

NEW DAWN
CHARTER HIGH SCHOOL



New Dawn Charter Schools

Student and Family Guidebook



Table of Contents

New Dawn Charter Schools	1
Table of Contents	2
2020-2021 New Dawn Charter High Schools Calendar	5
School Overview	9
Introduction	9
Hours of Operation	10
School Closing and Emergencies	10
School Visitors	10
School Leadership	11
Board of Trustees	12
Getting Started at New Dawn	13
Required Records	13
Placement of Incoming Students	13
Transfer Credits	14
Privacy	14
Curriculum and Instructional Design High-School Program	15
Overview	15
Schedules	15
Credit Accumulation	17
Academic Program	17
Internship Program	18
Curriculum	19
Core Subjects	19
Electives	19
Additional Services	19
Special Education	19
English Language Learners (ELL)	20
Title I	20
Internship Program	20
Performance Measurement	20
Grades and Report Cards	20
Honor Roll	21
Field Trips	21
Student Support through the Advisory and Mentorship Programs	21
Graduation Requirements	21
ELL Students	23
Special Education Students	24
Student Life	24
Internet Policy	24
Textbooks and Supplies	24
Lockers	24
Student Government and Organizations	25

Dress Code	25
Money and Other Valuable Property	25
Cell Phone Policy	25
Emergency Phone Calls	26
Drugs and Alcohol	26
Weapons	26
Solicitation	26
Attendance.....	26
Overview	26
Tardiness	27
Internship Attendance	27
Absence Policy	27
Early Dismissal Policy	27
Food Services	28
Transportation Services	28
Transportation for Special Education Students will be provided in accordance with all applicable State and Federal laws.....	28
Parent Involvement and Communications.....	28
Participation in School Governance	28
Other Parental Involvement Measures.....	29
Health and Physical Education	30
Overview	30
Immunization Requirements.....	30
Medication	30
Physical Form	30
Defibrillator	31
Counseling Services.....	31
Fire Drills/Emergency Procedures.....	31
Special Education	31
Overview	31
Philosophy.....	31
Services at New Dawn	32
Responsibilities of Special Education Staff	32
Provision of Outside Services	33
Referral Process	33
Evaluation.....	34
Developing an IEP.....	34
Requirements and Roles for IEP Teams	34
IEP Process	36
Progress Reports	36
Reporting Requirements	37
Access to Student Records/FERPA	37
Assessment of Students with Disabilities.....	38
State-Mandated Assessment	38

Other Assessment	38
Discipline of Students with Disabilities	38
English Language Learners	39
Overview	39
Philosophy	39
Services	40
Identification of ELL Students	40
Exit Criteria	40
Assessment / Accommodations	41
Accountability and Evaluation of the ELL Program	41

2020-2021 New Dawn Charter High Schools Calendar

The academic calendar for both campuses of New Dawn Charter Schools is year-round. Students are enrolled throughout the course of the year and can matriculate at any time. This is a stark contrast to other schools that often make decisions around testing. We feel that engagement is the key to success. When a student is ready to begin, we are enrolling them and getting them started on their pathway to a Regents Diploma.

During the 2019-2020 school year, COVID regulations forced schools to close in-person person learning and resort to remote instruction formats. Both schools employed this system immediately and have been running a hybrid model since the beginning of the new school year. Due to the delays in announcing the school year between the state and the city, both New Dawn campuses began the school year on Tuesday, September 8th. ***Over the course of the year, students will be in session over 200 school days.***

The calendar below reflects both campuses, New Dawn Charter High School in Brooklyn, and New Dawn Charter High School II in Queens.

September 2020				16 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

7th - Labor Day

8th - First Day of School

October 2020				21 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

12th- School Closed Indigenous People's Day

November 2020				18 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

11th – School Closed Veterans Day

26th – 27th – School Closed Thanksgiving Day Recess

December 2020				17 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

24th – Jan. 1st No School Winter Recess

January 2021				19 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22

25	26	27	28	29
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1st – No school- Winter Recess

25th – No School Dr. Martin Luther King (Regents exams may be administered, schedule TBA)

29th – Fall Term Ends

February 2021				15 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

15th- 19th – No School Mid-Winter Recess

March 2021				20 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

29th – 31st No School Spring Recess

April 2021				20 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23

26	27	28	29	30
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1st- 2nd – No School Spring Recess

May 2021				20 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

31st – Memorial Day

June 2021				18 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

3rd - School Closed Anniversary Day

7th-18th Students in session for REGENTS EXAMS ONLY (scheduled released by NYSED)

25th – Last day of school for students and staff

July 2021				20 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8	9	10

13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

1st-3rd No School

6th- First Day of Summer Semester

August 2021				15 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

17th-21st - Regents week and last day of school will be determined when the NYC DOE releases the summer calendar.

School Overview

Introduction

New Dawn Charter High School was established in Brooklyn in 2012 as a transfer high school. Transfer high schools in New York City serve students are considered “over-aged” and “under-credited”- meaning these students will not graduate with their peers in four years. As a result, these students are often counselled out of their traditional programs and transferred to alternative sites where students can catch up and graduate off-track.

This is where New Dawn Charter High Schools steps in. Now two campuses strong, the schools enroll students who are over-aged and under-credited in grades 9 through 12, and includes an intensive program for those students who are most at-risk and difficult to engage in their education: the student who is over 16 years old and has fewer than 11 credits.

Students will graduate with a NYSED Regents diploma, meeting all graduation requirements. As a transfer school, New Dawn will be no student’s first high school and recruitment from the 8th

grade does not occur.¹ We expect to have a very large proportion of students with disabilities (45%) and a smaller proportion of English Language Learners (15%). At least 85% of the students will be eligible for free/reduced lunch.

Mission Statement: New Dawn Charter High Schools is to provide over-aged and under-credited students 16 - 21 years of age,² including those who are English Language Learners and those with special needs, the opportunity to return to school and obtain a high school diploma through a NYSED standards-based education program. Within the framework of the education program, four programs will be offered: 1) Interventions for those with fewer than 10 credits, and for those with 10 or more credits: 2) Internships in the community, 3) Career planning, and 4) College enrollment.

Hours of Operation

New Dawn is open for students from 8:30 AM to 5:00 PM Monday through Friday.

School Closing and Emergencies

New Dawn Charter Schools makes decisions regarding closures commensurate with the directives of the NYC DOE. Weather related emergencies will be announced on NY1 and 1010WINS. Other emergencies and school closures will be announced by both campuses via Jupiter and School Messenger.

School Visitors

New Dawn is proud to host visitors from our local school partners, organizations, and learning networks. As a result, both New Dawn campuses host visitors on a frequent basis. The school is open for tours based on appointments made with the Parent Coordinators for Enrollment purposes, and with school leadership. Staff and students should treat all visitors with courtesy and try to accommodate them.

When someone arrives for an appointment, they will report to the designated check in areas with security. The visitor will provide proper identification and sign the visitor's log. Once the visitor has been vetted, their designee will meet them at the check-in, or be brought by security to the arranged location.

¹

² Students may enroll at age 15 at the Brooklyn campus.

Deleted: Over-aged 8th graders that are 16 years and older may enroll at the New Dawn II campus in Jamaica, Queens

It is customary for service providers, counselors, court officers, and other specialists to visit New Dawn campuses to serve students. These officials must follow the same check-in procedures and wait for a counselor to become available to provide the proper space and support for our students as required. No outside official will meet with a student alone unless specified in writing, with a release provided. No outside official will be granted entry without providing the proper identification and credentials to see any student at either campus.

School Leadership

While New Dawn policy is set by its Board of Trustees (see below), the Board delegates day-to-day decision making to the Executive Director and holds the Executive Director responsible for the administration of policy, the execution of Board decisions, the operation of New Dawn, and for keeping the Board informed about the operation of the school and other functions. In turn, the Executive Director delegates responsibility to members of the Leadership Team as necessary to ensure the efficient operation of New Dawn.

