

311 West 120th Street
New York, New York 10027
212-666-4134

Dr. Bertrand Tchoumi, Principal

Ms. Francesca Lujan, Vice-Principal



PARENT HANDBOOK

Pre K-8



2021-2022

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New York, NY 10027

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Dear NYFACS Parents and Families,

Welcome to the school year 2021-2022. Welcome to a new beginning. We are starting this new school year after more than eighteen months of remote learning during which our students and staff adopted and adapted to new ways of learning and teaching. We learned that our rising global citizens are resilient and engaged learners, and our teachers are committed and dedicated to our students and families and to the promise we made to them: to develop global citizens who are well-prepared to assume leadership in a multicultural society.

As we return fully in person this Fall, we will continue to have this mission in mind.

We will also have in mind the fact that learning was unfinished during the last eighteen months. That is why the leadership team has developed a robust plan for accelerating learning equitably. That plan is grounded in four core values: Academic priorities to grade level content, addressing inequities, supporting all stakeholders (parents, students, staff and faculty, partners), and communicating clearly.

We understand that the transition from remote learning to in-person learning, and changes in leadership and expectations may bring anxiety and stress. Our goal is to minimize that by providing direction, order and protection. This handbook is part of that effort to provide guidance and direction to parents and students about the expectations for the new school. We believe the school-family partnership is the winning partnership for our students.

Sincerely,

Dr. Bertrand Tchoumi
Principal

At NYFACS, we RISE no matter what!

Be Respectful (Sois Respectueux)
Be Inclusive (Sois Inclusif)
Be Safe (Sois en Sécurité)
Be Engaged (Sois Engagé)

RESPECTFUL

- We make good choices and do our best.
- We use positive words and actions.
- We are attentive to the people around us.
- We celebrate the uniqueness of anyone at NYFACS.

INCLUSIVE

- We use kind words and actions
- We are helpful to others
- We are welcoming
- We care about each other

SAFE

- We keep personal space
- We utilize property and tools properly
- We move throughout the campus as directed
- We understand and value other people feelings

ENGAGED

- We do our personal best
- We are active learners and listeners
- We stay and persevere on task

- We continuously learn and grow

Mission Statement:

To develop **bilingual and biliterate global citizens** who will be the leaders of tomorrow.

Goals:

High academic standards, attention to individual learning styles, and emphasis on creating a flexible learning environment provide a strong support system and a nurturing environment for all learners, including English language learners, French language learners, and the learning disabled. The bilingual special education teacher works with those in need using methods that best fit the child. Our goals are to:

- Assure success for all students by giving special help to all students in need, regardless of cause (emotional, academic, learning difference, special education, language acquisition level, etc.).
- Give each student a strong academic education in French and in English, therefore creating bilingual and bi-literate students.
- Teach our students how to learn
- Form students who are non-judgmental, open, and flexible

Location and Directions

The pre-school and elementary school are located at:

311 West 120th Street, New York, NY 10027

(This is between Frederick Douglass Boulevard and Manhattan Avenue.)

BUS

- M10 to 120th and Frederick Douglass Boulevard
- M3 to 120th and Manhattan Avenue
- M101 or M60 From Queens to 125th and Frederick Douglass Boulevard
- M116 to 116th and Frederick Douglass Boulevard

TRAIN:

- A, B, C, D Trains at 125th and Saint Nicholas Avenue. Walk 5 blocks south to 120th Street on Manhattan Avenue. Left Turn.
- B, C Trains at 116th Street and Frederick Douglass Boulevard.
- 2 or 3 Trains to 125th and Lenox. Transfer to M60 Bus to 125th and Saint Nicholas Avenue stop and walk south.

The Middle School is located at:

441 Manhattan Ave, New York, NY 10026

(This is on the corner of 119th Street.)

The school is reachable by bus, subway or car:

BUS

- M10 to 11920th and Frederick Douglass Boulevard
- M3 to 119120th and Manhattan Avenue
- M101 or M60 From Queens to 125th and Frederick Douglass Boulevard
- M116 to 116th and Frederick Douglass Boulevard

TRAIN:

- A, B, C, D Trains at 125th and Saint Nicholas Avenue. Walk 65 blocks south to 119120th Street on Manhattan Avenue. Left Turn.
- B, C Trains at 116th Street and Frederick Douglass Boulevard.
- 2 or 3 Trains to 125th and Lenox. Transfer to M60 Bus to 125th and Saint Nicholas Avenue stop and walk south.

Hours of Operation

Breakfast	7:30 AM
Homeroom	7:45 AM
Class Begins	8:00 AM
Dismissal	2:15 PM
After School Begins	2:30 PM
After School Dismissal	5:30 PM

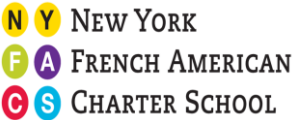

Contact information

Main Line: (646) 982-2049

Fax Number: (212) 933- 4548

Name	Position	Phone Number	Email Address
Dr Bertrand Tchoumi	Principal	(o) 212-666-4134 ext. 212 718-954-7369	BTchoumi@nyfacs.net
Francesca Lujan	Vice-Principal	516-670-5701	Flujan@nyfacs.net
Mamadou Ba	Community Engagement and Recruitment Coordinator	(212) 666-4134 ext. 110	mba@nyfacs.net
Nancy Sako	Finance/Operations Manager	(212) 666-4134 ext. 112	nsako@nyfacs.net
Lisa Blair	Assistant Ops. Manager	(212) 666-4134 ext. 100	lblair@nyfacs.net
Danielle Lynch	Administrative Assistant	(212) 666-4134 ext. 222	dlynch@nyfacs.net
Stephanie Celine	Meals Coordinator	212) 666-4134 ext. 105	sceline@nyfacs.net

Daily Schedule

		NYFACS BELL SCHEDULE			
2021-2022					
Time			Periods		

7:30 - 4:45	Morning Program
7:45 - 7:59	Homeroom
8:00 - 8:45	1st period
8:45 -9:30	2nd period
9:30 - 10:15	3rd period
10:15 - 11:00	4th period
11:10 - 11:30	5th period Lunch/Recess (Kindergarten -2nd Grade)
11:30 - 12:00	5th period Lunch/Recess (3rd & 4th Grade)
12:00 - 12:45	6th period
12:45 - 1:30	7th period
1:30 - 2:15	8th period
2:15 - 2:20	Dismissal
2:30-5:30	Afterschool
5:30	After School Pick Up
Revised 10/05/2021	

School Policies

Enrollment

The New York French-American Charter School (NYFACS) is a free, public school. Admission to NYFACS is by lottery.

The submission of applications to enter the lottery will end in April. Any applications submitted after April will be included on the waitlist. The lottery takes place in April at NYFACS, 311 West 120th Street, New York, NY10027. Admissions preference will be granted to siblings, then students living in District 3 as 2nd priority.

Post Lottery: Placement notices will be mailed to all applicants. All parents who would like to be placed on the waitlist should fill out the application and submit it with “Waitlist” written in the upper right hand corner.

To Complete the Admissions Process, you will need to bring the following to the school:

- ✓ Enrollment Form
- ✓ Emergency Form (to be updated if you move)
- ✓ Home Language Survey
- ✓ Lunch Forms
- ✓ Copy of Birth Certificate
- ✓ Proof of Address
 - Deed to a house or lease agreement in resident’s name
 - Con Ed bill in resident’s name
 - Document from City Housing Authority or the Human Resources Administration that includes home address
 - Official payroll documentation from an employer such as a form submitted for tax withholding purposes (W-4) or a pay-roll receipt/pay stub
 - Copy of a Phone Bill, Electric Bill, Lease, Gas Bill, etc.
- ✓ Immunization Records/Health Records
- ✓ IEP (individualized Educational Plan)/504 Accommodations (if applicable)
- ✓ Physical

You must be a resident of New York State in order to apply for a space for your child.

Arrival and Dismissal

Parents are not allowed to leave children unattended in front of the school. The school is only responsible for students when we open our doors at 7:30am. Upon arrival students must be escorted in the building. Any violators of the aforementioned policy will be given two written warnings. Violators will be reported to the proper authorities for endangering the safety of a child.

Doors open to student arrival beginning 7:30 a.m. for the morning program. Students in grades Pre K, Kindergarten, and 3rd grade will eat in the cafeteria. Students in grades 1, 2 and 4th grade will eat in the cafeteria. Middle school students that are in grades 5 & 6 will eat in the cafeteria

while students in grades 7 & 8 will eat in the classroom. Instruction begins promptly at 8:00 a.m. from Monday to Friday.

Students that are not participating in the Afterschool Program are expected to be picked up at 2:15 pm.

Half Day Pick-up

During half days students in Pre-Kindergarten and Kindergarten will be dismissed at 12:00. Students in grades 1- 5 will be dismissed at 12:05.

We consider prompt pick-up to be part of scholar attendance. All students are expected to be picked up **promptly** by their parent/guardian or permitted adult at the end of the school day. Parents are asked to arrive promptly at 2:15 and immediately escort their child out of the building. Please keep in mind that teachers must focus on supervising their class during dismissal; therefore this is not time for a parent/teacher conference.

Early Pick-up

Only in cases where it is necessary should a student be dismissed from school before the end of the day. In such cases, parents or legal guardians must notify the school office prior to the time of the early dismissal. In such cases, parents must inform the school of the specific time the child will be picked up and the name of the person who will pick up the child. Only adults who are listed in the school's record as being authorized will be allowed to take students from the school in these cases. In the case where a parent or guardian wants a child to be picked up early, and the child will be picked up by an unauthorized adult from the school's record, the parent or guardian must send a written note to the school prior to the time of early dismissal. **No exception to this rule.**

Please note that early dismissal is disruptive to classroom instruction. Therefore, we ask that parents limit the amount of time they pick up children early. **There will be no early dismissal after 3:40pm. Not only is the class disrupted at a difficult time, but also the student being picked up misses final instruction and assignments.**

Bus Policy

Bus transportation is provided for the safety and convenience of pupils by the New York City Department of Transportation. In order to apply for bus service, the student must live in Manhattan less than five miles, but more than one-half mile from the school. The routes are generated by the NYC Department of Transportation, and will stop only if ten or more students live in the designated area. At the beginning of school, we will provide information about the NYC Department of Transportation bus route and stops.

- **Bus Behavior** – Bus drivers must focus on the road to make sure all students arrive at school and home safely. On the bus, students must remain in their seats, talk quietly, and follow all directions given by the bus driver. Students who behave poorly on the bus compromise the safety of themselves and others. Poor bus behavior may result in suspension or termination of transportation services. If your child is suspended from the bus, it will be your responsibility to arrange for alternative transportation.

- **In an Emergency-** If you or your family is having a medical emergency that requires a change in your child's transportation plans, please call your emergency contact in order to have your child picked up by 2:15 pm. **The school will not accept transportation change requests by telephone or email.**

NYFACS Tardy and Attendance Policy

Guiding Philosophy

The mission of NYFACS is to develop bilingual and Biliterate global citizens who will be the leaders of tomorrow. To accomplish these goals and increase school wide student achievement it is crucial that all students be in class on time everyday.

Our beliefs:

Being on time to class will:

- Minimize disruptions to the learning environment
- Develops a life skill of punctuality and respect
- Promotes a culture of academic integrity
- Improve Passing Rate

Roles and Responsibilities

There must also be a strong effort from each person in our community to help students arrive to class on time and be prepared to learn. The effectiveness of the tardy policy will depend upon each person fulfilling his or her role and responsibilities as follows:

• Administrators

Will be assigned to specific areas on campus and assist in monitoring the hallways during passing periods, will assign CARE Team members (CT), School Attendance Review Team (SART), Administrative and all other interventions as deemed necessary.

