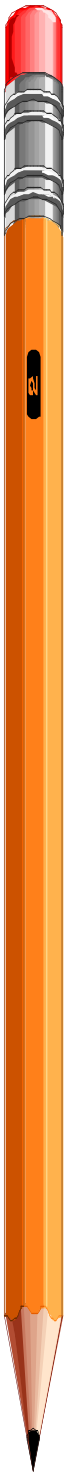
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ICAHN CHARTER SCHOOLS

PARENT/GUARDIAN HANDBOOK

2019-2020

Icahn Charter Schools are chartered by the New York State Board of Regents and the State University of New York Charter Schools Institute and is a result of the collaborative efforts of the Foundation for A Greater Opportunity and the Center for Educational Innovation-Public Education Association. The Icahn Charter Schools are public schools open to all children on a space available basis, by lottery.

ICAHN CHARTER SCHOOLS

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OUR MISSION

Icahn Charter Schools, using the Core Knowledge Curriculum developed by E.D. Hirsch, will provide students in grades K-8 with a rigorous academic program offered in an extended day/year setting. Students will complete the 8th grade armed with the skills and knowledge to participate successfully in the most rigorous academic environments, and will have a sense of personal and community responsibility.





ICAHN CHARTER SCHOOLS
2019-2020
School Calendar

Tuesday - Friday	September 3 - 6	All Staff Report for Professional Development **(There will be no classes)**
Monday	September 9	All students and staff report **(12:00pm dismissal for Kindergarten students only)**
Monday - Tuesday	September 30- October 1	Rosh Hashanah **(Schools Closed)**
Wednesday	October 9	Yom Kippur **(Schools Closed)**
Monday	October 14	Columbus Day **(Schools Closed)**
Tuesday	November 5	Election Day **(No Classes)** ***All staff report for Professional Development**
Monday	November 11	Veteran's Day **(Schools Closed)**
Thursday - Friday	November 28 & 29	Thanksgiving Recess **(Schools Closed)**
Monday through the following Wednesday	December 23- January 1	Winter Recess (including Christmas and New Years) **(Schools Closed)** ***All staff & students return on Thursday, January 2nd**
Monday	January 20	Dr. Martin Luther King Jr. Day **(Schools Closed)**
Monday - Friday	February 17-21	Midwinter Recess (including Washington's Birthday & Lincoln's Birthday) **(Schools Closed)** ***All staff & students return Monday, February 24th**
Thursday through the following Friday	April 9-17	Spring Recess (including Good Friday & Passover) **(Schools Closed)** ***All staff & students return Monday, April 20th**
Monday	May 25	Memorial Day **(Schools Closed)**
Thursday	June 4	Professional Development **(No Classes)** ***All staff report for Professional Development**
Thursday	July 2	Last Day for Students and School Staff **(12:00 p.m. Dismissal)**

*Network staff, principals/office staff/staff developer/security report until July 31st

PARENT/GUARDIAN INVESTMENT

SCHOOL WIDE PARENT INVOLVEMENT POLICY

The Board of Icahn Charter Schools believe that all parents and families want the best for their children and acknowledges research showing that children do best when parents are enabled to play four key roles in their children's learning:

- Teachers – Helping children at home
- Supporters – Contributing their skills to the school
- Advocates – Helping children receive fair treatment
- Decision Makers – Participating in joint problem-solving with the school

The Board recognizes parents/guardians are full partners with educators, administrators, and the Board to achieve the best possible learning experience for each child. A strong program of communication between home and school must be encouraged, continually evaluated and maintained so the school and community are connected in meaningful and productive ways.

GENERAL EXPECTATIONS

Icahn Charter Schools in its Charter School-Wide Parental Involvement Policy establishes the school's expectations for parental involvement [Section 1118 (a)(2), ESEA.] The policy is the outcome of joint development, and agreement, between school leaders and parents of participating children.

Icahn Charter Schools agree to implement the following statutory requirements:

- Will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- Consistent with section 1118, Icahn Charter Schools will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 (b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 2228(d) of the ESEA.

- Icahn Charter Schools will incorporate this school wide parental involvement policy into its plan developed under section 1111 of the ESEA.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, Icahn Charter Schools will provide full opportunities for the participation

of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, to the extent practicable, in a language parents understand.

- If the LEA plan for Title I, Part A, developed under section 1111 of the ESEA, is not satisfactory to the parents of participating children, Icahn Charter Schools will submit any parent comments with the plan when it submits the plan to the State Department of Education.

- Icahn Charter Schools will involve the parents of children served in decisions about how the 2 percent of Title I, Part A funds reserved for parental involvement is spent, should the Title I Part A allocation exceed $500,000, and will ensure that not less than 95 percent of the one percent reserved goes directly to the school.

- Icahn Charter Schools will be governed by the following statutory definition of parental involvement, an expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

(A) That parents play an integral role in assisting their child's learning;
(B) That parents are encouraged to be actively involved in their child's education at school;
(C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

The carrying out of other activities, such as those described in section 1118 of the ESEA.

TITLE 1 PARENT/GUARDIAN SCHOOL COMPACT

Icahn Charter Schools and the parents of students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement; and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the current school year.

The **school** will:

- Send progress report six (6) times a year.
- Send home a monthly syllabus that will let you know what the children will be leaning in all core subject areas.
- Offer flexible scheduling of parent meetings, training sessions, and school functions to maximize parent participations.
- Promote open communication between home and school.
- Provide translations of written notifications and interpreters as needed.
- Acknowledge individual student accomplishments.
- Address individual student needs with progress reports and parent meetings as needed.
- Attend to cultural diversity while promoting the development of the whole child.
- Provide quality instruction and programs that identify activities that parents, staff and students will undertake to share responsibilities for improved academic achievement.
- Use technology via email, telephone, voicemail & telephone conference to facilitate parental involvement in the instruction of our children.

As a **parent** I will:

- Be supportive of our school, including attending Parent/Teacher Conferences, school-wide functions, programs and activities in which my child is participating.
- Be willing to ask appropriate personnel for support or clarification as needed.
- Provide a quiet time and place for homework and assist my children with assignments.
- Ensure that my child attends school for the full day, every day.
- Report absences immediately to the school office.
- Encourage good student habits.
- Read to my child regularly and be an interested listener as s/he reads to me.
- Seek information from my child's teacher regarding his/her progress.
- Ensure that learning takes place at home as well as at school.

As a **student** I will:

- Always come to school on time.
- Complete all my homework every night.
- Do my work neatly and carefully.
- Listen when the teacher or a classmate is speaking.
- Raise my hand when I wish to ask or answer a question.
- Show respect for fellow students and adults.
- Show respect for my school and school property.

STUDENT ATTENDANCE

ABSENCE AND LATENESS

- Regular, punctual school and class attendance is essential to a student's educational success. Unless a student is excused, attendance is required every day.
- Excused absences include: personal illness, appointment with a health professional that could not be scheduled after school, observance of a religious holiday, a family emergency, or a planned absence for a personal or educational purpose that has been approved in advance by the school.
- Upon returning to school after an absence, a student is required to provide a note signed by a parent or guardian that explains the reason for the absence. A doctor's note is requested when the reason for absence included an appointment. Without a note, the absence is marked as "**UNEXCUSED**".
- Students who arrive after school begins must sign in at the late desk at the front doorway or report to the office for a late arrival slip before going to first class.
- Each student's permanent transcript indicates the number of absences and lateness per school year.

