

EAST HARLEM SCHOLARS ACADEMIES

Student and Family Handbook 2025–2026

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WHO WE ARE

EAST HARLEM SCHOLARS ACADEMIES MISSION

East Harlem Scholars Academies are public charter schools that prepare students with the skills, strength of character, and emotional well-being to excel academically, lead in their communities and realize their best possible selves. Scholars Academies are operated by East Harlem Tutorial Program (EHTP), a community-based organization founded in 1958.

OUR BEGINNING

For more than 60 years, East Harlem Tutorial Program (EHTP) has transformed the lives of children, youth and families in East Harlem through a comprehensive array of academic and youth development programs, services and resources. East Harlem Tutorial Program (EHTP) serves more than 500 students, ages 5-19 (grades K-12), and their families year round through comprehensive academic, youth development and family support activities. It is a staple of the community, having been located at the same East 105th Street address since it first opened its doors in 1958. More than 85% of its students live in East Harlem and, for many East Harlem families, East Harlem Tutorial Program (EHTP) has been a lifeline to literacy and academic success for multiple generations. The organization's programs and services range from one-on-one tutoring and small group study with academic specialists to youth development programs and activities focusing on the arts, culture, creative writing, reading, technology, science and college readiness. Students who have participated in its after-school, summer and other programs have excelled in their schools and proceeded onward to higher education.

East Harlem Scholars Academies represent an expansion of East Harlem Tutorial Program's mission, programs and delivery of service to the children of the East Harlem community. Having provided successful programs that support school day instruction for decades, the organization is now committed to leveraging its experience, its reputation and relationships in the community and its effective teaching and learning model to support the development and implementation of school-day programs through its involvement in East Harlem Scholars Academies. Through its partnership with East Harlem Tutorial Program (EHTP), East Harlem

Scholars Academies will benefit from resources, including staff development and other services by experienced tutors and academic specialists.

OUR GUIDING PRINCIPLES

East Harlem Scholars Academies are a high-performing, student-centered learning environment that shares the philosophy and values of its founding organization, East Harlem Tutorial Program (EHTP). EHTP and East Harlem Scholars Academies are grounded in the following guiding principles:

- ❖ **All children can and will succeed when provided a great education.** We challenge our students with a demanding academic program and stimulating learning environment so that they develop the skills necessary to succeed in high school and graduate from competitive colleges.
- ❖ **The best learning occurs when children engage in higher-order, critical thinking.** To thrive in the 21st century workforce and successfully pursue boundless possibilities, our students learn to question, analyze and apply their learning meaningfully. Students develop the essential critical reasoning and leadership skills to succeed in their endeavors, both inside and outside the classroom.
- ❖ **A nurturing and supportive environment supports students' love of learning and of themselves.** We place a premium on students' cognitive, creative, social and emotional growth and physical health, blending rigor with joy to ensure our scholars are inspired to learn. Students explore their individual aspirations through the school experience, developing rich personal connections to their learning.
- ❖ **Self-awareness promotes dynamic leadership and global understanding.** Our learning community instills in all scholars a deep sense of self-esteem, cultural pride and global responsibility so that they become active citizens of the 21st century and develop into their best possible selves. Diversity is an asset to our learning space, and our scholars are engaged with and aware of different backgrounds and perspectives as they develop a rich understanding of the world in which they live.

❖ **Active community engagement richly enhances educational opportunities.**

Families and the wider community are mutual stakeholders in our scholars' educational success. Having access to a comprehensive support system positions students to reach their fullest potential, and our scholars' commitment to service promotes our vision of social justice and a desire to help those in need.

GENERAL INFORMATION

ENROLLMENT

Families interested in enrolling in East Harlem Scholars Academies must apply to the annual lottery. Applications open each fall and the lottery itself takes place every spring for the following academic year. Any New York state resident may apply to attend East Harlem Scholars Academies. Students enrolled in East Harlem Scholars Academies do not need to re-apply the following year. Once enrolled, a student's seat is guaranteed through 12th grade.

The East Harlem Scholars Academies lottery takes place online and gives preference to the following groups:

- ☐ Siblings of current scholars
- ☐ Children of EHTP or Scholars Academies staff members
- ☐ Multilingual Learners
- ☐ Children who reside in Community School District 4
- ☐ Children who reside in NYCHA housing

DOCUMENTS NEEDED BY THE SCHOOL

Upon enrolling at East Harlem Scholars Academies, the following documents must be submitted for each student:

- Registration Forms
- Media Release Form
- Home Language Survey
- Copy of Birth Certificate
- 2 Proofs of Address (Copy of a Phone Bill, Electric Bill, Lease, Gas Bill, etc.)
- Immunization Records/Health Records
- IEP/504 Accommodations (if applicable)

SCHOOL INFORMATION

CONTACTING THE SCHOOL

At East Harlem Scholars Academies, we are committed to consistently communicating with families. While your child is in our care, you can contact us in any of the following ways:

Method of Contact	Best Used For
Dean's List	Reviewing student grades and any behavior referrals Receiving school messages to families <i>If you do not have access to dean's list, please contact the school.</i>
School Phone Numbers and operations emails: Scholars I Academy [grades PK-8] (212) 897-2897 2050operations@eastharlemscholars.org Scholars II Academy [grades PK-8] (212) 897-2898 scholars2ops@eastharlemscholars.org Scholars Academy High School [grades 9-12] (212) 897-2898 hsoperations@ehtp.org	Inform the school that your child will be late or absent. <i>We ask that please share the reason for your child's lateness / absence when you call the school.</i> An urgent situation during the school day while your child is in the building. Request for any school documents, verification letters. Setting up a meeting with a school member. <i>We ask that a request for a meeting is done in advance so as to not disrupt the school day and for school members to be available during the requested meeting time.</i>
Family Council Meetings	Providing feedback and ideas about how the school can better serve our families

ARRIVAL PROCEDURES

Students are expected to arrive at school during their assigned arrival window (times vary by grade and campus). No student may enter the school building prior to arrival without the supervision and accompaniment of a staff member. Only students and staff are permitted to enter the school building during arrival. Family and community members with appointments to meet with school staff should wait until after the designated arrival window to enter the building and sign in.

SCHOOL EMERGENCY CLOSINGS

Our schools will mostly follow the school closing policy of the New York City Public Schools (NYCPS). Please make sure to confirm holidays with our family calendar as there are times that we do not align with NYCPS. If there is a weather or unforeseeable emergency, we will send messaging home (text/emails) as early as possible prior to the start of the school day or when we have to pivot to a shorter school day.

EARLY DISMISSALS

Families should provide at least 24 hours notice of any early dismissal. As mentioned, we ask that you try to arrange all doctor and other appointments on school holidays or after instructional hours. Missing class will impact your child's learning progress, which may result in a low grade in the class. When students are dismissed early, students are responsible for making up any missed work.

Scholars I and II [Grades PreK-6]: If your child is not feeling well, and the nurse recommends going home, families/ guardians will be notified to pick them up.

Scholars Middle School [Grades 7-8] and Scholars Academy High School: If a student needs to leave early (e.g. family emergency, sick, etc.), a family member/guardian should call the school and send an email confirmation to an operations associate (see school directory) as we need confirmation by the family/guardian to release the student.

Families should **not** pick up students during the 30 minutes prior to dismissal in

non-emergency situations. If there is an emergency, call the school's main office.

BREAKFAST AND LUNCH

Vegetarian and dairy-free options will be available every day for breakfast and lunch. We partner with the Office of Child Nutrition to ensure that a nutritious substantial breakfast is available at no cost every instructional day. Families may choose to send their child to school with breakfast from home. Additionally, due to the high number of peanut allergies among our student body, we do not serve food containing peanuts or peanut butter.

If your child has specific dietary restrictions due to health, religious, or cultural reasons, please inform your child's teacher and indicate this on our enrollment documents. We will work with our food vendors to ensure your child receives food that meets their dietary requirements. You may also choose to send your child to school with meals from home.

If your family is currently experiencing food insecurity outside of school hours, please contact your school social worker so that we can help.

Ordering food to school campuses

Students and families/guardians are not permitted to order food or have food delivered to the school. This includes deliveries from restaurants, food delivery apps (i.e. Uber Eats, Door Dash, etc.). If a delivery arrives to the school, it will be held in the main office and given to the student after school. This helps schools maintain safety, avoid disruptions to the school day, and ensure all students are treated equitably.

OPEN CAMPUS LUNCH [HIGH SCHOOL ONLY]

High school students who meet both academic and behavioral standards are allowed to leave campus during their lunch, but they must return in time for their next class. If students repeatedly fail to return on time, their off-campus privileges will be suspended. Additionally, lunch privileges may be suspended or revoked due to poor academic or behavioral performance. Students must complete a permission form with family/guardian approval signature to allow students to leave campus for lunch.

With the implementation of Yondr pouches (see cell phone and electronics policy), when students return to school after lunch, they must put their cell phone in their Yondr pouch prior to returning to class.

DISMISSAL PROCEDURES

Specific School Information:

Scholars I Academy: Family members enter the building during dismissal and meet their child at the designated space; an alternate plan will be shared when there is bad weather.

Scholars II Academy: Family members will not be allowed to enter the school building during dismissal as all students are dismissed from the courtyard exit on Madison Avenue.

Scholars Academy High School – Students are released at the end of the day to return home on their own; only authorized persons are allowed to pick up the student during the school day. In addition, if there is an unauthorized person that tries to pick up a student during dismissal, and the student returns to the school to avoid leaving with them, we will hold the student at school and contact the family/guardian, and if needed, call the police.

High school students and middle school students with a signed walker waiver must leave campus during the dismissal window and are asked to promptly leave the area areas and areas directly adjacent to campus to avoid overcrowding.

AUTHORIZED ESCORT LIST

Grades PreK – 8th Grade

During registration, all families/guardians will be asked to complete an Authorized Escort List. Students will not be dismissed from school to anyone who is not listed on the authorized escort list without family/guardian approval.

All authorized escorts must be at least 16 years old, with the exception of siblings where both siblings are students of East Harlem Scholars Academies. Elementary

school students can be escorted by a sibling who is in 6th–12th grade. To do so, all students being escorted by a sibling must have a walker waiver signed by a family or guardian. Due to safety restrictions, Pre–K students are not able to be picked up by siblings in our secondary schools. Young people that are not part of our school community may be picked up by siblings under 16 years of age only with a dismissal waiver signed by the child’s family/guardian.

If an escort is not present, the student will be held at the school for no more than one hour after the assigned dismissal time. At that point, the child may be brought to the local 23rd precinct for pick up [Tel: 212–860–6405].

Once a child has met their authorized escort, they should leave the area promptly to avoid unnecessary crowding near exits.

EARLY PICK UP AND DISMISSALS

We are committed to maximizing instructional time and minimizing disruptions to student learning. *Frequent early pick up and dismissal interferes with your child’s academic growth, risking promotion to the next grade.*

Scholars I and II [Grades PreK–6]: If your child is not feeling well, and the nurse recommends going home, families/ guardians will be notified to pick them up. *Families/guardians must enter the building to sign out their child.*

Scholars Middle School [Grades 7–8] and Scholars Academy High School: If a student needs to leave early (e.g. family emergency, sick, etc.), a family should call the school and send an email confirmation to the operations team (see contact information) as we need confirmation by the family/guardian to release the student.

Families should **not pick up students during the 30 minutes prior to dismissal** in non-emergency situations. If there is an emergency, please call the school’s operations team/main office.

ATTENDANCE AND LATENESS

Our goal at East Harlem Scholars Academies is for every student to have 100% attendance. Students that are not in school 10% or more of the school year (18 days in a year) are considered “chronically absent,” and “chronically late” to school which will likely negatively impact your child’s learning and academic growth, and risks not being promoted to the next grade.

In an effort to maintain this goal we will share attendance/lateness trends so that families/guardians are aware of the number of days their child is late to school and/or absent. The tiers are in place to alert families when students are not in school, and when necessary, elevate the urgency and concern of your child’s attendance and/or lateness, and provide support and interventions to put in place.

COMMUNICATION OF ABSENCES AND LATENESS

If your child is going to miss school for any reason, or will be late, please notify your school’s main office/operations associate by phone or email as soon as possible. If your child is absent due to an illness, the school may request a doctor’s note prior to the child’s return to school.

Please note that both excused and unexcused absences, including community removals (suspensions), are recorded as general absences on the student’s educational record. Absences affect academic achievement and repeated absences may be reflected in the student’s grades.

Families/Guardians should call the school if there are larger concerns where the family/guardian are experiencing barriers either inside or outside of school that are impacting consistent arrival on time and/or lateness.

Below outlines our policies regarding excused and unexcused absences or late arrivals.

Excused Absences or Late Arrival Reasons:

- A note or copy of a doctor/medical visit or hospital stay
- Appointment related to school or serious family matters (e.g., outside evaluations by the CSE, vaccines, court appearance)
- A copy of family's death certificate
- Evidence of a family emergency
- Religious holidays

Extended Vacations: Families with students who take extended vacations abroad and intend to return to their permanent residence in the United States (including U.S. territories) must remain enrolled. Absences resulting from the family's travel outside the country are categorized as extended vacations. During this period, the student will be marked absent, as remote learning will not be available. We strongly recommend using holidays to travel to limit school absences, in addition for families/guardians and students to request instructional materials to prevent learning loss.

Please refer to [Appendix B](#) for the Attendance and Lateness Tiers of Outreach, Supports and Interventions.

BATHROOM POLICY

All restrooms are fully stocked with soap and paper towels and all students and staff are expected to wash their hands prior to returning to class. Staff members have designated restrooms separate from students. Elementary/middle school students are not permitted to use the same restrooms at the same time.

Students in grades PreK and Kindergarten will always be escorted to (but not inside) the restroom by a staff member who will also ensure that each child washes their hands before returning to class.

If the culture school team and/or your child's teacher notices patterns or an increase of the time and frequency of your child's use of the restrooms, the family/guardian

will receive a phone call and/or ask them to come to the school to discuss possible health or socio-emotional needs and solutions so they do not miss class instruction.

BIRTHDAYS AND GIFTS

We recognize that birthdays are special days of celebration for many families. During in-person or virtual instruction, teachers may choose to recognize a class member's birthday with a song, game, or shout-out. Schools will offer their own guidance around celebration of student birthdays, but any guests or deliveries must be previously announced and approved by school administration.

TRANSPORTATION

Students at East Harlem Scholars Academies are eligible for all transportation options available to district public school students. Students who live more than half a mile from the school are eligible for either a metrocard or bus transportation as indicated on the chart below.

Grade Level	Distance Code A: Less than 0.5 mile	Distance Code B: 0.5 mile or more, but less than 1 mile	Distance Code C: 1 mile or more, but less than 1.5 miles	Distance Code D: 1.5 miles or more
Grades Kindergarten, 1, and 2	Not Eligible	School Bus or MetroCard	School Bus or MetroCard	School Bus or MetroCard
Grades 3-6	Not Eligible	MetroCard only	School Bus or MetroCard	School Bus or MetroCard
Grade 7-12	Not Eligible	MetroCard only	MetroCard only	MetroCard only

FIELD TRIPS

East Harlem Scholars Academies teachers look for ways to connect learning to our community and the world through field trips. All families give consent to neighborhood walking field trips by signing a blanket permission form during registration.

Any trip that requires transportation other than walking requires a specific permission slip that lists the time of departure, method of transportation, time of return, destination and intended purpose and activities of the trip. All field trips will maintain a 1:10 adult to child ratio.

Students are expected to abide by all school policies while on field trips. If a student does not follow behavior expectations, a school culture member will contact the families/guardian of the student as well as follow up with a restorative conversation and/or an action that allows the student to correct and reflect on their behavior. If a student has multiple behavioral incidents in school, the student may not be allowed on the trip, and would receive alternate assignment(s) to complete for the day.

If there is a medical emergency during the trip, staff on the trip are directed to call 911 immediately in addition to calling the school for them to alert families/guardians of the situation.

Cell Phone and Electronics Policy

East Harlem Scholars Academies aims to foster a respectful environment focused on academic productivity. We recognize that constant access to phones and social media/texting throughout the day contributes to disengagement in class, as well as contributes to anxiety, cyberbullying, and at times, can create unsafe environments.

In May 2025, New York State passed the "[Distraction-Free Schools](#)" policy into law which prohibits students from using non-school issued internet-connected devices during the school day while on school grounds. This law applies to all school districts. Following the New York State governor's call to limit distractions during the school

day, East Harlem Scholars Academies will require students to place and lock their cell phones and any internet-connected devices into a [Yondr pouch](#) for all students in grades 5–12 beginning in the 2025–2026 school year; younger students in grades K–4 who bring cell phones and/or other internet-connected device(s) will also be required to lock their phone in a Yondr pouch.

For purposes of this policy, the following definitions apply:

Internet-connected device(s): smartphone [ex: iPhone, Android, etc.], tablet [ex: iPad, Amazon Fire tablet, etc.], smartwatch [ex: apple watch, etc.] or other devices capable of connecting to the internet and enabling the use to communicate and/or access content on the internet, including social media applications, including, without limitation, computing devices such as laptops, iPad and tablets; portable music and entertainment devices [ex: gaming console].

