



Overcoming Barriers & Fulfilling the College Promise

STUDENT AND FAMILY HANDBOOK

2017-2018

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Introduction

Each summer, this handbook will be reevaluated and amended in order to be appropriate for the upcoming school year. We expect that parents, students, staff and administration will work together with the Board of Trustees to revise and expand it as we develop Lavelle Prep together.

Mission Statement

The John W. Lavelle Preparatory Charter School provides a rigorous college preparatory education that equips and empowers students for success in college and in life. The School welcomes all students, including those living with emotional challenges, and will integrate all students in classes and activities. Full integration of students helps them break down barriers through the power of their daily academic and social experience, enabling them to develop the academic skills, emotional fluency, and confidence to be successful students today and thoughtful, open-minded leaders tomorrow. In fostering both the academic and emotional growth of all students, Lavelle Prep will serve as an innovative, holistic educational model for other high-performing schools.

Code of Ethics

The John W. Lavelle Preparatory Charter School's Trustees, Officers and Employees shall comply at all times with the following Code of Ethics:

- a. The Board of Trustees shall conduct and direct the affairs of the School and exercise its powers subject to the applicable limitations of the Education Law, Not-for-Profit Corporation Law, the School's charter and its bylaws. The Board may delegate aspects of the management of School activities to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate supervision.
- b. No more than 49% of the School's Board may be comprised of: (i) people currently being compensated by the School for services rendered within the previous twelve months, whether as full-time or part-time employees, independent contractors or otherwise; or (ii) any sibling, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
- c. Every Trustee may participate in discussions and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from discussion of and voting on any matter involving such Trustee relating to: (i) "self-dealing transactions" (defined below); (ii) conflicts of interest; (iii) indemnification of that Trustee individually; or (iv) any other matter at the discretion of a majority of the Trustees.
- d. Neither the Board of Trustees nor any other Employee of the School shall engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the School is a party and in which one or more Trustees has a material personal financial interest. Notwithstanding this definition, the following is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the Corporation, if the transaction (i) is approved or authorized by the Board in good faith and without favoritism; and (ii) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

- e. Any Trustee or Officer having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the Board of his or her interest prior to the Board's acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the School's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the School, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the School.
- f. Trustees representing any not-for-profit corporation proposing to do business with the School shall disclose to the Board the nature and extent of such business propositions.
- g. No trustee, officer, or employee of a for-profit corporation having a business relationship with the School shall serve as voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:
 - i. Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys;
 - ii. Individuals associated with an educational entity (including but not limited to the School) some of whose faculty may be providing paid services directly or indirectly to the School;
 - iii. Individuals associated with a bank, insurance company, mutual fund, investment bank, stock brokerage, financial planning or other financial services organization.
- h. No trustee, officer, or employee of a for-profit educational management organization having a business relationship with the School shall serve as a voting member of the Board of Trustees for the duration of such business relationship.
- i. Trustees, officers, or employees of any external organization shall hold no more than 40% of the total seats comprising the Board of Trustees.
- j. Trustees shall refrain from engaging in activities that would appear to be unduly influenced by persons who have any special interest in matters under Board consideration. If this occurs, the Trustee shall write a letter to the Board disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.
- k. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- l. Trustees shall not use their position with the School to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the School.
- m. Trustees, Officers and Employees may never ask subordinates, students or parents of students to work on or give to any political campaign.

Board and Staff

Board of Trustees

Sheldon Blackman
Joe Carroll
Richard Fragiacomio
William Henri
Susan Lavelle
Lily D. McNair, Ph.D.
Deborah Miller
Dolores Morris
Doris Schueler
Dirk Tillotson
Nelly Tournaki

Administration

Kenneth Byalin, Ph.D., President
Christopher Zilinski, Principal
Dana Volini, Vice President of Operations
Priyanga Iddamalgoda, Director of Finance
Theresa Peterford, Director of Special Education
Susan Varvara, Office Manager
Mary Cottingham, Event Coordinator and Assistant to President
Jeremy Zilinski, Director of Facilities and Security
Joseph Avitto, Security Officer
John Nixon, Security Officer
Jacqueline Garriga, Director of Program Evaluation
Maureen Tuppatsch, Food Service Manager
Vanessa Orefice, Office Assistant
Angela Orefice, Office Assistant
Elaine Bartley, Office Assistant
Reynaldo Duncanson, Technology Specialist
Marigold Maratos, Finance Clerk
Stephanie Garriga, Assistant to Principal
Nadine Remi, Food Service Assistant
John Kuhn, Food Service Assistant
Diane Norato, Food Service Assistant
Maria Vazquez, Food Service Assistant
Stephanie Mazzone, Operations Assistant

Support Services

Diane DiSalvo, Director of Counseling
Carol Halfhide-Torres, Social Worker
Priscilla Chen, Social Worker
Nadine Somma, Social Worker
Jeannette Baldassano, PhD
Sean Fredericks, ESL Teacher

