

La Cima Family Handbook



La Cima
CHARTER SCHOOL

Excellence is Our Way!
2021-2022

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LA CIMA ELEMENTARY CHARTER SCHOOL BOARD OF TRUSTEES

Nikki Carroll, Board Co-Chair
Lucy Joffe, Board Co-Chair
Zach Heller, Treasurer
Tristan Mitchell, Trustee
Jennifer Swayne, Trustee
Nora Yahya, Trustee
Damira Rasheed, Trustee

Board meetings are held monthly, are open to the public and meeting dates and times are posted at the school and website.

LEADERSHIP TEAM

Letta Belle, Principal
Darlene Alvarez, Director of Operations
Yvonne Booker-Byers, Instructional Coach
Capri Tennis, Special Populations Coordinator

ADMINISTRATIVE SUPPORT STAFF

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Welcome to La Cima Charter School

We are pleased that you decided to join us at La Cima on this journey to challenge your child to succeed. We take this commitment very seriously and appreciate your alignment with our goals for your child(ren). In the next few pages, you will read information that provides details about our philosophy

Climb High! 4

on discipline; expectations for conduct; responses to misconduct. Our statements are intended to ensure that there is a *meeting of the minds*, as it relates to our conduct expectations and responses to discipline matters.

Many schools reinforce a system that uses discipline to mete out consequences that marginalize some scholars. This marginalization often leads to disengagement from the school setting, which in turn leads to societal marginalization. In contrast, our approach is to offer support to scholars who need it the most. Therefore, we believe strongly in restitution. If a mistake is made, we work to restore scholars to our community by ensuring they connect their actions to the reactions. It is for this reason that we do not suspend scholars out-of-school. We provide the opportunity for scholars to continue to learn, while reflecting on their choices that resulted in these negative and unintended outcomes.

After reading this document, we hope that you are clearer on what you will experience at La Cima. I hope you align yourself with the idea that “it takes a village to raise a child.” We are the village. We will support our children together.

Thank you for your support.

In Partnership,

Letta A. Belle

Principal

Our Mission and Vision

The **mission** of La Cima Elementary Charter School is to prepare our students for academic and life-long success through a rigorous and relevant academic program.

Our **vision** is to develop students who have intellectual capacity, social capital and emotional strength of character to be personally successful and to act as effective change-makers in their communities.

Key Design Elements

Scholar-Centered, Inclusive Environment

La Cima welcomes and supports all learners. We offer inclusion classrooms in every grade and our teachers are trained to support scholars with disabilities and English language learners.

La Cima affirms and responds to the individualized experiences of our scholars and their families. Through ongoing professional development, teachers are equipped to understand the needs of individual scholars, use data-driven strategies to support diverse learning styles, and identify and address implicit bias, beliefs, and assumptions. To represent diverse perspectives, instruction and classroom libraries incorporate resources that are written or developed by racially, culturally, and linguistically diverse voices. In addition to our rigorous core curriculum, we support scholars’ multiple intelligences through a thoughtfully-designed and rigorous specials program that includes courses like African Dance and drumming, Spanish, art, and music.

Social Justice

At La Cima, we strive to create scholars who are not only academically sound but to also **create changemakers**. Changemakers are tenacious and relentless in their pursuit of the greater good. Changemakers have the courage of their convictions and possess a clear sense of what is right and wrong. They understand that injustice should not be accepted anywhere. They use a deep-rooted sense of empathy for others, identify a specific problem or opportunity to tackle, and give themselves permission to do something about it.

La Cima Classroom Changemaker Namesakes

Kindergarten	First Grade	Second Grade
Courageous Young Women	Science Firsts	Human Rights Activists
Ruby Bridges Sylvia Mendez	Franklin Chang Diaz Katherine Johnson	Nelson Mandela Dolores Huerta
Third Grade	Fourth Grade	Fifth Grade
Women Who Write	Washington Trailblazers	Women’s Right Activists
Toni Morrison Chimamanda Adiche	President Barack Obama Hon. Sonia Sotomayor	Malala Yousafzai Rigoberta Menchu Tum
Spanish	African Dance & Drumming	Music
Pura Belpre	Dwana Smallwood	Camilla Williams
	Physical Education	
	Jackie Robinson	

Each La Cima Classroom is named after a changemaker and aligns with our mission to have scholars embrace the spirit of their classroom namesake. Each year scholars must complete an in-depth research project about a changemaker.

Constructivist Approach to Math and Balanced Literacy

Every scholar brings a wealth of knowledge to La Cima. Our teachers use that knowledge to develop scholars’ critical thinking and problem-solving skills. This approach results in scholars’ mastery of state standards and supports their growth as life-long learners. In math, La Cima uses a constructivist approach to cultivate students’ mastery of mathematical concepts. In English language arts, La Cima

uses a balanced literacy approach to support students' acquisition of critical literacy skills while fostering a long-lasting love of reading.

The La Cima Way— It Takes A Village to Develop A Changemaker

Scholars, families, and school staff all have a role in making schools safe and must cooperate with one another to achieve this goal. The manner in which scholars conduct themselves in school is a major factor in establishing and maintaining a safe and respectful school community.

To promote positive scholar behavior and strong academic outcomes, all members of the school community — scholars, staff and families — must know and understand, the standards of behavior which all scholars are expected to live up to, the supports and interventions that will be used to address misconduct, and the disciplinary responses if behavioral standards are not met. When basic conduct expectations are consistently met, they positively impact the academic outcomes of our scholars in support of our achieving our overall mission and vision.

Living Our Values (C.A.R.E.)

It is our goal to not only support the virtues families try to instill at home, but to explicitly teach scholars the skills, behaviors, and virtues necessary for leading an ethical life. We believe it is imperative to equip scholars with both the moral and academic foundations necessary to interact successfully today and in life after La Cima. Scholars, teachers, and family members all commit to a way of working together that exhibits the core principles of **CARE**. We expect our parent and caregiver stakeholders to do the same. These are the values we agree to adhere to:

Community: As a community member you participate in school activities and discussions in a manner that demonstrates your commitment to seeing our children perform at high levels. Maintaining a solution-oriented mindset is imperative. The old adage of it taking a village lives in this principle. We are all accountable members of our school village and we all have a vital role to play.

Accountability: La Cima community members believe that we are Accountable to each other and to the scholars. Accountability looks like working to benefit scholars and upholding an unrelenting belief that La Cima scholars can and will achieve at high levels in spite of personal obstacles.

Rconciliation: We engage with our scholars in a way that permits them to reconcile their choices. We speak to scholars respectfully and explain the impact of their choices. We ask our scholars to consider what consequences they believe is appropriate for their choices.

Effective Effort: La Cima teachers make incredible effort to do their part to undo the longstanding racist and institutionalized practices that have oppressed communities of color for far too long. Their efforts in the quality of planning and delivering lessons is intended to effect change for our scholars and our society's future. We ask our scholars and caregivers to put forth their best effective effort to see our mission achieved.

Teachers & School Staff

- As role models, school staff should exhibit the behaviors that they would like to see scholars emulate.
- All teachers demonstrate responsibility for all scholars regardless of the grade level they teach. Our teachers understand the quality of each grade level experience directly impacts that of the next.
- It is essential that teachers set aside time to assess, teach and support scholars' soft skills as they relate to each of our C.A.R.E Principles. This is especially important when working with children in the early childhood grades given their developmental capacity to understand behavior and responses.
- Equally imperative, all school staff must affirm clear and consistent behavioral expectations that set the tone for a safe and respectful school community.
- School staff will keep families informed of their child's behavior and academic progress in order to enlist families as partners in addressing areas of concern or celebrate achievements (outreach to families can include, but is not limited to, a phone call and/or a written communication).
- X

Families

- As role models, families should exhibit the behaviors that they would like to see scholars emulate.
- To ensure that families become active and involved partners in promoting a safe and supportive school environment, they must be familiar with the Behavior Code and demonstrate alignment with the values and expectations for a successful community.
- Families support our academic program by being aware of grade level achievement expectations and monitoring their scholar's progress toward them. Families do not rely solely on teacher outreach to access information about their child's progress.
- Caregivers are proactive about seeking information about their scholar(s) academic experience. If there are concerns, there should be no hesitation to reach out to their child's teacher to better understand how to provide support to scholars.
- Families who want to discuss supports and interventions in response to scholar behavior should contact a La Cima Staff member.
- x

Scholars

- All scholars, regardless of age, should be engaged in discussion of the school community's expectations and should be active participants in creating classroom "ground rules" for their behavior.
- Once the community expectations are shared, scholars must be responsible for exhibiting them in alignment with our C.A.R.E Principles in all spaces of learning during school hours (including field experiences).

- Scholars are expected to put forth their best effort to grow academically and achieve grade level performance. Reading on a daily basis is an imperative for all scholars for lifelong learning and success.
- x

Family-School Partnership

Communication

Effective communication between the school and home is vital to the successful academic, emotional, and social well-being of scholars. To keep families informed of school events and student growth, the school communicates often with families through monthly newsletters, SchoolMessenger; telephone calls, the La Cima school website and individual as well as group meetings. Communication is increased during remote learning to ensure families are kept abreast of important updates. Families receive weekly robo calls as well as messages via google classroom.

Family Surveys

Measuring and understanding parent satisfaction is an important part of our culture. In an effort to understand school-wide family satisfaction, solicit feedback and collect suggestions, our scholars' families are surveyed throughout the year. Our families are expected to complete one survey for each child enrolled at the school. While we expect all of our families to participate in surveys, this is not the only way for families to communicate with us. La Cima maintains an open-door for families to share their comments and concerns.

Family Teacher Conferences

Parent-teacher conferences are conducted face to face twice each school year or remotely as health and safety considerations may require. In addition, parents are encouraged to inquire about their child's performance any time during the school year. We believe that by continually monitoring scholars' progress, the parent-teacher conferences will serve as a review with very few surprises. During each conference, teachers review the student's progress and discuss his/her strengths and opportunities. Parents are encouraged to ask questions in order to learn as much as possible about their child's performance. We aim to make family-teacher conferences a positive experience for everyone involved.

Visitor and Volunteer Guidelines

Visitors and volunteers are expected to review and honor the following guidelines while visiting or volunteering for the school. Violation of these guidelines endangers the safety of scholars and their right to an education. Those not abiding by these guidelines may be barred from the building and/or prevented from participating in future volunteer opportunities. Please contact the school's office for information on becoming a volunteer. It is important to note that during any periods of COVID-19-related health and safety challenges, visitors may not be permitted at the school. The school will communicate with you about any such limitatitons.

These general guidelines apply in or out of the school building and for school-sponsored events.

- Potential volunteers are required to complete the appropriate level of background check before a volunteer assignment begins. Parents and guardians may complete the online Volunteer Authorization and Release form on the parents' form site to begin the background check process. Individuals who do not have access to the parents' form site may obtain a Volunteer Authorization and Release form in the school office.
- All visitors and volunteers must be processed through using their driver's license and must wear a form of identification provided by the school. They may also be required to submit to a criminal background check.
- All visitors and volunteers must sign both in and out in the school office. They may not walk directly to any classroom unless given permission by the office staff.
- Volunteers must follow all instructions provided by the teacher or school.
- All visitors and volunteers must reinforce and demonstrate the school's CARE principles.
- The distribution of literature, without prior approval from the principal or other leadership team member, is prohibited.
- Visitors and volunteers must abide by staff instructions, asking for clarification if necessary.
- Corporal punishment is prohibited. As an alternative, the Student Code of Conduct disciplinary procedures are to be followed by school personnel or the classroom teacher.
- Appropriate dress is required at all times.
- Dress should not have any messages, wording, symbols, or graphics that would be offensive to any reasonable person.
- Any form of smoking, tobacco, including e-cigarettes/vaporizers and paraphernalia, and alcohol use are prohibited anywhere on school property, in all indoor facilities, and in the presence of scholars.
- All policies governing appropriate staff behavior also applies to volunteers.
- All policies outlined governing appropriate conduct for staff applies to all volunteers.

Classrooms

- The teacher is ultimately responsible for the scholars and activities in his/her classroom.
- Volunteers should enter classrooms quietly and wait for a break in the activity before communicating with the teacher and scholars.
- Student infractions must be addressed by the classroom teacher.
- Classroom issues regarding scholars are confidential. Visitors and volunteers may not talk with others about the learning or disciplinary needs of any child other than their own.
- Classroom visitors are allowed for a limited time and must have the principal's permission.

Academic Program and Expectations

The elementary school years are critical to future academic and social/emotional success. It is here that scholars obtain the foundational skills that serve as building blocks to more complex content. They develop social emotional skills that teach scholars how to collaborate, integrate ideas and problem solve collectively.

Grades K-2: During these years, scholars are learning to read. They are also introduced to basic math, science, history, and places in the world around them. The bar is set high because these early years are the most important for preparing scholars to excel in the years ahead.

Grades 3-5: During these years, learning to read becomes reading to learn. Math in the upper elementary prepares scholars for algebra and beyond. For high school, scholars will be primed to consider more complex math topics connected to science, technology, engineering and art. Science and history cover topics like early civilizations, world geography plants, animals, and chemistry, while social studies explore ancient and American history, state studies, economics, and geography.

Next Generation Learning Standards

The foundation of all of the academic content that is covered in our academic program is our New York State Next Generation Learning Standards. The knowledge of these standards should be vertical in nature so that each classroom teacher understands what is expected in their grade level as well as before and after their grade level. The instructional tools that were chosen will provide teachers with an aligned experience of teaching and learning because they are all Next Generation Learning Standards aligned.

English Language Arts Instructional Philosophy and Vision

We believe that strong literacy skills lead to **opportunities for creativity**. Reading, writing, researching, speaking, and listening are necessary skills to develop **engaged, reflective, self-motivated life-long learners**. We believe that scholars must read, view, and listen effectively in order to construct meaning. We believe that when exposed to rich literacy experiences and excellent writing scholars may examine writing pieces from a critical stance. They will view **writing as a craft to express their perspective and imagination**.

Mathematics Instructional Philosophy and Vision

We believe that mathematics is a **tool for social justice** and a **gateway to opportunity for all children** and not a select few. We believe that scholars learn mathematics best when they become **doers of mathematics** and not mere answer-getters. We believe that scholars come to us with mathematical ability and must be supported in using their ideas to **make sense of mathematical concepts**. We believe that scholars must engage in **productive struggle** with **cognitively demanding task** that allow them to **analyze their own and their peers' thinking**.