Non-internet connected device(s): cellular phone or other communication device not capable of connecting to the internet or allowing the student to access the internet.

Parent/Guardian: a student's parent(s) or guardian(s) or person(s) in any parental or custodial relationship to the student, or any individual designated by the parent to act in the place of a parent.

School Day: The entirety of the instructional day (including all non-instructional time during the school day such as homeroom period, classes, lunch, recess, study halls, and transitions). For field trips, it is at the discretion of the schools.

High school: Students that are dismissed earlier in the school day cannot remain in the building and use their cell phone or other electronics.

School Grounds: All school building structures [ex: classrooms, cafeteria, gym, hallways, offices, lobby, etc.], athletic playing fields, playgrounds or land contained within the real property boundary line of the school.

Students cannot not use internet-enabled devices during the school day on school grounds unless such use is subject to an exception set forth in this policy. This policy does not prevent the use of (i) non-internet-enabled devices; or (ii)

internet-enabled devices supplied by the school for educational services that are used for an educational purpose.

Exceptions

1. If authorized by a teacher, principal or designated adult school member for a specific educational purpose [i.e. translation services] or emergency;
2. Where necessary for the management of a student's healthcare; documentation is required from a healthcare professional confirming such need;
3. On a case-by-case basis, upon review and determination by a school psychologist, school social work or school counsel, for a student caregiver who is routinely responsible for the care and wellbeing of a family member;
4. Where required by law.
5. Use an internet-enabled device where the use is documented on an: (a) Individualized Education Program (IEP); or (b) Section 504 Plan.

A parent/guardian may make a request under one of the above exceptions to the school principal and the director of school culture and family engagement.

Communication with students throughout the school day

To accommodate necessary communication from parent(s)/guardian(s), they should use the following methods to contact their child during school hours while adhering to this policy.

	Scholars I	Scholars II	Scholars High School
Main office telephone	(212) 897-2897	(212) 348-2518	(212) 897-2898
School Operations Team	2050operations@eastharlemscholars.org	scholars2ops@eastharlemscholars.org	hsoperations@ehtp.org

Director of School Culture and Family Engagement	Ms. Holley Smith mhsmith@eastharlemscholars.org	Mr. Wright kwright@eastharlemscholars.org	Ms. Edwards dedwards@eastharlemscholars.org
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Guidance for families/guardians

To support our school's cell phone/electronics policy to focus on student wellness, reduce distractions, and safety, we ask for your support in the following ways:

- Please do not encourage or allow your child to call or text you during the school day to:
 - request early dismissal; we want students to engage in all of their classes throughout the day; students that leave early often may fall behind in learning and class assignments which will affect their overall grade and learning process.
 - *Early pick up/dismissal should be communicated through the main office in advance, when possible.*
 - request to deliver food to the school.

Student Expectations

- During arrival, students are required to place and keep their cell phone/smartwatch or another Internet-connected device in a Yondr pouch, with a staff member confirming the pouch is locked before going to class.
- Headphones/earphones should not be visible during the school day.
- *If a phone is lost and stolen, the culture support team (CST) will conduct an investigation. However, the school is not responsible for lost or stolen, or damaged Yondr pouches during the school day or during school activities and events. Lost, stolen or damaged personal device(s) should be reported immediately to the director of school culture and family engagement.*
- For K-8 schools: The locked Yondr pouch should remain in their bookbag and placed in their locker until the end of the day.
- For high school: The locked Yondr pouch remains with the student all day; this includes during lunch, recess, or other non-instructional periods.

- *Note: Students that have off-campus lunch privileges in grades 9-12 can unlock their Yondr phone on their way out of the building, and then re-lock it when returning to the school. Students must be off-campus during their lunch period to use their phones or other electronic devices; they cannot stay on-campus and use their phones during the instructional day.*
- During dismissal, staff will be available to unlock the Yondr pouches.

School Procedures for Accessing Internet-Enabled Devices During the School Day

East Harlem Scholars Academies is prohibited from suspending (community removal) a student solely for accessing internet-enabled devices in violation of the Code of Conduct. If a student violates another school rule from the Code of Conduct, while also violating this cell phone and electronics policy, suspension may be considered as a consequence.

Some uses of internet-enabled devices could/will constitute a separate violation of the Code of Conduct, in some the most serious cases, the law. [ex: use of internet-connected devices to communicate with others to plan a fight.]

Student violation of the cell phone/electronics policy

These areas below identifies areas of the policy that violate the Code of Conduct [see appendix A in this handbook]:

- Having the cell phone/electronics visible in the classroom or another school space (i.e. gym, hallway, lunch, etc.).
- Misuse of the Yondr pouch (i.e. attempting to unlock, writing on or damaging the pouch, etc.).
- Forcefully breaking open the Yondr pouches.

There is a \$10 replacement fee for damaged Yondr pouches.

Below identifies the follow up with students and families if there are repeated violations with cell phones / electronics throughout the school day.

Offense	Action
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First Occurance	CST is alerted. The student's phone is secured by a culture support team member (CST) for the remainder of the day and returned at dismissal. The incident is documented in Dean's List.
Second Occurance	CST is alerted. The student's phone is secured by a culture support team member (CST) for the remainder of the day and returned at dismissal and there will be a phone call home to the family to realign on expectations. The incident is documented in Dean's List.
Third Occurance	CST is alerted. The student's phone is secured by a culture support team member (CST) for the remainder of the day and will be released to the student after an in-person or virtual meeting to discuss the violation of the cellphone/electronics expectations. The cell phone will only be released to an adult (21+). If a parent or guardian adult cannot have the meeting then: - The phone/electronic device will be released to a 21+ adult at the end of the day on the date of the occurrence. - The student will be required to turn in their phone/electronic device during arrival until the meeting has occurred with the parent/guardian following the date of the occurrence. - The phone/electronic device will only be released to a 21+ adult at the end of the day until the meeting has occurred. Starting with the third occurrence students will be subject to school-based disciplinary actions that may require or include one of following: - Students' cell phone/electronic device(s) are given to a CST member to place in a lockbox until the end of the day. - Lunch or after-school detention.

	○ Restorative assignment [ex: read an article or watch a video and written response, project, community service]. ○ Additional family/guardian meeting with the director of student culture or culture support team member. ○ Ineligibility to attend school events. ○ All incidents are documented in Dean's List.
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Guidance for families/guardians

To support our school's cell phone/electronic policy to focus on student wellness, reduce distractions, and safety, we ask for your support in the following ways:

- Please do not encourage or allow your child to call or text you during the school day to:
 - request early dismissal; we want students to engage in all of their classes throughout the day. Early pick up should be communicated through the main office.
 - request to deliver food to the school.
 - provide an additional cell phone/electronics.

This shared expectation between students, families and school staff will help prevent disruptions and reinforce our policy to eliminate distractions during the school day.

PERSONAL BELONGINGS

Students should ensure that any personal belongings they bring with them to school do not pose any type of distraction or physical or emotional risk to themselves or others.

If students use personal belongings at inappropriate times and school spaces, they will be confiscated and returned only to the family/guardian. Personal belongings include, but not limited to: toys, games, electronics, make-up/hair tools, etc.

Weapons or other materials that are unlawful and/or pose a safety concern or an academic distraction will be followed up with a student intervention based on the

code of conduct.

Finally, please note that the school does not take responsibility for any personal belongings of value brought to school that are lost or broken while on the premises.

SCHOOL VISITORS

East Harlem Scholars Academies values transparency and family participation. We welcome families to use Dean's List and PowerSchool (student information systems) to keep up with what is happening in our classrooms. Family members can see assignments, grades, and course materials and message teachers for more information. *If you do not have family/student access to Dean's List or PowerSchool, please call the main office for guidance on how to register.*

For the safety of our students, our campuses remain closed with limited access to visitors during the day. Aside from special events, families should call or email ahead to make an appointment if they need to meet with school staff or observe a class.

GENDER EXPRESSION

Every student is valued, respected, and deserves a safe learning environment, including transgender and gender-nonconforming students. Discrimination or harassment based on a student's actual or perceived gender identity or expression will not be tolerated and will result in consequences outlined in the Code of Conduct regarding bullying, discrimination, and harassment. Below are our guidelines to best serve students that are part of this community.

- We are required to have the legal name of students and their sex assigned at birth on record, and must use a student's legal name on standardized tests (i.e., on transcripts, in student information systems, or on state/Regents exams). In all other cases however, a student's preferred name, preferred pronoun, and gender identity will be used (i.e., by teachers, on classroom documents, etc.). Selected school members with a legitimate need will have access to a student's records.
- School community members will support transgender and gender-nonconforming students who have the right to discuss and express their

gender identity openly and decide when, with whom, and how much to share with peers, staff, and also family.

- Students have the right to dress according to their gender identity and expression, within the uniform dress code.
- Student IDs will be issued in the preferred name of the student.
- Transgender students have the right to use the restrooms that are in line with their gender identity. Our school buildings have single/private restrooms to use, which should be communicated with a culture team member to confirm the use of them.

STUDENT HEALTH

IMMUNIZATIONS

New York State law requires that all students entering elementary school be immunized. In accordance with the Department of Health and Mental Hygiene, students entering kindergarten must have the vaccinations below:

Before a student can be permitted to enter and attend school (subject to the 14-day initial waiver requirement), the family/guardian must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. East Harlem Scholars Academies must receive a certificate of immunization no later than **September 20th**. These requirements can be waived only if a properly signed health exemption is filed with the school. **After September 20th, students will not be allowed to attend school if a current physical and immunizations is not received at the school.**

VACCINATIONS	Pre-Kindergarten (Child Care, Head Start, Nursery or Pre-k)	Kindergarten – Grade 2	Grades 3 – 5	Grades 6 – 8	Grades 9 – 12
Diphtheria, Tetanus and Pertussis (DTaP)	4 doses	5 doses or 4 doses ONLY if the 4th dose was received at 4 years of age or older or 3 doses ONLY if the series is started or completed at 7 years of age or older		3 doses	
Tetanus, Diphtheria and Pertussis booster (Tdap)				1 dose	
Polio (IPV/OPV)	3 doses	4 doses or 3 doses ONLY if the 3rd dose was received at 4 years of age or older	3 doses	4 doses or 3 doses ONLY if the 3rd dose was received at 4 years of age or older	3 doses
Measles, Mumps and Rubella (MMR)	1 dose		2 doses		
Hepatitis B	3 doses		3 doses		
Varicella (Chickenpox)	1 dose	2 doses	1 dose	2 doses	1 dose
Haemophilus influenzae type b conjugate (Hib)	1 to 4 doses Depends on child's age and doses previously received				
Pneumococcal Conjugate (PCV)	1 to 4 doses Depends on child's age and doses previously received				
Meningococcal Conjugate (MenACWY)				Grade 7: 1 dose	Grade 12: 2 doses or 1 dose ONLY if the 1st dose was received at 16 years of age or older

FIRST AID AND MEDICAL ATTENTION

Staff members handle basic first-aid needs such as dressing basic scrapes and bruises, applying Band-Aids and distributing ice packs. Staff members take student health matters seriously, and if a student needs more than basic first-aid attention or if contact with blood is a possibility, the student will be sent to the nurse. Under no circumstances will staff members administer medicine of any kind to students.

Please note that times throughout the school day where students have recess and physical education class, and off campus lunch [high school] and, from time to time, accidents occur without staff members being made aware. If a staff member witnesses a student injury during the course of the school day, the family/guardian will be notified by the staff member that day and the school nurse.

STUDENTS WITH ASTHMA

Students with asthma should bring an inhaler prescribed by their doctor to school to leave with the nurse. Asthmatic students should notify a Scholars Academies staff member as soon as breathing becomes difficult. Any student diagnosed with asthma must have an asthma action plan on file with the school medical office.

MEDICATION ADMINISTRATION

The school nurse, with support from the operations' team, will communicate to families, students and staff the requirements for the administration of medications in school. Only those medications necessary to maintain the student in school and which must be given during school hours will be administered in school.

East Harlem Scholars Academies require written orders from a duly licensed prescriber and written family/guardian permission to administer medication. Under no circumstances will medication be given to a student without a fully completed 504 form signed by the family physician.

Written orders for prescription and nonprescription OTC medications should include (at minimum):

- Student's name and date of birth
- Date
- Name of medication
- Dosage and route of administration

- Frequency and time of administration
- For PRN (as necessary) medications, conditions under which medication should be administered
- Prescriber's name, title, and signature
- Prescriber's phone number

All medication will be administered as close as possible to the prescribed time. If medication is not given for any reason within the prescribed time frame, East Harlem Scholars Academies will make all reasonable efforts to notify the family that day, as the home dose may need to be adjusted accordingly.

A medication may be changed or discontinued by a written order of the licensed prescriber at any time. If a family/guardian requests discontinuation of a prescribed medication without the prescriber's order to do the same, the school will send a confirmation to the family/guardian with a copy to the prescriber of East Harlem Scholars Academies intention to discontinue the medication on the family/guardian's request.

STORAGE OF MEDICATION

No medication will be stored at East Harlem Scholars Academies without knowledge of the nurse. All medications, except as otherwise arranged, will be properly secured within a health office cabinet, drawer or refrigerator located at the nurse's office.

Any medication must be accompanied by a 504/Medical Administration Form signed by a guardian and physician.

REPORTING AN ILLNESS

If your child is going to miss school because of an illness, please call the main office as soon as possible. All student absences should be followed up the next day with a note signed by a family member/guardian or doctor. Please inform the school if there are concerns or special circumstances about which we should be aware.

If your child tests positive for COVID-19 or exhibits symptoms of COVID-19, please report this immediately to the main office/an operations team member so that we

may appropriately disinfect spaces. East Harlem Scholars Academies will respect the confidentiality of families while ensuring that cases are isolated and students or staff who may have been exposed are notified and can properly quarantine.

ILLNESS DURING SCHOOL HOURS

If a student becomes ill or injured during the school day and is not well enough to remain in school, a family member/guardian will be called to pick the student up.

If a child is exhibiting COVID-19 symptoms during school, the child will be immediately isolated from other students in a designated room with one staff member who is equipped with additional personal protective equipment. An approved guardian or escort must pick up the child. If school staff assess that symptoms are declining or a child's safety is at risk, the school will call 911.

SCHOOL CULTURE

UNIFORM POLICY

At East Harlem Scholars Academies, we embrace clothing as a way for students to express themselves and feel comfortable at school. Different types of uniform clothes allow for students to have various combinations based on student preferences. Wearing the uniform represents a strong sense of school pride, unity, and promotes equity and psychological safety in our learning environments.

Below are the uniform guidelines all students must follow as part of the East Harlem Scholars Academies community. We ask that families and students support us by committing students to arriving at school each day with the uniforms specified below. *Students that are out-of-uniform will receive a phone call home. Students that are repeatedly of uniform, refuse to wear a uniform loaner, or choose to wear other clothing that is not part of the uniform or covers the uniform, will receive a consequence as outlined in the Code of Conduct, and a request for a family/guardian conference to discuss how to hold the student accountable for*

attending school in full uniform, as well as elevate any barriers that may prevent the student from being in 100% uniform compliance.

Elementary Scholars (Pre-K - 5th grade)	Middle School Scholars (6th - 8th grade)	High School Scholars (9th - 12th grade)
<u>Tops:</u> Blue short or long-sleeved polo shirt from Flynn O'Hara (www.flynnohara.com)	<u>Tops:</u> Gray Short or long-sleeved polo shirt from Flynn O'Hara (www.flynnohara.com)	<u>Tops:</u> White, black, gray uniform shirt with school logo from Flynn O'Hara (www.flynnohara.com) School logo hoodies [gray, black]
<u>Bottoms:</u> Khaki pants from a vendor of choice (Cookies, French Toast, Old Navy, etc.)	<u>Bottoms:</u> Navy blue pants from a vendor of choice (Cookies, French Toast, Old Navy, etc.)	<u>Bottoms:</u> Navy, black, gray, green or khaki pants from a vendor of choice (Cookies, French Toast, Old Navy, etc.)
<u>Shoes:</u> Any color closed-toe shoe/sneaker from vendor of choice		
Shoes students cannot wear: Crocs, slippers or slides with/without socks, sandals, flip-flops.		
What <u>NOT</u> to wear to school / <u>NOT</u> considered part of the uniform: • Non-uniform shirt, inappropriate logos/words on any part of the clothing/shoes. • Spaghetti straps, tank tops, sleeveless tops, short tops, tube tops, shirts that do not cover full chest area, including see-through or mesh clothing. • Hoodie that does <u>not</u> have the school logo [regardless if you have the uniform shirt underneath the hoodie; if the uniform shirt is not visible, a student is considered out of uniform]. • Jeans (unless it is a dress down day/spirit week/other designated non-uniform days). • Any jackets/sweater/top that hides the shirt school logo. • Sunglasses, hats, bandanas. • Clothing cannot show, imply, advertise, or advocate for: ◦ colors or gang-affiliated clothing. ◦ nudity/sexual acts, illegal substances.		