The school's highly skilled and experienced leadership team is composed of the following members:

Sara M. Asmussen, Ph.D. – Founding Executive Director (Shared with ND)

Lisa DiGaudio, Ph.D. – Director of Curriculum and Instruction (Shared with ND)

Steve Ramkissoon – Director of Human Resources and Finance (Shared with ND)

Jose Obregon – Director of Operations (Shared with ND)

Donna Lobato – Principal, NDCHS

Zach Flory – Principal, NDCHS II

Mariah Smith – Dean of School, NDCHS

Philip Pressoir – Dean of School, NDCHS II

Nazli Askin- Data Specialist (Shared with ND)

Kevin Benoit – College and Career Readiness Manager, NDCHS

Marissa Disla- College and Career Readiness Manager, NDCHS II

Erica Fabiano – Special Education Coordinator, NDCHS II

Charles McNulty – Special Education Coordinator, NDCHS

Fariza Badrieva – Teacher Leader, NDCHS

Board of Trustees

A Board of Trustees governs New Dawn Charter Schools. The responsibilities and obligations of this Board include but are not limited to:

- Ratifying the school's mission statement, and any modification thereto;
- Selecting and evaluating the performance of the Executive Director;
- Ensuring the school complies with all local, state, and federal laws;
- Providing necessary and proper oversight of all financial aspects of New Dawn including approving the school's annual budget, providing fundraising guidance, and ensuring that the school remains fiscally sound;
- Establishing and adhering to the school's code of ethics, and enforcing the same upon employees and officers of the school;
- Approving management, operational and service contracts and holding accountable such contractors for performance;
- Approving admission policies and procedures for the school consistent with the terms of the charter agreement;
- Setting personnel policies, including establishing qualification criteria for employees, forming dismissal procedures, approving codes of conduct, and authorizing and approving salary schedules as well as terms and conditions of employment or delegating such authority;
- Hearing appeals according to specified processes;
- Hearing complaints from any individual or group alleging any violation of the provisions of the Charter Schools Act, the New Dawn charter, or any other provision of law relating to the management and/or operation of the charter school; and
- Ensuring that necessary accountability measures are in place, including the performance of audits and annual reports, and that all necessary records and reports are transmitted to the proper charter school oversight entities.

The Board's membership is diverse, coming from the public and private sector of business and education. This combination of experienced members of the education, finance, business, social services and legal fields gives the Board the capacity to provide meaningful leadership and oversight to New Dawn.

The Board of Trustees is composed of the following members:

Ronald Tabano, Chair
Amit Bahl, Secretary
Katherine Urbati, Treasurer
Jane Y. Sun, Member
Jonathan Carrington, Member

Getting Started at New Dawn

Required Records

Admitted students are also required to complete and submit the following as part of the enrollment process:

- *Birth Certificate*
- *Proof of residence:* This can be a utility bill (but not a cable bill), lease, HRA application, or any government issued ID.
- *Enrollment Form:* This form is used to record all basic information about the student and the family, including home, work, and emergency telephone numbers.
- *Parent/Guardian Consent to Attend:* It is extremely important that a parent or guardian sign this form.
- *Free and Reduced-Price Meals Application:* This form must be completed for all students and will be held in strict confidence.
- *Immunization Records:* No student will be enrolled without their immunizations up to date- this is state law and students WILL be sent home if they are not current.
- *Medical Forms:* This set of forms must be submitted for all students within the first 30 days of attendance. It is the responsibility of each parent to keep their child's medical information, including food allergies, up to date.
- *Record Release:* This form gives the school permission to obtain all records pertaining to a given student from his or her previous school. It must be completed and should include the telephone number and address of the previous school, as well as the signature of a parent or legal guardian.
- *Transcripts from All Schools Attended Prior to New Dawn*
- *IEP or 504 Modifications*

It is critical that the school be notified immediately of any changes in a student's name, address, phone number, responsible parent, or any other information provided at the time of registration. Such changes should be communicated in writing and sent to the Principal.

Placement of Incoming Students

Once admitted to New Dawn Charter High Schools, students must provide transcripts from their previous academic institutions. New Dawn then reviews these transcripts and determines placement in classes based on the number of accumulated credits and classes needed for graduation. At New Dawn students are "ungraded" in the sense that they are able to take the classes necessary for them to graduate and this is not based on what "grade" the student is in. The chart on the next page is simply for placement into the special programs (intensive 9th grade, Internship, and College Now). New Dawn officials often contact students' transferring schools with questions regarding their transcripts.

Grade	Credits
9 th	0-10
10 th	11-20
11 th	21-32
12 th	33+

Students also take a series of assessments during orientation that help New Dawn staff determine grade and classroom placement. These include the following:

- Scantron Series (diagnostic tests in a variety of subjects including language arts, mathematics, social studies and science);
- ScholarCentric Resiliency Assessment; and
- Home Language Survey (used for placement in ELL programs).

Transfer Credits

Whenever possible, incoming students' report cards and/or progress reports are reviewed for course placement and credit. If a student has made satisfactory progress at his/her transferring school in a course, then he/she may be able to get full credit for the equivalent course at New Dawn, given that he/she completes all stated requirements by the end of the term. The degree of partial credit granted hinges on consultations between the Principal and respective instructors.

Privacy

New Dawn complies with all confidentiality laws protecting the privacy of its students and their families. Information regarding a student's progress will be shared only with parents or guardians, appropriate members of the school's faculty and staff, and any professional consultants retained for the purpose of measuring and/or improving instructional quality. When information regarding student performance is made public, it will be presented in such a way as to avoid the identification of specific, individual students.

Curriculum and Instructional Design High-School Program

Overview

Students enter New Dawn having earned varying numbers of credits in disparate subject areas. In order to accommodate all levels of learners, New Dawn functions as an ungraded school divided into Advisories-small, heterogeneous learning teams. This model allows the school to emphasize individualized instruction, intensive case management, interdisciplinary teaching strategies, and cooperative learning – all methods that have proven to help students acquire a deep understanding of key concepts while developing critical work skills including self-direction, perseverance, and commitment to quality. Additionally, New Dawn teachers employ innovative classroom techniques such as thematic course units and the integration of instructional technology into the everyday learning environment.

The Internship Program, arranged by New Dawn with various host employers at work sites throughout the city, has been developed to expose students to the world of work while also earning course credit. Students attend classes at New Dawn and their internships in alternating weeks since the School has found that over-age under-credited students become more engaged in school when they are active in the world of work that the School has structured. Each student at New Dawn is required to enroll in the full academic program and participate in an internship.

The internship acts a bridge to college and career readiness. Both schools have been working closely with different CUNY and SUNY programs over the years, including CollegeNow and more recently, SUNY Attain. Students bridge the curriculum and their internship placement with a college level research paper each semester, resulting in a robust portfolio upon completion of their high school degree that includes real work, references, and several examples of scholarly research at the college level. This bridge gives all New Dawn students the decision-making power to continue with post-secondary studies, including trade schools.

Schedules

New Dawn students are expected to be involved with their education on a full-time basis. All students attend school for over 200 days. New Dawn's scheduling plan includes the following key points:

- School buildings are open from 8:30 AM to 5:00PM;
- Classes are in session from 9:00 AM to 3:55 PM; and
- Online computer access from all areas to facilitate group project research.

An eight-week summer term is also mandatory for all students. Hours are 9:00 am to 12:15 pm. Students may earn up to three credits for the summer term.

New Dawn's structure is designed to meet the needs of individual students, with not only multiple variations of student schedules depending on their credit needs, but also after-school and push-in opportunities to provide remedial services. Student course schedules are individually tailored so students take classes they need for graduation or to prepare them for success on the Regents exams. Students who struggle with subjects are assigned additional classes, such as Reading Lab or Transition

Math, or can receive after-school tutoring by New Dawn graduates or by teachers for specific subjects or to prepare for Regents exams.

Examples of two different New Dawn daily student schedules are shown below. The first schedule is for a student who is fairly up to date in all content areas; while the second is an example of a student in need of many ELA credits.