• Security Officer

Will monitor the hallways during passing periods, will patrol the campus, and monitor the flow of student traffic, and help students get to class on time.

• Teachers

Building leaders will assist both administrators and campus security in ushering students to class. All teachers will be at their classroom doors to monitor the hallways during passing periods, greet students at the door, and keep the student traffic moving and be a positive adult presence.

Teacher's responsibilities include:

- Accurately record attendance in **PowerSchool and your gradebook** every period and ensure all attendance is entered before the end of the day.
- Do not allow students out of class without an official hall pass written in pen.
- Students are permitted to leave the classroom alone only with a valid hall pass (Name, date, time, destination, teacher signature)
- Be Positive; always allow late students to enter the classroom and accurately record their lateness/Truancy in **PowerSchool and your gradebook.**
- Being positive role models by showing up to class on time.
- Encourage students to move quickly to their next class.(i.e. do not hold students to discuss and/or complete work (assignments, and/or tests) in your class and thereby make them late to another class)

• Students

Students will arrive to each class on time: They will comply with all assigned interventions. Students will keep hall passes visible at all times while out of class.

• **Parents**

Parents will support their child in arriving at school on time at least 10 minutes prior to the start of class. Parents will communicate with the main office, teachers, and administrators to support the tardy policy. Students who are accompanied late to school does not constitute an excuse from being tardy.

Tardy Policy Provisions

1. Establish “Wanderers List”

- Students who are habitually out of class without permission
- Students listed on “Wanderers List” are not allowed to be issued a hall pass from any teacher for any reason. “NO EXCEPTIONS”
- Wanderers List will be distributed each morning via email.

2. School Supervision

- If a student is outside of class during instructional time, they MUST be stopped and questioned.
- Students must understand this procedure and the ramifications of not cooperating.
 - i. Do you have a pass? (Yes or No)
 - ii. Where are you coming from? Teacher/Classroom
 - iii. Walked back to class
 - iv. Refusal → Disciplinary Action
- Designated area for round-ups – Intervention Room

3. Classroom Door Coverage

It is best practice that all teachers be at their door everyday, every period during transition if they are not teaching.

Consequences for Tardiness

A tardy occurs when a student arrives in class after the bell rings. Habitual tardiness is not acceptable at NYFACS

1st Tardy:

- Teacher warns students
- Document on Student Tardy Log

2nd Tardy:

- Teacher contacts parents and makes the first entry in the Parent Contact Phone Log
- Continue to document on Student Tardy Log
- Utilize classroom teacher interventions (PBIS)

3rd Tardy:

- Teacher contacts parents and makes second entry on Parent Contact Phone Log
- Continue to document on Student Tardy Log
- Continue classroom teacher interventions (PBIS)

4th Tardy:

- Teacher contacts parents and makes third entry on Parent Contact Phone Log
- Continue to document on Student Tardy Log
- Continue classroom teacher interventions (PBIS)

5th Tardy:

- Teacher contacts parents and makes fourth entry on Parent Contact Phone Log

- Continue to document on Student Tardy Log
- Continue classroom teacher interventions (PBIS)
- Principal or Vice-principal Conference with student and telephone call to parent.
- Attach Email / Student Tardy Log

6 & 7th Tardy:

- Teacher contacts parents and makes fourth and fifth entry on Parent Contact Phone Log
- Continue to document on Student Tardy Log
- Continue classroom teacher interventions (PBIS)
- **First Truancy letter and sent home.**

8th & 9th Tardy:

- Teacher contacts parents and makes seventh & eighth entry on Parent Contact Phone Log
- Continue to document on Student Tardy Log
- Continue classroom teacher interventions (PBIS)
- Second Truancy letter Parent Conference Scheduled.

10th Tardy:

- Teacher contacts parents and makes ninth entry on Parent Contact Phone Log
- Continue to document on Student Tardy Log
- Continue classroom teacher interventions (PBIS)
- **Second Truancy letter Parent Conference Scheduled.**
- Referral to school Attendance Review Team (SART) that could lead to an ACS referral/
Place student on wanderers list.

School Attendance Review Team (SART): Attendance and tardies are monitored closely throughout the school year. Truancy letters are sent out to students each time they receive three unexcused absences or three tardies. After nine unexcused absences or nine tardies, a referral may be made to the county Student Attendance Review Committee (SART). SART is composed of teachers, staff and parents who will review the student's attendance history, interview the parents and student, and make various recommendations to which the parents and student must adhere. If these recommendations are not followed and the student continues to accrue unexcused absences and tardies, SART can turn the case over to the Administration of Children Services (ACS) for legal action. Students may also be referred to SART for chronic discipline problems.

TRUANCY POLICY

Every absence counts. Excused absences are still absences

NYFACS believes that good attendance is essential if students are to achieve and reach their academic potential. Each day is important for learning. Parents are required to ensure their son/ daughter maintains good attendance.

Truancy - Overview

A child is "truant" if he/ she has three (3) or more school days of unexcused absence during the current school year. An unexcused absence is any absence from school without

an acceptable excuse (as articulated in the Parent Handbook), or without any reason at all. This also includes any student who leaves class without the permission of the teacher. **Students that are absent from school for ten (10) or more consecutive days without appropriate documentation could be dismissed from school.**

A child is not considered truant if he/she is absent from school due to not meeting the immunization or illness.

For the unexcused absences, NYFACS will send the parent/ guardian a notice of the unexcused absence. In addition to stating the legal consequences, the name and telephone number of a school contact person will be included.

For the third unexcused absence occurrence, NYFACS will send the parent/guardian notice by USPS certified mail within 30 school days of the child's third unexcused absence that the child has been truant. This notice shall 1) a copy of the legal penalties for violation of compulsory attendance requirements; 2) a description of the consequences that will follow if the child becomes habitually truant in the future; 3) will be in the mode and language of communication preferred by the person in parental relation; and 4) include the offer of an Attendance Improvement Conference.

Habitually Truant

A child is "habitually truant" if he/ she has six (6) or more school days of unexcused absences during the current school year.

When a child demonstrates habitually truant behavior, the School will schedule a school/family School Attendance Improvement Conference to discuss the cause of the child's truancy and develop a mutually agreed upon Attendance Improvement Plan to resolve truant behavior. The plan can include a myriad of options for the elimination of truancy that are mutually agreed upon by the participants.

School Attendance Improvement Conference and the Attendance Improvement Plan

The Attendance Improvement Plan is developed cooperatively with involved stakeholders through an Attendance Improvement Conference, which is required upon NYFACS notice to the child's parent/ guardian following the child's third unexcused absence. NYFACS will invite the following individuals to the conference:

- The child (for middle school students only)
- The person in parental relation to the child;
- Other individuals identified by the person in parental relation who may be a resource (e.g. a grandparent, sibling, family friend, advocate, community member, etc.);
- Appropriate school personnel;
- Appropriate service providers, if applicable (e.g. case managers, behavioral health providers, probation officers, children and youth practitioners, etc.

NYFACS is permitted to proceed with the Attendance Improvement Conference and Attendance Improvement Plan without the child's parent present at the Conference. The Attendance Improvement Conference engages all participants involved in the child's life to explore possible solutions to increase the child's attendance. Maintaining open communication between the child and adults will facilitate positive outcomes.

The purpose of the Attendance Improvement Conference is to discuss the cause(s) of the truancy and to develop a mutually agreed upon plan to assure regular attendance. Issues to be addressed at the Attendance Improvement Conference will include but not be limited to:

1. Possible elements of the school environment that inhibit student success; Child's current academic level and needs;
2. Appropriateness of the child's educational environment;
3. Social, emotional, physical, mental and behavioral health issues; Issues concerning family and home environment and;
4. Any other issues affecting the child's attendance.

The participants in the Attendance Improvement Conference should work collaboratively to conduct a holistic assessment to determine the reason(s) the child is exhibiting truant behavior. Every member should have a vested interest in and responsibility for determining an appropriate plan to assist the child to succeed both socially and academically. This Attendance Improvement Conference also provides an opportunity to ensure that both the child and the family clearly understand the legal ramifications of not adhering to the state's compulsory attendance requirements.

The primary goal of the Attendance Improvement Conference is the development of a comprehensive Attendance Improvement Plan which is understood by, agreed upon and supported by the child, the parent/ guardian, the School representatives and all other conference participants. The Attendance Improvement Plan should include but not be limited to the following components as appropriate:

1. Identification and provision of appropriate academic supports by the School and/ or community organization(s);
2. Identification and provision of appropriate social, emotional, physical, mental and behavioral health supports from the School and/ or community organization(s);
3. Identification of the school environment issues that affect the child's success and solutions to address these issues;
4. Explanation of the child's strengths and responsibilities related to the Attendance Improvement Plan;
5. Explanation of the family's strengths and responsibilities related to the Attendance Improvement Plan;
6. Clarification of method(s) used for monitoring the effectiveness of the Attendance Improvement Plan;
7. Explanation of the consequences for each stakeholder if the Attendance Improvement Plan is not fully implemented;
8. Discussion of the benefits for successfully implementing the Attendance Improvement Plan; and
9. Following up and reporting the outcome of the Attendance Improvement Plan.

The Attendance Improvement Plan substantiates efforts made by the School, the family and other vested third parties to assist the child in addressing and resolving school attendance issues. This comprehensive system of support and services provides documentation of the good faith effort between the Charter School and the child's family should future action be required.

Excessive Truancy

A child is "excessively truant" if he/ she has twelve (12) or more school days of unexcused absences during the current school year.

For habitually and excessively truant children: The School may refer the child/ family to either the ACS and / or file a citation against the parent/ guardian of an excessively truant child under fifteen (15) years of age in a district court.

The School will maintain a record of each student's absences and reasons for absences as part of the student record.

Children who are excessively truant from school while subject to compulsory school attendance are subject to an assessment to determine if there is a need for general protective services. Children will not be referred to ACS for assessment as possibly needing services until after the School has made a formal effort to involve the family and child in resolving the cause of the truant behavior.

The Charter School will not impose discipline for truant behavior that excludes the child from the classroom, including in-school suspension, out-of-school suspension or expulsion.

OFFICIAL NOTICE OF CHILD'S TRUANCY

Dear <PARENT'S (OR GUARDIAN'S) NAME>:

This letter is to officially notify you that <STUDENT NAME> has been absent from NYFACS without an excuse on the following dates: <DATE 1, DATE2, and DATE 3 (add subsequent dates as appropriate)>. These absences are unexcused and, therefore, constitute a violation of the compulsory attendance provision of the Public School Code.

You are therefore notified of your child's repeated unexcused absences and strongly encouraged to ensure that your child receives no subsequent unexcused absences. The series of unexcused absences constitute a summary offense under the Public School Code for which penalties may be imposed against you as parent or guardian. **(place NYC Law here)**.

Be advised that the process for development of an Attendance Improvement Plan for your child has now begun, if your child receives six (6) unexcused absences, NYFACS will require your participation in an attendance improvement conference and develop with you an attendance improvement plan. If your child accumulates twelve (12) unexcused absences, NYFACS may initiate a proceeding against you before a magisterial district judge, and a referral for general protective services made to the local children and youth agency. NYFACS will not contact the local children and youth agency prior to our contacting you. Please refer to the enclosed sections in the **NYC attendance policy** for specific penalties for violation of compulsory attendance requirements for both you and your child.

