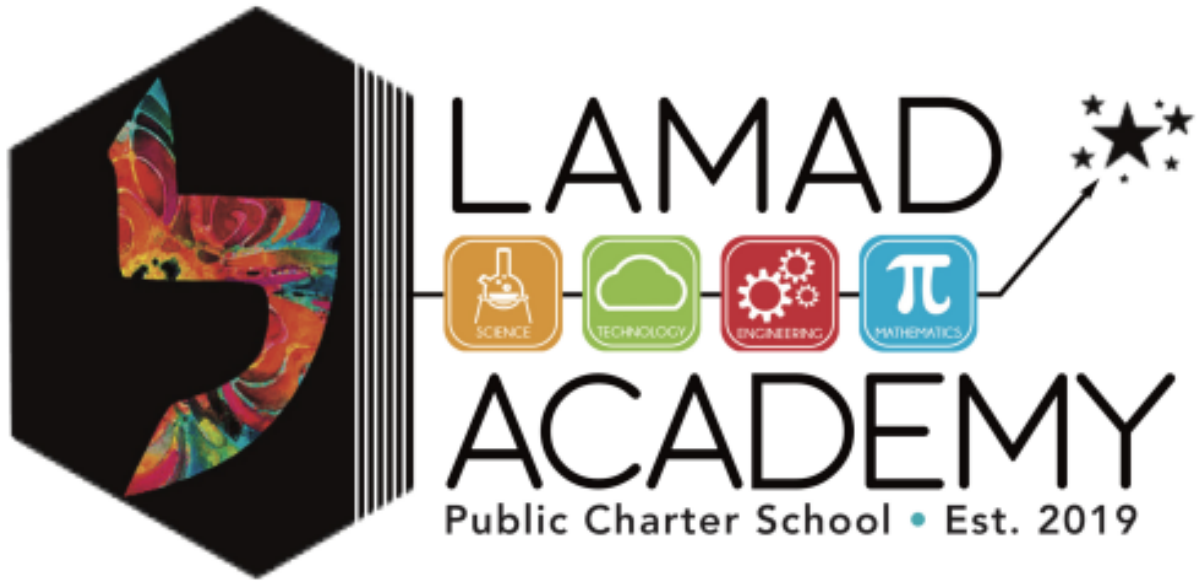


Lamad Academy Charter School



Family Handbook

*“A teacher has not taught until
a student has learned.”*

2023 -2024

Dear LACS Parents and Guardians,

Thank you for choosing Lamad Academy Charter School as your educational partner! I am thrilled about the upcoming academic year and helping your child reach his/her fullest potential academically and socially. As your partner in education, I welcome your support and guidance in my mission to increase student achievement and close the achievement gap.

In order to have a successful school year, both home and school must work together as a team. The importance of a strong home-school relationship cannot be overstated. Studies show that a strong connection between home and school benefits children tremendously. Students whose parents stay actively involved in their education do better in school and demonstrate a higher attendance rate, better social skills, and an increased graduation rate. For those reasons, I am looking forward to strengthening the partnership between LACS families and the school.

I am excited about the upcoming academic year and I am enthusiastic about partnering with you all to ensure that we have a successful year. Please do not hesitate to reach out to me or the LACS staff if you have any questions or concerns.

Your Partner in Education,

Ms. Olympia Haynes
Acting Principal

The Mission of Our School

“Lamad Academy Charter School will prepare and inspire students to successfully and enthusiastically pursue advanced mathematics and science education in their secondary and post-secondary careers. With American economic and national security dependent on the development of a scientifically trained and technically skilled workforce, LACS will graduate a cadre of such future talent by immersing its students in an academically rigorous standards-based curriculum with a principal emphasis on mathematics and science.”

Core Values

- € **Industriousness-** actively engaged and displaying diligence
- € **Integrity-** the quality of being honest and fair
- € **Compassion-** displaying concern and sensitivity to the needs of others
- € **Self-Discipline-** controlling emotions and displaying perseverance
- € **Creativity-** using the imagination to inspire other and produce artistic work

Universal School Expectations

- € Arrive at school on time and be prepared to complete all of your work to the best of your ability.
- € Follow directions from all adults the first time given.
- € Keep your hands, feet, personal objects, negative comments and gestures to yourself.

LAMAD SCHOLAR DAILY AFFIRMATIONS

AS A LAMAD SCHOLAR:

01. I read, write and solve math problems daily
02. I analyze situations to make the best decisions
03. I am my brother and sister's keeper
04. I possess greatness on the inside of me
05. Those that come in contact with me see my greatness
06. I am working towards my future daily
07. My future shall be great

I AM A LAMAD SCHOLAR



Attendance

Attendance at school is the most basic requirement for learning. In order for students to reach for their personal best, they must show up and make their strongest effort at school each and every day. At LACS, regular attendance is required, and poor attendance is not acceptable. Our curriculum is an ambitious one; every day is essential for students to keep pace. Parents are expected to ensure that their children are in school. Please do not allow your child to miss a day of school except for serious illnesses.

We believe that parents are ultimately responsible for getting their children to school every day. LACS considers more than three absences in a marking period or more than five absences in a year to be excessive. Almost all students should make it through the school year with fewer than five absences.

As our academic day runs from 8:00 to 3:30 Monday – Friday, students are expected to be in school during these times. It is not acceptable for parents to bring students late or pick them up before 3:30 p.m. unless it is an emergency. Tardies and early dismissals, like absences, deprive the child of his/her full educational experience.

A staff will regularly and systematically monitor student attendance in order to ensure that all students come to school to get the education they need and deserve.

- ***All Absences – “Excused” and “Unexcused” – are still considered absences:*** Any day your child does not attend school is considered an absence. For example, missing school due to a serious illness (with a doctor’s note) or a death in the family is still considered being absent at LACS. While we appreciate a call or note from a parent or doctor explaining the absence, the student is still considered (and marked) absent from school.
- ***Never miss school for appointments*** – Parents/guardians are responsible for scheduling medical appointments outside of school time. The best times are on half days (once a month) and when school is not in session. In the rare case that a student has a medical appointment at a time when school is in session, he or she should not be absent for the entire school day.
- ***Early Dismissal*** – Students are expected to stay in school until the very end of the day (3:30 P.M. for regular dismissal and 12:00pm on half-days). Early pickups are disruptive to the learning environment. Since we are intently focused on building the foundation for college and life success, we will not release students prior to the end of the school day without prior notification. Five early dismissals in a year will be counted as one absence. *Unless in cases of a true emergency, the school will not disrupt classes to get a student early and students will not be allowed to leave until the end of the school day.* Parents will need to wait until the end of the full school day to pick up students. Parents should wait outside the school building (in a designated area) until the 3:30 dismissal.

- ***Bring a Note*** – For a student to be dismissed early, the student must bring a note from the parent in the morning. Parents may not “call in” to tell the school to find and send down the student at a certain time. The school will arrange for students to be in the main office at the time the parent requests on the note.
- ***Late Pickup*** – Students who are picked up by their parents or another adult after school are expected to be picked up promptly at the end of the school day (3:30 P.M for regular dismissal and 12:00pm on half-days). LACS takes late pickups seriously. The school will log late pick-ups daily. Parents of students who have three or more late pick-ups in a marking period or six or more in a year may be required to have an in-person meeting with the principal. Students with excessive late pick-ups may lose out on the ability to win certain awards or have certain privileges. In general, late pickups are treated like tardies for awards, privileges, etc. If the late pick-up pattern is egregious or if a parent is more than an hour late picking up his or her child, the school reserves the right to take the child to the local police precinct for safe supervision.
- ***Transportation and Attendance*** – Missing the bus is not an acceptable reason to miss an entire school day. Although students shouldn’t miss the bus, each student should have a back-up plan for getting to school. Parents should call the school immediately after the student misses the bus so that the school knows the situation and can help problem-solve.
- ***Five absences to start the school year or during the school year*** – If a student is absent for the first five days of school and there has been no successful contact between the family and the school to explain his or her absences, that student will lose his or her seat from the school and be considered un-enrolled from the school. If a child is absent for five consecutive days during the school year and there has been no successful contact between the family and the school to explain the absence, the case will be referred to social services for educational neglect. In addition, the parent and student must meet with the Principal and Guidance Counselor before reentry.
- ***Attendance at after-school events*** – Students who are absent from school cannot attend school events, dances, or other school-sponsored activities on the day of the absence, unless the school has given advance permission. Students must be in school for at least seven hours of the regular school day (8:00 AM to 3:30 PM) to be able to attend school events. For weekend events, students must be present at the school on Friday to attend these.
- ***The school will track and follow up on student absences*** – Prior to the beginning of the school year, the staff will review the school’s strict attendance policy and request the parent/guardian’s strong support in enforcing this policy. The school will take attendance daily and will maintain records of all student absences. If a student misses school, LACS staff will make reasonable efforts to contact the student’s parent/guardian by telephone, writing, or in person. The school’s Guidance Counselor will follow up with parents/guardians about recurring attendance issues.

- **Exams and Quizzes** – If a student is absent, he or she must make up any exams, quizzes, interim assessments, or other tests the day he or she returns.
- **Vacations** – It is not an acceptable practice for a parent to take a child on a vacation during days that the school is open.

Attendance – Consequences for Absences

- **No Absences in a Marking Period:** The student and parent/guardian are congratulated and recognized for exceptional attendance and their commitment to education.
- **Three Absences in a Marking Period:** If a student is absent three times in a marking period, it is considered a serious issue. **The parent/guardian will be called to the school to meet with the school Guidance Counselor.** At the meeting, the problem will be discussed and an attendance plan will be developed.
- **Five Absences in a Year:** If a student is absent five times in a year, it is considered a serious issue. **At this point, the parent/guardian will be called to the school to meet with the Principal.** At the meeting, the problem will be discussed and an attendance plan will be developed.
- **Ten Absences in a Year:** If a student is absent ten times in a year, the student is considered a truant and is at risk of not being promoted to the next grade. The parent/guardian will be called to the school to meet with the Guidance Counselor and Principal. The Principal reserves the right to retain any student who misses more than ten days of school. In addition, a report may be filed with the appropriate child services agency.

Attendance – Tardies

Getting to school on time is a key to each child's success – at school and in life. At LACS, learning begins from the moment students walk in the door.