Sample 1: Up to Date

Period	Period Start Time	Period End Time	Subject
1	9:00	9:50	Algebra I Regents
2	9:55	10:45	Leadership and Character Development
3	10:50	11:40	Global 2
4	11:45	12:35	Writing Across the Content Area
5	12:35	1:10	Lunch
6	1:15	2:05	US History 1
7	2:10	3:00	Chemistry
8	3:05	3:55	PE
	4:00	5:00	After School Club/PSAL

Sample 2: Behind in ELA credits

Period	Period Start Time	Period End Time	Subject
1	9:00	9:50	ELA 2
2	9:55	10:45	Economics
3	10:50	11:40	RoadTrip Nation
4	11:45	12:35	Internship Research Paper (ELA)
5	12:35	1:10	Lunch
6	1:15	2:05	Philosophy (ELA)
7	2:10	3:00	SUNY Attain (ELA)

8	3:05	3:55	Earth Science
	4:00		Dismissal

Credit Accumulation

Academic Program

The most recent definition of a “unit of study” in New York State was expanded to include the remote learning modalities schools have adopted during the COVID-19 closures.³ While a traditional unit of study is described as 180 minutes of weekly instruction over 180 days (or the equivalent),⁴ New Dawn includes the internship experience a key area of instruction that is also credit bearing.

All New Dawn students must meet the New York State “unit of study” requirements per term. However, in keeping with the school’s alternative learning environment, this is broken down into 42 hours of classroom instruction and 12 hours of supervised classroom-based assignments. These assignments consist of investigations, research papers, projects and reinforcement homework through our Advisory Program. Students are responsible for completing these assignments as part of the experiential learning strategy that characterizes New Dawn Charter High Schools. The 12-24 hours needed to complete these assignments amount to the prescribed unit of study. For marking purposes, the latter out-of-class homework accounts for 25% of students’ classroom grades.

All New Dawn students are given a full class schedule at entry. For students with less than 11 credits, they are placed in a special cohort to rebuild their confidence and re-engage them in school life with a more intensive advisory approach. These students are in two cohorts and travel through their classes together throughout this first school year. When students complete the school year, they will move on to our internship program until they reach degree completion. Students in this special cohort are given a full day schedule with 7 classes and a lunch. This equates to a potential earning of 7 credits per semester (Fall and Spring) and 3 additional credits in the Summer (a total of 17 credits for the first school year.) Students in the internship cohort have a full schedule that includes the internship experience and the research paper. Students in this cohort can earn 8 credits per semester (Fall and Spring) and 3 additional credits over the Summer (a total of 19 credits for the year). With our year-round programming, students can graduate in 12-24 months after they begin with us, depending on their rate of accumulation.

New Dawn can provide examples of weekly assignments, samples of student work and rubrics upon request to clarify the classroom-based assignment aspect of our educational program.

³ <https://www.regents.nysed.gov/common/regents/files/1020bra3.pdf>

⁴

<http://www.p12.nysed.gov/part100/pages/1001.html#:~:text=Unit%20of%20study%20means%20at,school%20year%2C%20or%20the%20equivalent.>

Internship Program

The Internship Program serves as bridge for New Dawn students and college and career readiness. It is our belief that not all students are wishing to attend a college or university, but may want be work focused to support their families. To that end, the internship experience expands the options our students have after completing their training. Many of our students go on to be hired full time in their placements, in addition to being able to participate in vocational activities that will build on a trade. We have had students go on to become nurses, medical technicians, school aides, and even welding.

Our program is intensive in nature, and our staff work very closely with each student to provide the necessary support and training to complete a successful internship experience. The Intensive nature of the program is three pronged: Internship Training (1), Progress and Monitoring and Participation (2), and the Internship Research Paper (3). These components together provide individualized support for each student in their placement, including guidance on developing the research paper.

Due to the intensive nature of our Internship Program, the following credits *may* be awarded to students as they complete the necessary components:

One credit is awarded for:

- Minimum unit of study for internship service; and
- Satisfactory internship evaluation.

Two credits are awarded for:

- Complete journal and satisfactory portfolio activities;
- Minimum 108 hours of internship service; and
- Satisfactory internship evaluation.

One additional academic Independent Study credit awarded for:

- Completing the approved New Dawn Internship Independent Study protocol; and
- Satisfactory internship evaluation.

Curriculum

Core Subjects

New Dawn's course offerings are aligned with the Next Generation Learning Standards. Formerly, they were aligned to the Common Core Learning Standards. This gradual transition to the Next Generation Learning Standards is dictated by the guidance of New York State.⁵ During the 2020-2021 school, full implementation was recommended, and we have made that shift.

New Dawn's offerings are categorized by Core Subjects, as noted below, and Elective subjects. These are the basic building block courses each student needs to graduate with a Regents Diploma in New York State. The core subjects New Dawn offers are as follows:

- English Language Arts
- Mathematics, Science and Technology
- Social Sciences
- Languages Other Than English (Spanish and ASL)
- Arts
- Health, Physical Education and Family Consumer Sciences
- Career Development and Occupational Studies

Electives

Students who intend to get further training for employment in college or those who will enter the work force or military directly after high school should tailor their elective choices around their employment plans. When a student is scheduled at the start of each semester, they will meet with a school leader or counselor to decide which electives will best fit their long-term goals. This individualized counseling allows the student to participate in their pathway actively, rather than just be handed a schedule without explanation. Students will take elective courses that help fulfil the requirements of a Regents Diploma, plus provide a little more flexibility in the courses they choose to complete within a given subject area (for example, a student may be finished with their Math Regents requirement, but still need a credit or two in math- they can take Personal Finance as an example of an elective credit that will fulfil that requirement).

Additional Services

Special Education

⁵ <http://www.nysed.gov/curriculum-instruction/next-generation-learning-standards-and-assessment-implementation-timeline>

The special education teachers provide services in general education classrooms, aligning with our inclusion model of education. All students are assessed at entry to the school and can be identified for additional services by assessment results or by teacher referral. Please see the Special Education section of this guide for more detailed information.

English Language Learners (ELL)

New Dawn offers a full range of services to aid in the instruction of English Language Learners. The ELL program is an inclusion program as well and the ELL teacher pushes into classes as well as provides individualized support. Please see the ELL section of this guide for more information.

Title I

This school year, 2020-2021, New Dawn will become a School Wide Program. This means that all students can receive services without being identified.

Internship Program

As mentioned earlier, the Internship Program will begin in September 2020 for all eligible students: those who have 11 or more credits in major content areas. Students in the Intensive 9th Grade Program will not be eligible until they accumulate at least 11 credits. The internship/job experience reinforces the New Dawn approach to academics by allowing students to be active and work cooperatively while at the same time learning employability skills. Success at a job can help clarify the purpose and routines of the classroom.

Aside from the socialization aspect of internships, New Dawn's students are taught skills with future jobs in mind. All students experience several different internship assignments while attending New Dawn.

Performance Measurement

All incoming students are administered the Scantron Series, which provides individual baseline data for annual measurement of individual student progress. Students will be tested in May to check progress.

New Dawn utilizes all State Exams with the understanding that these exams are, in their very design, in alignment with State Standards. In areas where no State exams exist, other standardized assessments are used. Local teacher-made assessments aligned with Next Generation Learning Standards and the New Dawn curricula are also used. These assessments include teacher-developed assignments and tests, portfolios, and direct examination of student work. PSAT's and SAT's are also a part of the School's assessment program.

The School utilizes the information from all assessments to refine the curriculum and classroom practice to ensure that each School can respond effectively to the needs of individual learners. Assessment results facilitate an understanding of the status of each student in relation to his/her level of achievement regarding the specific goals of the School. Where these assessments reveal that students are not performing at expected levels, modifications to curriculum and individual student programs will be made. Accordingly, the results of student assessments will influence the type of professional development offered to the instructional staff.

Grades and Report Cards

Report cards are distributed twice each term. Progress reports are distributed after the first six weeks of every term. One report card is issued for the summer term.

