



Overcoming Barriers & Forging Pathways For the Future

STUDENT AND FAMILY HANDBOOK

School Year 2021-2022

Version 1.0

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Principal's Welcome Letter

To the Families of Richmond Prep,

It is my great pleasure to welcome you all to Richmond Preparatory Charter School. Opening this school is the culmination of years of hard work and I am grateful that you have placed your faith in us to educate your child. We believe that we have created an innovative program that will help children truly reach their potential.

Beyond it being our first year, it is also a return to normalcy for many of us. The events of the last 18 months have disrupted education across the country, and we are prepared to help students get back into the routines of learning that they are used to. We have developed a strong, supportive environment that will do whatever is necessary to help students adapt to whatever may come.

In our conversations I have welcomed you to the Richmond Prep family, because that is what it is. This is a partnership where, together, we will help your child accomplish great things. I want to encourage you to engage with our team whenever you feel necessary as we value each and every one of you. Once again, thank you for choosing Richmond Prep and I look forward to the adventure that lies ahead.

Sincerely,

A handwritten signature in black ink, appearing to read 'C. Zilinski', written in a cursive style.

Chris Zilinski
Founding Principal

Welcome to Richmond Prep!

Welcome to Richmond Prep! This handbook will serve two main purposes, it will inform you of some of our policies and procedures, but more importantly it will inform you as to what the experience at Richmond Prep will be like for you and your child. Entering a new school can be confusing, and we hope that this document will ease that transition. We thank you for choosing Richmond Prep for your child's education and look forward to having your family as part of our community.

Mission Statement

Richmond Preparatory Charter School (RPCS) will provide a rigorous college preparatory education that equips and empowers students for success. RPCS will expect all students to graduate with a foundation to attend college and succeed in life. RPCS will welcome all students, especially those on the autism spectrum, and integrate all students in its classes and activities. Full integration of students will enable them to break down barriers throughout their daily academic and social experience and develop the academic skills, emotional fluency, and confidence required to be successful students today and thoughtful, open-minded leaders tomorrow. The exact breakdown of the student population will follow the 60/40 model of 60% general education students and 40% those with IEPs, particularly with autism spectrum disorder (ASD) diagnoses. RPCS is committed to preparing all students for college admission and career readiness.

Communication / Staff Chart

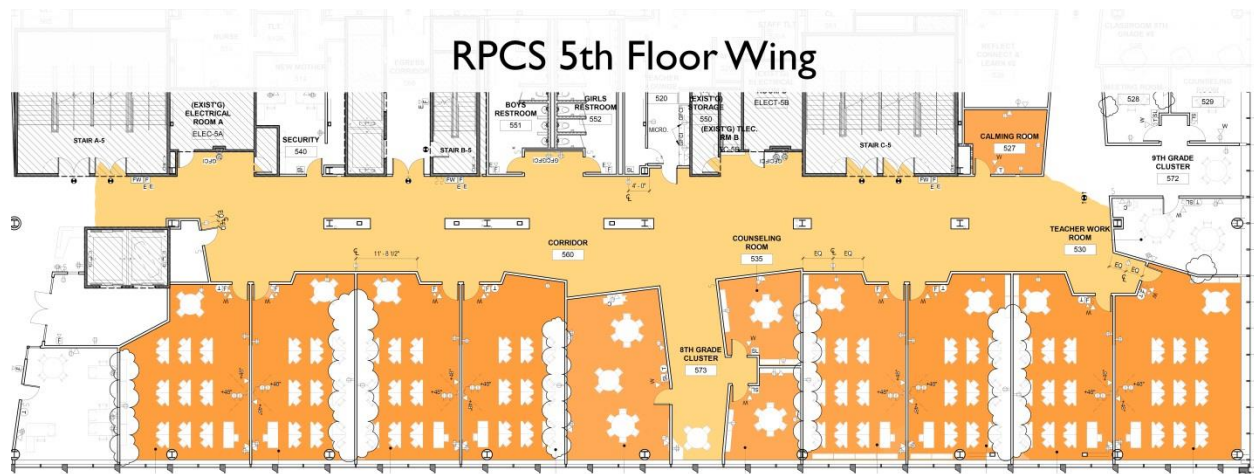
As the mission of Richmond Prep is to provide a college level education to all students, the work can be rigorous. Communication is key to the success of your child, and we encourage you to reach out to us with any questions or concerns that you may have, and we will not hesitate to do the same. To help you in that process, below is a list of our staff and the best way to contact them. While our staff is extremely dedicated to the success of your child, we also encourage our team to enjoy their personal time as well, they will get back to you as soon as they can, typically within 24 hours.

Principal	Christopher Zilinski	czilinski@richmondprepcharter.org	347-855-2238 352
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ELA	Desiree Kleiss	dkleiss@richmondprepcharter.org	
ELA	Mary LaGiusa	mlagiusa@richmondprepcharter.org	

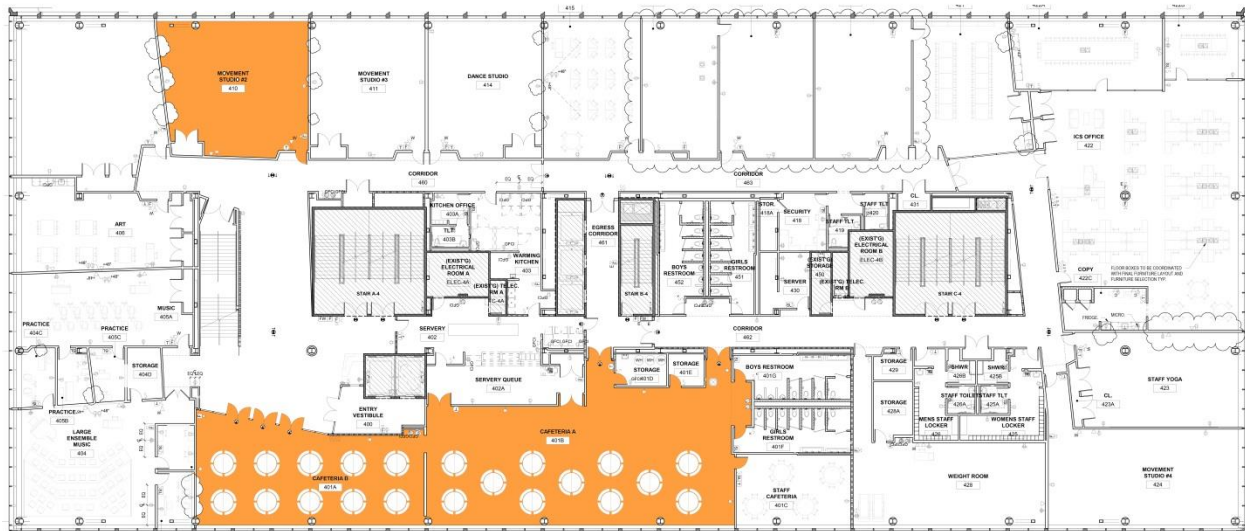
ELA	Nisma Zakria	nzakria@richmondprepcharter.org	
Math	Lucille Villa	lvilla@richmondprepcharter.org	
Math	Christina Buchholz	cbuchholz@richmondprepcharter.org	
Math	Chinedu Okoye	cokoye@richmondprepcharter.org	
History	Phil Coard	pcoard@richmondprepcharter.org	
Science	Daniel Gonzalez	dgonzalez@richmondprepcharter.org	
Computer Science	Tony Mai	tmai@richmondprepcharter.org	
Wellness	Brandon Burchman	bbruchman@richmondprepcharter.org	
Movement	Kimberly Ferrugio	kferrugio@richmondprepcharter.org	
Art	Isabella Duncan	iduncan@richmondprepcharter.org	
SWD	Denise Principe	dprincipe@richmondprepcharter.org	
SWD	Elaine Bondar	ebondar@richmondprepcharter.org	
SWD	Nicole Freed	nfreed@richmondprepcharter.org	
Teacher Assistant	Angela Lauro	alauro@richmondprepcharter.org	
Teacher Assistant	Danea Perkins	dperkins@richmondprepcharter.org	
Teacher Assistant	Sean Damon Black	dblack@richmondprepcharter.org	
Teacher Assistant	Jennifer Espinosa	jespinosa@richmondprepcharter.org	

Facility

For the 2021 school year, we will utilize an incubation space while our future home is undergoing construction (with a move-in goal of 9/2022). Corporate Commons 3 is a brand new, state of the art school space. For your convenience, a map is provided below to help you and your child navigate our space.



RPCS Movement and Cafeteria



Transportation and Drop Off

There are three main ways to get your child to our school, Public Transportation, Yellow Bus, and car drop off. Below is a map indicating the pathway and location for each of these areas.



Schedule

Your child will travel with their class cohort for the majority of their periods. Homeroom will begin at 8:00 and last until 8:13. During this time, your child will be able to eat some breakfast, answer a wellness questionnaire, and prepare for the beginning of their school day.

There will be 2 minutes for your child to leave one class and arrive at their next class. We call this “passing time” and believe that this is more than enough time to accomplish that task as our rooms will be all centrally located close to each other.