Sincerely,

Hallways and Stairwells

When students walk in the hallways, they must remain quiet and respectful of the learning of others throughout the building. Students are not permitted to run at any time in the building. They must walk at all times. When classes travel to and from their classroom, they line up in order by number, which is assigned by the teacher and rotates regularly so everyone gets a chance to be “first.” When students are traveling in a group, adults prompt them to be quiet by showing the “Quiet” hand sign. We encourage children to help one another quiet down by also using the hand symbol.

Dress Code

NYFACS has a uniform policy for its students: a dark blue bottom (pants or shorts for boys and pants, shorts, skirts, dresses, or jumpers for girls) and a dark blue top for all students. **Jeans and denim are NOT acceptable**, nor are team sport shirts or those with obvious logos or slogans.

We ask that students show pride and respect for our school by dressing accordingly.

Uniforms can be ordered online from Flint O’Hara Uniforms:
<https://www.flynnohara.com/School-Landing.aspx?scn=NY052>

The New York French American Charter School (K-5) webstore.

Quick Link to your Cookies Uniform Web-store:

<https://www.cookieskids.com/Uniform.aspx?sid=2189&dcid=0&icid=FACS>

The New York French American Charter Middle School (6-8) web-store.

Quick Link to your Web-store:

<https://www.cookieskids.com/Uniform.aspx?sid=4236&dcid=0&icid=NYFACSM>

Bathrooms

Students are to use the bathrooms located on the floor on which they are attending class. For safety reasons, no two children may go to the bathroom at the same time, except when an adult can closely supervise the children in the bathroom. If a student ever feels uncomfortable or intimidated by using the bathroom, please let the teacher and principal know immediately so that we can work together to alleviate it.

Respecting School Property

Students are expected to adhere to the following rules regarding school property

- Refrain from damaging walls, cubbies, desks, chairs, and other school furniture
- Refrain from writing graffiti on the premises
- Keep cubbies clean and organized
- Keep hallways and passages clear of backpacks and clothes
- Keep bathrooms clean. No objects should be put in the toilets or sinks.

Keeping the school clean and organized is an important part of maintaining a positive school image.

School Library Use

Teachers and students are expected to keep the library organized and clean. All borrowed books should be recorded and returned the following week. We are currently developing a partnership with the New York Public Library, located on West 125th Street.

Prohibited Items-

Toys and other non-school related items are not allowed in the school. If you wish to send a game that multiple children can play during recess, please send it to the classroom teacher's attention.

Toy weapons or guns are strictly prohibited.

Candy and gum are not permitted at NYFACS. The parent assumes responsibility for any item brought from home

Cell Phones

As per Chancellor's Regulation A-413, students are permitted to bring the following electronic items to school: (1) Cell Phones; (2) Laptops, tablets, iPads, and other similar computing devices; and (3) Portable music and entertainment systems, such as iPods, MP3 players, PSP, and Nintendo DS

The New York French American Charter School staff acknowledges the fact that, in today's day and age, many children have cell phones. Whereas the use of cell phones has become vital in many situations, during the school day children who bring a cell phone to school must adhere to the following guidelines:

Please note that in an emergency circumstance, be it a school, community, regional, state, or national emergency, students will be allowed to use cell phones as long as it is permissible by school or law enforcement officials.

1. All students' cell phones must be turned off and remain off once students have entered the school building.

- a) If a parent or guardian receives a call from his/her child's cell phone during the school day, that child is in direct violation of this policy.
- b) Should a parent or guardian need to speak to his/her child during the school day, he/she should contact the main office. Additionally, should a child need to contact his/her parent or guardian during the school day, s/he will be allowed to use one of the school phones.

2. Students may only have their cell phones on inside the school building for two reasons:

- a. They have been authorized by a school employee to turn the cell phone on for a specific purpose, or,
- b. They have been commanded by a school employee to turn it on for a specific reason (crisis, critical incident, etc.).

Unauthorized activation of and/or use of cell phones by students will result in confiscation and may result in a search of the cell phone, as such action is a direct violation of school policy.

As with other personal property brought into our school, the New York French American Charter School is not responsible for lost or stolen cell phones.

Should a student violate the guidelines listed above, the following steps will occur:

First offense – The phone will be confiscated by a school employee and brought to the main office. The phone will be returned to the student at the end of the day, at which time the student will call his/her parents and explain that this is his/her first cell phone offense.

Second offense – The phone will be confiscated by a school employee and brought to the main office. A parent or guardian will be required to pick up the phone and will be given another copy of this procedure (This procedure appears on our website and in the parent handbook.). It will be the student's responsibility to contact his/her parents after school hours to notify him/her of the violation.

Third offense – The phone will be confiscated by a school employee and brought to the main office. The student's parent or guardian will be notified by the administration that this is the third offense and that the phone will remain in the school's possession for one full week (seven days). After that time the parent or guardian will be required to pick up the phone and will be given another copy of this procedure. **The student will be suspended from school or 1 day.** (This procedure appears on our website and in the parent handbook.).

Fourth and final offense – The phone will be confiscated by a school employee and brought to the main office. The student's parent or guardian will be notified that this is the fourth and final offense and that the student will no longer be allowed to bring the phone in question or any other cell phone to school for the remainder of the year. The phone in question will remain in the school's possession for twelve days. After that time, the parent or guardian will be required to pick up the phone, will be given another copy of this procedure (This procedure appears on our website and in the parent handbook.), and will be asked to sign a form stating that s/he understands that his/her child cannot bring any cell phone to school for the remainder of the year. **The student will be suspended from school for 2 days.**

Recess

Students have recess every day. There will be indoor recess on days when there is inclement weather, such as rain or snow, or temperatures below 32 degrees Fahrenheit. Parents/guardians should support students in selecting adequate outdoor clothes to enjoy recess and fieldwork comfortably in a variety of weather conditions. Students may stay inside during recess only if BUGS administration is provided with a doctor's note stating that they may not go outside.

Play Structure-To maintain safe play on the play structure, we have to limit access to two to three classrooms at a time. Lunch staff will let students know which classes can use the structure on which days and will be sure to alternate so that access is fair.

Parties

If a parent wishes to celebrate his/her child's birthday in class, they must contact the teacher for approval and coordination.

Emergencies and Drills

For the safety of all, we conduct fire drills at the beginning of the year and then again in the spring. Students will exit the building quickly and quietly, following the direction of the teacher. Each teacher will review the fire drill route and procedures with students on the first day of

school. We will help children understand that fire drills are a serious safety precaution and not a time to talk or fool around.

School Trips

Our students and families look forward to various opportunities, especially our School Trips. Each year, NYFACS teachers plan field trip(s) that complement the curriculum, including travels to the local museums and parks, and the Bronx Zoo amongst other New York City sites. We encourage parents and family members (18 years or older) to attend field lessons as chaperones. Students earn these trips based on their behavior, academic performance, and attendance (see attendance policy). In addition, the school reserves the right to remove a student from a trip or prohibit them from going for any reason that jeopardizes the physical or emotional well-being of themselves or others.

Chaperones- Once a family member commits to chaperoning it is expected that there will be follow through with this. Cancellation of this commitment requires 48 hours to allow staff to find a replacement chaperone. Chaperone assists teachers with supervising ALL children or a designated group of children. Chaperones should expect to be asked to complete tasks necessary for the success of the trip. Chaperones are expected to adhere to all policies of behavior while on trips including:

- ✓ No smoking during the trip
- ✓ No inappropriate language in front of or near children
- ✓ No cell phone use during the trip except for emergencies, in which case communicate this with teachers before using the phone
- ✓ Chaperones may not bring any other children on the trip.

Academics

Curricula Overview

Our school combines the French and the American educational systems, taking the best from each and creating an educational system that is better than its parts. All subjects taught in English are taught by educators specialized in the subject area. All subjects are taught in French by educators specialized in the subject area. With different languages of instruction along with the teaching of different countries, the students not only learn two languages but also are enveloped in several different cultures.

From the French system we adopt:

- Rigor and Structure
- Inductive reasoning approach to teaching
- A deep approach to the topics studied
- In depth grammar study and analysis of language
- Emphasis on method, organization, and neatness

From the American system we adopt:

- Flexibility and a broad approach to topics studied
- Constructive approach to student-oriented learning
- Emphasis on individual thought and creativity
- Attention to individual learning styles as well as learning disabilities, and giftedness
- Large opportunity for participation in student affairs and activities

Advantages of Bilingual/Biliterate Education

Our educational program involves both French and English, but with more time given to French in the early grades. This will not be detrimental to your child's acquisition of English since what is taught in French is transferred to the child's English language study. In a caring, nurturing environment designed to stimulate curiosity, promote creative thinking, and develop social and academic skills, the children build a foundation for success in both languages. In order to guarantee success, French and English classroom teachers work together with art and music teachers often on common themes or projects, thus bringing the teaching core together and making the learning process more meaningful to each child.

We feel strongly about our goals of bilingualism since bilingual education encompasses much more than the learning of another language. With a truly bilingual and bi-literate education throughout a child's years of schooling, the benefits are many. The children:

1. Become open-minded towards the world around them, and can be a bridge between those who speak their native language and the second language.
2. Become flexible thinkers

Additionally,

3. As their knowledge of the second language becomes more solid, their understanding and knowledge of the first language becomes stronger, deeper, and more complex.
4. A regular use of two languages enhances children's superiority in the areas of abstraction symbolism, flexibility with concepts, and problem solving.
5. Intellectual stimulation of bilingualism is particularly remarkable in mathematics.

GRADING PHILOSOPHY

The New York French American Charter School is committed to maintaining rigorous performance and achievement standards for all students and to providing a fair process for evaluating and reporting student progress that is understandable to students and their parents/guardians and relevant for instructional purposes.

Tracking Student Progress

Students and families will receive **a syllabus from the teacher** highlighting grading practices for the course or grade level within the context of this policy.

All teachers will use **PowerSchool** as their official gradebook and, with the exception of resource classes or when assignments take more than a week to complete, will enter **at least one grade per week**.

Parents and students can track grades using the **PowerSchool**, which can be accessed by receiving access credentials from the main office or their child's teacher(s).

Grade Components

The following components are part of a student’s grade. Within our school, you will see the following categories of grades:

- **Assessments 50 percent:** This category includes both formative (ongoing) and summative (ending) ways of assessing student learning with the goal of supporting student growth and success. No single component assessment should be weighted in a manner that it alone could cause a student to fail.
- **Classwork 35 percent:** This includes work completed in the classroom setting.
- **Participation 10 percent** This includes, but is not limited to, participation in classroom discussion, group work, and activities.
- **Homework 5 percent:** This includes all work completed outside the classroom.

Make-up Work Due to Absence

Teachers will provide makeup work within three (3) school days of the student’s last absence, and students must turn in assignments within seven (7) school days after they are provided by the teacher. The time allowed for makeup work may be extended on a case-by-case basis for extenuating circumstances determined by the teacher.

Reassessment

We understand that students may demonstrate improved content mastery within the course of a grading term. With the teacher’s agreement, a student may take an assignment that covers the same content that was covered in a prior assignment, and that grade can replace the previous grade. The specific questions must be changed from the prior exam, and the reassessment must occur in the same quarter, prior to the midterm or final examination.

Grade Calculations

NYFACS has adopted a 4-point value system in the early grades (K-4), for both the French and the American curricula, a grade point value that is adapted in most NYC public schools. However, we also use a 100 point scale for classroom assignments. The following chart shows how each grade falls on the 4-point scale.

Grades are calculated in the following manner:

	Grade Calculation
Courses Without Exams	The Grade of Each Trimester is Weighted Evenly

4 point scale	100 point scale	Indicators
4	85% – 100%	The child's performance exceeds the standards and the child has demonstrated a high achievement on concepts and skills taught.

