

La Cima Family Handbook



La Cima
CHARTER SCHOOL

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HOW TO USE THIS HANDBOOK

Welcome to La Cima Charter School! This Student & Family handbook is a reference document that outlines La Cima’s most important academic, discipline, and safety policies. Additionally, school notices that are sent home communicating policy updates and changes are regarded as additions to our Handbook. Students and families must review all the topics contained in this Handbook and submit a Letter of Acknowledgement of receipt to the school. Please contact the Main Office with any specific policy questions or concerns about this material. At La Cima we have a growth and strengths-based mindset, so our policies and procedures will continually evolve and conveyed in a positive and supportive manner. This handbook is intended for our students and for their parents, guardians, or individuals with temporary or permanent custody.

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.

OUR CARE PRINCIPLES

La Cima's character education program is rooted in the four C.A.R.E. principles: community, accountability, reconciliation and effective effort.

By teaching our scholars these principles, we ensure that we have a safe and caring environment in which every student can learn and grow and that we have a thriving and evolving character education program that supports the academic life of the school.

COMMUNITY

Together
we are
stronger



ACCOUNTABILITY

I am
responsible
for you and for
me



RECONCILIATION

I make peace
with my words
and my actions



EFFECTIVE EFFORT

I learn from
my actions and I
never give up.



OUR ACADEMIC PROGRAM

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, art, and music.

Social Justice

At La Cima, we strive to inspire our scholars to be 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 address challenges.

La Cima Classroom Changemaker Namesakes

Kindergarten	First Grade	Second Grade
Courageous Young Women	Science Firsts	Human Rights Activists
Ruby Bridges Sylvia Mendez	Katherine Johnson Franklin Chang-Diaz	Yuri Kochiyama
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 Tum2023
Science	African Dance & Drumming	Music
George Washington Carver	Dudu N'Diaye Rose	Camilla Williams
Art	Physical Education	
Jacob Lawrence	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 complete an in-depth research project about a changemaker.

Constructivist Approach to Math and Structured Literacy Approach to Reading

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.

Sample Schedule

Our academic program is rigorous, research-based, and collaborative. Although not all grades have the exact same schedule, please see below for an overview of a typical day at La Cima. If you would like to request a copy of your scholar's schedule, please ask your scholar's teacher.

7:30-8:00 am: Arrival

- Scholars eat breakfast, socialize with peers, and check-in one-on-one with teachers.

8:00-8:30 am: CARE Circle

- Scholars discuss our CARE principles and how they apply to daily life in and out of school.

8:30-10:00 am: English Language Arts- CKLA

- Scholars work on building reading and writing literacy skills

10:00-10:45 am: Science

- Scholars explore topics about earth science, physical science, life science and complete experiments.

10:45-11:30 am: Art, Physical Education, Music or African Dance & Drumming

- Scholars go to a specialty subject to engage their mind or body in a creative and unique way.

11:30-12:15 pm: Lunch & Recess

- Scholars in Grades K-2 eat in our school cafeteria and play outside in our schoolyard

12:15-1:00 pm: Lunch/Recess

- Scholars in Grades 3-5 eat in our school cafeteria and play outside in our schoolyard.

12:15-1:45 pm: Math Instruction

- Scholars build their number sense and learn math problem solving strategies by solving math problems.

1:45-2:30 pm: Art, Physical Education, Music or African Dance & Drumming

- Scholars go to a specialty subject to engage their mind or body in a creative and unique way.

2:30-3:15 pm:) Guided Reading

- Scholars work in small groups with targeted instruction in reading.

3:15-3:30 pm: CARE Reflection

- Scholars join their community again to reflect on how they showed CARE today in school.

Specials at La Cima

At La Cima, specials classes serve as critical creative outlets for scholars to explore and develop passions and talents that enable them to create or express themselves artistically and musically. Every day, scholars have the chance to participate in two specials periods. Specials classes available to our scholars may include: Art, Music, Physical Education, and African Dance/Drumming.

Field Lessons

Throughout the year, classes may go on field trips to spaces outside of the school building that can provide meaningful learning experiences. In preparation for a field lesson, teachers will send home permission slips. If you would like your scholar to attend a field lesson, they must return a signed permission slip. In the case that you would not like your scholar to attend a field lesson, please contact your scholar's teacher.

On most field lessons, we may allow for family members to join us as chaperones. If you would like to attend a field lesson as a chaperone, please contact your teacher. In order to keep all scholars safe, teachers may contact you to request that you attend a field lesson if we believe that your scholar would benefit behaviorally from your presence.

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. Homework should be completed by the child so that their teacher can understand where they need more support.

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.

FAMILY & STAFF COMMUNICATION

All families will receive contact information for their scholar's teacher at the start of the school year. If a question or concerns arises, families can communicate with the scholar's teacher via email or phone between the hours of 7:30 am and 5:00 pm, but please note: teachers will not be able to make calls when they are teaching.