Late students miss academics, and tardiness in general is a bad habit. One of the most common reasons that people lose their jobs is persistent tardiness.

Definition of Tardiness

Our doors open at 7:30 A.M. each morning. Students must arrive between 7:30 A.M. and 7:50 A.M to participate in the breakfast program. Students begin transitioning upstairs at 7:55am. Students arriving after 8:01 A.M. are considered tardy. In cases when a school bus arrives late, those students arriving on that bus are not considered tardy.

Consequences for Tardiness

The following is a description of the consequences for tardiness:

- ***No Tardies in a Marking Period*** – The student and parent/guardian are congratulated and recognized for being “on time” and for their true commitment to education.
- ***Three Tardies in a Marking Period*** – If a student is late three times in a semester, it is considered a serious issue. **The parent/guardian will be called by the Guidance Counselor.** The problem will be discussed and an “On Time” plan will be developed.
- ***Five Tardies Equal One Absence*** – Every five tardies will equal one absence and be recorded as such in the student’s file.
- ***Ten Tardies in a Year*** – If a student is late ten times in a year, it is considered a serious issue. **The parent/guardian will be called to the school to meet with the Principal.** The problem will be discussed and an “On Time” plan will be developed.

Since every five tardies will be recorded as an absence, **excessive tardiness becomes a truancy problem.** If a student is absent more than ten times (and some or all of these absences may actually be due to excessive tardiness), **the student is at risk of not being promoted to the next grade (see attendance policy above).**

Please note that students who are absent and/or tardy frequently will not participate in the full range of activities or privileges offered at LACS. Students will receive detention for excessive tardies. Three tardies in a week will result in detention during lunch/recess.

General Homework Policy

Homework is an essential part of the LACS educational program: it is designed to reinforce skills taught in the classroom, to help students develop a deeper understanding of concepts, and to promote good study habits. **Homework will be assigned every night at LACS in various subjects. Homework must be completed in full and in accordance with Lamad Academy Charter School’s high standards for hard work and professional presentation.** There are high standards for homework. All homework must be neat, clean, organized and thorough. Homework is checked daily.

If a student’s homework is late, missing, incomplete, or of poor quality, then the student may face consequences. For example, the student may be required to make up the work during breaks, meal times. Moreover, since bringing all necessary books and supplies are part of homework, students may also face consequences if they do not bring all necessary books and supplies. Parents/guardians may receive a phone call if their child has missed several assignments. We expect and need parents/guardians support to make sure all the homework gets done according to our TOP QUALITY standards.

Make-Up Work

After returning from an absence, students are expected to complete any missed assignments. The parent/guardian must help the student check on missed assignments, and any missed work must be completed. The time generally allowed to complete this work will be the number of days the student was absent, except in the case of an extended illness. For example, if a student was absent for one day, then he or she will have one day to make up any missed work. In the event of a planned absence (one that you know about in advance), parents/guardians should notify teachers several days in advance so that they can prepare a packet of work for students to complete during the absence. Again, absences from school directly hurt a child's academic progress. A child should only be absent in the case of serious illness or real family emergency.

Work will not be given to students who go on unexcused trips (e.g. a family vacation), and the student will get no credit for the work assigned during this time; this may have a very negative impact on the child's grade, and the absences could impact the child's promotion status.

Study Habits

Orderliness and control are essential in a school if learning is to occur. Staying on task during academic time is vital. Students should practice the following study habits at home and school:

- Be a good listener.
- Keep a neat, clean desk and locker. Do not make extra drawings and markings on notebooks or school materials.
- Follow directions carefully.
- Talk at the proper times.
- Continue working when a visitor comes into the room.
- Have necessary supplies such as pencils, notebooks and books.
- Always do your homework, and return it at the assigned time.
- Read at every opportunity and remember to free-write in your journal if applicable.
- Practice mastery of math concepts daily.

Student Policies

After School – Same Rules Apply:

All of the rules and procedures outlined in this handbook apply whenever a student is on campus or participating in a school-sponsored or school-related function. Whether it is 7:50 am, 4:15 pm., 5:30 pm or 7:30 pm., if students are on campus, all of the rules and expectations (uniforms, non-academic material, etc.) all apply. All expectations apply for weekend programs, the bus to and from school and field lessons.

Student Non-academic Material:

Students should not bring to school anything unrelated to school. Examples include, but are not limited to, Game Boys, magazines, laser pointers, make-up, iPods, fancy pens, cards, Uno, little balls, jacks, sunflower seeds, and other messy snacks. Any electronic devices other than a basic

watch are not allowed; this definitely includes cell phones. If a student travels home alone and a cell phone is necessary, it must be turned in upon arriving at school.

If a teacher or staff member sees a student with unauthorized, non-academic material, the teacher or staff member will take the item from the student (“second chances” or warnings will not be given) and give the item to the staff in the main office with a note saying which student had the item, which staff member took it, and the date it was taken. The main office staff will label items and keep them in a locked area.

To get the item back, a parent will need to come to the front desk to pick it up during the hours of 7:30AM to 3:30 PM. Items will not be returned directly to students.

Greeting Guests During Class:

When other teachers, administrators, visitors, etc. enter a room, students should simply remain focused on their work. It is not okay for students to say, “Hi, Mr. Johnson” or otherwise greet guests during class. Students should know that visitors are there to see them learn.

Bathrooms:

School bathrooms must be kept extremely clean by all students. Students who do not leave bathrooms cleaner than they found them may lose the right to go to the bathroom unsupervised; in such cases, students may need to be escorted to the bathroom by a teacher or staff member.

Students may use the bathroom with teacher permission and a pass; each LACS classroom will have an official bathroom pass. Students must take the bathroom pass with them to go unsupervised to the bathroom. Classes will have no more than two passes. Only one student will be allowed to go to the bathroom at a time. The additional pass will be for emergency purposes only. Students should go immediately to the nearest bathroom and directly back to class.

Students in Halls:

Since LACS wants to maximize class time and minimize both distractions and the chance for poor behavior, students should rarely be in the halls during class time. There are only three times when students should be in the hall:

- 1) A student (or a class) is being escorted by a teacher.
- 2) A student has an official LACS bathroom pass and is going to or from the bathroom.
- 3) A student has arrived after 8:00 A.M. and has a tardy pass from the main office.

Teachers will ask any student in the hall why he/she is in the hall. If the reason isn’t legitimate, the teacher will politely escort the student back to class and figure out if the student indeed had permission.

Core Values and Class Names:

At LACS, classes will be named after *Historic Black Colleges that display the traits of success and excellence*. The teachers for each class will decorate the room with paraphernalia that represents their Historically Black Colleges values and their teacher(s) alma mater.

Managing Student Behavior

Social and Emotional Learning

LACS' social and emotional learning is centered upon the belief that it is essential for our school to develop the whole child by creating ethical, responsible and caring young people who will be the future leaders of the world. SEL cultivates the mind and nurtures the heart. We will model and teach good character by emphasizing universal values that are shared among cultures around the world. Our SEL program will be literature based and include many opportunities for students to engage in meaningful dialogue, reading and writing about each SEL component and our Core Values.

Good character is not formed automatically. It is developed over time through the process of teaching, example, learning and practice. It is developed through character education. This involves exposing students to literary and historical archetypes that epitomize the virtues that we value and encouraging students to apply the lessons learned to their everyday lives.

The intentional teaching of good character is particularly crucial in today's society since our students face many opportunities and dangers that were unknown to us and earlier generations. Students are exposed to many more negative influences through the media and other external sources prevalent in today's culture. It is our moral and social responsibility to counteract these negative influences by teaching character.

Recognition of Student Achievement

LACS will have three *Achievement Ceremonies* during the academic year. Each ceremony will take place during the close of a marking period. Students will be recognized for achievement in each subject area, for improvement as well as for overall achievement.

The criteria for earning an award for a specific subject are as follows:

- 90% or higher average on math and literacy interim assessments
- Average proficiency level of 86% on written assessments and 90% average on quizzes/end of unit exams

Excellence

- No grade lower than a 90 in all subjects
- Average of 95-100
- Above grade level according to I-Ready and Reading A to Z

First Honors

- No grade lower than a 90
- Average of 90-94
- On grade level or above according to I-Ready and Reading A to Z

Second Honors

- No grade lower than a 86
- Average of 86-89
- On grade level or above according to I-Ready and Reading A to Z

Most Improved

- The student that has the greatest overall gains in a given subject area

School-Wide Behavior Management System

At LACS, we believe in mutual respect, compassion for others and self-discipline. Universal rules have been adopted to maintain an environment where students can develop academically and socially. Each teacher is responsible for adhering to the school-wide management systems and consistency of those systems in his or her classroom. Classroom management systems are in place to reinforce positive behaviors, promote a productive learning environment, and to foster a strong classroom culture to support our school vision of preparing students for middle school, high school, college and life.

Assertive Discipline

LACS has adopted *Assertive Discipline* as our behavior management philosophy. Assertive discipline is a structured, systematic approach designed to assist educators in running an organized, teacher-in-charge classroom environment. Assertive discipline is based on the premise that teachers have the right to determine what is best for students and to expect compliance in regards to behavioral and academic expectations. No student should prevent a teacher from teaching, or keep another student from learning. Behavioral compliance is imperative in creating and maintaining an effective and efficient learning environment. To accomplish this goal, we must react assertively, as opposed to aggressively or non-assertively.

- We will react confidently and quickly in situations that require us to manage student behavior.
- We will have very clear rules that will be explained, practiced and reinforced consistently.
- We give firm, clear and concise directions to students that need additional guidance to behave appropriately.
- We will reinforce and reward students that adhere to rules and provide consistent consequences to students who do not adhere to the rules.
- We will be firm in our tone without being abrasive, sarcastic or hostile.

Universal School-Wide Behavioral Expectations

Respect yourself and others by...

1. Asking permission before you touch others and their belongings.
2. Asking permission before you leave your designated area (i.e. classroom, special class, auditorium...)
3. Using please, thank you and other kind words.
4. Listening to others with your eyes and ears.