- vulgar, discriminatory, or obscene language or images [ex: cursing].
- hate speech / images that target a specific race, ethnicity, gender, sexual identity or orientation, religion or other protected classifications.

The above list refers to both the uniform that is worn daily, and on special school days when students can dress down [i.e. spirit week, dress down days, monthly awareness colors, etc.]

Coats and Jackets

- Students may spend time outdoors during the school day as well as at arrival and dismissal and should have a jacket or coat appropriate for the weather.
- While in class, students should be in uniform; scholars' uniform hoodies/ sweaters can be worn; winter coats should be stored in lockers during instruction.
- *Students are considered out of uniform if the uniform is covered with a coat/jacket/sweater/non-school hoodie.*

Directors of school culture and family engagement will reach out to families if students are continually out of uniform, in addition to being ineligible to participate in school events.

FAMILIES EXPERIENCING ECONOMIC HARDSHIP

Families who are experiencing financial hardship are entitled to free school uniforms. When requesting a free school uniform, reach out to a member of your child's school operations team directly. Uniforms must be requested by the dates below. In addition, If any family needs support accessing or laundering appropriate attire please reach out to your school's social worker.

Fall Uniform	Winter Uniform	Spring Uniform
Request by 08/26	Request by 11/15	Request by 01/15
1 short sleeved polo shirt 1 long sleeved polo shirt	2 long sleeved polo shirt 1 Sweatshirt	2 short sleeve polo shirts

SCHOOL DISCIPLINE POLICY: RESTORATIVE APPROACHES

We recognize that school culture systems are traditionally rooted in racist, punitive, and culturally- biased beliefs sustained by institutionalized racism. We also recognize that the adultification of youth and the underlying bias associated with it has played a role in shaping mindsets, policies, and practices within the institution of education.

Students' behaviors often reflect their experiences and surroundings. When students act out or become disengaged, we should not ask, "What's wrong with you?" but instead, "What happened to you?" and engage in restorative conversations and reflection on their decision-making in order to improve mindsets and avoid negative actions and reactions. By doing this, we help lessen negative effects, foster important learning, keep students accountable for their decision-making and action, and create a more positive school environment.

Our goal at East Harlem Scholars Academies is to use restorative approaches that support the academic, social, and emotional development of each student. Categorizing tiers of conduct that are not acceptable helps our school community to develop restorative and reflective practices to better establish a safe, inclusive, and rigorous academic environment. We are committed to using consequences as part of progressive discipline, using incremental interventions to correct inappropriate behaviors. We do not use consequences as punishment, but rather to hold students accountable for their actions, and more importantly, engage students (and families) in restorative conversations and activities that seek to change the behaviors that led the student to harm the school community. *Behaviors are documented in Dean's List. Please call the main office if you do not have access to Dean's List.*

Code of Conduct Tiers

The Code of Conduct tiers based on the severity and frequency of incidences. This guide identifies specific behaviors of each tier, the school community intervention

that will take place with families/guardians, the student, and a culture support team member (CST) based on the incident, including whether or not the incident requires an in-school or out-of-school community removal.

*Note: This list is a live document; based on the incidents that occur at the school, we may add additional identifiers of behaviors that will not be accepted in our school community.

Please refer to **Appendix A** for the Code of Conduct Tiers.

COMMUNITY REMOVALS

Students whose behaviors cause harm to the school community will be temporarily removed. Along with a restorative conversation with the individual(s) that caused harm or were harmed, a family conference will be required in order to develop a plan to prevent these behaviors from continuing moving forward. Based on the incident, or frequencies of incidents, the school may put a safety plan or a behavior improvement plan (BIP) in place.

COMMUNITY REMOVAL PROCESS

- Investigation: When an investigation begins when an incident occurs or is reported, we will request students to complete an incident statement to describe what happened in the incident. This is part of students' due process: to allow space for students involved in the incident to share their point of view, the events that occurred, as well as share any evidence that is connected to the incident [i.e. texts, social media, pictures, etc.]; in addition, we will review security footage if relevant to the incident.
 - *Note: Based on the type of incident, the school may request the student to write a statement after a student has been picked up or sent home. Students, with family communication, will have 48 hrs to share their incident statement. If a student does not share their account of the incident that occurred by this time, the student forfeits their due process and the school will use the collected evidence to determine whether or not consequences will be given and/or other action steps to take to mediate the situation. The student and/or family members must send an email of their refusal to share an incident statement. If a*

student or family/guardian does not respond to email and phone call outreach in this time, the school will document inability to reach the family/guardian and student, and will close out the investigation.

- Separation from school community: This refers to either an in-school or out-of-school community removal (suspension) of a student based on the code of conduct tier for a period of ten or fewer days. When a student's behaviors have caused harm to the point of breaking trust with the school community, a separation from the school community will take place.

We recognize that at times, student conflicts can happen out of school. However, we cannot suspend a student from school for an incident that happens off campus. We ask that families and students alert the school's director of school culture and family engagement or a dean so we are aware of the incident and check in with students and if both students agree, engage in a restorative mediation.

In addition, in the event of a larger or series of incidents with student(s) that result in families reporting the incident to law enforcement, we cannot prevent the student from attending school.

- Family/Guardian Notification of Removal: When a student is removed from the school community, the family/guardian will be notified by phone and a written community removal (suspension) letter in the dominant language of the student and their family/guardian(s) will be provided for both student and family/guardian to review and sign as acceptance of receiving the letter, and kept in school records.
 - *Note: Signing the community removal letter does not mean families/guardians/students agree, but that they received the letter and understand why the decision was made, based on the violation of the code of conduct tier that occurred. If a family/guardian or a student refuses to sign the community removal letter, the director of school culture and family engagement or a dean will write down the family/guardian/student refusing to sign it, with the date and their name. In addition, the family will always receive an electronic copy of the community removal letter.*

- Family/Guardian/Student Conference: When a student is removed from the school community based on a school incident and violation(s) of the code of conduct, a family/guardian/designated adult (age 21 and up) must pick them up from school before the end of the school day (a student will not be released to go home on their own [K – 12th grade]). The family/guardian must send a written notice [email] of the person that will pick the student up from the school [21+ adult]. If the student was picked up by a non-family/guardian, the family/guardian must arrange with the director of school culture and family engagement to come to the school the following day with the student to have the community removal conversation and sign the letter. If the student is picked up by the family/guardian, the director of school culture and family engagement will lead the community removal conversation that day.
 - *Note: Based on the incident that occurred, the director of school culture and family engagement may determine the community removal conversation should happen another day.*

A student community removal conference will take place which will include:

- Sharing the event(s) that occurred which caused the removal
- Restorative conversation led by a school culture team member or an administrator, in which students respond to talking points to share with family/school community members present.
- When applicable:
 - written student reflection, which can include an apology to the school community member(s) that were harmed.
 - completion of a restorative assignment or project to address the harm done in an effort to deter the behavior that led to the incident.
 - community service
 - exclusion of school events and sports team participation
- Offer of Mediation [student-to-student, staff-to-student, families and students]
 - *Note: A culture support team member can mediate a conflict however, both parties must agree to the mediation.*
- A CST member will explain next steps regarding community removal time based on the incident tier and the student's restorative conversation and reflection.

- Re-entry plan (to be reviewed when the student returns to school) with the family/guardian.
- Students will not be allowed to re-enter the school community until a student restorative conference and re-entry/reintegration plan is completed with a family/guardian present. Students should come to school, but they will be placed in a separate location in the school, as it is crucial for the family conference to occur to address the incident and how to move forward in the school community.
- Students must attend in-school community removal. If students are absent during their in-school community removal, the student will be marked absent, and will serve the in-school community removal when they return to school.

Class Instruction During Community Removal

East Harlem Scholars Academies wants to ensure that we continue offering access to student class assignments when they have been separated from the school community. Students during community removal have the option to complete work at home, or report to the school for 2 hours [9am-11am] to complete class assignments.

The amount of days students are separated from the school community will be the same amount of days students have to complete work upon reintegration. *We want students to complete assignments during their community removal, however there may be assignments where students need a teacher's assistance and would need to complete it after connecting with the teacher in class/after school when returning to school.*

Family /Guardian/Student Conference with Administrator:

If the student continues to display the same behaviors or other/different behaviors, a member of the school culture team will ask the family/guardian to return to the school and meet with both the director of school culture and an administrator (and if the student has an IEP, the Director of Inclusive Learning) to develop an additional level of accountability support plan (ex: completing a daily or weekly code of conduct sheet, daily check ins with a staff member throughout the day, a behavior improvement Plan (BIP), safety plan.)

LONG TERM SUSPENSION AND EXPULSION

A long-term suspension refers to the removal of a student from school for disciplinary reasons for a period of more than ten days.

Expulsion refers to the permanent removal of a student from the school community for an incident or recurring incidents that create an unlawful and unsafe school environment.

The principal, in collaboration with the Director of School Culture and Family Engagement, may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the Principal may expel the student from school.

Upon determining that a student's action warrants a possible long-term suspension, the Principal will immediately notify the student and their family/guardian with a phone call and letter of long term community separation (suspension) and/or expulsion in writing in the dominant language of the student and family/guardian. Such notice will provide a description of the incident or incidents, which resulted in the community removal and shall indicate that a formal hearing will be held on the matter, which may result in a long-term suspension (or expulsion). At the formal hearing, the student shall have the right to be represented by counsel, question witness statements, and present evidence.

When the principal and the school's director of school culture and family engagement, in collaboration with the senior director of school culture and family engagement, initiates the long-term removal or expulsion proceeding, they shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the principal may accept or reject all or part of it. The Principal's decision to impose a long-term suspension or expulsion may be challenged by the family/guardian in accordance with the charter school's formal complaint process.

Weapons / Firearm Violations: Federal Gun-Free Schools Act of 1994

Federal and New York law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the

school, or to have possessed a firearm at school, except that the Principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). The Principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Principal shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

"Weapon," as used in this law means a "firearm," as defined by 18 USC§8921, and includes firearms and explosives. (New York Education Law §3214(3) (d) effectuates this federal law.)The following are included within this definition:

- Any device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury. Knives with a blade of two and half inches or more in length fall within this definition.
- Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive.
- The frame or receiver of any weapon described above.
- Any firearm muffler or firearm silencer
- Any destructible device, which is defined as any explosive, incendiary, or poison gas, such as a bomb, grenade, or rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or other similar device
- Any weapon which will, or may readily be converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter
- Any combination of parts either designed or intended for use in converting any device into any destructive device in the two immediately preceding examples, and from which a destructive device may be readily assembled.

SUPPLEMENTAL AND INDIVIDUAL BEHAVIORAL SUPPORT PLANS

For scholars experiencing ongoing or significant difficulties meeting classroom expectations for safety and participation, the school may provide a supplemental plan to support the scholar to be successful. Support plans outline specific goals and interventions for students. Individual support plans can/will include:

- A Functional Behavior Assessment (FBA) or similar evaluative tool to determine triggers and causes of challenging behaviors.
- A Behavior Intervention Plan (BIP) tied to an Individual Education Plan (IEP), but will also be used with students that present behaviors that create academic distraction and safety concerns for self and the community.

SAFETY PLAN

The New York State Education Department (NYSED) requires schools to have safety plans in place to manage situations where students exhibit dangerous behaviors. These plans are designed to ensure the safety of the student involved, other students, staff, and school property. Below are areas that are addressed in a safety plan.

1. Assessment of Behavior

- Behavioral Threat Assessment: The social worker may conduct an assessment to determine the severity of the student's behavior, most often triggered by a student threat or ongoing behaviors that make a school space unsafe. This involves evaluating whether the threat or behavior poses an immediate danger to the student or others.
- Documentation: documentation of the incident, including the nature of the dangerous behavior, when and where it occurred, and any triggering factors.

2. Immediate Safety Actions

- Removal from Situation: If the behavior is an immediate threat, the student will be removed from the classroom or other environment to prevent harm. This is done in a manner that minimizes further escalation.

- Crisis Intervention: The social worker and/or culture team member may step in to calm the situation through a de-escalation and/or restorative conversation.

If a student breaks a safety plan, they will be in violation of the Code of Conduct – Tier 4: Dangerous and Unlawful Behaviors that Creates an Unsafe Environment, and will result in a community removal; a family/guardian and student conference is required to discuss further actions that will be taken by the school and revise the safety plan.

DISCIPLINARY POLICY FOR STUDENTS WITH DISABILITIES

- In addition to the discipline procedures applicable to all Students, East Harlem Scholars Academies shall implement the following disciplinary policy procedures with respect to Students with disabilities. A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists will be disciplined in accordance with these provisions. East Harlem Scholars Academies 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.
- If a student violates the School's discipline code and is being considered for a suspension or removal, the School must ensure the following due process protections are provided to the Student and to the Student's family(s) in addition to those set forth in the regular education discipline code. For suspensions of five (5) school days or less, the student's family(s) or guardian must be provided with a written notice, and a follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the family or guardian has the right to request an informal conference with the School Principal and appropriate staff to discuss the incident and question any complaining witness against the student. For suspensions in excess of five (5) consecutive school days, the student's family(s) or guardian must be provided with a written notice which indicates that the School proposes to suspend the Student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the Student has

an opportunity for a fair hearing conducted by the School Principal or his or her designee at which the Student will have a right to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on his/her behalf. Where possible, notification must also be provided by telephone. In addition, the School must provide alternative education to the Student during the suspension as set forth below, including any special services required by the Individualized Education Program (IEP) prepared by the Student's Committee on Special Education (CSE) of their district of residence. Final determination on a suspension or removal of a Student, following due process, shall be made by the School Principal.

- East Harlem Scholars Academies shall maintain written records of all suspensions and expulsions of Students with a disability including the name of the Student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.
- Students for whom the IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the Student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the CSE of the Student's district of residence for consideration of a change in the 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 CSE of the Student's district of residence for reconsideration of the Student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement. In considering the placement of Students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to familial notification and involvement.

- East Harlem Scholars Academies shall work with the district to ensure that the CSE of the student's district of residence meets within seven (7) days of notification of any of the following: (1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days; (2) The commission of any infraction that East Harlem Scholars Academies suspects is the result of the student's disability; (3) The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled Student, the Principal would seek to impose a suspension in excess of five (5) days.
- Also, East Harlem Scholars Academies will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE will be immediately notified so that the CSE can meet its required obligations to:
 - Convene a CSE meeting within ten (10) school days to make a manifestation determination.
 - Convene a CSE meeting within ten (10) business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.
 - Provide the Student's family with a copy of their procedural due process rights.
 - Work closely with the CSE of the students' district of residence in determining education services or the interim alternative educational setting consistent with the FAPE requirements.
 - During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the Student's district of residence will make the service determination.

CSE Meetings

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

attend all meetings regarding the student initiated by the CSE from the Student's home district.

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

Due Process

- If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the family/guardian(s) of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action.
- If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.
- Family/guardian(s) 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 family/guardian(s) requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in any interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the family and the School agree otherwise.

“Under the Influence”

Alcohol and Drug Policy

The use, possession, distribution and/or being under the influence of illegal drugs, controlled substances [i.e. alcohol, marijuana], or unauthorized prescription medication is prohibited on all school campuses during the school day and at after school events.

A student that is found to be in possession, distribute, or enters school visibly under the influence will be in violation of our Code of Conduct: Tier 4 – Behaviors that are Unlawful and Creates an Unsafe School Environment [Severe]. Depending on the severity of this situation, consequences can result in a short or long term community removal and a restorative assignment / activity [i.e. in-school community service].

Under the influence visible signs includes (but not limited to):

- Glassy eyes / red eyes
 - Inability or difficulty speaking
 - Staggering / Unsteady walking
 - Excessively tired or unable to stay awake in class
-
- Note: If a staff member sees a student engaging in under the influence actions prior to arriving at school, the director of school culture and family engagement, or a designated dean, will follow the interventions below.

If a student is seen visibly under the influence, the school will:

Tier 1 intervention

1-2 offences

- Escort the student to the nurse to conduct a health assessment
- Student is kept in a separate school space until the student is alert and aware
 - Students will be responsible to complete classwork missed during this time.
- Call the family/guardian to inform them of the incident and schedule a family/guardian meeting to engage in a restorative conversation with the director of school culture and family engagement or a dean to discuss the impact and student choices.

- The student completes an in-school reflection assignment/project.
 - *Students that do not complete the reflection assignment will continue to attend either lunch or after-school reflection until the assignment is complete.*

Tier 2 Interventions

3-4 offences

- The school will continue to follow the above tier 1 interventions, in addition to:
 - Setting up a family conference to discuss student concerns, and as well as elevate any concerns outside of school, academic progress, or other socio-emotional needs.
 - Co-create an student support action plan to address student expectations and family commitments, and how the school will monitor student actions and progress.
 - Continue to keep family informed of student's concerns of alcohol and drug use.