3	70%-84.9%	The child's performance shows that the child is proficient at the standards taught or that the child has met the standards consistently.
2	55% - 69.9%	The child is approaching the mastery of the standards taught. The performance of the child shows that he/she needs improvement.
1	55% and below	The child has not yet mastered at all the skill being taught. The child's performance shows that he/she needs significant improvement.

NYFACS CONDUCT INDICATORS

		INDICATORS
EXCELLENT	1	<ul style="list-style-type: none"> · Enters classroom quietly and under control · Is prepared for class with supplies and assignments · Stays on task for the entire class period · Actively engages and participates in learning process · Follows all classroom rules · Is polite and respectful to teacher and classmates · Leaves class quietly and under control
SATISFACTORY	2	<ul style="list-style-type: none"> · Enters class having minor difficulty with noise and control · Is prepared with supplies and assignments with a few minor lapses · Stays on task the majority of class; is easily and quickly redirected · Actively engages and participates in learning process

		<ul style="list-style-type: none"> · Follows classroom rules the majority of the time · Is polite and respectful to teacher and classmates · Leaves the classroom with minor difficulties with noise and control
UNSATISFACTORY	3	<ul style="list-style-type: none"> · Enters class having difficulties with noise and control; four or more latenesses · Frequently does not have needed supplies and/or assignments · Frequent requests to leave class to go to the restroom or locker · Has difficulty staying on task; needs frequent redirection; does not accept redirection · Disrupts other students and/or teacher · May have received an office referral · Disrespectful to teacher and/or classmates · Leaves classroom with major difficulties with noise and control

Any conduct of 3 in any subject will ***automatically*** exclude the student from the Honor Roll or the Principal List Awards. It may also exclude them from admission into Honor Societies.

Homework Policy

In order to prevent parents and students from becoming overwhelmed, each subject has one day a week to assign homework. The homework should take no more than 30 minutes to complete, and should be a review of everything that was taught (with the exceptions of class projects, research assignments, writing assignments...).

The weekly schedule for homework will be as follows:

Mon	Tues	Wed	Thurs	Fri
French Math & ELA	Science Math & ELA	Social Studies Math & ELA	Math ELA & French	ELA Math & French

Please note that this schedule is subject to slight adjustments in the testing grades concerning test preparation. Moreover, review assignments may be added before a class test.

For parents who want extra homework, teachers remain at your disposition and can send additional homework via email and enrichment packets.

Grade Reporting

Students will receive a Progress Report half way through each trimester. The Progress Report will show the student's overall progress and academic growth at that point of the term. Report Cards are made available to all parents at the end of every trimester. Parents are asked to come to the school to sign for the report cards so that we can document that it was received.

Parent-Teacher Conferences

The purpose of the parent-teacher conference is to discuss your child’s progress in school. We highly encourage all parents to take advantage of this opportunity to meet your child’s teacher and discuss his or her progress. There are two formal parent-teacher conferences scheduled in the year to facilitate open communication between parents and teachers regarding student progress.

Promotion and Retention Policy

Students that do not satisfy the promotion criteria will be retained in the same grade. In order to be promoted, a student must fulfill the following requirements:

	Interim Assessments	Fountas and Pinnell	NYS Tests	Attendance	Social and Emotional Development
Kindergarten	At least 75% on most recent ELA and Math IA	Independent C		At least 90%	To be taken into consideration, but will not be a primary factor in promotion.
1st Grade	At least 75% on most recent ELA and Math IA	Independent I		At least 90%	
2nd Grade	At least 75% on most recent ELA and Math IA	Independent L		At least 90%	
3rd Grade	At least 75% on most recent ELA and Math IA	Independent O	Level 3 or 4	At least 90%	
4th Grade	At least 75% on most recent ELA and Math IA	Independent R	Level 3 or 4	At least 90%	
5th Grade	At least 75% on most recent ELA and Math IA	Independent U	Level 3 or 4	At least 90%	

Response to Intervention and Special Education at NYFACS

The overall instructional program of NYFACS is well suited to students with disabilities. Research

shows that an integrated school population is beneficial to all children as a whole. NYFACS will provide this type of environment. The structured NYFACS program will assist students who are identified as at-risk both with disabilities and without. NYFACS promotes a strong program of parental and student support through the Response to Intervention program and special education.

When students who do not enter the school with an IEP appear to be at risk because of poor academic performance, the teacher may refer that student to the Response to Intervention (RTI) team, and work with its members to develop an action plan with strategies to support the student academically and potentially psychosocially. Teachers will first discuss among themselves the class behavior, aptitude, and apparent learning problems with their colleagues in order to gather data and create an intervention strategy. Every teacher of the student will be involved, as well as the administrator in charge, and the special education teacher(s). The parents may also be asked to attend, as well as any outside psychologists or guidance counselor who has been working with the child. This plan may include help in the resource room as a non-IEP student, special teaching techniques devised by the group to be used in the regular classrooms, and support from the parents. The team will meet on a regular basis to be sure the plan is working or to improve the plan if necessary. These methods of intervention include: Differentiation, Pull-outs, Afterschool Program, and Saturday Academy. If the plan does not produce clear evidence of progress, the RTI team may refer the student to the Committee of Special Education (CSE) for evaluation. If these problems appear too severe to be handled by minor modifications, the Administrator in charge of Special Education will contact the parent and the CSE in the child's school district in order to refer the student for evaluation.

Once a student has been referred to the CSE, they will be contacted by the social worker assigned to the case by the CSE who will meet with the parent in order to get an understanding of the student's social history. Once a social history is conducted, the student will be evaluated. The evaluation can consist of a Psychoeducational, occupational, speech or even psychiatric evaluation. The type of evaluation will depend on the recommendation of the parents and/or teachers. Once all evaluations have been completed, the parents will meet with the representatives of the CSE and the teachers in order to review the results and create the best individualized educational plan (IEP). All IEPs are finalized by the CSE and cannot be changed or altered without the approval of the DOE. Once an IEP is finalized by the CSE services will begin.

The school currently employs a team of four special education teachers. This year, to better meet student needs, three have been assigned to particular grade levels. The increase in the staff of our special education department has allowed us to add more periods for students that need one-on-one intervention. The steps of intervention that we have developed through the RTI process have allowed us to help at risk students while preventing over identification. Tier 3 RTI students receive at least 2 periods of one-on-one or small group instruction a week, and special education students receive the help that is mandated on their Individualized Educational Plan (IEP). All services are closely monitored with specific progress reports and reviews of progress towards goals. Schedules have been made to reflect these changes. In addition to the school's special education team, an occupational therapist, a speech therapist, and a counselor come on site to work with assigned students.

504 Plan

Each child's needs are different. If a child is struggling in the classroom, determination of what is appropriate for that child is based on the nature of the disabling condition and what that child needs in order to have an equal opportunity to compete when compared to the non-disabled. There is no

guarantee of A's or B's or even that the student will not fail. Students are still expected to produce. The ultimate goal of education for all students, with or without disabilities, is to give students the knowledge and compensating skills they will need to be able to function in life after graduation. Therefore, a 504 plan can be developed for the student in order to provide accommodations that will help the student to succeed. A Section 504 eligible child will always be in the regular classroom unless (according to federal regulations) "... the student with a disability is so disruptive in a regular classroom that the education of other students is significantly impaired, then the needs of the student with a disability cannot be met in that environment". Students with a 504 plan are always mainstreamed.

Accommodations that may be used, but are not limited to, include:

- Highlighted textbooks
- Extended time on tests or assignments
- Peer assistance with note taking
- Frequent feedback
- Extra set of textbooks for home use
- Computer aided instruction
- Enlarged print
- Positive reinforcements
- Behavior intervention plans
- Rearranging class schedules
- Visual aids
- Preferred seating assignments
- Taping lectures
- Oral tests
- Individual contracts

English as Second Language

Upon registration, parents are asked to fill out a Home Language Survey. Students who speak a language other than English take an exam called the LAB-R. The score on the LAB-R determines whether or not a student is entitled to receive ESL services.

Students that qualify will receive English as a Second Language instruction. The students are pulled out of class for a portion of the day in order to receive specialized instruction in English. The ESL coordinator works with small groups of students several periods a week. The number of periods is determined by the level of the student. The NYFACS ESL Program includes the development of strategies through daily reading, writing, speaking and listening activities. These strategies include the development of oral language, teaching of grammar, syntax and structure in the English language and the development of academic language and vocabulary.

Each spring, our ESL students are required to take the New York State English as a Second Language Test (NYSESLAT). This exam evaluates English proficiency. The student's overall level on the NYSESLAT determines whether or not the student is entitled to continue to receive ESL services for the following school year. The student continues to take the NYSESLAT until he/she is considered proficient.

After School Program

Please contact Mr. Mamadou Ba at mba@nyfacs.net for all information regarding the after school program. Our After School Program is being managed by an outside company, **New York Edge**. For more information, contact Vanessa Senior @ vsenior@newyorkedge.org or call 212-666-4134 ext 701

Nutrition

School Breakfast and Lunch

Each school day New York City students are able to enjoy **FREE** breakfast and affordable lunch meals. Parents that do not complete and return a school lunch application will be charged \$1.75 per meal. Parents and guardians can return a completed paper application to their child's school or they can apply online at nyc.applyforlunch.com using any electronic device with an internet connection. Households need to complete only one application for all children living in a home attending Pre-k to high school..

Cafeteria

NYFACS is committed to offering children a high quality education. This ideal is extended to the meals we serve our students. The school aspires to the highest quality in all the meals we serve within the building and is dedicated to meeting high standards of nutrition, taste, attractiveness and timely delivery.

A group of two or three homeroom classes eat at the same time in the NYFACS cafeteria. Staff members (cafeteria aides or teaching assistants) escort classes to the lunchroom and oversee them as they get food, eat and play. Each group will be assigned a staff member who will supervise and monitor the group throughout the lunch period. Since the NYFACS lunchroom is small, students are encouraged to speak softly during lunch. Lunch staff uses the non-verbal "Quiet" symbol to direct students to stop talking and resume at a quieter level when the noise level gets too high. Students are expected to eat a nutritious lunch, use good manners, and keep the table and lunchroom free of trash and food. Under the direction of the lunch staff, the students will be dismissed one table at a time.

Nutrition Policy

Poor eating habits can adversely affect student performance causing, amongst other things, a lack of focus, low stamina, and/or behavioral outbursts. Food and beverages brought to school must meet dietary guidelines and protect the health and safety of students. The school will prohibit the consumption of foods of minimal nutritional value during breakfast, designated snack periods, lunch and other times students have access to food during the school day. Such prohibited food items are:

- Chewing gum and ANY candy of any kind (No Skittles, chocolate, Laffy Taffy, etc)
- Food containing high sugar or other sweeteners, such as High Fructose Corn Syrup
- Any drink besides water, non-sweetened milk, or 100% juice
- Foods with high fat/serving ratio (e.g. cookies, cheetos, hot cheetos, chips, foods fried in oil)
- Soda and other carbonated beverages

Students who bring unhealthy foods or beverages to school will have those items confiscated and/or be asked to take these items back home.

Health

Illness at School

NYFACS has a full-time nurse in the school building. If your child becomes ill during the school day, he or she will be sent to the nurse's office. You will be called if your child is ill or injured at school. If a parent cannot be reached, the appropriate parties on the emergency contact form will be notified. If an accident or illness requires immediate care and we cannot reach you, we will call 911 and someone from school will accompany your child. Please keep your child's home phone, address, and emergency contacts up to date.