We believe the experience in the math classroom must create a **sense of belonging for all**. This sense of belonging to the math community will **empower them** to make use of math in their daily lives, in their career options and beyond.

Homework Policy

Homework is an important component of the educational process. It is expected that the following objectives will be accomplished through regular and well-planned homework:

- Scholars will develop more self-direction and individual responsibility.
- Scholars will develop independent study skills.

- Scholars will become organized.
- Scholars will learn to budget their time.
- The learning process will be expanded through extensions not accomplished in the school setting.

Guidelines

Parents and scholars should expect homework each week on Mondays.

- Assigned homework that requires completion is part of each student's evaluation. Any homework assignment that is not turned in on time will receive a maximum of 50 percent credit. If a homework assignment is one week or more late, the assignment will be recorded in the teacher's grade book as a zero.
- Homework will be planned and assigned for specific instructional purposes related to classroom objectives.
- Guidelines have been established for the amount of time to be devoted to homework after school hours. As the school year progresses, the amount of homework assigned may increase depending on the maturity and ability of the scholars.
- Each student in grades 3-5 is issued an assignment book by the school.
- Parents are to sign the student home learning page each evening to signify that their child has completed the assignment.

Suggested Homework Guidelines

Grade	Minutes Per Day	Days per week
Kindergarten	15-30 minutes	5
First	25-40 minutes	5
Second	30-45 minutes	5
Third	30-60 minutes	5
Fourth	30-60 minutes	5
Fifth	60-90 minutes	5

Make-Up Work

Scholars have an obligation to complete assignments missed during illness or unexpected absence from school. In keeping with our belief that scholars should develop a sense of responsibility, we expect them, with their parents' help, to contact their teachers to secure missed assignments.

In cases of prolonged absence due to illness, the student's teachers should be called, so necessary arrangements can be made to have assignments picked up. At the request of the parents, the teachers will provide assignments for a student who is absent two or more days. Parents must call before 8:00 a.m. on the day the homework is needed in order to allow the teachers adequate time to assemble the assignments. Parents may pick up the assignments after 3:45 p.m. on the date requested.

Grading System

Supporting our vision to better educate more children, the school has implemented grading practices that best match the needs of our scholars, families, and teachers, with the ultimate goal of supporting high-quality learning for all scholars. Teachers utilize the gradebook application to track scholars' academic performance on identified learning goals, with the ultimate goal of ensuring high levels of learning and proficiency on state accountability tests. We encourage you to speak with your child's teacher or talk with a member of the school's leadership team if you have questions or would like more detailed information related to the school's grading practices.

Academic Recognition

We believe that excellence in achievement should be recognized. Scholars are recognized for:

- Demonstrating high growth through their effort
- High achievement on interim assessments
- An exemplary attendance record
- Demonstrating CARE values
- Overall academic achievement at the close of the school year

Student Grade Placement, Acceleration, Promotion, or Retention

The principal is authorized to make initial grade placement of a student and to promote, accelerate or retain scholars after initial grade placement. After initial grade placement, a student is expected to progress through the grades one year in each grade receiving the benefits of academic, social and physical growth usually accompanied with a full year of development. On occasion, it may be in the best interest of the student to have a new grade placement, be accelerated more than one grade, or be retained in the current grade. In this event, supporting documentation with interventions already offered to the student will be provided by the school. If a student's parent or teacher believes one of these grade changes should be considered, a written request for consideration should be provided to the principal, including the reasons for such consideration. The final decision regarding placement, acceleration, promotion, or retention of a student rests solely with the principal.

The principal shall consider the following, when making such decisions:

- The education record of the student, including but not limited to a student's grades, standardized test scores, reading, speaking and math skills, the curriculum of each grade, the available teacher(s) skill(s) delivering the instruction and available programs
- Attendance
- Discipline
- The physical, social and emotional readiness of the student for the curriculum of each grade
- The recommendation of the student's parents and teachers
- The applicable laws governing these decisions.

The goal of placing, accelerating, promoting or retaining a student is to enhance the opportunity for the student to achieve learning goals, meet state and school performance expectations, and to be prepared for high school, college, and career plans.

Remote Learning Behavior Expectations

In order to continue to provide a structured learning environment, it is important for all scholars to abide to continue to follow the Code of Conduct, even while La Cima Charter School is providing instruction in a remote setting.

During any periods of remote instruction, all scholars are expected to abide by the following. Failure to do so may result in disciplinary consequences in accordance with our Code of Conduct.

- Be respectful of your teacher and classmates: Be courteous to the teacher and to your classmates. Sign in on time for your class and do not leave early.
- Arrive to class prepared and focused: Come to the class prepared with paper, a pencil and any other writing tool required for instruction. Close all other applications, webpages before instruction begins.
- Reduce distractions: If possible, please set your computer up in a place that doesn't have background distractions for others.
- Don't bring your device into the bathroom: Just as with regular school, go to the bathroom before class. If there's an emergency, make sure you know how to temporarily disable the video and mute yourself and then turn everything back on again.
- Conduct yourself well on camera: Look at the screen, and when you are talking look straight into the camera, keep the microphone on mute when you're not speaking; unmute your device when you're ready to talk; turn off the camera when you need to be offline, or you do something not related to the class, etc.
- Dress code: Wear La Cima uniform top and appropriate bottoms while participating in your online class. No pajamas or head coverings meant for sleeping (du-rags, bonnets, stocking caps) are allowed.
- Refrain from: Using other mobile devices or eating during class unless your teacher instructs you to, or introducing pets or other family members that may interrupt the class.
- Be an active participant in the class: Ask questions in the chat box, raise your hand and wait for the teacher to call on you. When utilizing the chat box, please be considerate, polite, and do not use slang or inappropriate language. The school has a strict policy against cyber bullying and electronic harassment. Wait for your turn to speak, only one scholar should contribute to the class or talk at the same time.
- Be focused and remain attentive: Pay attention to your teacher and your classmates when they are speaking during class. Stay engaged- no eye rolling, laying down, or distracting other classmates on screen.
- Missed instruction. If instruction is missed, it is student's responsibility to contact their teacher and find out what they missed.
- Avoid Plagiarism & Cheating- Ensure that the work you are turning in is your own and is not plagiarized. If you are unsure, contact your teacher prior to submitting in the work. Scholars are expected to take exams without assistance from other family members or other scholars.
- No Recording- the privacy and confidentiality of all participants is important. Taking photos, screenshots and/or video recording of any type is prohibited during remote instruction, as well as posting any portions of the class to social media.

Acceptable Use Policy: Technology Use and Internet Safety Practices

Scholars are offered access to the La Cima network for creativity, communication, research, and other tasks related to the La Cima academic program. Computers, furnished or created data, software, and other technology resources as granted by La Cima are the property of La Cima and are intended for school business and educational use.

Scholars are to use the computer network responsibly. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and using the La Cima computer network and the school's technological resources. Any use or misuse of school technology that results in violation(s) of the La Cima Code of Conduct will result in consequences as described in the Code of Conduct.

The school educates scholars and families about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

General Rules

- **Privacy:** The school and La Cima reserve the right to monitor Internet traffic and to retrieve and review any data composed, sent, received, or stored using the La Cima network or Internet connections, including e-mail. Users do not enjoy any expectation of privacy when using any La Cima technology or transmissions originating within or around school property.
- **Bullying:** The school prohibits cyber-bullying involving the use of information and communication technologies, including but not limited to e-mail, text messages, blogs, instant messages, personal Web sites, on-line social directories and communities, video-posting sites, and online personal polling Web sites, for hostile behavior by an individual or group. Communications that are intended to defame, harm, threaten, intimidate, or harass scholars, staff members, or the school during or outside school hours and on or off school premises are strictly prohibited.
- **Materials and Language:** Use of or accessing profane, abusive, pornographic, obscene, and/or impolite materials or language is not permitted. Accidental access should be reported to the instructor immediately. Intentional circumvention of web-filtering is prohibited.
- **Installing/Copying:** Scholars are not to install or download any hardware, software, shareware, or freeware onto any media or network drives. Software installed by anyone other than the network administrator will be removed. Downloading of non-work-related files is permitted only with an instructor's permission. Scholars may not copy other people's work or intrude into other people's files. All copyright laws must be respected. Use of any other organization's network or technology resources via the La Cima network requires the instructor's permission and must comply with the rules appropriate for that network.
- **Access:** Users may not access the computer network without proper authorization. Users are to use their La Cima assigned username and password when using a computer. Users must log off the computer when they are finished with their work and are not to log on to a computer for someone else or tell others their password. Scholars are to notify the instructor if someone else is thought to know his/her password.

- **Data Protection:** Users must not attempt to damage or destroy equipment or files. Although efforts are made by La Cima to ensure the safety and integrity of data, La Cima makes no warranties of any kind, either expressed or implied, for the service it provides. La Cima will not be responsible for any damage to data.
- **Printing Resources:** Paper and toner are costly, and excessive use is wasteful. Documents must be proofread before printing. Users are to print only the needed part(s) of documents. Scholars must obtain permission from an instructor before printing documents.

Remote Learning and Internet Use

Users may enjoy the benefit of at-home use of La Cima computers. The World Wide Web is a vast collection of resources readily available to any user on any computer connected to the Internet. La Cima integrates the use of these resources into student instruction at school and at home. Student Internet usage in school or at home is permitted only in the presence and supervision of a teacher, the child's parent/caregiver, or other designated adult school personnel. La Cima is not responsible for the accuracy or quality of information obtained through the Internet or the La Cima computer network.

Some material accessible via the Internet contains illegal, defamatory, inaccurate, or potentially offensive language or images. While the school uses Internet resources to achieve educational goals, there is always a risk of scholars accessing other materials. However, we believe that the benefits of using technology outweigh the disadvantages. Teachers are trained in the appropriate use of technology with scholars, but ultimately, parents of scholars are responsible for setting and conveying the expectations regarding the use of media and information sources at home and at school.

The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress to address concerns about access to the Internet and other information. Under CIPA, schools must certify that they have certain Internet safety measures in place. These include measures to block or filter pictures that

1. are obscene,
2. contain child pornography, or
3. when computers with Internet access are used by minors, are harmful to minors.

Schools subject to CIPA must adopt a policy such as this to monitor online activities of minors and to address

1. access by minors to inappropriate matter on the Internet and World Wide Web,
2. the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications,
3. unauthorized access, including so-called "hacking," and other unlawful activities by minors online,
4. unauthorized disclosure, use, and dissemination of personal information regarding minors, and
5. restricting minors' access to harmful materials.

La Cima complies with CIPA by deploying a Web content filtering which categorizes internet sites and sends updates to La Cima site-based hardware. A process is in place for changing the categorization of web sites to increase internet safety and security for our scholars. The following categorizations are currently in place:

- Obscenity and Pornography Filtering
- Accurate Web Filtering
- Filtering of Search Engine Images
- Online Activity Monitoring and Reporting.

Reporting Child Abuse

Whether learning is occurring in person or remotely, La Cima staff members are required to report instances of suspected child abuse or maltreatment to the State Central Register of Child Abuse and Maltreatment pursuant to Social Services Law §413.

Additionally, pursuant to New York Education Law §1126, any oral or written allegation of child abuse to a teacher, school nurse, guidance counselor, psychologist, social worker, administrator, board member, or other school personnel that a child has been subjected to abuse by a team member or volunteer in an educational setting shall promptly make a report, on a form provided by the Commissioner of Education, consisting of the following:

- The name of the child’s parent
- The name of the person who reported the abuse and their relationship to the child
- The name of the team member or volunteer against whom the allegation is made; and
- A listing of the specific allegations

The report must be given to the principal and/or Executive Director immediately. The report and all other written materials, photographs, and/or videos concerning the allegation and report are strictly confidential and may only be disclosed to law enforcement authorities involved in the investigation of the alleged child abuse, or as expressly authorized by law or pursuant to a court-ordered subpoena. Willful disclosure to a confidential record to an unauthorized person is a “Class A” misdemeanor.

Student Support Services and Special Education

It is the goal of the school to provide appropriate educational opportunities for all scholars. It is the school’s obligation to provide appropriate educational opportunities to all scholars with suspected disabilities or disabilities, as defined under the Individual with Disabilities Education Act (“IDEA”) and state regulations. For additional specifics regarding a student’s special education rights, parents are encouraged to review the Procedural Safeguards that are available from a school administrator or special education provider.

Scholars with Disabilities

Scholars with individualized education programs (IEPs) may be promoted to the next grade level in the spring, whether or not standardized tests indicate mastery of the grade level curriculum. The decision to retain or advance a special education student who has not mastered the grade level curriculum is made jointly by the CSE and the school. In considering whether a special education student will be retained, the following factors are considered:

- IEP goals and objectives: Has the student mastered the goals and objectives established by the Committee on Special Education (CSE) of the student’s district of residence?

- The student’s social and emotional development: Will the student benefit from being moved to the next grade level?

The principal, after consultation with the IEP Team (including CSE representation), makes the final decision regarding the promotion and retention of scholars with disabilities. The parent of the special education student may appeal the decision to the Board of Trustees of the school or may seek review of the suitability of the school for the student by the Committee on Special Education. The school’s special education team and leadership will work with the CSE and the parent to determine if the student’s needs are better met through retention or through change of placement to another setting. If the parent objects to a recommendation from the CSE, the parent may initiate mediation or impartial review.