5. Following the directions of LACS staff members the first time they are given.
6. Sharing community property.

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

Hallways

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

Cafeteria

- Clean up after yourself.
- Always walk during lunch.
- Always keep your hands, feet and other personal objects to yourself.
- Restaurant talk at your lunch table.
- Eat properly and use good manners.
- Always remember not to share food with others.
- Stay seated while you are eating.
- Wait quietly on the lunch line.
- Remain seated until your grade is called to line up.

Bathrooms

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

Outside

- Never leave the playground without permission.
- Never touch parked cars.
- Remain within your assigned area.
- Line up quickly and quietly when you hear the lineup signal.
- No fighting!

LACS is committed to recognizing and rewarding students that demonstrate good citizenship. Students will receive individual and group rewards for exhibiting good character.

Individual

- Acknowledgement tied to a specific behavior
- Scholar of the Month
- Most Virtuous Citizens (Monthly)
- Invitation to Special Events/Auctions (Socials)
- Quarterly Achievement Ceremonies

Group

- 25 points equals special treat
- 35 points equals special treat
- 50 points equals bronze medal and ice cream or tea party
- 100 points equals a silver medal movie afternoon
- 150 points equals a gold medal and dress down day
- 200 points equals a platinum medal, pizza party and dress down day

Consequences

LACS believes in a balance between consequences and rewards. We will use a point system to monitor behavior; this point system will help students regulate their own behavior as well. Students who do not adhere to the school's behavioral expectations will progress through the hierarchy of consequences. Students will receive a verbal warning tied to specific behaviors before they receive a class removal and dean referral. Please note that this applies to Level I behaviors. Please refer to the Infractions Chart for a comprehensive list of infractions.

Detention

A student that receives a dean referral before recess will receive detention during recess. He/she will eat lunch away from his/her class and remain indoors and not participate in recess. The Guidance Counselor, the Parent Liaison and another member of the staff will monitor students. Students will receive a *Detention Form* that describes the reason(s) for detention. Each student will have to explain his/her action in writing or by drawing as well as describe what he/she will do differently in the future. The *Detention Form* will be sent home for parents to sign; the form must be returned to school the following day. A mandatory parent meeting will be held after a student receives detention five times. Detentions will be factored into progress reports and report card grades.

Behavioral Expectations

- Students must be silent and actively work on the detention reflection activity.
- Students must refrain from any communication including passing notes.
- Students may not sleep or slouch.
- Students must bring all necessary work materials to detention.

- Students who are sent out of detention for any misbehavior will be given an additional detention (this includes but is not limited to talking and not following directives).

Severity Clause

Based on the severity of a dean referral, LACS reserves the right to bypass the ladder of consequences. Students can receive one of the following consequences listed below for excessive *dean referrals*.

- Loss of Privileges (i.e. field trips, special events and class celebrations)
- In-School Suspension
- Out-of-School Suspension

In addition, if a student's behavior is severely disrupting the learning environment a special team will be dispatched to his/her classroom to remove him/her immediately and the parent/guardian will be notified and the student must be picked up immediately.

Removal from Class

Students will only be removed from class when they are seriously disrupting the academic environment. This should be a rare occurrence. If a student is removed from class, this represents a true emergency situation. The following is a list of the type of very serious behaviors that would warrant removal from class:

- Egregious Physical Outburst (turning over a desk & throwing a heavy object at a person)
- Swearing or screaming directly *at* a teacher or student in an aggressive way
- Physical aggression/fighting
- Defiantly walking/running out of class
- Melt down/temper tantrum
- Continued deliberate disruption of the learning environment

In the event that a student needs to be removed from class, he/she will be removed by the Guidance Counsel, Principal or Dean. The parent/guardian will be notified regarding the consequences for the infraction(s). A parent meeting will be requested.

Level III Infractions-Automatic Suspension

Students will receive an automatic referral to the Principal and suspension for up to three days for engaging in the following activities:

- Fighting
- Hitting a student or teacher
- Endangering others by throwing heavy objects (i.e. desks, chairs, textbooks...).
- Repeated insubordination
- Theft of student/teacher materials
- Possession or use of illegal substances

The chart on the following pages outlines consequences for specific behaviors (Levels I-III). Please be advised that Level III infractions will also result in an automatic class removal detention, parent notification via telephone and/or letter. In addition, a student may receive one or more of the following consequences.

- Loss of special privileges
- In school suspension
- Out of school suspension
- Community Service

Infraction Chart – adapted from Achievement First, Bushwick

Off Task Behavior			
Redirect	Level I	Level II	Level III
	Verbal Redirection	Dean and Detention Referral	Immediate Principal/Dean Referral
Hand on chin, touching head	Any behavior that is not corrected after a verbal warning and/or redirection	Out of seat without permission after being told to remain seated previously	Refusing to complete classwork
Sitting sideways	Going in backpack without permission		
Leaning on forearm	Calling out after expectation to raise hand		
Swinging legs or tapping foot mindlessly	Talking without permission to a team member during silent expectation		
Greeting visitor (turned around and work stopped)			
Head down on desk			
Turned around in seat			
Off task conversation during small group discussion			
Disrespect to Others			
Redirect	Level I	Level II	Level III
	Verbal Redirection		
Not showing eye contact during a 1:1 conversation	Repeatedly not showing eye contact	Laughing/giggling at someone who is being disciplined	A disrespectful or insulting comment
Tapping/Playing with pencil on desk	Continuation of tapping or humming	Non-compliance to a direction (clarification to behavior/instruction)—after wait time/count time/time limit—defiance	Fleeing from classroom or other space occupied by class (including outdoor spaces or Embassy Hall)
Humming	Walking slowly after being asked ...	Ordering another student around rudely (not aligned with overall classroom culture/expectations)	Walking out of class without permission
	Moving slowly after a direction	Being rude (purposeful ignorance)	
	Excessively slow responses	Poor reaction to someone being praised	Public, high visible blow up
	Purposefully isolating another student (not passing papers/not standing next to scholar/withholding courtesy)	Mocking others-teacher/Name calling	
	Touching another's scholars materials without permission	Engaging others while being corrected	Threatening gestures
	Not meeting expectations after a time limit has been set	Arguing a consequence/Talking back after a consequence	Any verbal or written treat
	Poor reaction to not understanding or agreeing with someone's verbal answer (What?, OMG,)	Poor body language: Rolling eyes, smacking teeth, shaking of head, shrugging shoulders, crossing arms, stomping, glaring, scowling, pouting (in response to a correction)	
		Rolling eyes	Bathroom without permission
		Laughing/Giggling at another student's answer	Any hands on behavior (including play fighting)
		Laughing /giggling at a mistake	Cheating
		Throwing something toward someone (underhand)	
		Smirking, laughing while being reprimanded; not taking the situation seriously with focus	
		Encouraging others wrong doing	

Infraction Chart – adapted from Achievement First, Bushwick

Off Task Behavior

Redirect	Level I	Level II	Level III
	Verbal Redirection	Dean and Detention Referral	Immediate Principal/ Dean Referral
Hand on chin, touching head	Any behavior that is not corrected after a verbal warning and/or redirection	Out of seat without permission after being told to remain seated previously	Refusing to complete classwork
		Mildly disrespectful tone of voice (raising voice volume or tone at a classmate or teacher)	
		Dishonesty----denial of one of these	
		Taunting someone	

Improper Language			
Redirect	Level I	Level II	Level III
	Color Change	Automatic Detention	Immediate Principal/ Designee Referral
			Directed at someone
	Whining	"Freakin"	Damn
	Shut up (playful or conversational use, not at a person)	"Friggin"	Dummy
		Hell	Any sexual profanity
		Crap	Stupid
		"What" "What the..."	Ugly
		Damn	Pissed off (directed at or about someone, i.e. "She pisses me off!")
		Dummy or other insults to classmates	Any words you can't say on primetime TV ("S**t," "F**k," "B***h," etc.) Including their abbreviations ("F U")
		"Pissed off" (as expressions of emotion or conversational language)	Any hate language (discrimination) against a group of people (i.e. race, religion, sexuality, or gender) (including "You terrorist")
		Telling teammate to "shut up" or similar	Any sexual innuendos/gestures
		"This sucks" or "This blows"	Middle finger in the air (or other threatening gestures)
Disrespect to School Property			
Redirect	Level I	Level II	Level III
	Color Change	Automatic Detention	Immediate Principal/ Designee Guidance Counselor Referral
	Writing on white board without permission	Non-permanent defacement of school property	Taking and returning materials/books without permission
	Student throws a ball of paper into the trash from a few feet away.	Leaving a mess/Littering	Any Vandalism
	Tossing or grabbing materials	Disrespect books or binders	Permanent damage and/or repair requires serious attention or repurchase
		Destruction of school pass	Any Graffiti
		Throwing an object in the trash or to a peer in any way that that is unprofessional, potentially unsafe, or could create a mess.	Any damage destruction of school property
		Non-permanent defacement of school property	
Disruptive Behavior			
Redirect	Level I	Level II	Level III
	Color Change	Automatic Detention	Immediate Principal/ Designee Referral
Tapping fingers on desk or fidgeting	Playing with supplies	Making eyes during instruction	Throwing school supplies
Not tracking teacher or classmates	Shaking desk or chair	"Putting on a show"	Fleeing classroom
Whistling	Intentionally distracting others	In hallway without permission (no pass)	Screaming or raising voice in anger or frustration
Humming, noises	Not meeting expectations after a time limit	Running in the hallways	
	Calling out after expectation to raise hand	Loss or damage of school property	
	Out of seat without permission		

	Not tracking/silent after attention cue		
	Swinging leg in a way that kicks someone else's chair/backpack		
	Not meeting expectations after a time limit		

Student Searches

The school authorizes the Principal and the Principal's designee(s) to conduct searches of students and their belongings. If the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the school's Code of Conduct or otherwise constituted a threat to the health, safety, welfare, or morals of the school, other students, school personnel, or any other person lawfully on school property or attending a school function, a search will be conducted. In authorizing searches, the school acknowledges both state and federal constitutional rights which are applicable to personal searches of students and searches of their possessions.

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the school's employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, they make an admission against their own interest, they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. School employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Students may be subject to personal searches and searches of their possessions where reasonable individualized suspicion exists to conduct such search. Reasonable individualized suspicion to conduct a search of a student or a student's possessions and the scope of the particular search shall be based upon, among other things, the student's age, the prevalence and seriousness of the problem to which the search is directed, the urgency necessitating an immediate search, and the probative value and reliability of information used as justification for the search.

