Dear Families,

We are so excited that you are part of our learning community. As a team of families, students and staff, we will build the foundation to ensure that each of our students develops the academic skills, strength of character, and social and emotional well-being to succeed in high school and in college and to realize their best possible selves. By working together, we will prepare our students to live successful, happy, healthy lives.

Whether our students are in the classrooms reading *The Giving Tree*, at the zoo discovering the conditions necessary for animals’ survival, or performing in a show, they embody the Core Values of Scholars Academy II. We are excited about their infinite possibilities, and we celebrate their presence at our school as their first big step towards success. These are truly exciting times, and we are happy that you are part of it!

We are committed to reinforcing common standards of academic performance and character to create a sense of team and family. Every student will learn about our mission, Core Values, school culture, and expectations. We constantly refer to these important elements throughout their time at our school. We ask that you please review them with your child and help reinforce our expectations both in and out of school.

Our goals will take tremendous discipline and dedication to achieve, and we will only be successful through the joint efforts of families, the school, and scholars themselves. This is the essence of our *Promise Triangle*. Since we believe strongly that open and clear communication will help us reach our goals, we have prepared this handbook with important information about our school. Hopefully, it will serve as a useful resource and you will find the answers to any questions that you may have. Please keep it handy so that you may refer to it when necessary.

We look forward to an exciting and positive year with your scholar! Please feel free to contact us if you have any questions, comments, or concerns. Thank you for your trust in us.

Sincerely,

Nick West
Principal
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WHO WE ARE

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

OUR BEGINNING
For more than 50 years, East Harlem Tutorial Program (EHTP) has transformed the lives of children, youth and families in East Harlem through a comprehensive array of academic and youth development programs, services and resources. East Harlem Tutorial Program (EHTP) serves more than 500 students, ages 5-19 (grades K-12), and their families year round through comprehensive academic, youth development and family support activities. It is a staple of the community, having been located at the same East 105th Street address since it first opened its doors in 1958. More than 85% of its students live in East Harlem and, for many East Harlem families, East Harlem Tutorial Program (EHTP) has been a lifeline to literacy and academic success for multiple generations. The organization’s programs and services range from one-on-one tutoring and small group study with academic specialists to youth development programs and activities focusing on the arts, culture, creative writing, reading, technology, science and college readiness. Students who have participated in its after-school, summer and other programs have excelled in their schools and proceeded onward to higher education. Among the most recent highlights are:

- In a community where less than half of adult residents have a high school diploma and only 11% have college degrees, 100% of EHTP’s graduating seniors were accepted and enrolled in college.

East Harlem Scholars Academy II represents an expansion of East Harlem Tutorial Program’s mission, programs and delivery of service to the children of the East Harlem community. Having provided successful programs that support school day instruction for decades, the organization is now committed to leveraging its experience, its reputation and relationships in the community and its effective teaching and learning model to support the development and implementation school-day programs through its involvement in East Harlem Scholars Academies. Through its partnership with East Harlem Tutorial Program (EHTP), East Harlem Scholars Academy II will benefit from resources, including staff development and other services by experienced tutors and academic specialists.
GUIDING PRINCIPLES
East Harlem Scholars Academy II is a high-performing, student-centered learning environment that shares the philosophy and values of its founding organization, East Harlem Tutorial Program (EHTP). EHTP and East Harlem Scholars Academy II are grounded in the following guiding principles:

- **All children can and will succeed when provided a great education.**
  We challenge our students with a demanding academic program and stimulating learning environment so that they develop the skills necessary to succeed in high school and graduate from competitive colleges.

- **The best learning occurs when children engage in higher-order, critical thinking.** To thrive in the 21st century work force and successfully pursue boundless possibilities, our students learn to question, analyze and apply their learning meaningfully. Students develop the essential critical reasoning and leadership skills to succeed in their endeavors, both inside and outside the classroom.

- **A nurturing and supportive environment supports students’ love of learning and of themselves.** We place a premium on students’ cognitive, creative, social and emotional growth and physical health, blending rigor with joy to ensure our scholars are inspired to learn. Students explore their individual aspirations through the school experience, developing rich personal connections to their learning.

- **Self-awareness promotes dynamic leadership and global understanding.** Our learning community instills in all scholars a deep sense of self-esteem, cultural pride and global responsibility so that they become active citizens of the 21st century and develop into their best possible selves. Diversity is an asset to our learning space, and our scholars are engaged with and aware of different backgrounds and perspectives as they develop a rich understanding of the world in which they live.

- **Active community engagement richly enhances educational opportunities.** Families and the wider community are mutual stakeholders in our scholars’ educational success. Having access to a comprehensive support system positions students to reach their fullest potential, and our scholars’ commitment to service promotes our vision of social justice and a desire to help those in need.
COMMITMENT TO EXCELLENCE

School Promise
● We will do whatever it takes to develop our students’ knowledge and character and prepare them to realize their best possible selves.
● We will always strive to improve our practices the best education possible to our students.
● We will be available to students and families to engage in an ongoing partnership.
● We will live and teach our Core Values every day.

Family Promise
● We will help our child in the best way we know how and we will do whatever it takes to make sure that he/she is representing his or her best possible self. We will make a long-term commitment to our child’s success.
● We will be responsible for the actions of our child, and we will make ourselves available to our children and the school as needed.
● We will participate in all mandatory and occasional meetings or other special events to support our child’s social, emotional, and academic development.
● We will check carefully all papers our child brings home and support our child to complete all homework assignments.
● We will ensure that our child arrives at East Harlem Scholars Academy at 7:45 a.m. (Monday – Friday) and remains at school throughout the day.
● We will notify the school no later than the beginning of the school day if our child will miss school.
● We will make sure our child follows East Harlem Scholars Academy II dress code.
● We will live and teach the Core Values every day.

Scholar Promise
● I will follow the directions of my teachers and other adults in the building.
● I will give my schoolwork my best effort.
● I will fully participate in a joyful, balanced learning environment.
● I will take risks every day and maximize my learning experiences.
● I will strive to be my best possible self and to assume the best in others.
● I will tell the truth and reflect upon my actions if I make a mistake.
● I will arrive at school every day by 7:45 a.m. (Monday-Friday) and remain at school throughout the day.
● I will solve problems safely and show respect to myself and others.
GENERAL INFORMATION

ENROLLMENT
Every year, beginning in the first week of January, East Harlem Scholars Academy II begins accepting applications for the following year. Automatic preferences will be given to eligible applicants in the following order:

- First preference is given to students who attended the school the previous year and are returning to the school. Any returning students do not need to re-apply.
- Second preference is given to siblings of students enrolled in the school. A sibling is defined as a brother, sister, or other child legally under the same parent/guardian’s care and residing in the same household. Siblings are granted a space only if there is space in the grade. If there is no space, they will be placed on the school’s waiting list.

ADDITIONAL PREFERENCES
East Harlem Scholars Academy II will give admissions preference to students who reside within the designated New York City Department of Education Community School District number 4 (“CSD 4”), in which the school is physically located.

East Harlem Scholars Academy II will also grant admissions preference for English Language Learners “ELL”; defined as students whose families self-report “yes” on the following application questions:

- Does your child mainly speak a language other than English?
- In your home, do you mainly speak a language other than English?
- Has your child’s school told you your child is an English Language Learner?

DOCUMENTS NEEDED BY THE SCHOOL
Upon enrolling at East Harlem Scholars Academy II, the following documents must be submitted for each student:

- Registration Forms
- Home Language Survey
- Copy of Birth Certificate
- 2 Proofs of Address (Copy of a Phone Bill, Electric Bill, Lease, Gas Bill, etc.)
- Immunization Records/Health Records
- IEP/504 Accommodations (if applicable)
WHO SHOULD I ASK?
At times, you may have questions about East Harlem Scholars Academy II. Below is a quick list of common concerns and to whom you should direct your call.