Child Find Process

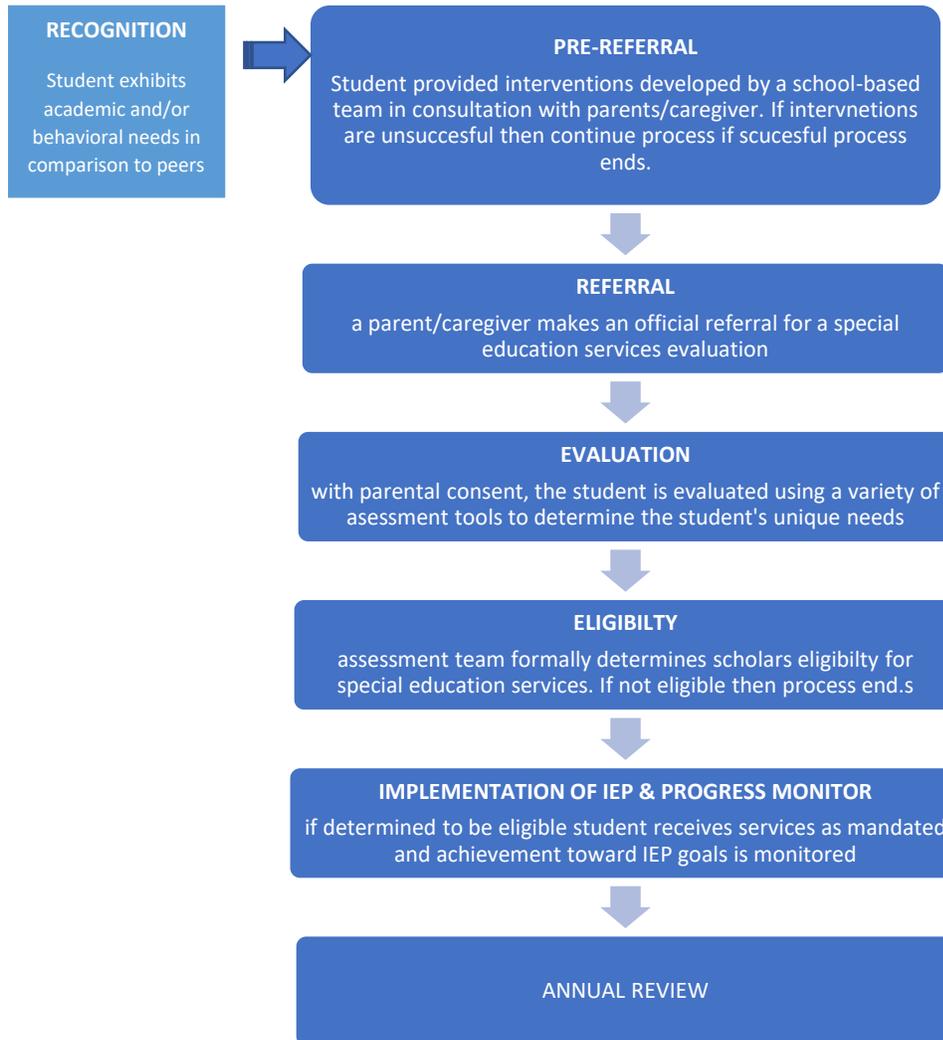
The Individuals with disabilities Education Act includes a Child Find Mandate. Child Find requires all school districts to locate, identify and evaluate all children with disabilities regardless of the severity of their disability. This obligation encompasses all children who are suspected of having a disability, including children receiving passing grades and “advancing from grade to grade...”

- A parent who suspects that their child may have a disability and is in need of special education and related services may initiate a free evaluation of their child by contacting the school principal or the local Committee on Special Education (“CSE”) and providing a written request for an evaluation under IDEA and/or Section 504.
- The school must take the parent’s request into consideration and provide a response consistent with State and Federal special education requirements. If the CSE does not suspect a disability, it may refuse to conduct an evaluation. If the CSE refuses, it must give the parent written notice explaining the reason(s) why it is declining to initiate an evaluation, what data the decision was based upon, and other factors considered. The parents then have the right, if they choose, to request a due process hearing to seek a ruling to conduct an evaluation. Rehabilitation Act of 1973 - Section 504 (General Education)

Section 504 of the Rehabilitation Act of 1973, 29 USC 794, (sometimes referred to as “Section 504”) prohibits discrimination against individuals with disabilities solely on the basis of their disability. If you have Section 504 questions please contact the school’s principal who has been designated as the Section 504 Coordinator. The Section 504 Coordinator is responsible for investigating and resolving complaints. In addition, any individual who desires information related to the Rehabilitation Act of 1973, or the Americans with Disabilities Act, may contact the school’s principal or the La Cima Special Populations Coordinator, Capri Tennis. The school does not discriminate against individuals seeking to access a program or service of the school based on disability. Where an individual desires to participate in a program or service and needs a reasonable accommodation in order to do so, they should contact the school’s principal to request an accommodation. In addition, if you suspect that your child has a disability which may qualify him/her for support under Section 504, you should contact the school’s principal to begin the referral process. Upon initiation of the Section 504 referral process, parents will be

provided with a copy of the Section 504 Procedural Safeguards and Parent/Student Rights which contains complaint and due process procedures.

The Special Education Process under IDEA



The Intervention Assistance Team

The Intervention Assistance Team (IAT) is a committee of school personnel set up by the principal to ensure ongoing and effective support for scholars and classroom teachers. Parents are informed if their child is being considered for referral to the IAT for behavioral and/or academic support. The IAT is a general education intervention process and team membership will generally include: a member of the leadership team, the student's general education teacher, and a staff member knowledgeable in accommodations and interventions. Parents may also be invited to participate in this meeting. The team

provides a forum to discuss the student's academic and behavioral data and needs. In addition, the team generates, initiates, and monitors implementation of interventions designed to address the individual needs of the student. This includes use of the resources of the school, family, and the community. This process creates awareness and understanding of the issues affecting the student and their academic and behavioral performance. The IAT may serve as the pre-referral intervention planning team for those "unidentified" scholars whose difficulties may suggest the presence of a disability. As appropriate, the IAT may refer a student to the Committee on Special Education ("CSE") of the student's district of residence for formal assessment. Parents should be informed if the IAT is considering a referral of their student to the CSE. Prior to initiating a special education evaluation, written parental consent/permission must be obtained. Information gathered through implementation of interventions identified by the IAT will be taken into consideration as a part of the special education evaluation along with progress monitoring and other data sources provided by the parent, educational staff, and others as deemed appropriate. The IAT's review of documentation of intervention strategies, the student's response (progress monitoring data), in addition to a referral for special education testing for a suspected disability, fulfills the Child Find requirement under IDEA and State special education requirements.

The Individual Education Program

The school will comply with the IDEA and applicable state rules and every student identified as having a disability will be provided an Individual Educational Program (IEP) designed to address their unique needs. All required components of the IEP will be addressed by the CSE including but not limited to: a description of the student's present level of academic achievement and functional performance including disability related needs, goals and objectives, supplementary aides and services, program services, ancillary services, extended school year, etc. All scholars with disabilities are considered general education scholars first. Each IEP is designed to assure that eligible scholars receive a free appropriate public education (FAPE) and specialized instruction delivered by highly qualified special education staff within the least restrictive environment (LRE). Prior to the opening of school, registration forms are reviewed to identify scholars with current IEPs from previous schools attended.

The parents are informed of their rights, procedures, and responsibilities under special education law. Decisions regarding an IEP are made by the IEP Team. This team has required participant's which minimally includes, general and special education providers, administrators, and the parent(s). The IDEA includes specific rights for parents of children with disabilities. This information is contained in the document commonly referred to as the Procedural Safeguards. We encourage parents to review this document carefully so they are fully informed of their rights. Copies of this document are provided at a minimum of at least once per school year and can be obtained from your school office or by contacting the state's Department of Education.

Educational Placement of Scholars with Disabilities

The school is committed to educating scholars with disabilities in the least restrictive environment (LRE) in order to meet their educational needs as determined by the student's IEP Team. This means that to

the maximum extent appropriate, children who have a disability are educated with children who do not have a disability and special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. In an effort to meet with the LRE requirements, the school must ensure that a continuum of placement options is available to scholars with disabilities, including: services provided within the general education classroom; pull-out services; special classes; home instruction; instruction in hospitals and institutions; and in unique circumstances, access to programs and services located in settings outside the school including those operated by the CSE. Placement decisions are the determination of the Individualized Education Program Team (IEPT) which is facilitated by the CSE/local district.

English Language Learners (ELL) Program

PROGRAM OVERVIEW

La Cima is committed to ensuring that every scholar who enters through its doors receives a high-quality teaching and learning experience. We have the privilege and benefit of hosting a diverse student body that includes learners who speak languages other than English. We are proud to see our number of English Language Learners grow year over year! We are intent on clearly messaging the inclusiveness of our learning approach as one of our key design elements. All are welcome! We commit to creating a climate of acceptance and respect that supports acculturation for our scholars and families who are learning English.

PROGRAM DESIGN

Our ELL program is designed to support our scholars in the acquisition of reading, writing, speaking and listening skills in English. Students who are fluent in a language other than English have to work harder than their classmates to function and communicate in a language that is not their own. For this reason, our primary objective is to get ELL students proficient in English as quickly as possible. This will allow ELL students to be integrated into classrooms and social settings, and to be able to communicate effectively. Additional goals include having ELL students succeed academically and be successful in their post-secondary educational aspirations. In order to achieve these objectives, the ELL students must develop critical thinking skills and test-taking skills along with their English language skills. Ultimately, we expect our ELL learners will become active and participating citizens who are comfortable in both English and their native language(s).

La Cima scholars receive services in their regular classroom as well as in small pullout groups, depending on the age and their English Language Proficiency Level. Proficiency levels are determined once a scholar is deemed eligible for ELL program services and parents/guardians sign on for their child(ren) to participate in the school's program.

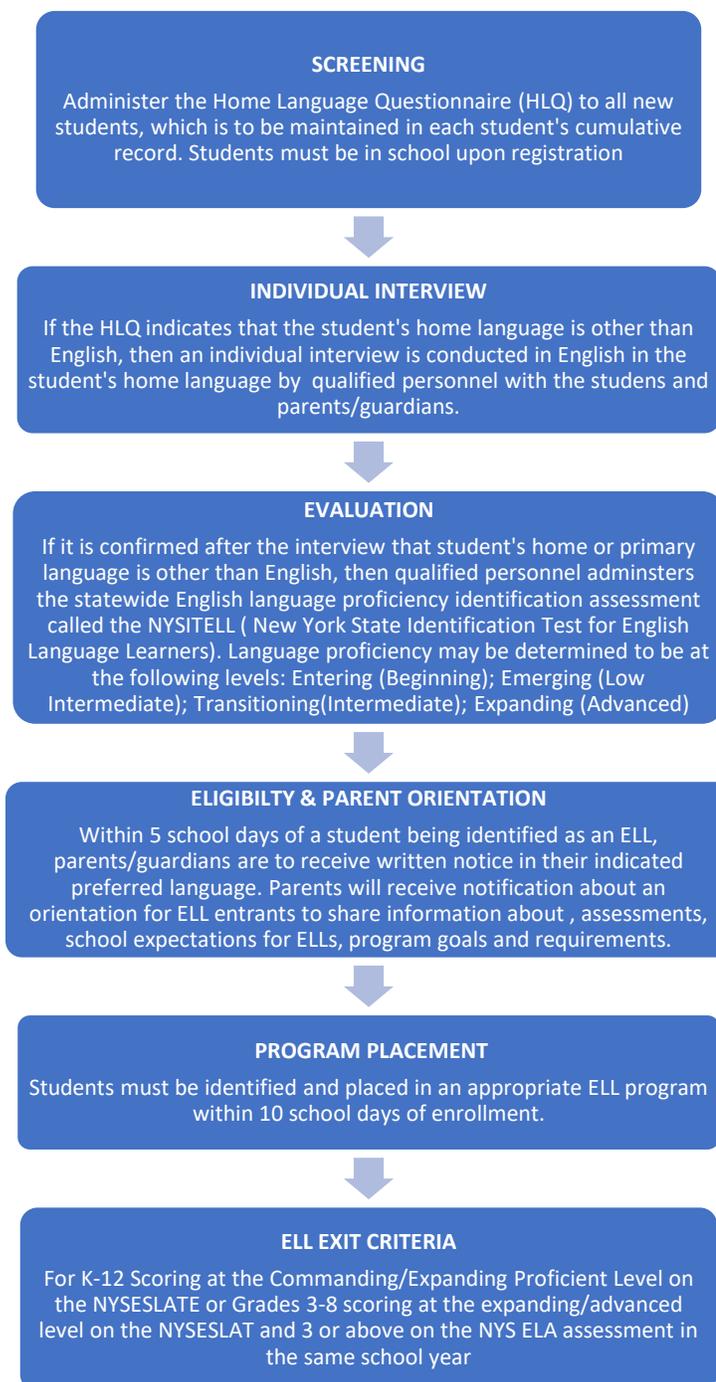
PROGRAM ELIGIBILITY

Scholars become eligible by first /participating in the ELL identification process. Here is a brief outline of that process:

1. Parents fill out a Home Language Survey when they register their child for school.
2. If a language other than English is checked, an EL teacher will obtain information and/or test to see if the child will need English language instruction.
3. A Parent Notification Letter is sent home if a student qualifies for EL services. Parents have the right to withdraw their child from EL service if they so choose.
4. At the end of the year, scholars progress is measured using the NYSESLAT

Please also see the diagram below which provides additional information on the placement, review and exit criteria.

ELL Screening, Identification, Placement, Review and Exit Criteria Overview



Research shows that the most successful way to teach a second language is through academic content. Therefore, our goal is to teach language through content by having our EL teachers collaborate with the classroom teachers. All students are learning the same content, but in a variety of ways. EL teachers deliver instruction collaboratively in the classroom and in small pull-out groups to maximize resources and target instruction. The primary objective of teaching language through content is making grade-level standards and curriculum accessible to ELL students at all levels. Our EL teachers and classroom teachers meet regularly to articulate content and language objectives, plan for co-teaching, assessments and reflect on student progress to meet the needs of all students.

Monitoring Progress

Many factors affect how long it takes children to learn English well enough to compete in the mainstream classroom. One factor is the age of the students when they start to learn English; another factor is the type of education they received in their home country. Research shows that social language takes from one to three years to acquire. Academic language (which is our focus) takes from seven to ten years. We constantly evaluate our students to make sure that we are providing appropriate services.

In New York State scholars take the New York State English as a Second Language Achievement Test (NYSESLAT) annually to assess the English Proficiency of all English language learners enrolled in grades K-12 New York State schools. The exam gives the state and our school important information about the language development of English language learners and is apart of the State's compliance with federal laws that mandate annual assessing and tracking of English proficiency of English language learners.

ELL STANDARDS AND REQUIREMENTS

The Equal Educational Opportunities Act (EEOA) of 1974 prohibits discrimination against students. It also requires school districts and states' departments of education to take action to ensure equal participation for everyone, including removing language barriers for ELL students.

The Every Student Succeeds Act (ESSA) of 2015 authorizes the U.S. Department of Education to award grants to state education departments, which may issue them as subgrants to K–12 school districts. The subgrants are intended to go toward improving ELL students' instruction and abilities to meet state academic content and achievement standards. By accepting federal funds, districts are required to provide language accommodations to non-English-speaking families.

Consequently, standards provide a measurable benchmark for defining language acquisition and proficiency.

The U.S Department of Education's OCR oversees school districts broad discretion concerning how to ensure equal educational opportunity for ELLs. OCR does not prescribe a specific intervention strategy or program model that a district must adopt to serve ELLs.