Honor Roll

The student must meet the following criteria to qualify for the honor roll:

1. Have a 90 average or better.
2. Must pass all classes.
3. Must have 85% or better attendance.

Field Trips

As part of their regular classroom instruction, teachers may schedule field trips during the school year. Permission slips may be required for students under 18.

Student Support through the Advisory and Mentorship Programs

Members of the school community consciously and continually work to construct a personalized and supportive environment and a climate of care and respect that facilitates the exchange of information and encourages students and staff members to discuss and solve problems, academic and non-academic.

The New Dawn Advisory and Mentorship Programs act as the foundation of all matters concerning the social and emotional health of the student body. When a student is in academic crisis, the Advisory team and/or Mentor will serve as a support to the student, working with them on homework assignments, time management, coping skills, and other services as they are needed.

When it is determined that a student is dealing with a non-academic personal issue that may interfere with his/her success at New Dawn, the school offers on-site counseling for those students and their families through the school. In addition, New Dawn will provide access to services on a wide range of subjects and provide guidance on how to access support groups for bereavement, domestic violence, parenting and stress management.

Graduation Requirements

New Dawn Charter High Schools adheres strictly to the New York State requirements for graduation, including all revised State Board of Regents' requirements and examinations.

For high school graduation, students must:

1. Accumulate 44 credits⁶, including:

English	8 Credits
Social Studies	8 Credits 4 Global History

⁶ In order to graduate from New Dawn Charter High Schools, students must complete at least 44 required units of study. Colleges may have more requirements for admission; students should check individual college catalogs regarding courses they may have to take for acceptance.

	2 US History 1 Economics 1 Government
Science	6 Credits
Mathematics	6 Credits
Arts	2 Credit
Foreign Language	2 Credits
Health Education	1 Credit
Electives	7 Credits
Gym	4 Credits

2. Achieve passing grades⁷ on five New York State Regents Examinations:

- a. English (ELA Regents)
- b. Mathematics (Algebra I Regents and/or Geometry Regents)
- c. Global History (Global Studies Regents)
- d. U.S. History and Government (US History & Government Regents)
- e. Science (Living Environment Regents and/or Earth Science Regents and/or Chemistry Regents)

Depending on the year a student enters the 9th grade could impact the score needed to pass the Regents exams. Below is the cohort year (9th grade admission) and Regents scores needed.

Student Entering 9th Grade in Year	English	Math	Global Studies	U.S. History	Science
2012	65 in all five Regents exams				
2013	65 in all five Regents exams				
2014	65 in all five Regents exams				

⁷ Students entering 9th grade in September 1999 to September 2007 must take and pass Regents exams in English, Math, US History & Government, Global Studies and Science with a score of 55 or greater to obtain a diploma. Students entering 9th grade in 2008 will be held to varying standards according to the chart below.

2015	65 in all five Regents exams
2016	65 in all five Regents exams
2017	65 in all five Regents exams
2018	65 in all five Regents exams
2019	65 in all five Regents exams
2020	65 in all five Regents exams

To earn an Advanced Regents diploma, students must score 65 or more on their Regents exams and take additional credits in a language other than English, pass a Regents Comprehensive Assessment in that language, pass an additional Regents exam in science (at least one course should be in life science and one in physical sciences) and take an additional set of math courses. Adjustments are made for students taking a sequence in Career or Technology Education or the arts.

All students enrolled will work towards completing a Career Development and Occupational Standard Commencement Certificate (CDOS) in addition to their high school diploma. These standards and requirements are met through required participation in the New Dawn Internship program which includes completing internship training, career inventories and self-assessments, evaluations by New Dawn staff aligned to CDOS standards and participation in a community based internship placement. If a student has secured their own job this can be used to fulfill CDOS requirements as well along with internship training. This commencement credential is a credential recognized by the NYS Board of Regents as a certificate that the student has the knowledge and skills necessary for entry level employment. This does not take the place of a high school diploma but is an additional certificate.

New York State Department of Regents has approved multiple pathways to graduate while maintaining rigorous academic classroom participation, taking Regents exams and completing CDOS credentials. These pathways include using appeals of Regents scores, use of the CDOS or other approved pathways. Alternate pathways will be considered as the student enters their senior year and what their college or career path will be.⁸

ELL Students

All English Language Learners must pass all Regents exams including the English Exam to receive a regular high school diploma. However, these students who enter the U.S. in 9th grade or later may take other required Regents examinations in their native languages as well as entitled to other exemptions and an appeal of a English Regents scores if the score meets the requirements set by the New York State

⁸ <http://www.nysed.gov/curriculum-instruction/multiple-pathways>

Department of Education. Qualifying ELL students can take the Regents in their native language if available; Regents examinations are available in Spanish, Chinese, Russian, Haitian-Creole, and Korean.

Special Education Students

The law states that the majority of students who receive special education services should be prepared to earn regular high school diplomas. However, for a small minority of students, a CDOS Credential option is also available. A CDOS credential is not considered a diploma and cannot be used in place of one; for example, you cannot try to enlist in the military or attend a two-year college with an CDOS credential. A CDOS credential states that a student has met the Career Development and Occupational Standards and no other graduation requirements. An CDOS diploma should not be a goal for students with the potential to meet graduation standards. Students who get CDOS diplomas are entitled to stay in school to work toward a Regents, Local diploma or TASC (Testing Assessing Secondary Completion) until the age of 21. Please refer to page 9 of a student's IEP to determine if he/she is being prepared for a local, Regents, IEP diploma or TASC equivalency.

Consistent with State guidelines, special education students who fail a Regents examination that is required for graduation from high school will be allowed to take the Regents Competency Test in that subject in order to graduate.

Student Life

Internet Policy

All students may access the internet unless expressly denied by parents in writing to the school. Students may not access inappropriate content, use instant messaging, or use the internet for non-school related business. While at school students may not access Facebook, YouTube or any other social media platform. Any incidents of cyber bullying will be dealt with per the guidelines of the Dignity for All Students Act.⁹

Textbooks and Supplies

Unless directed by their instructors, students must provide their own materials for learning, including a 3-ring binder, two pens, and most importantly, a ready-to-work attitude. Some books and equipment will be issued on loan and some will be kept in the classroom. Please note that students are responsible for the proper care of all supplies provided by the school and are held financially responsible for disfigurement, breakage, or damage to school or personal property.

Lockers

Lockers are the property of the school and loaned to students for their convenience. Students should protect their own combination and should not share their combination with anyone. The school is not responsible for lost or stolen articles. Valuables, personal items and electronic equipment should be left at home. Students are advised not to share lockers with another student. Students must understand that administration has the legal right to inspect individual lockers and will make periodic health and safety inspections.

⁹ <http://www.p12.nysed.gov/dignityact/>

Student Government and Organizations

Clubs are based on student interest. Information on how to form a club or participate in Student Government is available through consultation with a faculty sponsor.

Dress Code

Student dress and personal appearance should not disrupt or distract from the learning environment of the school. Students should dress for success in the school building as a manner of professional comportment.

The following items are prohibited on school or internship grounds.

- See-through or revealing clothing, which exposes abdomen, cleavage, chest, buttocks or underwear.
- Halter tops, backless shirts, half-shirts, bare midriffs, spaghetti straps, sagging pants, and transparent clothing.
- Hats and coats (Both must be stored in lockers.)
- Excessive jewelry
- Excessively high-heeled shoes
- Bare feet
- Clothing with profanity, nudity, suggestive language or obscenity.
- Drug/alcohol/tobacco logo clothing
- Bandannas, headscarves, do-rags, or hairnets
- Gang paraphernalia, colors, beads, etc. that is worn, carried, or visible.

Students wearing inappropriate clothing will be asked to leave the building to change their clothing. Repeated offenses will result in disciplinary action. Students should put hats and coats in lockers upon building entry.

Money and Other Valuable Property

Any item that distracts students from learning and does not contribute to a safe school environment should be left at home. Examples include electronic games, dice, and music with demeaning, obscene or profane lyrics, excessively expensive/flashy clothing or firecrackers.