<table>
<thead>
<tr>
<th>CONCERN</th>
<th>STAFF MEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have questions about emergency forms, immunization records, metro fare cards, etc.</td>
<td>Operations Associate</td>
</tr>
<tr>
<td>I would like to order an East Harlem Scholars Academy II uniform.</td>
<td>Operations Associate</td>
</tr>
<tr>
<td>I have concerns about my child's social adjustment.</td>
<td>Classroom Teacher, Social Workers, Dean of Students</td>
</tr>
<tr>
<td>I would like my child to receive counseling services.</td>
<td>Social Workers</td>
</tr>
<tr>
<td>My child has an IEP/504 Accommodations.</td>
<td>Student Support Services Coordinator</td>
</tr>
<tr>
<td>My child will be absent or late.</td>
<td>Operations Associate</td>
</tr>
<tr>
<td>I have questions about my child’s academic progress.</td>
<td>Your child’s teachers</td>
</tr>
<tr>
<td>My child is having a problem with another child at the school.</td>
<td>Dean of Students or Director of School Culture &amp; Family Engagement</td>
</tr>
<tr>
<td>I have overall concerns about the school.</td>
<td>Director of School Culture &amp; Family Engagement or Principal</td>
</tr>
</tbody>
</table>

ARRIVAL PROCEDURES
Students are expected to arrive at 7:45 a.m. at the entrance on 107th and Madison Avenue. The door closes promptly at 8:00 a.m., at which point students are considered late. If a student arrives to school after 8:00 a.m., the authorized escort must walk the student to the main office using the entrance on 106th Street. The student will then be given a late pass and a tardy will be noted for the day.

BREAKFAST
Families are invited to the classrooms for breakfast each morning in an effort to support relationship building between teachers, students, and families. During that time, we ask that families abide by all school policies and do not cause any disruptions to the daily schedule. Families are asked to depart by 8:05 a.m., and after the conclusion of breakfast, families should no longer be taking their child to the bathroom.
AUTHORIZED ESCORT LIST
During registration, all parents and guardians will be asked to complete an Authorized Escort List. Students will not be dismissed from school to anyone who is not listed on the authorized escort list without parental approval. All authorized escorts must be at least 16 years old.

DISMISSAL PROCEDURES
It is important that families arrive promptly for dismissal. Late-pickups unfairly cause our staff members to have to supervise students after a long, demanding workday. Repeated late pick-ups will result in consequences at the discretion of the Principal. The school reserves the right to bring any child picked up 20 or more minutes after their scheduled time to the local police precinct.

HEALTHY FOOD POLICY
East Harlem Scholars Academy places a strong emphasis on good nutrition and making healthy food choices to support our scholars’ long-term health. Please note that we only allow lunches and/or snacks that follow the healthy food policy to be brought to school each day.

Listed below are a few examples of healthy choices as well as some items that are not allowed in school. Note, for example, that Lunchables are not permitted. In addition, juices must be 100% fruit juice and milk may not be flavored.

The items listed on the next page are examples of healthy choices, as well as items that are not allowed at school.
### Examples of Healthy Choices

| ✓ Water and Natural Fruit Juices | ✓ Items with sugar, fructose, maltose or sucrose as one of the first 3 ingredients. |
| ✓ Fresh Fruits                  | ✓ Juices with added sugar or high fructose corn syrup |
| ✓ Fresh Vegetables              | ✓ Chocolate and Strawberry Milk |
| ✓ Sandwiches on Whole Wheat     | ✓ Chocolate |
| Bread*                          | ✓ Gatorade |
| ✓ Graham Crackers               | ✓ Vitamin Water |
| ✓ Sugar Free Jell-O             | ✓ Sunny Delight |
| ✓ Yogurt*                       | ✓ Pop Tarts |
| ✓ Hummus on Whole Wheat Bread   | ✓ Soda |
| ✓ Raisins                       | ✓ Candy |
| ✓ Applesauce                    | ✓ Cookies |
| ✓ Cups of Fruit                 | ✓ Doughnuts |
| ✓ Cottage Cheese                | ✓ Cake |
| ✓ Dried Fruit                   | ✓ Fried or Fast Food |
| ✓ Granola Bar (no fructose, maltose or sucrose) | ✓ Chips (i.e. Sun Chips, Fritos, Doritos) |
| ✓ Pretzels (preferably unsalted) | ✓ Teddy Grahams |
| ✓ Crackers (preferably unsalted) | ✓ Lunchables |
| ✓ Cheese                        | |
| ✓ Whole Grain Cereal/Cereal Bars| |
| ✓ Veggie Chips                  | |

*If you send mayonnaise or yogurt, please include an ice pack in your scholar's lunch box. Lunches and snacks will not be refrigerated.

If you are unsure about an item, we encourage you and/or your scholar to ask if the item is permitted in advance. Thank you for your cooperation and your support as we instill and promote healthy habits in our scholars!

### BATHROOM POLICY

Scholars are encouraged to use the restroom during lunch, snack, and other non-academic times. In very urgent cases, students will be permitted to use the restroom beyond scheduled breaks. Scholars will walk to the restroom with a partner, or be escorted by a staff member.

### FOOD SERVICES

Breakfast takes place from 7:45 – 8:02 a.m., Monday to Friday. Families may also choose to send food that is in compliance with the school's healthy food policy. However, the school is unable to assume responsibility for refrigerating or warming any food brought from home. Please inform the school if your child has any food...
allergies.

**PEANUT-FREE ZONE**
Given the needs of our students who have food allergies, East Harlem Scholars Academy II is a peanut-free zone. Students will not be allowed to bring peanuts, peanut butter, peanut oil, and any products that may contain trace amounts of peanuts.

**BIRTHDAY POLICY**
Student birthdays are recognized during Morning Meeting. Students receive a birthday crown from the school and the class sings “Happy Birthday.” Birthday parties are not permitted during school time. If you wish to celebrate your child’s birthday outside of school and would like to invite students from class, the teacher will distribute invitations only if one is being sent for each of the students in the class.

**CLASS GIFTS**
Families are permitted to provide small gifts to the class to celebrate a holiday or other special event, but these gifts must be distributed to all members of the class. If you plan to bring a gift or small treat, please notify the classroom teachers in advance. The teachers will distribute all gifts to students at dismissal so as to not interfere with the day’s activities.

**TRANSPORTATION**
Students living more than ½ mile in distance from the school may apply to receive a full-fare MetroCard for public transportation. It is each family’s responsibility to hold onto the Metro Card, and replacements are not guaranteed.

Families must provide contact information for any person authorized to pick up their child. If the person picking up the child is not the parent/guardian of the child, they must be given explicit written permission to pick him or her up. Scholars Academy II staff will never release a child to any adult without explicit written authority to do so.

**BUS SERVICE**
East Harlem Scholars Academy II offers yellow bus service through the Department of Education (DOE) for students that live within defined parameters, set forth by the DOE. Students who ride the bus are expected to follow the same rules that they would follow on a class field trip (See below).
• Scholars must remain seated, and seat belts must be worn at all times.
• Scholars should only talk to the person sitting in their seat, and voices should remain at a level 1.
• Food and drink are prohibited.

Scholars who do not follow the rules above are subject to disciplinary action, up to and including bus suspension and loss of yellow bus privileges. It is important that scholars realize the hazards that can result from misbehavior on the bus.

FIELD TRIPS
Each year, East Harlem Scholars Academy II teachers plan several field trips that complement the curriculum, including visits to local museums, parks and famous NYC sights. The school reserves the right to remove a student from a trip or prohibit him or her from attending for any reason. In addition, students who demonstrate consistent behavioral challenges may not be allowed to attend a field trip, per discretion of the Principal.

COMMUNICATING WITH STAFF AND TEACHERS
Part of what makes East Harlem Scholars Academy II successful is the open line of communication between families, students, and staff. Families should feel free to call staff to discuss academic and behavioral progress or any other significant concern. If either you or your child is trying to call a staff member but they do not answer, please leave a message explaining the reason for the call. Provide your full name and telephone number. Staff is expected to return phone calls within one business day. Similarly, if a staff member leaves a message on your phone, we ask that you return the call within 24 hours. In the event of an emergency, always call the main office.

CELL PHONE POLICY
Students are not permitted to bring cell phones to school. If a child brings a cell phone to school, it will be confiscated and returned only to a parent or guardian. If you need to relay a message to your child during the day, please call the school directly. In addition, families are asked to refrain from using their cell phones while in the school building at all times.

PERSONAL BELONGINGS
Students should ensure that any personal belongings they bring with them to school do not pose any type of distraction or physical or emotional risk to themselves or others. Students are not permitted to bring toys, cards, games, and electronics not specifically authorized by the teacher. If these materials are brought, they will be confiscated and returned only to the parent/guardian. Finally, please note that the school does not take responsibility for any personal belongings
of value brought to school.