ATTENDANCE REQUIREMENTS

- Icahn Charter School students are required to be present in school 90% of the school year, unless a doctor certifies absences, or an emergency existed.

HEALTH AND SAFETY

MEDICATION

Children are not to have over-the-counter or prescription drugs on their person. In the event that a child requires medication, and a doctor's note is on file, the medication will be kept in the nurse's office for the child to take. Parents/Guardians will have to pick up the medication and return it the next day if they need to have the medication at home after school. Over-the-counter medication will be administered in the nurse's office upon the written parent/guardian request and a 504 form, which will indicate the type of medication (Tylenol, etc.), amount and frequency.

CURRICULUM AND ACADEMICS

HOMEWORK

Homework must be completed every night. It should be neat and clean and brought to school the next day.

The best homework is done...

- In a quiet place at home
- Without a television or radio on
- On a table or desk with a light
- Before it is too late at night

MONTHLY SYLLABUS

All children will receive a list each month that tells families what they will learn. This is called a syllabus.

A syllabus is very important. If you look at the syllabus, you will know what the children will learn in science, social studies, mathematics, reading, art, music, geography and all the other subjects.

PROGRESS REPORTS

All parents will receive a Progress Report six times a year. The Progress Report is designed to inform parents about how their child is doing in all subject areas and will include the child's attendance and lateness.

One Progress Report will be given to the parents in the fall and spring during the Parent/Teacher Conferences. The other four Progress Reports will be given to the students to bring home. After receiving the report, all parents are asked to sign and return it to school to ensure your have both received it and reviewed it with your child. Parents may feel free to make appointments with their child's teacher to discuss their child's grades.

The exact dates of Progress Report distribution will be provided to you in the newsletters from the principal and superintendent.

PROMOTIONAL REQUIREMENTS

Icahn Charter Schools follows a rigorous Core Knowledge curriculum in all subjects. The curriculum is supported by the McGraw-Hill Reading and Mathematics programs.

Promotion to the next grade requires satisfactory performance in the following areas:

- Attendance ... children are required to be present in school 90% of the school year, unless absences are certified by a doctor, or an emergency existed.

- Class work ... children are required to perform at a satisfactory level of proficiency level for all subject areas. In addition, students in Grades 3-8 **must achieve level 3 or higher on NYS English Language Arts and Mathematics exams**. A level 3 or higher is also required on the NYS Science Exam.

- Teacher judgment will be given serious consideration if the teacher believes that the actual performance level is higher than test scores, and that the child will be able to perform satisfactory on the next grade level.

DRESS CODE AND CODE OF CONDUCT

UNIFORM POLICY

All students at Icahn Charter Schools are required to wear a school uniform each day.

Tops:

- Short/long sleeved collared (polo) shirts in white with the school logo or not.
- Shirts must be either tucked into skirts or pants or extend no lower than the top of the pants pocket (rear).
  - Long sleeve shirts will not be permitted to be worn under a short sleeve polo.
  - For colder temperatures, it is suggested that families purchase a white long sleeve polo shirt/blue sweater or school uniform sweater with Icahn logo.
  - Hooded sweatshirts **may not be worn** in the building.

Bottoms:

Boys and girls:

- Casual, dress, or uniform pants sized to fit the student in a solid navy blue.
  - All other types of pants, including but not limited to jeans, overalls, cargo pants, painter pants, sweatpants, velour, or other athletic pants or shorts, stretch pants, skinny pants, and sagging pants are **not permitted**.
  - Only students in Grades K-2 may wear shorts.

Girls:

- Skirts or jumpers that are not more than 3" above the knee, sized to fit the student in solid navy blue may be worn.
  - Tight fitting skirts or jumpers are not permitted. Tights or spandex type pants may not be worn under shorts or skirts.

★ Please note that bottoms, pants, shorts or skirts may be purchased from a vendor of your choice. Please be sure your selections are navy blue and meet the requirements listed above.

Footwear: Dress shoes (closed toe only) or sneakers may be worn to school. Socks must be worn.

Outerwear: Students are not to wear jackets, coats, or any outer clothing in the school. Hats are not permitted to be worn in the school.

Makeup: The use of makeup by students is prohibited in school. This will serve to prevent distractions from the teaching-learning process. Makeup in this regard shall include, hair dyes, lipstick, eye makeup, nail polish, lip gloss, etc. Students found to violate the prohibition of makeup shall be given the opportunity to remove it, or will spend the day doing their assignments in the office.

Enforcement and Discipline:
All students **must** follow the Icahn Uniform Policy **every day**. We want our students to focus on what's important…academics.

Let me also dispel the myth that on one's birthday or on a half-day that you do not have to wear a uniform. This makes it seem as if it is a punishment to wear a uniform. It is not. It is the policy of the school that you come dressed in a uniform everyday unless instructed in writing not to do so.

Let's remember..."You are preparing for college today".

Thanks for your support and focus on your child's achievement.

CONDUCT

At all times, all children are expected to behave properly. This includes:

- Showing respect for fellow students
- Showing respect for adults
- Showing respect for our school
- Taking care of schoolbooks and property

THE ICAHN CHARTER SCHOOLS CODE OF CONDUCT:

- Respect for learning;
- Respect for the feelings of others;
- The use of appropriate language at all times;
- Trip and neighborhood walk safety;
- Respect for the property of others;
- Respect for school property;
- Getting along with other children;
- Following directions from school staff;
- Arriving to school on time; and
- Appropriate ways to solve problems with peers.

These topics will be included in regular classroom lessons in a uniform manner to ensure continuity in all classes:

- **Respect for learning**
    - We always come to school on time
    - We complete our homework every night
    - We do our work neatly and carefully
    - We listen when the teacher or classmate is speaking
    - We raise our hand when we wish to ask or answer a question
- **Respecting the feelings of others**
    - Be polite and friendly to others
    - Never tease anyone
    - Never call anyone by a name that is hurtful
    - Try to help someone when they make a mistake
- **The use of appropriate language at all times**
    - We never use curse words
    - We talk to each other with respect at all times
    - We do not call people names that hurt their feelings

- **Trip and neighborhood walk safety**
    - We always wear our name tag on trips and walks
    - We stay on line with our partner
    - We do not run
    - We sit still on busses or trains
    - We walk quietly so that we do not disturb others
    - We always return things we borrow
- **Respect for the property of others**
    - We do not take anything from someone without asking
    - We treat other people's property with respect
    - We always return things we borrow
- **Respect for school property**
    - We never write in library books
    - We do not tear pages from any book
    - We do not write on walls or desks
    - We do not throw books or school property
    - We behave properly in the bathroom
    - We keep our school neat and clean
    - We pick up something that we dropped
    - We do not touch student displays
- **Getting along with other children**
    - We do not yell at other children
    - We never hit other children
    - We talk to someone about our feelings
    - We ask a teacher to help us if we have a problem
- **Following directions from school staff**
    - We never leave the classroom without permission
    - We stay with our class at all times
    - We always talk to teachers with respect
- **Arriving to school on time**
    - We always come to school on time
    - We come to school straight from home
    - We come to school ready to learn
    - If we are late or absent, we bring a note from our parent
- **Proper ways to solve problems with peers**
    - We explain to others how we feel
    - We ask a teacher to help us solve a problem

MODEL POLICY OF MAINTENANCE OF PUBLIC ORDER ON SCHOOL PROPERTY

The following rules shall govern the conduct of students, teachers, staff, licenses, invitees, and other persons, whether or not their presence is authorized, on all property or facilities operated under the auspices of the Carl C. Icahn Charter School.