Tier 3 Intervention

4+ offences

- The school will continue to follow the above tier 1 and tier 2 interventions, in addition to:
 - The director of school culture and family engagement or dean, in partnership with either an in-school social worker or connected with a community based organization, will schedule a student and family/guardian meeting to discuss and counsel the student in order to address the underlying cause.
 - Revisit the student's support action plan together to see what additional help may be needed. We'll also go over expectations around substance use, talk through how we'll track progress, and support your child in building healthier coping strategies.
- In addition, below are therapeutic intervention and support that can include (but are not limited to):
 - Referral to a social worker for a mental health assessment.
 - Ongoing counseling sessions with either an in-school social worker and/or a community based organization that can develop and support coping strategies with the family/guardian and student.

- Restorative assignment (ex: project, community service) that focuses on recognizing substance use and coping skills.

Our goal is to support students in developing self-awareness and healthy habits that help them arrive at school each day ready to learn, connect, and thrive. Our approach includes proactive wellness education, access to support staff, and clear expectations that promote positive decision-making.

Dignity for All Students Act (DASA) – Anti-Bullying and Anti-Harassment Policy

In order for students at East Harlem Scholars Academies to achieve high academic standards and fully realize their best self, it is necessary that our school is a safe environment for all students, staff and school community members.

Below outlines the Dignity for All Students Act (DASA) defined terms of **Harassment**, **Bullying** and **Cyberbullying**.

Harassment is behavior that creates a hostile environment, typically through the use of threats, intimidation or abuse that directly interferes with a student's education or well being. Harassment and bullying can involve unfair treatment based on things like race, color, weight, nationality, ethnic background, religion, disability, sexual orientation, gender, or sex. The term "threats, intimidation, or abuse" includes both spoken and unspoken actions. These actions can:

- (a) Seriously affect a student's ability to learn or feel safe, or harm their mental, emotional, or physical health.
- (b) Make a student feel afraid for their safety.
- (c) Cause physical harm or emotional distress to a student.
- (d) Happen outside of school but still disrupt the school environment, especially if it's likely that the behavior will reach the school.

Examples include, but are not limited to:

- Verbal, physical or written conduct such as jokes, demeaning comments, slurs, name calling, gestures, physical contact, threats, etc.

- Includes actions based on a person's actual or perceived race, color, weight, hair, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or other legally protected status.

Bullying is a form of harassment that uses unwanted, aggressive behavior that involves a real or perceived power imbalance. In order to be considered bullying behavior must be aggressive and include:

- **An Imbalance of Power:** students who bully others use their power- such as physical strength, access to embarrassing information, or popularity to control or harm others.
- **Repetition:** bullying behaviors happen more than once or have the potential to happen more than once.
- Is **aimed** at one or more students with intention of creating an environment that is intimidating and threatening through the use of behaviors such as:
 - Teasing, name calling, taunting and threats of violence
 - Intentionally leaving peers out of activities on purpose
 - Encouraging/Inciting other students to attack someone (i.e. non-verbal gestures, verbally threats, physically) or online (cyberbullying)
 - Spreading rumors about someone
 - Hitting (physical and/or with an object), tripping, spitting
 - Taking or breaking someone's things

Cyberbullying (online bullying) is also a form of harassment that takes place over digital devices like cell phones, computers, tablets and gaming platforms.

Cyberbullying can occur through text messages, phone apps, online in social media, forums and online gaming where people can participate in, view and share content.

Cyberbullying includes, but is not limited to:

- Sending, posting, or sharing negative, harmful, inaccurate or mean content about someone else.
- Private or personal information or pictures that is shared with intent to embarrass or humiliate
- Teasing, name calling, taunting and threats of violence

Conflict is not bullying.

Conflict is a struggle between two or more people who perceive they have incompatible goals or desires. Conflict occurs naturally as we interact with one another. It is a normal part of life that we will not always agree with other people about the things we want, what we think, or what we want to do.

Most conflicts between students arise when students see the same situation from two different points of view. Think of some of the ways we describe people in conflict: “they were butting heads,” “they were going back and forth at each other,” “It was ‘he said/she said/they said.’” In these cases, both people are equally “telling their side of the story.”

In a conflict, people may get frustrated and angry. Chances are the amount of emotion each person feels will be mostly equal because both are “fighting” for what they want. In the heat of the moment, one or both people’s emotions can escalate a conflict. All of us have known of conflicts in which people have said things to hurt one another which they later regret.

People engaged in a conflict want the issue to be resolved. The “back and forth” that occurs is each person trying to make the case for what they want. When one or both people have the skills to resolve the dispute so that both sets of needs are met, the same conflict between the same two people most likely will not be repeated.

Under DASA, **bullying** is characterized by an **intentional, repeated act of aggression** where there is an **imbalance of power** between the bully and the victim, aimed at causing harm. A **conflict**, however, is a **disagreement or argument** between individuals who are on more equal terms, without the intent to cause long-term harm. This difference is important for determining the appropriate interventions and consequences with the student(s) involved. Students involved in a conflict following restorative conversations or mediation will face consequences as outlined in the code of conduct.

Anti-Bullying and Anti-Harassment Reporting and Investigation

Bullying, Harassment, and Cyberbullying have a tremendous impact on schools as it can have a negative impact on the orderly and safe operations of the school; it interferes with the educational opportunities of one or more students and creates a threatening environment for students on the receiving end of bullying. **East Harlem Scholars Academies do not condone any forms of bullying, cyberbullying or harassment.** The steps below are the actions of school leaders and culture support team (CST) members once a report (verbal or written) is given by a student to a school member.

Step 1: Reporting

The Director of School Culture and Family Engagement is responsible for completing a complete investigation upon receiving knowledge of an alleged incident of bullying, harassment, or cyberbullying. The Director of School Culture shall:

1. Inform the complaining party (student and family(s)/guardian(s) of the right to file a complaint by completing a written report documenting the incident.
2. Inform the complaining party's family of complaint (when a student reports a complaint).

In cases in which the alleged victim/student(s) may be in imminent danger, or their ability to participate in the educational process is seriously impacted, the Director of School Culture, or another member of leadership may take temporary action to keep the alleged victim/student from their alleged harasser. This action may include, but is not limited to:

- Family/Guardian(s) contact for the student to be picked up from the school building.
- Removal from class and placed in a separate location in the school under supervision.

Step 2: Report Investigation

Once the bullying/harassment/cyberbullying report has been made, an investigation begins into the complaint. This process includes:

- (a) Individual interviews by leadership and/or a Culture Support Team member (Dignity Act Coordinator(s)), and a mental health professional with the complaining party, the accused harasser/bully, and other students or school community members with knowledge and evidence/artifacts related to the reported incident. The investigator will also evaluate any other information or materials that prove relevant to the investigation. The mental health professional/social worker will perform a threat assessment with the alleged bully/harasser to determine if the threat is substantiated.
 - (i) During the investigation process, the alleged victim and the alleged harasser/bully will be given fair opportunities to share and present their account of events, witnesses and other evidence.
- (b) The Dignity Act Coordinator(s) will
 - (i) Review all evidence collected and provided by all parties involved, discuss and analyze the events that have taken place using the DASA defined terms of bullying, harassment, cyberbullying to determine whether this policy has been violated, and make a determination as to whether the situation is a “material” incident.
 - (ii) A violation (or “material” incident) will be found if the complaining party or victim presents evidence establishing that it is more likely than not that bullying/harassment/cyberbullying occurred.
- (c) Upon receiving a report of the incident a full investigation should be completed within three (3) school days.
 - (i) If additional details are learned through the investigation, or additional evidence has been provided by either the victim and the alleged bully/harasser, additional time may be needed to re-examine areas of the initial bullying/harassment/cyberbullying report. In the case of any delays, the investigation will be completed as soon as possible, aiming not to exceed more than five (5) school days.

Step 3: Action

Once an investigation is completed it will be determined if the complaint is factual and constitutes a violation of this policy. East Harlem Scholars Academy will take prompt actions to ensure that such conduct ends and will not reoccur.

Actions include:

- Community Removal – Bullying/Harassment/Cyberbullying is a Tier 4 Incident: Dangerous and Unlawful Behaviors that Creates an Unsafe Environment in the School and Community [highest level of school incidents].
- Meeting with both families/guardians of the victim and the accused to discuss:
 - o With families/guardians of victim and victim:
 - Review the determination and share the actions taken (as explained above) with the accused and next steps regarding student safety in the school building.
 - Ask the victim if they want a culture team member to lead a mediation with the other student.
 - *The victim does not have to agree. Both the victim and the accused bully/harasser must agree for the mediation to happen.*
 - o With the accused bully/harasser:
 - Review the determination made by the investigation based on the tangible evidence provided.
 - Discuss the community removal procedures (see Code of Conduct for Tier 4 Incidents); provide a copy of a community removal notice signed by both the student and family/guardian
 - Student will also have a loss of school privileges (i.e. trip, school event, extracurriculars/sports team, lunch outside of the school building [HS only], etc.).
 - Engage in a restorative conversation with a Culture team member.
 - Complete a written reflection and restorative project/assignment that aligns with the incident for further reflection and understanding of harm done to the school community; we want students to acknowledge the changes and actions they need to

take for their personal and/or academic growth and not make the same mistake(s) again.

- Ask the student if they want a culture team member to lead a mediation with the other student.
 - *The accused/bully does not have to agree. Both the victim and the accused bully/harasser must agree for the mediation to happen.*
- Students will be offered counseling (either in school or support to connect with an outside organization that provides counseling) and other resources consistent with the circumstances of the incident they were involved in.
- If there are continuous DASA violations, the above process will take place, including a community removal, and based on interventions provided that are determined ineffective, along with previous documentation of a DASA violation, *the school may move to begin a long term suspension and/or expulsion process to permanently remove the student from the school community (following due process and hearing procedures).*

Record Keeping

The school will maintain records of all DASA complaints, investigations, and outcomes for at least seven years.

Role and Responsibilities of Families/Guardians:

The **New York State Dignity for All Students Act (DASA)** is designed to create a safe, supportive, and non-discriminatory environment for students in schools by addressing issues of bullying, harassment, and discrimination. While the DASA law primarily places responsibilities on school community members, it also outlines the roles and expectations of families/guardians in supporting this initiative. Below is an overview of the **role and responsibilities of families/guardians** under the DASA law.

1. **Model Respect and Inclusion:**
 - Families are encouraged to model respectful behavior and teach their children the importance of diversity, inclusion, and empathy toward others
2. **Promote Understanding of DASA Principles:**

- Families/Guardians should familiarize themselves with DASA and understand its principles, which include promoting a safe, respectful, and bullying-free environment in schools
- 3. Report Incidents:**
 - If families/guardians become aware of incidents of bullying, harassment, or discrimination involving their child and/or other students, they should promptly report it to the Director of School Culture and Family Engagement, or another school culture support team (CST) member at the school
- 4. Monitor and Support Your Child's Behavior:**
 - Families/Guardians should:
 - i. be proactive in monitoring their child's behavior and attitude toward others, teaching them about appropriate social interactions, and intervening if they observe bullying or disrespectful behavior from their child
 - ii. reinforce school policies and the messages they receive at school regarding respect and safety to ensure consistency between home and school environments
 - iii. Encourage children to openly communicate about their school experiences, ensuring children feel comfortable sharing if they experience or witness bullying or harassment
- 5. Attend Meetings and Participate in Discussions:**
 - Families/Guardians are encouraged to participate in family council meetings and discussions related to school climate and DASA implementation to elevate concerns that have not been addressed with their specific school leaders around an bullying/harassment incident

The collaboration and ongoing communication between families/guardians and school community members is critical to the success of implementing DASA, as it ensures that efforts to prevent and address bullying and discrimination extend beyond the classroom and into the home.

Appeal:

- Families/Guardians can appeal disciplinary actions to the Grievance Committee of the school's Board of Trustees. To request an appeal, you must send your request within two (2) weeks of the decision to the Chief Schools Officer: Martin Palamore, 2017 1st Avenue, New York, N.Y. 10029.

- During the appeal, the Grievance Committee will review the records from the formal disciplinary hearing and any evidence presented. Both the student and the school will have 15 minutes to summarize their positions. The committee may also ask questions.
- Families/Guardians will receive a written decision from the Grievance Committee within seven (7) school days after the appeal hearing. Their decision is final, unless there are claims of legal violations or breaches of the school's charter. In such cases, families/guardians can further appeal to the SUNY Board of Trustees through its Charter Schools Institute. If SUNY does not resolve the issue to your satisfaction, you may appeal to the State Board of Regents.

TITLE IX POLICY ON SEX DISCRIMINATION AND SEXUAL HARASSMENT

East Harlem Scholars Academies are committed to providing a safe, inclusive, and respectful learning environment for all students and staff, free from all forms of sex-based discrimination and harassment. In accordance with **Title IX of the Education Amendments of 1972**, the school prohibits any form of sex discrimination, including sexual harassment, gender-based harassment, and sexual violence, in any school-sponsored programs or activities.

This policy applies to all students, staff, faculty, and third parties within the school's educational programs and activities, both on and off-campus.

The **Title IX Coordinator** is responsible for overseeing compliance with Title IX and addressing any complaints of sex discrimination or harassment. The Title IX Coordinator will ensure a prompt, fair, and impartial investigation of all complaints and provide supportive measures to those involved.

Definitions

- **Sexual Harassment:** Unwelcome conduct of a sexual nature, including but not limited to sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature.
- **Sex Discrimination:** Any distinction, exclusion, or limitation based on sex that impairs or denies access to educational opportunities.
- **Complainant:** The individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- **Respondent:** The individual who is alleged to have engaged in conduct that could constitute sexual harassment.

Reporting Procedures

1. Filing a Complaint:

- Any student, family/guardian, employee, or third party who believes they have been subjected to sex discrimination or sexual harassment may file a complaint with the Title IX Coordinator, or the Director of School Culture and Family Engagement at the school.
- Complaints may be filed in person, via email, or in writing. Verbal complaints will also be accepted and documented by the Title IX Coordinator or the Director of School Culture and Family Engagement.

2. Confidentiality:

- The school will keep complaints as confidential as possible, although some information may be shared as necessary to conduct a proper investigation and comply with legal obligations.
- The school will not tolerate any retaliation against individuals involved in the complaint process. Disciplinary action will be taken for any retaliation.

Supportive Measures

Upon receiving a complaint, the school will offer **supportive measures** to ensure the safety and well-being of both the complainant and the respondent. These measures may include:

- Academic accommodations (e.g., changes in class schedules)
- Counseling services
- No-contact orders
- Safety plan
- Adjustments to extracurricular activities

Supportive measures will be non-punitive, individualized, and provided regardless of whether the complainant chooses to file a formal complaint.

Investigation Process

1. Initial Assessment:

- The Director of School Culture and Family Engagement will collaborate with the Title IX Coordinator to review the complaint to determine whether it falls under Title IX jurisdiction. The Director of School Culture and Family Engagement will notify the complainant of their rights under Title IX and explain the steps in the investigation process.

2. Formal Complaint:

- A formal complaint must be filed to initiate a full investigation. This may be filed by the complainant or, in some cases, the Director of School Culture and Family Engagement, in collaboration with the Title IX Coordinator if the allegations indicate a threat to the school community.

3. Notice to the Respondent:

- The Director of School Culture and Family Engagement, in collaboration with the Title IX Coordinator, will notify the respondent in writing of the allegations, provide them with the school's Title IX policy, and offer supportive measures.

- Both parties will be informed of their right to have an advisor (who may be a family, guardian, or attorney) present during the investigation.

4. Investigation:

- A thorough investigation will begin, interviewing the complainant, respondent, and any relevant witnesses, in addition to identifying any other pieces of evidence [i.e. security cameras, social media, videos, text messages']
- Both parties will have the opportunity to present evidence and suggest witnesses.
- Upon receiving a report of the incident a full investigation should be completed within three (3) school days
 - i. If additional details are learned through the investigation, or additional evidence has been provided by either the complainant and the respondent, additional time may be needed to re-examine areas of the initial report. In the case of any delays, the investigation will be completed as soon as possible, not to exceed five (5) school days.

5. Evidence Review:

- Both the complainant and respondent will be given access to the evidence gathered during the investigation, and they will have the opportunity to respond before a final determination is made.

Decision-Making Process

1. Written Report:

- At the conclusion of the investigation, the Title IX coordinator will prepare a **written report** summarizing the evidence and findings. This report will be shared with both parties.

2. Decision:

- The Title IX coordinator will review the report and determine whether the respondent is responsible for violating the Title IX policy. The Title IX coordinator is not part of the school-based investigation, and serves as

an impartial party to review collected evidence to determine the outcome of the investigation.

- The determination will be based on the evidence standard (i.e., whether it is more likely than not that the conduct occurred).