**SCHOOL VISITORS**
East Harlem Scholars Academy II welcomes families as well as other special guests to visit the school to observe classrooms. All visitors must be approved in advance by the Principal or Director of School Culture and Family Engagement and require at least 24 hours advanced notice.
ATTENDANCE

Attendance is extremely important at East Harlem Scholars Academy II, as is punctuality. East Harlem Scholars Academy II students arrive by 7:45 a.m. Monday to Friday, and students remain at school until 4:00 p.m. Monday to Thursday and until 1:15 p.m. on Fridays.

If your child is going to miss school because of an illness, please call the main office as soon as possible. It is important that all absences are followed up within three days with a note signed by a parent/guardian or doctor. East Harlem Scholars Academy II staff will call to verify all absences.

It is important that families arrive promptly for dismissal. Late-pickups unfairly cause our staff members to have to supervise students after a long, demanding workday, and deprive scholars of precious time reflecting on their day with their families.

If your child is running late or will miss a portion of the school day, please call the main office. Families must provide at least 24 hours notice of any early dismissal. We ask that you please try to arrange all doctor and other appointments outside of the school schedule.

All absences and tardy arrivals are noted on report cards. Students are responsible for all missed assignments and families must arrange a way to complete all missed assignments and homework.

Excused absences from school include the following:
- Medical note
- Death in the family
- Religious holidays
- Appointment related to school matters (e.g., outside evaluations by the CSE)

Please note that both excused and unexcused absences are recorded as general absences on the student’s permanent record. As absences affect academic achievement, repeated absences may be reflected in the student’s grades. If a student is repeatedly absent, there will be a mandatory meeting with, the Principal or Director of School Culture & Family Engagement to address the issue. Families may also be asked to meet with our Social Worker to address the underlying factors related to the student missing school. Students who have less than 90% attendance put their promotion at risk.
If a student is absent for the first five days of school and there has been no successful contact between the family and the school to explain his or her absences, that student will lose his or her seat from the school and be considered un-enrolled from the school. If a child is absent for five consecutive days during the school year and there has been no successful contact between the family and the school to explain the absence, the student will lose his or her seat at the school.

Suspensions are considered absences: If a student is absent from school due to suspension, these days will be treated the same as an absence.

**ATTENDANCE POLICIES**

*No Absences in a Quarter:* The student and parent/guardian are congratulated and recognized for exceptional attendance and their commitment to education.

*Three Absences in a Quarter:* If a student is absent three times in a quarter, it is considered a serious issue. The parent/guardian will be called to the school to meet with an administrator. At the meeting, the problem will be discussed and an attendance plan will be developed.

*Seven Absences in a Year:* If a student is absent seven times in a year, or on pace to miss seven days at any point, it is considered a serious issue. At this point, the parent/guardian will be called to the school to meet with the administration. At the meeting, the problem will be discussed and an attendance plan will be developed.

*Ten Absences in a Year:* If a student is absent ten times in a year, the student is considered a truant and is at risk of not being promoted to the next grade. The parent/guardian will be called to the school to meet with the Principal. **The Principal reserves the right to retain any student who misses more than nine days of school.** He or she will have missed so much of the year’s curriculum, it may not be fair to expect them to succeed in the next grade. In addition, a report may be filed with the appropriate child services agency.

Excessive tardies severely impact the academic performance of students and are a disruption to the learning environment. If a student is excessively tardy, the school will request a meeting with the family to develop a support plan to ensure that the student is in school on time each day. Continued tardies may result in more serious consequences.
UNIFORM POLICY

All students must come to school in the East Harlem Scholars Academy II uniform every day. When students arrive to school and are not in proper uniform, they are given a letter identifying the uniform violation to be signed by their parent/guardian, or may be given an alternative uniform. If there are repeated violations of the uniform policy, students may be asked to wait in the main office until the parent/guardian makes arrangements to bring in a proper uniform.

We have a required school uniform for several very important reasons:
- Uniforms unite our community.
- Uniforms reduce distractions and clothing competition.
- Uniforms help uphold our scholarly atmosphere.
- Uniforms look neat and professional.

GENERAL UNIFORM REQUIREMENTS

Shirts
- Purchased from our uniform vendor, Student Styles
- Student wears the collared shirt with logo stitched in the fabric
- Undershirt is white

Fleeces
- Students can wear a Student Styles fleece if they are cold in the classroom
- The fleece must be worn or tied around the student’s waist if s/he gets warm

Dress Pants/Belts
- Plain, khaki-colored pants that are the school-approved khaki shade
- Pants should fit at the student’s hips and should not be too baggy or too tight
- Pants should not have more than four pockets
- Corduroy pants are not permitted
- Students should wear a plain black belt without designs

Skorts
- Skorts must be the school-approved khaki shade
- Scholars must wear white leggings underneath the skort

Shoes and Socks
- Shoes must be closed-toed, black, and rubber-soled
- Shoes should not have any designs or other colors
- Shoes must be flat (NO heels permitted)
● Flats must have a strap across the top for safety at PE and recess
● Boots cannot be visible over the student’s pants and can not be worn with the skort
● Stockings or tights must be plain white

Jackets
● Jackets may NOT be worn in the building
● Students must bring an appropriate jacket to school at all times for outdoor recess

Jewelry
● Jewelry can be worn in modest amounts
● If jewelry is distracting students, it will be confiscated
● Temporary tattoos are not allowed

Uniforms on Field Trips
● Students should wear their full uniforms to ALL field trips

*Students who are not in full uniform may not be allowed to attend certain classes throughout the day, and the family will be called to bring in proper attire.

SPARE UNIFORMS
All Pre-K and Kindergarten scholars must keep a spare uniform bottom, underwear, and socks in their classroom at all times in case their uniform is soiled. In the event that the school has to issue a spare uniform to a student, the parent/guardian must return the school-issued uniform washed and folded by the end of the week. Students will not be allowed to participate in field trips and will not be given their report card until all uniforms purchased by the school have been returned. If a school-issued uniform is not returned, the family is responsible for its cost.

FAMILIES IN ECONOMIC HARDSHIP
Families who present proof that they receive public assistance and that they are in financial hardship are entitled to free school uniforms. When requesting a free school uniform, you must provide the social worker with a copy of your budget letter in order to verify your public assistance benefits.

Uniforms must be requested on the dates below:
<table>
<thead>
<tr>
<th>Fall Uniform</th>
<th>Winter Uniform</th>
<th>Spring Uniform</th>
</tr>
</thead>
<tbody>
<tr>
<td>Request at the Annual Family Picnic, Back to School Night, or during the first week of school</td>
<td>Request during Family Conferences in November</td>
<td>Request during Family Conferences in January</td>
</tr>
<tr>
<td>1 short sleeved polo shirts 1 long sleeved polo shirt</td>
<td>1 long sleeved polo shirts</td>
<td>1 short sleeve polo shirts</td>
</tr>
</tbody>
</table>
# HEALTH AND SAFETY

## IMMUNIZATIONS

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

<table>
<thead>
<tr>
<th>VACCINATIONS</th>
<th>Pre-Kindergarten (Child Care, Head Start, Nursery or Pre-K)</th>
<th>Kindergarten - Grade 2</th>
<th>Grades 3–5</th>
<th>Grades 6–8</th>
<th>Grades 9–12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diphtheria, Tetanus and Pertussis (DTaP)</td>
<td>4 doses</td>
<td>5 doses</td>
<td></td>
<td></td>
<td>3 doses</td>
</tr>
<tr>
<td></td>
<td>or 4 doses ONLY if the 4th dose was received at 4 years of age or older</td>
<td>or 5 doses ONLY if the 4th dose was received at 4 years of age or older</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tetanus, Diphtheria and Pertussis booster (Tdap)</td>
<td>3 doses</td>
<td>4 doses</td>
<td></td>
<td></td>
<td>1 dose</td>
</tr>
<tr>
<td></td>
<td>or 3 doses ONLY if the 3rd dose was received at 7 years of age or older</td>
<td>or 4 doses ONLY if the 3rd dose was received at 7 years of age or older</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polio (IPV/OPV)</td>
<td>3 doses</td>
<td>4 doses</td>
<td>3 doses</td>
<td>3 doses</td>
<td>3 doses</td>
</tr>
<tr>
<td></td>
<td>or 3 doses ONLY if the 3rd dose was received at 4 years of age or older</td>
<td>or 4 doses ONLY if the 3rd dose was received at 4 years of age or older</td>
<td>or 3 doses ONLY if the 3rd dose was received at 4 years of age or older</td>
<td>or 3 doses ONLY if the 3rd dose was received at 4 years of age or older</td>
<td></td>
</tr>
<tr>
<td>Measles, Mumps and Rubella (MMR)</td>
<td>1 dose</td>
<td>2 doses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>3 doses</td>
<td>3 doses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Varicella (Chickenpox)</td>
<td>1 dose</td>
<td>2 doses</td>
<td>3 doses</td>
<td>2 doses</td>
<td>1 dose</td>
</tr>
<tr>
<td>Haemophilus influenza type b conjugate (Hib)</td>
<td>1 to 4 doses</td>
<td>2 doses</td>
<td>1 dose</td>
<td>2 doses</td>
<td>1 dose</td>
</tr>
<tr>
<td></td>
<td>Depends on child’s age and doses previously received</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pneumococcal Conjugate (PCV)</td>
<td>1 to 4 doses</td>
<td>Grade 7: 1 dose</td>
<td>Grade 12: 2 doses</td>
<td>or 1 dose ONLY if the 1st dose was received at 15 years of age or older</td>
<td>or 1 dose ONLY if the 1st dose was received at 15 years of age or older</td>
</tr>
<tr>
<td></td>
<td>Depends on child’s age and doses previously received</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Meningococcal Conjugate (MenACWY)</td>
<td></td>
<td>Grade 7: 1 dose</td>
<td>Grade 12: 2 doses</td>
<td>or 1 dose ONLY if the 1st dose was received at 15 years of age or older</td>
<td>or 1 dose ONLY if the 1st dose was received at 15 years of age or older</td>
</tr>
</tbody>
</table>