These rules and penalties are not to be considered exclusive, or to preclude in any way the prosecution or conviction of any person for the violation of any federal, state or local law, rule, regulation or ordinance, or the imposition of a fine or penalty provided for therein. Additionally, these rules and regulations should not be construed to limit, but rather to exist in conjunction with any other codes of conduct established for the school, such as a disciplinary code and/or a bill of student rights and responsibilities.

PROHIBITED CONDUCT

No person, either singly or in concert, shall:

A. Willfully cause physical injury to any other person, or threaten to use force that would result in such injury.
B. Physically restrain, or detain, any other person, nor remove such person from any place where he or she is authorized to remain, except as necessary to maintain the established educational process.
C. Willfully damage, deface or destroy school property, nor remove or use such property without authorization.
D. Without permission, express or implied, enter into any private office or classroom of an administrative officer, teacher, or staff member.
E. Enter or remain in any building or facility for any purpose other than its authorized use or in such a manner as to obstruct its authorized use by others.
F. Without authorization, remain in any building or facility after it is not normally closed, nor without permission enter any building or facility prior to its normal opening.
G. Refuse to leave any building or facility after being required to do so by the Principal or an authorized administrative officer or his or her designee.
H. Willfully obstruct or interfere with the free movement of persons and vehicles.
I. Deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures, and deliberately interfere with the freedom of meetings or deliberately any person to express his or her views, unless such disruption is necessary to maintain order of the educational process.
J. Possess on school property any rifle, shotgun, pistol, revolver, knife, chain, club, or other weapons, whether or not the person has a license to possess such weapons.

Further, it is the duty of the Principal to inform the police of the presence or use of any such weapons or implements used as weapons on school property.

K. Commit acts that threaten the safety and welfare of persons on school property.
L. Violate any Federal or State statue or regulation, local ordinance or school policy.
M. Possess, use, be under the influence of or distribute alcohol, drugs or drug paraphernalia.
N. Harass or coerce any person.
O. Refuse or fail to comply with a lawful order or direction of a school official in the performance of his or her duty.
P. Distribute or post on school property any written material, pamphlets or posters without the prior approval of the Principal.

DISCIPLINE POLICY

It is the philosophy of the school that in most cases, proper student discipline will be maintained through the use of a challenging and exciting learning environment, a clear understanding by children and their parents or guardians of the expectations for behavior.

When students behave in ways that are not acceptable under the Code of Conduct, there will be a variety of responses, depending on the level of the problem. Generally it is hoped that in-school suspension will be the most severe punishment necessary, but there may be situations in which more severe responses are necessary. We provide a list of possible infractions and their responses. Depending on individual circumstances of the incident and the student's disciplinary record, the Principal may determine that an alternative response from the one on the chart below should be made.

POSSIBLE INFRACTIONS AND RESPONSES

Depending on the severity of the infraction, disciplinary responses include exclusion from extracurricular activities, detention, suspension (short or long term), and expulsion. Where appropriate, school officials also will contact law enforcement agencies.
Classroom discipline, except when repeated as a pattern or severe, is not generally noticed to parents. When noticed, by phone or note or letter, parents are entitled to meet with the principal or other administrator and tell the student's side of the story, and, in accordance with FERPA place a record in the student's file disagreeing with the school's disciplinary determination.

Long Term Suspension or Expulsion	In or Out of School Suspension	In-School Suspension	Classroom Discipline
• Use or possession of a weapon • Sale or transfer of drugs or alcohol • Assault • Commission of a felony • Illegal absences • Gang activity • Sexual activity • Repeat suspensions	• Disrespect toward faculty or staff • Use or possession of drugs or alcohol • Theft or destruction of property • Setting false alarms • Sexual or racial harassment • Violent, abusive or inappropriate language • Smoking • Cheating or plagiarism • Gambling	• Cutting class or school events • Swearing and inappropriate language	• Tardiness • Unkept attire • Improper attire No student will be withheld from class for an unkempt or improper attire violation. • Use of inappropriate electronic equipment • Loitering

For most infractions of behavior, the teacher, parent and administration will determine the appropriate in-school course of action. Children displaying inappropriate or disruptive behavior will participate in a conference with the teacher, parent/guardian and principal. The purpose of the conference will be to modify the behavior. As an alternative to suspension, when appropriate, the child will temporarily be placed in another class. An in-school suspension will mean that a child is placed in another class of the same grade for a one to two day period after consultation with the teacher, child, principal and parent. The consultation will give the parent and child the information about the reasons for the suspension and with an opportunity to respond. Articulation with the sending and receiving teacher will be held at the

direction of the Principal to insure the continuity of instruction while the child is attending the other class.

Students who exhibit inappropriate behavior on the school bus will be subject to the same disciplinary response as if they were in school. The bus drivers, as part of their NYC contract, will give the Principal a discipline report in writing for serious infractions. They will be allowed to suspend a child from the bus under the contract. A punishment might be to disallow bus use for one or two days.

In the event that a parent/guardian or person in the position of locus parentis causes a student to be absent from school in contravention of the school's absence policy other than for illness of family emergency of a short duration, the parent/guardian or person in the position of in locus parentis will be notifies in writing that expulsion may result from the illegal absence. In addition, the Principal will notify, as may be required, the Administration for Children's Services of educational neglect, pursuant to the Principal's requirement as a mandated reporter.

PROCEDURES FOR SHORT-TERM SUSPENSIONS

The Principal may impose a short-term suspension. Short-term suspension is defined as a one to two day duration. Before imposing a short-term suspension, the Principal shall verbally inform the student of the suspension, the reason or reasons for it, and whether it will be served in school or out of school. The student shall be given opportunity to deny or explain the charges.

The Principal also shall immediately notify the parent(s) or guardians(s) in writing that the student has been suspended from school. 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 that resulted in the suspension and shall offer the opportunity for an immediate informal conference with whoever has imposed the suspension. The notification and informal conference shall be in the dominant language by the parent(s) or guardian(s). Alternative instruction will be provided during the length of suspension. Alternative instruction will be provided within 24 hours of the commencement of the suspension and will be provided either through the teacher going to the home of the child or the child coming to the school for alternative instruction.

PROCEDURES FOR LONG-TERM SUSPENSIONS

The Principal may impose a long-term suspension. Long-term suspension is defined as a period of three days or more. Such suspension may be imposed only after a suspension hearing. 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 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 that resulted in the suspension and shall indicate that a hearing will be help on the matter, which may result in a long-term suspension. The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.

The Principal shall personally hear and determine the proceeding or May, in his/her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Principal may accept or reject all or part of it. The Principal will have the sole authority to determine if a suspension is warranted. The Principal's decision after the hearing to impose a long-term suspension may be appealed to the Board of Trustees.