The following guidelines have been outlined for school districts to ensure that their programs are serving ELLs effectively. Districts should:

- identify students as potential ELLs;
- assess student's need for ELL services;
- develop a program which, in the view of experts in the field, has a reasonable chance for success;
- ensure that necessary staff, curricular materials, and facilities are in place and used properly;
- develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students; and
- assess the success of the program and modify it where needed.

For additional information regarding the provision of equal education opportunity to ELLs, see resources below or contact the [Office for Civil Rights](#) enforcement office at:

Phone: (800) 421-3481

Email: ocr@ed.gov

URL: <http://www.ed.gov/about/offices/list/ocr/index.html>

Promotion of ELL Scholars

Learning to read is widely considered the bridge to later academic success. In hopes of ensuring that success, we require students demonstrate proficiency on grade level assessments in order to advance to the next grade. Studies have found that EL learners may benefit from additional exposure to the language from an extra year of school. The retention of an English Learner (EL) student is a decision that is carefully considered by the principal. The principal, in collaboration with the classroom teacher, EL teacher, and Special Populations Coordinator, should consider evidence related to the student's performance in each subject area when making this determination. An English Learner student may not be retained solely based on a lack of language skills, but may be retained for other factors including mastery of academic content and chronic absenteeism. We keep families fully informed throughout the process when consideration for retention occurs.

General School Procedures

Attendance

Regular attendance establishes good work habits and self-discipline. Our school records attendance every morning and afternoon.

Arrival: Scholars should arrive at school between 7:30 and 8:00 am and report directly to the breakfast area. All scholars wearing hats should remove them upon entering the building. Scholars are expected to walk quietly and orderly to their classrooms. Breakfast will be served from 7:30 – 7:55 a.m. Scholars will not be allowed to eat breakfast after 7:55 am. Prompt arrival is essential for an orderly opening assembly and to set the tone for the day.

Dismissal: Dismissal is at 3:45 pm Monday through Thursday. Dismissal on Fridays is at 12:30 pm. In the interest of scholars' safety and teachers' preparation time, parents are asked to pick up their children no later than 4:00 pm on Monday through Friday and no later than 12:45pm on Fridays.

Early Release of Student to Parent: Scholars will only be dismissed at 3:45 pm Monday through Thursday and 12:30 pm on Fridays. If a parent wishes to pick up his/her child before the normal dismissal time, he/she must come to the main office. Scholars will not be dismissed to a parent who is waiting outside the building in his/her vehicle. A parent may be required to show proper identification. A request for an early dismissal must be in writing and signed by the parent and such requests must be made as far in advance as possible.

Release of Student to Non-Parent: The main office will maintain a list of authorized individuals to whom scholars may be released early. Scholars will only be released to non-parent individuals who are on the list. Parents create this list at the beginning of the school year and may alter it by filling out a form obtained from the office. Anyone seeking a student's release must report to the school office and present proper identification. In an emergency, a student may be released to someone not on the list with the principal's approval.

Absences: Please keep in mind that every absence—excused or unexcused—are still counted as absences! Absences are to be verified by communication from the parent to the school office. This communication should be documented for record-keeping purposes. Voicemail is available before and after school hours. If an absence is not verified by communication from the parent, the absence is considered unexcused. An absence may be excused if communication is provided by the parent within five days following the absence and meets the guidelines below for an excused absence. The communication should contain the following information:

- Student's name
- Teacher's name

- Date of absence
- Reason for absence
- Phone number
- Signature of parent

If an absence is due to illness and lasts five (5) days or more, a note from a physician may be requested. Absences are excused only for the following reasons:

- Personal illness or injury
- Funerals
- Doctor or dental appointments (which could not be arranged outside school hours)
- Religious observances
- Authorized absence (approved by the principal)

Tardiness and Early Dismissal: Scholars are considered tardy if they arrive to school after 7:55 am. Parents must walk tardy scholars into the school office and sign them in on the sign-in sheet. Early dismissals from school will be marked accordingly in the student's record. Parents who dismiss their child early from school, for any reason, must sign the child out.

Medical appointments should not be scheduled during school hours. If it becomes necessary to do so and the tardy is due to a doctor or dental appointment, a note from a physician may be requested.

Tardies are excused for only the following reasons:

- Personal illness or injury
- Funerals (the school may request documentation)
- Doctor or dental appointments (which could not be arranged outside school hours)
- Religious observances
- Late arrivals due to weather conditions (which do not require a parent note)
- Authorized tardy (approved by the principal)

We consider abuse of tardies and/or early dismissals a loss of valuable instructional time, which may be addressed by the principal.

Illness During the School Day: If a student becomes ill during the school day, appropriate arrangements will be made for the student's care while waiting for parent pick-up. Scholars with vomiting or fever must be symptom-free for 24 hours before returning to school.

COVID-19 HEALTH AND SAFETY-TRANSMISSION PREVENTION

This year we continue to be impacted by the COVID-19 pandemic. As such, we have several safety precautions; protocols and procedures in place to ensure a healthier teaching and learning environment while scholars are in-person for instruction.

SCREENING

Each day all La Cima staff and parents/caregivers must complete a health screening before scholars arrive to school. The screening is available via the Qualtrics link that has been shared with you. You will indicate whether your child or anyone in your household is experiencing symptoms of the infection. Once cleared, your child may enter school. Parents/Caregivers are not permitted on campus. If a caregiver needs to visit the main office, he/she must complete the NYC DOE Health Screening.

HEALTH & SAFETY MEASURES

In addition to the daily screening, additional health and safety measures have been put in place:

They include:

- Staff and student bathrooms have been retrofitted to include touchless flushing, soap dispensers and faucets.
- All rooms are equipped with an air filter.
- All classrooms host a Health and Hygiene Safety cart containing alcohol wipes, hand sanitizer, paper towels, gloves, thermometer and extra masks.
- Students will eat breakfast and lunch in their classrooms where they may be socially distanced at 3 feet apart.
- Bathroom breaks are scheduled.
- Signage throughout the building remind staff, visitors and students of the safety measures.

WHAT HAPPENS IF THERE IS A CONFIRMED CASE?

With all the on-site safety measures we have in place, it is possible for exposure to take place outside of school or in school. If a case of COVID-19 infection is confirmed to exist with a student or staff member, the DOH (Department of Health) Situation Room is contacted immediately.

The DOH will provide explicit guidance on what steps to take. In most instances, the DOH requires proof of a confirmed case. Information about who was in close contact with the individual is also shared with the DOH. They then advise of the school of the requisite quarantine period.

Family Vacations: Lengthy trips should not be planned during the academic calendar and are highly discouraged. If it is urgent to take their child on a trip, parents must notify the principal or at least two weeks before departure to receive approval. The student's absence will be an excused absence if approved by the principal.

It becomes the student's responsibility, with the help of the parents, to make arrangements with each teacher for missed assignments and to complete assigned work upon his/her return to school. The student is to complete all assignments within the same number of days as the length of the vacation. Incomplete assignments will not receive credit. Scholars who miss an announced test during their absence will take the test when all missed work is completed and within the same number of days missed due to the vacation. In fairness to the teacher's time, work will not be given in advance of the trip.

Family Death or Terminal Illness: If there is a death, terminal illness, or similar traumatic situation in a student's family that may affect his/her attendance, emotional well-being, and/or level of concentration, the office staff members should be notified.

Please Note: When a student accumulates 10-20 tardies and/or early dismissals, a parent meeting may be held and an Attendance Corrective Action Plan may be initiated.

Voluntary Withdrawal: To withdraw a student, a parent must complete a Student Withdrawal form available in the main office.

Dress Code and Personal Hygiene

To enable scholars to reach high academic standards, La Cima has put in place a uniform dress code designed to reduce distractions and competitions. Implementing a simple, flexible, cost-effective dress code promotes student learning and increased academic instruction time. The personal grooming of scholars should be in accord with the standards set by the uniform dress code. Scholars should be clean and neat when at school. Interpretation of the dress code to personalize, by adding or taking away from it, is not permitted.

- Uniform shirts must be burgundy, cotton polo shirts (long or short sleeved) with collars. Shirts will be labeled with the school emblem. The emblem comes in the form of a patch that will be provided to you.
- Shoes must be black sneakers.
- Cold weather attire may include burgundy sweaters or vests.
- Hoodies are not permitted.
- Hats or bandanas of any kind are not permitted.
- Hair color must be of natural tones and may not be professionally colored, dyed, or streaked.
- Wearing, carrying, and displaying gang paraphernalia, names, signs, or symbols of gang membership are prohibited.
- A reasonable number of earrings are permitted. Only ears may be pierced.
- Makeup is not permitted.
- If a scholar comes to school out of uniform, we will lend them a La Cima uniform which is to be sent back to school washed within a week of its distribution.

Extra Clothing (Kindergarten)

- Kindergarteners should have a clean set of clothes at school in the event of an accident.
- Please bring a uniform including underwear and socks, with every item labeled in a clear plastic Ziploc bag, with your scholar's name.
- If a scholar does not have a set of clothes at school, we will lend them a La Cima uniform which is to be sent back to school, washed, within a week of its distribution.

Transportation

Scholars arrive at school in different ways. Scholars arrive by bus, walk or are driven to school.

Busing

Busing to and from La Cima Elementary is provided by the NYC Department of Education, Office of Pupil Transportation (OPT). The Department of Education will generally provide busing for any K – 2 scholar who lives between half a mile and three miles from La Cima. For scholars in Grades 3 – 5, scholars must live between one and three miles from the school. Eligibility for busing is determined by OPT and not by La Cima personnel.

Our expectations for behavior on the bus are ***consistent with our expectations at school and our CARE values***. Scholars who routinely break from community expectations will face consequences aligned to the discipline code. Families will be notified of the issue at hand. All families of scholars who participate in the Bus program will be required to sign a bus contract upon beginning busing, which outlines the guidelines for bus conduct and the consequences for not adhering to the guidelines.

School-Day Meals

Lunch

Each grade has 30 minutes for lunch during their respective afternoon lunch period. Every scholar is entitled to receive a lunch meal. Scholars and families can choose to participate in the school lunch program or bring lunch from home.

Families that choose to provide lunch for their scholar must send a complete, healthy cold lunch to school. Lunches cannot be warmed up at school. La Cima does not have the capacity to heat up or refrigerate any meals. If you are sending lunch to school with your child, we ask that you send in nutritious foods only. Junk food for lunch will be sent back home unopened and the school will replace it with a healthy school lunch. Eating processed foods that lack nutritional value have a negative effect on learning and health, we only permit water, and 100% juice drinks (no sodas, artificial or soft drinks).

Healthy Snacks

An instructional snack period may be offered at the discretion of the teacher. We provide healthy snacks each day. Parents may provide their own healthy snacks. During the snack time, scholars must be in their seats. They may talk quietly with those sitting near them. Snacks should be nutritional (e.g., fruit, vegetables, cheese and crackers). Candy, soda, and sweets are not acceptable.

Recess

Scholars typically need and want a time during the day to engage in self-directed activity. Recess is provided for a breath of fresh air, a moment of solitude, a private conversation, or a game. As in the classroom, the supervising adult is the authority during recess. When playing games, scholars are encouraged to include anyone interested in participating. Games that are abusive or demeaning are not permitted. All scholars are to remain in the designated recess area. Scholars may not use playground equipment while waiting for school to begin, waiting for rides, or following dismissal.

Nut-Free Classrooms

In recognizing the increased number of scholars with life threatening allergies to peanuts and/or other tree nuts, La Cima provides a nut-free school environment. Our goal is to make school a safe place for all scholars to learn and grow. To avoid these scholars potentially coming into contact with peanut/tree nut

residue found on shared supplies, technology, and classroom furniture including doorknobs, we ask that families who send their children to school with lunch and/or snacks that these food items not contain nuts of any kind.

Our school food partners providing school breakfast and lunch will also avoid serving peanut/tree nut options. Please help us by avoiding peanut/tree nut containing lunches or snacks (e.g. including peanut butter sandwiches).

Birthday Celebrations

At La Cima, we will not host birthday parties during instructional time. Birthday celebrations may be held during a lunch block as long as the classroom teachers agree and communication of the same is provided to all parents of the class. Party treats must comply with our healthy eating policy and provide options for all scholars including scholars with allergies and/or dietary restrictions. Instead, we encourage you to provide a small treat for the entire class or to donate books to the classroom library.

Field Trips

When scholars travel away from school, they are subject to the same rules, regulations, and appropriate politeness observed at the school. As in the classroom, the teacher will judge behavior as acceptable or unacceptable. Misbehavior or disregard of school policies can result in denial of fieldtrip privileges. Signed permission slips must be on file with the teacher for each student on each field trip.

Personal Items

The school will not accept responsibility for the personal items of scholars. We expect scholars to leave belongings that are not necessary for their education at home. Any personal items that staff members judge to be unsafe, inappropriate for school, or interfering with scholars' educational focus will be confiscated and held in the office or remain in the possession of a staff member until the parents retrieve them. The school shall not be responsible for any items lost or damaged while in its possession.

Scholars shall not possess cell phones, PDAs, iPods, MP3 players, video equipment, cameras, gaming devices, and electronic devices during the instructional day at school or school-related events.

Subject to the Search and Seizure Practices and Procedures, the possession of such electronic devices during those restricted times constitutes the consent to search for and confiscate the device(s) by school personnel. Confiscated devices may be returned at the end of the school day.

Coaches and personnel in charge of extracurricular activities may make exceptions to this rule upon obtaining the principal's permission.

Any exceptions to this general rule sought by parents for specific health or safety concerns should be brought to the attention of the principal. The principal's determination is final.

Lost and Found: The lost and found is located in the Main Office. Unclaimed items are donated to charity at the end of each month.

Transfer Scholars

In-State transfer

If a child with a disability (who had an IEP in effect in a previous public agency) transfers to a new school in the same state and enrolls in the new school within the same academic year, the public agency (in consultation with the child's parents) shall provide the child with a free appropriate public education, including services comparable to those described in the prior IEP, until the public agency adopts the prior IEP or develops, adopts, and implements a new IEP that is consistent with federal and state laws.

Out of State Transfer

If a child with a disability (who had an IEP in effect in a previous public agency) transfers to a new school in a different state and enrolls in the new school within the same academic year, the public agency (in consultation with the child's parents) shall provide such a child with a free appropriate public education, including services comparable to those described in the prior IEP's until the public agency conducts an evaluation, if determined to be necessary by the agency, and develops a new IEP, if appropriate, that is consistent with federal and state laws. The evaluation conducted is considered an initial evaluation as special education eligibility within the new state must be determined. In order to comply with these transfer requirements, under certain circumstances the school may need to contract with another school/entity for the provision of educational services.