Before a student can be permitted to enter and attend school (subject to the 14-day initial waiver requirement), the parent/guardian must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. East Harlem Scholars Academy II must receive a certificate of immunization no later than **September 15, 2017**. These requirements can be waived only if a properly signed health or religious exemption is filed with the school. **After September 15, students will not be allowed to attend school if there is not a current physical and immunizations on file.**

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

Please note that students have daily recess and P.E. and, from time to time, accidents occur without staff members being made aware. If a staff member witnesses a student injury during the course of the school day, the parent/guardian will be notified by the staff member that day.

STUDENTS WITH ASTHMA
Students with asthma should bring an inhaler prescribed by their doctor to school to leave with the nurse. Asthmatic students should notify a Scholars Academy II staff member as soon as breathing becomes difficult.

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

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

Written orders for prescription and nonprescription OTC medications should include (at minimum):
- Student’s name and date of birth
- Date
- Name of medication
- Dosage and route of administration
- Frequency and time of administration
- For PRN (as necessary) medications, conditions under which medication should be administered
- Prescriber’s name, title, and signature
- Prescriber’s phone number

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

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

**STORAGE OF MEDICATION**

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

**REPORTING AN ILLNESS**

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

**ILLNESS DURING SCHOOL HOURS**

If a student becomes ill or injured during the school day and is not well enough to remain in school, the parent/guardian will be called to pick the student up. For this reason, it is necessary to have updated emergency contact numbers on file in case no one can be contacted at home. If the person picking up the student is not his or her parent/guardian, they must be given explicit written permission from the parent/guardian.

**FAMILY SUPPORT SERVICES**

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

There are several ways in which students may be referred for counseling services:
● If a parent/guardian is interested in having their child seen by our social worker, please contact the social worker directly.
● Students are able to ask directly to speak with the social worker on staff.
● A student may also be referred at the recommendation of a teacher, social worker, or administrator.
CALENDAR AND SCHEDULE

START/END DATES
This year, school begins on Wednesday, August 16\textsuperscript{th}, 2017. The last day for students is June 13\textsuperscript{th}, 2018.

VACATIONS/HOLIDAYS
East Harlem Scholars Academy II sets its own vacation/holiday schedule. Please see our calendar for the most updated information. While our schedule generally follows that of the New York City Department of Education, there are some exceptions. Students are expected to be in school on all days that Scholars Academy II is in session.

SCHOOL CLOSINGS (BAD WEATHER)
East Harlem Scholars Academy II follows the same weather response procedures as NYC public schools. For example, if the NYC public schools close due to bad weather, East Harlem Scholars Academies will also be closed. Tune in to media outlets for the announcement of closings/delays for NYC Public Schools or visit the NYC DOE website at http://schools.nyc.gov/default.htm

AFTER-SCHOOL PROGRAM
On Fridays, the after school program is open to only students in grades 3-6 and takes place from 1:15-4:00 p.m.

SUMMER PROGRAM
The Summer Program is a critical time to get a head start on the coming school year and to review concepts from the previous year. Students who do not meet end of year goals must attend summer program provided through EHTP.

SCHOOL SCHEDULE
For the first week of school, students are dismissed at 1:15 p.m. After the first week, all students are dismissed at 4:00 p.m. Monday through Thursday. On Fridays, students follow a shortened schedule with classes ending at 1:15 p.m.
# DAILY SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45 a.m.</td>
<td>Arrival</td>
</tr>
<tr>
<td>7:45-8:00 a.m.</td>
<td>Breakfast</td>
</tr>
<tr>
<td>8:00-8:15 a.m.</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>8:15-4:00 p.m.</td>
<td><strong>Daily Instruction &amp; Recess</strong></td>
</tr>
<tr>
<td></td>
<td>- Extended ELA</td>
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<tr>
<td></td>
<td>- Writing</td>
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<td></td>
<td>- Extended Mathematics</td>
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<td></td>
<td>- Spanish</td>
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<tr>
<td></td>
<td>- Interventions &amp; Centers</td>
</tr>
<tr>
<td></td>
<td>- Science</td>
</tr>
<tr>
<td></td>
<td>- Social Studies</td>
</tr>
<tr>
<td></td>
<td>- Music</td>
</tr>
<tr>
<td></td>
<td>- PE</td>
</tr>
<tr>
<td></td>
<td>- Inquiry Projects</td>
</tr>
<tr>
<td>4:00 p.m.</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>
ACADEMICS

ELA
The goal of our English Language Arts program is to equip students with the skills they need to read, comprehend, discuss, analyze and write about challenging and complicated texts; and to expose students to the joys of reading, instilling a lifelong love and understanding of diverse literature.

Our writing program strives to foster a love of writing while instilling the foundational skills needed to write successfully for formal and informal purposes.

MATH
The goal of our math program is to equip students with the skills they need to think critically and flexibly about numbers and apply their mathematical knowledge to real world situations; and to expose students to the joys of mathematics, instilling a lifelong love of math and ability to apply skills to a variety of real-world contexts.

SOCIAL STUDIES AND SCIENCE
The goal of our Social Studies and Science programs is to teach students about themselves and the world around them through interactive, hands on, multi-faceted experiences.

SPECIALS
Kindergarten through fourth grade students participate in Physical Education, Spanish, and music each week. We provide a vibrant and varied Specials program in order to enrich our scholars sensory needs, allow our scholars to be proficient in two languages, and to ensure they enjoy healthy bodies along with healthy minds.

HOMEWORK
A key part of the academic program at East Harlem Scholars Academy II is the homework. Students will receive weekly homework packets that are designed to support the learning happening in their classroom. If a student’s homework is late, missing, incomplete, or of poor quality, or if the Reading Log is not completed properly, then the student may be required to make up the work during breaks, or recess, or the student may be required to complete additional assignments.
HOMEWORK SUPPORT
Since we are committed to our mission of preparing our students with the academic skills to be successful in high school and college, we strongly emphasize the accurate and thorough completion of homework. Our students are still developing their homework and work skills and they need your support at home. At times, many of the assignments require you to complete them with your child. Please reach out to the teacher if you need more clarification. Homework completion and effort is logged into our school database system, which is used to determine grades in each class.

MAKE-UP WORK FOR ABSENCES
Students who are absent are expected to make up the classwork and homework when they return to school. All missed, incomplete or incorrect work must be completed. It is the student and parent/guardian’s responsibility to check with the teachers regarding all assignments. The time generally allowed to complete this work will be the number of days the student was absent. For example, if a student was absent for one day, then he/she will have one day to make up any missed work.

CHEATING
Cheating is a serious offense. If a student copies another student’s work or if a student gives another student his/her work, it is considered cheating (academic dishonesty), and the student will receive a serious consequence for this infraction.

PLAGIARISM
Plagiarism involves the stealing of someone else’s ideas or words as one’s own or the imitation of the language, ideas, and thoughts of another author (or person) and then passing them off as the student’s own original work. If a student plagiarized and forges a signature, this is also considered academic dishonesty. Students will receive a serious consequence for this infraction.