For suspensions of 10 days or longer, the school shall provide all of the above referenced services, with greater emphasis on tutoring as necessary. The services provided will be designed in order to ensure that the student is given the opportunity to master the school curriculum and take such assessment tests as the school would otherwise provide. The school may also seek to place the student during the term of the suspension in any alternate education program that is operated by the student's school district of residence.

PROCEDURES FOR EXPULSION

When an expulsion is under consideration, an immediate short-term suspension will be imposed, pending the hearing. An expulsion will result in the immediate and permanent removal from school of the student in question. It occurs in response to conduct that poses an immediate danger to the health and welfare of the students and/or faculty and may be accompanied by legal action. Students who engage in behaviors punishable by expulsion will be informed of their misconduct and asked to leave the class or activity in which they are participating immediately. Parents will be contacted and asked to pick up the child from school. Under special circumstances, the parent may request that the child be released to travel home with a family member or friend.

Before an expulsion, parents will be provided with notice that an expulsion is being considered. Such notice shall be provided by personal delivery, Express Mail delivery or equivalent means reasonably calculated to assure receipt of such notice at the parent or guardian's last known address, and where possible notification shall also be provided by telephone. The notification shall be in the dominant language of the guardian/parent. The notice shall set forth the date on which the expulsion hearing is to be held and shall state the grounds for the School's seeking the expulsion. The notice will inform the parent of the child's right to be represented by counsel, question witnesses and present evidence. At the hearing, the Principal will present formally the grounds for expulsion and the underlying evidence. The Principal will also provide the parent/guardian with a review of all previous actions taken to resolve the behavior. After the hearing is concluded the Principal will provide in writing his or her determination to the parent/guardian. If expulsion is determined the appropriate remedy, the Principal will have the responsibility for the smooth transition to have the child re-register in their appropriate program. Alternative instruction during that period will be provided. The means and manner of alternative instruction will be the same as for a student who has been suspended. Arrangements will then be made with the receiving school. All relevant information regarding the child's academic performance will be forwarded to the school. This arrangement will be the responsibility of the Principal.

For students expelled from the school, the school will provide the above-described services until the end of the school year or until the student is enrolled at another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student's school district of residence, to the extent the provision of such services is require by law. As above, the school may seek, where appropriate, to place the student in an alternative education program operated by the student's school district of residence either through agreement with the school district or by operation of law.

DISCIPLINARY PROCEDURES FOR STUDENTS WITH DISABILITIES

The school's disciplinary policy, as regards any student with a disability, will be consistent with the Individuals with Disabilities Act, including the requirements and procedures set forth at sections 121(d) and 519-529 of Part 300 of Title 34 of the Code of Federal Regulations. Icahn Charter Schools will be in compliance with 34 CFR 300.519-529. The School will work with the CSE of the student's school district of residence as necessary to ensure compliance with Part 300 and the IDEA.

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same behavioral offenses. Discipline of a student identified as having a disability, however, will be in accordance with the following:

1. Students for whom the Individualized Educational Plan ("IEP") includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective of if there is concern for the health and safety of the student of others if those guidelines are followed with respect to a specific infraction, the matter will be immediately referred to the Committee on Special Education ("CSE") for consideration of a change in the guidelines. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with standard school policy relating to each infraction. The CES must be notified immediately of any suspension from classes, and will arrange appropriate alternate instruction.

2. If there is any reason to believe that the infraction is a result of the student's disability, the student must be immediately referred to the CSE. If a connection is found, no penalty may be imposed. The CSE will consider a possible program modification.

3. If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student must be immediately referred to the CES for reconsideration of the student's educational placement. Such a student may not be suspended for a total of more than 10 days during the school year without the specific involvement of the CSE prior to the 11th day of suspension since such suspensions are considered to be a change in placement.

4. In considering the placement of students referred because of disciplinary problems, the CSE will follow its ordinary policies with respect to parental notification and involvement.

5. The CSE will meet within seven school days of notification of any of the following, for the purpose of considering a change in placement for the student involved.

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

Electronic Devices and Technology

Acceptable Use Of Policy For Technology

Networked resources, including Internet access are available to all students in the school. All users are required to follow the conditions laid down in the policy. Any breach of these conditions will be considered a disciplinary matter and may lead to: the withdrawal of the user's access, an investigation of the user's use of services, and in some instances could lead to criminal prosecution. The school expects that students will use new technologies as appropriate within the curriculum.

Computing Facilities

Users are expected in the main to make use of the school's computing facilities for educational purposes. All users are expected to act responsibly and to show consideration to others.

Account Security

Users are responsible for the protection of their own network account and should not divulge passwords to anybody. Users should not choose passwords that are easy to guess. Users should not logon to or use any account other than their own, and should logoff when leaving a workstation, even for just a short period of time.

Use Of Facilities

It is not acceptable to:

1. Attempt to download, store or install software to school computers.
2. Attempt to introduce a virus or malicious code to the network.
3. Attempt to bypass network or system security.
4. Attempt to access another user's account.
5. Attempt to gain access to an unauthorized area or system. .
6. Connect any device to the network that acts as a Wireless Access Point (WAP), bridge or router.
7. Connect any device to the network that has access to the Internet via a connection not provided by the school.
8. Access, download, create, store or transmit material that is indecent or obscene, could cause annoyance or offence or anxiety to others, infringes copyright or is unlawful and/or brings the name of the school in to disrepute.
9. Engage in activities that waste technical support time and resources.
10. Students and parents are not permitted to record lessons or conversations with school personnel.

INTERNET ACCESS

The school's Internet service is filtered to prevent access to inappropriate content and to maintain the integrity of the computer systems. Students should be aware that the school logs all Internet use.

1. The use of public chat facilities is not permitted.
2. Students should not copy and use material from the Internet to gain unfair advantage in their studies, for example in coursework. Such actions may lead to disqualification by examination boards.
3. Students should ensure that they are not breaking copyright restrictions when copying and using material from the Internet.
4. Students agree not to use their own devices to connect to the Internet from outside of school.
5. The use of the Internet is solely for educational purposes. The use of the Internet for any other purpose is strictly prohibited. Students who use the Internet for any other purpose will be subject to disciplinary procedures.

EMAIL

Automated software scans all email and blocks messages and attachments that could compromise the integrity of the computer systems or contain unsuitable/offensive content.

1. Students are not allowed to use email during lessons, unless the teacher for that lesson has permitted its use.
2. If a student receives an email from an unknown person or that is offensive or upsetting, the relevant teacher or a member of the staff should be contacted. Do not delete the email in question until the matter has been investigated.
3. Do not open attachments from senders you do not recognize, or that look suspicious.
4. Students Users should periodically delete unwanted sent and received emails.

INSTANT MESSAGING / SOCIAL NETWORKING

The use of Instant Messaging (IM), and social networking (SN) sites is NOT allowed.

Students should ensure that electronic communications with staff using IM and social networking is not conducted.

PRIVATELY OWNED COMPUTERS

Personal laptops and desktops are NOT allowed to be connected to the school network.

Privacy And Personal Protection

Users must, at all times, respect the privacy of others.