Prescriptions and Medication

As a public school, NYFACS is not allowed to administer medication to students unless it has been approved by the school nurse and ordered by a doctor. If your child needs to take medicine during the school day, please contact the nurse. She will give you a form to be filled out by your doctor or pharmacy. Any approved medications necessary to students' health throughout the course of the school day will be administered by the Department of Health Nurse on-site. There will be no exceptions to this rule.

Emergency and Medical Forms

At the beginning of school, all parents are asked to fill out emergency and medical forms for emergency contact. If your information changes, please be sure to inform pupil services in the office in order to update your form. It is extremely important that we have up to date information on these forms.

Immunizations

New York State law requires that all children entering New York City public schools be immunized against Diphtheria, Tetanus, Pertussis, Polio, Measles, Mumps, Rubella, 2 Hepatitis A, 3 Hepatitis B, and Varicella.

Before a child can be permitted to enter and attend school (subject to the 14-day initial waiver requirement), parents or guardians 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. NYFACS must receive a certificate of immunization no later than September 30, 2021. These requirements can be waived only if a properly signed health or religious exemption is filed with the school. According to the New York State Public Health, all students need to be appropriately immunized and have a physical examination each year.

Students without an updated immunization record will not be admitted into the school after the initial waiver period.

Safety and Security

Visitor Policy

To help ensure a safe and secure learning environment for your children, all visitors, including parents, must sign in and show ID as they enter the school building and to wear a visitor's pass. The school will use the Raptor Technology, an integrated school safety software that enables schools to screen visitors, track volunteers, report on drills, respond to emergencies, and reunite families.

Faculty and Staff have been instructed to escort anyone not having a pass immediately to the office for identification and screening. We ask that all visitors make an appointment as the Teachers and Administrative Staff are extremely busy during the school day.

Emergencies, Drills, and Evacuations

In accordance with state and city regulations, NYFACS will participate in regularly scheduled fire and evacuation drills. Fire drills will be held on a regular basis under a variety of weather conditions. If you are a visitor in the building during the fire drill, please follow the procedures as instructed by school staff members.

Discipline Policy

1. Introduction to Discipline Policy

NYFACS envisions the school as a learning community that treats children and adults with respect and kindness. NYFACS will be a place where children value diversity of ideas, develop compassion, and recognize themselves not just as individuals, but citizens of a larger global community. As children mature and participate in communal classroom work, they broaden their ability to see things from varied perspectives and to work with people with viewpoints different from their own. They can then take their places in the world as empowered adults who can make good choices in their lives, make changes in the world, and work well with others in their occupational and social communities.

To this end, NYFACS will work to ensure that the school is a place where all students can learn and all staff can teach in a safe, secure and orderly environment. NYFACS will define discipline as helping children develop self-control and self-motivation in a school community that is safe for all members. To ensure that an environment is created where teaching and learning can flourish, NYFACS has developed a series of rules that address proper student behavior, maintenance of order within the school and while people are engaged in school activities (Code of Conduct), and a statement of student rights and responsibilities. The NYFACS staff will ensure that parents and students are well informed of these policies both before enrollment and at the time students enroll in NYFACS. The Code of Conduct must be signed by families to show that they have read and understand the rules, in order to hold them accountable for their actions. As such, students will not be surprised about what type of behavior is expected of them, and parents will be reassured about the type of classroom environment maintained at NYFACS

The Code of Conduct sets forth the policy of NYFACS regarding how students are expected to behave when participating in school activities, on and off school grounds, and how NYFACS will respond when students fail to behave in accordance with these rules. In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions. Depending on the severity of the infraction, disciplinary responses include time-out within the building, exclusion from extracurricular activities, suspension (short or long term), and expulsion. Where appropriate, school officials also will contact law enforcement agencies.

At NYFACS, discipline will be considered a process. The NYFACS staff will deal with each problem individually, and for each unacceptable behavior, there is a range of consequences and actions a teacher or staff member will take. This is dependent on the frequency of this behavior, progress of the child, age of the child and severity of the behavior. The specific situation dictates which consequences will be used, revisited or skipped. The first step taken in any disciplinary action is to restore a sense of safety and bring people into self-control. This may mean time out or a sympathetic conversation; whatever will help a child to be able to face a problem rationally. The outcome of the consequences should reinforce not only the essence of what is unacceptable to the group, but also how one's behavior impacts on the group and on oneself.

Potential consequences include:

Speaking to the child individually; Holding a group discussion; Temporarily removing a child from a difficult situation within the class; sending the child to another class (teachers may not send students unattended into the hall as a disciplinary measure); Informing parent/guardian of behavior; Discussion with parent/guardian and setting up a plan of action with the parent/ guardian, articulating what "progress" is; Sending the child to the Principal's Office; Discussion with other school personnel; Formal meeting with the Principal, teacher and parent/guardian; Discussing and initiating other support systems; Guidance hearing; Suspension (Short and Long Term); and Replacement of property or reimbursement. The decision as to which consequence is chosen will be in accordance with guidelines established by State law, which will ensure both consistency and equitable treatment for all students and enables schools to exercise discretion and educational judgment.

2. NYFACS Student Code of Conduct

At The New York French-American Charter School, students will be encouraged to make appropriate choices regarding their personal conduct. Following are the chief means by which faculty and staff will ensure order and support the development of good character and self-discipline at the School.

We are aligned to the rules & regulations as well as the discipline code of conduct from the NYC Department of Education.

a. Acknowledging Appropriate Conduct

Positive Interactions and Positive Feedback

- Daily interactions between staff and students provide the best opportunities for encouraging appropriate behavior and promoting the development of good habits. Staff at the School will strive to interact with students in a friendly, supportive manner at all times. Staff will attempt to interact with each student more frequently when the student is engaged in appropriate behaviors than when the student is behaving inappropriately.
- Positive interactions will include greeting students, talking to students, making eye contact, smiling, and overly praising students when such accolades are deserved. When praising students, staff will attempt to provide them with specific information about which behaviors are contributing to success.

Student of the Month

At the end of each month, teachers will grant Student of the Month Awards to acknowledge and reward students for demonstrating exceptionally responsible behavior, trying their best, cooperating, and showing respect. Award-winning students will receive special certificates, which they will take to the Office. The Principal will personally announce these students during the morning announcements, sign their certificates and have their photographs placed on our Wall of Fame.

“Positive Behavioral Interventions and Supports Program (PBIS):

The PBIS program is designed to help schools create and sustain effective behavioral support systems for students. It is a national framework that schools are using to help them design and implement good behavioral practices for students. PBIS involves all the faculty, staff, and students in the school. This system is a teacher-based system.

NYFACS has adopted the “Class Dojo” web site and IOS application to monitor students’ behavioral progress in the classroom. This program provides each student in Pre-K through Fifth Grade with his or her own avatar*. Throughout the course of the day, teachers can give students points that range from 0-5 for their academic and behavioral progress. Teachers can project this website/application on their Smart Board so students can refer to it in order to keep themselves accountable for their actions. Teachers will be posting pictures and work samples for parents to see.

Parents will be sent an email or text message inviting them to join their students’ “Class DOJO.” Once you “accept” the invite from your student’s teacher you can start accessing all that this IOS application has to offer.

Every two weeks, students in grades three through five will use their allotted points earned from the Class Dojo to choose from an event “menu.” Students in grades k-2, will select an item from the school store. Each event is allotted a certain amount of points. Teachers will volunteer one period out of the month to run a rewarding event from the “menu.” (See Classroom DOJO)

* **DOJO**- *The classroom “Dojo” is a virtual classroom for teachers, students and parents to log into on a consistent basis to check the overall progress of the students. It is also a place where teachers and parents can communicate about the students throughout the course of the day. There are visuals that indicate how many points have accrued for each student, what the points were given for, if points were taken away and what for etc.*

* **Avatar** (*character*) – *Each student is assigned a character on the Class DOJO to identify who he or she is on the class’s home page.*

I. MAJOR GOALS AND OBJECTIVES OF THE PBIS PROGRAM:

- Increase classroom participation.
- Recognize students for their individual efforts.
- Reward students for behavior which exemplifies the high standards to which each is held.
- Increase student attendance.
- Promote positive behavior in and out of the classroom
- Increase communication with parents.
- Build school pride.

The SLT's goal for PRIDE is to develop a school culture of cooperation, accountability, and commitment, all with a focus on improving student achievement.

II. PROGRAM EVALUATION:

All teachers will evaluate their own classes to determine the effectiveness of the programs. Teachers will gauge student participation, attendance, completion of homework, and behavior. Also, the administration will provide data to show decreases in Detentions, and Out-of-School Suspensions (OSS). All information will be given to the SLT members for review. Their objective is to collect and analyze data in order to measure the impacts and outcomes of the program.

b. Correcting Inappropriate Behavior

Consequences for Minor Misbehavior

- It is essential that the great majority of students at the School will strive to meet the expectations for responsibility and self-discipline outlined herein. It is also understood, however, that no single set of procedures will be effective in helping every student develop the skills and attitudes necessary for success. Therefore, a series of interventions will be designed for students who have not been motivated by the School-wide procedures. As teachers and faculty adapt disciplinary procedures to meet individual needs, the focus will remain positive and an emphasis will be placed on the continuing need for calm and consistent consequences.
- Students will learn that certain actions are unacceptable at The New York French-American Charter School and misbehavior has consequences that are neither amusing nor pleasant. Students, who engage in any type of misbehavior, whether minor or severe, will be required to make amends and/or restore the situation. Restitution may involve an apology, community or School service, or fixing, replacing, and/or paying for damage caused. The school staff will determine the type of restitution required for a particular infraction. The restitution assignment will be communicated to the student's parents prior to his or her completion of the task. In all cases, parents will be informed of the child's inappropriate behavior and the restitution requirement.

Consequences for Severe Misbehavior

- Most misbehavior will be handled with discussion or the use of mild consequences such as counseling, conflict resolution, mediation. However, severe misbehavior will be met swiftly with equally severe consequences. Such behavior is defined as belonging to at least one of the following categories:
 - ❖ Chronic Insubordinate Behavior
 - ❖ Physically Dangerous Behavior
 - ❖ Bullying or Intimidation
 - ❖ Illegal behavior
- Insubordinate behavior is the *direct refusal* to comply with a reasonable staff instruction within a specified period of time. In such cases, the staff member involved will, first explain to the student why his or her actions are inappropriate and will issue a consequence for the offense. If the student continues to disregard the staff member's instruction, he or she will be sent to the Principal's office. The parent of that child will be called to report the chronic misbehavior and elicit support and intervention from the family.

- Insubordination is a breakdown in communication. When a student has been referred to the office for this offense, the Counselor or the Principal will arrange a conference between the student, the staff member involved, and the student's parent or guardian. The purpose of the conference will be to establish a plan that will help the student respond more appropriately in the future.
- In cases of physically dangerous behavior---fighting, assault, and physical intimidation— staff will firmly inform the students to stop the physical altercation. If the students do not respond, staff will use professional judgment to determine whether or not to intervene physically. The Principal will notify parents and determine whether it is necessary to contact the appropriate law enforcement authorities.
- If a staff member is aware that a student has been or is engaged in illegal activity, the staff member will refer the case to the Principal's office. The Principal will notify the student's parent or guardian and make all decisions regarding whether to contact the appropriate law enforcement authorities.
- The following is a summary of consequence that may be applied in cases of severe misbehavior:

❖ ***Principal's office Referrals***

Referrals to the Principal's office will be made only as a response to severe or recurring behavior problems.

❖ ***Exclusionary Time-Out Within the Building***

NYFACS does not have the human or monetary resources to implement this.

All faculty and staff will adhere to specific procedures when imposing an exclusionary time-out. No student shall ever be left unsupervised during a time-out situation or placed in the hallway outside of a classroom. When students are in the Exclusionary Time-Out, they will be expected to complete classroom assignments.