3. Outcome and Disciplinary Action:

- If the respondent is found responsible, appropriate disciplinary actions will be taken, which may include but are not limited to:
 - Removal from school activities / extracurriculars
 - Community Removal (suspension)
 - Long-Term Suspension (for repeated Title IX violations) with the possibility of expulsion
 - Termination of employment (for staff)
- Both the complainant and respondent will receive a written notice of the outcome, including any restrictions or behavioral interventions put into place for the safety of the complainant and other school community members.

Appeals

Both the complainant and respondent have the right to appeal the decision.

Grounds for appeal include:

- Procedural errors that affected the outcome
- New evidence not reasonably available at the time of the determination
- Conflict of interest or bias on the part of the Title IX Coordinator, investigator, or decision-maker

Appeals must be submitted in writing within [timeframe, e.g., 10 school days] after receiving the outcome. The appeal will be reviewed by an impartial decision-maker who was not involved in the original investigation or decision.

Retaliation Prohibited

Retaliation against any individual involved in the Title IX process is strictly prohibited. Any person who experiences retaliation should report it to the Title IX Coordinator, and the school will take appropriate action, including disciplinary measures, to address it.

Record Keeping

The school will maintain records of all Title IX complaints, investigations, and outcomes for at least seven years, as required by federal law.

Contact Information

For more information about the Title IX policy or to file a complaint, please contact your school's Director of School Culture and Family Engagement or the Title IX Coordinator:

D. Del Valle – Senior Director of School Culture and Family Engagement
2017 1st Avenue, New York, NY 10029
ddelvalle@eastharlemscholars.org

RIGHTS OF STUDENTS IN TEMPORARY HOUSING

Under the McKinney-Vento Homeless Education Assistance Act, students who are experiencing housing instability have special rights and protections to provide for continued access to education.

Students in temporary housing have the right to:

- Remain in their school, even if they move to a different area (if in the student's best interest).

- Receive transportation [Omnibuses] and free school meals.
- Access to all school services, programs, including school and extracurricular activities.

If your family is experiencing housing instability, please contact the operations team.

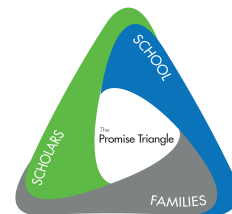
FAMILY ENGAGEMENT

East Harlem Scholars Academies highly value family involvement and we cultivate the school-to-family connection to support our scholars' success. Our promise triangle provides a framework for building a school community in which families and educators work together to help our scholars realize their best selves. Through our Family Council, regular family engagement activities, and communications, we collaborate with families to ensure that everyone does their part.

One of the keys to the success of East Harlem Scholars Academies is the strong working relationship and constant communication between families/guardians, teachers, staff, and students. The school actively provides a variety of opportunities for families to get involved.

Family / Guardian Promise Triangle Commitments

At East Harlem Scholars Academies we recognize that families/guardians play an important role in students reaching their full potential in school and beyond. In order to build partnerships between families/guardians, students and school staff members, we ask that all families/guardians commit to the following:



School Commitments

- We will create time and spaces for families to communicate, partner with, and engage with school community members; for example: family meetings, community circles and workshops, school events and celebrations.
- We will create opportunities for families to schedule time with a staff member to discuss school concerns, recommendations, and/or collaborative problem solving.
- We will share important school information, with translations, with families/guardians to keep them updated with their children's progress and well-being.
- We will always strive to improve our instructional and school culture practices to offer the best possible education to our students.

Families/Guardians Commitments

- **Commitment to attendance**
 - Ensuring my child arrives to school on time every day in full uniform.
 - Communicate with the school if your child will be late or absent from school; limit scheduling appointments during the school day.
 - Limit scheduling appointments during the school day.
- **Commitment to communication with schools**
 - Updating my contact information [address, phone number, email, emergency contact] in order to receive important school information.
 - Responding to school communication [phone/text, email].
 - Notifying the school if there are any out-of-school situations that occur that may impact my child's learning or behavior during the school day.
 - Treating school community members with respect; when there are challenges, engage in respectful dialogue focused on solutions.
- **Commitment to academic partnership**
 - Supporting and/or confirming that my child is completing classwork and homework in order to remain on track toward entering the next grade and graduating on time.
 - Communicating and collaborating with teachers to address academic concerns.

- **Commitment to school culture and conduct**

- Partner with us in supporting students to meet our school's behavior expectations based on the code of conduct
- Attending family/guardian meetings to discuss partnership in supporting your child in managing their behaviors.
- Collaborating with the school to address physical or mental health concerns.

Restricted Access for Families/Guardians

We want to build partnerships with families/guardians and welcome open, respectful communication. If there are repeated incidents where communication between families/guardians and school staff and students are inappropriate, threatening, or unsafe, we will take action to restrict access to the school campus. This includes limiting in-person visits and requiring communication through email. Our commitment is to avoid these scenarios and work with families/guardians to address identified concerns.

Student Commitments

- Arriving on time to school everyday.
- Completing my own work on time, asking for help, and engaging in different learning activities.
- Following classroom and schoolwide behavior expectations with all school staff.
- Treating and speaking to others respectfully, as I know my actions can affect other students' learning in class.
- If I have a problem with a school community member, I will alert a culture support team member (director of school culture and family engagement, deans) in an effort to mediate the situation.
- Keeping all electronics away in my Yondr pouch/bookbag/locker.

We strongly encourage families/guardians to register to the student information resources below that can assist with these commitments [available as a phone app or website]:

- PowerSchool: monitor your child's grades
- Dean's List: receive school communication; monitor your child's attendance and behaviors

If you do not have access to these resources to keep up to date with your child's progress at school, please contact the main office to assist you. Students can also have access to these resources.

FAMILY SUPPORT SERVICES

The family support services at East Harlem Scholars Academies are provided by full-time social workers and outside agencies who are available to help any student or family address social, emotional, or academic issues they may be facing. In addition, our social workers help students work through and cope with personal and school-related stress. At East Harlem Scholars Academies, every student is entitled to counseling support and referral services. Counseling support is also extended to East Harlem Scholars Academies families in need. All counseling information remains strictly confidential to respect the privacy of students and families.

There are several ways in which students may be referred for counseling services:

- If a **family/guardian** is interested in having their child seen by our social worker, please contact the social worker directly.
- **Students** are able to ask directly to speak with the social worker on staff.
- A student may also be referred at the recommendation of a **teacher, social worker, or administrator**.

MANDATED REPORTING: CHILD ABUSE

<https://www.justicecenter.ny.gov/reporting-incident>

Effective June 30, 2013, persons who are Mandated Reporters under the Act have a legal duty to:

- Report to the Justice Center, by calling the VPCR at 1 (855) 373-2122, if they have reasonable cause to suspect abuse or neglect of a Vulnerable Person, including any person receiving residential services in a facility operated by, or provider agency facility licensed or certified by, the Office of Children and Family Services (OCFS).
- Report all Significant Incidents regarding vulnerable persons to the Justice Center by calling the VPCR at 1 (855) 373-2122.

- Continue to call the Statewide Central Register of Child Abuse and Maltreatment if they have reasonable cause to suspect abuse or maltreatment of children in family and foster homes, and day care settings. Suspicion of child abuse or maltreatment in a day care setting, foster care, or within a family home must continue to be reported to the Statewide Center Register of Child Abuse and Maltreatment at 1 (800) 635-1522.

FAMILY COMMUNICATION

East Harlem Scholars Academies is committed to consistently communicating relevant information to families. Our primary method of communication is through **Dean's List**. Dean's List can be delivered by email, phone call, text message, or alert within the phone app, depending on your preferences. In order to receive messages through the app, it is critical that you notify the school if your contact information changes, even if the change is temporary, any changes in telephone numbers. **If you are not connected to Dean's List, please call the school and contact an operations team member for assistance.**

Parent Volunteer Association

Families are encouraged to participate in our Parent Volunteer Association. The **aims** of the Parent Volunteer Association are to:

- Support families to actively participate in school decision-making
- Foster opportunities for families to develop additional skills for providing their children with instructional and social support.
- Furnish opportunities for family involvement to help support the school's stated goals, objectives, and standards.
- Provide families with additional strategies and techniques for assisting their children with home learning activities.
- Provide families with opportunities to access or participate in school and community programs and support services that support student learning and overall development.
- Build an effective school-family partnership in which families and staff feel equally empowered and equipped to adequately and effectively meet students' needs.

- Promote two-way (school-to-home and home-to-school) communication about school programs and students' progress to help promote the school's mission.

FAMILY WORKSHOPS

East Harlem Scholars Academies provides several family/guardian workshops throughout the year. These workshops focus on issues related to a variety of topics like familying, education, nutrition, etc. These workshops are intended to provide families/guardians with educational tools that build the home-school relationship as well as to help families/guardians develop their leadership skills in governance and advocacy so that they may actively and effectively participate in school decision-making.

FAMILY SURVEYS

Family surveys are given by the school one time during the school year and once by the NYCDOE to evaluate families'/guardians' views of the effectiveness of the academic program, school culture, operations, and communication at East Harlem Scholars Academies. The results are compiled, analyzed, and included in the annual school report. The leadership team also reviews the results carefully and uses the information to inform future decisions.

FAMILY CONCERNS

East Harlem Scholars Academies are committed to maintaining a strong partnership and ongoing dialogue between its teachers, staff, and families/guardians. If you have a concern about a school policy, academic grade, discipline decision, or anything else, we welcome your input and encourage you to contact the appropriate staff member at the school. Families/Guardians are encouraged to submit your concern in writing or call to schedule an appointment with the main office to discuss an incident/issue with a school member.

FAMILY EDUCATIONAL RIGHTS

The Family Educational Rights & Privacy Act (FERPA) is a Federal law designed to protect the privacy of students' education records. FERPA gives families certain rights with respect to their children's education records. Those rights are explained below.

- Families/Guardians or eligible students have the right to inspect and review all of the student's education records maintained by the school. For records including information on more than one student, families/guardians are limited only to information pertaining to their child. Schools are not required to provide copies of materials in education records unless, for reasons such as great distance, it is impossible for families/guardians or eligible students to inspect the records.
- Student records or other identifiable information are maintained in a secure location to ensure confidentiality. Records that are no longer required or need to be disposed are done so in a manner that ensures confidentiality and security.
- Families/Guardians and eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school decides not to amend the record, the family/guardian or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the family/guardian or eligible student has the right to place a statement with the record commenting on the contested information in the record.
- Generally, schools must have written permission from the family/guardian or eligible student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties:
 - 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.
 - Judicial orders or lawfully issued subpoenas.
 - Appropriate officials in cases of health and safety emergencies.
 - State and local authorities, within a juvenile justice system, pursuant.

to specific State law.

PROCEDURE FOR ACCESSING STUDENT RECORDS

1. A family member/guardian may request to review his or her child's student file. Any person requesting to review a student file must request it in writing and submit it to the main office.
2. The Operations Manager will review the request and determine whether to release the information to the requester. If the requester is not a family/guardian, a *Consent for Release of Student Information* letter will be sent to the family/guardian for permission.
3. Once permission is granted to review a student's file, the requester must sign the *Record of Access* form. If a student has an IEP, the requester must also sign the *Confidential File Access Log* form in the student folder.

PROCEDURE TO AMEND OR APPEAL STUDENT RECORDS

1. If a family/guardian believes the education records relating to the student contain information that is inaccurate, misleading, or in violation of the student's right to privacy, he or she may ask that the record be amended. A family/guardian may express the appeal in writing to the Principal and must include the following:
 - Information that is claimed to be inaccurate, misleading, or in violation of the student's privacy rights
 - Records in which the family/guardian believes the information is contained
 - Basis for the claim (i.e., why the student or family/guardian believes the information is inaccurate, etc.)
 - The family's/guardian's proposed change
2. The Principal will review the request and make a determination within fifteen school days of receiving the letter. The Principal will provide the family/guardian with a written response to the request and explain the reason for his/her decision. If the action is warranted, the school may decide to remove, modify, or expunge the information in the record. Removing, modifying, or expunging an entry is not an admission that the entry was improper or that any person acted improperly by including the entry on the record.

3. If the request is denied or no ruling is made in the allotted time, the family/guardian has the right to appeal the decision to the Board of Directors within twenty (20) school days from the adverse ruling or failure to rule.
4. A hearing officer will be appointed by the Board of Directors. A hearing will be held within twenty school days after the family/guardian files the request with the Board, and the family/guardian will be given notice of date, place, and time of the hearing with sufficient advance notice.
5. The family/guardian will be given the opportunity to present the appeal and may be assisted or represented by individuals of his or her choice or own expense. The hearing officer's decision must be based solely on the evidence presented at the hearing.
6. A written report containing a summary of the evidence and the reasons for the decision will be issued fourteen calendar days from the conclusion of the hearing. If necessary, the hearing officer will direct the Principal to amend the records accordingly and inform the family/guardian in writing. The hearing officer's decision will be final. If the family/guardian does not agree with the decision, the family/guardian has the right to place a statement in the record commenting on the contested information or stating why the family member/guardian disagrees with the decision of the hearing officer, or both.

FREEDOM OF INFORMATION LAW

East Harlem Scholars Academies complies with New York State's "Freedom of Information Law" (FOIL). When the school receives a request for information under the Freedom of Information Law, it responds to it in the following manner:

- Within five (5) school days of receipt of a written request, the school shall make the information available to the person requesting it, deny the request in writing, or provide a written acknowledgment of receipt of the request that supplies an approximate date, which shall be reasonable under the circumstances, for when the request will be granted or denied.
- If East Harlem Scholars Academies determines to grant access to the requested information, and if circumstances prevent disclosure to the person making the request within twenty business days of the acknowledgment of receipt of the request, the school shall state, in writing, both the reason for the delay and a date certain, within a reasonable period of time, depending on

the circumstances, when the request will be granted in whole or in part. Failure of the school to conform to the provisions of paragraph one above or this paragraph two, shall constitute a denial of the request for information.

- If an individual is denied access to a record, he or she may, within 30 days (or such period as defined by law, as may be modified over the course of the charter), appeal such denial to the Principal.
- Upon timely receipt of such an appeal, East Harlem Scholars Academies shall, within 10 school days of the receipt of the appeal (or such period defined by law, as may be modified over the course of the charter), fully explain the reasons for further denial or provide access to the record sought. The school also must forward a copy of the appeal, as well as its ultimate determination, to the New York State Committee on Open Government.

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

FORMAL COMPLAINTS

THE NATURE OF A FORMAL COMPLAINT

In the event that an individual feels East Harlem Scholars Academies has committed a violation of the school's charter or of the law, he or she may choose to file a formal complaint against the school. Examples of such violations include:

- An IDEA violation involving the discipline of a special education student.
- A state law violation such as inflicting corporal punishment on a student.
- A Charter Schools Act violation including failure to follow the stated admissions policy.

FILING A FORMAL COMPLAINT

Please note that formal complaints must be presented in writing. The complaint must include:

1. The nature of the violation.
2. The facts on which the complaint is based.
3. The signature and contact information of the person filing the complaint
4. If alleging a complaint about a specific child:
 - The name and address of the child on which the complaint is based.
 - A statement about the nature of the child's problem.
 - A potential resolution of the problem.

Complaints should be sent to:

Martin Palamore, Chief Schools Officer
2017 1st Avenue
New York, N.Y. 10029

REVIEWING A FORMAL COMPLAINT

- Upon receiving a grievance, the Chief Schools Office will conduct an internal investigation to gather supporting documents and relevant evidence
- The Board's Education and Accountability Committee of the Board will review the Formal Complaint Form and supporting documents, and will determine whether further action is necessary
- If no further action by the Committee is deemed necessary, the individual filing the complaint will receive notification within ten (10) school days.
- If further action is deemed warranted by the Committee, an interview of the individual filing the complaint will be conducted within thirty (30) school days of the initial complaint. After the interview is conducted, if a decision is reached, the individual filing the complaint will be notified within seven (7) school days of the interview, and, if necessary, remedial action will take place as quickly as possible. If more information gathering is needed after the initial interview, the interview process will repeat as above until a decision is reached. In general, the Committee will strive to resolve all formal complaints within sixty (60) school days from the time of issue
- The committee will share its decision and recommendations to the school's Board of Trustees as part of its next scheduled meeting

- If the individual who filed the complaint does not agree with the decisions made by the Board of Trustees, an appeal may be made to the SUNY Board of Trustees and should be sent to:

Grievance Desk, Charter Schools Institute

41 State Street

Suite 700

Albany, NY 12207

Or

charters@suny.edu

INFORMAL COMPLAINTS

In the case of an informal complaint, families are encouraged to take their grievances to the staff person who is directly involved in the incident or situation. If the conflict is not successfully resolved, families should bring the complaint to that person's supervisor. If still not adequately resolved, families may take their grievances to the Leadership Team for resolution with the involved parties.

Examples of informal complaints include:

- My child's homework is too difficult.
- Another student in my child's class is copying his or her classwork.
- I want to change my child's class.