Pagers, walkmans, radios, telephones, iPads, iPhones, watches and other electronic equipment, water pistols, toys or similar items are also disruptive to the educational process and are not allowed. Students should leave them at home or in their lockers. The school is not responsible for lost or stolen property.

Upon entry to the school all students and their belongings will be searched. All students who insist on bringing cell phone, iphones, ipads, etc. to school are expected to leave these items at the security desk.

Cell Phone Policy

Students are not to have their cell phones on their person throughout the school day. It is a disruption to instruction. It further exacerbates student behavior issues and creates disturbances in the building

unnecessarily. When students check in for the day, they provide their cell phones, which are then security stored until the close of the school day. Students who refuse to turn in their cell phones, hide additional cell phones, or make a general scene because they want to keep their phones will be sent home. This is a zero-tolerance policy and every single student and family agrees to this policy when they enroll at the school. Failure to adhere to this policy will result in further disciplinary actions.

Emergency Phone Calls

Occasions arise where families may need to reach a student, or a student has a special family circumstance where they need to be available for their children in childcare or school. Under these circumstances, a student may work with a counselor and the Parent Coordinator to ensure any emergency messaging can be received as needed. This includes emergency calls coming to the main office and then being forwarded to the counselors or parent coordinator. No calls will be made out of the school building from any school phone without proper authorization.

Drugs and Alcohol

New Dawn is a drug-free and safe learning environment. Any student using, possessing, or distributing alcohol or drugs on or around school property will be recommended for dismissal and the police may be called.

Weapons

Any person using, displaying, carrying, or possessing any dangerous instrument or deadly weapon on or around school property will be permanently suspended and the police will be notified.

Solicitation

Solicitation of or by any student, parent, or staff member on school property for any cause except those authorized by the Principal is strictly prohibited.

Attendance

Overview

Serious students know that there is a close relationship between academic success and school attendance. Good attendance habits learned and developed in school will be carried over into the world of work. Since every student has expressed an interest in furthering his or her education, it is expected that students attend all scheduled classes (e.g. subject classes, electives, group counseling, tutoring, health & physical education) each day. Daily attendance at internship sites is mandatory.

In recognizing the school's need to adequately monitor and maintain daily attendance records, New Dawn Charter High Schools has developed a comprehensive protocol and safeguard measures for attendance.

The system has the following characteristics:

- Each student is given an I.D. card with their OSIS numbers.
- Each student is required to swipe his/her card when arriving and departing school.

- The Principal and Mentors will receive a weekly printout of students in attendance and students who are absent or tardy with an indication of when they arrived at school. Mentors, as well as teachers, will contact home. If this does not remedy the issue, the principal will call the home of each student who is chronically absent. Letters will be sent as well.
- The staff is required to maintain an attendance roster for each period.

New Dawn's database has added reporting capability for attendance controls on a daily, monthly, and annual basis. Furthermore, the database is being adjusted to flag students when a threshold is reached (e.g. three absences), so that the counselor and attendance coordinator are notified, and intervention strategies can be enacted.

Tardiness

The school day begins at 9:00 AM. Students not in their classrooms at 9:00 AM will be marked as arriving late. Students entering the building or not in classrooms at 9:15 AM can expect that their parents will be contacted. Parents should expect to get calls whenever students are late for any class during the day.

Internship Attendance

Tracking internship attendance is the responsibility of the Internship Coordinator and the Site Supervisors who produce a daily record of student attendance and punctuality. Student attendance information from each site is collected daily by the site internship supervisor and is communicated via phone and e-mail to a central location. Student stipends are dependent upon attendance and job performance.

Absence Policy

- If a student is going to be absent, a parent/guardian should contact the school as soon as possible and provide proper documentation upon the student's return to school.
- Students are responsible for making up all missed work.
- Parents/guardians will be called daily regarding student absences and may be called by more than one person.
- School-related absences and field trips will not be counted as absences for determining perfect attendance.
- Students may not participate in extra-curricular activities including dances, games, practices, etc. if they have not been in attendance for the normal school day or if they have been suspended.

Early Dismissal Policy

- Students who must be dismissed from school early should provide proper documentation on the day of dismissal. Students without documentation will not be permitted to leave the building.
- Students who fall ill at school should report to the main office with a staff person or an able student.
- Students who leave school early without parental permission will result in the parents being contacted.

- New Dawn schedules early dismissal from time to time to provide staff the time and space to meet to discuss pedagogical issues and participate in professional development. Notice may be given prior to this dismissal, but it is the student's responsibility to report early dismissal times to the home. A calendar of regularly scheduled days is provided at the beginning of each school year with some of these days included.

Food Services

Breakfast and lunch are available to New Dawn students on a daily basis. The school participates in the Federal Free and Reduced-Priced breakfast and lunch programs administered by the U.S. Department of Agriculture, and adheres to all applicable requirements including but not limited to:

- Meal pricing;
- Determination of eligibility;
- Nutritional value; and
- Reporting requirements.

All parents/guardians must submit a Free and Reduced Priced Meals Application before the start of the term. It is important to note that all meals to all students are free of charge at New Dawn. From time to time additional items may be for purchase for senior fundraisers or other events; notice will be served at the appropriate time should these events occur.

Transportation Services

New Dawn works via the New York City Department of Education's Office of Pupil Transportation to provide school bus service for eligible special education students and Metrocards for eligible students.

All New Dawn students are issued Metrocards that entitle them to free transportation to and from school. This Metrocard also allows for one additional trip per day and free transfers to all buses.

Any student who for any reason does not qualify for free Metrocard through NYC transportation should alert New Dawn staff, such as the Parent Coordinator, regarding their travel needs. This is a very unlikely situation, but New Dawn will assist in procuring transit where needed and appropriate.

Transportation for Special Education Students will be provided in accordance with all applicable State and Federal laws.

Parent Involvement and Communications

New Dawn believes that parents play an integral role in the education of their children, and that parental involvement in New Dawn is critical to the school's success.

Participation in School Governance

To meet the educational and social needs of our students, to obtain feedback and direction from parents on how to best serve children, and to assist parents as they help their children be successful in

school, New Dawn plans for and expects an active role for parents in the governance of the School. Specifically:

- New Dawn will establish and maintain a Parents' Association, which shall consist of all parents of students enrolled in the School who wish to participate. The Parents' Association will be involved in a variety of School activities, including fundraising events, field trips, and promotion of New Dawn throughout the community. The Parents' Association also will be involved in the governance of the School: selecting a delegate to work with and advise the Principal and Board of Trustees on policies and practices of the School, planning for providing information to parents, and brainstorming strategies for arranging staff interaction with parents.
- From time to time, as the Board of Trustees or Principal requests, the Parents' Association will be asked to participate in or comprise advisory committees to study or implement a specific policy or action of the School. For example, committees may be formed to study and advise the Board on Title programs, safety programs, fundraising, or student recruitment activities to help the Board determine how the School could best proceed.

Participation in the Parents' Association is voluntary and open to all parents, and a parent need not formally belong to or participate in the Parents' Association to participate at public meetings of the School, serve on ad hoc committees, or meet with or make recommendations to the School's Board of Trustees or administration.

Other Parental Involvement Measures

In addition to including parents in the governance of the school, New Dawn also provides a variety of other avenues for participation and involvement, including:

- Holding parent information meetings, workshops, open houses, and orientations that keep families informed about the activities of the school as a whole;
- Communicating with parents openly and frequently about their student's individual progress via direct interaction between parents and teachers as well as by signing on to the school's electronic grading system called Jupiter;
- Enabling parents to monitor their child's academic progress through progress reports and teacher updates;
- Making available parent volunteer activities such as assisting the school's staff with field trips, attending cultural and/or sporting events, and taking part in special in-school events;
- Allowing parents to establish committees under their own initiative to enrich the life of the school;
- Updating the web page for up to the minute information about the school; and
- Soliciting candid feedback from parents in terms of their child's academic progress in the form of a questionnaire. (Parents who do not choose to submit a written evaluation are offered the opportunity to express their views in a personal interview.)