If you would like to schedule a meeting with a teacher or school administrator, please contact the Main Office at 718-443-2136 so that our administrative assistant can support you with scheduling.

ATTENDANCE

One of the greatest factors in your scholars' success is attendance. Absence, lateness, and early dismissals could have a serious impact on a scholar's educational progress and performance. Please keep in mind that every absence is a loss of approximately eight hours of instruction, which means even a couple absences a month could add up to serious deficit in instruction.

Morning Arrival Policy

School doors on Monroe Avenue open every school day at 7:30 am and close at 7:55 am to ensure scholars arrive at school with time to eat breakfast and prepare their minds for the school day. Unless scholars are authorized to walk independently via a written Pick-up/Drop-off Authorization Form, they must be dropped off directly to a La Cima staff member by an authorized adult. To ensure the safety of all scholars, no scholars are permitted to enter the building before 7:30 am.

Late Arrival

All scholars who arrive after 7:55 am will be considered late. After 7:55 am, scholars will have to enter through the entrance on Gates Avenue. All late scholars must be escorted upstairs by an adult (unless they are authorized to walk independently via a written Pick-up/Drop-off Authorization Form). All late scholars or their escort must sign in at the front desk before heading to class.

Scholars with excessive tardies will be required to have an in-person meeting with school administrators to discuss next steps to ensure they arrive on-time every day.

Early Dismissal Policy

Only authorized adults will be allowed to pick-up scholars. Please call in advance to ensure the scholar is ready once you arrive. Adults will need to enter through the main Gates Avenue entrance, with proper ID in order to sign-in with a school safety agent. They will then need to come to La Cima's front desk on the 3rd Floor to sign-out their scholar in the Early Dismissal log. Adults will wait in the waiting area near the front desk while a La Cima staff member goes to the classroom to bring the scholar up to the front desk to meet the adult.

Dismissal Policy

Families are required to submit a written Pick-up/Drop-off Authorization Form indicating who is and is not allowed to pick up their scholar. Should any changes in authorization occur, families must contact the main office to update the Authorization Form. All exceptions must be communicated by the parent or guardian in writing to the school.

Scholars will be dismissed in the auditorium Monday through Thursday at 3:45 pm and dismissed indoors on Friday at 12:30 pm. In case of inclement weather, all scholars will be dismissed indoors.

Scholars Walking Home

Family members must fill out the Pick-up/ Drop-off Authorization Form checking the box that states scholars are permitted to walk home. Walking home is only an option for scholars in Grade 4 & 5, or scholars who have a sibling in grades 4 or 5. In this case, scholars will sign themselves out (and siblings, if such is the case) on class sign-out rosters during dismissal.

Late Pick-ups

After dismissal, our staff is preparing for the following day and late pick-up can be very disruptive this preparation. Please make every effort to pick up your scholar on-time every day. Late pick-ups will be logged daily and parents of scholars who have three or more late pick-ups in a month or six or more in a year will be required to have an in-person meeting with the Instructional Leadership and to discuss next steps to ensure scholars are picked up on time.

If the late pick-up pattern is excessive or if a parent is more than an hour late picking up his or her child, the school reserves the right to take the child to the local police precinct for safe supervision.

Absences

We understand that a scholar may be absent for illness or emergencies, but the goal is for every scholar to be in school every day. By the end of the year, a scholar with 90% attendance has missed one month of school by the end of the year. Scholars with less than 90% attendance are more likely to have lower test scores and not graduate from high school.

Every absence counts! “Excused” absences are still absences!

To have an absence marked “excused” a family member or guardian must provide written documentation explaining the absence. All absences, “excused” or “unexcused,” are still considered a loss of instructional time and, therefore, are counted as an absence.

<u>Excused Absences at La Cima</u>	<u>Unexcused Absences at La Cima</u>
<ul style="list-style-type: none"> Scholar illness, <i>if verified by a doctor’s note/medical documentation</i> 	<ul style="list-style-type: none"> Routine doctor’s appointments
<ul style="list-style-type: none"> Death of a close family member 	<ul style="list-style-type: none"> Parent/guardian illness
<ul style="list-style-type: none"> Court appearance that requires the child’s presence, <i>if verified by court documentation</i> 	<ul style="list-style-type: none"> Difficulties with public transportation (e.g., missing the bus) or inclement weather (unless school is formally closed)
<ul style="list-style-type: none"> Observance of a religious holiday 	<ul style="list-style-type: none"> Family vacation

Exams and Quizzes

If a scholar is absent, they must make up any exams, quizzes, interim assessments, or other tests on the day they return or a scheduled make-up day as determined by a La Cima staff member.

Tracking Tardies & Absences

Attendance is recorded daily. Given the importance of daily attendance for a child’s full growth and development, there will be consequences should attendance issues arise.