There are 7 total periods, 6 of them academic, one of them is lunch. Our periods are 50 minutes each. It is important that your child arrive to class on time and prepare to learn in a timely manner so as to maximize instructional time.

Our day will end at 2:17 daily.

*** Due to the ongoing COVID-19 pandemic, we will not have students travel from class to class, but rather have teachers travel to them. This will minimize the volume of exposure to large groups throughout the day.**

Below is a sample of a typical schedule.

Sample Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Homeroom 8:00-8:13	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
PERIOD 1 8:15 -9:05	601 ELA	601 ELA	601 ELA	601 ELA	601 ELA
PERIOD 2 9:07-9:57	601 MATH	601 MATH	601 MATH	601 MATH	601 MATH
PERIOD 3 9:59-10:49	601 Science	601 Science	601 Science	601 Science	601 Science
PERIOD 4 10:51- 11:41	LUNCH / COLLABORATION	LUNCH / COLLABORATION	LUNCH / COLLABORATION	LUNCH / COLLABORATION	LUNCH / COLLABORATION
PERIOD 5 11:43- 12:33	601 MOVEMENT	601 WELLNESS	601 MOVEMENT	601 WELLNESS	601 WELLNESS

PERIOD 6 12:35-1:25	601 SOCIAL STUDIES	601 SOCIAL STUDIES	601 SOCIAL STUDIES	601 SOCIAL STUDIES	601 SOCIAL STUDIES
PERIOD 7 1:27-2:17	601 VISUAL ARTS	601 COMPUTER SCIENCE	601 VISUAL ARTS	601 COMPUTER SCIENCE	601 COMPUTER SCIENCE

Course Overviews

Core Courses:

English Language Arts – English presents the students with the opportunity to improve and acquire skills in spoken language, written language, and reading. We will do this through the theme of identity and self-discovery. Students will engage with fiction and non-fiction works and use their skills to not only determine the meanings and purposes of the works, but make self-connections to them.

Mathematics - In Grade 6, instructional time focuses on five key areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) deepening understanding of area, surface area and volume; and (5) developing understanding of simple probabilities and statistical thinking.

Social Studies – In Grade 6, students begin the process of understanding the modern world through the lens of history. Students will learn map and geography skills and translate those skills into an understanding of how early man adapted and began early settlements. Through these explorations students will understand how societies formed and changed through the years.

Science – In Science, it is critical that students learn to think “like a scientist.” Grade 6 will focus on develop these inquiry skills through a series of topics including weather, cells, electricity and magnetism. Students will learn to conduct experiments and acquire and process data.

Additional Courses:

Wellness – Social Emotional Learning is key element of student development, and our Wellness course aims to address this area of learning. Students entering 6th grade are transition into a different type of school that they are accustomed to and with that transition comes stress. Wellness will teach students how to manage stress, how to self-regulate, how to develop and maintain healthy relationships amongst a host of additional key skills.

Computer Science – In Grade 6 students will take their first step into the world of technology. This class will serve as an introduction to technology, what it does and how it works. It will aim to take students from users of technology to developers of technology while allowing them to work with cutting edge technology.

Visual Arts – Expression comes in many forms, and in Grade 6 students will have the opportunity to express themselves through the use of Visual Art. Exploring mediums from pencil and paper to digital art, students will learn about the mechanics and structure of art and learn how to express themselves through art.

Movement – Physical Fitness is an important aspect of life. In Grade 6 movement class will focus on two key areas, health and fitness and dance. Students will learn how athletes prepare themselves for competition and will learn different exercises and health routines. Additionally students will learn about the disciplines of dance and be able to learn a series of moves and about the different styles of dance.

Lunch

Lunch will be a full 50 minute period, halfway through the period students will be given the option to take a break, join a club, or receive tutoring.

During the COVID Pandemic, students will be eating lunch in their classrooms. Clubs will still take place, but within the same room.

Supports

As RPCS is a supportive and nurturing environment, we want to ensure that you and your child have access to any assistance that you may need. Our teachers will make themselves available to clarify any academic concerns, our counseling department will make themselves available to help with any social emotional concerns, and administration will make themselves available for any other concerns.

Social Worker	Shannon Crisalli	scrisalli@richmondprepcharter.org	
Principal's Assistant	Taylor Cohen	tcohen@richmondprepcharter.org	

Academic Integrity

Academic improvement is a process. Richmond Prep is invested in meeting the students at their level and working to improve their academic skills. In order to do this, it is extremely important to ensure that each student is completing their own original work. When a student passes off other work as their own, they stop their own progress in order to potentially attain a better grade. That is not what we value. We value growth and improvement.

Another aspect of Academic Integrity that often happens is the concept of “help versus doing.” Students often require help to complete an assignment or a task. Help can come in the form of targeted questions, reviewing previous work, guiding through a tough spot, all of that is considered help. “Doing” is providing a student with an answer. The former aids a student in learning, the latter does not. Giving an answer does not help a student grow, but rather it helps a student move to the next task. If your child needs help, or if you need assistance with helping your child, we are here for you.

Navigating Powerschool

Powerschool is the chosen Student Information System for Richmond Prep. We use this system to log attendance, grades, and other pertinent information. Through Powerschool you will be able to keep track of your child’s grades. Provided is a link to the Powerschool resource [guide](#).

Navigating Google Classroom

Every teacher at Richmond Prep will use Google Classroom to keep track of their classroom experience. Every family will have access to their child’s Google Classroom pages. This will help you be part of the academic experience and be informed as to the workload of your child. Here is a [guide](#) to help you navigate that system.

Navigating ParentSquare

ParentSquare is RPCS’ chosen parent communication platform. Our staff will use ParentSquare to communicate directly with you and to send notices and announcements. It is important that you download the app and stay active. A tutorial video can be watched [here](#).

Promotion Policy

Richmond Prep is committed to preparing students for college admission. We have established very high standards for our students both with respect to the courses and high stakes exams, which they are expected to pass, and the accelerated time table on which they are expected to do so.

We recognize, however, that the progress of students will not always be smooth and predictable. While our program is designed to encourage students to move quickly, we are also prepared to address the needs of students who require more time. Students who do not meet a grade-level promotion requirement specified in the “Guidelines for Grade Level Classification” (below) will be required to repeat the course in a subsequent year. We anticipate that a significant number of students will require five years to meet all high school graduation requirements. Should a student fall significantly behind in accumulating the credits needed for an Advanced Regents Diploma, the student and his or her parent(s) or guardian will be asked to conference with School staff and the Principal to examine alternatives.

While every effort will be made to help students successfully complete all requirements for the Advanced Regents Diploma and to advance along with their classmates, emotional challenges (as well as other disabling conditions) may demand a slower pace. Richmond Prep is aware that special education students are entitled to remain in school until their 22nd birthdays in order to complete diploma requirements, and will encourage students to do so. We will, however, respect the right of students who have met the requirements for a regular Regents Diploma to choose to graduate.

There are several options available to Richmond Prep to meet the needs of students who do not achieve year-end performance expectations.

- a. Students may repeat grades;**
- b. Students may repeat classes;**
- c. Students may move forward with classmates, receiving intensive tutoring, to see whether the student is able to catch up;**
- d. Students may be offered summer program options.**

The choice among these options will be made by the Principal in consultation with the student, his or her parent(s) or guardian, and faculty, with input from relevant providers of mental health or related services. This determination will be based on a comprehensive review of the student’s performance during the year as well as mitigating factors.

To earn credit for a course, students must earn a final grade of 3 (65) or above and, when indicated, pass the relevant Regents Examination. Students must not exceed 18 days of unexcused absences. Guidelines for promotion in good standing to the next grade are as follows:

Guidelines for Grade Level Classification

	6th Grade Standing	Admission to Richmond Prep
	7th Grade Standing	<p>We understand that each student is a unique learner and promotion decisions will be made on an individual basis and will include an analysis of standards mastery and attendance.</p> <p>Report Cards- Overall class average in all classes 3 (65%) or greater.</p> <p>Attendance- 90% or greater attendance is required.</p>
	8th Grade Standing	<p>We understand that each student is a unique learner and promotion decisions will be made on an individual basis and will include an analysis of standards mastery and attendance.</p> <p>Report Cards- Overall class average in all classes 3 (65%) or greater.</p> <p>Attendance- 90% or greater attendance is required.</p>

English to Non-English Learners (ENL)

English to Non-English Learners (ENL) are courses that address commencement-level English Language Arts standards in addition to ELL standards that bear core English or elective English credit to non-English speaking students. Beginner ENLs are programmed for 540 minutes per week of ENL; one core English and one elective English credit for Intermediate ENLs (who are

programmed for 360 minutes per week of ENL; and one elective English credit for Advanced ELLs (180 minutes per week of ESL), who also must be programmed for one non-ESL core English credit.

Special Education

Richmond Prep curriculum and comprehensive design will be geared to fully integrate students with special needs and to enhance the education of all students regardless of background or disability. All students will experience learning in small classes. We deliver our instructional model for at least 60% of the normal school week in the form of

1. A dually certified teacher supported by a teacher assistant, or
2. A content specialist and a certified special educator working as a team.