Appendix A: Code of Conduct

Code of Conduct – Tier 1		
Uncooperative and Disorderly Behaviors that Interrupt Learning		
School Members Involved: Teachers, Deans, Culture Associates/Coordinators Support: Director of School Culture and Family Engagement		
Tier 1 Behaviors	School Community Response	
	School Support Interventions	Consequences How to Make Things Right
Late to School Students' arrival to homeroom/1st period after the arrival entry time.	Culture Support Team and Staff: - Family outreach (phone call / text / email) – documented on Dean's List by a staff member. - Engage student in a restorative conversation and reflection, with the goal of integrating the student back to class. - Collaborative problem solving and/or mediating a conflict between students and student-to-teacher; <i>both parties must agree to participate.</i> Faculty: - Teacher proximity, visual prompt, or non-verbal cue for on-task behaviors. - Narrate what students	Community Removal: No <i>However,</i> If more than 2-3 Tier 1 behaviors happen on the same day, or 2-3 consecutive days of the same incident(s), these behaviors can elevate to a <u>Tier 2</u> incident [Multiple Tier 1 incidents] and can include an in- school community removal with a required re-entry family conference. <u>Consequences:</u> - Phone call home and behavior documented in Dean's List. - Written reflection and a reset conversation. <u>As needed:</u>
Late to Class / Refusal to Transition Students arriving to class after the bell has rung [more than 5 min].		
Cutting Class / Leaving Class Without Permission / Eloping Walking out of class without permission or ignoring staff when addressing a student. Includes leaving class for a long period of time (more than 5 minutes) before returning to class.		
Dress Code – Out of Uniform I Not in complete uniform. Refusing to wear their uniform or a loaner and/or uniform. <i>Students that have clothing (ex. hoodie, shirt, etc.) over their uniform are considered out of uniform.</i>		
Inappropriate Use of Electronics Inappropriate use of the internet and/or use of non		

internet-connected devices electronics during class (i.e. on a different website that is not teacher-directed, use of social media, inappropriate website usage, etc.) Ignoring staff redirection to put electronics away and/or returning to the teacher-directed website.	should be doing vs. focusing on what they are not doing; confirm all instructional/ logistical needs are met (i.e. have instructional materials, directions are clear, etc.).	• Temporary separation from class ("buddy class" or another school space monitored by a staff member).
Inappropriate Use of Cell Phone Visible cell phone/internet-connected device in the school building during the school day (not in a Yondr pouch). Visible Electronic Devices without a Yondr pouch (ex: headphones, earphones/buds, apple/s watch, IPAD/tablet, handheld video game, etc.) during the school day.	• Positive Behavior Intervention supports [PBIS] (ex: praise appropriate behavior; recognize student improvement(s)).	• Family Conference with the student. • Teacher Conference with the student. • Assign the student a restorative assignment/project aligned with the harm done to the school community in an effort to stop the behavior based on their learnings from the assignment/ project.
Academic Disruption Actions that disrupt students' learning environment. <u>Includes, but not limited to:</u> <i>Ignoring/Not following behavior expectations or directions provided by staff, throwing objects (without injury or intent), inappropriate volume of voice, excessive talking, head down or choosing not to participate in class activities, brief moments of "play" during class (physical or verbal), causing distractions in other classrooms (i.e. kicking door, entering another class without permission).</i>	• Private student/teacher conversation that keeps student's dignity that does not take away from whole class instruction. • Remind and reteach/reset student behavioral expectations as well as elevate any instructional questions students might have to redirect back into the learning activity.	Note: Behaviors in this category can result in being ineligible/removal for school sports teams, extracurriculars, and other school events (e.g. trips, celebrations, award ceremonies, etc.)
Name Calling/Teasing Name-calling refers to using offensive or derogatory names; teasing involves making jokes or mockery about someone. <i>Severe and ongoing behaviors directed toward a specific student(s) may be considered a Tier 3 (harassment) or Tier 4 (bullying).</i>		
Profanity [not directed toward a school community member]		

Class or school disruption due to cursing, vulgar or obscene language spoken aloud.		
Insubordination/Disrespect Toward a School Community Member Minor disrespect of a member of the school community member when addressing a students' off-task or inappropriate behavior. <u>Includes, but not limited to:</u> <i>Negative body language such as rolling eyes, sucking teeth, speaking tone, etc.; inappropriate language [i.e. cursing, vulgar, obscene language].</i> <i>Ignoring staff requests around following directions or stopping a negative behavior/action.</i>		

Code of Conduct – Tier 2 Disruptive Behaviors that Interrupt Learning		
School Members Involved: Faculty, Deans Support: Culture Associates/Coordinators, Director of School Culture and Family Engagement		
Tier 2 Behaviors	School Community Response	
	Support Interventions	Consequences How to Make Things Right
Multiple Tier 1 Incidents 3 or more Tier 1 behaviors happening on the same day or 2-3 consecutive days	Culture Support Team and Staff: - Family outreach (phone call / text / email) – documented on Dean's List by a staff member. - Engage student in a restorative conversation and reflection, with the goal of integrating the student back to class. - Collaborative problem solving and/or mediating a conflict	Community Removal: Possibly If more than 2-3 incidents happen on the same day, or 2-3 consecutive days of the same incidents, these behaviors elevate to <u>Tier 3</u> incident with a community removal. <u>Consequences:</u> Temporary separation from class ("buddy class" or
Throwing Objects Throwing objects in class or another school space.		

Vandalism Destruction of school property or property of another school community member. <i>Property also includes breaking open or mark up of Yondr pouches.</i> <i>Families/Guardians and students are responsible for the costs of damaged school property, including replacement of Yondr pouches.</i>	between students and student-to-teacher; <i>both parties must agree to participate.</i> • Social worker conference and/or referral to outside resources for guidance (i.e. community-based organization). • When a <u>threat</u> is made, the student will be referred to the social worker to conduct a threat assessment to determine if the threat warrants additional steps for the safety of school community members ◦ <i>If a student refuses to engage in the threat assessment, information collected in the investigation will only be used to determine if a community removal for a student is necessary.</i> Faculty: • Teacher proximity, visual prompt, or non-verbal cue for on-task behavior. • Narrate what students should be doing vs. focusing on what they are not doing; confirm all instructional/ logistical needs are met (i.e. have instructional materials, directions are clear, etc.). • Positive Behavior Intervention supports [PBIS] (ex: praise appropriate behavior; recognize student improvement(s)).	another school space monitored by a staff member). • Phone call home and behavior documented in Dean's List. • Written reflection and a reset conversation. Note: The school will request reimbursement if any school property is damaged, as well as throwing objects that result in the destruction of an item not owned by the student. If an in-school community removal is needed because the above consequences did not change student behavior after 2 or more attempts to correct the student's behavior(s): • Community removal • <u>Family Conference</u>: Families/Guardians will be asked to pick up their child from school to discuss the incident and receive the community removal letter ◦ Families/Guardians that cannot pick up their child at the requested time or prior to the end of the school day will be asked to come the next day with their child to engage in the family conference. ◦ Families/Guardians can give written consent via email to send another adult (over 21
Threats or Intimidation Verbal or gestured aggression toward a school community member. Engaging in or verbalizing an act of coercion threatening violence or harm to others or threatening property destruction.		
Trespassing / Unauthorized Location Student found in a school space where a student does not have permission to be or should not be (e.g. nurse without a pass, stairwell, wrong classroom, office spaces). during school hours, during OST (out-of school time), or beyond hours when the school building is open.		
Cutting School Student leaves the school building without permission by staff. Student does not return to school after lunch period* [High School] <i>*Students must meet <u>eligibility</u></i>		

<i>requirements and have approval [permission slip] by family and staff member for this privilege.</i>	• Private student/teacher conversation that keeps student's dignity that does not take away from whole class instruction. • Remind and reteach/reset student behavioral expectations (also elevate any instructional questions students might have) to redirect them in class. • Students with continuous Tier 1 and 2 incidents will result in school members conducting a Functional Behavioral Assessment (FBA) in order to create a Behavioral Intervention Plan (BIP); this plan is created in collaboration with families, teachers and the Culture Support Team (CST), along with the Director of Inclusive Learning if a students has an Individualized Educational Plan (IEP). The FBA assists in identifying triggers and patterns in a student's behavior to create a BIP to address and improve continuous off-task behaviors.	yrs. old.) to pick up their child after an incident i. If this happens, families must make arrangements with a culture team member to meet at an available time. <u>As needed:</u> • Teacher Conference w/ student [can happen with or without the family/guardian based on the incident] • Restorative project / assignment aligned with the harm done to the school community in an effort to stop the behavior based on their learnings from the project. <u>Note:</u> Frequent incidents in Tier 1 and Tier 2 behaviors will result in being ineligible for school events (e.g. trips, celebrations, etc.), in addition to suspension from participating on a school sports teams, until behaviors improve in a given time frame, or become ineligible to participate on the team (coach's determination). For Plagiarism: Student will receive a zero (0) for the assignment.
Distribution of Inappropriate Materials Uninvited sharing/posting or distributing vulgar, obscene or violent materials (ex: pictures, images, words – through paper, internet/social media, electronics). Also includes pictures or video taken of school community members without permission.		
Plagiarism Copying student work or copying information from the internet. Cheating on assessment and/or class assignment.		

Code of Conduct – Tier 3

Behaviors that are Unlawful and Creates an Unsafe School Environment [Moderate]

School Members Involved: Director of School Culture and Family Engagement, Dean

Support: Culture Associates, Social Worker (when needed), Principal, Senior Director of School Culture and Family Engagement

Tier 3 Behaviors	School Community Response	
	Support Interventions:	Consequences How to Make Things Right
Multiple Tier 1 and/or Tier 2 Incidents 2-3 or more Tier 1 and/or 2 incidents happening on the same day or 2-3 consecutive days.	Interventions from Tiers 1 and 2, and when needed: - Additional In-person meeting with student and family/ guardian, the Director of School Culture and Family Engagement, and additional staff based on the severity of the incident. - Behavior agreements/ commitments with daily or weekly check ins with a staff member - Attendance and Academic check-In. Additional safety measures taken with a student that repeatedly displays unsafe behaviors: - Student referral to in-school or out-of-school counseling - Students with continuous Tier 1, 2 and/or Tier 3 incidents will result in school members conducting a Functional Behavioral Assessment (FBA) in order to create a Behavioral Intervention Plan (BIP); this plan is created in collaboration with families, teachers and the Culture Support Team (CST), along with the Director of Inclusive Learning if a students	Community Removal: Yes In-School Community Removal or Out-of-School Community Removal
Dress Code – Out of Uniform II Out of uniform purposely with colors/symbols/images/hand gestures that are aimed toward a specific group and/or crime affiliated. This includes when students are in uniform and on dress down days.		<u>Family Conference:</u> Families/Guardians will be asked to pick up their child from school to discuss the incident and receive the community removal letter - Families/Guardians that cannot pick up their child at the requested time or prior to the end of the school day will be asked to come the next day with their child to engage in the family conference. - Families/Guardians can give written consent via email to send another adult (over 21 yrs. old.) to pick up their child after an incident.
Illegal Possession, Selling and/or Use of cigarettes and cigarette products Includes but not limited to: cigarettes, electronic cigarettes, matches, lighters, and/or vaping devices.		i. If this happens, families must make arrangements with a culture team member
Gambling Using money or something of value on an event or game with the intent		

of winning additional money or material goods.		
Theft I Knowingly taking or possessing property belonging to another student/staff without permission [without force].	has an Individualized Educational Plan (IEP). The FBA assists in identifying triggers and patterns in a student's behavior to create a BIP to address and improve ongoing off task behaviors Students exhibiting repetitive behaviors in Tier 3 [can include elevation of Tiers 1 and 2] that create an unsafe learning environment will be placed on a safety plan, created with the Principal, Director of School Culture and Family Engagement, reviewed and shared with staff, families/guardians and the student.	to meet at an available time the following day. - Restorative Conversation - Restorative project / assignment aligned with the harm done to the school community in an effort to stop the behavior based on their learnings from the project. - Restorative Mediation - A Culture Support Team (CST) member may mediate a conflict however, both parties must agree to it. - Re-Entry Conference - A school will consider a safety plan with the student based on the severity of the incident. Note: Students that are absent for their in-school community removal days will complete this time when they return to school, as a required part of the re-entry plan is to complete the reflection/restorative project. <i>Behaviors will result in being ineligible/removal for school sports teams, extracurriculars, and other events (e.g. trips, celebrations, etc.) for the remainder of the semester, and possibly the school year, depending on the frequency of Tier 1, 2, 3 incidents.</i>
Harassment and/or Discrimination Using slurs, taunting, threatening, stalking, or seeking to intimidate or coerce another based on actual or perceived race, color, weight, national origin, ethnic group, citizenship/immigration status, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression, sex.		
Continuous harassment pending school investigation may constitute a violation of the Dignity for All Students Act (DASA) which is a <u>Tier 4</u> incident.		
Includes in school, close proximity outside of the school, and on the internet/social media.		
Physical or Verbal Contact [Moderate] Includes: verbal altercation, physical altercation, horseplay, and spitting.		
No injuries		

Includes physical contact and/or altercations in school and close proximity outside of the school.		
Inappropriate Sexual Activities Engaging in consensual sexual behaviors during school or school-related events.		
Providing False Information and/or Tampering with School Documents Accessing, changing, or moving an electronic or paper-based school record/document. Lying or giving false information to a student or staff member that may jeopardize the safety of the school community.		

Code of Conduct – Tier 4 Behaviors that are Unlawful and Creates an Unsafe School Environment [Severe]		
School Members Involved: Director of School Culture and Family Engagement, Dean Support: Culture Associates, Social Worker (when needed), Principal, Senior Director of School Culture and Family Engagement		
Tier 4 Behaviors	School Community Response	
	Support Interventions:	Consequences How to Make Things Right
Multiple Tier 1, 2 and 3 Incidents 2–3 or more Tier 1 and 2 incidents happening on the same day or consecutive days.	Interventions from Tiers 1 and 2, and when needed: Additional In-person meeting with student and family/guardian, the Director of School Culture and Family Engagement, and administrator	Community Removal: Yes Out-of School Community Removal Maximum days of community removal: <u>10+ days**</u> <i>**see below regarding exceptions.</i>
Bullying/Cyberbullying [Harassment II]		

Repeated, intentional verbal and/or written harassment that causes physical and/or emotional harm.	• Behavior agreements/commitments with daily or weekly check ins • Attendance and Academic Check-In Additional safety measures taken with a student that repeatedly displays unsafe behaviors: • Students with continuous Tier 1, 2 and/or Tier 3 incidents will result in school members conducting a Functional Behavioral Assessment (FBA) in order to create a Behavioral Intervention Plan (BIP); this plan is created in collaboration with families, teachers and the Culture Support Team (CST), along with the Director of Inclusive Learning if a students has an Individualized Educational Plan (IEP). The FBA assists in identifying triggers and patterns in a student's behavior to create a BIP to address and improve ongoing off task behaviors • Students exhibiting repetitive behaviors in Tier 3 [can include elevation of Tiers 1 and 2] that create an unsafe learning environment will be placed on a safety plan, created with the Principal, Director of School Culture and Family Engagement, reviewed and shared with staff, families/guardians and the student. Note: If the student has had 2-3 Level 4 incidents in one or more semester,	
Bullying/Cyberbullying and Harassment II - Violation of DASA (Dignity for All Students Act Law) Repeated, intentional verbal and/or written harassment using hate slurs based on race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability that causes physical and/or emotional harm.		• <u>Family Conference:</u> Families/Guardians will be asked to pick up their child from school to discuss the incident and receive the community removal letter. ○ Families/Guardians that cannot pick up their child at the requested time or prior to the end of the school day will be asked to come the next day with their child to engage in the family conference. ○ Families/Guardians can give written consent via email to send another adult (over 21 yrs. old.) to pick up their child after an incident. i. If this happens, families must make arrangements with a culture team member to meet at an available time the following day.
Sexual Harassment - Violation of NYSED Title IX Law Continuous actions Includes, but not limited to: making sexual comments, propositions, or engaging in sexual nonverbal or physical conduct (e.g. touching, grabbing, or sending/ posting sexual pictures/images (electronic / paper).		
Possession and/or Use of Controlled Substances (i.e. marijuana and other drugs, alcohol) Illegal and underage possession, selling, and use of drugs and alcoholic substances. Includes students visibly intoxicated/ "under the influence" during arrival and throughout the school day. The "Under the Influence" - Drug and Alcohol Policy explains how the school will respond to and support students		• Restorative Conversation • Restorative project / assignment aligned with the harm done to the school community in an effort to stop the behavior based on their learnings from the project. • Restorative Mediation ○ A Culture Support Team (CST) member may mediate a conflict however, both parties must agree to it. • Re-Entry Conference ○ A school will consider a safety plan with the student based on the severity of the incident.