- Each absence and tardy will result in an automated or phone call from a staff member.
 - Please note that if a scholar is absent five times in a row and our staff is unable to get in contact with a parent/guardian, then we are mandated to report this incident with the State Central Registry and a case may be opened with the Administration for Child Services (ACS).*
- 10-15 absences will result in an attendance meeting with a school administrator.
- 20 absences will result in an escalation to State Central Registry. If a child is absent 20 times in a given school year, it is considered educational neglect. In accordance with mandated reporting guidelines, a case may be opened with the Administration for Child Services (ACS).



Please be mindful that even two absences a month can total up to 20 absences within one school year.

SCHOOL CLOSINGS

La Cima will only close school in cases of extreme weather conditions. In such situations, we will follow the New York City Department of Education (DOE) closing. Please listen to local radio, watch local television stations, or check <https://www.schools.nyc.gov> for status updates. If New York City announces a delayed opening or a closing, La Cima will also be delayed or closed.

EMERGENCY PROCEDURES

Emergency Preparedness

Each year, the Safety Plan is revised for each school building. All staff members are trained each year on emergency procedures. Students are trained in the following drills in case of an emergency: evacuation, shelter-in, and lockdowns.

Evacuation & Relocation

In the case of an emergency during school hours, students are evacuated from the premises and there is no re-entry to the school building until immediate threat/event has passed or necessary actions are taken to eliminate all conditions that pose a safety or health hazard. There are primary and secondary relocation sites designated to La Cima and students will be directed there with the school leadership team, as well as all teachers and support staff. Authorities and families will be notified of emergency relocation sites.

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.

TRANSPORTATION & BUSSING

MetroCards

All qualifying scholars will receive a free MetroCard at the start of each month to ensure that all scholars are able to attend school each and every day. If you are in need of a MetroCard for your scholar, please contact the Main Office at 718-443-2136.

Bussing

Busing to and from La Cima is provided by the New York City Department of Education, Office of Pupil Transportation (OPT). The Department of Education provides busing for any K – 2 scholar who lives between half a mile and three miles from the school. or any grades 3 – 5 scholar who lives between one and three miles from the school.

All bus routes are provided by the Office of Pupil Transportation. If you are in need of an updated bus route, please contact our Main Office and we will provide you with an updated copy. Although we do not manage or control the bus service, we can support you in adding an additional stop or route. Please note that because the bus company is managed and supervised by the New York City Department of Education, the process of adding a stop/route may take a long time. Complaints about late pick-ups, drop-offs, driver behavior, or bus conditions should be reported to both our Main Office as well as the Office of Pupil Transportation Customer Hotline at 718-392-8855. When calling the Office of Pupil Transportation, please be prepared to provide La Cima's OPT Code (16564) and La Cima's School Code (84K649).

In order for a scholar to participate in our bussing program, a parent/guardian is required to sign a bus contract that outlines guidelines for bus conduct and consequences for not adhering to said guidelines. Our expectations for behavior on the bus are *consistent with our CARE principles and expectations while in school*.

Bus Expectations for Families

1. There will be a two-minute grace period for authorized adults to arrive at their assigned bus stop before they are considered a no-show. If an authorized adult is not present to pick-up their scholar, the scholar will be brought back to the school for the authorized adult to pick them up.
2. Families and scholars must speak respectfully to the bus driver and bus matron/monitor.

3. If a family decides they do not want their scholar(s) to ride the bus home on a particular day, they can call the Main Office directly and notify the front desk of this change.
4. In the event that the bus is running late, families will give the bus five-minute grace period before contacting the bus matron/monitor.
5. If families request to have a scholar removed from the bus permanently and then forfeits that decision, the family must reapply for bussing. This change may take some time. The scholar will not be permitted on bus until the child's name appears on the roster through the New York City Department of Education's Office of Pupil Transportation.

Bus Expectations for Scholars

1. Scholars may only be released to an adult who is listed on a scholar's written Drop-off/Pick-Up Authorization Form.
2. In order for a scholar in grades 4 and 5 to be allowed to walk off the bus alone, that scholar must have a written Drop-off/Pick-up Authorization Form that indicates walking is permitting.
3. Scholars will only be dropped off at assigned and designated bus stops.
4. Scholars must use appropriate indoor voices when speaking to their seat buddy on the bus.
5. Scholars must refrain from using obscene or inappropriate language on the bus.
6. Scholars must refrain from the following behaviors: hitting, kicking, scratching, punching, pushing, shoving or harassing other scholars on the bus.
7. Scholars must refrain from name calling, threats, intimidation, and other examples of verbal harassment towards other scholars on the bus.
8. Scholars are not permitted to have their cell phones out on the bus. Only when a scholar exits the bus will they be able to use their cell phone.
9. Eating and drinking are not allowed on the bus.
10. Scholars must stay in their seats at all times with their seat belts fastened.
11. Scholars must keep any writing materials inside their backpacks while on the bus.
12. If there is a bus matron/monitor present, scholars must follow their directions at all times.