Users should not forward private data without permission from the author.

Students should not supply personal information about themselves or others via the web or email.

Students must not attempt to arrange meetings with anyone met via the web or email.

Students should make sure they have read the school's E-Safety policy.

Users should realize that the school has a right to access personal areas on the network.

Privacy will be respected unless there is reason to believe that the Acceptable Use Policy or school guidelines are not being followed.

Disciplinary Procedures

Those who misuse the computer facilities and break the Acceptable Use Policy will be subject to disciplinary procedures.

Damage to School Property

Icahn Charter schools go to great expense to ensure that our students have all necessary and up to date texts, as well as each child having their own computer, called a Chromebook. Unfortunately, in the past, a few children vandalized and thereby destroyed their Chromebooks. Parents had to reimburse the school to replace the Chromebook. This is a reminder that **parents will be responsible** for ensuring that their child takes proper care of all school materials.

STUDENT PRIVACY AND RECORDS

FAMILY EDUCATION RIGHTS PRIVACY ACT (FERPA)

There are two important federal laws regarding the confidentiality of students' education records, the Family Education Rights Privacy Act, known as FERPA and Individuals with Disabilities Education Act, known as IDEA.

Please be aware that all student records are maintained in the main office of the school and may be accessed by requesting the record from the school secretary, and signing the page attached to the record card, indicating your review of the record card.

No information regarding a child may be given to any person, agency or organization without signed parental permission. Please refer all requests for information to the school principal.

NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School Principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal [or appropriate official], clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. [Optional] Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or eligible student of the records request unless it states in its annual notification that it intends to forward records on request.]

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605
[NOTE: In addition, a school may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) was enacted in 1978, and applies to student surveys, instructional materials or evaluations funded by the federal government that deal with highly sensitive issues.

What rights do parents have under the PPRA?

1. Parents have the right of written consent before their children are required to participate in any federally funded survey, analysis or evaluation dealing with information concerning:
   - Political affiliations;
   - Mental and psychological problems potentially embarrassing to the student and his/her family;
   - Religious affiliations and beliefs;
   - Sex behavior and attitudes;
   - Illegal, anti-social, self-incriminating and demeaning behavior;
   - Critical appraisals of individuals with whom respondents have close family relationships;
   - Legally recognized privileged relationships, such as those of lawyers, physicians, and ministers; or
   - Income (other than that required by law to determine eligibility for a program).

2. If the survey, analysis or evaluation that deals with issues listed above are not federally funded, written consent is still required and parents must be notified in advance of the survey and have the right to opt their children out of participating.

3. In either case, schools and/or their contractors must make these instructional materials or surveys available for inspection by parents ahead of time, to allow them to decide whether to consent or opt out.

   The PPRA also grants parents the right to receive notice and an opportunity to opt their children out of:

4. Any non-emergency, invasive physical exam or screening administered by the school unnecessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and

5. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

ICAHN CHARTER SCHOOLS RECORDS POLICY

DESCRIPTION OF PLANS FOR THE TRANFER OF STUDENTS AND STUDENT RECORDS TO THE SCHOOL DISTRICT OF RESIDENCE IN THE EVENT OF THE DISSOLUTION OF THE CHARTER SCHOOL, AND FOR THE DISPOSITION OF SCHOOL ASSETS.

In the unlikely event that Icahn Charter Schools were to dissolve, Icahn Charter Schools will implement the transfer of students and student records to the home school district of each student.

Icahn Charter Schools will assist children and their parents/guardians to find other appropriate and desirable schools if requested by the family. Any assets belonging to the Carl C. Icahn Charter School Bronx North will be transferred to an appropriate charter school.

ICAHN CHARTER SCHOOLS CONFIDENTIAL RECORDS POLICY

The purpose of this policy is to ensure the Icahn Charter Schools compliance with the federal Family Educational Rights and Privacy act ("FERPA") and the confidentiality provisions of the Federal Individual with Disabilities Education Act ("IDEA") by setting forth Icahn Charter School policies and procedures with respect to requests to review records.

Mr. R. Santiago is the Icahn Charter Schools, FERPA Administrator. Mr. Santiago oversees compliance with FERPA and the confidentiality provisions of IDEA.

Mr. R. Santiago has exclusive authority to process all requests for records pursuant to FERPA and/or IDEA's confidentiality provisions. Electronic requests will be honored. Electronic requests may be sent to rsantiago@ccics.org.

Mr. R. Santiago will follow the protocols set forth below when requests are made:

- He shall requests photo identification of individuals identifying themselves as parents and/or legal guardians and shall maintain a copy of all such photo identification.
- He shall maintain a master calendar to track each request to review records and the deadlines to make such records available.
- With the exception of records kept by individual teachers, the FERPA Administrator shall store educational records in a central, secured location, access to which is limited to designated members of the administration. Prior to or at the beginning of each school calendar year, the FERPA Administrator shall mail its form – Annual Notification – to the parent(s) and/or legal guardian(s) of each student.

REQUESTS TO REVIEW RECORDS

All requests for review of a student's records must be submitted in writing to Mr. R. Santiago. Mr. Santiago shall:

- Make all responsive records available for inspection and review within 45 days of receipt of a written request to review records or within any shorter period prior to the meeting of a Committee of Special Education or a due process hearing.

- Respond to reasonable requests for explanations and interpretations of the records. If a requested education record contains information on more than one student, the parent and/or legal guardian may only review and inspect information pertaining to their child. Mr. Santiago may redact copies of education records accordingly.

- Charge .25 of the requesting party for copies of all responsive records unless circumstances would effectively prevent the requesting party from exercising the right to review and inspect records because of the fee.

REQUESTS FOR AMENDMENTS TO RECORDS

A parent and/or legal guardian ("Parent") has the right to request that the Icahn Charter Schools amend their student's record if the Parent believes the information in their student's records is inaccurate or misleading or that the information violates the student's right to privacy or other right.

Mr. Santiago in consultation with the appropriate Icahn Charter School official and/or employee shall decide whether to amend the information within two (2) weeks of the receipt of a request for an amendment to records. If Icahn Charter Schools decide not to amend the information as requested, it shall inform the Parent of its decision in writing and advise the Parent of the Parent's right to a hearing in writing.

DISCLOSURE OF EDUCATIONAL RECORDS AND PERSONALLY IDENTIFIABLE INFORMATION

In many cases when an individual other than a Parent submits a request to review records, Mr. Santiago shall obtain the Parent's signed and dated written consent prior to the disclosure of educational records and personally identifiable information. Personally identifiable information is information that includes the name of the student, parent or other family member, the address of the child, a personal identifier number, and a list of characteristics or other information that would make it possible to identify the student with reasonable certainty.

Written consent from the Parent is required unless the FERPA Administrator, in consultation with Icahn Charter Schools' attorney, determines that the written consent requirement is not required under FERPA or IDEA. In cases where written consent is required, the FERPA Administrator shall provide information to the Parent about the nature of the records that are contemplated for release, the reason for the request and to whom the records would be released. If the Parent so requests, copies of the records that have been requested for release will be provided to the Parent. Mr. Santiago shall use Icahn Charter Schools' form – Consent for Release of Student Information – to obtain the Parent's written consent.