Students who require adapted curriculum work and related services such as speech-language therapy or occupational therapy, will receive them within the classroom whenever appropriate. Students with disabilities at Richmond Prep will have the opportunity to fully participate and progress in the general education curriculum and will participate in State and District-wide assessments in accordance with their Individualized Education Programs (IEPs). Under the supervision of the principal or his/her designee, a teacher certified in Special Education to ensure compliance will review IEPs of incoming students.

Students will also receive Computer Assisted Instruction (CAS) that will include individualized learning activities in line with the student's IEP goals and present levels of performance. Richmond Prep will also utilize technology to support all students including those with disabilities and to help students work around their challenges in order to improve learning.

Integrated Model

Richmond Prep is committed to the Integrated Model as the means for serving the needs of all of its students. Richmond Prep curriculum and all classes will be specifically designed to fully integrate students with special needs and to enhance the education of all students regardless of background or disability. The classroom environment will be responsive to the individual needs of all students, including students with disabilities. Examples of this include differentiated and adapted curriculum work based on student needs, skills assessments and learning styles. Therapies such as speech-language therapy and occupational therapy will be provided within the general education classroom whenever appropriate, and in accordance with their IEP, compliant with governing laws and regulations.

The Integrated Model enhances the education of all students by providing for:

- Dually certified teachers who are certified in special education as well as academic content for at least 60% of the normal school week or teachers who are certified in content and certified in special education working as a pair to deliver instruction for at least 60% of the normal school week

- Highly qualified and trained teacher assistants who work with the teachers to differentiate instruction and address individual student needs;
- Computer assisted instruction which includes specific learning activities prescribed for students, based on a diagnosis of their skill needs by teachers, data analysis from individual assessments and special needs according to their Individualized Education Programs and academic goals;
- Positive behavior interventions and supports designed to motivate students and promote positive student behavior and sense of community;
- Wellness classes offered two to three times a week for the entire time that students are in Richmond Prep.

Richmond Prep will implement the IEP developed by the CSE of the student's district of residence for each student with a disability and will collaborate with the student's district of residence to ensure that all services recommended in the IEP are provided to the student.

Grading Policy and Philosophy

Grades reflect the overall achievement of each student. The final grade will be broken into two major categories: Academic Achievement, and Habits of Work and Learning(HOWL). Academic Achievement is comprised of assessments where the end result is the measurement of mastery of content and skills. Methods can include quizzes, tests, essays, projects, presentations etc. HOWL focuses on the quality of work and effort put forth on a consistent basis. This category will include classwork, homework, group work, etc. Both categories will be combined at a 70/30 ratio to reach a final grade for core content classes (English, Mathematics, Social Studies, and Science) and at a 50/50 ratio for non-core classes (Wellness, Movement, Art, and Computer Science).

All assessments should be returned to students with constructive feedback and/or reflective questions to assist students improve their understanding. Students have opportunities to make up missing work.

Richmond Prep issues report cards 4 times per year (one per marking period). Each marking period, final grades are entered onto students' transcripts. The final grade will be represented on a scale of 1-4 as detailed below:

4 – Exceeding Standards (85-100)

3 – Meeting Standards (65-84)

2 – Approaching Standards (51-64)

1 – Below Standards (0-50)

Numerical grades on assignments: 65 & Higher: Passing grade

Attendance: All students are expected to maintain a 90% attendance rate.

Making Up Class Work: It is the policy of the ICS that students who have been absent from class for verified, legitimate reasons (such as illness, court appearances, family emergencies, or attendance at funerals) are to be given a reasonable opportunity to make up missed work, including examinations.

Appealing a Final Grade: To appeal a teacher's final grade, students must present all documentation to the teacher to argue their case. If the teacher denies changing the final grade, the student may appeal to the department supervisor who will make a determination for the final grade based on evidence provided by both the teacher and the student. The student may appeal the decision of the supervisor to the principal who has the option of changing the grade after notifying the teacher in writing of the reason(s) for the change.

Incomplete Policy:

- If a student is missing 40% or more of the work for the marking period, he/she will receive an incomplete as a grade.
- If a student has missing assignments, a new due date will be given to turn in the missing assignment, or a new alternative assignment will be given with a new due date.
- If the missing assignment is turned in it will replace the missing grade. If the missing assignment is not corrected it will count as a failed assessment.
- Outstanding Incompletes will result in Winter/Summer School.

Attendance and Lateness

Daily attendance is required of all students for success in class work and necessary for passing grades. Absentee students must submit an absence note to their teachers upon return to school that has been signed by a parent, guardian or doctor. Parents and guardians must make every effort to contact teachers to obtain homework assignments when their youngsters are out from school for an extended period of time. Students should check the appropriate Google Classrooms to get any work that they miss.

Students have to quickly transition from one class to another; excessive lateness will prevent students from full participation in subject classes.

Transportation Cards

Students who meet eligibility requirements of the Metropolitan Transportation Authority (MTA) may obtain free MTA Cards by completing and submitting applications to the Transportation Coordinator at the beginning of the school term. These cards may be used on school days for a

maximum of four trips daily from 5:30 AM to 8:30 PM. Students are urged to take care of each monthly MTA card as lost and stolen cards cannot be replaced.

Illness in School

Students should have an updated Emergency Contact Card on file in the Main Office so that the school may contact parents or guardians when students become ill or are injured. If it is necessary for students to go home, and they are younger than eighteen years old, their parents or guardians must come to the school to pick them up at the main office.

Passes

Students must obtain a pass if it is necessary to leave a class unless there is a medical emergency. Teachers have the right to limit use and duration of the classroom pass.

Textbooks and Technology

Students must return all textbooks and technology at the end of the school year in good condition so that the next class may use them. Students who fail to return items will have their names listed on an “unreturned book list” and will not be given materials for the new class until the previous class materials are returned.

Food Services

Breakfast and Lunch will be served daily even on half days. All families are required to fill out the full or reduced rate form (meal eligibility form).

Immunization

All students must have complete and up to date immunization records. Students who do not have current immunization will be excluded from school. In addition, for all students’ health and safety, they must have annual medicals to participate in physical activities. Immunization records and medicals are stored in the Health Office. As New York State Law, as of June 13, 2019, there is no longer a religious exemption to the requirement that children be vaccinated against measles and other diseases to attend either a public, private or parochial school (for students in pre-kindergarten through 12th grade), or child day care settings

New York State immunization requirements include:

Students Who Require Daily Medication

Pharmacies

Only those medications necessary to maintain the student in school and which must be given during school hours will be administered in school. Any student who is required to take medication during the regular school day or while participating in School-sponsored activities (e.g., field trips, athletics) should comply with all procedures.

Any prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route, or prescribed medications being administered through pumps, tubes or nebulizers, or oral, topical or inhalant medication needed by non-self-directed students will be given by the School nurse or licensed practical nurses under the direction of the Richmond Prep nurse. *The other members of Richmond Prep staff will not perform administration of such prescribed medications.*

Designated staff in the school setting, following assignment and in conjunction with approval by the School nurse, may assist *self-directed students* with the taking of their own oral, topical and inhalant medication. The School nurse as well as the School administration will ensure that the staff person receives the training and supervision needed to perform these tasks in a safe and effective manner.

Physician Orders

Richmond Prep requires a written order from a duly licensed prescriber and written parental permission to administer medication. All medications given in school, including nonprescription or over the counter (OTC) drugs, shall be prescribed by a licensed prescriber on an individual basis as determined by the student's health status.

The School nurse may request additional information, such as self-administration orders, diagnosis and/or potential adverse reactions. Medication delivery should not be delayed pending this information, however, unless such information is essential to the safe administration of the medication.

Special Considerations

Medication orders must be renewed annually or when there is a change in medication or dosage. The pharmacy label **does not** constitute a written order and **cannot** be used in lieu of a written order from a licensed prescriber. When a properly labeled medication comes to the health office accompanied by a written request from the parent(s) or guardian for administration of the medication, but without a written order from a licensed prescriber, the following procedure will be followed:

- Contact parent(s) or guardian regarding need for written order from a licensed prescriber.
- Contact licensed prescriber to obtain verbal permission to administer medication.
- Request fax or written orders to be received within 48 hours.

- Contact parent(s) or guardian and discontinue medication if written orders are not received in 48 hours.
- Document above steps.

Parental Responsibility

A written statement from the parent(s) or guardian requesting administration of the medication in school as ordered by the licensed prescriber is required. The students' medical doctor who prescribes the medication to be given in school should complete medication Administration Forms. These forms can be obtained from the School Nurse, or from the main office. It is the responsibility of the parent(s) or guardian to have the medication delivered directly to the health office in a properly labeled original container.

OTC Medications

Must be in the original manufacturer's container or package with the student's name affixed to the container. The same applies to drug samples. For certain medications, especially **controlled substances**, standards of best practice include counting or measuring the medication upon receipt and periodically thereafter. This is not a legal requirement but constitutes a sound practice when handling controlled substances.