Health and Physical Education

Overview

New Dawn Charter High Schools complies with all health services requirements applicable to other public schools including, but not limited to, all immunization requirements and diagnostic testing requirements. The School shall provide on-site health care services similar to the extent that such health services are available to children attending other public schools in New York City. The following is a basic description of our policies and procedures regarding student health services. For more information, please refer to the Immunization and School Wellness Policy which is posted on the school's website.

Immunization Requirements

New York State law requires that each student entering kindergarten or a new school district in grades 1-12 have a certificate of immunization at the time of registration or not later than the first day of school.¹⁰ State immunization requirements include: Diphtheria [Toxoid Containing Vaccine (DTP, DTaP) 3 doses]; Polio [(IPV) (OPV) 3 OPV or 4 IPV]; Measles/ Mumps/ Rubella [(MMR) 2 doses (preferably as MMR)]; Hepatitis B 3 doses; Varicella 3 doses; Meningitis (MenACWY) 2 doses (1 dose if initial dose was at 16 years of age or older); Haemophilus influenzae type B conjugate (Hib) 1-4 doses; Pneumococcal conjugate (PCV) 1-4 doses; Influenza 1 dose.

Before a student can be permitted to enter or attend school, 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.

Parents may waive immunization by complying with §2164 of the Public Health Law with respect to exemptions to immunizations of the Charter School's student population.

No exemptions shall be granted to families that are not immunizing their children. This is a new update, and these rules will be strictly enforced. Please refer to the NYC DOE website on updates on allowed exemptions.¹¹

Medication

New Dawn must be informed of any prescription medication that a student is required to take while on school grounds. To dispense prescription medication to students, the school must receive a written order from the student's doctor and a permission slip from the student's parent or guardian. All medication should be brought to the main office in its original prescription container, labeled with the student's name, the name of the medication, the date of expiration, and the proper dosage.

Parents must inform the School of any allergies to or restrictions on non-prescription medication that their children might have. Please notify the school in writing if your child has a chronic illness that may affect his or her performance.

Physical Form

¹⁰ <https://www.health.ny.gov/publications/2370.pdf>

¹¹ <https://www.schools.nyc.gov/docs/default-source/default-document-library/immunization-chart-for-families>

A recent physical form must be on file in the main office. It is expected that all students come prepared to participate in all activities to the level of their ability.

Defibrillator

New Dawn, in accordance with §917 of the Education Law, maintains on-site automated external defibrillator (AED) equipment to ensure ready and appropriate access for use during emergencies and shall ensure that a staff member is trained in the operation and use of such equipment for use in the School and at any School-sponsored events at other locations.

Counseling Services

The counseling department exists for the benefit of every student at both New Dawn Charter High Schools. Counseling services are designed to serve the needs of individual students in preparation of academic schedules, long-range school programs, vocational and college planning, course adjustments, and personal matters. Student needs that require additional support will be referred to outside services.

Fire Drills/Emergency Procedures

To ensure the safety of all students, students should evacuate the building in a quiet and orderly fashion upon the sounding of the fire alarm. Students should also follow the instructions of those in charge.

Special Education

Overview

New Dawn follows these overarching principles in the administration of its special education program:

- New Dawn aims to educate students with disabilities in the least restrictive environment with their non-disabled peers in an inclusive environment. All parents must agree to this model prior to enrolling at New Dawn.
- New Dawn does not discriminate in admission and enrollment practices on the basis of a student having or suspected of having a disability.
- New Dawn adheres to all applicable state and federal guidelines in the implementation of its special education program.

Philosophy

New Dawn integrates special education students into the general education setting. Special classes, separate schooling or other removal of students with disabilities from the regular educational environment does not occur at New Dawn. Any decision to remove a student from the general education environment is made in accordance with the IEP prepared by the Committee on Special Education of the students' district of residence. Further, New Dawn does not have the appropriate structure to provide such services and if an IEP requires this, the parents and CSE will be contacted to attempt to reassess the IEP in order to meet the needs of the student. If appropriate supports and services cannot be given at New Dawn, the student will need to transfer to a school that has such services. However, at the high school level most students can successfully integrate into the General Ed program with must success.

Students with disabilities are expected to participate in, and receive credit for, nonacademic, extracurricular, and ancillary programs and activities with all other students to the extent allowed by the IEP. Additionally, students with disabilities are granted access to and expected to take part in school-sponsored programs, activities, and services.

Services at New Dawn

New Dawn Charter High Schools, in keeping with state and federal mandates concerning special education, ensures that all special education programs and services included in a student's IEP are provided directly to the student during school hours. New Dawn employs full-time, certified special education teachers. These staff members provide consultation and support to classroom teachers; provide instruction in general education classrooms to special education students, both individually and in small groups; and serve as special education consultants to the overall school community.

Classroom teachers at New Dawn are expected to be highly knowledgeable about the needs of students with disabilities. In addition to understanding their responsibilities toward students with IEPs, they are required to request any support they may need to implement a student's program and to take all possible steps to implement classroom modifications/accommodations in accordance with students' IEPs.

Responsibilities of Special Education Staff

In addition to the duties outlined above, special education staff at New Dawn works in tandem with general classroom instructors and school leaders to ensure compliance with both IDEA policy and Charter Law. These responsibilities include:

- Long and short-term planning to address individual needs of students;
- Evaluation of students' progress;
- Reporting on all special education issues to the Principal;
- Preparing written reports accurately and in a timely manner;
- Communicating with teachers and parents to facilitate the IEP process;
- Representing the Charter School at CSE meetings
- Remaining knowledgeable on current special education laws, rules, and regulations; and
- Maintaining the privacy of student records and information.

Special education teachers at New Dawn are also responsible for interacting with assigned students' districts of residence, including

- Seeing that referrals are made for students suspected of having a disability;
- Fulfilling reporting requirements of the resident district;
- Ensuring that all appropriate school staff participate in meetings of the resident district CSE; and
- Establishing a reporting structure in accordance with applicable law whereby the district of the student's residence is provided progress on the degree to which the services on the IEP are

being provided. (The Special Education teacher will communicate directly with Chairperson of the District's CSE).

Provision of Outside Services

In any case that New Dawn Charter High Schools are unable to directly provide services to the extent mandated by a student's IEP, it will rely on the Committee on Special Education to provide services. If necessary and feasible, New Dawn will contract with appropriately certified or licensed individuals to provide services under its direction. The services to be provided may include, but are not limited to:

- Speech language pathology and audiologist services;
- Physical and occupational therapy;
- Recreation, including therapeutic recreation;
- Early rehabilitation counseling;
- Orientation and mobility services;
- Diagnostic and/or evaluative medical services; or
- Student and/or parent counseling.

New Dawn identifies providers of these services based on an evaluation of IEP's of incoming students.

Referral Process

For a student to be considered for special education services, he or she must be referred for an evaluation. Upon identification of a student suspected of requiring special education services, a special education staff member completes the DOE form *Initial Referral to the Committee on Special Education* and submits it by mail with a cover letter to the appropriate regional CSE chairperson or other designated CSE contact person.

Please note that the CSE should correspond to the New Dawn (Brooklyn campus) service district, which is Region 3 (District 28/29) and NYC DOE Geographical District 15. For the New Dawn II (Queens campus) service district, the CSE should correspond to Region 3 (District 28) and NYC Geographical District 28.

A parent can write a referral letter directly asking for an evaluation for potential special education services as well as any staff that works closely with the students and knows well academically or behaviorally. This referral form provides a space for the special education teacher/coordinator to list interventions that have already been attempted in order to maintain the student in his or her current educational setting. The form also allows the special education teacher/coordinator to communicate the reasons for the referral and the specific nature of the problem that the student is exhibiting. (For those students already receiving special education services who may need a reevaluation prior to their annual review date, there is a separate reevaluation request form.)

After a referral is sent to the Regional CSE, the student's parent will be contacted by the CSE to obtain written consent for an evaluation to begin. Once the case has been opened, the CSE will conduct the evaluation, arrange a meeting to discuss the results, and determine the child's eligibility for special education services.

Please note that an evaluation referral may also be made by parents (or guardians) as well as teachers, administrators, doctors and/or other professionals involved in a child's education.