STUDENT SUPPORT SPECIALISTS
Reading Specialist
Our full-time Reading Specialist, who provides both push-in and pull-out services, sees students who are struggling to read on grade level. Reading intervention is given to small groups of students two to five times a week. These groups work to master the skills that are preventing expected reading development.

English Language Learning Teachers
Our full-time ELL Teachers works with students for which English is not their first language to address their needs and to provide them with strategies to use during whole-class lessons. Intervention services are provided to small groups of students two to five times a week.

**Student Support Team**

The Student Support Team meets regularly to discuss student needs, and provide solutions to support students both academically and behaviorally. The Student Support Team consists of multiple staff members including the Principal, Director of Curriculum and Instruction, Director of School Culture and Family Engagement, Social Worker, Student Support Services Coordinator, Reading Specialist, English Language Learner Specialist, and Classroom Teachers. The team works to ensure that the school is meeting the needs of each student.

**PROMOTION TO THE NEXT GRADE**

Students may be retained in their grade at the end of the year for any one of, or combination of, the following factors:

- Students who fail to meet proficiency in a core subject (Reading, Writing, Math, Social Studies, Science) may be retained.
- Students who have less than 90% daily attendance may be retained.
- Students whose behavior has not shown adequate growth or improvement, or is not at a sufficient level, may be retained.
FAMILY ENGAGEMENT

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

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

WHAT ARE A FEW WAYS FAMILIES CAN GET INVOLVED?

We offer dozens of family engagement events throughout the year. These events range from workshops and information sessions to potlucks and family-led dance classes. Topics of discussion during workshops range widely and support families to support their scholars.

- Take on a leadership position in our Family Council
- Attend Family Council meetings
- Participate in our pot-luck dinners, Thanksgiving Celebration, 3 Kings Day, and other school events
- Attend our weekly Community Circle
- Get involved in literacy activities with your child
- Attend student in-class performances and presentations
- Chaperone school trips
- Inform us of community events in which the school can participate
- Help with Picture Day
- Carpool with other families
- Volunteer in the Main Office

If there are additional volunteer opportunities you would like to suggest, please feel free to contact us.

As with all others present in the building, family members and their guests are asked to conduct themselves in a manner conducive to the school culture we strive to create. Family members who do not do so are subject to restricted access to our building, in which case they will not be allowed past the security desk at the main
entrance at any time. Restricted access status for any individual is issued at the discretion of the Principal.

**ACADEMIC SHOWCASE**
Twice a year, classroom teachers invite families for an academic showcase of quality student work. It is East Harlem Scholars Academy II’s goal that 100% of families attend the Showcases. This is a great opportunity to learn more about the exciting projects your child is working on in school.

**MONTHLY FAMILY NEWSLETTER**
On the first Wednesday of each month, families receive a class newsletter. The newsletter allows families to learn about classroom events, curriculum updates, and student achievements.

**FAMILY COUNCIL**
Families are encouraged to participate in our Family Council. Family Council meets once a month to help plan events and offer ongoing feedback to school staff and the Leadership Team. These meetings are generally co-facilitated by the Director of School Culture and Family Engagement, the Principal, and the members of the Family Leadership Council. During this time, leadership team members offer school-wide updates and respond to concerns and questions from families. The aims of the Family Council are to:

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

**FAMILY LEADERSHIP COUNCIL**
The Family Leadership Council (FLC) is comprised of a group of family members that have expressed a desire and capacity to plan, support and lead school-wide initiatives and events. The Director of School Culture and Family Engagement meets monthly with the FLC. Along with coordinating school events, the FLC also holds regular office hours to provide support and feedback to families on a regular basis.

**FAMILY WORKSHOPS**

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

**FAMILY SURVEYS**

Family surveys are given by the school two times throughout the school year and once by the NYCDOE to evaluate families’ views of the effectiveness of the academic program, school culture, operations, and communication at East Harlem Scholars Academy. The results are compiled, analyzed, and included in the annual school report. The leadership team also reviews the results carefully and uses the information to inform future decisions.

**ANNUAL TITLE I FAMILY INFORMATION MEETING**

The school convenes a meeting at the beginning of the school year to inform families of the Title I School-wide Plan, and to explain both Title I requirements and the rights of families to be involved in Title I programs.

**FAMILY CONFERENCES**

The school holds three days of family conferences throughout the school year. The family conferences are formal meetings for families and teachers to discuss student progress and to build strategies to help students to be more successful. Additionally, conferences help families understand the academic achievement standards as they apply to their child’s progress and performance. Teachers use this opportunity to display student work and to hand out report cards. Conferences at other times of the year are available by appointment.
FAMILY CONCERN FORM
East Harlem Scholars Academy II is committed to maintaining a strong partnership and ongoing dialogue between its teachers, staff, and families. If you have a concern about a school policy, academic grade, discipline decision, or anything else, we welcome your input and encourage you to contact the appropriate staff member at the school. Families are encouraged to use the family concern form to describe an incident/issue and to submit the form to the Principal. These forms are located in the main office.

FAMILY COMMUNICATION
Families play a critical role in the success of our school. East Harlem Scholars Academy fosters a community-driven environment that runs on kind, effective communication. As part of our school community, we ask that families are open and available to communicate with staff and other families at all times. We value dialogue and request that when necessary, families are available to meet with each other and staff to resolve any relevant concerns.

STUDENT REPORT CARDS
Four times a year, families receive an individual report card, which outlines their child’s progress in each subject area. In addition, mid-way through each quarter, teachers send home a progress report. Report cards clearly articulate and connect student achievement to relevant areas within state academic standards. The purpose of the report card is to formally document student progress and to communicate successes and concerns to families. Families are required to sign and return the forms to the school to be included in each student’s file.

COMMUNITY CIRCLE
Families are invited to attend community circle, which is held weekly on Fridays at 8am in the gymnasium. Community Circle brings all classes together to celebrate academic and behavioral success, and to foster school pride.
SCHOOL CULTURE

The goal of East Harlem Scholars Academy II is to create a school culture in which students develop the strength of character and social and emotional well-being to realize their best possible selves. All classrooms use behavioral systems that support our school culture.

COMMUNITY BUILDING
At East Harlem Scholars Academy II we are a community. As a school, we come together for community circle where we celebrate our achievements while discussing ways for us to grow. In our classrooms, we use Responsive Classroom techniques such as Morning Meeting and class meetings to build positive relationships with one another, create an identity as a classroom, and hold one another accountable. Teachers build relationships with scholars and families through frequent contact in the classroom, on the phone, and at family engagement events. Teachers make efforts to learn about families desires, needs, and interests.

PROCEDURES AND ROUTINES
Interactive Modeling is a straightforward, quickly paced (3-4 minutes) process for teaching children any academic or social skill, routine, or procedure that you want them to do in a specific way. Teachers first model the specific way to complete the task with clear student-friendly language, and then have students practice and reflect on the modeling of others.

When scholars are following procedures and routines in the classroom, teachers name the behaviors and expectations that students are performing to reinforce positive behaviors. Narration is specific and uses the expectation language.

Teachers implement modifications to procedures and routines that ensure all students are able to meet academic, social and emotional expectations in the classroom. These may include sticker charts, individualized color charts, goal setting, and several other interventions.

ROLE PLAY
Role-play is a strategy teachers can use to help students prepare for complex social interactions that require making a choice among a range of possible positive behaviors. Teachers lead students through a scenario and students act out solutions to the problem. For example, students could role play how to ask to play a game with peers at recess, to which there are multiple appropriate ways to interact socially.
MORNING MEETING
Everyone in the classroom gathers daily for Morning Meeting to set a tone of respect and a climate of trust, and to build strong scholar-to-scholar and scholar-to-teacher relationships. These meetings serve as a time to model and practice social skills, and to merge academic and socio-emotional learning.

CLOSING MEETING
Closing Circles are brief meetings that take place for no more than 10 minutes in a circle on the carpet at the end of the day. These meetings provide the opportunity to celebrate and reflect about the happenings of the day, and to send scholars home with a feeling of accomplishment and belonging.

CULTURALLY RESPONSIVE TEACHING
Culturally Responsive Teachers believe that culture deeply influences the way children learn.