Discrepancies should be reported to the parent(s) or guardian and to the School administration immediately. Best practice includes close supervision of medication taking. Medications must not be transported daily to and from school. Parents or guardians will be advised to ask the pharmacist for two containers, one to remain at home and one at school. Instructions will be left for substitute nurses that are clear and concise on the handling of all aspects of medication acceptance, handling, delivery and storage. Education of families regarding the LP medication protocols is an ongoing responsibility of Richmond Prep.

Medication Administration

All medications will be administered as close to the prescribed time as possible. Given student schedules and compliance with coming to the health office in a timely fashion, medications accepted for school administration generally may be given up to one hour before and no later than one hour after the prescribed time. Parents or guardians and licensed prescribers must advise the School, however, if there is a time-specific concern regarding administration of the medication. Parents or guardians, students, and the school nurse will work together to ensure that the student receives his or her medication at the appropriate time.

If a student fails to come for a dose, the administration will provide support to health office personnel, such as security personnel, administrative or clerical staff to locate the student. If the medication has not been given for any reason within the prescribed time frame, Richmond Prep

will make all reasonable efforts to notify the student's parent(s) or guardian that day, as they may need to adjust a home dose accordingly.

If students chronically fail to come for medications, the School nurse will contact the parent(s) or guardian to address the issue. The licensed prescriber will be informed of the poor compliance, so that the medication protocol can be reviewed and possible adjustments made, i.e., home administration, extended release medication.

Ongoing communication and collaboration between Richmond Prep and parents or guardians will occur to assist students in assuming personal responsibility for their health behavior.

A medication may be changed or discontinued by a written order of the licensed prescriber at any time. If a student's parent(s) or guardian request discontinuation of a prescribed medication without the prescriber's order to do the same, Richmond Prep will send a confirmation to the parent(s) or guardian with a copy to the prescriber of the School's intention to discontinue the medication.

When the dose of a medication is changed by a licensed prescriber's written order and a parent's or guardian's request, and the old pharmacy bottle label has not been corrected, the nurse may label the bottle with the correct dose until the new pharmacy-labeled prescription bottle is received. The School will communicate to the parent(s) or guardian the importance of sending in a new bottle quickly.

Storage of Medication

No medication may be brought into the School without the knowledge of the health office. Procedures that facilitate this practice will be publicized so that parents or guardians and students do not feel the need to hide medication or to circumvent cumbersome procedures. All medications, except as otherwise arranged, will be properly stored and secured within a health office cabinet, drawer or refrigerator designated for medications only. The site must include a lock for the cabinet, drawer and refrigerator, as well as a lock to the outside health office door. Controlled substances will always be secured and will never be left open or accessible to the public at any time. Even self-directed students will not be given unsupervised access to controlled substances under the care of Richmond Prep. Whenever possible, medication storage units will be secured to the wall or floor and will not have breakable glass doors. If possible, all medications will be stored in a health office. There may be instances, however, when requests are made by a student's parent(s) or guardian and physician for a student to carry and self-administer medications because of the emerging nature of the health problem or the severity of the health condition.

Carry and Self-Administer Medication

If Richmond Prep receives a request from a parent or guardian and licensed prescriber to permit a student to carry and self-administer his or her own prescribed medication, such decisions will be made on an *individual basis and in accordance with the following criteria:*

- Severity of health care problems, particularly asthmatic or allergic conditions.
- Licensed prescriber's order directing that the student be allowed to carry his or her medication and self-administer.
- Parent or guardian's statement requesting compliance with licensed prescriber's order.
- Student has been instructed in the procedure of self-administration and can assume responsibility for carrying properly labeled medication in original container on his or her person or keeping in school.
- School nursing assessment that student is self-directed to carry and self-administer his or her medication properly.
- Parent or guardian contact made to clarify responsibility regarding the monitoring of the student on an ongoing or daily basis to ensure that the student is carrying and taking the medication as ordered. This contact will be documented.

The School nurse will counsel any student self-administering medication without proper authorization. In addition, the parent(s) or guardian will be notified. In all instances, the School administration will also be informed. Periodic reevaluation of the effectiveness of the procedure will be instituted.

School Policies and Procedures

Elevators

If medically needed, students may obtain an elevator pass from the main office with appropriate documentation, for the duration of their disability.

Safety Drills

ICS requires all students and staff to participate in twelve fire drills and four lockdown drills throughout the school year. During fire drills, students and staff must exit the building by following the directions posted in the room and leave in a speedy, orderly and silent manner.

School Trips

Students may participate in school trips if they: 1) attend classes regularly; and 2) maintain good attendance. Students with disciplinary records or history of cutting may be barred from the trip. Students and staff participating in trips over several days must comply with all ICS regulations, such as parental permission, emergency notification, chaperone/student ratio, the Discipline Code, and other pertinent trip information. Parents and students must meet with the lead trip teacher and the Principal prior to departure.

Student Records

FERPA

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that ICS or the School, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, ICS and/or the School may disclose appropriately designated "directory information" without written consent, unless you have advised ICS or the School to the contrary, in accordance with School procedures.

The primary purpose of directory information is to allow ICS and/or the School to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

In addition, two federal laws require local educational agencies (LEAs), such as ICS, receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. [1]

If you do not want ICS or the School to disclose directory information from your child's education records without your prior written consent, you must notify the School in writing by September 1st of the current school year.

ICS has designated the following information as directory information:

Ø Student's name

Ø Address

- Ø Telephone listing
- Ø Electronic mail address
- Ø Photograph
- Ø Date and place of birth
- Ø Major field of study
- Ø Dates of attendance
- Ø Grade level
- Ø Participation in officially recognized activities and sports
- Ø Weight and height of member of athletic teams
- Ø Degrees, honors, and awards received
- Ø The most recent educational agency or institution attended
- Ø Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user
- Ø A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

FERPA Notice of Rights

FERPA affords parents and students who are 18 years of age or older ("**eligible students**") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day ICS or the School receives a request for access.

Parents or eligible students should submit a written request to the School Principal that identifies the records they wish to inspect. The Principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request ICS or the School to amend the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask ICS or the School to amend a record should submit a written request to the School Principal, clearly identifying the part of the record they want changed, and specifying why it should be changed. If ICS or the School decides not to amend the record as requested by the parent or eligible student, ICS or the School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before ICS or the School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to School officials with legitimate educational interests. A School official is a person employed by Integration Charter Schools ("ICS") as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the ICS Board of Trustees. A School official also may include a volunteer or contractor outside of the School who performs an institutional service or function for which the School would otherwise use its own employees and who is under the direct control of the School with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another School official in performing his or her tasks. A School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, ICS or the School will disclose education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer; however, ICS or the School will make a reasonable attempt to notify the parent or eligible student of the records request.

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

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Disclosures that ICS or the School may make without parental consent

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires ICS or the School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures.

ICS or the School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other School officials, including teachers, whom ICS or the School determines to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the School has outsourced institutional services or functions;
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer;
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf;
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid;
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released;
- To organizations conducting studies for or on behalf of ICS or the School, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction;
- To accrediting organizations to carry out their accrediting functions;

- To parents of an eligible student if the student is a dependent for IRS tax purposes;
- To comply with a judicial order or lawfully issued subpoena;
- To appropriate officials in connection with a health or safety emergency;
- Information ICS or the School has designated as “directory information”;
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement; and
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966.

Richmond Prep’ LEA and Title I School Parent Involvement Policy

Purpose

The purpose of this policy is to encourage and facilitate involvement by parents or guardians of students participating in the School’s Title I School Wide Project (SWP) programs in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed and timely parental involvement in relation to decisions about the Title I services within Richmond Prep. Below is the School’s policy acting as both a Local Education Agency and Title I school. It thus fulfills the requirements for LEA and School-level parent involvement policies as required by Title I.

Parental Policy Involvement

The partnership between home and School will be supported by:

- Richmond Prep’ development of an infrastructure to continually assess, plan and implement strategies that build the partnership.
- A School-wide committee of parents, teachers, and administrators to guide overall program efforts and serve as a home-School partnership network.
- Coordination of activities through the staff development system in areas of teachers in-service, assessment of teaching strengths, and communication with parents or guardians toward the creation of the best possible learning experience for each student.

- Self-study of parental involvement practices by teams of parents, teachers and the Principal using the following seven basic principles considered essential to home-school partnerships.
- Every aspect of the School climate is open, helpful and friendly.
- Communications with parents and guardians (whether about School policies and programs or about their own children) are frequent, clear and two-way.
- Parents are treated as collaborators in the educational process, with a strong complementary role to play in their children's school learning and behavior.
- Parents are encouraged, both formally and informally, to comment on School policies and to share the decision-making.
- The Principal and School administrators actively express and promote the philosophy of partnership with all families.
- The School encourages volunteer participation from parents and the community at large.
- The School recognizes its responsibility to forge a partnership with all families in the School, not simply those most easily available.
- Resources will be provided to the Principal, teachers and parents by the coordinator of Title I services.