Failure to comply with the aforementioned behavioral expectations may lead to the following:

- 1st warning = reminder to scholar and phone call home
- 2nd warning = written letter home to family
- 3rd warning = in-person meeting with administration

After three warnings, failure to comply with our behavioral expectations will be considered "violations."

- 1st violation: Suspension from bus service for 1 day
 - *Parent/guardian is responsible for finding alternate transportation.*
- 2nd violation: Suspension from bus service for 1 week
 - *Parent/guardian is responsible for finding alternate transportation.*
- 3rd violation: Suspension from bus service indefinitely
 - *Parent/guardian is responsible for finding alternate transportation. Scholar is suspended from bus service until reinstated by a member of the school's administrative team.*

Any physical altercation may result in immediate suspension from the bus.

HOURS OF OPERATION

La Cima operates from 7:30 a.m. to 3:45 p.m. Monday through Thursday. On Fridays, our school day is 7:30 a.m. - 12:00 p.m., which gives our teachers time to meet, plan, and receive training. This weekly staff development time helps us improve our collective teaching skills and wider school programming.

Please see our website for the annual school calendar that explicates days off and breaks throughout the year. Automatic calls will be sent as reminders for days off from school.

UNIFORMS

All scholars are required to wear a school uniform daily to ensure that all scholars exist in a calm and safe learning environment in which academics are prioritized. By wearing uniforms, we attempt to create a space free from the competitive nature that can come from materials goods such as clothing, shoes, and accessories.

Our School Uniform

- Uniform shirts must be royal blue cotton polo shirts (long or short sleeved) with collars. Shirts will be labeled with the school emblem from our uniform vendor, Flynn O'Hara.
- Pants must be navy blue. Kindergarten scholars are allowed to wear navy blue sweatpants with an elastic waistband.
- Shoes must be black sneakers.
- Cold weather attire may include blue 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 inappropriate language or illicit activities/ items are prohibited.
- A reasonable number of earrings are permitted. Only ears may be pierced.
- Makeup is not permitted.



Additional Guidelines

- Please label all clothing items to prevent them from being misplaced or lost.
- Scholars are not permitted to wear make-up in school, including lip gloss or tinted chapstick.
- Excessive jewelry, such as large earrings, necklaces, bracelets or rings are not allowed.
- Distracting hair accessories, such as large headbands, are not permitted.

- During winter months, please dress scholars with warm coats, hats, and gloves, so they can play outside for recess.

Extra Clothing (Kindergarten)

- Kindergarteners should have an extra clean set of clothes at school, in the event of an accident.
- Please bring an extra uniform including underwear and socks, with every item labeled in a plastic bag with the scholar's name.

HEALTHY FOOD POLICY

Our program is very active, and children need the necessary nutrition to maintain a high level of interest and energy throughout the day. La Cima takes food and nutrition very seriously to ensure our scholars are in the best state for learning and to establish a culture of wellness at school. A healthy breakfast, snack, and lunch will be provided for all scholars each day.

If you choose to provide breakfast, snack, or lunch for your scholar, we ask that this meal be eatable at room-temperature and that it contain nutritious and healthy food. We do not have the capacity to heat-up or refrigerate meals. Junk food or other unhealthy items will be sent back home unopened and the school will provide the scholar with a healthy school lunch.

Please see below for guidelines as to what food is permitted:

What to Eat	Prohibited Foods
<ul style="list-style-type: none"> - Water - Fruit - Yogurt - Fresh Fruit - Applesauce - Cheese - Crackers - Vegetables 	<ul style="list-style-type: none"> - Soda (including diet soda) - Juice - Sports/Energy Drinks - Candy - Cookies - Chips - Cheetos - Takis - Animal Crackers

Nut Policy

La Cima is a nut-free school environment. If your child is bringing food from home please do not include any peanut or tree nut items.

If your scholar has a nut allergy or any other food-allergy, please alert our staff immediately with the appropriate medical documentation so we know how to best support your scholar.

BIRTHDAYS/CELEBRATIONS

Birthdays for students should be a celebration of the child. We would like the focus to be on the student and getting to know him/her in a more meaningful way on their special day. We all know that birthdays are important to every child and that kids like to celebrate with their classmates. We are encouraging a **non-food celebration**.

Below are several celebration examples you can plan with your child's teacher:

- Decorate a box and send it into the classroom along with index cards or small pieces of paper. The teacher will ask each child to write one sentence to write something nice about the birthday child and put it into the box. The child gets to take the box home at the end of the day. You can also do the same with an autograph book.
- Have a show and tell for your child. For example, make a poster, bring in one item of a favorite thing, bring photos, tell the students about their favorite things or life at their house.
- Bring in something that all the students can sign as a birthday treat for the birthday child (shirt, tote bag, autograph stuffed animal, pillow case, etc.).

NURSING SERVICES & MEDICATION

A school nurse is present everyday from 9:00 am to 3:00 pm. Our school nurse can give prescribed medicine to scholars with a Medication Administration Form on file and can monitor scholars with chronic health problems. If your scholar has a health condition and could benefit from taking prescribed medicine at school, please talk to your scholar's health care provider about providing La Cima with the appropriate documentation.