A Note on Child Find Requirements:

Under federal Child Find requirements, students enrolling for the first time in a New York public school will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the child may need a specialized or intensive education program. Alternatively, they may be referred to the CSE of their district of residence for evaluation.

Evaluation

An evaluation is a series of assessments designed to determine whether or not a student has a disability and needs special education services. The CSE will assign psychologists and social workers to conduct a series of evaluations that include a psychoeducational evaluation, a social history, and a classroom observation. If additional specialized evaluations are required — such as speech or psychiatric evaluations — the CSE is responsible for conducting those evaluations. New Dawn will fully cooperate with the CSE during the evaluation process, allowing for classroom observations, records exchange and the participation of the student, teachers, and/or related service providers if needed.

In addition to those students being referred for an initial evaluation, evaluations can also be conducted for children who are already receiving special education services and for whom an additional evaluation is requested (reevaluation). Additionally, students are required to have a new evaluation every three years (triennial evaluation).

Developing an IEP

Once an evaluation is complete and it has been determined that a student is eligible to receive special education services, an IEP Team meeting is convened. The IEP team must meet to develop an IEP for the child within 30 calendar days after a child is determined eligible.

Requirements and Roles for IEP Teams

Under federal law, the group responsible for developing the IEP is known as the IEP Team. IDEA mandates that a child's IEP Team include the following representatives:

- A child's parent(s) or guardian(s);
- At least one general education teacher (if the student is, or may be participating, in the general education environment);
- At least one special education teacher;
- A district representative who is qualified to provide or supervise the provision of special education and is knowledgeable about the general education curriculum and the availability of district resources;
- An instructional expert who can interpret the implications of the evaluation results in terms of designing appropriate instruction; and
- For initial referrals and reevaluations of students who are English Language Learners, a professional bilingual team member (may be a bilingual psychologist, social worker, special education teacher, general education teacher, and speech teacher or guidance counselor).

Parents

In New York State, parents have long participated in making eligibility and placement decisions about students with disabilities. Under IDEA parents must be informed of and provide written consent to initial and periodic re-evaluations of their child; have their concerns about the education of their child considered during any evaluation; be part of the group that reviews existing evaluation data during any evaluation or re-evaluation of their child; and understand the results of evaluations. Additionally, when the IEP Team determines that no additional data is needed to determine continuing eligibility, parents must receive notice of that determination with a statement of the reasons for that decision. Parents have the right to be provided with the student's IEP and all due process notices in their preferred language or mode of communication. They also have the right to request additional assessments if they disagree with the IEP Team's decision.

The parent must be invited to participate and efforts must be made to select a mutually agreeable date for the IEP meeting; however, the meeting may proceed without the parent provided that documented appropriate outreach was conducted and attempts were made to arrange a mutually agreed upon date and time for the meeting. If the parents indicate that they will be unable to attend and cannot reschedule, they will be informed that they may participate via a telephone conference. Outreach is defined as at least two (2) attempts at telephone contact at different times of the school day, if the parent has a telephone or a follow-up letter sent to the parent by mail and also sent home with the student, if the parent does not have a telephone. All contacts with (and attempts to) contact the parent (including copies of all letters) and the reason for the rescheduled appointment must be documented on the student contact sheet in the student's file.

General Education Teachers

The child's classroom teacher is expected to present information about the student's performance in the general education class and to help the IEP Team make decisions about participation in the general education curriculum and other school activities. For students who have more than one general education teacher, only one of the student's teachers must attend the meeting. Input from all the student's teachers who will not be attending should be obtained and presented at the meeting. As a member of the IEP Team, the general education teacher helps the IEP Team determine appropriate behavioral interventions, strategies, supplementary aids and services, and program modifications and supports for school personnel that are necessary for the student to participate to the fullest extent possible in the general education curriculum.

Special Education Teachers

IDEA requires that at least one special education teacher of the student participate in the IEP Team meeting. When the student's only special education service is a related service, that related service provider participates in the IEP meeting.

District Representative

A district representative is a representative of the school district who is qualified to provide or supervise special education and who is knowledgeable about the general curriculum and the availability of resources in the school district.

Other Participants

Student: The student, where appropriate, should participate. Students 14 or older must be invited to participate in IEP meetings where transition planning is or will be part of the IEP.

School Psychologist: A school psychologist must participate in CSE subcommittee meetings whenever a new psychological evaluation is reviewed or a change to a service option with a more intensive staff/student ratio is considered.

Physician: A physician is also a required participant if the parent makes a request for a physician to attend at least seventy-two (72) hours prior to the IEP meeting.

School Social Worker: The school social worker may participate in an EPC or CSE Review meeting if he/she is involved in any aspect of the evaluation process.

Third-Party Parent Member of the CSE: A third-party parent member of the Committee on Special Education should participate. The child's own parent has the right to decline their right to have a parent member participate in the CSE Review. If the parent opts to decline their right for the participation of a parent member, this must be documented by obtaining the parent's signature on the Declination Letter for Parent Members declining the parent member.

Translator: A translator is required to attend IEP Team meetings if the parent's preferred language or mode of communication is other than English.

Additional Participants: In addition to the participants noted above, the following individuals should be invited to participate in IEP meetings:

- Any school personnel with contributions to make to the decision making process;
- At the discretion of the parent or the district, any individual with special expertise or knowledge of the student; and
- Non-Department of Education assessment professionals or service providers involved in conducting providing services to the student.

IEP Process

At the IEP meeting, participants will discuss the evaluation results and which supports and services will be most appropriate to serving a particular child. During this meeting, the IEP will be developed, detailing the services needed, and how and where they will be provided. If parents disagree with the results of their child's evaluation, they should contact their Region's CSE to review their Due Process rights. These rights include requesting an outside assessment, a mediation meeting, or an impartial hearing.

Next, an appropriate placement must be offered based on the needs outlined in the IEP and subject to the parent's consent. The charter school has 60 school days from the time of the parents' consent to evaluation to complete the IEP and offer a placement.

Every teacher of a student with a disability will be provided a copy of the student's IEP and training will be provided by the School's special education staff, as needed, to ensure their understanding of the student's needs and their responsibilities related to the student's IEP.

Progress Reports

Quarterly progress reports regarding each student and his or her IEP, as well as copies of all report cards are provided to the student's parents and to the student's district of residence. The school district is welcome at any time to monitor the school's implementation of its special education program.

Reporting Requirements

In compliance with New York State education law, New Dawn is responsible for providing data regarding its special education program to the SED's Strategic Evaluation Data Collection, Analysis and Reporting (SEDCAR) unit. SEDCAR analyzes data to evaluate the State's progress toward accomplishing the SED's strategic goals for individuals with disabilities.

New Dawn will provide the following data as requested to SEDCAR:

Count of Students with Disabilities Provided Special Education (due: December 1): This information is submitted to the state via the December 1 Bi-Monthly Charter School Invoice, submitted to the Office of New Schools and is used by the state for the purposes of IDEA fund allocation.

Students Exiting Special Education (due: July 14): This form collects data regarding the manner in which students with disabilities exit special education, including students who are declassified and returned to general education programs, and postsecondary education and employment plans of students with disabilities.

Special Education Personnel (due February 2): This online-only form is designed to collect full-time equivalent (FTE) data on or about December 1, 2005, regarding special education personnel who are currently employed according to their certification status and vacancies.

Students with Disabilities Suspended for Disciplinary Reasons (due: August 11): Online report for detailing in-school suspensions, out-of-school suspensions and removals to Interim Alternative Education Settings of students with disabilities.

Additionally, New Dawn is responsible for submitting information regarding special education students via the state's BEDS, and STEP (9-12 grades) data collection systems. Special education FTE information is also reported bi-monthly to the NYC-DOE Office of New Schools via the Bi-Monthly Invoice Form.

The special education staff, in conjunction with the Principal, is responsible for ensuring the collection, maintenance, and reporting of all data regarding students with disabilities.