School-Level Involvement Policy Component

The School invites parental participation in all aspects of Title I educational programming for its students. Richmond Prep will involve parents in the following ways:

- a. Richmond Prep will convene an annual meeting to inform parents of the School's participation in Title I. In conjunction with the Parents Association, if applicable, the Principal will schedule this meeting at the beginning of each school year. The administration will also send letters to parents informing them of the date and location of the meeting, and will post this information on the School website.
- b. If deemed necessary by the Parents Association and the Principal, the School will hold multiple meetings so as to include as many parents as possible. Richmond Prep will use appropriate Title I funds to provide necessary transportation and child care for parents attending the meeting;
- c. The Parents Association will hold regular meetings in accordance with its by-laws. These meetings will regularly address improvement of Title I programs, including the School parental involvement policy;

Richmond Prep will provide parents:

- a. Timely information about Title I/SWP programs. The Principal will keep parents updated about the types of services their children are being provided, the planned duration of service, and the goals of the services;
- b. The School performance profile required under Title I section 1116(a)(3);
- c. The student's individual student assessment results, including an interpretation of such results.
- d. A description and explanation of the curriculum in use at the School, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet;
- e. Opportunities for regular meeting. The Principal will be attentive to parents' needs, and will schedule parent meetings as requested and is feasible;

Description of Parent Participation in Development of Policy

The Board of Trustees has developed the Parent Involvement Policy draft in expectation of revision in conjunction with the Parents' Association and approval, if applicable.

Policy's Availability to Parents

The policy will be translated into Spanish and other major languages of the School. The policy will also be available at registration and/or orientation to all new parents, at Parents' Association meetings, curriculum night, and parent-teacher nights; and on an ongoing basis at the school office.

Technical Assistance and Support

The principal, teachers, and the Parents Association provide technical support to help parents plan and implement effective parent involvement activities.

Technical assistance will include:

- a. Assistance in parent outreach through mail and telephone;
- b. Joint planning of parent activities;
- c. Preparing and translating parent involvement announcements and pamphlets;
- d. Staff participation as presenters at Parents' Association events;

- e. Support in preparing parent information such as reading lists, parent guides, and partial-immersion brochures;
- f. Assistance in making available sound-system, video, and electronic equipment for events;
- g. Individual teacher meetings with parents on homework, and other instructional support.

Annual Evaluation of Parent Involvement Policy

Richmond Prep' will ensure the policy is up-to-date and effectively addresses the changing needs of the School community through an annual policy evaluation process. At least once each school year, the Principal and Parents' Association will meet to evaluate the policy's content and effectiveness in increasing parent involvement. They will discuss ways to identify strategies for overcoming barriers to parent participation and to increase parent participation. As needed, policy revisions will be based on the evaluation and will be incorporated into the Parent Involvement Policy. The Principal will be responsible for the implementation of the Policy and for revisions.

Security and Safety

School personnel may use reasonable physical restraint, if necessary, to protect persons or property from physical injury or damage or to remove a violent or disruptive student from self-harm or harm to others, the student has refused to comply with a request to refrain from further disruptive acts and alternative procedures and methods not involving the use of physical force cannot reasonably be employed to achieve these purposes. If damage or loss of school property occurs, official report cards and transcripts may be withheld until payment for the damage is received or the lost property is recovered.

Appendix A – Student and Family Grievance Policy

Grievance Policy

General Procedure

Any parent/guardian who has a concern about a school policy, academic grade, discipline decision, or anything else, is encouraged to contact the appropriate staff member at your student's school by telephone or email; contact information for the staff members at your student's school can be found on the school's website. All staff members are committed to responding promptly to parent/guardian concerns. If an issue is not resolved promptly or satisfactorily, please contact the Principal to discuss the matter further.

Any individual or group may bring complaints or concerns of any kind to the Principal of your student's school. The Principal will work to resolve conflicts fairly and informally, as quickly as possible. After reviewing the complaint, the Principal will respond in writing, by telephone, or in person depending on the circumstance. If the Principal is unable to resolve the complaint to the individual or group's satisfaction, or if the complaint is about the Principal, the individual or group may bring their complaint to the President of Integration Charter Schools (ICS). After reviewing the complaint, the President will respond as quickly as possible and shall take such steps as he deems necessary in order to resolve the complaint.

The Board of Trustees of ICS shall serve as the appeals body for any complaints that are not satisfactorily resolved. The complaint may be presented to the Board in an open meeting, in written form, by letter or via email to icsboard@integrationcharterschools.org. The Board of Trustees shall investigate and respond to all complaints in a timely manner.

Procedure for Complaints under Section 2855 of the Charter Schools Act

Section 2855(4) of the New York Education Law (part of the New York State Charter Schools Act (CSA)) provides that any individual or group may bring a complaint directly to the Board of Trustees of ICS alleging a violation of the CSA, the School's charter, or any other provision of law relating to the management or operation of ICS. All such complaints should be in writing and include the following:

1. the name, address, and phone number of the complainant;
2. a detailed statement of the complaint, including the specific provision of the School's charter or law that allegedly has been violated;
3. the relief sought by the complainant; and
4. the response, if any, received from the School thus far.

The Board of Trustees will respond in writing to any complaint submitted in writing no later than 30 days from receipt of the written complaint. Depending upon the circumstances, the Board's first response to a complaint may be to advise the complainant as to the timeline for further review, investigation, and resolution of the complaint, rather than an immediate resolution of the complaint.

If the complainant believes that the Board of Trustees has not adequately addressed the complaint, the individual or group may then present the complaint to ICS's charter entity, the Board of Regents of the University of the State of New York ("Board of Regents"). The Board of Regents has delegated authority to handle complaints concerning charter schools to the Commissioner of Education. The Charter School Office of the New York State Education Department, on behalf of the Commissioner, will investigate and respond to complaints concerning charter schools that have been appropriately filed, and has the power and the duty to issue appropriate remedial orders involving any such complaint.

The process for bringing a complaint to the Board of Regents can be found here:

<http://www.p12.nysed.gov/psc/complaint.html>

The complaint may be submitted via email to the Board of Regents at charterschools@nysed.gov, or by writing to the Board of Regents at the following address:

New York State Education Department

Charter School Office

89 Washington Avenue

Albany, NY 12234

(518) 474-1762

Appendix B – Code of Conduct

Code of Conduct

We believe that all students are able to meet behavioral expectations. Through in-class supports provided by teachers and educational assistants and a curriculum that explicitly identifies and teaches self-management strategies, we expect students to succeed in learning to manage their own behaviors. By implementing these strategies in conjunction with individual Behavior Intervention Plans where appropriate, we expect students to achieve a high degree of success. In the event that a student's behavior is not responsive to our supports and interventions, and his or her behavior is disruptive to the educational environment and/or poses a danger to the student or others, such behavior will be addressed, consistent with the requirements of due process, by the School's Code of Conduct. Students with disabilities will be governed by the same discipline policy as other students, except when it is determined that the behavior at issue is a manifestation of the student's handicapping condition. In such instances, compliant with our policies on disciplining students with disabilities and due process, where applicable, a review will be undertaken to determine whether referral to the CSE is warranted.

Integration Charter Schools Core Values

Within the ICS family, our core values, behaviors, and beliefs define who we are a community and our commitment to the culture we have worked so hard to create. The ICS Core Values are:

1. Make the impossible, possible
2. Value diversity
3. Ensure a safe and supportive place to grow

4. Respect and hear all voices
5. Overcome barriers
6. Open doorways for the leaders of tomorrow
7. Play nice in the sandbox
8. Make a better Staten Island
9. Believe in second chances
10. Embrace creativity and discovery
11. Foster lifelong learning
12. Welcome everyone with a smile

Classroom Rules and Behavioral Expectations

The following rules will be implemented in all Richmond Prep classrooms and activities. We feel it is necessary that these policies are clear and explained in such a way that parents or guardians and faculty can work together to create a safe and successful learning environment for our students.

At Richmond Prep, the behavior management system is organized into tiers relating to the severity of the behavioral challenges and is a guide for teachers and administrators who will use professional judgment in its application.

Richmond Prep is committed to a policy of positive behavioral reinforcement and rewards. Minor challenges that impede orderly classroom procedures or interfere with the orderly operation of the School, including on field trips or other off campus experiences, can usually be handled by Richmond Prep' individual staff. We recognize that many students come to Richmond Prep with academic and/or behavioral challenges. It is our intention to help all students overcome these challenges, to succeed in high school, in college and beyond.

All Richmond Prep faculty acknowledge and reward students for exhibiting positive behaviors. In the event that they need to redirect negative behaviors, the following techniques will be used:

All students will always receive a non-verbal cue first, prompting them to stop what they are doing and help them to refocus. If the non-verbal cue is not successful, a verbal cue will be given.

If the student needs to be relocated so that they can refocus, an area in the classroom has been designated within the class so that at all times the student will still be a part of the class and not disengaged.

Reflection Room

Teachers may refer students to the lunch period “Reflection Room” if students have difficulty regulating their negative behavior(s). Parents of students referred to the Reflection Room are notified by phone of their child's referral. In the Reflection Room, students work with staff to reflect upon and understand their behavior, the impact their behaviors have on others and themselves, and learn techniques to improve their executive functioning. Students also have an opportunity to further develop academic skills. Each student is asked to write in his or her reflective journal before the period ends.