Students have no reasonable expectation of privacy rights in school lockers, desks, or other school storage places. The school exercises overriding control over such school property, which may be opened and subjected to inspection at any time by school officials.

Procedures for Disciplinary Action: Consequences other than Suspension or Expulsion

If a student commits an offense that calls for the assignment of a time-out, detention, school service/cleaning or other in-school disciplinary action (other than in-school suspension), any staff member may impose an appropriate consequence. When this occurs:

- The staff member addresses the conduct and assigns an appropriate consequence
- The staff member may refer the matter to the Dean and Principal for review and possible additional disciplinary action

- Consequences are implemented at the discretion of the Principal or his/her designee(s)
- If necessary, the student is removed from class
- If the incident is not resolved or occurs again, further disciplinary action is taken; a parent or guardian may be required to meet with the Principal or his/her designee(s) regarding infractions prior to a student's return to school.

Suspension Procedures

Procedures and Due Process for Disciplinary Action: Short-Term Suspension

If a student commits an offense that calls for short-term suspension (10 days or fewer), the student is given the due process rights required by *Goss v. Lopez*, 419 U.S. 565 (1975). Such student is subject to the following:

- If necessary, the student is immediately removed from class and/or school;
- The student is entitled to respond to the charges against him/her;
- The Principal or his/her designee addresses the conduct and assigns an appropriate consequence;
- The parent/guardian is notified by the Principal or his/her designee; and a parent or guardian may be required to meet with the Principal or his/her designee(s) regarding infractions prior to a student's return to school.

Procedures and Due Process for Disciplinary Action: Long Term Suspension or Expulsion

If a student commits an offense that calls for long-term suspension (more than 10 days) or expulsion, the following steps are taken:

- If necessary, the student is immediately removed from class and/or school;
- The parent/guardian is notified by the Principal or his/her designee;
- The school sets a hearing date;
- The student and/or his parent/guardian are notified in writing of the charges and a statement of the evidence; date, time and place of a hearing; and notice of the right at the hearing to be represented by legal counsel (at the student's/parent's own expense) and present evidence and question witnesses;
- After hearing the case, the Principal or his/her designee issues a written decision to be sent to the student, the parent/guardian, the school's Board of Trustees, and the student's permanent record;

- Any student who is expelled or given a long-term suspension (more than 10 days) has the right to appeal the decision in writing to the Board of Trustees within 10 days of the date of expulsion;
- Any appeal is heard, at the discretion of the Board Chairperson or by a Trustee subcommittee (of one or more Trustees designated by the Board Chairperson); in such a case, the school sets a hearing date and the student and/or his/her parent/guardian are notified in writing of the: charges and a statement of the evidence; date, time and place of a hearing; and notice of the right at the hearing to be represented by legal counsel (at the student's/parent's own expense) and present evidence and question witnesses.

Alternative Instruction

LACS will provide alternative instruction to students who have been recommended for expulsion while awaiting a determination by the Board of Trustees. The alternative instruction will begin no later than the day after the determination is made to expel a student. The alternative instruction will occur during or after the school day at the school, the student's home, Zoom or the nearest public library for a total of five hours per week, at least one hour per day. This alternative instruction will continue for the duration of the time the student awaits disposition on his or her expulsion hearing. The school will provide alternative instruction to expelled students to the extent required by law.

Record-Keeping

LACS will maintain written records of all suspensions and expulsions, including the name of the student, a description of the offending behavior, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons. Furthermore, alternative instruction attendance sheets will be maintained as an accountability measure for offered instruction.

Students with Disabilities

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities *[A student not specifically identified as having a disability, but whose school district of residence or LACS, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge – in accordance with 34 CFR 300.527(b) – that a disability exists may request to be disciplined in accordance with these provisions]*. LACS shall comply with sections 300.519-300.529 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.

LACS 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 Individualized Educational Plan (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 Committee for Special Education (CSE) of the student's district of residence for consideration of a change in the guidelines.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the special education authority 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 days during the school year without the specific involvement of the special education authority 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.

LACS shall work with the district to ensure that the CSE meets within seven days of notification of any of the following:

- The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
- The commission of any infraction resulting from the student's disability.
- The commission of any infraction by a student with disabilities, regardless of whether the student has previously been suspended during the school year, if such infraction has been committed by a non-disabled student, the principal would seek to impose a suspension in excess of five days.

Provisions of Services During Removal

The Individuals with Disabilities Education Act (IDEA) protections apply to:

- Students with disabilities in Charter Schools; AND
- Students for whom the Charter School is deemed to have knowledge of a disability.

When a LACS student with a disability violates the school's code of conduct and is removed (either immediately or following a hearing or conference consistent with due process), then the following procedures apply:

I. Short-Term Removals

IF the removal is 10 or fewer consecutive school days AND 10 or fewer cumulative school days in a school year, **THEN** LACS may remove the student and provide services to student similar to students without disabilities. Furthermore, the school will provide the student with due process.

II. Cumulative Removals

IF the removal is more than 10 cumulative school days in a school year, but not more than 10 consecutive school days, **THEN** LACS must first determine if the previous removals in conjunction with the current removal constitutes a pattern of removal. The school will consider the following factors to determine whether a pattern exists:

- whether the series of removals total more than ten (10) school days in a school year;
- whether the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in discipline; and

- if the behavior is substantially similar, whether there is a pattern by considering additional factors such as
- the length of each prior removal;
- the total amount of time the student has been removed from school; and
- the proximity of the removals to one another.

IF there is **NO PATTERN**, **THEN** LACS may remove the student and must determine and provide special education services so the student continues to make progress towards the goals on the student's IEP and continues to participate in the general education curriculum.

IF there is a **PATTERN**, see Section III (“Long-Term Removals”).

III. Long-Term Removals

IF the removal is for more than 10 consecutive school days, **OR**

IF there is a pattern of removals (see Section II, “Cumulative Removals”),

THEN a “disciplinary change of placement” has occurred, and the following actions must be taken:

- The CSE, which includes relevant personnel from LACS (including the student’s teacher), determines the special education services so the student continues to make progress towards the goals on the student's IEP and continues to participate in the general education curriculum; **AND**
- The school determines the alternative site that implements the services recommended by CSE during the disciplinary change of placement.
- LACS will send a notice of discipline and procedural safeguards notice (“PSN”) to the parents and immediately notifies DOE in writing;
- DOE sends a manifestation determination review (“MDR”) scheduling notice and PSN to the parents;
- The Charter School suspension hearing must occur prior to the MDR.
- MDR must occur within 10 school days of the earlier of either (a) actual removal, or (b) the decision to remove the student (a disciplinary change of placement).¹ Accordingly, the suspension hearing must be scheduled and held immediately after the conduct in question to allow the MDR to occur within 10 school days of the earlier of either (a) actual removal, or (b) the decision to remove the student.
- MDR Team, including DOE, parent, and relevant IEP team members of the Charter School (such as the student’s teacher, etc.) must review the student’s file and determine if the conduct was a manifestation of the student’s disability.

Manifestation Determination Review:

The manifestation team must consider all relevant information pertaining to the behavior including:

- Relevant information in the student’s file, including evaluations and the student’s IEP or Section 504 Accommodation Plan, any Functional Behavioral Assessment (“FBA”) or Behavioral Intervention Plan (“BIP”);
- Teacher observations; and
- Relevant information supplied by the parents of the student.

The manifestation team shall determine that the conduct is a manifestation of the student’s disability if:

- The conduct in question was caused by or had a direct and substantial relationship to the student’s disability; **OR**
- The conduct in question was the direct result of the Charter School’s failure to implement the IEP. The MDR team does not have to determine that ALL services were not provided, but rather only those in relation to the behavior that is the subject of the disciplinary action.
- If the manifestation team finds the answer to either of these questions is “yes,” the behavior must be considered a manifestation of the student’s disability.

IF the behavior that led to removal was **NOT** a manifestation of the student’s disability then LACS may remove the student and must implement the services recommended by the CSE during the length of the disciplinary change of placement. **IF** the behavior that led to removal **WAS** a manifestation of the student’s disability, then LACS must return student to the original placement, unless:

- If the misconduct involved weapons, illegal drugs, controlled substances, or serious bodily injury, in which case the Charter School **may** remove the Student for up to 45 days in an alternative site while providing services recommended by the CSE; **OR**
- The parent and DOE agree to a change of placement.
- The CSE and the Charter School remedy deficiencies in IEP and implementation of IEP, respectively;
- The CSE conducts an FBA and develops/modifies the BIP;
- The Charter School implements the BIP.

CSE Meetings

Meetings of the special education authority 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 school days in a school year; and (2) when commencing a removal which constitutes a change in placement.

Subsequently, if other removals occur that 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 plan and its implementation to determine if modifications are necessary. If one or more members of the special education authority of the student's district of residence believe that modifications are needed, then the special education authority is expected to meet to modify the plan and/or its implementation.

Due Process

If discipline which 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 be 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 special education authority 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 the 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 LACS agree otherwise.

Professional Development

Professional training and development for staff involved with the education of students with disabilities will include the following: the referral process, implementation of a student's IEP, evaluation of a student's progress towards meeting IEP goals and objectives, meeting reporting requirements to parents and CSEs, and discipline of students with disabilities.

Dignity Act

Respect For All:

All pupils have the right to attend schools that are safe, secure, and peaceful environments. The Board recognizes that discrimination, such as harassment, hazing and bullying, are detrimental to student learning and achievement. These behaviors interfere with the mission of Lamad Academy Charter School to educate its students and disrupt the operation of the school. Such behavior affects not only the students who are its targets but also those individuals who participate and witness such acts.

Bullying in schools has historically included actions shown to be motivated by a pupil's actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, emotional, or learning disability, gender, gender identity and expression, obesity, or other distinguishing personal characteristics, or based on association with any person identified in any of the above categories.

The Board prohibits all forms of discrimination, such as harassment, hazing and bullying on school grounds, school buses and at all school-sponsored activities, programs and events. Discrimination, harassment, hazing or bullying that takes place at locations outside of school grounds which can be reasonably expected to materially and substantially interfere with the requirements of appropriate discipline in the operation of the school or impinge on the rights of other students are prohibited, and may be subject to disciplinary consequences.