Culturally Responsive Teaching includes the following aspects:
- Develop a culturally diverse knowledge base.
- Design culturally relevant curricula.
- Demonstrate cultural caring and build a learning community.
- Build effective cross-cultural communications.
- Deliver culturally responsive instruction.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS
Teachers use class points and/or table points to incentivize and promote specific behaviors that will improve classroom community, social skills, or efficient systems. The points should lead to authentic leadership opportunities, but may also include extrinsic rewards. Teachers also provide students with Core Values Points when they go above and beyond with a specific Core Values. These points all students to earn leadership opportunities. Additional positive behavior interventions include:
- Precise Praise (both public—in front of the whole class—and private)
- Positive phone calls and notes on daily behavior logs
- Weekly values awards recognized at the school wide Community Celebration
- School Celebrations for students who have demonstrated positive behavior choices and have a majority green or blue days
- Classroom responsibilities

ADVISORY
Students who are frequently receiving reactive, restorative, CST supported behavioral interventions are placed in an Advisory group.
The Dean of Students and Behavior Support Associate lead groups of 4-5 students weekly to set behavioral goals, celebrate successes, and discuss challenges. The CST members check-in daily with students to provide proactive support and check in on their individualized PBIS system. Each student has a PBIS point system that teachers track daily or twice a day, depending upon student needs.

**SCHOLAR OF THE WEEK**
Each week at Community Circle, we celebrate a different student from each class who has demonstrated the East Harlem Scholars Academy II Core Values. This student is recognized as our Scholar of the Week. We feature these students on our culture bulletin board and allow these students to wear their medal throughout the week. At Scholars Academy II, we believe strongly in the importance of recognizing students who go above and beyond what is asked of them. With the belief that all our students can meet and exceed our expectations, it is our goal that every student will be selected at least once throughout the year as a Scholar of the Week.

We encourage families to review the Scholar of the Week nomination rubric below with their child and to discuss how he or she can demonstrate our Core Values.

<table>
<thead>
<tr>
<th>Scholar of the Week Core Values</th>
<th>What This Looks Like at Scholars Academy II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SERVICE</strong></td>
<td>I help my team and my family at school.</td>
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<tr>
<td></td>
<td>I give back to my school community, not</td>
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<td></td>
<td>because I am asked to but because I know it is</td>
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<tr>
<td></td>
<td>the right thing to do.</td>
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<tr>
<td><strong>COURAGE</strong></td>
<td>I am not afraid to make mistakes in front of</td>
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<td></td>
<td>others.</td>
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<td></td>
<td>I stand up for my classmates and do the right</td>
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<tr>
<td></td>
<td>thing, even when it is difficult.</td>
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<tr>
<td><strong>HUMILITY</strong></td>
<td>I apologize when I make a mistake.</td>
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<tr>
<td></td>
<td>I never boast or brag, and I am always looking</td>
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<tr>
<td></td>
<td>to improve for the better.</td>
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<tr>
<td><strong>ORIGINALITY</strong></td>
<td>I am proud of who I am but am also eager to</td>
</tr>
<tr>
<td></td>
<td>learn from others.</td>
</tr>
</tbody>
</table>
|                                | My actions and my words reflect my best self.
**LEADERSHIP**
I take initiative and help others when they are having a difficult time.
I support and encourage my classmates because I want everyone to be their best self.

**ACHIEVEMENT**
I work hard. I do my homework and class work to the best of my ability.
My grades and test scores are getting better and better because of my determination to succeed.

**REFLECTION**
I learn from my mistakes and try to make better choices each day. I apologize when I am wrong.
I tell the truth and take responsibility for my good and bad choices.

**COLOR CHART REFLECTION TOOL**
Classrooms should use a color chart for students to self-monitor behavior, receive affirmation, and deliver consequences when appropriate. A student's pin is moved up one color when he or she demonstrates strong behavior. When a student does not uphold the community values and expectations, the pin is moved down. The color chart may be used publicly or privately, to support specific students’ needs. Below are details on what each color means: Each day, the classroom teachers will communicate any behavioral concerns that they may have with respective families. One strategy used by many classrooms is the color system. The color system works as follows:

<table>
<thead>
<tr>
<th>Colors</th>
<th>This means that the student is:</th>
<th>At home a parent/guardian should:</th>
</tr>
</thead>
</table>
| Blue                    | Exceeding behavioral expectations; he or she is learning and helping those around *learn* | ● Praise your child for excellent work  
● Discuss why he or she earned blue and which core value was exemplified  
● Encourage your child to keep up the good work |
<p>| Green (All students begin their day on green) | Meeting behavioral expectations; he or she | ● Praise your child for doing what is expected |</p>
<table>
<thead>
<tr>
<th>Behavioral Expectation</th>
<th>Response and Action</th>
</tr>
</thead>
</table>
| Yellow                 | Discuss some goals for the following day  
Discuss how your child’s day went and have him or her reflect on why he or she needed a reminder  
Establish some goals for the following day  
Encourage your child to make better choices |
| Yellow                 | Discuss how your child’s day went and have him or her reflect on why he or she needed a reminder  
Establish some goals for the following day  
Encourage your child to make better choices |
| Red                    | Discuss how the day went and have your child reflect on how he or she feels about being on red  
Discuss how your child can behave in the future if in the same situation  
Your child should lose a privilege that evening (e.g., no play time after dinner)  
Have your child write or draw his or her goal for the following day  
Post the goal to serve as a reminder for the next day  
Encourage your child to do better |

Families will hear their child constantly referring to the choices that he or she is making and how those choices are affecting learning in class. We persistently remind our students that we are in school to learn and we must work hard to maximize that learning and to realize our best possible selves. Our students know that learning is not only academic and that all learning is important. All community members are working to achieve our mission of graduating students with the academic skills necessary to succeed in high school and college and to lead in their communities.
REACTIVE DISCIPLINE
At East Harlem Scholars Academy II, we use a problem-solving approach to help students identify the behaviors that will allow them to realize their best possible selves. Consequences are also actively used as necessary. Students are always asked to reflect on the choices that they make. Whenever possible, a logical and immediate consequence will be given.

5 R’S OF RESTORATIVE APPROACHES
The community is where we rebuild relationships and solve problems after making a mistake. When a scholar makes a poor decision or mistake, the school utilizes the 5 R’s of Restorative Practices in order to hold one another accountable and provide opportunities for scholars to voice our thoughts.

Respect
Respect is the core of all restorative approaches and is developed through an appreciation of many points of view. It keeps the process safe, especially when tensions run high and people disagree with another person’s thinking.

Responsibility
Taking responsibility for one’s part of the conflict or problem is critical. By being accountable for the harm that was created and explaining the thinking behind ones’ actions, the offender recognizes that their actions, thoughts, and attitudes affect others, including the victim, as well as the greater community.

Repair
Once responsibility for one’s actions is taken, the focus becomes how to repair the harm that was done. A plan to repair the harm to the greatest extent possible is put into place, even in cases where one did not intend to cause harm.

Relationship
Strong, healthy relationships are vital to a healthy community. Unfortunately, conflict occurs and exists within most communities at one point or another. RA sees conflict primarily as a violation to individuals and communities, rather than to the institution. This makes repair of the relationship essential. An individual making it right with another person and to the community can mend relationships. Healing relationships is a benefit to all.

Reintegration
The RA process is made complete by having the responsible party and all those who have felt alienated or isolated accepted back into the community. This process can be formal or informal depending on the nature of the conflict and often involves
providing needed resources and services to the individual causing harm and those harmed.

RESTORATIVE QUESTIONS
When confronting behavior, teachers ask...
- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

RESTORATIVE CONFERENCE
Small group discussion with a teacher or staff member to go through restorative questions and process through the 5 R’s with scholars.

RESTORATIVE CIRCLE
Restorative Circles respond to conflicts that arise that affect the classroom culture as a whole. These meetings provide the opportunity to resolve conflict and enable scholars to take ownership over improving the culture, while supporting respectful dialogue and self-expression.

COOL DOWN
Students may recognize that they need to ”cool off“ and request to go to the reflection space where they can use one of the ”cool off“ materials (e.g., stress ball, mirror, feelings face rings).

PEACE PATH
Peace Path is a structure that allows students to resolve conflict on their own with an apology and restorative question protocol. Students “walk” through the process together and a teacher may assist students with resolving conflict through peace path.