After School Reflection Program

With parent consent, students may be asked to participate in an after school reflection session as a behavioral intervention. These sessions consist of self-reflection, discussion circles, role-play, solution brainstorming, self-improvement plans, and one on one conferencing.

Reflect, Correct, Learn (RCL) program

In certain cases of disruptive behavior, or for every four Reflection referrals a student accumulates over the course of 4 school weeks, he or she may be assigned to the Reflect, Correct, Learn (RCL) program. Before students attend the RCL program, parents/ and or guardians are notified by phone and the student is sent home with a letter from the principal explaining why they will be attending the RCL program. The goal of the RCL program is for students to reflect upon the actions and decisions that were made that led to this assignment and to come up with a plan for correction. With the assistance of a counselor and/or a teacher, the student will work on a plan of correction that will address these behaviors and create a list of alternative choices that can be implemented in future situations. Students will also be given the opportunity to make up work that is missed during this process, and upon successful completion will return to class. If a student is resistant to this process and does not actively participate, then the student will remain in the RCL program for the rest of the day while receiving direct instruction from their teachers and it will be counted as a half day of removal/suspension; the parents will be contacted and proper due process procedures will be followed.

Seminars

Persistently disruptive behaviors can be assigned to a Seminar. The purpose of a Seminar is to take an educational approach to help students avoid negative behaviors. Often students do not understand the impacts of their actions, and the Seminar is prescribed to help students understand how their actions can be perceived by others. Examples of Seminars include: Bullying, Inappropriate Touching, Social Interactions, etc. A letter will be sent home to parents before a student is to participate in a Seminar. The Seminar is delivered through the Counseling department and students will return to class upon completion of this intervention.

Parent/Guardian Contact: Teachers may contact parents or guardians and conference on the phone or in person depending on the severity of the issue.

Additional Consequences: In the event that the above interventions are not successful, additional consequences, such as loss of trip or end of the year celebrations, may be employed at the Principal's discretion depending on the behavioral issue being addressed.

Uniform Policy

Effective the first day of the Richmond Prep school year, all students must be in uniform. Parents/guardians will be responsible to purchase school uniforms; if this poses a hardship please contact the Principal. Students must be in proper uniform in order to enter the building and throughout the school day. If a student is out of uniform, a parent/guardian must then bring uniform to school for their child. If they are unable to bring a uniform, the child may receive a Reflection room referral. There should not be any changing of uniform in school either in the a.m. or p.m.

Proper Richmond Prep Uniform:

- Students must wear a white, black, or forest green polo with Richmond logo.
- Black or khaki color dress pants, shorts and skirts (no leggings, no pajamas, no jeans, no sweatpants).
- Students are allowed to wear any sneakers or flat shoes.
- No bandanas, scarves, or hats at any time.
- Dress down days will be announced. So, unless specifically notified, the uniform policy will be effective every day that is not announced as a dress down day. In the event of a dress down day, the following rules apply:
 - Shorts must be fingers length.
 - Torn jeans must have no exposure within the fingers length area.
 - No tank tops.
 - Sleeveless tops must be at least 4 fingers in width.
 - No midriff shirts.
 - No shirts with profanities or inappropriate subjects.
 - If it is Spirit Day and you are not in "Spirit Day" clothing or proper Richmond uniform, it will count as an "out of uniform" infraction.
 - Students will have the opportunity to dress for success during the school year. (Business attire)

- **Birthday Dress Down:** If a student's birthday falls on a day of the month that school is not in session (a holiday/weekend) they will be able to dress down the day after their birthday. Summer birthdays will be able to dress down sometime in June. TBD by homeroom teacher.

Cell Phones/Technology (“All Devices”)

Students may bring cell phones or computing devices to school, but All Devices may not be turned on or used at school. All Devices must be turned off before entering school and are not to be turned on until students have left school property. All Devices may not be turned on or used during safety drills.

All Devices may not be turned on or used during the administration of any school quiz, test, or examination, except as authorized by the school, or pursuant to an Individualized Education Plan or a Section 504 accommodation plan.

Students who use cell phones or computing devices, in violation of the Code of Conduct, the school's policy, and the Internet Acceptable Use and Safety Policy will be subject to discipline in accordance with the guidance interventions and disciplinary responses set forth in the Code of Conduct.

Students who choose to bring devices to school are fully responsible for that device/system by keeping that item on their person or storing the item. ICS and Richmond Prep are not responsible for lost, stolen, or damaged cell phones or devices.

Student Internet Acceptable Use Policy

The student is ultimately responsible for his/her actions in accessing technology at Integration Charter Schools. Failure to comply with the guidelines of technology use may result in the loss of access privileges and/or appropriate disciplinary action. Severe violations may result in civil or criminal action under the New York or Federal law. Students are expected to observe the following:

Guidelines

1. The student technology will be used solely for the purpose of research, education, and school-related activities.
2. Access to school technology is a privilege, not a right. Inappropriate use will result in cancellation of these privileges and appropriate disciplinary measures.
3. Students are expected to maintain their instructional files and media in a responsible manner, which includes backing up files at regular intervals to a memory device or cloud service and deleting files at the end of the school year.
4. Students are responsible for their individual accounts and should take reasonable precautions to prevent others from being able to use their account. Under no

conditions should a student provide their password to another person except to a teacher, school administrator or their parent/guardian.

5. All school e-mail accounts and information accessible and accessed via Integration Charter Schools technology is and shall remain the property of Integration Charter Schools.
6. Students will use school resources (e.g. printers, cameras, etc.) only for educational purposes.
7. Student computer configurations shall not be altered; this is including but not limited to screensavers, desktop settings, network settings, passwords, etc.
8. The student must immediately report to their teacher any issues occurring with their school computer or technology device.
9. Integration Charter Schools has the right to closely monitor student activity and take disciplinary action and/or remove computer and networking privileges for any activity deemed unethical or unacceptable. ICS has the right to take legal action or report to proper authorities any unlawful activity.
10. Integration Charter Schools actively uses internet filtering software and hardware to meet the Federal Children's Internet Protection Act (CIPA) requirement and to prevent students from accessing graphics that are (a) obscene, (b) pornographic, or (c) harmful to minors. Integration Charter Schools retains the right to block unacceptable web sites. Filtering software is not a perfect science and it may be possible for users to access inappropriate sites. However, Integration Charter Schools will take appropriate disciplinary action for those who attempt to disable, bypass or otherwise circumvent the ICS content filter that has been installed in accordance with the Federal Children's Internet Protection Act.
11. If a student mistakenly accesses inappropriate information, they should immediately minimize their screen and tell their teacher. This will protect the student against a claim that he/she has intentionally violated this agreement.
12. Students will not make deliberate attempts to disrupt or harm the computer system or its hardware or destroy data by spreading computer viruses or any other malicious software or by any means. Use or possession of "hacking" tools are prohibited.
13. A filtered e-mail account may be provided to students for educational purposes and not as a public or student forum.

14. Students will promptly disclose to their teacher or other school employee any message or information they receive that is inappropriate or makes them feel uncomfortable while on the web, using e-mail, chat rooms (authorized by teacher), forums or other forms of messaging services.
15. Students will not post or share information that could cause damage or a danger of disruption to Integration Charter Schools or any other organization or person.
16. Students are prohibited from accessing or attempting to access instant messages, chat rooms, forums, e-mail, social networking sites, or other messaging services during the instructional day unless authorized by a teacher or school administrator for instructional purposes.
17. Students will not plagiarize works they find on the internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours. Plagiarism could result in loss of grade for the assignment in addition to other consequences.
18. Students will not download or install pirated software, music, video or files that infringe on copyright laws onto computers. Possession of unlicensed or pirated software is illegal.
19. Teachers will provide alternate activities for students who do not have permission to use the internet.
20. If Integration Charter Schools reasonably determines that the student has willfully damaged/hacked any school hardware/software, Integration Charter Schools reserves the right to apply the appropriate disciplinary action to the student who is responsible for such violation.

Violations of this Policy

ICS, including central offices and schools, reserves the right to terminate any user's access to ICS Internet Systems - including access to ICS e-mail - at any time. If a student violates this policy, appropriate disciplinary action will be taken consistent with the Code of Conduct. If a student's access to ICS's Internet System is revoked, the student may not be penalized academically, and ICS will ensure that the student continues to have a meaningful opportunity to participate in the educational program. All users must promptly disclose to their teacher, supervisor, principal or manager any information they receive that is inappropriate or makes them feel uncomfortable.

The Principal or designee will contact the student's parent/guardian if a student violates the school's Student Internet Acceptable Use policy.

Non-Discrimination

Richmond Prep Charter School welcomes all students equally, regardless of their race, color, national origin, disability status, sex, sexual orientation or religion or any other characteristic protected by local, state, or federal law. All students will be treated as individuals and different treatment based on (real or perceived) race, color, national origin, disability status, sex, sexual orientation or religion or any other characteristic protected by local, state, or federal law will not be tolerated. Anyone who feels that he or she has been treated differently on any such basis should speak with a counselor, who will apprise the Principal of all reports. Anyone who raises any concerns of discrimination on any basis will be free from retaliation for raising such a concern.