RECORD OF ACCESS

Mr. Santiago shall:

- Maintain a record of all parties (other than Parents and school officials) that have requested and/or received personally identifiable information from a student's education records and indicating the legitimate interest each such party had in obtaining access to the records.
- Use Icahn Charter Schools for – Record of Access – for this purpose. The FERPA Administration shall maintain a copy of the record of access with the education records of each student.

The FERPA Administrator shall keep the record of access confidential and shall not disclose it to individuals other than parents and/or legal guardians, Icahn Charter School 1 officials and employees with a legitimate interest and authorized representatives of governmental officials charged with auditing the record keeping system.

LIST OF EDUCATION RECORDS

The FERPA Administrator shall maintain a list of the types and locations of education records collected, maintained or used by Icahn Charter School 1 on its form – Records Maintained. Upon a request from a Parent, the FERPA Administrator shall provide a copy of its list of records maintained to the Parent.

List Of Employees With Access

Mr. Santiago shall:

- Maintain a list that contains the names and positions of those Icahn Charter Schools employees who may have access to personally identifiable information of Icahn Charter School students.
- Provide a copy of this list to any member of the public requesting a copy.

Destruction Of Personally Identifiable Information

Mr. Santiago shall:

Inform parents when personally identifiable information collected, maintained or used is no longer needed to provide educational services to their students. Upon written request by parent, such information shall be destroyed. However, Icahn Charter Schools may maintain a permanent record of a student's name, address and phone number, his or hers grades, attendance record, classes attended, grade level completed and year completed without time limitation.

COMPLIANCE WITH THE FREEDOM OF INFORMATION LAW (FOIL)

Icahn Charter Schools will comply fully with New York State's Freedom of Information Law (FOIL).

The only individuals with authority to release proprietary information about the school, its activities, or the activities of its employees are the Principal and the Board of Trustees. The Principal, or Board of Trustees, may authorize another employee to release such information in specific cases.

When the school receives a request for information and it is determined it must be disclosed under FOIL, the school will make that information available to the person requesting it within the later of the time frame required by law or five business days. Generally the school will respond to those requests by mail, although the two parties may arrange a mutually convenient alternative. The school may charge duplication costs to the extent permissible under FOIL. Electronic requests may be sent to rsantiago@ccics.org.

In cases where the school cannot provide the person making the request with the requested information within five business days, the school will provide a written acknowledgment of the request, along with an approximate date on which the request will be granted or denied.

If the school determines that it is going to provide some or all of the records sought by a FOIL request and the school is unable to provide the FOIL requestor such records within 20 days of the date of the school's acknowledgement of the request, the school will state in writing both (i) the reason the school is not able to provide the record within 20 days, and (ii) a date certain by which the school will provide some or all of the records requested, which will be reasonable under the circumstances.

The school may decline the request to release a registered record as permitted by law, including under Section 87 (2) of FOIL.

Appeals of Principal's decisions regarding the Freedom of Information Law shall be made to the Board of Trustees and follow the appeals procedure in FOIL.

GUIDELINES FOR HANDLING COMPLAINTS

Any individual or group ("complainant") may bring a complaint to the Board of Trustees, alleging a violation of the New York Charter Schools Act, the charter or other applicable laws relating to the management or operation of the school. In order to address the matter to the satisfaction of the complainant, the following procedures will be followed:

1. On a voluntary basis, the Board delegates to the Principal the authority and responsibility to receive, consider and respond to all regular complaints relating to the management or operation of the school ("Informal Complaint"). If such complaint is made against the Principal, then the Superintendent is authorized to handle such Informal Complaint. However, any complainant alleging a violation of the law or the school's charter ("Formal Complaint") may bring his or her Formal Complaint to the President and Secretary, who have been delegated the authority to handle complaints in their capacity as officers.

2. Formal Complaints that allege the Principal has violated a law or has engaged in official misconduct must be brought directly to the President and Secretary.

3. A Formal Complaint for the President and Secretary must be presented in writing to the Secretary, who will forward it to the President.

4. Responses to complaints handled by the Superintendent or the Principal must be provided within two weeks of receipt of the Informal Complaint, unless extenuating circumstances prevent the same. Formal Complaints brought to the President and Secretary will be considered within two weeks subsequent to the receipt by the Secretary of the Formal Complaint.

5. The person or entity hearing a complaint will give full attention to it, considering the statements of the complainant, the school personnel and any other persons whose contributions may be relevant.

6. The person or entity hearing a complaint will respond in writing, if applicable, to the complainant within the time frame set forth above, and, in the case of a Formal Complaint, provide a determination together with a copy of the "Guidelines of the Charter School Institute for Handling Complaints Received Pursuant to Education Law §2855(4)" available at http://www.newyorkcharters.org/forms/guidelinesGrievances.pdf including a copy of its "Grievance Form."

7. If a complainant determines that the President and Secretary did not adequately address the Formal Complaint, the complainant may bring the complaint to the Charter Schools Institute, as representative of the Trustees of the State University of New York, if a violation of law or the school's charter is alleged.

8. If the complainant determines that the Charter Schools Institute has not adequately addressed the Formal Complaint, the complainant may bring the complaint to the State Education Department, which handles complaints for the Board of Regents.

9. The Trustees of the State University of New York and the Board of Regents have the authority, under the Charter Schools Act, to take appropriate action. Upon a determination being made by either body or their representatives, a copy of the determination will be transmitted to the complainant by the school.

COMPLAINT CONTACT SHEET: ICAHN CHARTER SCHOOLS

REGULAR COMPLAINT		
COMPLAINT CONTACT	**IN WRITING** (MAILED OR HAND DELIVERED)	**VIA E-MAIL**
To: Principal Lawford Cunningham c/o Natalie Ellis	**Icahn Charter School 1** 1525 Brook Avenue Bronx, NY 10457	resolution_icahn1@ccics.org
To: Principal Brenda Carrasquillo-Silen c/o Maggie Crespo	**Icahn Charter School 2** 1640 Bronxdale Avenue Bronx, NY 10462	resolution_icahn2@ccics.org
To: Principal Marcy Glattstein c/o Judy Gabriel	**Icahn Charter School 3** 1500 Pelham Parkway S. Bronx, NY 10461	resolution_icahn3@ccics.org
To: Principal Michelle Allen c/o Daisy Vivar	**Icahn Charter School 4** 1500 Pelham Parkway S. Bronx, NY 10461	resolution_icahn4@ccics.org
To: Principal Danielle Masi c/o Keisha Sinbad	**Icahn Charter School 5** 1500 Pelham Parkway S. Bronx, NY 10461	resolution_icahn5@ccics.org
To: Principal Jason Cartagena c/o Debbie Posada	**Icahn Charter School 6** 1701 Fulton Avenue Bronx, NY 10457	resolution_icahn6@ccics.org
To: Principal Naudia Bethany c/o Tonya Mitchell	**Icahn Charter School 7** 1535 Story Avenue Bronx, NY 10473	resolution_icahn7@ccics.org
To: Superintendent Jeff Litt c/o Migdalia Cano	**Icahn Charter Schools** 1500 Pelham Parkway S. Bronx, NY 10461	resolution_icahn1@ccics.org

FORMAL COMPLAINT	
COMPLAINT CONTACT	**IN WRITING** (MAILED OR HAND DELIVERED)
To: President Gail Golden	767 Fifth Avenue, Suite 4700 New York, New York 10153
To: Secretary Tina March	767 Fifth Avenue, Suite 4700 New York, New York 10153

THE DIGNITY FOR ALL STUDENTS ACT (DASA)

What is The Dignity for All Students Act (DASA)?
The Dignity for All Students Act (Dignity Act) was signed into law on September 13, 2010. The intent of the Dignity Act is to provide all public school students with an environment free from discrimination and harassment, including bullying, taunting or intimidation, as well as to foster civility in public schools. The Dignity Act took effect on July 1, 2012.