Definitions

Bullying is understood to be a hostile activity which harms or induces fear through the threat of further aggression and/or creates terror. In order to facilitate implementation of this policy, provide meaningful guidance and prevent behaviors from rising to a violation of law, this policy will use the term bullying (which is usually subsumed under the term "harassment") to describe a range of misbehaviors such as harassment, hazing, intimidation or discrimination. The accompanying regulation provides more guidance regarding the definition and characteristics of bullying.

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 (as enumerated in the *Definitions* section, under Harassment, below).

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 has been defined in various ways in federal and state law and regulation. The Board recognizes that these definitions are important standards, but the Board's goal is to prevent misbehavior from escalating in order to promote a positive school environment and to limit liability. The Dignity for All Students Act (§§10-18 of Education Law) defines harassment as 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. The harassing behavior may be based on any characteristic, including but not limited to a person's actual or perceived:

- race,
- color,
- weight,
- national origin,
- ethnic group,
- religion,
- religious practice,
- disability,
- sex,
- sexual orientation, or
- gender (including gender identity and expression).

In some instances, bullying or harassment may constitute a violation of an individual's civil rights.

Prevention

The school setting provides an opportunity to teach children, and emphasize among staff, that cooperation with and respect for others is a key value at Lamad Academy Charter School. A program geared to prevention is designed to not only 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.

In order to implement this program the Principal will designate a ***Bullying Prevention Coordinator (BPC)*** on an annual basis. The role of the [BPC] is to coordinate dissemination of information on anti-bullying, implement strategies to prevent bullying, and enforce this policy. In addition, committees consisting of staff, administration, students and parents will be created to assist the administration in developing and implementing specific prevention initiatives, including early identification of bullying and other strategies. Lastly, the program will include reporting, investigating, remedying and tracking allegations of bullying.

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 the 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.

In addition, intervention will focus upon the safety of the target. Staff is expected, when aware of bullying, to either refer the student to designated resources for assistance, or to intervene in accordance with this policy and regulation.

Provisions For Students Who Don't Feel Safe At School

The Board acknowledges that, notwithstanding actions taken by staff, intervention may require a specific coordinated approach if the child does not feel safe at school. Students who do not feel safe at school are limited in their capacity to learn and reach their academic potential. Staff, when aware of bullying, should determine if accommodations are needed in order to help ensure the safety of the student and bring this to the attention of the principal. The Principal, other appropriate staff, the student and the student's parents/guardians will work together to define and implement any needed accommodations.

The Board recognizes that there is a need to balance accommodations which enhance student safety against the potential to further stigmatize the targeted student. Therefore, each case will be handled individually, and the student, parent/guardian, and school administration will collaborate to establish safety provisions that best meet the needs of the targeted student. Follow-up discussion and/or meetings will be scheduled, as needed, to ensure that safety concerns have been adequately addressed and to determine when and if accommodations need to be changed or discontinued.

Training

The Board recognizes that in order to implement an effective bullying prevention and intervention program, professional development is needed. The Principal and/or appointed staff member will incorporate training to support this program in new teacher orientation and the annual professional development plan, as needed. Training opportunities will be provided for all staff, including but not limited to staff that have contact with students. The **BPC** will be trained in accordance with state requirements and will continue their professional development so as to successfully support this policy and program.

Reporting and Investigation

Although it can be difficult to step forward, the Board can't effectively address bullying if incidents aren't reported. Students who have been bullied, parents whose children have been bullied or other students or staff who observe bullying behavior are encouraged and expected to make a verbal and/or written complaint to any school personnel in accordance with the training and guidelines provided. At all times, complaints will be documented, tracked and handled in accordance with the regulations and procedures accompanying this policy, or, if applicable, [0100, Equal Opportunity and

Nondiscrimination, or 0110, Sexual Harassment]. If a staff member is unsure of the reporting procedure, he/she is expected to inquire about how to proceed by speaking with their supervisor. All incidents of bullying will be reported to the New York State Education Department on at least an annual basis, so that the state can evaluate LACS performance under the policy. Such incidents may be included in the Violent and Disruptive Incident Reporting (VADIR) system, as applicable.

There shall be a duty for all school personnel to report any incidents of student-to-student and staff-to-student bullying that they observe to their principal or other administrator who supervises their employment. In addition, there shall be a further duty for all school personnel to report any incidents of student-to-student and staff-to-student bullying of which they are made aware by students to the Principal or other administrator who supervises their employment.

The results of the investigation shall be reported back to both the target and the accused in accordance with the accompanying regulation. If either of the parties disagrees with the results of the investigation, they can appeal the findings in accordance with the regulations that accompany this policy.

Disciplinary Consequences/Remediation

While the focus of this policy is on prevention, bullying acts may still occur. In these cases, offenders will be given the clear message that their actions are wrong and the behavior must improve. Student offenders will receive in-school guidance in making positive choices in their relationships with others. If appropriate, disciplinary action will be taken by the administration as applicable. **If the behavior rises to the level of criminal activity, law enforcement will be contacted.**

Consequences for a student who commits an act of bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors, and must be consistent with both the district's and LACS' Code of Conduct.

Non-Retaliation

All complainants and those who participate in the investigation of a complaint in conformity with state law, as well as the districts and LACS' policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

False Claims

Students who make false claims of harassment or bullying will be subject to disciplinary action as defined by this policy.

Dissemination, Monitoring, Review, and Reporting

This policy, or a plain language summary, shall be published in student registration materials, student, parent and employee handbooks.

The district will ensure that reporting of information to the public will be in a manner that complies with student privacy rights under the Family Educational Rights and Privacy Act (FERPA).

General Uniform Requirements:

We are teaching our citizens the habits of mind needed for success in college and the workplace. School is a professional place and requires professional clothing. Professional clothing for our citizens is a complete uniform.

Citizens that do not wear a complete uniform to school are unprepared for the workplace. The consequence for being unprepared for work will be an automatic color change to blue. Citizens will not be eligible for *Green* status for the day. Long term consequences of this will include a \$1 deduction each day, which may impact a citizen's ability to attend socials. In addition, a citizen will not be eligible to be *Citizen of the Week* or a *Most Virtuous Citizen*.

Why Enforce the Uniform Policy?

- School uniforms keep citizens focused on their education and not their clothes.
- Wearing uniforms enhances school pride, unity, and community spirit. *In a community, your reputation matters. In a strange place, your clothing counts.* ~Hebrew Proverb
- School uniforms create a level playing field among citizens, reducing peer pressure and bullying.
- Citizens have gym daily; sneakers are safer!
- Belts keep pants/skirts at an acceptable level.

Uniform Description:

Mandatory Uniform (6th Grade): All 6th grade students are required to wear a blue Lamad Academy oxford shirt, stripe tie, navy twill chino pants, and a Lamad Academy navy shawl cardigan. Girls may also wear a Lamad Academy khaki dress.

Mandatory Uniform (7th-8th Grade): All 7th-8th grade students are required to wear a white Lamad Academy oxford shirt, colorblock tie, khaki twill chino pants, and a Lamad Academy navy shawl cardigan. Girls may also wear a Lamad Academy navy dress.

P.E. & Uniforms: Grades 6th-8th will be required to wear Lamad navy sweatpants and sweatshirt. All students should wear black sneakers or sneakers with limited colors or designs every day; students may not change shoes for P.E. Students and parents will be given advance notice of P.E. days to ensure students wear P.E. uniforms to school as the school uniform. Students may not change for P.E.

Shoes and Socks: Students must also wear black, white or sneakers with limited colors daily that are closed-toed. Because students walk a lot during each day and have exercise time each day, we ask that students wear solid black and/or sneakers with limited colors instead of dress shoes. Students should wear plain white, black or blue Lamad socks.

Jackets: Students may not wear jackets inside the school building. If a student is worried about being cold inside the building, he or she should wear a long sleeve shirt (of the color of the uniform shirt or white) under their uniform shirt or the uniform cardigan.

Jewelry: We would prefer it if students did not wear jewelry. Large earrings, multiple chains or rings, and lots of bracelets distract from the uniform. In addition, such items can get lost or stolen. If a student chooses to wear jewelry, it must be modest. **Students may wear only one chain or necklace, and it must be tucked neatly under their uniform shirt. Students may only wear very small, non-hoop earrings.** Students may not wear large belt buckles, large or heavy chains, or any piece of jewelry that is large or distracting. If a student wears jewelry that the Principal considers excessive, then the student will be asked to remove it. The school has the authority to determine what jewelry is excessive.

Hats: Students are not allowed to wear baseball hats, scarves, headbands (Lamad headband is allowed) and bandanas in the building. Small clips or bands for the hair are permitted. Head-coverings for religious reasons are permitted. Hats worn inside the building will be taken from students and stored at the front desk for parents/guardians to pick up.

Make-up: Make-up (lipstick, glitter, blush, eye shadow, etc.) is strictly not allowed. Clear lip gloss is permitted. Students may use Chapstick or other similar non-glossy lip moisturizers, but if the application of it becomes distracting to the learning process, the student will not be allowed to use it.

No Changing at School: While on school property or on school transportation to and from school, students are required to wear uniforms. While at the school, students may not change for events or activities later on in the day unless it is a special situation.

Uniforms on Field Lessons/Trips: Because field lessons are an opportunity LACS students to represent their school outside of the building; all uniform standards apply for field lessons unless otherwise noted by the classroom teacher.

Promotion to the Next Grade

Overview

Lamad Academy Charter School considers many factors and gathers as much information as possible in making promotion decisions. The input and opinions of parents, teachers, and student support staff members are considered before making promotion decisions, *but the school's administrative team (and ultimately the Principal) makes all promotion decisions.*

The school will uphold very high academic and behavioral standards, and it is important that students both have the necessary knowledge and skills to do the work at the next grade and have put forth the necessary effort required to demonstrate the potential for success at the next grade level.

The school sees it as its job to help all students meet promotion criteria. There are times when a student simply needs another year to be able to fully tackle the work, and the school is committed to ensuring that a student's second year involves a clear plan to provide the student additional academic supports.

It should be noted that special education students will be promoted based on meeting specific targets on their Individual Education Plan (IEP). Lamad works to write IEPs (when possible) to set specific targets on the same assessments given to all Lamad students.