who arrive at school in an unsafe or intoxicated state.	trimester or school year and/or has not shown improvement with restorative conversations and assignments, including other tiers of conduct, the school will begin conversations with the student and families/guardians to begin the expulsion process.	**Incidents at Tier 4 can be considered for cause for immediate long-term community removal and/or expulsion, pending due process/investigation. **According to the Gun-Free Schools Act Law (GFSA) as Applied in New York, students who bring a category I weapon onto school property (and in proximity of the school) are subject to a mandatory expulsion/long term suspension of at <u>least</u> one year; weapons in category II will result in an out-of-school community removal for 5-10 days, however, dependent on school investigation findings, may be extended if other tier incidents occurred. <i>Please review the weapons category below that will determine the level of long-term community removal.</i> <i>Tier 4 behaviors will result in being ineligible for school sports teams, extracurriculars, and other events (e.g. trips, celebrations, etc.) for the remainder of the school year.</i>
Theft II Using force to take or attempt to take property from a school community member.		
Physical Contact [Severe] Includes Injuries. Includes altercations in school and close proximity outside of the school.		
Using Physical Force to Cause Injury Based on Characteristics Based on actual or perceived race, color, weight, national origin, ethnic group, citizenship, immigration status, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression, sex.		
Threats and/or Acts of Violence Toward the School Community and/or Directed Toward a School Community Member Coercing, threatening, planning, or instigating an act of violence, injury, or harm to other(s), including, but not limited to: bomb threat, shooting, fighting, etc. Includes bringing people that do not attend the school with the intent to harm.		
Violation of Safety Plan		

Student breaks safety plan that named clear boundaries and expectations around physical proximity to another student(s) based on a previous incident(s).		
Falsely Pulling a Fire Alarm Activating a fire alarm or other disaster alarm.		
Starting a Fire Starting or attempting to start a fire on school property.		
*Weapons: Firearms, Knives, Stun Gun, Pepper Spray, Explosives and other objects that look like a weapon or used as a weapon		

***Weapons and Prohibited Items**

Category I [Long-Term Community Removal: 5+ Days]	Category II [Community Removal: Short Term 1-5 Days]
• Firearms: Any gun, including handguns, rifles, and shotguns. • Air Guns: Includes BB guns and other air-powered projectile weapons. • Explosives: Bombs or any explosive device (including homemade ones). • Imitation/Replica Firearms: Toy or replica guns that closely resemble real firearms. • Knives: Includes large knives such as hunting or combat knives, as well as switchblades or Swiss Army with multiple knife ends. • Dangerous Instruments/Tools: Anything that can be used as a weapon, such as brass knuckles, or objects like a hammer or bat used in a violent	• Acid or dangerous chemicals (such as pepper spray, mace). • Fake/Imitation gun or other imitation weapon • Loaded or blank cartridges and other ammunition. • Any deadly, dangerous, or sharp pointed instruments which can be used or is intended for use as a weapon (such as, but not limited to: scissors, nail file that is four inches or longer and made of metal, broken glass, chains, wire, etc.).

manner.

- Stun Guns/Tasers: Any device that delivers an electric shock.

- **Please Note:** Any weapons that are confiscated as a result of a search will be kept by the school and destroyed.

APPENDIX B: ATTENDANCE AND LATENESS POLICY

ATTENDANCE TIERS OF OUTREACH, SUPPORTS, AND INTERVENTION

If a student is absent..	Action Taken by the School
Never in a month	Meeting 100% attendance goal School recognition Eligibility for schoolwide events
Tier 1 Attendance Outreach	
1-2 absences	Auto-messaging [through text and email] absence to families/guardians.
2 or more times in 1 week	2nd day “live” phone call home to: - confirm family/guardian is aware of the absence. - understand the reason for absences. - Identify if there are any barriers that is preventing your child from getting to school.
Tier 2 Attendance Outreach and Support	
3-5 absences in a semester or school year Semesters: S1: August to January S2 February to June	Tier 1 Attendance Outreach <u>plus 1 or more of the following:</u> - Family/Guardian and student conference with school administrator and/or social worker to discuss and identify how to improve student attendance, in addition to helping with any home or travel needs through East Harlem Tutorial Program resources and/or other community-based organizations. - Creation of student and family commitments [document] to set goals around student arrival/attendance [and when needed, for behavior and academics] to monitor whether or not agreements made are happening and are consistent - Check in system with a staff member. - Ongoing communication with families/guardians

	around gains made in attendance and improvements needed with support from a staff member. • Ineligibility to attend schoolwide events.
Tier 3: Attendance Outreach, Support, and Interventions	
5 or more absences in a semester or school year	• Parent/Guardian and student conference with school administrator and social worker. • Families/Guardians and student co-create an attendance agreement in collaboration with a school administrator and social worker. • Daily check in system with a staff member. • Weekly check-ins with families/guardians with a staff member to both acknowledge gains work through attendance challenges. • East Harlem Scholars Academies community members will continue to work with families/guardians to improve student attendance, in addition to supporting any home/family needs through East Harlem Tutorial Program resources and/or other community-based organizations. • Ineligibility to attend schoolwide events.
Below are the steps that will be taken if: • there is <u>no response or contact</u> (phone, email, in-person) with families/guardians after <u>Tier 2 or Tier 3</u> outreach and support has been attempted without a response or success to to address and increase their child attendance in school.	
1. Tier 1 –Tier 3 messaging and outreach to families/guardians through phone calls, texts, and emails after follow up with the student (if/when present in school). 2. Certified Letter sent home informing families/guardians attendance trends and concerns, with directions on how to contact the school; <i>certified mail to confirm families/guardians received school messaging around concerns with</i>	

attendance. The school will document continued attempts of outreach parent/guardian or family/emergency contact(s).

3. **Home visit for family/student safety and wellness check, where a school representative(s) connects with family/guardian to set up an in-person meeting at the school to create an attendance intervention plan with family/guardian daily and/or weekly check-ins.

In extreme cases, when attempts at contacting the families/guardians are not successful in creating a plan to improve attendance, per New York State Education Department, as mandated reporters, we will have to report the families/guardians to Administration for Child Services (ACS) due to educational neglect.

LATENESS

Students are expected to be in school on time at least 5 minutes before homeroom [K-8] or before the first bell rings [HS]. Similar to daily attendance, missing morning classes will jeopardize your child's academic progress. Below are lateness interventions put in place to remind families/guardians and students to arrive on time to school in the morning.

If a student is late...	Action Taken by the School
Never (or absent)	Meeting 100% attendance goal School recognition Eligibility for schoolwide events
Tier 1 Lateness Outreach	
1-2 unexcused late days in one month	Auto-messaging through text and email]absence to families/guardians
3 unexcused late days	3rd day "live" phone call home to: - confirm family/guardian is aware of student lateness. - understand the reason for multiple late arrivals to school. - Identify if there are any barriers that are

	preventing your child from arriving at school on time. • Ineligibility to attend schoolwide events.
Tier 2 Lateness Outreach and Support	
4-7 unexcused late days in a semester: Semesters: S1: August to January S2 February to June	Tier 1 Attendance Outreach <u>plus 1 or more of the following</u> • Family/Guardian meeting with the student, administrator or social worker to discuss patterns of lateness and co-create an lateness agreement in collaboration with a school administrator or social worker • Discuss and identify to improve student's on-time arrival, in addition to helping with any home or travel needs through East Harlem Tutorial Program resources and/or other community-based organizations • Ongoing communications with families/guardians and the student with a staff member to work through lateness challenges • Check-in with a staff member and/or a daily tracker. • Discussing a commitment plan to complete missing assignments from classes that are impacted by the student's lateness. • Ineligibility to attend schoolwide events.
Tier 3 Lateness Outreach, Support, and Interventions	
8 or more unexcused lateness in a semester / school	• An additional meeting with the family/guardian, student, social worker and/or an administrator that results in an individualized support plan that continues to include daily check-ins, daily trackers with a member of the school leadership team.

	• Determine an intervention plan based on the number of classes where grades are impacted by lateness; this can include (but not limited to) staying after school to connect with teachers to complete missing assignments. • Ineligibility to attend schoolwide events.
Similar to our attendance protocol, the school will initiate lateness/attendance intervention plans for students who are frequently late as it will negatively impact your child's academic growth and will risk not being promoted to the next grade. <i>Students that are late 10% or more of the school year (18 days in a year) are defined as chronically late and justify interventions including but not limited to family meetings and engagement of Administration of Child Services (ACS).</i>	

Keeping Track of Attendance and Lateness

Families/Guardians are asked to update address, email, and/or phone number if there are any changes to prevent miscommunication with the school. As we send all of our messages to families/guardians through Dean's List, if you have not registered for it, please contact the school. *Dean's list is available as a website or app on your cell phone.*

Excused Absences or Late Arrival Reasons:

- A note or copy of a doctor/medical visit or hospital stay
- Appointment related to school or serious family matters (e.g., outside evaluations by the CSE, vaccines, court appearance)
- A copy of family's death certificate
- Evidence of a family emergency
- Religious holidays

Extended Vacations: Families with students who take extended vacations abroad and intend to return to their permanent residence in the United States (including U.S. territories) must remain enrolled. Absences resulting from the family's travel outside the country are categorized as extended vacations. During this period, the student will be marked absent, as remote learning will not be available. We strongly recommend using holidays to travel to limit school absences, in addition for

families/guardians and students to request instructional materials to prevent learning loss.

Appendix C: Academic Policy

Academic Policies Guiding Principles & Policy Statement

The East Harlem Scholars Academies (EHSA) academic policies seek to provide consistency and clarity across all of our schools. The policies grounded in the following guiding principles:

- Promote consistent and vertical alignment around expectations across all grade levels.
- Academic practices should strike a balance between acknowledging and defining what effort looks like and measuring student achievement.
- Academic practices should not be used to reward or punish but instead teach students the connection between how students learn, what they achieve, and the effort they put in that met their academic goals.
- Academic practices should seek to address bias that rewards students closer to privileged identities (e.g. students who are able bodied, speak English, and read on grade level).
- Ensure rigorous and equitable instruction.

Academic Program Requirements

The East Harlem Scholars Academies academic program requirements use the New York State Education Department (NYSED) requirements as the baseline for building the program. As a charter school, we can and will go above and beyond the NYSED requirements if/when it is feasible for the network to do so.

Elementary (Kindergarten – 5th grade) and Middle School (6th–8th grades)

All East Harlem Scholars Academies K–8 provide students with instruction in the departments below every year and accurately reflected on the student’s report cards.

- English Language Arts
- Social Studies
- Mathematics
- Science & Technology
- Arts Education (i.e. Dance, Music, Theatre, Visual Arts)
- Physical Education
- Health Education

High School (9th – 12th grade)

The high school academic program is based on the graduation requirements outlined by the NYSED. East Harlem Scholars Academy High School goes above and beyond the graduation requirements outlined by NYSED starting with students graduating in 2028 (students that began high school in 2024). Students graduating in 2027 (entering high school in 2023) or 2026 (entering high school in 2022) are eligible for graduation aligned to the NYSED policies.

Content	NYSED Requirements	EHSA Graduating 2026/2027	EHSA Graduating after 2027	Baseline Course Sequence
Math	6 Credits (1 Credit per semester)	6 Credits (1 Credit per semester)	8 Credits (1 Credit per semester)	9th: Algebra I 10th: Algebra II or Geometry 11th: Algebra II or Pre-Calculus 12th: Statistics or Calculus
English Language Arts	8 Credits (1 Credit per semester)	8 Credits (1 Credit per semester)	8 Credits (1 Credit per semester)	9th: English I 10th: English II 11th: English II or AP Seminar 12: English IV or AP Language
Science 1 Life Science 1 Physical Science 1 of either	6 Credits (1 Credit per semester)	6 Credits (1 Credit per semester)	8 Credits (1 Credit per semester)	9th: Physical Science (PS) 10th: Biology (LS) 11th: Chemistry 12th: AP Biology, Chemistry
Social Studies/ History	8 Credits (1 Credit per semester)	8 Credits (1 Credit per semester)	8 Credits (1 Credit per semester)	9th: Global History I 10th: Global History II 11th: AP US History or US History

				12th: Government/Econ
Physical Education	4 Credits (1 credits per semester)	4 Credits (1 credits per semester)	4 Credits (1 credits per semester)	9th: Physical Education I 10th: Physical Education II 11th: Physical Education III 12th: Physical Education IV
World Languages (must be the same language)	2 Credits (1 Credit per semester)	2 Credits (1 Credit per semester)	2 Credits (1 Credit per semester)	9th or 10: Spanish I
Health Education	1 Credit (0.5 Credit per semester)	1 Credit (0.5 Credit per semester)	1 Credit (0.5 Credit per semester)	10th: Health
Arts Education	2 Credits (1 Credit per semester)	2 Credits (1 Credit per semester)	2 Credits (1 Credit per semester)	9th: Dance or Theatre
Electives	7 Credits	7 Credits	7 Credits	10th: College Seminar (1 Cr) 11th: College Seminar (1 Cr), Financial Literacy (1 Cr) 12th: College Seminar (2 Cr) Other Electives: 2 Credits

Assessments

Students in elementary, middle and high school grades take standardized tests administered by NYSED in accordance with Federal & State regulations, as outlined below. In addition, the school will administer network level, school-level, and classroom-level assessments throughout the year.

NY State Assessments – Elementary and Middle School

In accordance with Federal & State regulations, students in grades 3–8 in New York participate in NYSED ELA & Math tests, each year. Students in grade 5 & 8 also participate in the NYSED science test. As of 2024–2025, schools must use the new Science Investigation exam.

Opt Outs

Our schools accountability report is based on the percentage of students who participate in the NYSED state exams. To that end, parents must opt out in writing using [this template](#) (or request the template at the school) and submit it to the director of operations (DOO) at the school if they do not want their child to participate in the state exams. *This request must be made annually and for each exam separately.*

It is prohibited for an EHSA teacher or staff member to discourage students from taking the NY State Assessment regardless of their academic performance in class or disability/ multilingual learner (MLL) status.

Note: First Year (new to the country) MLL students are opted out from taking the NYS assessments.

NY State Assessments: Regents – High School

In accordance with Federal & State regulations and aligned to graduation requirements, students in grades 9–12 will participate in Regents Exams aligned to their course of study. **These exams are a requirement for students regardless of the student's regents status.** This is to ensure that the highest regents scores are

reported on a student's transcript. EHSA have prioritized the following regents exam for students to pass aligned to their course of study.

Regents Exam	Course of Study	Requirements
Algebra Regents	Algebra I	Math Requirement Students who do not pass this Regents will be required to sit for the class for a second time
English Language Arts Regents	English II	English Requirement
Living Environment Regents	Biology	Science Requirement
Global History Regents	Global History II	Social Studies Requirement
US History Regents	US History	(+1) or Additional Requirement
Algebra II Regents	Algebra II	(+1) or Additional Requirement

In general, students must earn a 65%+ on a regents exam to earn the regents credit. However, there are options for students who fall within the "Safety Net" will give students an opportunity to earn a regents credit if they do not earn the 65% minimum requirement.

i-Ready Assessments

Students in grades K-8 will take iReady diagnostic exams 3x per year to provide schools with information about students progress throughout the year with grade level standards. These assessments also factor grade level placement and part of the school's overall retention policy.

DIBELS Assessments

Students in grades PK-2 will take DIBELS assessments as a literacy screener to help diagnose reading gaps in the early years in lieu of the state assessments.

PSAT 8/9 & PSAT/NMSQT

Students in grade 9 will take the PSAT 8/9 & students in grade 10 will take the PSAT/NMSQT as a diagnostic exam to provide schools with information about students progress through grade level high school standards.

SAT Exams

High school students in grade 11 & 12 will take the SAT Exam both for diagnostic and college entrance purposes. Students in 11th grade will take the exam twice once in the fall and again in the Spring. And based on recommendation from the student's counselor, students in 12th grade will sit for the SAT Exam.

AP Exams

Students who are enrolled in AP exams will be required to sit for the AP exam attached to the course.

School Interim Assessments (IA) & Quarter Exams

All students are required to take internal/in school interim assessments (K-8) and quarter exams (9-12) to assess students' proficiency on standards throughout the year. These exams will be graded and be made part of their overall grade.

NYSELATT & NYSTELL Exams

Multilingual learner (MLL) students are subject to these exams. Both exams measure English language proficiency for MLLs. Students who indicate they speak a language other than English upon admittance into our school are required to take the NYSETELL within 10 days of their admittance into the school. The school's director of inclusive learning (DOIL) is responsible for ensuring that the exam is administered to those students within the time period and that the data is given to the network Data Team. Each year, students who receive MLL services, will take the NYSELATT exam to assess their proficiency towards the English Language. This exam is required until students are no longer receiving these services.

Course Grades, Transfer Credits, & Grading Policy

Grade Scale & Reporting

Students in K-12 are graded on the 100% grading scale. The grade breakdown goes as follows:

Percentage	Performance Level	Grading Status	Credits (for HS)
100% - 90%	Highly Proficient	Passing	Earn Credit
89% - 80%	Proficient	Passing	Earn Credit
79% - 70%	Low Proficiency	Passing	Earn Credit
69% - 65%	Approaching Proficiency	Passing	Earn Credit
64% - 00%	Intervention Needed	Not Passing	Not Earning Credit

Grading Categories & Weights

East Harlem Scholars Academies will utilize a common set of grading categories for all academic courses and in most elective/enrichments courses.