What kind of conduct or behavior does the Dignity Act prohibit?
The Dignity Act prohibits harassment against students by students and/or employees on school property, or at a school function. The Dignity Act further prohibits discrimination against students by students and/or employees on school property or at a school function based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (defined to include gender identity or expression), or sex.

The Dignity Act also creates a framework for promoting a more positive school climate through, among other things, training/professional development and classroom curricula.

Who is protected under the Dignity Act?
The Dignity Act protects **all** New York State public school students from discrimination and harassment by students and/or employees on school property or at a school function.

What is the relationship between bullying and harassment?
Bullying is a form of harassment.

Does the Dignity Act address issues related to cyber bullying and/or conduct that occur off school property?
The Dignity Act prohibits discrimination and harassment of students on school property, including at school functions, by any student and/or employee. However, harassment may include, among other things, the use, both on and off school property, of information technology, including, but not limited to, e-mail, instant messaging, blogs, chat rooms, cell phones, gaming systems and social media websites, to deliberately harass or threaten others. This type of harassment is generally referred to as cyber bullying.

Although the Dignity Act does not specifically address cyber bullying, it, like bullying is considered a form of harassment.

What does The Dignity Act require schools to do to meet this new mandate?

- Develop policies intended to create a school environment that is free from discrimination or harassment.

- Develop guidelines for school training programs to discourage discrimination or harassment that are designed to:

- Raise awareness and sensitivity of school employees to potential discrimination or harassment and;

- Enable employees to prevent and respond to discrimination or harassment.

- Develop guidelines relating to the development of non-discriminatory instructional and counseling methods and require that at least one staff member be trained to handle human relations issues.

DIGNITY ACT COORDINATOR

The school principal will designate the appropriate Guidance Counselor (lower or upper) as the **Dignity Act Coordinator** who will complete and receive the BULLYING COMPLAINT FORM and/or any other related DASA document.

In addition, all principals, assistant principals, and staff developers have received the training and may address Dignity Act issues.

What is the role of the Dignity Act Coordinator?
The Dignity Act Coordinator is the point person for the Dignity Act in the school. Students who have been subjected to discrimination or harassment, parents whose children have been subjected to such behavior or other students or staff who observe such behavior, are encouraged and expected to make a report to the Dignity Act Coordinator.

Where can I find out additional information concerning The Dignity Act?
http://www.p12.nysed.gov/dignityact/resources.html

BULLYING ANONYMOUS REPORTING FORM

If you have information regarding bullying and would like to report this information anonymously, please fill out the following form to the best of your knowledge. Please note that this form is completely anonymous. (*For the purpose of this form, bullying encompasses bullying, harassment, and discrimination.)*

Victim's Name (last, first, middle)	Sex	Grade
Accused's Name (last, first, middle)	Sex	Grade
Today's Date: / /		

Where did the incident occur?

_____

_____

_____

_____

_____

_____

When did the incident occur?

_____

_____

_____

_____

_____

_____

Date: _____ Time: _____

(Page 2) BULLYING ANONYMOUS REPORTING FORM

Describe in detail if possible, what happened. Use the back of the paper if necessary.

_____

_____

_____

_____

_____

_____

Was the incident witnessed by anyone? _____
Please provide their name(s) if the answer was "Yes".

_____

_____

_____

_____

_____

_____

List evidence of bullying if any (i.e. letters, photos, etc. – attach evidence if possible).

_____

_____

_____

_____

_____

_____

Thank you, this report will be followed up within 2 school/work days.

If you fear a student is in IMMEDIATE danger, please contact the police immediately.

Date Received: _____ Received by: _____

DIGNITY ACT: BULLYING COMPLAINT REPORT FORM

This report must be completed to file a complaint relating to an incident of alleged bullying (for the purpose of this form, bullying, harassment, and discrimination) and turned in to the school Principal/designee.

Complainant Name (last, first, middle)	Sex	Grade
Victim Name (last, first, middle)	Sex	Grade
Accused Name (last, first, middle)	Sex	Grade
Where the incident occur:		
Form submitted to:	Date of Incident	

Describe the location where the incident occurred:

_____

_____

_____

_____

_____

_____

Describe the incident:

_____

_____

_____

_____

_____

_____

(Page 2) BULLYING COMPLAINT FORM

List all witnesses' names and grades:

_____

_____

_____

_____

_____

_____

List evidence of bullying (i.e. letters, photos, etc. – attach if possible):

_____

_____

_____

_____

_____

_____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

_____ _____

Signature of Complainant Date

_____ _____

Name of Person Receiving Bullying Complaint Form Date

- **Be sure to attach any supporting documentation/evidence/investigation.**

(Page 3) BULLYING COMPLAINT FORM

Action	Agreed to Informal Resolution (Student – Student only)	Formal Resolution	Appeals: Referral to Superintendent / Designee
Date			
Outcome			
Signatures			

Thank you, this report will be followed up within 2 school/work days.

If you fear a student is in IMMEDIATE danger, please contact the police immediately.

DIGNITY ACT: BULLYING WITNESS STATEMENT FORM

This report must be completed when there is a witness to an incident of alleged bullying (f*or the purpose of this form, bullying encompasses bullying, harassment, and discrimination.)* One form must be completed for each witness. All witness statements that relate to one incident should be attached to the Bullying Complaint Report Form.

Witness's Name (last, first, middle)	Witness's Title/ Interview Date (Ex. Parent, Student, etc.)
Victim's Name (last, first, middle)	
Accused's Name (last, first, middle)	
Date of Incident:	

Describe the location where the incident took place:

_____

_____

_____

_____

_____

_____

Description of incident witnessed:

_____

_____

_____

_____

_____

_____

(Page 2) BULLYING WITNESS FORM

List any other witness names and grades:

_____

_____

_____

_____

_____

_____

List evidence of bullying (i.e. letters, photos, etc. – attach evidence if possible):

_____

_____

_____

_____

_____

_____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

_____ _____

Signature of Witness Date

_____ _____

Name of Person Receiving Bullying Witness Form/Title Date

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PERMISSION TO PHOTOGRAPH/RECORD AUDIO/VIDEO



Dear Parents/Guardians:

I am writing to request your **permission** for photographs and /or filming of your child to be taken during school activities. This would be for the purpose of educating students, promoting the school, or promoting public charter education. I am also seeking your **permission** for the school to publish filming and /or photographs and/ or samples of your child's work.



If you give **permission**, the school may publish photographs/filming of your child and /or samples of work done by your child in a variety of ways, including, but not limited to, online and hard copy school newsletters, Icahn's web sites, school annual publications, television and local newspapers, If published, third parties would be able to view the photographs and work.