LOGICAL CONSEQUENCES
Teachers use Time-Out, “you break it, you fix it,” and loss of privilege as logical consequences with the goals of:
- Stop the rule-breaking behavior
- Maintain a safe and orderly classroom
- Help students recognize and fix their mistakes
- Help students develop internal control of their behavior
- Preserve their dignity of the child and the group
Logical Consequences May Include:
- Verbal correction
- Written reflection
- Loss of privilege
- Make up assignment for missed work
- Time Out
- Office Time Out
- Note home
- Call home
- Apology
- Community Service
- Lunch Detention
- Recess Detention
- Upstairs Dismissal/Conference with Administrator
- Before or after school Detention
- Behavior Contract
- Restorative Practices: Family Restorative Conferences and Classroom Circles
- Buddy Classroom
- Behavior Contract
- Parent shadowing
- Restriction of participation in after school and/or extracurricular activities

BUDDY CLASSROOM
Buddy classrooms house students from a different class for a given amount of time to allow the student to cool down and regain control, and to give the child’s teacher the ability to restore the calm classroom environment.

OFFICE TIME OUT
Office Time-Outs allow for time away from the classroom community to reflect, practice a new school, restore harm done to the community, and take responsibility for behavior.

UPSTAIRS DISMISSAL
If a student has a very difficult day and the classroom teacher wants support from CST to discuss the day with the student’s family, an upstairs dismissal can take place. Family members should be notified at least 30 minutes before dismissal.

PROBLEM SOLVING CONFERENCES
Problem-Solving Conferences are meetings between an individual student and a teacher to address a specific problem area (academic, interfering behaviors, behaviors that alienate others, defiance toward the teacher).
BEHAVIOR INTERVENTION PLANS
For scholars with ongoing or severe behavior challenges, the school may implement a Behavior Intervention Plan (BIP) to support the scholar to be successful. Behavior Intervention Plans outline specific goals and interventions for students. The steps involved in creating a BIP include:

- Family Consent
- Functional Behavioral Assessment: A review of student records, observations, and interviews with teachers, the student, and family to determine what are the triggers and the reasons for the behavior.
- Behavior Intervention Plan Meeting
- Behavior Intervention Plan Review Meetings

MORNING OUT-OF-CLASS RESET
Students whose behaviors cause harm to the community may need a morning out of class reset. The day will start with a family check-in with the CST office along with appropriate reflection materials. Along with a restorative conversation with the individual(s) harmed, a family conference is needed to develop a plan to distinguish these behaviors.

SEPARATION FROM CLASSROOM COMMUNITY (DETENTION AND IN-SCHOOL SUSPENSION)
Students whose behaviors cause harm to the community may receive a ½ day to full day separation from classroom community. The day will start with a family check-in with the CST office along with appropriate reflection materials. Along with a restorative conversation with the individual(s) harmed, a family conference is needed to develop a plan to distinguish these behaviors. Scholars will be placed into a buddy classroom and a reintegration plan will be put into place.

SEPARATION FROM SCHOOL COMMUNITY (SHORT-TERM OUT OF SCHOOL SUSPENSION)
A short-term suspension refers to an out-of-school removal of a student for disciplinary reasons for a period of five or fewer days. When a student’s behaviors have caused harm to the point of breaking trust with the school community, a separation from the school community may take place. Homework will be provided for the student and a reintegration plan will be created. The Principal reserves the right to adjust the number of days per his or her judgment. Behaviors leading to separation from the school community may include, but are not limited to:

Disciplinary Infractions
- Extreme aggressive physical contact with any student or staff member
• Destruction of school property
• School based misconduct that substantially disrupts the school environment
• Severe defiance of authority/disobedience
• Theft of property
• Engage in acts of verbal or physical sexual harassment
• Possession of illegal drugs
• Fighting (including incidence with significant injuries)

Procedures and Due Process for Short-Term Suspension
The Principal may impose a short-term suspension, and shall follow due process procedures consistent with federal case law pursuant to Goss v. Lopez (419 U.S. 565). Before imposing a short-term suspension, or other, less serious discipline procedure, the Principal shall provide notice to inform the student of the infraction that was committed, and if the student denies the infraction, an explanation of the evidence against the student. A chance to present the student’s version of events shall also be provided.

Before imposing a short-term suspension, the Principal shall immediately notify the families or guardian in writing that the student may be suspended from school. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the families or guardian of their right to request an immediate informal conference with the Principal. The families or guardian of the student and the student shall have the opportunity to present the student’s version of the incident and to ask questions.

The Principal decision to impose a short-term suspension may be challenged by the parent/guardian in accordance with the charter school’s formal complaint process.

LONG-TERM SEPARATION FROM SCHOOL COMMUNITY (LONG-TERM OUT OF SCHOOL SUSPENSION/EXPULSION)
A long-term suspension refers to the removal of a student from school for disciplinary reasons for a period of more than five days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons. A student who is determined to have committed any of the infractions listed below may be subject to a long-term suspension or expulsion. Infractions include, but are not limited to:

Disciplinary Infractions
• Possess, use, attempt to use, or transfer of any weapon or other dangerous object of no reasonable use to the student in school
• Commit, or attempt to commit arson on school property
• Destruction of school property, causing major damage
Commit any act that could constitute a crime or is a more egregious infraction described under “short-term suspension”, which school officials reasonably conclude warrants a long-term suspension

Procedures and Due Process for Long-Term Suspension
The Principal may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the Principal may expel the student from school. Upon determining that a student’s action warrants a possible long-term suspension, the Principal shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The Principal also shall immediately notify the student’s parent/guardian in writing. Such notice will provide a description of the incident or incidents, which resulted in the suspension and shall indicate that a formal hearing will be held on the matter, which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language spoken by the parent/guardian. At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.

If the Principal initiates the suspension proceeding, he or she shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer’s report shall be advisory only and the Principal may accept or reject all or part of it. The Principal’s decision to impose a long-term suspension or expulsion may be challenged by the parent/guardian in accordance with the charter school’s formal complaint process.

Firearm Violations
Federal and New York law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). “Weapon,” as used in this law means a “firearm,” as defined by 18 USC § 921, and includes firearms and explosives. (New York Education Law §3214 effectuates this federal law.) The Principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Principal shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status
under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

**Provision of Instruction During Removal**
East Harlem Scholars Academy II will ensure that alternative educational services are provided to a student who has been suspended or removed to help that student progress in the school’s general curriculum. For a student who has been suspended, alternative instruction will be provided to the extent required by applicable law. For a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school for a reasonable period thereafter or until the end of the school year.

Alternative instruction will be provided to students suspended or expelled in a way that best suits the needs of the student. Instruction for such students shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations: the student’s home, a contracted facility (e.g., in the school district of location), or a suspension room or other room at the school. During any removal for drug or weapon offenses, additional services shall include strategies designed to prevent such behavior from recurring. Instruction will be provided by one or more of the following individuals who shall be certified or qualified in accordance with § 2854(3)(a-1) of the Education Law and the federal *No Child Left Behind* Act: the student’s teacher(s), aides or trained volunteers, individuals within a contracted facility, and/or a tutor hired for this purpose.

**REINTEGRATION PLAN**
A reintegration plan process can be formal or informal depending on the nature of the conflict and often involves providing needed resources and services to the individual causing harm and those harmed.

**PHYSICAL RESTRAINT**
In the event that a student is exhibiting behaviors that are unsafe to him/herself and/or others, a trained staff member may physically restrain the student to prevent injury to him/her and/or others. Non-violent crisis intervention techniques are used to support the student to calm down at their own pace and to return to exhibiting safe behaviors. It is the policy of East Harlem Scholars Academy II to avoid restraint at all times, but in the cases that it may be necessary families will be notified immediately.

**BULLYING AND CYBER-BULLYING**
Bullying is not tolerated or permitted at East Harlem Scholars Academy II. Bullying occurs when someone experiences repetitive and ongoing hurtful things from which they are unable to defend themselves. When bullying is reported to any staff member, staff follows protocols outlined in New York State’s Dignity for All Students Act and uses the evidence-based practices to promote a safe and positive school culture.

The Dignity Act defines “cyberbullying” as harassment or bullying that occurs through any form of electronic communication. Cyberbullying can include, among other things, harassment by way of email, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems, tweeting, or social media websites. Cyberbullying is inappropriate and not permitted at Scholars Academy II.

Disciplinary action for bullying may include the following: referral to counseling, restorative approaches, detention from class or activities, suspension, or other consequences deemed appropriate by the Principal.
SPECIAL EDUCATION

In accordance with the State Education Law Section 2853(4) et al, East Harlem Scholars Academy II provides services required by a student’s Individualized Education Plan (IEP), either directly, by contract or by agreement with the school district. East Harlem Scholars Academy offers a variety of intervention services to its students. Students with an Individualized Education Plan (IEP) for Collaborative Team Teaching are placed in a CTT class, as mandated in their IEP. In addition, students who have an IEP for related services can receive these services during the school day. Related services include speech, occupational therapy, physical therapy, or counseling. East Harlem Scholars Academy II partners with agencies or the DOE to secure licensed providers to offer these services.