Please note: Medication Administration Forms must be submitted each year to ensure scholars receive the appropriate medical care.

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

If a student requires medication while in school, the school must have on file an Authorization to Dispense Medication form, filled out by the student's physician. No student is allowed to bring medication to the school without the school's full knowledge. All medication must be presented in its original container from the pharmacy.

Additionally, a parent must deliver all medication – medication should NEVER be sent with the student. The Authorization to Dispense Medication Form must be updated annually. Also, if there are any changes to the medication (including to the dosage of the medication) a new form must be completed and submitted, including an updated physician signature. We advise families to request multiple copies of the Authorization to Dispense Medication Form to bring with them to all regularly scheduled doctor's appointments, in the event medications need to change. The medication dispensation authorization form requirement applies to

all medication, including over the counter medication (e.g., Tylenol). If a student needs to take medication during the school day, the student must have the authorization signed by his or her physician and a parent or guardian on file, giving the school permission to administer the medication. The medication dispensation authorization form requirement also applies to asthma inhalers. Students (other than those who have been authorized to self-medicate, as described below) should go to the Main Office first to receive a pass to the Nurse for administration of medication. Children who may need inhalers or other asthma medication on an emergency basis may be permitted to carry the inhaler if the student understands the condition and the procedures and written permission has been granted by the child's health care provider and parent. Please request a form for this approval if you believe that your child can self administer the inhaler or other emergency medication. Students are prohibited from carrying any over the counter medications including but not limited to:

- Tylenol
- Aleve
- Advil
- Benadryl

Students should never carry or take medications outside of these procedures. Students found in possession of over the counter or prescription drugs could face significant consequences.

SCHOOL SUPPLIES

All school supplies will be provided for our scholars. If you choose to donate school supplies, please send them into school with a note for the teacher.

Because all supplies are provided, scholars do not need to bring anything other than their backpack, book baggies, and/or extra uniform with them to school. If any of the following items are brought into school, scholars may be asked to place them into their backpack to be returned home:

- Basketballs or other sports equipment
- Makeup, including lip gloss or nail polish
- Fancy pens or pencils
- Toys, including figurines or fidget spinners
- Any electronic devices other than a basic watch, including iPads or other gaming devices
- Slime

PERSONAL ITEMS

The school will not accept responsibility for the personal items of scholars that are lost and/or broken at school. The school shall not be responsible for any items lost or damaged while in its possession.

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.

LOST & FOUND

Our school's "lost and found" is in the Main Office. If a scholar misplaces an article of clothing or a personal item, this personal item may be taken to the "lost and found" for retrieval. During school hours, any scholar can ask a teacher to go to the "lost and found." Family members may also request time to look for an item in

the “lost and found” barring that a member of La Cima’s staff accompany them to look. Unclaimed items are donated to charity at the end of each month.

CELL PHONE POLICY

Cell phones are not allowed to be used by scholars during school hours.

Only scholars with a cell phone agreement signed by families and returned to the school are allowed to have cell phones.



Please note that La Cima is not responsible for any lost, broken or stolen personal items, including cell phones. 4th and 5th graders with a signed agreement can have cell phones in their possession as long as they comply with the following rules:

1. Upon arrival at school, all cell phones must be turned off.
2. Cell phones must be turned into the classroom teacher upon arrival.
3. Cell phones must be labeled with the scholar’s name.
4. Scholars may retrieve cell phones at the end of the day.
5. Scholars must wait until they exit the building or leave their bus stop before turning their cell phones on. (Cell phones and other electronic devices are not permitted on the school bus.)

PHOTOGRAPHY & MEDIA

Families complete a photo release form as part of their scholar’s registration and at the start of each school year. La Cima may use photos of scholars on our website, monthly newsletters, or social media to keep our community updated about our current events, learnings, and activities. If you wish to update this document at any point in the school year, please contact the Main Office.

TECHNOLOGY

Technology encompasses a variety of ever-changing tools. Students use the internet to access online educational resources, conduct research and practice using technology in a safe way.

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.

The school reserves the right to prohibit usage by students who do not follow its guidelines. Families are responsible for their children’s technology use when they are not at school. The school recommends that parents provide substantial guidance and oversight, even for older students.

Technology Use & Internet Safety

Scholars are to use the computer network responsibly. The user is personally responsible for his/her actions in accessing and using the La Cima computer network and the school’s technological resources.

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 email, text messages, blogs, instant messages, personal websites, on-line social directories and communities, video-posting sites, and online personal polling websites, 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.
- **Software:** 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 and the scholar may lose access to a La Cima device. Downloading of non-work-related files is permitted only with an instructor's permission.
- **Copying/Plagiarism:** Scholars may not copy other people's work or intrude into other people's files. All copyright laws must be respected.
- **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.