If you sign the attached form it means that you agree to the following:

1. The school is able to publish photographs/filming of your child and samples of your child's work as many times as it requires in the ways mentioned above.
2. Your child's photograph may be reproduced either in color or in black and white.
3. The school will not use your child's photograph or samples of your child's work for any purpose other than for the education of students, or for the general promotion of public charter education and the school.



Any photographs/filming taken by the school will be kept for no longer than is necessary for the above-mentioned purposes and will be stored and disposed of securely.

If you agree to permit the school to take photographs/filming of your child, and to publish photographs/filming of your child, or samples of your child's work, in the manner detailed above, please complete the consent form and return it to the school. This consent, if signed, will remain effective until such time as you advise the school otherwise.



Very truly yours,

Principal



I agree to the taking of photographs/filming of my child during school activities, for the use by the school in educating students and promoting the school and public charter education. I also agree to the publication of photographs or samples of work of my child in ways including, but not limited to, school newsletters online and in hard copy, web sites or school annual publications and the local newspaper, subject to the conditions set out above. I will notify the school if I decide to withdraw this consent.



Name of Student: _____ Grade: _____

Icahn Charter School # _____



Signature of Parent/Guardian: _____ Date: _____

Signature of Student: _____ Date: _____



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DAMAGE TO SCHOOL PROPERTY



Icahn Charter Schools go to great expense to ensure that our students have all necessary and up to date texts, as well as each child having their own computer, called a Chromebook. Unfortunately, in the past, a few children vandalized and thereby destroyed their Chromebooks. Parents had to reimburse the school to replace the Chromebook.



This is a reminder that parents will be responsible for ensuring that their child takes proper care of all school materials.





Icahn Charter School # _____



Name of Student: _____ Grade: _____



Signature of Parent/Guardian: _____ Date: _____









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UNIFORM POLICY

All students at Icahn Charter Schools are required to wear a school uniform each day.



Tops:

- Short/long sleeved collared (polo) shirts in white with the school logo or not.
- Shirts must be either tucked into skirts or pants or extend no lower than the top of the pants pocket (rear).
  - Long sleeve shirts will not be permitted to be worn under a short sleeve polo.
  - For colder temperatures, it is suggested that families purchase a white long sleeve polo shirt/blue sweater or school uniform sweater with Icahn logo.
  - Hooded sweatshirts **may not be worn** in the building.



Bottoms:

Boys and girls:

- Casual, dress, or uniform pants sized to fit the student in a solid navy blue.
  - All other types of pants, including but not limited to jeans, overalls, cargo pants, painter pants, sweatpants, velour, or other athletic pants or shorts, stretch pants, skinny pants, and sagging pants are **not permitted**.
  - Only students in Grades K-2 may wear shorts.



Girls:

- Skirts or jumpers that are not more than 3" above the knee, sized to fit the student in solid navy blue may be worn.
  - Tight fitting skirts or jumpers are not permitted. Tights or spandex type pants may not be worn under shorts or skirts.



★ Please note that bottoms, pants, shorts or skirts may be purchased from a vendor of your choice. Please be sure your selections are navy blue and meet the requirements listed above.



Footwear: Dress shoes (closed toe only) or sneakers may be worn to school. Socks must be worn.

Outerwear: Students are not to wear jackets, coats, or any outer clothing in the school. Hats are not permitted to be worn in the school.



Makeup: The use of makeup by students is prohibited in school. This will serve to prevent distractions from the teaching-learning process. Makeup in this regard shall include, hair dyes, lipstick, eye makeup, nail polish, lip gloss, etc. Students found to violate the prohibition of makeup shall be given the opportunity to remove it, or will spend the day doing their assignments in the office.



Enforcement and Discipline:
All students **must** follow the Icahn Uniform Policy **every day**. We want our students to focus on what's important…academics.

Let me also dispel the myth that on one's birthday or on a half-day that you do not have to wear a uniform. This makes it seem as if it is a punishment to wear a uniform. It is not. It is the policy of the school that you come dressed in a uniform everyday unless instructed in writing not to do so.



Let's remember..."You are preparing for college today".

Thanks for your support and focus on your child's achievement.



Student Signature _____ **Current Grade /Teacher** _____

Parent/Guardian Signature _____ **Date** _____

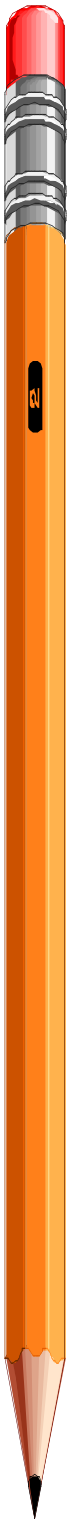


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TITLE 1 PARENT/SCHOOL COMPACT 2019-2020



Icahn Charter Schools and the parents of students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement; and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.



This school-parent compact is in effect during the 2019-2020 school year.



The **school** will:

- Send progress report six (6) times a year.
- Send home a monthly syllabus that will let you know what the children will be leaning in all core subject areas.
- Offer flexible scheduling of parent meetings, training sessions, and school functions to maximize parent participations.



- Promote open communication between home and school.
- Provide translations of written notifications and interpreters as needed.
- Acknowledge individual student accomplishments.
- Address individual student needs with progress reports and parent meetings as needed.
- Attend to cultural diversity while promoting the development of the whole child.



- Provide quality instruction and programs that identify activities that parents, staff and students will undertake to share responsibilities for improved academic achievement.
- Use technology via email, telephone, voicemail & telephone conference to facilitate parental involvement in the instruction of our children.



As a **parent** I will:

- Be supportive of our school, including attending Parent/Teacher Conferences, school-wide functions, programs and activities in which my child is participating.
- Be willing to ask appropriate personnel for support or clarification as needed.
- Provide a quiet time and place for homework and assist my children with assignments.



- Ensure that my child attends school for the full day, every day.
- Report absences immediately to the school office.
- Encourage good student habits.
- Read to my child regularly and be an interested listener as s/he reads to me.
- Seek information from my child's teacher regarding his/her progress.



- Ensure that learning takes place at home as well as at school.



As a **student** I will:

- Always come to school on time.
- Complete all my homework every night.
- Do my work neatly and carefully.
- Listen when the teacher or a classmate is speaking.
- Raise my hand when I wish to ask or answer a question.



- Show respect for fellow students and adults.
- Show respect for my school and school property.



_____ **Icahn Charter School #** _____

Principal Signature

_____ _____ _____

Parent/Guardian Signature **Student Signature** **Date**

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RECEIPT/REVIEW OF 2019-2020



- PARENT HANDBOOK
- STUDENT HANDBOOK



I have read the Parent Handbook. I have also read and reviewed the Student Handbook with my child.



I have signed and returned the:



- ☐ **Receipt for Parent and Student Handbooks**
- ☐ **Uniform Policy**
- ☐ **Damage to School Property**
- ☐ **Title 1 School Compact**
- ☐ **Permission to Photographs/Record Audio/Video CONSENT FORM**







Icahn Charter School # _____

Student Name _____ **Grade/Teacher** _____



Parent Guardian Signature _____ **Date** _____





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