Promotion

The school considers the following in making promotion decisions. In general, students must meet these criteria to be promoted to the next grade level.

1) **Reading Achievement.**

LACS' READING Interim Assessment (IA) Scores

Interim Assessment #3 (EOY) Score of 65 or higher

(Note: Scores on IA #2 generally predict scores on IA #3, so LACS may let parents know the child is in danger of non-promotion after IA#2.)

AND

I-Ready Reading Assessments

- End of 6th Grade:
- End of 7th Grade:
- End of 8th Grade:

2) **Math Achievement**

LACS' Math Interim Assessment Scores

Interim Assessment #3 (EOY) Score of 65 or higher

(Note: Scores on IA #2 generally predict scores on IA #3, so LACS may let parents know the child is in danger of non-promotion after IA#3.)

AND

I-Ready Math Assessments

- End of 6th Grade:
- End of 7th Grade:
- End of 8th Grade:

- 3) **Attendance:** More than nine absences in a year are considered excessive. Five tardies equals one absence for promotion decisions. Students who have extreme medical conditions or other extraordinary mitigating factors may be considered for promotion, but students must consistently make up all work when they are absent to be eligible for promotion.

4) **Failing a Core Class:**

Students must pass reading and writing, math, science, and humanities classes for the year in order to be promoted to the next grade. Passing means meeting grade-level criteria.

5) **Chronic Homework Issues:**

Students who miss 30 or more homework assignments a year are chronic homework offenders and may put their promotion status in doubt.

6) Discipline Issues

Students with a record of serious discipline issues may put their promotion status in doubt.

7) Maturity, Age, Past Retention Status:

The school will consider age, maturity, and past retention status in making promotion decisions, but none of these factors will by themselves automatically prevent the school from making a promotion decision.

Questions to Consider

We will use the following questions to help us frame our thinking:

- Would an extra year help the student significantly increase his or her skills to be able to master grade-level material?
- What additional supports could we give the student if he/she were not promoted? Do we believe that with these supports, another year of quality instruction, and effort on the student's part, the student can zoom academically and reach proficiency?
- Does this student have significant skill gaps that need to be filled now before the student can tackle the work of the next grade?
- Did this student put in the necessary effort (through class participation, class work, and homework) to be promoted?
- Is the student significantly below his/her grade-level peers?
- Is this student proficient as measured by state assessments?

Communication Steps and Processes (6th-8th):

With Parents

- 1) After the 1st Marking Period Report Card, parents of students in danger of retention will generally receive a letter/notice and follow-up phone call from a teacher or administrative team member. This step is considered a courtesy from the school, and failure to do so will not change future promotion decisions.
- 2) After the 2nd Marking Period Report Card, parents of students in danger of retention will receive a letter/notice and be required to meet with an administrative team member.
- 3) Parents will be advised by the teacher about poor academic/behavioral performance that might lead to retention.
- 4) When possible, Progress Reports will indicate when the student is doing below-grade-level work.
- 5) If a student is being considered for non-promotion, parents should have a final meeting before the decision (and to explain the decision) by the start of the following school year.

Students

Students should be advised at each mid-marking period (progress report) and end-marking period (report card) by their teacher and/or an administrative team member if they are in danger of non-promotion.

Non-Promotion Plans

When a student is not promoted, the best practice is to support and create a clear action plan for the student. This plan is designed to ensure that the student's second time in a grade is not just a repeat of the previous year. The plan will detail additional academic and social/behavioral supports, incentive systems, consequences, and other relevant information.

Informing Other Schools

It is LACS' policy to inform other schools of the student's promotion status. For example, if a sixth grader is not promoted to seventh grade at LACS and the parent decides to enroll the child in another school, LACS will inform the school that the student did not meet the requirements for promotion to seventh grade and should be a sixth grade student when enrolling in the new school.

Closed Campus

Under no circumstances are students to leave the school building (or areas of the school building designated for his/her grade) or use any exit other than the ones designated by teachers for student use without permission. A student with permission to leave may only leave under the escort and supervision of an authorized adult – who has physically come to the office to sign a student out – unless the school has been given prior written permission authorizing unaccompanied departure. Once students have entered in the morning, they may not leave the building unless a staff member escorts them.

School Visitor Policy

Visitors, especially parents, are a vital part of Lamad Academy's community. We welcome them as volunteers, observers, and partners in the education of our students. Unfortunately, unannounced visits can be disruptive to our educational program. **Parents who would like to visit should simply call one day in advance and schedule a class-visit appointment. Upon arriving, all visitors must sign in within the Main Office.** They should enter classes during a regular-scheduled transition period between classes, although they may leave at any time. Visitors may not talk to a child or a teacher during class, although they may call the teacher after school to discuss what they observed.

If a visitor is coming to school to drop something off for a student or to leave a message, we still require that the visitor come first to the Main Office. For the sake of student safety, we cannot allow unannounced visitors to roam in the building.

Parent Volunteers

Parents are important for the success of the school and contribute their time, expertise, and energy in many ways. We welcome and encourage all parents to volunteer. Please understand the rule of confidentiality must be respected; it is unethical and inappropriate to discuss the performance or behavior of students in the classroom. To maintain a productive school climate conducive to teaching and learning, please follow these guidelines:

- Please do not plan to conference with the teacher about your child when you are scheduled to volunteer in the class.
- We appreciate your help, but we ask that you do not bring other children with you. Siblings can be a distraction to the parent, the teacher and students.
- Parents often chaperone classes on field trips. These trips are limited to members of the class and volunteers and siblings are not allowed to accompany the parent volunteer.

The Facility

Keeping it Neat and Clean:

Students and teachers should work to keep our school space very neat and clean. Students should never lean on the walls of the school, and they should keep their hands off items on walls or bulletin boards. Jackets should be hung neatly in lockers; they should never be left on the floor.

Eating areas are completely cleaned before students leave them. Bathrooms are spotless; each student or teacher cleans up after himself/herself. Students and teachers naturally pick up small trash as they walk through the building; it is a community effort to keep the building clean.

Leaving Rooms as You Found Them:

If a student or staff member uses a space, he or she should put back all tables and chairs that were moved. It is each community member's responsibility to leave things as he or she found them.

Emergencies

In case of an emergency, parents or guardians should contact the school either by phone or in person. Under no circumstance should parents or guardians contact students in their classrooms, including after school, or attempt to withdraw students from the building without notifying and receiving permission from staff members in the main office.

Fire Safety and Evacuation Procedures

Please note, some procedures may change once the school year has officially begun. Students will be notified of and trained in any significant changes.

In case of emergency, if a student or staff member sees fire or smells smoke, he or she should close the door. Upon hearing an alarm, school staff will assemble students in their rooms and proceed out of the building according to the fire evacuation plan posted in each room. Students should follow the direction of staff members who will verify the safety of the stairwells and lead students outside the building to the designated locations, where school staff will line up students by class and take attendance.

Frequently throughout the school year, students and staff will participate in fire drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency.

In case of a more serious emergency, should it be necessary to evacuate our school before, during, or after the school day – and it appears that we will be unable to return to the school for an extended period of time or for the rest of the day – school staff and students will evacuate according to the school’s evacuation plan. Staff will line up students in a safe and orderly fashion on the sidewalks outside the evacuation site. After staff members take attendance, should conditions permit, all staff and students will return promptly to school.

Transportation and Safety

School Bus Transportation

Busing to and from Lamad Academy is provided by the New York City Department of Education’s Office of Pupil Transportation (OPT). While OPT determines the eligibility of a student for yellow school busing, Lamad Academy reserves the right to suspend an eligible student from the bus if he or she in any way threatens the safety and well-being of his or her peers. We believe that the right to free transportation is dependent on a student’s good behavior while waiting for and riding the school bus.

- ***Poor Bus Behavior*** – Bus drivers must focus on the road to make sure all students arrive at school and home safely. At dismissal, students should go directly to their bus after joining the bus line, greet the bus driver, and have a seat; students should not wait for other students or linger and socialize in the bus area. Students may not wait for a sibling, friend, or teacher. On the bus, students must remain in their seats, talk quietly, and follow all directions given by the bus driver. Students should not communicate with students on other buses or any people (classmates or other) outside the bus. Students who behave poorly on the bus compromise the safety of themselves and others. **Poor bus behavior may result in suspension or termination of transportation services. If your child is suspended from the bus, it will be your responsibility to arrange for alternative transportation.**
- ***Arrange Transportation Before Your Child Leaves Home*** – Students will not be allowed to call home to check and see if they are being picked up. If you need to pick up your child from school and your child usually rides the bus, or if you must otherwise change your child’s transportation for that day, your options are as follows:

- ***Be at the school at dismissal time*** – All bus riders are walked to the buses daily. If you need to pick up your child instead of him/her getting on the bus, you should be at the school by 3:15 to be able to pick up your child as he/she is on the bus line. If you are not here by the time the buses leave, your child will be sent on the bus.
 - ***Send in a Note*** – Send a note to school with your child detailing the change in plans and providing a clear description of who will pick up your child.
 - ***In an Emergency, call the school*** – If you or your family is having a medical emergency that requires a change in your child’s transportation plans, please call the school immediately to make arrangements. **The school does not accept transportation change requests by telephone EXCEPT in the case of an emergency.** If your child normally rides the bus and you wish to pick him or her up from school and you have not notified the school in writing that morning, you must meet your child at the school at dismissal time.
- **Pets should not be allowed to accompany students to bus stops without being supervised and leashed.**

Arrival and Dismissal

Students should not arrive at school earlier than 7:20 A.M. At dismissal, all students should leave the school building. Students are never allowed to wait in any other portion of the building. They must wait in a designated after school location, under the supervision of a staff member. Students may not wait outside without staff supervision.

Buses will pick up and drop off students next to the building. As a result, we ask that parents who are dropping off and / or picking up students be mindful of the tight traffic situation, arrive on time, and plan accordingly.

Drop-off

The instructional day begins at 8:00am. Breakfast is served from 7:30am-7:50am. If you would like for your son/daughter to participate in the program, please drop him/her off before 7:40am. All students in grades 6th-8th must be dropped off at the Lamad Academy School entrance, located on 94th and Clarkson.

