thirty days of receiving a written decision from the Executive Director.

Parents seeking to appeal to the Board of Trustees from a disciplinary determination may use the Complaint Procedure described above. The appeal must be in writing and should describe the disposition and objections to either the disposition or the suspension procedures. The complaint should be addressed to the Rosalyn Yalow Charter School Board of Trustees using the following e-mail address: complain@yalowcharter.org and should follow the remaining procedures in the Complaint Policy.

The Board of Trustees will review the appeal and may invite the Parent to appear to discuss it with the Board in an Executive session at the next regular meeting of the Board. The Board will provide its determination in writing within ten days of review of the appeal.

A parent who is dissatisfied with a determination of the Board of Trustees concerning a disciplinary proceeding, may appeal from that determination to the Board of Regents using the complaint procedure described above. The Board of Regents has delegated the authority to the Commissioner of Education to handle all complaints brought to the Regents concerning charter schools. Complaints brought to the Board of Regents/Commissioner concerning disciplinary proceedings in charter schools **must be submitted in writing** to the State Education Department's Charter School Office, either via mail at: Charter School Office, NYS Education Department, 89 Washington Avenue, Albany, NY 12234, or via email to: charterSchools@nysed.gov. The subject line of the email should read: Complaint: Rosalyn Yalow Charter School.

Teacher training on Implementation and Alternative Instruction

Rosalyn Yalow Charter School staff will be trained on the implementation of the School's discipline systems during staff development and orientation prior to the start of School. In addition, teachers will be trained to give alternative instruction to suspended students. Alternative instruction is provided to all students who are suspended from instruction.

Special Protections for Students with Disabilities

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same offenses. However, discipline of a student with a disability will be consistent with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. Students may also be eligible for these protections if the School is deemed to have had knowledge of a disabling condition before the behavior occurred that is the subject of the disciplinary proceeding. The following guidelines will be followed:

1. A student whose IEP or § 504 Plan includes a behavior intervention plan which identifies specific consequences for certain kinds of conduct will be disciplined in accordance with the behavior intervention plan.
2. A student whose IEP or § 504 Plan does not include specific disciplinary guidelines may be disciplined in accordance with the code of conduct but may not be expelled or suspended for more than ten days except as described in Paragraph 3, below.
3. Before conducting a long-term suspension hearing for a student with a disability, the Principal will refer the student to the CSE or the § 504 Team for a Manifestation Determination Review (MDR) to determine whether the conduct which is the subject of the suspension is a manifestation of, or connected to, the student's disability.
4. The School will also refer a student with a disability to the CSE or the § 504 Team for a Manifestation Determination Review prior to a short-term suspension, if the student has previously had a series of short-term suspensions and a new suspension will bring the total days of suspension to more than ten.

A student whose conduct is found to be a manifestation of a disability will be returned to class as soon as possible after the MDR review unless the student's parent consents to a change of placement or unless the student is found guilty of one of the following three types of offenses which may result in a change of placement to an Interim Alternative Educational Setting for up to forty-five days:

- Carrying a weapon to, or possessing a weapon at, School, on School premises, or at a School function;
- Knowingly possessing or using illegal drugs or selling or soliciting the sale of a controlled substance at School, on School premises, or at a School function;
- Inflicting serious bodily injury upon another person, while at School, on School premises or at a School function.

If, upon review, the CSE or § 504 team determines that the student's behavior was **not** a manifestation of his or her disability, the student may be disciplined in the same manner as a child without a disability.

Parents may request an Impartial Hearing to challenge the manifestation determination. The Request will be made in accordance with procedures developed by the Department of Education for appeals from decisions of a Committee on Special Education. If a parent requests a hearing or an appeal regarding a disciplinary action relating to weapons or drugs to challenge the interim alternative education setting or the manifestation determination, the student will remain in the alternative educational setting pending the decision of the hearing officer or until the expiration of the period provided for the disciplinary action, whichever occurs first, unless the parent and the School agree otherwise.

CSE Involvement and Alternative Instruction

Alternative instruction is provided for all students during periods of suspension. If a student with a disability is suspended for ten days or fewer, alternative instruction will be provided on the same basis as it is provided to students who do not have educational disabilities.

If a student with a disability is suspended for more than ten days, for behavior that is not a manifestation of his or her disability, the Roslyn Yalow School will work with the CSE or a third-party service provider to ensure

that the student receives his or her IEP services during any period of alternative instruction and will work with the CSE to arrange a new functional behavioral assessment or revisions, if necessary, of the student's behavior intervention plan. If the CSE finds that the behavior is a manifestation of the student's disability, the student will return to regular classes after ten days of suspension. However, if the behavior involved serious bodily injury weapons, illegal drugs or controlled substances. a student with a disability may be suspended to an Interim Alternative Educational Setting (IAES) for up to 45 days. In this event the Rosalyn Yalow Charter School will work with the CSE to ensure that the student receives appropriate instruction and IEP services. The CSE will determine the amount and kind of instruction to be provided. Instructional services should be adequate to enable the child to appropriately progress in the general education curriculum and to achieve the goals of their IEP. In addition, the CSE will arrange for a functional behavioral assessment, or a review if such assessment, and will prepare or update a behavioral intervention plan with behavioral services designed to address the behaviors that led to the disciplinary proceeding so that such behaviors do not recur.

To assure that students with disabilities receive appropriate CSE review in the event of behavior violations, the School will keep records of suspension and behavioral concerns and will promptly notify the CSE whenever disciplinary removal for ten days or more, either through long term suspension or as a result of repeated short-term suspensions, is considered.

This Code of Conduct is subject to regular review and amendment. Rosalyn Yalow Charter School reserves the right to make such adjustments and will provide prompt notice to the School community when adjustments are made.

Signature of Acceptance of Rosalyn Yalow Student and Family Handbook

We, the undersigned, have read this document in its entirety. We understand that this handbook is intended to serve as a means to achieve a culture of achievement that will guide Rosalyn Yalow Charter School students to social and academic success. Most importantly, this handbook is a reflection of our mission to prepare our students for college and life.

We understand that all students and families will abide by the guidelines of this handbook.

Signatures below reflect the commitment to the tenets of this handbook.

STUDENT NAME (PLEASE PRINT)

STUDENT SIGNATURE

PARENT/LEGAL GUARDIAN NAME (PLEASE PRINT)

PARENT/LEGAL GUARDIAN SIGNATURE

PARENT/LEGAL GUARDIAN NAME (PLEASE PRINT)

PARENT/LEGAL GUARDIAN SIGNATURE

If you have more than one Rosalyn Yalow Charter student, please ensure all your students are included on this document:

STUDENT NAME (PLEASE PRINT)

STUDENT SIGNATURE

STUDENT NAME (PLEASE PRINT)

STUDENT SIGNATURE

STUDENT NAME (PLEASE PRINT)

STUDENT SIGNATURE

STUDENT NAME (PLEASE PRINT)

STUDENT SIGNATURE

DATE SIGNED

ROSALYN YALOW CHARTER SCHOOL

116 EAST 169TH STREET
BRONX, NEW YORK 10452

Developing the whole child, encouraging each young student to excel. All children will learn and thrive in an environment that provides a wide array of learning supports to both children and their families.