Health Services and Requirements

Immunization Requirements

To maintain a healthy learning environment, scholars are offered certain health services and are required to provide evidence of required immunizations.

Scholars will not be allowed to attend school if they have not received the required vaccines (see link below) unless:

- Once student is in school, and if he/she is catching up on required immunizations: Scholars are "in-process" and getting up-to-date on required immunizations.
- A medical exemption form has been submitted. Please refer to the New York State Department of Health website for the most current information regarding minimum required immunizations and important details for each age/grade level for the applicable school year:
<https://www.health.ny.gov/prevention/immunization/schools/> website:
<http://www.cdc.gov/std/hpv>.
- As of July 13, 2019, non-medical vaccination exemptions including religious exemptions are no longer permitted.

Medication Administration

Only necessary medications that must be given during regular school hours will be administered.

All medications, whether prescribed or over-the-counter, require written permission from the custodial parent. They must complete the Medication Administration Permission form (one form per medication). The form must be renewed each school year or upon any change in medication or dosage.

- A physician signature is required under the following conditions:
 - All medications (prescribed and non-prescribed)
 - Any possession or use of an inhaler or epinephrine injector

- Any self-possession or self-administration of any medication
- Parents must include any prescribed treatment or care plan. An emergency care plan from the physician is required for asthma and epinephrine medications.
- Prescribed medication must be delivered to the school in the original container prepared and labeled by a pharmacy. The label must include the dosage and frequency of administration. Over-the-counter medication must be in the original package and have the student's name affixed to the package.
- The medication supplied to the school must be in the exact dosage prescribed, so the individual administering medications is not responsible for dividing or splitting pills. All medication must be picked up by the parent at the end of the school year or upon a student's withdrawal. Any medication not picked up will be discarded.
- If a parent is accompanying his/her child on a field trip, the parent will be required to administer the child's medication.

Vision Screenings: Our scholars receive special health services through the Health Department. These services include vision screening for scholars in grades K, 1, 3, and 5 and are free of charge to families regardless of insurance coverage.

Emergency School Procedures

Emergency Drills

Emergency drills are held throughout the year in accordance with New York State law. This includes shelter-in, lockdown and evacuation drills. Safe areas inside and outside the building are designated for each classroom. These drills are an important part in ensuring that scholars and staff know the necessary safety procedures in the event of an actual emergency. Scholars and staff are made aware of the closest exits for expedited evacuation or the procedures for remaining safe inside of the building.

Severe Thunderstorm, Snowstorm Watches or Warning

Typically, if school is already in session when the watch or warning is issued, the school stays open and the staff take the needed safety precautions. Scholars are released to parents or other designated adults upon request or at dismissal. On rare occasions of severe weather, afterschool programs may be cancelled, school may have an early dismissal, a delayed start of the school day or a cancellation of a full day of school.

In all cases of school cancellations, early dismissals, or the cancellation of after school programs, La Cima Charter School will follow the directive of the NYC Department of Education. All La Cima Charter School families will be notified via the SchoolMessenger calling and texting system regarding the decision to alter the schedule for the day.

La Cima Student Code of Conduct

Determining the Disciplinary Response

School officials will consult this document (the Code of Conduct) when determining which disciplinary measure to impose. In determining how to best address inappropriate conduct, it is necessary to evaluate the totality of the circumstances surrounding the conduct.

The following facts will be considered prior to determining the appropriate disciplinary measures:

- the scholar's age and maturity;
- the scholar's disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct, and the disciplinary and guidance intervention measures applied for each);
- the nature, severity and scope of the behavior; the circumstances/context in which the conduct occurred;
- the frequency and duration of the behavior;
- the number of persons involved in the behavior;
- the social emotional status/needs of all persons involved in the behavior; the scholar's IEP (Individualized Education Plan), BIP (Behavioral Intervention Plan) and/or
- 504 Accommodation Plan, if applicable.

Supports and interventions are an integral part of a comprehensive response to behavior.

Progressive Discipline

At La Cima, we take a more progressive approach to discipline. Understanding discipline as a "teachable moment" is fundamental to a positive approach to discipline. Progressive discipline uses incremental interventions to address inappropriate behavior with the ultimate goal of teaching pro-social behavior. Progressive discipline does not seek punishment. Instead, progressive discipline seeks concurrent accountability and behavioral change.

The goal of progressive discipline is prevention of a recurrence of negative behavior by helping scholars learn from their mistakes. Essential to the implementation of progressive discipline is assisting scholars who have engaged in unacceptable behavior to:

- understand why the behavior is unacceptable and the harm it has caused;
- understand what they could have done differently in the same situation;
- take responsibility for their actions;
- be given the opportunity to learn pro-social strategies and skills to use in the future; and
- understand the progression of more stringent responses if the behavior reoccurs.

Every reasonable effort will be made to correct scholar behavior through counseling and other school-based interventions such as restorative practices. Supports and interventions are essential because inappropriate behavior or violations of the Behavior Code may be symptomatic of more serious problems that scholars are experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of scholars and respond in a manner that is most supportive of their needs.

Appropriate disciplinary responses should emphasize prevention and effective intervention, foster resiliency, prevent disruption to scholars' education, and promote positive school culture. When a scholar's misconduct results in a placement out of the classroom, the school will consider, where appropriate, using the restorative circle process as an effective strategy to support a successful return to the scholar's regular program.

The standards set forth in the Behavior Code apply to behavior:

- in school during school hours;
- before and after school, while on school property;
- on the way to and from school, including while traveling on vehicles funded by the NYC DOE and/or other chartered modes of transportation;
- at all school-sponsored events; and on other-than-school property when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community;
- online and through social media applications and platforms through which scholars can negatively impact the school community

When misbehavior involves communication, gestures, or expressive behavior, the misconduct applies to oral, written, or electronic communications, including but not limited to texting, e-mailing, and social networking.

Addressing Bullying and Biased-Based Behavior

La Cima promotes a nurturing school culture that promotes positive interpersonal and intergroup relations and respect for diversity among scholars and between scholars and staff, providing all scholars with a supportive and safe environment in which to grow and thrive academically and socially. The ability of scholars to learn and meet high academic standards and La Cima's ability to educate its scholars are compromised when scholars engage in discrimination or harassment, bullying, or intimidating behavior toward other scholars.

Bullying and harassment can take many forms and includes behavior that targets scholars because of their actual or perceived race, color, national origin, ethnicity, citizenship/immigration status, religion, creed, disability, sexual orientation, gender, gender identity, gender expression, or weight. These

behaviors pose a serious threat to all scholars, and it is a school's responsibility to eliminate the hostile environment created by such harassment, address its effects, and take steps to ensure that harassment does not recur.

Everyone in the school community—teachers, support staff, safety agents, cafeteria, custodial staff, bus drivers, guidance counselors, scholars, and families—needs to understand what bullying is and the rules that prohibit such behavior. Clarifying school-wide rules that prohibit bullying and discrimination and discouraging bystander behavior (on-looking) are vitally important to helping scholars play a pivotal role in bullying prevention.

Integral to preventing scholar-to-scholar bullying and/or bias-based behavior is effective social-emotional learning that helps scholars develop social-emotional core competencies. These fundamental life skills are: recognizing and managing their own emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically.

Scholars who are able to recognize and manage their own emotions are better able to be assertive rather than aggressive or passive when they interact with their peers. Scholars who develop caring and concern for others and establish positive relationships are less likely to engage in bullying or discriminatory behavior. Additionally, scholars who have learned how to make responsible decisions and handle challenging situations ethically and constructively are less likely to be bystanders and more likely to act as allies if a peer is the target of harassment of any kind. To help scholars learn how to be allies, we offer special assemblies and professional development opportunities for staff.

What is Bullying?

Bullying is behavior that is intended to cause some kind of harm. The person doing the bullying purposely says or does something to hurt the target of his/her behavior.

- Bullying behavior always involves an imbalance of power (physical or social) or strength between the person doing the bullying and the target of the behavior.
- The person doing the bullying may be physically bigger or stronger or may be older or have greater social status or social power than the person being targeted.
- It is a pattern of behavior usually repeated over time and can take many forms.
- Bullying is aggressive behavior by one individual (or group) that is directed at a particular person (or group).
- The aggressive behavior is unwanted and negative. It is deliberate and unprovoked.
- The targeted person is harmed by what is purposely being said or done.

The Dignity for All Scholars Act (DASA) was established to protect all scholars from harassment, bullying, and discrimination. It became effective on July 1, 2012. The act was developed to prohibit bullying, harassment, discrimination, or cyberbullying against scholars in school based on the following:

- Race
- Color

- Weight
- National origin
- Ethnic group
- Religion
- Religious practice
- Disability
- Sexual Orientation
- Gender (including gender identity & gender expression)
- Sex
- Other markers of one's identity

See The Dignity for All Students Act (DASA) Policy, Appendix B

Progressive Ladder of Support and Disciplinary Responses

The ladder of supports and disciplinary responses below illustrates a progressive response to inappropriate behavior. Scholar misbehavior must be handled on a case-by-case basis. In all cases, implementation of appropriate interventions and disciplinary responses must take into account a number of factors including the nature and severity of the misconduct. In many cases, the use of in-school disciplinary response and/or the use of supports and interventions may be most suitable. In other cases, a scholar's misconduct may require or be most appropriately addressed by a targeted or significant disciplinary response along with supports and interventions. In all cases, it may be most suitable for supports and interventions to take place outside of the classroom.

1. **Concurrent Support and Disciplinary Response to Misconduct**

When a scholar engages in misconduct, support services are provided to address the scholar's inappropriate behavior and/or underlying needs in conjunction with disciplinary action. The goal is to foster social-emotional growth and pro-social behavior and prevent future misbehavior.

2. **Initial Response(s)**

When a scholar experiences difficulty or engages in inappropriate behavior, the teacher contacts the parent and, depending on the nature and severity of the behavior and the age and maturity level of the scholar, takes one or more of the following steps: has a conference with the scholar; refers the scholar to an Assistant Principal. One or more interventions and/or options for primary disciplinary responses are used to address the scholar's behavior.

3. **Universal Prevention for All Scholars**

The school takes a whole school approach to promoting positive scholar behavior. Social-emotional learning is infused into the curriculum. Staff meet regularly to ensure that there is a comprehensive scholar support program in place that includes class-wide positive behavior intervention systems, counseling services, guidance, opportunities for social-emotional learning, scholar engagement opportunities, and prevention and intervention behavioral supports to encourage and foster pro-social scholar behavior, foster resiliency, and build scholars' positive connection to the school community. The school has a system in place for early identification of scholars in need of prevention, intervention and/or support services.

4. **Supports and Intervention Options**

- Teacher conference/classroom observation
- Conflict resolution
- Restorative practices (e.g., circle or formal restorative conference)
- Assignment of a mentor/coach
- Guidance lessons in classrooms
- Social-emotional learning
- Individual behavioral contract or progress reports
- Collaborative problem solving
- Parent Contact
- Referral to Scholar Support Team
- Guidance conference
- Individual and/or small group counseling
- Referral to school nurse or school-based health clinic or external health care provider
- Referral for academic support services
- Referral to external mental health counseling provider or community-based organization
- Referral to counseling for bullying, intimidation or harassment
- Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)
- School counselor and/or other support staff and/or administrator/scholar conference

5. Disciplinary Response Options

Range of In-School Disciplinary Response(s)

- Formal restorative conference
- Assistant Principal conference with scholar
- Short-term progress reports
- Referral to Scholar Support Team
- Individual behavior contract
- In-school disciplinary action (e.g., detention)
- Parent conference
- Scholar/teacher conference
- Administrator/parent and scholar conference
- Behavior Incentive Chart
- Administrator meeting with scholar to address wrongdoing and its responses
- Teacher Removal or Suspension
- Removal from classroom by teacher
- In-school Suspension

The following outlines the acts of misconduct that will be addressed in the disciplinary levels described below. The behaviors listed under each misconduct level are not exhaustive and therefore should not be construed as a limitation upon the authority of school officials to deal with other types of conduct which

interfere with the good order of the school, the proper functioning of the educational process or the health and safety of scholars.

Scholar Intervention and Discipline Code

<i>Level 1 Misconduct</i>	<i>Possible Responses to Level 1 Misconduct</i>
<ul style="list-style-type: none"> • Behaving in a manner that disrupts the educational process (e.g. making excessive noise in a classroom, library or hallway) • Exhibiting off-task behaviors • Using disrespectful, hurtful or unkind language • Failing to wear the required school uniform • Being late for school • Failing to be in one’s assigned place • Wearing clothing, headgear (e.g., caps or hats), or other items that are unsafe or disruptive to the educational process 	<ul style="list-style-type: none"> • Non-verbal redirection/correction • Verbal redirection/correction • Loss of Privilege • Time -Out (in classroom) • Fix-it (repair the harm done) • Loss of privilege • Apology/Public Apology • Phone call home

<i>Level 2 Misconduct</i>	<i>Possible Responses to Level 2 Misconduct</i>
<ul style="list-style-type: none"> • Repeated Level 1 behaviors • Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission • Failing to cooperate or comply with directions of school personnel and volunteers • Using profane, obscene, vulgar, or lewd language, gestures, or behavior • Lying to, giving false information to, and/or misleading school personnel • Misusing property belonging to others • Engaging in or causing disruptive behavior on the school bus 	<ul style="list-style-type: none"> • Step Out - To a buddy classroom • Loss of privilege for a reasonable period of time • Alternative setting and or space for lunch and recess • Alternative seating for a timeout from the community • Incentives Based Behavior Chart • Additional homework assignment, reflection or project • Community service project • In-school suspension (1-day)

<i>Level 3 Misconduct</i>	<i>Possible Responses to Level 3 Misconduct</i>
<ul style="list-style-type: none"> • Repeated Level 2 behaviors Verbally aggressive/threatening behavior • Threatening to harm another community member • Physically aggressive behavior (play fighting or horseplay, non-impulsive hitting, kicking, spitting). • Vandalizing community property • Taking items from community members without permission • Violation of technology/internet safety policy • Engaging in inappropriate or unwanted physical contact or touching someone in a private part of body • Leaving class or school premises without permission of supervising school personnel (elopement) • Giving dishonest or misleading information • Academic dishonesty 	<ul style="list-style-type: none"> • Family Conference with Assistant Principal or Principal • Loss of privilege • Apology to community • Alternative seating out of the community • Alternative learning environment • Alternative setting for lunch and recess • Additional homework assignment/reflection/project • Community service project • Family shadow for specified amount of time • In-school suspension (2-3 days)

<i>Level 4 Misconduct</i>	<i>Possible Responses to Level 4 Misconduct</i>
<ul style="list-style-type: none"> • Repeated Level 3 behaviors Bullying - Targeted, repeated harassment towards a community member (DASA Violation) • Fighting - on and off school property • Possession, using, selling or sharing contraband • Serious or dangerous disruption of the learning environment • Tampering with the fire alarm • Weapons (knives, gun, etc.) • Excessive disregard for school wide policies and procedures • Unwanted/unsafe touches • Cyberbullying • Destroying community property 	<ul style="list-style-type: none"> • Family conference with Principal • Loss of privilege • Apology to community • Alternative seating out of the community • Alternative learning environment • Alternative setting for lunch and recess • Additional homework assignment/reflection/project • Community service project • Law enforcement notification as necessary • In-school Suspension (4-5 days)

Due Process For In-School Suspension

When an in-school suspension is given, the school will provide the student with a written notice of the behavior and an opportunity to offer the student's version of the event. The student and parent, on request, will be given an opportunity for an informal conference with the assistant principal and/or principal.