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

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

East Harlem Scholars Academy II communicates with families of students with disabilities on an ongoing basis regarding the progress their children are making, their children’s IEPs and ways that families can support the education and development of their children with disabilities. East Harlem Scholars Academy II provides written periodic progress for each student, as well as copies of all report cards, to the families of each special education student. Families are encouraged to contact and/or meet with their children’s teachers and East Harlem Scholars Academy II administrators at any time to discuss concerns, questions or complaints about their child’s IEPs and the services provided to their children.

If a student enrolls in East Harlem Scholars Academy II and is suspected of having a disability, the Principal will review information regarding the student suspected of having a disability, in cooperation with the student’s teachers. In accordance with the review, the school will consider or provide remediation with supplementary aides or support services as necessary. If there remains a suspicion of a disability, the student will be referred in writing to the chairperson of the CSE for an individual evaluation and determination of eligibility for special education programs and services.
FAMILY EDUCATIONAL RIGHTS

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

- Families or eligible students have the right to inspect and review all of the student’s education records maintained by the school. For records including information on more than one student, families are limited only to information pertaining to his/her child. Schools are not required to provide copies of materials in education records unless, for reasons such as great distance, it is impossible for families or eligible students to inspect the records. Schools may charge a fee for copies.
- Student records or other identifiable information are maintained in a secure location to ensure confidentiality. Records that are no longer required or need to be disposed are done so in a manner that ensures confidentiality and security.
- Families and eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school decides not to amend the record, the parent/guardian or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent/guardian or eligible student has the right to place a statement with the record commenting on the contested information in the record.
- Generally, schools must have written permission from the parent/guardian or eligible student before releasing any information from a student’s record. However, the law allows schools to disclose records, without consent, to the following parties:
  - School officials with legitimate educational interest
  - Other schools to which a student is transferring
  - Specified officials for audit or evaluation purposes
  - Appropriate parties in connection with financial aid to a student
  - Organizations conducting certain studies for or on behalf of the school
  - Accrediting organizations
  - Judicial orders or lawfully issued subpoenas
  - Appropriate officials in cases of health and safety emergencies
  - State and local authorities, within a juvenile justice system, pursuant to specific State law
PROCEDURE FOR ACCESSING STUDENT RECORDS

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

PROCEDURE TO AMEND OR APPEAL STUDENT RECORDS

- If a parent/guardian believes the education records relating to the student contain information that is inaccurate, misleading, or in violation of the student’s right to privacy, he or she may ask that the record be amended. A parent/guardian may express the appeal in writing to the Principal and must include the following:
  - Information that is claimed to be inaccurate, misleading, or in violation of the student’s privacy rights
  - Records in which the parent/guardian believes the information is contained
  - Basis for the claim (i.e., why he/she believes the information is inaccurate, etc.)
  - The parent’s/guardian’s proposed change
- The Principal will review the request and make a determination within fifteen school days of receiving the letter. The Principal will provide the parent/guardian with a written response to the request and explain the reason for his/her decision. If the action is warranted, the school may decide to remove, modify, or expunge the information in the record. Removing, modifying, or expunging an entry is not an admission that the entry was improper or that any person acted improperly by including the entry on the record.
- If the request is denied or no ruling is made in the allotted time, the parent/guardian has the right to appeal the decision to the Board of Directors within twenty school days from the adverse ruling or failure to rule.
- A hearing officer will be appointed by the Board of Directors. A hearing will be held within twenty school days after the parent/guardian files the request with the Board, and the parent/guardian will be given notice of date, place, and time of the hearing with sufficient advance notice.
● A parent/guardian will be given the opportunity to present the appeal and may be assisted or represented by individuals of his or her choice or own expense. The hearing officer’s decision must be based solely on the evidence presented at the hearing.

● A written report containing a summary of the evidence and the reasons for the decision will be issued fourteen calendar days from the conclusion of the hearing. If necessary, the hearing officer will direct the Principal to amend the records accordingly and inform the parent/guardian in writing. The hearing officer’s decision will be final. If the parent/guardian does not agree with the decision, the parent/guardian has the right to place a statement in the record commenting on the contested information or stating why he/she disagrees with the decision of the hearing officer, or both.
FREEDOM OF INFORMATION LAW

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

- Within five business days of receipt of a written request, the school shall make the information available to the person requesting it, deny the request in writing, or provide a written acknowledgment of receipt of the request that supplies an approximate date, which shall be reasonable under the circumstances, for when the request will be granted or denied.
- If East Harlem Scholars Academy II determines to grant access to the requested information, and if circumstances prevent disclosure to the person making the request within twenty business days of the acknowledgment of receipt of the request, the school shall state, in writing, both the reason for the delay and a date certain, within a reasonable period of time, depending on the circumstances, when the request will be granted in whole or in part. Failure of the school to conform to the provisions of paragraph one above or this paragraph two, shall constitute a denial of the request for information.
- If an individual is denied access to a record, he or she may, within 30 days (or such period as defined by law, as may be modified over the course of the charter), appeal such denial to the Principal.
- Upon timely receipt of such an appeal, East Harlem Scholars Academy II shall, within 10 business days of the receipt of the appeal (or such period defined by law, as may be modified over the course of the charter), fully explain the reasons for further denial or provide access to the record sought. The school also must forward a copy of the appeal, as well as its ultimate determination, to the New York State Committee on Open Government.

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

THE NATURE OF A FORMAL COMPLAINT
In the event that an individual feels East Harlem Scholars Academy II has committed a violation of the school’s charter or of the law, he or she may choose to file a formal complaint against the school. Examples of such violations include:
- An IDEA violation involving the discipline of a special education student
- A state law violation such as inflicting corporal punishment on a student
- A Charter Schools Act violation including failure to follow the stated admissions policy

FILING A FORMAL COMPLAINT
Please note that formal complaints must be presented in writing. You may use the Formal Complaint Form (available in the main office) if you wish. The complaint must include:
- The nature of the violation
- The facts on which the complaint is based
- The signature and contact information of the person filing the complaint
- If alleging a complaint about a specific child:
  - The name and address of the child on which the complaint is based
  - A statement about the nature of the child’s problem
  - A potential resolution of the problem

Complaint forms should be sent to one of the following:

Cheyenne Batista São Roque, Founding Superintendent, Managing Director
East Harlem Scholars Academies
2050 Second Ave
New York, NY 10029

Mr. Jeffrey Ginsburg, Executive Director and Board Chair
East Harlem Scholars Academies
2050 Second Ave
New York, NY 10029

REVIEWSING A FORMAL COMPLAINT
- Upon receiving a grievance, the Education and Accountability Committee of the Board will review the Formal Complaint Form and supporting documents, and will determine whether further action is necessary.
● If no further action by the Committee is deemed necessary, the individual filing the complaint will receive notification within ten (10) business days.
● If further action is deemed warranted by the Committee, an interview of the individual filing the complaint will be conducted within thirty (30) business days of the initial complaint. After the interview is conducted, if a decision is reached, the individual filing the complaint will be notified within seven (7) business days of the interview, and, if necessary, remedial action will take place as quickly as possible. If more information gathering is needed after the initial interview, the interview process will repeat as above until a decision is reached. In general, the Committee will strive to resolve all formal complaints within sixty (60) business days from the time of issue.
● The committee will share its decision and recommendations to the school’s Board of Trustees as part of its next scheduled meeting.
● If the individual who filed the complaint does not agree with the decisions made by the Board of Trustees, an appeal may be made to the SUNY Board of Trustees and should be sent to:

*Grievance Desk, Charter Schools Institute*
41 State Street
Suite 700
Albany, NY 12207
Or
charters@suny.edu

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

Examples of informal complaints include:
● My child’s homework is too difficult
● Another student in my child’s class is copying his or her class work
● I want to change my child’s class
Parent/Guardian Signature Page

I have read the 2017-2018 East Harlem Scholars Academy II Family and Student Handbook in its entirety and agree to the policies and procedures of East Harlem Scholars Academy II.

____________________________________
Student Name

____________________________________
Parent/Guardian Name

____________________________________
Parent/Guardian Signature

________________________
Date