REPORT CARDS & CONFERENCES

La Cima's academic calendar is partitioned into trimesters. Therefore, you can expect to receive report cards three times a year. In order to pick up your scholar's report card, we ask that you come into school for a "Family Conference" so that we can share more detailed information about your scholar's academic progress. If you have questions or concerns regarding your scholar's progress at any other time during the year, you can contact your scholar's teacher to request more personalized information and/or to schedule an in-person appointment.

This year we are piloting Student-Led Conferences with fifth grade scholars.

What is a student-led conference?

A student-led conference is a preplanned meeting in which students demonstrate responsibility for their academic performance by providing a review of their work for parents and teachers. The students lead the conference by presenting work samples and discussing their learning, strengths, weaknesses, and progress toward their goals.

Student-led conferences differ from the traditional parent/teacher conferences.

- Students participate in all stages of the conference. They prepare and organize work samples, use checklists to demonstrate new learning, and plan next steps.
- Students lead the conversation to show what they have learned. They receive feedback from their parents and teachers about strengths and goals for improvement.

Student-led conferences benefit students, parents, and teachers.

- Students take more ownership of their learning.

- Parents and students have open communication about school, after-school activities, and other important decisions in life.
- Teachers establish a stronger working relationship with parents and students.

Parents are always welcome to schedule a meeting with their child's teacher for additional discussions.

If you have questions or concerns regarding your scholar's progress at any other time during the year, you can contact your scholar's teacher to request more personalized information and/or to schedule an in-person appointment.

GRADING & CLASSROOM PLACEMENT

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 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 head of school 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 head of school, including the reasons for such consideration. The final decision regarding placement, acceleration, promotion, or retention of a student rests solely with the head of school.

The head of school 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.

REQUESTS FOR SPECIFIC TEACHERS

We do our best to ensure that all scholars are placed in a calm, safe classroom environment in which learning is paramount. To achieve this, we strategically place scholars with specific teachers and peers. We do not accept or accommodate requests for specific teachers or certain scholars. If you have a particular concern or extenuating circumstance, please call the Main Office and leave a message for our school administrators.

RE-ENROLLMENT & MIDDLE SCHOOL

At La Cima, we provide a K-5 education and hope that our scholars are able to remain enrolled from kindergarten up until fifth grade. Each spring, we will ask that you complete re-enrollment paperwork in order to ensure that your space for the following school year is secured. For our 5th graders, we provide individualized middle school counseling to provide guidance and support through the application process.

SPECIAL POPULATIONS

Our school works diligently to equitably meet a range of diverse learners' needs. Through a combination of support and special services, we serve scholars with Individualized Education Programs (IEPs). At La Cima, the following services are available: Integrated Collaborative Teaching Services (ICT), Special Education Teacher Support Services (SETSS), Occupational Therapy (OT), Physical Therapy (PT), Speech-Language Therapy (SLT), counseling, hearing services, and/or one-on-one paraprofessional services. If you would like more information about these services, please contact the Main Office or your scholar's teacher.

Response to Intervention (Rtl)

Response to Intervention (Rtl) is a multi-tiered approach that includes ongoing progress monitoring and interventions for scholars. If a scholar is struggling academically but does not have an IEP, they may be a strong candidate for Rtl or extra supports and progress monitoring.

English as a New Language (ENL) Program

Upon registration, parents are asked to fill out a Home Language Identification Survey. Scholars who speak a language other than English take an exam called the New York State Identification Test for English Language Learners (NYSITELL.) The score on the NYSITELL determines whether or not a scholar is entitled to receive ENL services. At La Cima our ENL services are offered through push-in and/or a pull out model. La Cima's ENL Program includes the development of strategies through daily reading, writing, speaking and listening activities. These strategies include the development of oral language, teaching of grammar, syntax and structure in the English language and the development of academic language and vocabulary. Each spring, our emergent bilingual scholars are required to take the New York State English as a Second Language Achievement Test (NYSESLAT). This exam evaluates English proficiency. The scholar continues to take the NYSESLAT until he/she is considered proficient. Once a scholar reaches proficiency determined by the NYSESLAT, he/she can still receive ENL supports for an additional two years.

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 a part of the State's compliance with federal laws that mandate annual assessing and tracking of English proficiency of English language learners.

RESTORATIVE PRACTICES

What are Restorative Practices?

Our scholars, like ourselves, are in a constant state of learning and evolving. As adults, it is our responsibility to create a context in which children can learn academically, socially, and emotionally. Much of this learning happens in the face of conflict. Our children must have the capacity to identify the ways in which harm was caused in a conflict. If they are involved in a conflict, they need to engage with the resolution process. This is the emotional strength of character that a change-maker embodies. It is emotional intelligence and critical thinking that will allow them to navigate their world, hold themselves accountable for unjust acts, and act in a way to hold others accountable for acts of injustice. It is in these moments where the values behind the CARE principles-Community, Accountability, Reconciliation, and Effective Effort-really comes to surface.