Informal conferences will take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the student's notice and opportunity for an informal conference should take place as soon after the suspension is reasonably practicable.

Discipline and Scholars With Disabilities

In addition to the disciplinary procedures applicable to all scholars, the following procedures are applicable to scholars with disabilities. La Cima will comply with sections 300.519-300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern. These procedures will also be followed for scholars not specifically identified as having a disability but about whom La Cima, prior to the behavior giving rise to the disciplinary action, has a basis of knowledge about a potential disability, in accordance with 34 CFR 300.527(b).

The school shall maintain written records of all suspensions and expulsions of scholars with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

If a student identified as having a disability is suspended during the course of the school year for a total of ten days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. The student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of scholars referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement regarding:

1. The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
2. The commission of any infraction resulting from the student's disability.

Provision of Services during Removal

Those scholars removed for a period of up to ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. La Cima will also provide additional alternative instruction within the ten days and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals would exceed ten school days during the school year, but according to the CSE does not constitute a change in placement, services must be provided to the extent determined necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of her IEP. In these cases, school personnel, in consultation with the student's special education teacher, will make the service determination.

Where a student with an IEP engages in particularly dangerous behavior, namely by having a weapon or drugs at La Cima or by inflicting serious bodily harm on another person while at school, he or she may be removed pursuant to in 34 CFR 300.530(g) to an interim alternative education setting for not more than 45 school days without regard to whether the behavior is determined by the CSE to be a manifestation of the child's disability. This may be the case where a student:

- **Carries or possesses a weapon** to or at school, on school premises, or to or at a school function; or
- **Knowingly possesses or uses illegal drugs**, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or
- **Has inflicted serious bodily injury** upon another person while at school, on school premises, or at a school function.

During any removal for drug or weapons offenses, services will be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place scholars in interim alternative educational settings as appropriate and mandated by 34 CFR 300.530(g).

During any subsequent removal that does constitute a change in placement, but where the behavior has been determined by the CSE to not be a manifestation of the disability, the services will be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of her IEP. The CSE of the student's district of residence will make the service determination.

Due Process For Students With Disabilities

If discipline which would constitute a change in placement is contemplated for any student, the following steps will be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability will be notified by the school of that decision and

provided the procedural safeguards notice described in 34 CFR §300.504; and (2) the CSE and other qualified personnel will meet and review the relationship between the student's disability and the behavior subject to the disciplinary action (subject to CSE's availability).

If, upon review, it is determined by the CSE that the student's behavior was not a manifestation of his or her disability, then the student may be disciplined in the same manner as a student without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to scholars with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the student will remain in her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to dangerousness, weapons or drugs, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period (no longer than 45 days) provided for in the disciplinary action, whichever occurs first, unless the parent and School agree otherwise.

Gun-Free Schools Act

Federal and State 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 Executive Director 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§8921, and includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates this federal law.)

The following are included within this definition:

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

- Any combination of parts either designed or intended for use in converting any device into any destructive device in the two immediately preceding examples, and from which a destructive device may be readily assembled.

The Executive Director 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 Executive Director 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.

Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to their child's education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents should submit a written request to the school principal clearly identifying the record(s) they wish to inspect. A school official will make arrangements for access and notify the parents of the time and place the records may be inspected.
- The right to seek an amendment of the student's education records that the parent believes are inaccurate, misleading or in violation of the student's rights of privacy. Parents should submit a written request to the school principal, clearly identifying the part of the record they want amended and specifying its inaccuracy. If the school decides not to amend the record as requested, it will notify the parents of the decision and advise them of their right to a hearing to challenge the content of the student's education records. Hearing procedures will be provided to the parents when a hearing is requested.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. The school does not need written consent to disclose a student's education records if the disclosure meets one or more of the following conditions and the disclosure is to or for: see 20 U.S.C. §1232g; 34 CFR Part 99.31):
 - School administrators, teachers, support staff, La Cima personnel and other school officials who have a legitimate educational interest
 - Persons or organizations with whom the school or La Cima has outsourced services or functions and which have a legitimate educational interest (e.g., attorneys, auditors, medical consultants, special and supplemental education providers, therapists)
 - Officials of another school where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment, and as long as a proper records release request is received by the sending school

- Certain federal and state officials and educational authorities (for audit, evaluation, reporting, or compliance purposes) or state and local authorities concerning the juvenile justice system in accordance with state statute
- Appropriate parties in connection with financial aid to a student Organizations conducting studies for, or on behalf of, the school or La Cima to develop, validate, or administer predictive tests, administer student aid programs, or improve instruction
- Accrediting organizations to carry out accrediting functions
- Compliance with a judicial order or lawfully issued subpoena after the school makes a reasonable effort to notify the parent of the order or subpoena
- Appropriate parties in a health or safety emergency
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue SW
 Washington, D.C. 20202-5920

Education Law §2-D Family Bill of Rights for Data Privacy and Security Policy

La Cima Charter School Parents (includes legal guardians or persons in parental relationships) and Eligible Students (student 18 years and older) can expect the following:

1. A student's Personally Identifiable Information (PII) cannot be sold or released for any commercial purpose. PII, as defined by Education Law § 2-d and FERPA, includes direct identifiers such as a student's name or identification number, parent's name, or address; and indirect identifiers such as a student's date of birth, which when linked to or combined with other information can be used to distinguish or trace a student's identity. Please see FERPA's regulations at 34 CFR 99.3 for a more complete definition.
2. The right to inspect and review the complete contents of the student's education record stored or maintained by La Cima Charter School. This right may not apply to parents of an Eligible Student.
3. State and federal laws such as NY Education Law § 2-d; the Commissioner of Education's Regulations at 8 NYCRR Part 121, the Family Educational Rights and Privacy Act ("FERPA") at 12 U.S.C. 1232g (34 CFR Part 99); Children's Online Privacy Protection Act ("COPPA") at 15 U.S.C. 6501-6502 (16 CFR Part 312); Protection of Pupil Rights Amendment ("PPRA") at 20 U.S.C. 1232h (34 CFR Part 98); the Individuals with Disabilities Education Act ("IDEA") at 20 U.S.C. 1400 et seq. (34 CFR Part 300); protect the confidentiality of a student's identifiable information.
4. Safeguards associated with industry standards and best practices including but not limited to encryption, firewalls and password protection must be in place when student PII is stored or transferred.
5. A complete list of all student data elements collected by La Cima Charter School is available at

<http://www.lacimacharterschool.org/?L=2&PN=DocumentUploads&DivisionID=%2720545%27&DepartmentID=%2723609%27&SubDepartmentID=%27%27&DocumentID=%2799517%27&TabNo=2#?App> and by writing to:

Director of Operations
La Cima Charter School
800 Gates Ave, 3rd Floor
Brooklyn, NY 11221.

6. The right to have complaints about possible breaches and unauthorized disclosures of PII addressed. Complaints may be submitted to NYSED at <http://www.nysed.gov/data-privacysecurity/report-improper-disclosure>, by mail to:

Director of Operations
La Cima Charter School
800 Gates Ave, 3rd Floor
Brooklyn, NY 11221.

7. To be notified in accordance with applicable laws and regulations if a breach or unauthorized release of PII occurs.

8. La Cima Charter School staff members who handle PII will receive training on applicable state and federal laws, policies, and safeguards associated with industry standards and best practices that protect PII.

9. La Cima Charter School contracts with vendors that receive PII will address statutory and regulatory data privacy and security requirements. Documents related to 3rd-party vendors can be found on the school's website

<http://www.lacimacharterschool.org/?L=2&PN=DocumentUploads&DivisionID=%2720545%27&DepartmentID=%2723609%27&SubDepartmentID=%27%27&DocumentID=%2799517%27&TabNo=2#?App>

APPENDIX

APPENDIX A: Glossary of Terms

Term	Definition
Administrator Conference	Meeting including administrator which may include Principal, Assistant Principal and/or another member of the school leadership team.
At Risk Counseling	Counseling services provided by school guidance counselor or school psychologist. Requires parental consent and may or may not be accompanied with mandated IEP goals.
Behavioral Intervention Plan (BIP)	Plan of action created to support desired improvements or outcomes for scholar includes holistic approach.
Bullying	Repeated, habitual or deliberate use of force, coercion, or threats, to abuse, aggressively dominate or intimidate.
CARE Principles	La Cima's guiding principles that define our code of conduct of all scholars and staff in order to achieve our mission. (Community, Accountability, Reconciliation Effective Effort)
Case Study	Process of recording detailed information of incidents and interventions for a period of time to gather supporting information in the development of a supportive action plan.
Change-maker	Term used to describe our belief system that any and everyone has the ability to solve problems, innovate and contribute to our school community and larger society in a positive way.
Child Find/Study Process	A formal process of reviewing gathered information to locate, identify and evaluate children with disabilities regardless of the severity of their disability in order to determine needs in requesting an Individual Education Plan in collaboration with the CSE.
Collaborative Negotiation	Child Find requires all school districts to identify, locate and evaluate all children with disabilities, regardless of the severity of their disabilities.
Conflict	A serious disagreement that may be written, verbal or physical.
Committee on Special Education (CSE)	The CSE is appointed by the Department of Education, authorized to identify students in need of services by determining eligibility, developing an Individualized Education Plan (IEP), placing the student in the least restrictive environment in which they can succeed and provide appropriate services to meet the child's educational needs.
Cyberbullying	The use of electronic communications to bully a person, typically by sending messaging of an intimidating or threatening nature. La Cima reserves the right to apply its discipline procedures even if the cyberbullying occurs outside of school hours or outside of the school building as long as the cyberbullying (i) materially disrupts the operation of the school, or (ii) substantially impinges upon the rights of others.
DASA	The Dignity for All Students Act which provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.
Functional Behavioral Assessment (FBA)	A problem-solving process used to identify the reasons for a demonstrated behavior and possible interventions that can be applied to address it.
Home Visit	Visits to the home by scholar support team members or school administrator that works to enhance the home to school connection. These may be conducted in person or virtually.
Individual Behavior Contract	A behavioral incentive tool created in collaboration with the scholar to track and document progress towards desired behaviors. <i>See sample Appendix A</i>
Individual Education Plan (IEP)	A written statement of a plan to provide your child with a Free and Appropriate Public Education (FAPE) in their Least Restrictive Environment (LRE).
Individual Safety Plan	A plan that addresses specific behavior that is dangerous to the student or others. It is different from a behavior management plan because of the specific goal of preventing physical harm to self and others.
Misconduct	An act in violation of the school policies and procedures.
Multi-Tiered System of Support (MTSS)	Incorporates aspect of schoolwide support systems, activities and culture that work to enhance the learning environment and support of scholars
Progressive Discipline	The use of incremental interventions to address inappropriate behavior with the ultimate goal of teaching pro-social behavior. La Cima's application of progressive discipline is restorative in that it seeks concurrent accountability and behavior change.
Scholar Teacher Conference	Conference between scholar performing misconduct and teacher with goal of restoring the built relationship and agreements to move forward

APPENDIX B: Dignity for All Student Act (DASA)

La Cima Dignity for All Student Act (DASA) Policy

La Cima maintains a safe and supportive environment for all community members; we abide by the New York State Dignity for All Students Act. That law seeks to “provide students with a safe and supportive environment from discrimination, intimidation, taunting, harassment, and bullying (including cyber bullying) on school property, a school bus and/or at a school function.” Discrimination and harassment is prohibited by employees or students based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex.

Respect for All

All students have the right to attend schools that are safe, secure, and peaceful environments. La Cima recognizes that discrimination, such as harassment, hazing and bullying, are detrimental to student learning and achievement. These behaviors interfere with the mission of the school to educate its students and disrupt the operation of the school. Such behavior affects not only the students who are its targets but also those individuals who participate and witness such acts.

Bullying in schools has historically included actions shown to be motivated by a pupil’s actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, emotional, or learning disability, gender, gender identity and expression, weight, or other distinguishing personal characteristics, or based on association with any person identified in any of the above categories.

La Cima prohibits all forms of discrimination, such as harassment, hazing and bullying on school grounds, school buses and at all school-sponsored activities, programs and events. Discrimination, harassment, hazing or bullying that takes place at locations outside of school grounds which can be reasonably expected to materially and substantially interfere with the operation of the school or impinge on the rights of other students are prohibited, and may be subject to disciplinary consequences.

Definitions

Bullying

Bullying is understood to be a hostile activity that harms or induces fear through the threat of further aggression and/or creates terror. To facilitate implementation of this policy and to provide meaningful guidance and prevent behaviors from rising to a violation of law, this policy will use the term bullying (which is usually subsumed under the term “harassment”) to describe a range of misbehaviors such as harassment, hazing, intimidation or discrimination. Bullying is an unwanted aggressive behavior that involves or a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

Discrimination

Discrimination is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs (as enumerated in the Definitions section, under Harassment, below).

Hazing

Hazing is an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.