Access to Student Records/FERPA

New Dawn follows all applicable requirements of the IDEA and the Family Educational Rights and Privacy Act ("FERPA") in implementing regulations relating to the confidentiality of student records. All appropriate staff is trained in such requirements, and New Dawn's special education staff will be responsible for ensuring the confidentiality of personally identifiable information within student records.

In accordance with FERPA, parents are allowed to inspect and review all of their child's educational records. Upon receipt of such a request, New Dawn will adhere to the requirements of the Freedom of Information Law. In all events, the school will comply with such requests for access within a reasonable period of time, but in no case more than 45 days after it has received a request.

Before disclosure of any personally identifiable information relating to a student to someone other than the parent or eligible student, New Dawn will (with the exception noted below) obtain a signed and

dated written consent of the parent or eligible student. Personally identifiable information may be released without the prior consent of the parent or eligible student to school officials and teachers only if New Dawn determines that such persons have “legitimate educational interests.”

All files required by law to be kept confidential are kept under lock, in a place and manner that restricts access to only those individuals who are authorized to view these records. More specifically, special education records are kept in a locked file cabinet under the supervision of a designated member of the special education staff in his or her secure office. S/he maintains a list of those staff allowed to access specific files, including the respective student’s teacher(s) and parent(s). A sign-out sheet is maintained by the designated teacher to keep track of record locations at all times.

Assessment of Students with Disabilities

State-Mandated Assessment

All students with disabilities take state assessments except in cases where a student’s IEP determines that he/she cannot participate in regular state assessments. In these instances, the State Alternate Assessment (NYSAA) will be administered as required by law.

Other Assessment

Additional assessments for special education students may include but are not limited to: student learning portfolios, oral reports, and videotaped sessions.

A New Dawn special education teacher will discuss each additional component of the school’s assessment program with the appropriate CSE to make a determination about which, if any, of these measures are appropriate to include in the IEP. If the CSE determines that none of the various assessments administered by the school are appropriate for a given student, New Dawn may create individualized assessment instruments based on IEP goals and objectives, which then will be submitted to the CSE for approval (or denial).

Discipline of Students with Disabilities

This topic is covered in the “Code of Conduct” section of this manual. However, as described in IDEA, please note the following:

- If a student with a disability is suspended or removed for more than 10 school days in a year, you must notify your regional CSE. The CSE must conduct a functional behavioral assessment and develop or review a behavior intervention plan.
- If a student with a disability is suspended or removed in excess of 10 school days in a school year, this constitutes a disciplinary change in placement. The CSE must be notified so a Manifestation Determination Review can be conducted.
- The charter school may contact the CSE to request an expedited Due Process hearing before an Impartial Hearing Officer to request that a student with a disability be moved to an interim alternative education setting for up to 45 days in cases where maintaining the student in the school is substantially likely to result in injury to the student or others. A student can also be moved to an alternative educational setting if he or she brings a gun to school or possesses or uses illegal drugs at school.

English Language Learners

Overview

A student should be identified as an English Language Learner (ELL) if he or she: (1) was not born in the United States and/or has a native language other than English; (2) comes from an environment where a language other than English is dominant; (3) is a Native American or Alaska Native and comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency; (4) indicates on the Home Language Survey that English is not spoken at home; (5) has already been identified by the NYC DOE as an ELL; or (6) upon interview with a school staff it is deemed the student does not have the requisite English skills necessary to participate fully in classroom learning.

New Dawn follows these overarching principles in the administration of its ELL program:

- New Dawn will serve any and all students with limited English proficiency using structured English language immersion so that they may achieve proficiency in the English language as quickly as possible
- The school complies with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974.

At the present time, New Dawn has students in need of ELL services. School leadership will work with the ELL teacher to ensure that the administration of the ELL program is thoroughly implemented with the guidance of consultants through NYCSC and Title funding.

Philosophy

All students that are English Language Learners will be expected to become proficient in the English language at a rapid pace. New Dawn believes that a structured English immersion program is most beneficial to ELL students in improving their abilities to master the language.

New Dawn ensures that ELL students will not be excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and also that ELL students will not be assigned to special education because of their lack of English proficiency. If special education services are required this will be determined through an evaluation through CSE as stated above and will be completed in the student's native language. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. All instruction will be in English. However, the level of English used for instruction – both oral and written -- will be modified appropriately for each ELL student. Within the School's extended day schedule, there is ample time that may be used for additional intensive English language instruction. Additionally, all teachers will receive professional development on communicating with students designated as Limited English Proficient (LEP) and in techniques for detecting whether a student has English language deficiencies.

Parents whose English proficiency is limited will receive notices and information from the school in their native language to encourage participation by all members of the school community. A school official and an interpreter may also conduct parental outreach through home visits.

Services

New Dawn plans to provide all necessary staff and specialized curricular materials to enable ELL students to achieve proficiency. The school will directly provide or make referrals to appropriate support services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling. The School will seek to hire at least one full-time teacher who speaks the foreign language that is most common among its students, which in New Dawn's case is Spanish. Parents of ELL students will be kept abreast of their child's progress in English acquisition via communications in their native language.

Identification of ELL Students

As required by law, New Dawn mails or distributes the State Education Department's *Home Language Survey* to every new student's household before the beginning of the school year. All students who are identified using the survey to be of foreign birth or to come from a home where a language other than English is spoken will be subject to an informal interview conducted by school staff (in the English language.)

If this informal interview indicates that a student speaks limited or no English, the school is then required to assess this child using the New York State Identification Test for English Language Learners (NYSITELL).¹² The NYSITELL measures language proficiency in English and is used to determine ELL status. The NYSITELL should be administered within a short time following the student's entry into the school. Such screening with NYSITELL is not necessary if the student's ELL status is available from his or her prior school and is based on an appropriate standardized test, such as the NYSESLAT.

In addition to these formal measures, the school's teachers are responsible for observing each student throughout the class day with an eye towards detecting limited English proficiency. All teachers will receive professional development training on techniques for detecting whether a student has English language deficiencies and on communicating with students designated as ELL students. Any student suspected of having limited English proficiency will be tested to determine if and what level of services are necessary.

Exit Criteria

The NYSESLAT (NYS English Second Language Assessment Test) is given in the spring and required for every ELL student. ELL students take the NYSESLAT each year to gauge their English proficiency and progress. This is the test they must pass in order to move into general English language classes. Any student classified and receiving educational services as an ELL student who subsequently tests above the established cut-off point (e.g., the 40th percentile) will be deemed no longer in need of ELL services.

Additionally, the school will regularly evaluate each student's performance in academic content areas to measure the student's progress in those core subjects. No student will be exited from the ELL program unless they can read, write, and comprehend English well enough to participate meaningfully in the school's programs.

¹² <http://www.p12.nysed.gov/assessment/nysitell/>

Assessment / Accommodations

All ELL students - regardless of the duration of their attendance in a US school - are required to take state-mandated tests (including math and content area exams) and Regents exams in addition to the NYSESLAT.

There are approved accommodations for ELL students on most State tests and Regents exams. Accommodations include allowing for extra time, separate test locations, use of bilingual dictionaries and glossaries, oral translations, and writing responses in the students' native language.

Students with disabilities who are also Limited English Proficient may also receive these accommodations whether or not they are in the student's Individualized Education Program (IEP). Accommodations include allowing for extra time, separate test locations, use of bilingual dictionaries and glossaries, oral translations, and writing responses in the students' native language.

Accountability and Evaluation of the ELL Program

In order to ensure that the ELL program is achieving the desired results (i.e., students are making progress in the acquisition of the English language and making progress academically), the school will annually evaluate the progress of its ELL students on standardized assessments and non-standardized assessments against that of non-ELL students. The school will also track students longitudinally throughout their years at the school to determine if there is significant variation in the academic achievement of students who were once classified ELL and non-ELL students as measured by standardized assessments and non-standardized assessments. The School will track how many students are declassified as ELL and the number of instructional years it takes for this declassification to occur. New Dawn is responsible for submitting this and other information regarding ELL students via the state's BEDS and STEP (9-12 grades) data collection systems.