Pickup

All students are dismissed at 3:30pm. During inclement weather, all students will be dismissed indoors.

Early Dismissal

Students are expected to stay in school until the very end of the day (3:30pm. for regular dismissal and 12:00 P.M. on half-days). Early pickups are disruptive to the learning environment. Since we are intently focused on building the foundation for college and life success, we will not release students prior to the end of the school day without prior notification. Five early dismissals in a year will be counted as one absence. Unless in cases of a true emergency, the school will not disrupt classes to get a student early and students will not be allowed to leave until the end of the school day. Parents will need to wait

until the end of the full school day to pick up students. Parents should wait outside the school building until the 3:30 dismissal.

Bring a Note

For a student to be dismissed early, the student must bring a note from the parent in the morning. Parents may not “call in” to tell the school to find and send down the student at a certain time. The school will arrange for students to be in the main office at the time the parent requests on the note.

Late Pickup

Students who are picked up by their parents or another adult after school are expected to be picked up promptly at the end of the school day (3:30pm for regular dismissal and 12:00 P.M. on half-days). Lamad Academy takes late pickups seriously. The school will log late pick-ups daily. Parents of students who have three or more late pick-ups in a marking period or six or more in a year may be required to have an in-person meeting with the Principal or designee. Students with excessive late pick-ups may lose out on the ability to win certain awards or have certain privileges. In general, late pickups are treated like tardies for awards, privileges, etc. If the late pick-up pattern is egregious or if a parent is more than an hour late picking up his or her child, the school reserves the right to take the child to the local police precinct for safe supervision.

NYC Metro Cards

In New York City, full-fare Student MetroCards are provided to students who live more than one mile from the school and are not provided service by a public school bus. Half-fare MetroCards are provided to students that live between one half of a mile to a mile away from school. Metro Cards provide three trips on both subway and surface bus lines. On most trips, students can use their cards freely to transfer from bus to subway, bus to bus, or subway to bus. Full-fare Metrocards are good to use to and from school and school-related activities during the hours specified on the back of the card, in most cases 5:30 am to 8:30 pm. The card is good for the entire school year, but only on days when school is in session. Special Saturday School Metro Cards – which provide two free trips on subway and bus lines – are available as well for students who may need them.

Students Who Walk

For students who walk to and from school, and for students who may be walking from the subway station or bus stops, a number of streets may have to be crossed. Families should instruct students to use all of the appropriate crossing lights at each intersection, and to cross each intersection only when it is safe to do so within the designated crosswalks. Parents are urged to call the local police department for questions or concerns.

Students who walk to and from school act as representatives of the school. The same standards of behavior outlined in this document apply while students are traveling to and from school.

Hours of Operation

Lamad Academy operates from 7:20 A.M. until 4:30 P.M., Monday through Friday. School is dismissed at 12:00pm once a month so that teachers have time to meet, plan, and receive training. This monthly staff development time is incredibly important and helps us to improve our skills as teachers and to improve the school program as a whole. Students are required to arrive at school on time (by 8:00am at the latest) and to remain in school until dismissal at 3:30pm. It is vital that you send the strong message to your child that school is extremely important.

Communication

Lamad Academy requires parents to be partners in the education of their children. The important task of educating a child calls for the school, the student, and the parent(s)/guardian(s) to all work together to ensure success.

In order to be effective partners, we must communicate. There are several ways that we can and will communicate with you throughout the year:

- **Weekly Update:** Every Friday, your child will bring home a weekly update from the school (called the Weekly Parent News Letter). The memo will contain important information about the schedule/calendar, events, announcements, field trips, and other important reminders. It is very important that you take the time to read this update completely.
- **Progress Reports:** Halfway through each marking period, parents will receive written Progress Reports from all of their child's teachers. Progress Reports will not contain final grades; instead, they are an important mechanism we use to notify parents/guardians of how their children are doing at school and for addressing any issues that can still be corrected before the end of the marking period. Parents must sign a form indicating that they have received and read all Progress Reports.
- **Report Card Conferences:** At the end of each marking period, each parent/guardian will be required to come to the school for *Report Card* conferences with their child's teachers. Parents will receive a written Report Card at this conference. **Report Card Nights occur during the first, second and third marking periods** (refer to the school calendar for specific dates). These are very important opportunities for parents to learn about their child's progress and needs. Report Card conferences are **REQUIRED**.
- **Behavior Alert / Academic Alert:** If your child is experiencing a problem, the school may send home a written notice. Parents should make sure to review the concerns outlined in the letter with the child and to contact the school if there are any questions.
- **Phone Calls:** Throughout the year, you may receive a phone call or note from a teacher or school administrator. If the message requires a response, please contact the school either by phone or in writing within 24 hours.

- **Meetings:** If the school requests a meeting with you and your child, we need to discuss something important with you. If you would like to schedule a meeting with a teacher or administrator, please contact them directly.
- **Visits** – To arrange a visit to the school, please see the section on *School Visitor Policy*.
- **Respectful Communication:** If a parent is disrespectful to Lamad Academy’s teachers or administrators, we cut the conversation short and wait to continue it at another time.

We need your support. Lamad Academy has high expectations for academics and behavior. All of us – parents, teachers, and administrators – are working hard to help your child build the foundation for college. We are all part of your child’s team; if you, your child, and the school work together, we can all succeed.

Messages / Voicemail / Phone Calls

It would take an incredible amount of staffing and resources to provide message services, and we cannot guarantee that messages will reach students or teachers during the day. Students and teachers may not receive incoming phone calls or messages unless it is an emergency that requires immediate attention. Such calls should be very rare.

Students may not make outgoing phone calls on their personal cell phones (which they are not allowed to use on school grounds) or on school phones. In rare circumstances involving a true medical emergency, students will be allowed to use school phones under the supervision of a teacher. Students will not be allowed to use school phones to arrange transportation.

If you need to get a message to your child’s teacher, make sure to call both the main office line and to leave a message with the main office.

Addressing Concerns

If you have a concern about a school policy, academic grade, discipline decision, or anything else, we ask that you take some time to reflect on it. If you are still concerned after time for reflection, please contact the school. We welcome the conversation. We understand that, as parents, you have very strong feelings about issues concerning your child. We ask only that you try to deal with any issue professionally. We promise to treat you and your concern with respect.

If an issue is not resolved promptly or satisfactorily, please contact the Principal to discuss the matter. An individual who (or a group that) has a formal complaint against school policy or another member of the school community should address the complaint in writing to the Principal. The Principal will respond to the complaint in writing or in person within 7 days.

If, after presentation of the complaint to the Principal or her designee, the individual or group determines that the complaint has not been adequately addressed, the individual or group may write to the Chair of

the Board of Trustees. The Chair or his/her designee will, within 14 days, respond in writing or in person to the complaint, depending on circumstances.

If an individual or group voices a complaint at a public Board Meeting or to individual board members, trustees will not respond to the substance of the complaint, but instead will thank the individual or group for their time and direct them to the formal complaint procedures.

If, after presentation of the complaint to the Chair of the Board of Trustees or his/her designee, the individual or group determines that the complaint has not been adequately addressed, the individual or group may write to the Charter School Institute or the State Department of Education, which will investigate and respond.

School Calendar and Closings

Please see Lamad Academy's Charter School's Calendar for the scheduled school days for the school year. **Please note that we do not exactly follow the calendar of the local public schools.**

Lamad Academy will only close school in cases of extreme weather conditions. In such situations, we will follow the NYC Department of Education closings. Please listen to local radio and television stations. If New York City announces a delayed opening or a closing, Lamad Academy will also be delayed or closed.

Student Phone Use

Cell phones: Students are not allowed to use cell phones in school or when traveling with the school (school field lessons). If a cell phone is used during school, it will be taken from the student and held at the front desk in a locked cell phone cabinet until the parent/guardian comes to the school to pick it up. Lamad Academy is not liable for lost or broken electronic devices.

School phones: Students are prohibited from using school telephones. In the event of a true emergency, students may be allowed to use school telephones, but only at the discretion of school staff members. Students will not be allowed to use school phones to arrange transportation; such arrangements should be done at home.

Incoming calls and messages: School staff will take incoming calls for students only in the cases of true emergencies, and our policy in this situation is to take a message and deliver it to students. The school office is not a message service, and we will only deliver messages to students if there is a true emergency; transportation issues are not emergencies.

3:40 Rule: If a student is not picked up after school, the school will not call about a ride pickup until 3:40 p.m. At this time, someone in the main office will call their parents/guardians for them.

After Field Lessons or Off-Campus Events: It is Lamad Academy's policy that parents need to be at school at the time indicated on the permission slip after field lessons and those parents should pick up students at the agreed-upon time after athletic events and other off-campus functions. Parents should

not tell students: “Call me when you get back.” Students will not be allowed to call home immediately after field trips.

Student Computer Use

Security / General

- Students may not use any teacher or staff computer or any computer in the main office at any time. There are no exceptions to this rule.
- Students may not use school computers unsupervised; a teacher must be in the room whenever students are using a Lamad Academy computer.
- Students must login with their own login/password each time they use a machine. Users may not use school computers without logging in, and students may not give their login/password to another student.
- Students may only print with the permission of a teacher.
- Students may not change the settings of computers, and they may only use programs on the computers that their teacher allows.
- Students may not play music or music files on school computers.
- Students may not download or install programs on school computers.
- Students may not use school computers to access private Internet providers.

Network folders

- Students should not alter material in shared folders without permission.
- Students should save their files into their folder; users should not try to retrieve files from the folders of other students or teachers.
- Network storage areas may be treated like school desks. Designated school personnel may review files and communications to maintain system integrity and ensure that users are using the system responsibly.

Email / Internet

- Students may not use email on school property or on school computers unless approved by a teacher.
- Students may not browse or download information from inappropriate sites (pornographic, adult, hate groups, etc.). The school will take all possible precautions to restrict access to undesirable materials. However, students must also accept responsibility for restricting access to these materials. Students who gain access to undesirable Internet materials must report this material to their teacher.