Harassment

Harassment has been defined in various ways in federal and state law and regulation. La Cima recognizes that these definitions are important standards, but our goal is to prevent misbehavior from escalating in order to promote a positive school environment and to limit liability. The Dignity for All Students Act (§§10-18 of Education Law) defines harassment as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his/her physical safety. The harassing behavior may be based on any characteristic, including but not limited to a person's actual or perceived:

- race,
- color,
- weight,
- national origin,
- ethnic group,
- religion,
- religious practice,
- disability,
- sex,
- sexual orientation, or
- gender (including gender identity and expression)

In some instances, bullying or harassment may constitute a violation of an individual's civil rights.

Prevention

Staff members and students will be sensitized, through professional development and instruction (when possible), to the warning signs of bullying, as well as to their responsibility to become actively involved in the prevention of bullying before overt acts occur.

The School Psychologist will serve as the Dignity for All Students Act Coordinator. The DASA coordinator is thoroughly trained in human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (which includes a person's actual or perceived sex, and gender identity and expression), and sex. The DASA Coordinator will coordinate dissemination of information on anti-bullying, implement strategies to prevent bullying, and enforce this policy. In addition, the DASA Coordinator will be responsible for receiving reports of observed or suspected acts of bullying, investigating, remedying, and tracking those allegations.

Intervention

Intervention by adults and bystanders is an important step in preventing escalation and resolving issues at the earliest stages. Intervention should emphasize education and skill-building. Successful intervention may involve remediation. Remedial responses to bullying and harassment include measures designed to correct the problem behavior, prevent another occurrence of the behavior and protect the target. Remediation may be targeted to the individual(s) involved in the bullying behavior or environmental approaches.

In addition, intervention will focus upon the safety of the target. Staff is expected, when aware of bullying, to either refer the student to designated resources for assistance, or to intervene in accordance with this policy and applicable law.

Provisions for Students Who Don't Feel Safe at School

La Cima acknowledges that, notwithstanding actions taken by staff, intervention may require a specific coordinated approach if the child does not feel safe at school. Students who do not feel safe at school are limited in their capacity to learn and reach their academic potential. Staff, when aware of bullying, should determine if accommodations are needed to help ensure the safety of the student and bring this to the attention of the Principal. The Principal, or other appropriate staff, the student and the student's parent will work together to define and implement any needed accommodations.

La Cima recognizes that the accommodations that enhance student safety must be weighed against the potential to further stigmatize the targeted student. Therefore, each case will be handled individually, and the student, parent/guardian, and school administration will collaborate to establish safety provisions that best meet the needs of the targeted student. Follow-up discussion and/or meetings will be scheduled, as needed, to ensure that safety concerns have been adequately addressed and to determine when and if accommodations need to be changed or discontinued.

Training

La Cima recognizes that in order to implement an effective bullying prevention and intervention program, professional development is needed. A school leader and/or appointed staff member will incorporate training to support this program in new teacher orientation and the annual professional

development plan, as needed. Training opportunities will be provided for all staff, including but not limited to staff that have contact with students. The DASA Coordinator will be trained in accordance with state requirements and will continue their professional development so as to successfully support this policy and program. The purpose of training is to make school employees aware of the *effects* of harassment, bullying, cyberbullying, and discrimination on students, and that training will address the *social patterns* of harassment, bullying, and discrimination; the *identification and mitigation* of harassment, bullying, and discrimination; and *strategies for effectively addressing* problems of exclusion, bias, and aggression in educational settings.

Reporting and Investigation

Each report will be investigated, and each investigation will be completed promptly. Although it can be difficult to step forward, the school cannot effectively address bullying if incidents are not reported. Students who have been bullied, parents whose children have been bullied or other students or staff who observe bullying behavior are required to make a verbal and/or written complaint to any school personnel. At all times, complaints will be documented, tracked and handled in accordance with the regulations and procedures accompanying the school's Family Handbook and/ or Team Handbook. If a staff person is unsure of the reporting procedure, he/she is expected to inquire about how to proceed by speaking with their supervisor. All incidents of bullying will be reported to the New York State Education Department on at least an annual basis, so that the state can evaluate the school's performance under the policy. Such incidents may be included in the Violent and Disruptive Incident Reporting (VADIR) system, as applicable. There shall be a duty for all school personnel to report any incidents of student-to-student and staff-to-student bullying that they observe to the DASA Coordinator and other administrator who supervises their employment. In addition, there shall be a further duty for all school personnel to report any incidents of student-to-student and staff-to-student bullying of which they are made aware to the DASA coordinator, no later than one day after they witness the conduct or receive the report. The results of the investigation shall be reported back to both the target and the accused in accordance with the accompanying regulation. If either of the parties disagrees with the results of the investigation, they can appeal the findings in accordance with the regulations that accompany this policy.

Disciplinary Consequences/Remediation

While the focus of this policy is on prevention, bullying acts may still occur. In these cases, offenders will be given the clear message that their actions are wrong and the behavior must improve. Student offenders will receive in-school guidance in making positive choices in their relationships with others. If appropriate, disciplinary action will be taken by the administration as applicable. If the behavior rises to the level of criminal activity, law enforcement will be contacted. Consequences for a student who commits an act of bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors, and must be consistent with the school's Behavior Policy.

Non-Retaliation

All complainants and those who participate in the investigation of a complaint in conformity with state law, as well as the school' policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

False Claims

Anyone making false claims of harassment or bullying will be subject to disciplinary action as defined by this policy.

Dissemination, Monitoring, Review, and Reporting

This policy, or a plain language summary, shall be published in family and employee handbooks. A bullying complaint form is available in the family handbook or upon request to the DASA Coordinator. The school will ensure that reporting of information to the public will be in a manner that complies with student privacy rights under the Family Educational Rights and Privacy Act (FERPA) and the school's Data Privacy and Security Policy.

To read the full Dignity for All Students Act, please visit <http://www.p12.nysed.gov/dignityact/>.

If a parent has a concern about an incident of bullying involving their child, they are encouraged to contact their child's classroom teacher and the school's DASA coordinator.

La Cima DASA Coordinator: Tanika Masse, School Psychologist

Phone Number: (718) 443 - 2136 ext. 1022

Email: tanika@lacimacharterschool.org

Dignity for All Students Act (DASA)
Responding to Incidents
Bullying, Harassment and Discrimination

DASA COMPLAINT FORM

To be completed by person reporting the incident (or the person receiving the complaint and/or investigating the incident) and submitted to the DASA Coordinator.

Today's Date:

Name and position of person reporting the incident:

Role of person reporting Incident (Check one): Anonymous report Student Target

Student (witness) Parent/Guardian Staff Member Other

Phone:

E-mail:

Name of Target: (student being bullied, harassed, or discriminated against)

Name(s) of alleged offender(s):

Date and time of incident:

What was your involvement in the incident? I observed the incident

I was directly involved in the incident I heard about the incident

Where did the incident happen? (Check all that apply)

On School Property Cafeteria Hallway
 Off School Property Classroom Gym
 School Bus At school function Bathroom

Other (describe):

Electronic Communication:

Type of Incident (check all that apply):

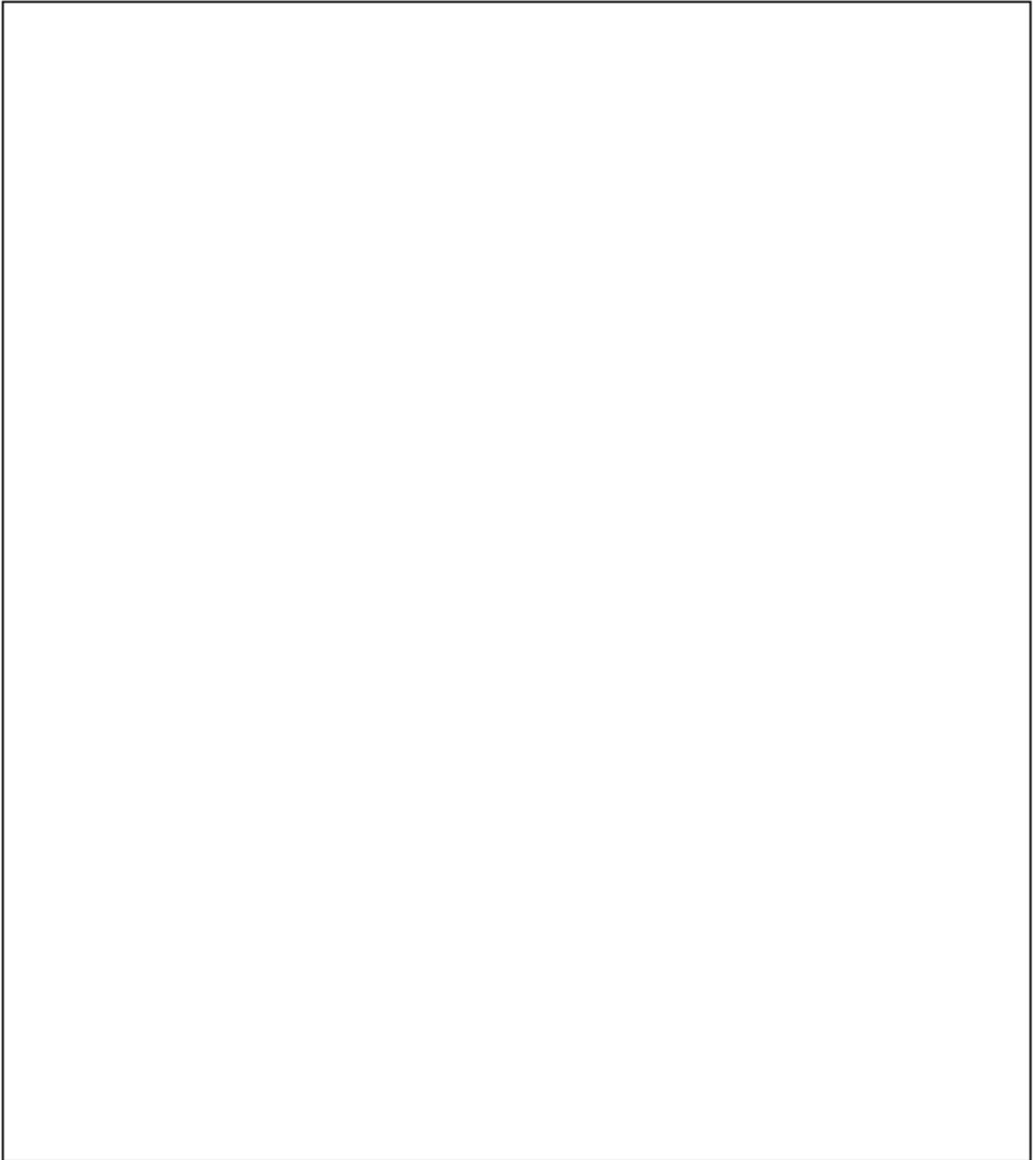
Physical contact (kicking, punching, spitting, tripping, pushing, taking belongings)
 Verbal threats (gossip, name-calling, put-downs, teasing, being mean, taunting, making threats)
 Psychological (non-verbal actions, spreading rumors, social exclusion, intimidation)
 Abuse (actions or statements that put an individual in fear of bodily harm)
 Cyberbullying (misusing technology/social media to harass, tease, threaten, post pictures (sexting))
 Other (describe)

Who was involved in the incident? *(Check all that apply)*

- Student Employee Other:

Describe the specific nature of the incident. What happened? *(Be as specific as possible). What did the alleged offender say or do? Include any copies of text messages, emails, etc. If possible. (Add extra pages if needed)*

If there were any adults in the area when this happened, what did they do?

A large, empty rectangular box with a thin black border, intended for the user to write their answer to the question above. The box is currently blank.

Types of bias involved (if known): *(Check all that apply)*

- | | | |
|---|---|--------------------------------------|
| <input type="checkbox"/> Race | <input type="checkbox"/> Color | <input type="checkbox"/> Weight/Size |
| <input type="checkbox"/> Religion | <input type="checkbox"/> Religious Practice | <input type="checkbox"/> Disability |
| <input type="checkbox"/> National Origin | <input type="checkbox"/> Ethnic Group | <input type="checkbox"/> Gender |
| <input type="checkbox"/> Sexual Orientation | <input type="checkbox"/> Sex | |

Other (describe):

Name(s) of others who may have witnessed the incident:

Was the student absent from school as a result of the incident?

- No Yes, Number of days student was absent:

Did the described situation continue to occur? Yes No

What do you think should be done about the situation?

You can contact the school administrator, DASA Coordinator, counselor, or other staff member (whoever you are most comfortable with) for information or assistance at any time.

APPENDIX C: Family and Community Policies and Resources

La Cima Charter School Visitor Policy

The ultimate goal of La Cima's Visitor Policy is to ensure that all scholars and staff learn and work in an environment where they are safe and free from harm. The key objectives of this policy is to have in place a clear protocol and procedure for the admittance of external visitors to the school which is understood by all staff, visitors and parents/guardians.

This policy applies to:

- All external visitors entering the school site during the school day or for after school activities (including alumni, former staff members, vendors, service providers, etc.)
- Parents/guardians
- Volunteers
- Prospective parents and employees
- Children's services agents
- Local Authority staff

All visitors and school staff must comply with the following procedures regarding school visits:

1. The main entrance of the school building shall be used for all exits and entries to the school, except in cases of fire or emergency. Any person found violating this rule will be immediately reported to the principal, senior manager of operations, or school security officer.
2. All visitors, after reporting to the security desk on the first floor, must immediately report to the front desk and receive a visitor's badge.
3. All visitors must sign the La Cima Visitor's log and all visitors should provide their name, agency/office, purpose of visit or person they are visiting, times of entry and departure, and badge number if applicable.
4. Visitors must follow the instructions provided to them at the front desk. School security and members of our Operations department may limit the areas and time during which the visitor may access the building or third floor, but not in a manner that will unreasonably infringe upon the rights of a parent or a parent's designee. The scope and duration of the visit will correspond with the purpose of the visit.
5. Visitors must wear or display their visitor's badge at all times while on school premises.
6. All visitors must sign out on the visitor's log prior to exiting the building.
7. All staff members shall relay concerns regarding the presence or conduct of visitors to school security or the principal immediately so that further appropriate action may be taken.

In an effort to keep all members of our community safe, La Cima leadership reserves the right to issue limited access to the school building and school sponsored events to any person who is in violation of this policy or poses a threat to the emotional or physical safety of the La Cima community.