Search and Seizure

For the safety of students and everyone in the Richmond Prep community, school property that is assigned to students, including but not limited to laptops and desks, remain the property of the school. Students, therefore, have no expectation of privacy in these areas. School authorities will make an individual search of a student's bag, backpack or desk only when there is reasonable suspicion to believe that a student is in the possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process. Searches will be conducted under the authorization of the Principal or his/her designee. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from students' desks, bag, backpack, and person by school authorities.

Dignity for All Students Act Policy (DASA)

Richmond Prep is committed to providing a safe and productive learning environment in which all students are treated with respect and dignity. In accordance with New York State's Dignity for All Students Act ("DASA"), Richmond Prep will promptly address all incidents of harassment and/or discrimination of or by any student enrolled at the school. This includes bullying, taunting or intimidation in all their myriad forms.

Policy Definitions:

"School property" means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus, as defined in section 142 of the vehicle and traffic law.

"School function" means a school-sponsored extra-curricular event or activity.

"Harassment" and *"bullying"* shall mean the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that (a) 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 (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm

to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Acts of harassment and bullying shall include, but not be limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal and non-verbal actions.

"*Cyberbullying*" shall mean harassment or bullying as defined above, where such harassment or bullying occurs through any form of electronic communication.

Student Rights: No student shall be subjected to harassment or bullying, including cyberbullying, by employees or students on school property or at a school function. Additionally, no student shall be subjected to discrimination based on the student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, by school employees or students on school property or at a school function.

The Richmond Prep Code of Conduct prohibits harassment and bullying, and students who engage in such behavior will be disciplined as set forth in the Code of Conduct. Further, the School reserves the right to discipline students, consistent with our Code of Conduct, who engage in harassment or bullying of students off school property under circumstances where such off-campus conduct:

1. affects the educative process;
2. endangers the health and safety of Richmond Prep students within the educational system; or
3. is reasonably believed to pose a danger to the health and safety of Richmond Prep students within the educational system.

This includes written and/or verbal harassment which materially and substantially disrupts the work and discipline of the School and/or which school leaders reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the school.

Dignity Act Coordinator (DAC)

Richmond Prep has designated a staff member to serve as the Dignity Act Coordinator ("DAC"). The DAC is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex. The name and contact information for the DAC is posted on the school's website under "Parent Resources" and is as follows:

Omri Shick – oshick@richmondprepcharter.org

The DAC is accessible to students and other employees for consultation and advice.

DASA at Richmond Prep

Beginning with their first week of school and subsequently reinforced thereafter in the wellness curriculum, students are advised of the school's DASA policy, reminded that bullying and harassment are violations of the Code of Conduct, and informed of how they can access the Dignity Act Coordinator (DAC).

Reporting and Investigating

All Richmond Prep staff members are responsible for reporting harassment, bullying or discrimination of which they have been made aware to their immediate supervisor. Any student who believes that s/he is being subjected to harassment, bullying or discrimination, as well as any other person who has knowledge of or witnesses any possible occurrence of harassment, bullying or discrimination, shall report the harassment, bullying or discrimination to any staff member, the DAC, or the Principal. A staff member who witnesses harassment, bullying or discrimination or who receives an oral or written report of harassment, bullying or discrimination shall promptly orally notify the Principal not later than one school day after witnessing, or receiving a report of, such acts and shall file a written report with the Principal not later than two school days after making such oral report.

The Principal shall promptly investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority (e.g. the President of ICS) and/or other official designated by the ICS Board of Trustees to investigate allegations of harassment, bullying or discrimination. When an investigation reveals any such verified harassment, bullying or discrimination, the School will take prompt actions that are reasonably calculated to: end the harassment, bullying or discrimination; eliminate any hostile environment; create a more positive school culture and climate; and prevent recurrence of the behavior. Any such actions shall be consistent with the Richmond Prep Code of Conduct, which follows a progressive discipline model, utilizing supports and interventions to respond to most behavioral infractions, including bullying and harassment, prior to imposing discipline. Follow-up inquiries and/or appropriate monitoring of the alleged harasser and victim shall be made to ensure that the harassment, bullying or discrimination has not resumed and that those involved in the investigation of allegations of harassment, bullying or discrimination have not suffered retaliation.

Material incidents of discrimination and harassment on school grounds or at a school function will be reported to the State Education Department as required by law.

The Principal shall promptly notify law enforcement authorities when the Principal believes that any harassment, bullying or discrimination constitutes criminal conduct.

No Retaliation

Richmond Prep prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of harassment, bullying or discrimination. All complainants and those who participate in the investigation of a complaint in conformity with state law and school policies and who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

Distribution of Policy

Richmond Prep shall distribute a written or electronic copy of this Policy to all employees, students, and parents/guardians at least once during every school year.

Serious Violations

Each student is a unique individual with unique personal, social, and educational needs. As a result, every disciplinary situation is unique in nature. Consequences for misbehavior provide the best learning value when matched to the unique student and the unique situation. The needs of all students differ and it is expected that the Principal will, relying upon professional experience, take into account the needs of individuals as well as the overall effective functioning of the school in making judgements regarding all behavioral consequences.

We recognize that some behaviors threaten the learning environment for all students and will address these through a system of suspensions and, if necessary, expulsion.

Any disciplinary consequences will be decided in accordance with a student's individualized education program (IEP), behavior intervention plans, and/or 504 plan, if applicable. At times, it may be necessary to suspend or remove students with disabilities from the academic environment. In the event that a student is removed from school for more than 10 consecutive or cumulative days, a Manifestation Determination Review (MDR) will be conducted in accordance with the requirements of the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973, as applicable. We adhere to all applicable laws to ensure due process and the provision of mandated procedural safeguards.

First Richmond Prep suspensions will normally be for one day. Subsequent suspensions will increase by a day if the incident is a repeated behavior. In the case of students with disabilities, the Principal will determine if a pattern of removal exists.

All violations of law will be reported to law enforcement agencies.

Progressive Infraction Levels

Level 1	Uncooperative/Noncompliant Behavior
Level 2	Disorderly/Disruptive Behavior
Level 3	Aggressive or Injurious/Harmful Behavior
Level 4	Seriously Dangerous or Violent Behavior

- Consequence for first offense will continue being a Seminar, depending on the severity of the case, at Principal's discretion
- Each level will incur an individualized consequence/set of consequences based on the chart below
- Seminar is available for all levels of offense
- Multiple infractions with the same offense will result in a higher consequence at the discretion of the Principal.
- Each student's discipline record will be reviewed prior to receiving consequences and actions

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
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<p>D</p> <ul style="list-style-type: none"> - Meeting with teacher -Parent/Guardian Conference - Seminar - RCL - Reflection <p><u>Behaviors are:</u></p> <ul style="list-style-type: none"> · Violation of the Uniform Policy · Out of class, no pass · Cheating · Running in hall · Inappropriate use of cell phones / technology · Violation of internet acceptable use policy · Minor damage to school property · Using obscene, profane or vulgar language, gestures or behavior · Verbal altercation 	<ul style="list-style-type: none"> - Meeting with teacher -Parent/Guardian Conference -Seminar - Short term Suspension - RCL - Reflection <p><u>Behaviors are:</u></p> <ul style="list-style-type: none"> · Disorderly conduct during fire drill/lockdown · Play fighting · Threatening or intimidating another person · Major damage to school property · Smoking or use of electronic cigarettes · Plagiarizing · Verbal altercation which create a dangerous situation · Possession or use of Hazardous material, pepper spray or mace 	<ul style="list-style-type: none"> - Privilege Probation/restricted activities - Parent/Guardian Conference - Seminar - Short term Suspension - RCL <p><u>Behaviors are:</u></p> <ul style="list-style-type: none"> · Bullying – inflicting physical hurt or psychological distress on one or more students or employees; includes cyberbullying · Fighting – Participating in use of force or physical violence against another person that may or may not result in injury · Theft · Engaging in Gang related behavior · Inappropriate touching · Falsely activating an emergency alarm · Sexual Misconduct: includes engaging in sexual conduct on school premises or at school-related functions; sexually aggressive behavior; forced sexual behavior 	<ul style="list-style-type: none"> - Privilege Probation/restricted activities - Parent/Guardian Conference - Seminar - Short term Suspension - Long term Suspension - Expulsion <p><u>Behaviors are:</u></p> <ul style="list-style-type: none"> · Harassment-verbal or physical behavior creating a hostile, intimidating or offensive environment; includes sexual harassment · Possession or use of a weapon or dangerous object · Possession or use of illegal substance · Possession or use of alcohol · Serious harm to staff or student · Making a bomb threat · Threat of mass violence · Using force against or attempting to inflict serious injury against school personnel · Starting a fire/Arson
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Other Considerations

- Based on the severity of the infraction, students will be provided with varying levels of interventions or consequences such as: Seminars, parent conferences, loss of earned end of the year activity privileges.
 - The school makes every effort to limit the use of suspensions and expulsions.
 - School personnel may use reasonable physical restraint, if necessary, to protect a person or property from physical injury or damage or to remove a violent or disruptive student, if the student has refused to comply with a request to refrain from further disruptive acts and alternative procedures and methods not involving the use of physical force cannot reasonably be employed to achieve these purposes.