- Students should only surf sites that are related to the academic curriculum.
- Users may not use internet radio or play audio or digital clips that take an extreme amount of bandwidth. Users should log out of Internet Explorer or their browser when not using the internet.
- Students are advised that E-Mail and/or Internet correspondence is not privileged or confidential. From time to time, communications may be monitored by the administration to ensure that Internet use is in support of school goals. Users are expected to use appropriate language that is not offensive or embarrassing to the school and to abide by all rules of etiquette. Messages relating to or in support of illegal activities may be reported to the authorities.
 - Students may not knowingly receive or send electronic mail containing pornographic material, inappropriate information, viruses, or text-encoded files that are potentially dangerous to the integrity of the hardware on school premises. Users must report all inappropriate materials (solicited or unsolicited) to the classroom teacher.
- Any copyrighted materials are subject to the Fair Use provision of copyrighted materials as it relates to education. Internet materials used in reports or other documents must be cited. If there is no direct citation, the Uniform Resource Location (URL) must be cited. The use of internet sources without proper citation constitutes plagiarism.
- Students may not use chat rooms or communicate via electronic mail with unknown adults or children.
- Users are expected to abide by the generally accepted rules of network etiquette. These include the following:
 - Be polite. Do not write or send abusive messages to others.
 - Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
 - Do not reveal a personal address or phone number or those of another student.
- Students should assume that all communications and information accessible via the network are private property.

Misuse of Privileges and Consequences

Users are held responsible for their actions and activity, as outlined in the section above. Unacceptable use of the network will result in the suspension of all user privileges. Reinstatement of privileges will be made at the discretion of the administration.

Lost and Found

The school will keep a small lost and found box at the front desk. Parents may come in any day between 7:30 A.M. and 3:30 P.M. to search the Lost and Found. The *Lost and Found* box will be brought to lunch time periodically for students to find lost goods.

If a student believes he/she has lost something, the student should ask a teacher to check the lost and found box. Students may not go to the front desk to search the lost and found.

At the end of every marking period, items left in the box may be donated to a local charity.

Nursing Services & Medication

Nursing services for Lamad Academy are provided by the nurse assigned to the school building. We recommend, however, that parents have a doctor or health center look into any recurring health problem a child is having.

The nurse is responsible for checking all health records to be certain that each student is properly immunized. Lamad Academy is required by law to have a completed health form on file for every student within 14 days of a child attending our school. The health form documents the vaccinations that a child has received to date. If you have not received this form from the school, please contact the school's Main Office Director of Operations immediately.

If your child requires medication during school hours, please contact the school's Director of Operations through the main office to request a Medical Administration Form (or MAF). The building nurse has the training and resources to store and administer medication. However, medication cannot be administered to your child until your child's physician has completed the form. This is a requirement of the Health Department and pertains to all medicine, including aspirin, Tylenol, and other over-the-counter medicines. The building nurse will keep a detailed log of all medicines that are administered.

School Lunch Program

Both breakfast and lunch will be available at Lamad Academy. As part of our school's participation in the School Nutrition Program (a federal program that subsidizes student meals), we must collect completed lunch application forms for all of our students. The lunch application form is used to determine the level of assistance that each child will receive. Families who qualify for partial assistance and families who are not eligible for assistance will be billed monthly for the cost of each lunch. Lamad's Academy's Director of Operations will contact you to review the costs and set up a payment plan if applicable.

It is the policy of Lamad Academy to require all parents, regardless of whether the parent believes the child will qualify for free and reduced lunch, to complete and return the free/reduced lunch form. This policy helps the school ensure that we maximize the reimbursements we receive from the federal government.

Parents may send lunch to school. If you are sending lunch to school with your child, we ask that you send in nutritious foods. You will still be required to send in the completed lunch application if you opt to send lunch to school with your child. Please note that the school will not heat up lunch for students and bringing food from outside during lunchtime is not allowed.

Candy and Snacks:

Students may not eat candy during class instructional time. Teachers will take any candy from students and treat it like “non-academic material” and give it to the Office Manager of the Main Office (Parents may come to pick up the candy if they want). Students should not chew gum. Students with gum may face a consequence, and repeat offenders will face more serious consequences.

Food during designated times:

Students may not eat food except during breakfast and lunch. Students may NOT have food in their pockets or on them in any way except during breakfast and lunch. All snack food must be consumed during snack time – and in the lunchroom unless there is a special celebration. Students may not take food out of the lunchroom (for example, to the bathroom).

Birthday Celebrations:

Lamad Academy does not allow birthday celebrations to interrupt class time; however, if a parent wants to celebrate the child’s birthday with cupcakes or a similar treat, he or she should let the school know at least a week in advance. The parent will then need to arrive at the school at least 15 minutes before the student’s class has lunch to set up. Cupcakes or other similar treats must be given to all the students in the student’s homeroom class (approximately 25 students); the time for lunch will not be extended for such celebrations, and all food will need to be consumed in the regularly-allotted lunch time.

Food Allergies

It is the policy of Lamad Academy to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in a dangerous or possibly life – threatening reaction either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. It is extremely important that parents contact the school nurse if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

Non-Discrimination

Lamad Academy does not discriminate in admission to, access to, treatment in, or employment in its services, programs, or activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 194 (ADEA). In addition, no person shall be discriminated against in admission to Lamad Academy on the basis of race, gender, color, creed, ethnicity, sexual orientation, mental or physical disability, age,

ancestry, athletic performance, special need, proficiency in English language or a foreign language, or prior academic achievement. No person shall be discriminated against in obtaining the advantages, privileges, or access to the courses offered by the school on the basis of race, gender, color, religion, national origin, or sexual orientation.

Human Services

Below are several emergency telephone numbers that may be useful to parents/guardians and students:

New York Numbers

Child Abuse Care Line	1-800-872-2288
Domestic Violence Hotline	1-800-621-HOPE
Drug Dependence Hotline	311 or 1-800-LIFENET
Mental Health Hotline	311 or 1-800-LIFENET
Police/Fire Emergency	911
NYC Poison Control	1-800-222-1222
Rape Crisis Hotline	1-800-621-HOPE
Runaway Hotline	1-888-83R-OOTS
Suicide Prevention	1-800-273-TALK

Additional Information

Public Documents / Freedom of Information Act (FOIA)

Lamad Academy fully complies with the Freedom of Information Act (FOIA). Any requests for school records or information from the school must be in writing and submitted to the Principal or to his/her designee(s). Within five business days of receipt of a written request, the school, depending on the requested information, responds by:

- Making the information available at the school itself during normal business hours to the person requesting it;
- Denying the request in writing; or
- Providing a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied.
- If the person requesting information is denied access to a record, she/he may, within 30 days, appeal such denial to the Principal or to his/her designee(s). Upon timely receipt of such an appeal, the school, within 10 business days of the receipt of the appeal, fully explains the reasons for further denial or provides access to the record(s) sought. The school also forwards a copy of the appeal, as well as its ultimate determination, to the Committee on Open Government. If further denied, the person requesting information may further appeal through an Article 78 proceeding.
- The school may deny access to requested records if:

- o Such records are specifically exempted from disclosure by state or federal statute;
- o Such access would constitute an unwarranted invasion of personal privacy;
- o Such records, if disclosed, would impair present or imminent contract awards or collective bargaining negotiations;
- o Such records are trade secrets and which, if disclosed, would cause substantial injury to the competitive position of a commercial enterprise;
- o Such records are compiled for law enforcement purposes and which, if disclosed, would meet the conditions set forth in Public Officers Law §87(2)(e);
- o Such records, if disclosed, would endanger the life or safety of any person;
- o Such records are computer access codes; and/or
- o Such records are internal materials which are not statistical or factual tabulations of data, instructions to staff that affect the public, a final policy, nor external audits.

The school may charge a copying fee for each page requested to be copied. The fee can be no more than the fee allowed by state law.

Lamad Academy Charter School Board Meetings

Pursuant to the Open Meetings laws, all meetings of the Board of Trustees of the school are open to the public. A schedule of all meetings, including date, time and location will be posted in a prominent space (typically outside the main office) at the school. Meeting times will also be posted on our website. Please check the school postings for an up-to-date schedule of meeting times and locations.

Use of Pictures of Students

Lamad Academy Charter School often takes pictures of students during regular school activities to capture the joy and excitement of learning taking place and to celebrate the accomplishments of our teachers and students. Pictures taken of students and staff are used for many purposes. We post pictures of students and staff at the school; we include pictures of students and staff on our website and in promotional materials used to recruit students and staff and explain Lamad to external audiences such as charter authorizers, researchers, and funders.

It is Lamad Academy's policy to use pictures of students and staff for the uses above. By signing the form that you have received and read the *Family Handbook*, a parent is consenting to allowing his/her child's photo to be used for these purposes. If a parent does not want his or her child's picture used for such a purpose, he or she should let the school's Director of Operations know this in writing.

Student Records

The school's administration is responsible for all student records. They will discuss, explain, and/or make available to parents/guardians any records on file. If a parent would like to examine a child's record, the parent should submit a request in writing to the Principal or the Director of Operations. Within 10 days, the parent will be allowed to inspect the file and may request a copy of some or all of the information contained in the record. There are two different types of student records, which will be treated differently:

1. **Directory Information:** Directory Information is basic information about students such as name, address, telephone number, date of birth, participation in activities, awards received, etc. This information may be made available to others for specific use without the consent of the

parent/guardian. For example, teachers may distribute class lists to everyone in the class, so students may help each other with homework. If a parent/guardian would not like such information released, he or she should submit a request in writing to the Principal.

2. **Confidential Records:** Confidential Records include grades, evaluations, disciplinary actions, and health records. Confidential records will not be made available to any non-school personnel without consent by the parent/guardian.

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funding under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

In accordance with FERPA law:

- Parents or students over 18 years of age have the right to inspect and review the student's education records maintained by the school.
- Parents or students over 18 years of age have the right to request that the school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. The issue will first be heard by the Principal or his/her designee. If the parent or eligible student is still not satisfied with the decision of the Principal or the Principal's designee, a hearing with the Board of Trustees or a designated subcommittee of the Board may be requested. The decision of the Board of Trustees or its designated subcommittee is final.
- The school may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. Any parent who does not want such directory information included should contact the Director of Operations.
- This listing in the *Family Handbook* serves as the school's annual notification of parents and eligible students of their rights under FERPA.
- Generally, the school must have written permission from the parent or eligible student in order to release any information from a student's education record. However, the school may disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;

- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law.