❖ ***Suspension***

In response to cases of severe misbehavior in which a student violates School policies, rules, or regulations, or otherwise interferes with the orderly operation of the School, the Principal may suspend or temporarily remove the student from the School for 1-5 school days. This will occur when a child has exhibited severe and chronic misbehavior and has not responded to less severe consequences. A second suspension can be from 5 – 10 days. Suspension will be regarded as a serious consequence and students will be removed immediately. If there are extenuating circumstances preventing immediate removal from the School grounds, the Principal will assume full responsibility for the students until he or she is removed. Before a student is allowed to return to the school following a suspension, the parents or guardians of the student will have to come to school to reinstate their child in school.

A suspended student must make up missed work and will not be allowed to be on the School grounds or to attend any school-related functions at any time during the suspension. In addition, the student may be required to complete homework related to the disciplinary infraction. This policy in no way diminishes the due process rights under the federal law of a pupil who has been determined to be eligible for special education programs and services.

There are designated “non-negotiables” that can result in an immediate student suspension. These acts include, but are not limited to:

- Fighting, with the intent to hurt or injure
- Serious vandalism, including graffiti
- Chronic and continuous misbehavior
- Verbal abuse directed to a teacher or staff member
- Bringing a weapon or anything that can be used as a weapon onto school grounds
- Illegal drugs
- Inappropriate sexual advances
- Bullying or threats

❖ ***Expulsion***

The Board of Trustees of NYFACS and the School’s Administrative Team have determined that they do not support expulsion of students as a method of managing severe behavior, however, in accordance with the policies of NYC public schools, the Principal may petition the Board with a recommendation for expulsion for the following infractions:

1. Inflicting or attempting to inflict serious injury against school personnel or students;
2. Selling or distributing illegal drugs or controlled substances;
3. Possessing any weapon with the intent of inflicting harm to any student or personnel;
4. Possession of a firearm.
5. Engaging in or attempting to engage in an inappropriate act against another student of the same/opposite gender.

A special note to parents:

If you are not in agreement with a decision made by the school and its administration regarding any issue, including behavioral consequences, you are entitled to discuss your concerns with the Administrative Team.

Our goal at The New York French-American Charter School is to provide to our teachers, parents, and students a safe place where instruction can be provided in a safe and orderly environment. We intend to create and sustain such a climate.

c. Specific Procedures for Misbehavior

The tables on the following pages outline the specific procedures that will be applied in response to severe misbehavior. Each of the consequences listed for the various offenses will be imposed.

New York French-American Charter School Student Behavior Standards

Level 1 of Infraction

Insubordinate Behaviors	Specific Behavior	Consequence	Principal's Action
1. Being late for School or Chronic Absenteeism	Student has 5 or more incidents of tardiness Student has 15 or more incidents of absenteeism	10 th Tardy: Phone call to Parent 15 th Tardy: Phone call to Parent	On the 20 th incident of lateness or 15 th absence, the Principal will request a conference with the family to determine what can be done to correct the behavior. If there is no improvement in the incidents, a call will be placed to ACS for <i>Educational Neglect</i> .
2. Bringing inappropriate items to school, i.e. toys, Bringing a toy gun to school	Students continue to bring toys, candy, gum, electronics after the teacher has repeatedly asked student to leave these items at home	1 st Incident: Conference with student and offending item will be confiscated for the day. Items will be returned at the end of the day to take home.	2 nd Incident: Principal will confiscate the item until the parent comes to school to retrieve the item. 1 st Incident (toy gun): Principal will confiscate the item until the parent comes to school to retrieve the item.
3. Behaving in a manner which interrupts the instruction of the classroom	Students continue to display disruptive behavior, i.e. out of the seat, walking around, hitting others, yelling out, excessive noise, etc.	1 st Incident: Student will be referred to the Counselor or Administrator for work in personal management 2 nd Incident: Parent conference will be requested. 3 rd Incident: 1-day in-school suspension 4 th Incident: 2-day in-school suspension	3 rd Incident: In-School suspension (1 days) 4 th Incident: In-School suspension (2 days) 5 th Incident: Request for Parent conference 6 th Incident: Refer for counseling for behavior management strategies
4. Engaging in verbally rude or disrespectful behavior	Student chooses to argue with the teacher or attempts to "talk back" to the teacher in a disrespectful manner.	1 st Incident: Refer to Counselor or Administrator 2 nd Incident: Time-Out (15 minutes) 3 rd Incident: Phone call to parent 4 th Incident: Recommendation for in-school suspension (1-3 days)	3 rd Incident: Request for parent conference 4 th Incident: In-school Suspension (1-3 days)

Level 2 of Infraction

Level 2 – Disruptive Behaviors	Specific Behavior	Consequence	Principal's Action
1. Using profane, obscene, vulgar or abusive language or gestures	Cursing at classmates or school personnel Using vulgar or negatively explicit language Giving the staff members or students the "middle finger"	Student/Teacher conference Phone call to parent Time out to discuss inappropriate language	Request for Parent conference
2. Lying or giving false information to school personnel	Purposely not telling the truth regarding an inappropriate action	Student/Teacher conference Phone call to parent	Conference with the Student

		Composition retelling the incident and how it should have been handled (age-appropriate)	
3. Taking property that belongs to another individual	Purposely taking the property of other students and attempting to conceal the behavior	Student/Teacher conference Phone call to parent Composition retelling the incident and how it should have been handled (age-appropriate)	Request for Parent conference 1 st Offense: In-School Suspension (1 day) 2 nd Offense: Referral to Counselor or Administrator
4. Disruptive behavior on the school bus	Out of the seat w/o permission Hitting or fighting on the bus Yelling or throwing items out of the window	1 st Incident: Conference with student and phone call to parent 2 nd Incident: 3-day suspension from the bus	2 nd Offense: Request for Parent conference 3 rd Incident: Removal from the School bus
5. Leaving the class or the school without permission	Student walks out of the classroom w/o permission from the teacher Student leaves the building w/o staff personnel	1 st Incident: Phone call to parent	2 nd Incident: Request for parent conference 3 rd Incident: In-School Suspension (1-day)
6. Pulling of the fire alarm	Student pulls the fire alarm for any reason that is not an emergency	1 st Incident: Conference with student regarding inappropriate action	2 nd Incident: Suspension (1-day) and parent conference
7. Engaging in persistent disruptive behaviors and/or chronic pattern of Lv.1 behaviors	Students continues to maintain disruptive behaviors that interfere with the instructional program	Request for Parent conference Meet with Counselor or Administrator Removal from the classroom	Request for Parent conference; Suspension (3-5 days)

Level 3 of Infraction

Disruptive or Dangerous Behaviors	Specific Behavior	Consequence	Principal's Action
1. Insubordination; willfully disobeying the authority of school personnel	Loudly arguing with school personnel; refusal to comply with a reasonable request	Student conference w/reprimand Phone call to parent	2 nd Offense: In-School suspension (3 days) 3 rd Offense-Out-of School Suspension (3-5 days)
2. Using slurs, based on ethnicity, color, national origin, religion, gender, or disability	Calling other students names based on ethnicity, color, race, etc.	Student/Teacher conference Student Conference with Counselor or Administrator Letter of apology to other student	Phone Call to Parent

3. Fighting or engaging in physically aggressive behavior	Hitting or punching with the intent to injure or harm another individual; highly aggressive	Student/ Teacher conference Phone Call to Parent Referral to Counselor or Administrator	1 st Offense: Suspension 1-day 2 nd Offense: Suspension 3-5 days
4. Bringing unauthorized or inappropriate visitors into the school	Bringing in an older sibling, relative or friend with the intent to inflict harm on a student or staff member	In-School Disciplinary action Phone Call to Parent	Request for meeting with parent Request from NYPD for Assistance
5. Knowingly engaging in theft or possessing another's property without authorization	Students intentionally take the possessions of a student or staff member with the intent to keep it.	In-School Disciplinary action Referral to Counselor or Administrator Phone Call to Parent	2 nd Incident: Phone call to parents and out-of-school suspension.
6. Engaging in inappropriate physical contact	Student is either exposing themselves or engaging in inappropriate behaviors with other children	Referral to Counselor or Administrator Phone Call to Parent	Phone Call to Parent Out-of School suspension, if appropriate
7. Engaging in deliberate school vandalism	Student is writing on the walls, on furniture or in books	Student/Teacher conference Phone Call to parent	Phone Call to Parent Student repairs damage
8 Engaging in persistent disruptive behaviors at Levels 1, 2	Serious and chronic disruptive behaviors	In-School Disciplinary action Referral to Counselor or Administrator Phone Call to Parent	2 nd Offense: In-School suspension (2 days) 3 rd Offense-Out of School Suspension (3-5 days)
9. Engaging in Bullying of other Students	Student engages in intimidation; threatening of harm to another student either through stalking or physical or verbal conduct; intimidation through the use of slurs.	In-School Disciplinary action Referral to Counselor or Administrator Phone Call to Parent	2 nd Offence: In-School suspension (3 days) 3 rd Offense-Out of School Suspension (3-5 days or 6-10 days)
10. Engaging in inappropriate touching or physical contact	Student is either exposing themselves or engaging in inappropriate behaviors with other children	1 st Incident: Student Teacher conference; Phone call to parent	2 nd Incident: Phone call to parent; request for conference with parent

Level 4 of Infraction

Dangerous or Violent Behaviors	Specific Behavior	Consequence	Principal's Action
1. Threatening another student or staff member with an object with the intent to cause bodily harm	Violent and potentially dangerous threats or actions against another student or staff member	In-School Disciplinary action Referral to Counselor or Administrator Phone Call to Parent	Conference with Student Phone call to parent Parent Conference Out-of-School Suspension (1-5 days)

2. Engaging in activity on the school bus that can cause harm or injury to others	Throwing objects out of the window; Fighting on the bus; Threatening or harming the Bus Driver injuring another student on the bus	In-School Disciplinary action Referral to Counselor or Administrator Phone Call to Parent	Suspension or Removal from the School bus
3. Forcing another student to engage in sexual activity	Harming or coercing another student to engage in sexual activity against their will causing harm or injury	Referral to Counselor or Administrator Phone Call to Parent	Phone call to ACS Phone call to NYPD
4. Committing Arson	Setting a fire in the building in ANY common area	Referral to Counselor or Administrator Phone Call to Parent	Phone call to NYPD Phone call to ACS
5. Bringing a gun or serious weapon to school	Student brings a gun or weapon to school	Referral to Counselor or Administrator Phone Call to Parent	Phone call to NYPD Phone call to ACS
6. Use of alcohol or other controlled substances	Student exhibits substance abuse issues	Referral to Counselor or Administrator Phone Call to Parent	Phone Call to ACS Referral for Alcohol or drug treatment
7. Engaging in persistent and sustained Level 3 behaviors	Student continues to display chronic and sustained misbehavior	Referral to Counselor or Administrator Phone Call to Parent	Conference with Student Phone call to parent Parent Conference Removal from School Pending Board Approval

Provisions for Students with Disabilities:

- The principal will have the authority to suspend or remove a student as a disciplinary action, upon conferring with the Special Needs Coordinator, Social Worker, and the Board of Trustees. NYFACS will adhere to all Code of Federal Regulations on discipline provisions for students with disabilities that pertain to sections 300.530, 300.532(a), 300.532 (b), 300.533, 300.534, and 300.536.
- NYFACS will ensure record keeping on the number of days a student with a disability has been suspended or removed for disciplinary reasons. This responsibility will fall to the person in charge of recording attendance, who will keep in close communication with the Special Needs Coordinator and the Principal.
- Alternative instruction will be provided for students of compulsory school age who are suspended or expelled. This responsibility will be that of the Directors of Curriculum and Special Needs Coordinator, in direct communication with the Principal.
- NYFACS will also ensure that parents and students with disabilities receive appropriate notification regarding suspensions or removals for disciplinary reasons. This will be the responsibility of the Principal, working closely with the school Social Worker when in school and Special Needs Coordinator.
- When a suspension or removal of a student with a disability constitutes a disciplinary change of placement, the Principal, Special Need Coordinator and Social Worker will follow the Federal Regulations and ensure that the student is provided with a free appropriate public education (FAPE) as defined in the federal regulations; the student is referred to the CSE for a functional behavioral assessment and behavioral intervention plan, and to make a

- manifestation determination; and the student's parent is provided with a copy of procedural due process rights.
- NYFACS will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE is immediately notified so that the CSE can meet its obligations to convene a CSE meeting within 10 school days to make a manifestation determination; convene a CSE meeting within 10 business days to conduct a functional behavioral assessment and develop a behavioral intervention plan; provide the student's parent with a copy of their procedural due process rights; and determine education services or the interim alternative educational setting consistent with the FAPE requirements.
- **Guidelines for Suspensions and Expulsions and Requirements for Due Process**

Due process procedures shall be followed for all disciplinary actions consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). The Principal shall provide notice to inform the student of the charges against him or her, and if the student denies the charges, an explanation of the evidence against the student. The student will be provided with an opportunity, in person, to present his/her version of events to the Principal.

a. Short term Suspension:

- The Principal determines short-term suspension on a case-by-case basis.
- Procedures and Due Process for Suspensions:
The Principal may impose a suspension, and shall follow due process procedures consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565).
Before imposing a short-term suspension, the Principal shall immediately notify the parents or guardian in writing that the student may be suspended from school. Written notice shall be provided by personal delivery, express mail delivery within 24 hours of the decision to impose suspension at the last known address(es) of the parents or guardians. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Principal. Such notice and informal conference shall be in the dominant language of mode of communication used by the parents or guardian.

The parents or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.

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c. Long-Term Suspensions and Expulsions:

- Any student who has committed any of the infractions listed below *that takes place on campus, on the school bus, or off campus*, shall be subjected minimally to a long-term suspension determined by the Principal and the Board of Trustees:
 - Possess, use, attempt to use, or transfer any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student at school.
 - Commit or attempt to commit arson on school property.
 - Possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation, or marijuana on school property or at a school-sponsored event.
 - Assault any other student or staff member.
 - Intentionally cause physical injury to another person, except when the student's actions are reasonably necessary to protect himself/herself from injury.
 - Vandalize school property causing major damage.
 - Committing an act which school officials reasonably conclude warrants a long-term suspension.
 - Make false bomb threats

Procedures and Due Process for Long-Term Suspensions:

The Principal may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. The Principal and/or Board of Trustees decision for a long-term suspension may be appealed.

In extreme circumstances, the Principal may expel the student from school. Prior to any/all expulsions, the Board will be consulted.

Upon determining that a student's action warrants a possible long-term suspension, the Principal shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions.

The Principal also shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address.

Where possible, notification also shall be provided by telephone if the School has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At a formal hearing the incident will be reviewed. The hearing shall include the Principal, staff members involved with the incident, and the student with his/her parent(s) or guardian(s); the student shall have the right to be represented by counsel, question witnesses, and present evidence. If the Principal initiates the suspension proceeding, he or she shall personally hear and determine the proceeding or may, in his discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Principal may accept or reject all or part of it. The Principal's decision to impose a long-term suspension or expulsion may be challenged by the parent or guardian in accordance with the charter school's complaint process.

Provisions to Implement Alternative Instruction Options

- Alternative instruction must be provided within 24 hours of the beginning of a suspension, regardless of the length of the disciplinary action.
- While homework assignments may be included in a student's requirements, direct instruction must be provided by a teacher who meets the certification requirements as detailed in Section 2854 (3)(a-1) of the Education Law. The time allotted to direct instruction must be enough to ensure that the student will progress at the same rate as if s/he

had attended class. This is typically no less than two or three hours per day. Students removed for a period of five days or fewer will receive all classroom assignments and a schedule by which to complete missed assignments and/or tests during the time of the suspension. When a charter school or other public school suspends a student of compulsory school age, it must take immediate steps to provide instruction elsewhere. NYFACS will provide additional alternative education instruction for a minimum of one hour for each school day. Instruction for each student shall be sufficient to enable the student to make adequate academic progress. Students removed for a period of more than five days will be provided with instruction by one or more of the following individuals in consultation with the student's teacher(s): teacher aides, trained volunteers, individuals within a contracted facility or a tutor hired for this purpose. Instruction will take place in one of the following locations: the student's home, a contracted facility (school district in the location of the student), or a room that is used by NYFACS as a suspension room. All provisions of services during removal will be determined on a case-by-case basis, and will consider the needs of the suspended child. At NYFACS, involuntary transfer as a discipline option is not a policy.

Students Right to Appeal

- Students have the right to appeal both short and long term suspensions. In the event of a short term suspension, students, or their legal guardian, will have the option to speak to the Principal directly to contest their argument. There is to be at least one additional person at this meeting to serve as witness and potential arbitrator. Students or their guardians have 24 hours to protest a short term suspension.
- If a student earns a long term suspension or is engaged in due process of removal from the school, that student, or the student's legal guardian, may exercise the right to contest an argument before the NYFACS board of trustees and in accordance with the NYFACS' formal complaint process.
- A student and/or the student's belongings may be searched by a school official if the official has a reasonable suspicion to believe that a search of that student will result in evidence that the student violated the law or a school rule. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from the student by school authorities.
- Student lockers and desks remain the property of the school, though the school is not responsible for books, clothing, or valuables left in lockers or desks. A student shall not place or keep in a locker or desk any article or material which is of a non-school nature and may cause or tend to cause the disruption of the mission of the school.

The following rules shall apply to the search of school property assigned to a specific student and the seizure of illegal items found therein:

- School authorities will make an individual search of a student's locker or desk only when there is reasonable suspicion to believe that a student is in the possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process.
- Searches shall be conducted under the authorization of the school Principal or his/her designee. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from student lockers or desks by school authorities.

Parent Code of Conduct

At the New York French American Charter School we are very fortunate to have a supportive and friendly parent body. Our parents recognize that educating children is a process that involves a partnership between parents, teachers and the school community. As a partnership, our parents will understand the importance of a good working relationship. For these reasons, we continue to welcome and encourage parents to participate fully in the life of the school. The purpose of this policy is to provide a reminder to all parents to our school of the expected conduct so we can continue to thrive, progress and achieve in an atmosphere of mutual understanding.

The Board of Trustees will expect parents to:

- Respect the property of others.
- Treat others with dignity and respect.
- Commit to learning as much as possible about the NYFACS approach to be able to support their child in their day-to-day school life.
- Have your child in school on time with the necessary supplies and appropriate uniform`.
- Sign up and attend scheduled conferences.
- Attend informational/educational events, clarifying expectations and deepening knowledge of NYFACS.
- Follow the school's rules, calendars, and deadlines and we expect your child to do the same.
- Speak respectfully to the teachers, staff and other parents in front of children, especially when there is a disagreement.
- Build a bridge of acceptance and understanding, and expect my child to do the same, among the different cultures represented at the school.

In order to support a peaceful and safe school environment, the school cannot tolerate parents exhibiting the following:

- Shouting at members of the school staff either in person or over telephone.
- Breaching the school's security procedures.
- Physically intimidating a member of staff, i.e. standing very close to her/him.
- Defamatory offensive or derogatory comments regarding the school or any of the pupils/parent/staff, at the school on Facebook or other social sites (See Appendix 1). Any concerns you have with the school must be made through the appropriate channels by speaking to the Principal and the Parent Liaison. If not satisfied the parent/guardian can file a legal complaint to the Board of Trustees.
- Abusive or threatening emails, text, voicemail, phone messages or other written communication.
- Disruptive behavior which interferes or threatens to interfere with the operation of the classroom, staff's office/office area, or any other area of the school grounds.
- Using loud/offensive language, swearing, cursing, using profane language or displaying temper.
- Threatening to do bodily harm to a member of the school staff, visitor, Board members or fellow parent/child.

Should any of the above behavior occur the school may feel it necessary to contact the appropriate authorities and if necessary, even ban the offending parent from entering the school grounds.

We trust that parents will assist our school with the implementation of this policy and we thank you for your continued support of the school.

⇒ I have read the NYFACS Parent Code of Conduct and I agree to the terms and conditions.

Parent Name: _____

Parent Signature: _____

Home Number: _____

Cell Phone Number: _____

Parental Involvement and Communication

Volunteer Policy

Volunteers are integral to the success of NYFACS. We deeply respect and encourage the many efforts of our exceptional volunteers who give so willingly of their time to the staff and students of NYFACS. NYFACS encourages and promotes the use of school volunteers in order to expand and enhance parental and community involvement within our school, while maintaining safety and security for students and staff. All volunteers must be approved by the Principal of the school.

The sole purpose of this policy is to assist volunteers in the performance of their support for NYFACS. Nothing in this policy shall be deemed to create a contract between the school volunteer and the NYFACS. Nor shall this policy in any way affect the NYFACS' ability or right to terminate its association with any volunteer for any reason with or without cause.

A "school volunteer" is defined as an individual who performs a service functioning within NYFACS without compensation, remuneration or other consideration, and who shall serve under the immediate supervision and direction of the professional staff of the district to whom he/she is assigned. School volunteers shall serve without benefits of any type accorded to employees of the district. Volunteer opportunities include, but are not limited to: field trip chaperones (day and overnight); mentoring; tutoring; assisting in a classroom, library, computer lab, cafeteria, or on a playground or other designated duties. Volunteers will not be allowed to have access to the following: staff files, students' files, student grades, confidential records. Volunteers may not hold informal parent/teacher conferences or leisure conversations with staff members or other volunteers during volunteer time. Volunteers may not conduct personal business at school.

An individual who wishes to volunteer at a school shall apply in writing and be approved by the principal prior to serving at the school. All volunteers must complete, sign, and date a NYFACS Volunteer Program Registration Form and CORI authorization form before being placed in a school or beginning service as a school volunteer. No school volunteer may be placed in a school until the Schools have received CORI.

The principal will ensure that an orientation session is provided annually. Volunteer orientation will include (but not be limited to):

- Volunteers must sign in and out at a designated location in the school before proceeding to their volunteer sites.
- Volunteers will always: use appropriate language; discuss age-appropriate topics; refrain from inappropriately touching students; refrain from disciplining students (behaviors needing discipline should be directed to the appropriate teacher or staff member); and refrain from giving students gifts or rewards and refrain from developing instructional objectives or lesson plans. Due to food allergies and sensitivities, school volunteers are to refrain from giving a student anything to eat or drink without a teacher's or staff member's approval.
- Volunteers will serve as positive role models.
- Volunteers should be prompt and dependable. Should an illness or an emergency occur, please notify the front office of your planned absence.
- The dress code for volunteers should be appropriate yet comfortable for any task that may be undertaken.
- Volunteers must keep confidential any information about a student or any school-related incident. If there is a safety concern or an emergency issue, it must be told to someone in authority immediately. Volunteers are to be held to professional standards for maintaining the confidentiality of student records and will not be given access to student records.
- Volunteers will not be asked to assume responsibility for an entire class in the absence of supervising staff, give medication to students, or use their private vehicle for student transportation.