A restorative approach to discipline changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and how those engaged in the misbehavior will be punished, a restorative approach asks four key questions:

- What happened?
- Who was harmed or affected by the behavior?
- What needs to be done to make things right?
- How can people behave differently in the future?

Behavior Code Community Expectations

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, 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.

Determining the Disciplinary Response

School officials consult the Behavior Code 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 progressive approach to discipline that focuses on incremental interventions that help the student to make appropriate shifts to their behaviors. At La Cima, discipline focuses

on concurrent accountability and behavioral change. Our goal 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 help us to identify any and all serious problems that scholars may be experiencing.

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.

Where and When the Behavior Code Applies

The standards set forth in the Behavior Code apply to:

- behaviors in school during school hours;
- behaviors before and after school, while on school property;
- behaviors while traveling on vehicles funded by the NYC DOE and/or other chartered modes of transportation
- behaviors 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.
- electronic communications, including but not limited to texting, e-mailing, and social networking.

Progressive Ladder of Support & Disciplinary Responses

The ladder of supports and disciplinary responses below illustrates a progressive response to inappropriate behavior. Scholar misbehavior is handled on a case-by-case basis. In all cases, implementation of appropriate interventions and disciplinary responses take into account a number of factors including the nature and severity of the misconduct.

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 students.

Scholar Intervention & Discipline Code

Please note the possible responses are examples and not an exhaustive list of possible responses.

Level 1 responses can be determined and administered by the classroom teacher.

<i>Level 1</i>	<i>Possible Responses to Level 1</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 	<ul style="list-style-type: none"> ● Non-verbal redirection/correction ● Verbal redirection/correction ● Time -Out (in classroom)

<ul style="list-style-type: none"> 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"> Fix-it (repair the harm done) Apology/Public Apology Phone call home Conflict resolution
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Level 2 responses must be determined in collaboration with a member of school leadership

Level 2	Possible Responses to Level 2 <i>Could include all level 1 responses in addition to the below</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 Bullying Verbally aggressive/threatening behavior Leaving class without permission Taking items from community members without permission Academic dishonesty Physical behavior (play fighting or horseplay, non-impulsive hitting, kicking, spitting) 	<ul style="list-style-type: none"> Step Out to a buddy classroom for one period with grade level work Alternative setting and or space for lunch and recess Referral to Scholar Support Team Restorative practices (e.g., circle or formal restorative conference) Parent Conference Incentives Based Behavior Chart or Behavior Contract Written reflection or project Community service project In-school suspension (1-3 days) Family Conference with a member of the Instructional Leadership Team or head of school Family shadow for specified amount of time

Level 3 responses must be finalized by the head of school or head of school designee a member of school leadership

Level 3	Possible Responses to Level 3 <i>Could include all level 1 and 2 responses in addition to the below</i>
<ul style="list-style-type: none"> Leaving school premises without permission DASA Violations: Bullying/Cyberbullying - Targeted, repeated harassment towards a community member Fighting - on and off school property Possession, using, selling or sharing illegal items Engaging in inappropriate or unwanted physical contact or touching someone in a private part of body Tampering with the fire alarm Weapons (knives, gun, etc.) Destroying community property Violation of technology/internet safety policy Threatening to harm another community member 	<ul style="list-style-type: none"> Family conference with head of school Law enforcement notification as necessary Out of School Suspension Alternative learning environment Expulsion

What is DASA?

DASA or The Dignity for All Students Act is a law that was established on July 1, 2012 to *prohibit bullying, harassment, discrimination, or cyberbullying against students in school based on the following:*

- Race
- Color



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

What is Bullying?

The Elements of Bullying:

- *Imbalance of Power:* Scholars who bully others use their power, such as physical strength, access to embarrassing information, or popularity, to control or harm others. Power imbalances can change over time and in different situations even if they involve the same people.
- *Repetition:* Bullying behaviors generally happen more than once or have the potential to happen more than once.

Common Bullying Behaviors:

- *Verbal:* name-calling, teasing, inappropriate sexual comments, taunting, and threatening to cause harm
- *Social/Relationship:* spreading rumors, excluding others on purpose, telling other scholars not to be friends with someone, and embarrassing someone in public
- *Physical:* hitting, punching, shoving, kicking, pinching, spitting, tripping, pushing, and taking or breaking someone's things
- *Cyber:* sending text messages, emails, or posting messages/pictures on social media to embarrass or hurt others

If you believe that an adult or scholar within the La Cima community may be being harrassed, discriminated against, or bullied, please inform a school administrator immediately by calling the Main Office at 718-443-2136.

No Retaliation

We ask that no retaliation is taken if an adult or scholar support in an investigation of harassment, discrimination, or bullying. As a school, we have protocols to follow in order to maintain the safety and security of all community members. We will follow such steps in order to restore any harm that has been caused and to push towards reconciling any harmed relationships. These steps may include speaking with other community members to learn more about their perspectives. No retaliation is permitted for any community member who supports us in our investigation of harmful behaviors.