The names and weights of each category, as well as the appropriate categorizations of typical assignments and assessments are detailed in the table below.

Grade Band	Homework	Class Performance	Assessments
K-2	20%	30%	50%
3-5	20%	30%	50%
6-8	20%	30%	50%
9-12	15%	25%	60%
Assignment Type Examples (not exhaustive)	- Any of the following when assigned for out of class completion: - Reading Logs - Notes & Annotations - Short Response Questions - Rough Drafts	- Any of the following when assigned for in-class completion: - Independent practice problems - Reading Logs - Notes & Annotations - Short Response Questions - Group-Work (with a Rubric) - Seminars - Lab Reports	- Exit Tickets - Quizzes - Selected Problems or Questions from HWK or Classwork Assignment - Interim Assessments (aligned to performance levels or curved) - End-Of-Module Assessments - Final Drafts of Papers/Labs - On-Demand Assessments - Summative Seminars

Late Work

Late work is accepted, but with accountability for the assignment being late. Schools will follow the guidance below. Students who are absent will get the total number of days absent to complete the work.

- Students in grade K-2 will not be subject to the late work policy. Schools will develop intervention with the student's family/guardian.

Turned in Second Day	Turn in 3rd Day	Turn in within the Week	Never Turned In
Subtract 5% from Grade	Subtract 10% from Grade	Subtract 10% from Grade	Student earns a 35% for the assignment

For K-12 grades

- At the end of each marking period, each course grade <50 will be changed to a minimum of 50%. A minimum grade of 50% is still not passing and will still affect a student's GPA (in HS), however it will create a situation where students will have an opportunity to improve his/her grade for the year.
 - Special Grading Marks
 - Missing = 35% - this mark should be given when a student is missing an assignment that is graded and put into the gradebook.
 - Cheating = 0% - this mark should be given when a student is deemed to be cheating or plagiarized on an assignment. Only a member of the school leadership team can make this determination after an investigation. If there is a suspicion of cheating or plagiarism the teacher should refer the student to the culture support team (CST)
 - Exempt = NO GRADE - this mark is given to a student when the assignment is in the gradebook but does not count towards the student's final grade. Exempt should be given for:
 - Grades that are part of an overall intervention for the student's final grade.
 - Assignments for students who have had an extended absence for a reason other than suspension.
 - Assignments agreed upon with the teacher that should be exempted as a result of a student's community removal (suspension).

- Incomplete (INC) – Any situation that would prevent the school from giving the student a fair grade at the end of the marking period should be awarded an incomplete (INC). At this time, the school principal should consult with school leadership to determine the best course of action to give the student a final grade.

Grade Changes

A grade change is a revision of a final grade after the marking period is over, the review period has ended, and gradebooks have been closed.

EHSA recognizes two categories of Grade Change – Grade Update and Grade Appeal.

Both categories of Grade Changes require documentation and approval in adherence to the policies and definitions outlined below.

Grade Update Policy

A Grade Update is a Grade Change that is a result of:

1. A grade calculation or entry error.
2. Updating a final grade to replace an Incomplete/Missing grade.
3. Submission/Resubmission of a missing or incomplete assignment/assessment that necessitates an update of the final course grade.
 - a. The Criteria for an assignment here is:
 - i. Resubmission does **not** apply to assignments with previously earned passing grades unless there was an error in grade calculation.
 - ii. Completed within 10 days of the end of the marking period
 1. Extensions may be granted only in documented cases (e.g., illness, family emergency, IEP/504 accommodations) approved by the Principal or Assistant Principal
 - iii. Once the resubmitted work is graded and the final course grade is updated, the change is **final**.

Grade Appeal Policy

A grade appeal is a grade change based on the position that a final grade is unfair, unjust, or incorrectly calculated.

A grade appeal must be requested within 30 days of the scholar receiving the final grade at the end of the term. If the final grade was received in June, the grade update may be requested during the first 10 days of the following school year.

Transfer grades

Elementary and Middle School (K-8)

- If a student is coming a school outside of the NYC public or charter school system and they have sufficient records (e.g. a report card) then they should be placed in the grade that they were in the previous school (transfer in the middle of the year) or the next grade (if at the beginning of the year); family/guardian must provide documentation from the previous school that students have advanced to the next grade otherwise they will be placed based on age.
 - If a student is coming from a school within the NYC public school or charter school system and they have sufficient records (e.g. a report card) they should be placed in the grade outlined in the record and/or reported in ATS.
 - If a student transfers between EHSA schools, their grade placement and promotional decision will remain the same.

High School (9-12)

Transfer grades will not be factored into a student's EHSA GPA, however the EHSA transcript should reflect if a student earned the credit in the course and the regents that they earned. A student's GPA at EHSA will reflect their performance at EHSA. The rationale is in order to keep the integrity of the EHSA GPA; colleges/career programs will ask to see both transcripts.

Reporting Periods

To ensure that families/guardians receive the most up to date information regarding grading, the following networkwide reporting periods will be implemented:

Elementary / Middle Schools	High Schools
● Progress Reports ○ Given to parents at approximately the half way point between the beginning and end of each trimester ● Report Cards ○ Given to parents at the end of each Trimester ○ Will include: ■ Students trimester grades ■ iReady and/or DIBELS assessments	● Progress Reports ○ Given to parents at the end of the each quarter (or midway in the semester) each semester ● Report Cards ○ Given to parents at end of each semester ○ Will include: ■ Students current semester grades ■ Regents progress ■ Term GPA ■ Cumulative GPA

Promotion, Retention, & Grade Status

At East Harlem Scholars Academies, we are committed to ensuring that every student receives the support they need to meet high academic expectations and graduate prepared for college, career, and life. As part of our commitment to transparency and partnership with families/guardians, we use a Promotion-in-Doubt (PID) or Graduation-in-Doubt (GID) process to formally notify families when a student is at risk of not meeting promotion criteria for the upcoming school year or graduating on time.

Elementary and Middle School

Promotion decisions in elementary and middle school will be made in grades K, 2, 5, and 8. This is to ensure that we are giving students adequate time over their time in elementary school to improve with support AND ensure that if students are retained it is done at critical bench marks in a student academic career. However students who are not meeting grade level expectations will be considered “at promise” students and will be given additional support (e.g. summer program) to help them get back on track.

The table below outlines the promotion-in-doubt (PID) and retention policy.

Grade	Reading grade below 70%	Math grade below 70%	AND	I-Ready Reading (2+Grades Below)	I-Ready Math (2+Grades Below)	Does Not Meet May - June Goals	Does Not Meeting IEP Goals	Designation
Kindergarten	X	X		X (Emerging or Early K)	X (Emerging or Early K)	X	X	Retained
	Has a score below 70% for <u>either</u> Reading and Math			Has a below average I-Ready Score for <u>either</u> Reading and Math		X	X	PID w/ Retention Possible
	Has a score below 70% for <u>either</u> Reading and Math			Has a below average I-Ready Score for <u>either</u> Reading and Math				PID w/ Promotion Possible
1st Grade	X	X		X (Emerging or Early K)	X (Emerging or Early K)	X	X	"At-Promise" Student - Additional Supports Needed
	Has a score below 70% for <u>either</u> Reading and Math			Has a below average I-Ready Score for <u>either</u> Reading and Math		X	X	
	Has a score below 70% for <u>either</u> Reading and Math			Has a below average I-Ready Score for <u>either</u> Reading and Math				
2nd Grade	X	X		X	X	X	X	Retained
	Has a score below 70% for <u>either</u> Reading and Math			Has a below average I-Ready Score for <u>either</u> Reading and Math		X	X	PID w/ Retention Possible
	Has a score below 70% for <u>either</u> Reading and Math			Has a below average I-Ready Score for <u>either</u> Reading and Math				PID w/ Promotion Possible
3rd Grade & 4th	X	X		X	X	X	X	"At-Promise" Student -

Grade	Has a score below 70% for <u>either</u> Reading and Math			Has a below average I-Ready Score for <u>either</u> Reading and Math		X	X	Additional Supports Needed
	Has a score below 70% for <u>either</u> Reading and Math			Has a below average I-Ready Score for <u>either</u> Reading and Math				
5th Grade	X	X		X	X	X	X	Retained
	Has a score below 70% for <u>either</u> Reading and Math			Has a below average I-Ready Score for <u>either</u> Reading and Math		X	X	PID w/ Retention Possible
	Has a score below 70% for <u>either</u> Reading and Math			Has a below average I-Ready Score for <u>either</u> Reading and Math				PID w/ Promotion Possible
6th & 7th Grade	X	X		X	X	X	X	"At-Promise" Student - Additional Supports Needed
	Has a score below 70% for <u>either</u> Reading and Math			Has a below average I-Ready Score for <u>either</u> Reading and Math		X	X	
	Has a score below 70% for <u>either</u> Reading and Math			Has a below average I-Ready Score for <u>either</u> Reading and Math				
	Humanities Grades below 65% (ELA, SS)	STEM Grades below 65% (Math & Science)		I-Ready Reading (2+Grades Below)	I-Ready Math (2+Grades Below)	Does Not Meet May - June Goals		Designation
8th Grade	X	X		X	X	X	X	Retained
	Has a score below 65% in ELA	Has a score below 65% in Math		X	X	X	X	Retained

	Has a score below 65% in <u>either</u> ELA or Math	OR	Has below average I-Ready Scores for <u>either</u> Reading or Math	X		PID w/ Retention Possible
	Has a score below 65% in <u>either</u> ELA or Math	OR	Has below average I-Ready Scores for <u>either</u> Reading or Math			PID w/ Promotio n Possible

At Promise & Opportunity Cohort Students

At East Harlem Scholars Academies, we believe that all students are capable of achieving academic excellence with the right support. We reject deficit-based labels and instead use the term "At Promise" to refer to students who are not yet meeting grade-level benchmarks but, with targeted intervention and sustained support, can get back on track.

Students in grades 1, 3, 4, 6, and 7 may be identified as "At Promise" if they are not demonstrating proficiency in key academic benchmarks in English Language Arts and/or Mathematics. This designation is not a punitive label but a proactive strategy to ensure timely intervention, family partnership, and student growth.

High School (9-12) - Promotion & Grade Level

At East Harlem Scholars Academies, we are committed to ensuring that every student receives the support they need to meet high academic expectations and graduate prepared for college, career, and life. Students must sit for and earn a passing grade (65%+) starting with grades in the 2024-2025 school year for all of their required courses. When students fail required courses, they have not earned enough credits to be on track to graduate in four years.

Schools will communicate promotion decisions to students and families/guardians before the end of the school year. High school students who do not meet promotion requirements in June can attend summer academy for available classes if:

- Student have an average daily attendance rate of 85%+
- Student have attended the course that they did not earn the credit at least 85% of the time.
- Student has sat for the regents exam (if applicable).

Opportunity Cohort

At EHSA, we believe every student deserves a clear, supported, and empowering pathway to graduation, no matter their starting point. Our “Opportunity Cohort” includes students who may be overage upon entering high school or become under-credited during their journey due to factors such as interrupted schooling, transfers, or life circumstances. This cohort highlights students’ resilience and ensures they receive the structured supports needed to get back on track and achieve success.

The table below outlines the minimum promotion criteria for high school promotion.

Designation	Total Credits	Notes
Rising 10th Grade	2 Math Credits 2 English Credits 2 Science Credits 2 History Credits Total: 8 Credits (for designation) 2 Arts Credits 1 PE Credit Algebra I Regents Exam Total 11 Credits (for on-track to graduate)	Students can only take up to one core class (2 credits) during summer academy. Needing more than 2 credits or not meeting requirements for summer academy will mean students will be designated as a 9th grader.
Rising 11th Grade	4 Math Credits 4 English Credits 4 Science Credits 4 History Credits Total: 16 Credits (for designation)	Students can only take up to one core class (2 credits) during summer academy. Needing more than 2 credits or not meeting requirements for summer academy will mean students will be designated as a 10th grader.

	2 PE Credits 1 Health Credit 2 LOTE Credits 2 Elective Credits Global History Regents English Regents Total: 22 Credits (for on-track to graduate)	
Rising 12th Grade	6 Math Credits 6 English Credits 6 Science Credits 6 History Credits Total: 24 credits (for designation) 2 Arts Credits 3 PE Credits 1 Health Credit 2 LOTE Credits 4 Elective Credits Living Environment Regents US History Regents Algebra II Regents Total: 36 Credits (for on-track to graduate)	Students can only take up to one core class (2 credits) during summer academy. Needing more than 2 credits or not meeting requirements for summer academy will mean students will be designated as an 11th grader. Students who are deficient in any Regents will be designated an 11th grader until Regents requirements are met.
On-Track for Graduation	8 Math Credits 8 English Credits 8 Science Credits 8 History Credits 4 PE Credits	

	2 Arts Credits 4 PE Credits 1 Health Credit 2 LOTE Credits 6 Elective Credits All Regents Exams Total: 51 Credits	
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Graduation

Graduation from 8th Grade (“Stepping Up”)

Students in 8th grade who have met all of the requirements for the grade and/or have been granted promotion by the school principal after being PID are able to participate in the school’s “stepping up” ceremony. Students who are PID, and have not met the requirements for graduation or granted promotion are not allowed to participate in the graduation “stepping up” ceremony for the school and/or 8th grade related activities.

Graduation from High School

Students in 12th grade who have met all of the course and Regents requirements for high school are eligible to participate in the school’s graduation ceremony. Students who are or will be Graduation in Doubt (GID) by May 1 of the current school year will be ineligible to participate in the graduation ceremony and/or any senior related activities. Students will be alerted by October of their senior year if they are GID and therefore ineligible for graduation. The following represents a student who is both GID and ineligible for graduation or senior activities:

- A student who is missing Regents exams by May 1 of their cohort senior year
- A student who is missing 4+ more credits in core classes by May 1 of their cohort senior year
- A student who is missing 2+ credits in electives, PE/Health, LOTE, or arts classes by May 1 of their cohort senior year
 - A student only needs to miss one of these criteria to be GID.

EHSA may prohibit a student from attending commencement-related activities or graduation ceremonies when:

- The student poses a real threat of violence or disruption to the event.

- There are students with particularly egregious conduct as long as students are previously advised in writing.
- Students on suspension at the time of the commencement ceremonies also may be prohibited from attending these events, but the exclusion must be proportionate to the infraction committed.

INCLUSIVE LEARNING

In accordance with the State Education Law Section 2853(4) et al, East Harlem Scholars Academies provides services required by a student's Individualized Education Plan (IEP), either directly, by contract or by agreement with the school district. East Harlem Scholars Academies offers a variety of intervention services to its students. Students with an Individualized Education Plan (IEP) for Integrated Co-Teaching are placed in an ICT class, as mandated in their IEP. Scholars with mandated Special Education Teacher Support Services (SETSS) will receive these services during the school day and during after-school. In addition, students who have an IEP for related services can receive these services during the school day. Related services include speech, occupational therapy, physical therapy, or counseling. East Harlem Scholars Academies partners with agencies or the DOE to secure licensed providers to offer these services.

East Harlem Scholars Academies has full-time licensed social workers on site to address the needs of students who have an IEP for individual or group counseling. In addition, the social workers work with other individuals and groups of students who are struggling with social and emotional concerns.

All special education services at East Harlem Scholars Academies take place during the regular school day.

East Harlem Scholars Academies communicates with families of students with disabilities on an ongoing basis regarding the progress their children are making, their children's IEPs and ways that families can support the education and development of their children with disabilities. East Harlem Scholars Academies provides written periodic progress for each student, as well as copies of all report cards, to the families of each special education student. Families are encouraged to contact and/or meet with their children's teachers and East Harlem Scholars

Academies administrators at any time to discuss concerns, questions or complaints about their child's IEPs and the services provided to their children.

If a student enrolls in East Harlem Scholars Academies and school community members believe your child may have a disability, the Principal and the Director of Inclusive Learning will collaborate with the student's teachers and connect with families and students on the best ways to support your child in school. In accordance with the review, if your child continues to exhibit a disability, the director of inclusive learning will connect with families to discuss the student being referred for an evaluation at the school's Committee for Special Education (CSE) and determination of eligibility for special education programs and services.

Families/guardians may also directly contact the school's director of inclusive learning to request on their behalf an evaluation for their child.

If you believe your child is not getting the support they need, reach out to your child's teacher or your school's Director of Inclusive Learning to discuss the challenges.

Cell Phone Policy Guidance for Students with Disabilities (IEP and 504 Plans) and Multilingual Learners

Some students may require access to personal technology [i.e. cell phones, tablets, smartwatches, or other electronic devices] to monitor or manage health conditions while at school. Multilingual Learners (ELLs) may require electronic devices for language access as determined by the school's director of inclusive learning.

Additionally, some students may opt to use their personal devices instead of school-issued ones for assistive technology recommended in their IEPs and/or language support. Schools will allow temporary exemptions to local cell phone policies as necessary until students have successfully transitioned to using school-issued technology.