Criminal Background Investigation (CORI): In order to protect the safety and security of children and school staff, volunteer applicants must submit to a criminal background investigation using his/her date of birth, and Social Security number if available consistent with District CORI Policy parameters.

CORI checks will be conducted no less than every three (3) years and the school volunteers are required to execute any documents the Schools may require to obtain such information in the future. As required by state law CORI will not be disseminated to unauthorized personnel.

The Schools reserve the right to refuse a school volunteer position on the basis of what it deems to be unsatisfactory CORI. School volunteers are not covered by workers' compensation insurance and neither NYFACS provide insurance for volunteers that cover health, accident, personal injury or property loss.

We deeply respect and encourage the many efforts of our exceptional volunteers who give so willingly of their time to the staff and students of NYFACS.

Parent Teachers Organization

The Parent Teachers Organization is formed to support the school and our students. All parents and guardians are members and are invited to join a variety of events and projects to support the school and our students.

Newsletters

Parents will receive a regular monthly school newsletter featuring a letter from the Principal and news about upcoming events and school-wide activities.

Parent Survey

During the spring semester of each school year, NYFACS sends home to its parents a survey to determine the level of satisfaction of our families. It is a concrete method that allows our most important evaluator, YOU, to let us know about the job we have done during the year. Have you been kept informed? Do you understand everything about the curriculum? If your student is in Special Education, have his or her needs been met? Has your child been taught well by the teacher(s) this year? Look for this document in the spring.

Parent concerns

If you have a concern that has not been addressed by the teacher, you may bring that concern to the Assistant Principal. If the issue is not resolved, the Principal will have a meeting with you, will investigate and respond. If you are still not satisfied, you may bring your concern to the Board of Trustees. The procedure for doing this would be to write a letter to the Board Chair and send a copy to the Principal.

The DOE has issued a DOE-authorized charter schools formal complaint form that describes all steps to take for a formal complaint.

NYC DOE-Authorized Charter School Complaint Form

Please complete this document and submit them with any attachments to:

**The New York City Department of Education
Charter Schools Office
52 Chambers St, Room 413
New York, NY 10007**

Or via email to:
charterschools@schools.nyc.gov

Or via fax to:
(212) 374-5761

1. Today's Date	
2. Name of Person Bringing Complaint	
3. Address	
4. Telephone Number	
5. E-mail Address	
6. Name of Charter School	
7. Name of Student(s) Involved	
8. Grade of Student(s) Involved	
9. Date of Incident	

STEP 1: MEETING WITH SCHOOL LEADERSHIP (e.g., PRINCIPAL, Parent Liaison)

1. Have you met with school leadership?	
2. Date of meeting	

1. Please provide a **detailed statement** of the nature of the complaint, including the law or provision of the charter that you allege has been violated. (Attach extra pages if necessary.)
2. Please **attach any correspondence** between you and the school leadership and a written copy of the school leadership's response to your complaint.

STEP 2: MEETING WITH THE BOARD OF TRUSTEES

Have you met with school's Board of Trustees?	
Date of meeting	

1. Please **attach a copy** of the written outcome decided upon by the Board of Trustees.
2. Please **write a brief summary** of your reason for appealing the Board's decision.
3. Please **describe the action or relief** you are seeking. (Attach extra pages if necessary.)

Charter School Formal Complaints

Charter schools are publicly funded schools that are open to all students through a non-discriminatory admissions lottery. Each charter school is governed by a not-for-profit board of trustees that may include educators, community members, and leaders from the private sector. Charters have the freedom to establish their own policies, design their own educational program, and manage their human and financial resources.

Charter school authorizers are responsible for making sure that each charter school executes, and performs within, the guidelines, standards and goals set forth in its charter agreement. New York City currently has three authorizers: the New York City Department of Education (NYC DOE) Charter Schools Office, the State University of New York Charter Schools Institute (SUNY CSI), and the New York State Education Department (NYSED) Charter Schools Office. To find out which authorizer oversees your child's school, please refer to Pages 4 and 5 of this document.

Although all New York City charter schools reside within the city's five boroughs, they are independent Local Educational Agencies and are not subject to the New York City Chancellor's Regulations, but rather to Article 56 of New York State Education Law (the NYS Charter Schools Act of 1998) as well as New York State Charter School Regulations. Section 2855 (4) of the NYS Charter Schools Act provides that a parent (as well as any other individual) who believes that a charter school has violated a term of its charter or the law may complain formally to the school and seek relief. The school is required to provide you promptly with their complaint policy in writing upon request, and that complaint policy should specify how and to whom you should direct your complaint. The law gives the power to hear those complaints to the school's Board of Trustees in the first instance (though the Board of Trustees often delegates that power to, for example, the principal or a committee of the board or a neutral third party). Please check with your child's charter school to determine its specific complaint procedures and which parties they involve.

General Formal Complaint Process

Although the formal complaint process varies by authorizer, it generally follows these steps:

Step 1: Familiarize yourself with the school's guidelines and contact the school's leadership.

Begin by contacting school leadership to try to resolve any violations, issues or complaints. Before doing so, we encourage you to familiarize yourself with the school's policies, guidelines, and reference materials. Such items include, but are not limited to, parent handbooks, student discipline policies related to your concern, dress code pamphlets, and school-issued memorandums. Determine whether or not the school's actions related to your complaint fall within the school's policies.

Step 2: Appeal to the school's Board of Trustees.

If after contacting the school's leadership you are not satisfied with the outcome or decision pertaining to the complaint, you may appeal to the school's Board of Trustees. The Board meets publicly on a regular basis. Parents are encouraged to either contact the Board directly to schedule items on the meeting agenda or contact the school/parent committee that deals with such matters.

Step 3: Appeal to the school's authorizer.

If after your appeal you are not satisfied with the Board of Trustees' decision, and if your complaint involves a violation of either the school's policies or its charter, you may submit a formal complaint to the school's authorizer. If the school is not an NYC DOE-authorized school, please contact your school's authorizer using the information below to obtain more information about filing a complaint. Again, you can find your school's authorizer on Pages 4 and 5 of this document.

- For **SUNY CSI-authorized** schools, contact (518) 433-8277, x2051 or go to <http://www.p12.nysed.gov/psc/complaint.html> .
- For **NYSED-authorized** schools, contact (518) 474-1762 or go to <http://www.newyorkcharters.org/parentResources.htm#questions> .
- For **NYC DOE-authorized** schools, contact (212) 374-5419 and fill out the NYC DOE-Authorized Charter School Complaint Form on pages 6 through 8 of this document.

It is very important that before you escalate your complaint to the school's authorizer level you determine it constitutes a formal complaint involving a violation of the school's charter or of state charter law. **Informal complaints that do not violate either the school's charter or state charter law should be resolved between the parent and the school's leadership.**

Complaint Example	Does this constitute a formal complaint?	How can the parent proceed with this complaint?
<i>My child's teacher often disciplines my child for what seem to be small infractions. It seems that the teacher is targeting my child.</i>	This complaint as reported here likely does not qualify as a formal complaint because it likely does not involve a violation of the school's charter or of state charter law. Consequently, it will probably not qualify as a formal complaint that the school's authorizer can take formal action on.	The parent should check the school's charter and discipline policies to ensure that the complaint does not constitute a charter or policy violation. If the infractions and discipline measures fall under the school's charter and policy guidelines, then the parent should work with the school leadership and Board to resolve this issue. In that case, the complaint would likely remain informal. However, if the parent finds that the infractions and discipline measures do fall outside of the school's charter and discipline policies, and if the parent has tried to address this issue with the school's leadership and Board without a satisfactory result, a formal complaint can and should be filed with the school's authorizer.
<i>My child is not receiving his/her mandated IEP services during school hours. I attempted to resolve this issue with the school's principal and then the Board, but received an inadequate or unsatisfactory response.</i>	This complaint likely does qualify as a formal complaint, as the provision of IEP services is mandated under federal and state education laws. Additionally, the parent is unsatisfied with the outcome of his/her previous attempts to informally resolve this complaint at the school level.	The parent should contact the school's authorizer to determine its procedures for submitting a formal complaint. He or she should be able to document the attempts to resolve the issue at the school level.

Step 4: Appeal to the New York State Board of Regents.

If after going through the first three levels of the complaint escalation process you are still not satisfied with the complaint outcome, you may contact the New York State Board of Regents as a final escalation point using this contact information:

New York State Education Department
Charter School Office
Room 465 EBA
89 Washington Avenue
Albany, NY 12234
Phone: (518) 474-1762
Or via email to:
charterschools@mail.nysed.gov

(subject line should include the name of the school and the word 'Complaint')

Family Education Rights Privacy Act (FERPA) Policy

Introduction

The Family Educational Rights and Privacy Act (FERPA) Policy is a federal law designed to protect the privacy of a student's education records. FERPA gives parents certain rights with respect to their children's education records. These rights include:

Parents 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, parents will be limited only to information pertaining to their child. NYFACS may choose to provide copies of these materials and is required to do so only if it is impossible

for parents or eligible students to inspect the records, for reasons such as great distance. NYFACS may charge a fee for copies.

Student records and other identifiable information are maintained in a secure location to ensure confidentiality. Records that are no longer required or need to be disposed will be done so in a manner that ensures confidentiality and security.

NYFACS parents and eligible students have the right to request that the school correct records believed to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record commenting on the contested information in the record.

In general, NYFACS must have written permission from the parent 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 employees who have a need to know;
- € Other schools to which a child is transferring;
- € Certain government officials in order to carry out lawful functions;
- € Appropriate parties in connection with financial aid to a student;
- € Organizations conducting certain studies for the school;
- € Accrediting and authorizing organizations;
- € Individuals who have obtained court orders or subpoenas;
- € Persons who need to know in cases of health and safety emergencies; and
- € State and local authorities, within the juvenile justice system, pursuant to specific state law.

1. NYFACS may also disclose, without consent, "directory" type information including a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, prior to releasing the school will tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. The school will notify parents and eligible students annually of their rights under FERPA. The actual means of notification is not specified under the law and is left to the discretion of the school each year.

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Procedure for Accessing Student Records

1. A parent may request to review his or her child's student file. Any person requesting to review a student file must do so in writing.
2. School staff will review the request and determine whether to release the information to the requester. If the requester is not a parent or legal guardian, a letter requesting *consent for release of student information* will be sent to the parent or guardian. The parent is not required to give permission.
3. Once permission is granted to review a student's file, the requester must sign a *Record of Access* form in the student folder. If the student has an IEP, the requester must also sign the *Confidential File Access Log* in the student folder.
4. When a parent requests a record, the school must provide it to him or her no later than 45 days from the date of request. If the request by a parent for a record is connected to a meeting of a committee on special education (CSE) or to an IDEA related due process hearing, the school must provide the requested record prior to such meeting or hearing, or within 45 days, whichever period is shorter.
5. A list of school employees who may have access to student records is maintained by the Principal.

Procedure to Amend or Appeal Student Records

1. If the parent or 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. Parents or legal guardians may express the appeal in writing to the Principal containing the following information:
 - a. The information in question;
 - b. Records in which the parent or legal guardian believes the information is contained;
 - c. Basis for the claim (i.e., why he or she believes the information is inaccurate, misleading or in violation of the student's right to privacy); and
 - d. The parent or guardian's proposed change.
2. The Manager of Operations will review the request and make a determination within fifteen school days of receiving the letter. The school will provide the parent or legal guardian with a written response to the request and explain the reason for the 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 isn't an admission that the entry was improper or that any person acted improperly by including the entry on the record.

Additional Information

Families may contact the Family Policy Compliance Office, U.S. Department of Education at (202) 260-3887 or TDD (202) 260-8956 or write the office at:
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605