La Cima Family and Stakeholder Complaint Policy

Updated for the 2019-20 School Year

Board Approved in November 2019

Re-Disseminated to La Cima's families in November 2019

In accordance with the requirements of § 2855(4) of the Education Law, any individual or group may bring a formal complaint to the Board of Trustees alleging a violation of the provisions of this article, the charter, or any other provision of law relating to the management or operation of the school. This policy describes both the formal and informal complaint processes, corresponding to different types of infractions. Although any individual or group may bring a formal complaint, La Cima has established an **informal complaint process** to expeditiously resolve matters in question. **Complaints that do not involve a suspected violation of La Cima's charter or charter law should be addressed through the informal process described below.**

Informal Complaint Process

Informal complaints are those such as problems with assigned teacher or classes, and issues with grades, promotion, and retention and do not involve violations of law or charter.

La Cima's Board of Trustees encourages scholars and parents to discuss their concerns and complaints through informal conferences with the appropriate teachers, administration, or other campus staff.

Below is the procedural order of how La Cima requests that stakeholders file a complaint for informal complaints.



Often, issues or complaints can be resolved informally and do not need to involve the formal complaint process described below. Where appropriate, you may wish to use the informal approach, which may result in a more timely resolution of the issue and which is also suited to dealing with issues that do not involve a violation of the charter or law. Even issues involving a violation of the charter or state law may be resolved informally, and you may wish to use this avenue before making a formal complaint. Using the informal process does not prevent you from using the formal complaint process later.

Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

The complainant must follow the following steps:

Teacher

Most family concerns are about what happens in the classroom either academically or behaviorally. We ask that families first speak with their child's teacher to resolve concerns. Teachers are asked to respond to families within 24-48 hours.

Assistant Principal

If the issue is not resolved with the teacher, or the family has not heard back from a teacher within a reasonable amount of time [24-48 hrs. for response], the family may raise the concern with the associated Assistant Principal [AP for grades K-2 or AP for grades 3-5].

Principal

If the issue remains unresolved, or the family has not heard back from the Assistant Principal within a reasonable amount of time [48 hrs. for a response], the family may raise the concern with the Principal. The principal, within their discretion, may call a meeting with the family and any other staff member who can be helpful in providing more information or a resolution to the concern.

Executive Director

If after working with the principal, the issue is still unresolved, the family may raise the concern with the Executive Director. If the family has raised this concern with the Executive Director because the principal was unresponsive, the Executive Director may refer the family back to the Principal after alerting the Principal to the

concern. If the family has raised the concern with the Executive Director because the concern was not resolved to the satisfaction of the family, the Executive Director will interview relevant staff members to investigate the concern and the actions taken up to this point. This investigation may take 1-3 weeks, depending on the nature of the concern.

Board of Trustees

If after working with the Executive Director, the issue is still unresolved, the family may send their concern in writing to La Cima's Board of Trustees. The Board of Trustees will then investigate the concern and provide a written response back to the family within 30 days.

If, after presentation of the complaint to the school's administrative leadership and subsequently the school's Board of Trustees, the individual or group determines that the Board has not adequately addressed the complaint, they may present that complaint to the New York State Education Department ("NYSED") as a conduit to the NYS Board of Regents, which shall investigate and respond. If, after presentation of the complaint to the NYSED, the parties are not satisfied, they may take their written complaint to the US Department of Education ("USDOE").

Formal Complaint Process

A Formal Complaint is a complaint made when the law or charter is violated. Families making a formal complaint do not have to follow the informal process and can file a complaint directly with the La Cima Board of Trustees.

All formal complaints must be **submitted in writing** to the Board of Trustees, either via mail at: Chair of the Board of Trustees c/o La Cima Elementary Charter School, 800 Gates Avenue, Brooklyn, NY 11221, or via email at board@lacimacharterschool.org.

The contents of the letter/email should include:

- A detailed statement of the complaint including the provision of the School's charter or law that you allege has been violated.
- What, if any, response you received from the school thus far.
- What specific action or relief you are seeking.
- Contact information for you: name, address, email address, telephone number.

Every effort will be made to respectfully address the matter to the satisfaction of the individual or group who present the complaint. The Board, as necessary, shall direct the school administration or other responsible parties to act upon the complaint and report to the Board. The Board of Trustees will respond to the complaint within 45 days of receipt of the formal written complaint.

Directions for appealing to the authorizer

You must have a written copy of the school decision on your complaint to the Authorizer. Please send to:

Charter School Office
NYSED
89 Washington Avenue
Albany, NY 12234
Attention - Charter School Office Leveled Complaint

Directions for appealing to the State Board of Regents

If you are still not satisfied with the outcome after going through the previous levels of the complaint process, you may write to the State Board of Regents. Complaints must be submitted in writing via mail at: Charter School Office, NYS Education Department, 89 Washington Avenue, Albany, NY 12234, Attention - Board of Regents Leveled Complaint, or via email to: charterschools@nysed.gov.

The subject line of the email should read: Complaint: La Cima Elementary Charter School.

The contents of the letter/email should include:

- A detailed statement of the complaint including the provision of the School's charter or law that you allege has been violated.
- What, if any, response you received from the School's Board of Trustees and the Charter Schools Institute
- Copies of all relevant correspondence between you and the School and you and the Charter Schools Institute. (You should maintain copies of all correspondence and materials for your own files.)
- What specific action or relief you are seeking.
- Contact information for you – name, address, email address, telephone number.

New York State ESSA-Funded Programs Complaint Procedures

Below is the process for resolving complaints submitted to the New York State Education Department's (NYSED) Office of ESSA-Funded Programs alleging that a local educational agency (LEA), grantee or NYSED has violated a law, rule, or regulation in the administration of any "covered Federal program" under the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA) identified below. This would apply if those filing a complaint believe there was a violation of the school's responsibility under funds from Title 1, 2 or 4.

These procedures offer parents and other stakeholders a process to file complaints and allow for the timely resolution of such complaints. Complaints filed against a local entity such as a school district, charter school, or grantee will be reviewed by NYSED's Office of ESSA-Funded Programs. Complaints filed against NYSED will be reviewed by NYSED's legal counsel.

A complainant may include any of the following: parents, public agencies, and other individuals or organizations. If the complainant is a minor, the complaint or appeal shall also be signed by his or her guardian, unless the statute or rule under which the complaint or appeal is filed prohibits this requirement. Complaints regarding equitable services for non-public schools should follow the procedures detailed at <http://www.p12.nysed.gov/nonpub/Ombudsman.html>.

Each LEA in New York State is required to disseminate, free of charge, adequate information about these complaint procedures to parents of students, and appropriate private school officials or representatives.

La Cima Elementary Charter School

Formal Complaint Form

Date: ___/___/___

Name of Person Bringing Complaint: _____

Student Name: _____ Grade _____

Telephone# _____ Email (if available) _____

Provide a detailed statement of the nature of your original complaint including the date and individual to whom you spoke to.

Complaint Procedures
La Cima Charter School
Attn: Board Chair
800 Gates Avenue
Brooklyn, NY 11221



LA CIMA
ELEMENTARY
CHARTER
SCHOOL

La Cima Elementary Charter School

2021-2022 Calendar

DRAFT

3/5/2021

	S	M	T	W	T	F	S	
August	1	2	3	4	5	6	7	August '21 23 First Days of School for all students: K-5 ; Half day for Grade K ONLY *Grade K continues the Half Day Schedule until September 6th. ** All students observe the Half Day schedule on Fridays.
	8	9	10	11	12	13	14	
	15	16	17	18	19	20	21	
	22	23	24	25	26	27	28	
September				1	2	3	4	September '21 6 No School: Labor Day 7 First Onsite Day K ONLY 8 Back to School Night 17 Non-Attendance Day for students; Teacher PD Day
	5	6	7	8	9	10	11	
	12	13	14	15	16	17	18	
	19	20	21	22	23	24	25	
October						1	2	October '21 7 Picture Day 11 No School: Indigenous People's Day 14 Latinx Heritage Celebration
	3	4	5	6	7	8	9	
	10	11	12	13	14	15	16	
	17	18	19	20	21	22	23	
November								November '21 4 Half Day: Family Teacher Conferences (Day 1) 5 Family Teacher Conferences (Day 2) 10 Non-Attendance Day for students; Teacher PD Day 23 Half Day 24-26 No School: Thanksgiving Break
	7	8	9	10	11	12	13	
	14	15	16	17	18	19	20	
	21	22	23	24	25	26	27	
December				1	2	3	4	December '21 10 Winter Concert 20-31 No School: Winter Break
	5	6	7	8	9	10	11	
	12	13	14	15	16	17	18	
	19	20	21	22	23	24	25	
January							1	January '22 3 Return from Winter Break 17 No School: Martin Luther King Jr. Day
	2	3	4	5	6	7	8	
	9	10	11	12	13	14	15	
	16	17	18	19	20	21	22	
February			1	2	3	4	5	February '22 15-19 No School: Mid-Winter Recess 18 Black History Month Celebration
	6	7	8	9	10	11	12	
	13	14	15	16	17	18	19	
	20	21	22	23	24	25	26	
March			1	2	3	4	5	March '22 3 Half Day: Family Teacher Conferences (Day 1) 4 Family Teacher Conferences (Day 2) 29-31 NYS ELA Exam (Grades 3- 5)
	6	7	8	9	10	11	12	
	13	14	15	16	17	18	19	
	20	21	22	23	24	25	26	
April						1	2	April '22 15-22 No School: Spring Break 11-14 NYSESLAT Speaking 26-28 NYS Math Exam (Grades 3- 5)
	3	4	5	6	7	8	9	
	10	11	12	13	14	15	16	
	17	18	19	20	21	22	23	
May								May '22 2 Eid al-Fitr 3-6 NYSESLAT Speaking 3-20 NYSESLAT Listening, Reading, Writing 30 No School: Memorial Day
	1	2	3	4	5	6	7	
	8	9	10	11	12	13	14	
	15	16	17	18	19	20	21	
June				1	2	3	4	June '22 8 Kindergarten Moving Up Ceremony 15 5th Grade Moving Up Ceremony 17 Last Day of School
	5	6	7	8	9	10	11	
	12	13	14	15	16	17	18	
	19	20	21	22	23	24	25	

- Non Attendance Days
- Half Day
- Special Events
- New York State Exams

Main Office: 718-443-2136 Fax: 718-443-7291
Website: www.lacimacharterschool.org
School Session: August 23, 2021- June 17, 2022 (184 school days)
School Day Hours: 7:30 - 3:45 pm (Monday - Thursday), 7:30 - 12:00 pm (Fridays and Half Days)

LA CIMA FAMILY AND SCHOLAR CONTRACT

As a parent/guardian, I will:

- Show respect and support for my child, the teachers, and the school.
- Support the school's discipline policy.
- Provide a quiet, well-lit place for study and supervise homework.
- Attend ALL parent-teacher conferences.
- Monitor my child's progress in meeting grade level academic goals in reading and mathematics.
- Talk with my child each day about his or her school activities.
- Monitor my child's TV viewing and keep it to a minimum
- Ensure my child has a New York Public library card.
- Read with my child for at least 15 minutes each day and let my child see me read.

As a student, I will:

- Always try to do my best work.
- Be kind and helpful to my classmates.
- Show respect for myself, my school, and other people.
- Obey classroom, school, and bus rules.
- Come to school prepared with my homework and my supplies.
- Believe that I can and will learn.
- Spend at least 20 minutes each day studying or reading at home.
- Talk with my parents each day about my school activities.
- Ask for help from my caregiver or teacher when I need it.

Please sign below to confirm agreement with the expectations of this contract.

Parent signature

Date

Student signature

Date *La Cima Bus Guidelines*

Scholar Expectations

1. Scholars will only be released to a guardian and those persons who are listed on the pick-up authorization form.
2. Scholars that are in grades 4 and 5 who have an authorization form to walk home on file, will be released to walk home from the bus alone.
3. Scholars will only be dropped off at assigned and designated bus stops.
4. Scholars are expected to use appropriate indoor voices when speaking to their seat buddy on the bus.

5. Scholars will refrain from using obscene or inappropriate language on the bus.
6. Scholars will maintain a safe bus environment by refraining from the following behaviors: hitting, kicking, scratching, punching, pushing, shoving or harassing other scholars on the bus.
7. Scholars will refrain from name calling, threats, intimidation, and other examples of verbal harassment towards other scholars on the bus.
8. 4th and 5th grade scholars are not permitted to have their phones out on the bus. Only when a scholar exits the bus will they be able to use their phone. Scholars in grades K-3rd are not permitted to have cellphones.
9. Eating and drinking are not allowed on the bus.
10. If there is a monitor on the bus, the scholars must follow his/her directions at all times
11. Scholars must stay in their seats at all times with their seat belts fastened.
12. Scholars must keep any writing materials inside their book bags while on the bus.

Family Expectations

1. There will be a 2 minute grace period for adults to arrive at the bus stop before they are considered a no show, and the scholar will be brought back to the school. This 2 minute period also applies to
2. Family and Scholars will be respectful in how they speak and approach both the driver and bus monitor.
3. If family decides they do not want their scholar(s) to ride the bus home, they will call the front desk directly and notify the front desk of this change.
4. In the event that the bus is running late, families will give bus arrival a 5 minute grace time before contacting the bus monitor.
5. If families request to have a scholar removed from the bus and rescinds that decision, the family must reapply for busing. The scholar will not be permitted on the bus until the child's name appears on the roster through Office of Pupil Transportation

Bus Consequences

1st violation: Suspension from bus service for 1 day

Parent is responsible for finding alternate transportation.

2nd violation: Suspension from bus service for 1 week

Parent is responsible for finding alternate transportation.

3rd violation: Suspension from bus service indefinitely

Scholar is suspended from bus service until reinstated by the Assistant Principal and Principal. Parent is responsible for finding alternate transportation.

Note: Bus monitors will track warnings leading up to each violation.

1st warning = Reminder to scholar and phone call home

2nd warning = Letter home to family

3rd warning = In-person meeting with administration

Bus Stops & Schedules

We have assigned bus routes provided by the Office of Pupil Transportation. For a most up-to-date bus route, please request a copy from our main office. Though we are working to have additional stops and routes added the process can take a long time, sometimes more than a school year. However, all requests for new bus stops are welcomed and should be communicated.

Bus Complaints

La Cima does not manage or control the school bus service—the contract with the bus company is managed and supervised by the NYC Department of Education. Complaints about late pick-ups, drop-offs, driver behavior, bus conditions, etc. should be reported to both the main office at La Cima ***and*** the NYC Dept. of Education’s Office of Pupil Transportation.

NYC Dept. of Education’s Office of Pupil Transportation Customer Hotline: 718-392-8855

When you call this number you will need to provide the following:

- La Cima OPT code: 16564
- La Cima school code: 84K649