Mandated Reporting

La Cima cares deeply about the health, safety, and well-being of our scholars, families, and community. Under New York law all school employees are required to report suspected child abuse, maltreatment, or neglect when they have a reasonable belief that such abuse is occurring or has occurred.

APPENDIX

APPENDIX A: Who Can Answer My Questions

<p>I have a question about schoolwork, tests, class field trips, homework, and anything that takes place inside of the classroom. I want to know how I can best support my child's learning at home.</p>	<p>Classroom or Academic Content Teacher</p>
<p>I have a question about music, physical education, African drumming and dance, or art..I want to know more about a project, special field trip, or other issue within a particular specials elective. class.</p>	<p>Specials Teacher</p>
<p>I have a question about modifications being made to address my child's special learning needs, or questions about my child's services and supports.</p>	<p>Director of Special Populations</p>
<p>I have a question concerning student enrollment, the lottery, student records, school uniforms, transportation, or school lunch. I need to advise someone of my change of address/phone number or update my emergency contacts.</p>	<p>Director of Operations</p>
<p>I have a question about the school's culture, discipline policy, behavioral expectations, suspensions or other disciplinary actions. I want to know how the school deals with bullying.</p>	<p>Scholar Support Associate Instruction Leader</p>
<p>I would like to discuss an important or sensitive issue that I feel is affecting my child and family. I need help to find a support or program in the community for my family or me. I have a concern about my child's feelings or behavior and need to speak to someone other than my child's teacher.</p>	<p>Guidance Counselor</p>
<p>I have a question concerning school wide policies and operations including attendance, facilities, and security.</p>	<p>Director of Operations</p>
<p>I have a question concerning the school's</p>	<p>Instructional Leader</p>

curriculum or instructional approach, report cards, NYS ELA, Math Tests, other school wide assessments. I have spoken to my child's teacher but still have a concern.	Head of School
I have a question about overall performance and goals. I have spoken to the Instructional Coaches but still have questions.	Head of School

APPENDIX B: Important Notice of Additional Policies

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.

La Cima DASA Coordinator: Tiffany Young, Guidance Counselor
 Phone Number: (718) 443 - 2136
 Email: tiffany@lacimacharterschool.org

Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act (commonly referred to as “504”) is a federal law that protects students and all Emblaze employees from discrimination based on disability. A disability

may be a physical or mental impairment (such as an allergy or asthma or a learning disability) that substantially limits one or more major life activities. Section 504 assures that students with disabilities have educational opportunities and benefits equal to those provided to students without disabilities. If you believe that your child is experiencing discrimination or loss of educational opportunities due to a disability, please contact our 504 Coordinator, Brittney Baker, in person, by letter or email. The 504 Coordinator will arrange a 504 meeting to develop a health plan or another kind of 504 Plan. She will also explain your right to impartial review of a Section 504 Plan and procedures for filing a complaint, if your concerns are not resolved.

PROCESS FOR SHARING CONCERNS & FINDING SOLUTIONS

Updated for the 2023-2024 School Year

Formal Complaint

Section 2855 (4) of the NYS Charter Schools Act provides that parents (as well as any other individual) who believe that a charter school has violated a term of its charter or the law may complain formally to the school and seek relief. The law gives the power to hear those complaints to the school's board of trustees in the first instance (though the board of trustees may delegate that power to, for example, the head of school or a committee of the board or a neutral third-party). The Board of Trustees then has 45 days to provide a response (may be written). Issues involving a violation of the law or charter may be resolved informally and you may wish to use this avenue before making a formal complaint, but the option of initiating a formal process can be enacted at any time. If, after making your complaint, you are unsatisfied with the school's board of trustees' determination and action (or does not respond within the time outlined in the formal complaint policy), you can make a formal complaint to the Board of Regents.

Contact information for the Board of Regents is available at: <http://www.newyorkcharters.org/contact/>. Both the Institute and the Board of Regents can issue school remedial orders to remedy complaints. It is very important that before you use this formal complaint process (either with the school or afterwards with the school's authorizer) that you determine positively that your complaint involves a violation of the charter or law. If it does not, this process is not the appropriate avenue for you to seek a solution to your problem.

Informal Complaint

Many types of complaints do not involve violations of law or the charter; rather, they are informal complaints. Where appropriate you may wish to use this more informal approach, which is likely to result in a resolution of the issue in a far more timely manner—and which is suited to dealing with issues that do not involve a violation of the charter or law.

LA CIMA FAMILY AND SCHOLAR CONTRACT

As a parent/guardian, I will:

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

As a student, I will:

- o Always try to do my best work.
- o Be kind and helpful to my classmates.
- o Follow La Cima CARE Principles
- o Show respect for myself, my school, and other people.
- o Obey classroom, school, and bus rules.
- o Come to school prepared with my homework and my supplies.
- o Believe that I can and will learn.
- o Spend at least 30 minutes each day studying or reading at home.
- o Talk with my parents each day about my school activities.
- o 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