Gun Free Schools Act

Federal and State laws require the expulsion from School for a period of not less than one year of a student who is determined to have brought a firearm to the School, or to have possessed a firearm at school, except that the Principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended).

Any such expulsion must comply with the Individuals with Disabilities Education Act and its implementing regulations, for a student with or presumed to have disabilities.

“Firearm” as used in this law is defined by 18 USC § 921(a), and includes firearms and explosives.

The Principal shall refer to the criminal justice or juvenile delinquency system any student who brings a firearm or weapon to the school. “Weapon” as used in this context shall mean any device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and half inches in length.

Disciplinary Procedures

Overview

_Student disciplinary offenses are those actions or inactions that violate the School’s Code of Conduct or interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the school community, or threaten the integrity and stability of the school itself.

- A disciplinary offense may occur while the student is:

- at school and/or on school grounds;
 - participating in a school-sponsored activity;
 - walking to or from school or a school-sponsored event;
 - walking to or from, waiting for, or riding on school-provided transportation; or
 - walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity conducted off school grounds.
- School-related disciplinary offenses may also include misconduct outside the school, such as social media that reasonably could affect the school or learning environment.

School administration will use their professional judgment in determining which disciplinary action(s) will be most effective in dealing with the student's misconduct, taking into account the following factors:

- The student's age and maturity level;
- The nature and seriousness of the infraction and the circumstances which led to the infraction;
- The student's previous disciplinary record;
- The effectiveness of other forms of discipline;
- Information from parents, teachers and/or others, as appropriate;
- The student's attitude; and
- Other relevant factors.

Procedures and Due Process for Short-Term Suspensions

A short-term suspension refers to the removal of a student from Richmond Prep for disciplinary reasons for a period of up to ten (10) days. This includes in-school suspension.

The Principal may impose a short-term suspension and shall follow due process procedures consistent with applicable federal case law. Before imposing a short-term suspension, the Principal shall notify the student orally of the charges against him or her. If the student denies the misconduct, the Principal must provide an explanation of the evidence against the student. The student shall be given an opportunity to deny or explain the charges against him/her that led to the suspension. The Principal shall immediately notify the parent(s) or guardian(s) in writing that the student may be suspended from school. The written notice shall be provided by personal delivery or express mail delivery within 24 hours of the decision to impose suspension.

at the last known address(es) of the parent(s) or guardian(s). Notification shall also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parent(s) or guardian(s).

The notice shall provide a description of the incident for which suspension is proposed and shall inform the parent(s) or guardian(s) of their right to request an immediate informal conference with the Principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parent(s) or guardian(s). At the conference, the parents or guardians of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses under such procedures as the Principal may establish. The notice and opportunity for an informal conference shall 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 notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.

An appeal of the decision of the Principal may be made to the Board of Trustees, which will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the Board within ten (10) calendar days of the date of the Principal's decision, unless the parent(s) or guardian(s) can show that extraordinary circumstances precluded them from doing so. The Board of Trustees will issue a written decision within ten (10) business days of receiving the appeal. Final decisions of the Board may be appealed to the School's authorizer.

Procedures and Due Process for Long-Term Suspensions or Expulsion

A long-term suspension refers to the removal of a student from Richmond Prep for disciplinary reasons for a period of more than ten (10) days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons. This is the final level of correction.

Upon determining that a student's action warrants a possible long-term suspension or expulsion, the following procedure, consistent with applicable federal case law, will be followed:

- The student shall immediately be removed from the class or the School, as needed.

- The Principal shall verbally inform the student of the charges and the evidence for those charges; where applicable, the student will have the opportunity to explain his or her side of the events.

- The Principal shall immediately notify the student's parent(s) or guardians in person or on the phone.

- The Principal shall provide written notice that the School is going to commence a disciplinary hearing to the student and his or her parent(s) or guardian(s) by personal delivery or express mail delivery as soon as possible to the last known address of the parent(s) or guardian(s). Such notice shall provide a description of the incident that resulted in the suspension and shall state that a formal hearing will be held on the matter which may result in a long-term suspension or expulsion.
 - o The notification provided shall be in the dominant language used by the parent(s) or guardian(s) if it is known to be other than English.
 - o The notice will state that at the formal hearing, the student shall have the right to be represented by counsel, present and question witnesses, and present evidence.

- The School will set a date, time, and place for the formal hearing, which shall be set forth in the written notice described above.

- An audio transcript of the hearing will be created and made available to all parties upon request.

The Principal, or his/her designee, shall serve as hearing officer and preside over the hearing. The hearing officer's report shall be advisory only and the Principal may accept or reject all or part of it. A written decision will be issued within five (5) school days after the formal hearing to the student and his/her parent(s) or guardian(s).

An appeal from the written decision may be made to the Board of Trustees, which will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the Board within ten (10) calendar days from the date of the written decision,

unless the parent(s) or guardian(s) can show that extraordinary circumstances precluded them from doing so. The Board of Trustees will issue a written decision within ten (10) business days of receiving the appeal. Final decisions of the Board of Trustees may be appealed to the School's authorizer.

Provision of Instruction During Removal

Richmond Prep will ensure that alternative educational services are provided to a student who has been suspended or removed to help that child progress in the general curriculum of Richmond Prep. Alternative instruction for suspended students will be of sufficient duration to enable a student to cover all class material, take all tests and quizzes, keep pace with other students, and progress to the next grade level. All suspended students are entitled to receive alternative instruction commencing within 24 hours of the suspension or expulsion. Alternative instruction dates and times will be listed on the student's suspension letter. All students will be provided with a minimum of two hours per day of alternative instruction.

For a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school or until the end of the school year, whichever comes first.

Alternative instruction will take place at Richmond Prep. One or more of the following individuals will provide instruction: teacher, teacher aide. Please note that whoever administers this instruction will meet all certification requirements as stipulated in Section 2854(3)(a-1) of the New York State Education Law.

Discipline for Students with Disabilities

In addition to the disciplinary procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior that is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 C.F.R. § 300.534(b)—that a disability exists shall also be disciplined in accordance with these provisions. Richmond Prep shall comply with sections 300.530-300.537 of the Code of Federal Regulations

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.

Richmond Prep shall maintain written records of all suspensions and expulsions of students with disabilities including the name of the student, a description of the relevant behavior, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Students whose IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will immediately be referred to the appropriate Committee on Special Education (CSE) for any consideration of changes.

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

In considering the placement of students 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.

Richmond Prep will ensure that the Vice President of Career Development/Student Integration or special education teacher and/or the general classroom teacher will attend all meetings regarding their students initiated by the CSE of the student's district of residence. These meetings could be relating to the development and implementation of behavioral intervention plans, initial referrals, change in service, or annual reviews, Manifestation Determination Reviews (MDRs), among other things.

Provision of Services During Removal

Richmond Prep will place students in an interim alternative educational setting as appropriate and mandated by 34 C.F.R. § 300.531.

Students removed for a period of fewer than ten cumulative days during the school year will receive all classroom assignments and a schedule to complete such assignments during the time of their suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The School also shall provide alternative instruction to assist the student, so that he or she is given full opportunity to complete assignments and master the curriculum, including additional instruction, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

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

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

During any removal for drug, weapon, controlled substance and/or seriously bodily injury offenses pursuant to 34 C.F.R. § 300.530(g), services will be provided to the extent necessary to enable the student to progress appropriately in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence.

Additional Due Process (MDR)

If discipline that would constitute a change in placement is contemplated for any student with a disability, the following steps shall be taken: (1) no later than the date on which the decision to take such action is made, the parent(s) or guardian of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 C.F.R. §

300.504; and (2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the student's disability and the behavior that is the subject of the disciplinary action.

If, upon review, it is determined 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 C.F.R. § 300.530(d), which relates to the provision of services to students with disabilities during periods of removal.

A student's parent(s) or guardian(s) may request a hearing to challenge the manifestation determination. Except as provided below, the student will remain in his or her current educational placement pending the determination of the hearing.

If a parent or guardian requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to drugs, weapons, controlled substance and/or serious bodily injury offenses, 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 provided for in the disciplinary action, whichever occurs first, unless the parent or guardian and the School agree otherwise.

Students with a 504 Plan and "Deemed to Know" Students

With regard to disciplinary actions, including suspension or expulsion, the Section 504 rights of charter school students with disabilities are the same as other students with disabilities.

When addressing discipline for students with disabilities, including students with 504 plans or those who are "presumed to have a disability," Richmond Prep will comply with applicable legal requirements governing the discipline of a student for misconduct.

Compliance with the Child Find Requirements of IDEA

Richmond Prep will comply with the federal Child Find requirements (34 CFR §300.111), which require schools to have in place a process for identifying, locating and evaluating students with disabilities. Students enrolling for the first time in a New York public school will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the child may need a specialized or Individualized Education Program, or referral

to the CSE of the student's district of residence. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist and a disability is suspected, the student will be referred to the CSE of the student's district of residence for an evaluation.