Typical Elementary Schedule

CLASS 301	Monday	Tuesday	Wednesday	Thursday	Friday
HR 7:50-8:08	Morning Meet Up	Morning Meet Up	Morning Meet Up	Morning Meet Up	Morning Meet Up
1 8:10-9:04	Reading Workshop	Math	Reading Workshop	Math	Reading Workshop
2 9:06-10:00	Writing Workshop/SS	Special-Art	Writing Workshop	Math	Writing Workshop
3 10:02-10:56	Special-OG	Math	Special-OG	Special-Art	Special-OG
4 10:58-11:52	Lunch/Dear	Lunch/Legacy	Lunch/Dear	Lunch/Legacy	Lunch/Movie Day
5 11:54-12:48	Movement	Wellness	Movement	Wellness	Movement
6 12:50-1:44	Math/Science	Reading Workshop	Math	Reading Workshop	Math/Science
7 1:46-2:40	Math	Writing Workshop	Math	Writing Workshop	Math
8 2:42-3:36	Homework Help	Homework Help	Homework Help	Homework Help	Homework Help

Typical 6th Grade Schedule

CLASS 601	Monday	Tuesday	Wednesday	Thursday	Friday
HR 7:50-8:08	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
1 8:10-9:04	Math	Math	ELA	Movement	Social Studies /Science

2 9:06- 10:00	Movement	Wellness	Social Studies /Science	ELA	Wellness
3 10:02- 10:56	ELA	ELA	Math	Visual Arts	ELA
4 10:58- 11:52	Lunch	Lunch	Lunch	Lunch	Lunch
5 11:54- 12:48	Math	Visual Arts	Social Studies /Science	Math	Math
6 12:50- 1:44	Social Studies /Science	Social Studies /Science	Advancement	ELA	Social Studies /Science
7 1:46- 2:40	ELA	Math	Math	Social Studies /Science	ELA
8 2:42- 3:36	Social Studies /Science	Advancement	Advancement	Advancement	Early Dismissal

Educational Program

The Lavelle Prep educational program is designed to provide the highest-quality college preparatory program to all students, comparable to those of the finest private prep schools. To this model are added those ingredients that enable students living with emotional challenges to be fully integrated in the Lavelle Prep program. The central tenet of Lavelle Prep is that the needs of students living with emotional challenges can be met in a fully integrated environment.

Small classes, challenging academic curricula and high expectations, constructivist teaching, integration of technology into teaching and learning, a Wellness Curriculum, and a visual and performing arts curriculum will make Lavelle Prep an outstanding college preparatory program.

To integrate students living with emotional challenges and to enhance the education of all students, Lavelle Prep employs dually certified teachers and school assistants who follow each group of students through all of their classes and who are available to work with individual students in crisis. The School also offers computer-assisted instruction and a behavioral management system.

Lavelle Prep seeks to foster hope and confidence in all students. Its strength-based approach is rooted in the idea that recovery is possible. The School's structure is designed to reinforce the concept that neither mental nor physical challenges nor other structural disadvantaging factors such as gender, race, or poverty, need stand in the way of academic success and productive lives. Students learn in small classes with a teacher and a school assistant in every class. In 6,7 & 8th grades, all students follow the same academic program and all are expected to succeed in high school and go on to college. Teachers recognize and accommodate diverse learning styles and strengths, offer multiple means of representing content and product, and provide students with multiple means of expressing their mastery of that content. Explicit instruction in skills and strategies supports content learning. Constructivist pedagogy enables students to understand their individual learning styles and to maximize their strengths. Serving primarily as guides and facilitators of learning, teachers use a variety of individual and small group learning experiences to encourage students to become self-regulated learners capable of collaborative problem solving. Students requiring adapted curriculum work or other therapies such as speech-language therapy or occupational therapy will receive them in the classroom whenever appropriate.

Lavelle Prep Behavior Management Plan

Code of Conduct

We believe that all students will be able to meet our 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 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 and/or discipline policy. 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 indicated for possible modification of the student's IEP.

An Optimist's Creed by Christian D. Larson (1912)¹

I promise myself:

To be so strong that nothing can disturb my peace of mind.

To assist or cheer up any individual.

To talk health, happiness and prosperity to every person that I meet.

To make all of my friends feel that there is something worthwhile in them.

To look at the sunny side of everything and make my optimism come true.

To think only of the best, to work only for the best and to expect only the best.

To be just as enthusiastic about the success of others as I am of my own.

To forget the mistakes of the past and press on to the greater achievements of the future.

To wear a cheerful expression at all times and to give a smile to every living creature I meet.

To give so much time to improving myself that I have no time to criticize others.

To be too large for worry, too noble for anger, too strong for fear, and too happy to permit the presence of trouble.

To think well of myself and to proclaim this fact to the world, not in loud words but in great deeds.

To live in the faith that the whole world is on my side, so long that I am true to the best that is in me.

The following rules will be implemented in all Lavelle 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.

Classroom Rules and Expectations

At Lavelle 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.

Lavelle 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 can usually be handled on the spot by individual staff. Our Middle School Point System and High School Student Achievement Program along with our instructional practices are designed to shape prosocial student behavior. We recognize that many students come to Lavelle Prep with both academic and/or behavioral challenges. It is our intention to help all students overcome these challenges, to succeed in elementary school, middle school, high school, in college and beyond.

Middle School students can earn **PREP POINTS** in every period for being:

- a. Be on time
- b. Be on task
- c. Be prepared
- d. Stay in seat
- e. Listening and being considerate/respectful

At the end of each period, students who have exhibited the above behaviors earn one Prep Point per behavior. Therefore, the maximum number of Prep Points per period is 5. Students can earn an additional 5 bonus points each day in recognition of behavior exemplifying the Optimist's Creed. Student's conference

¹ As modified by the John W. Lavelle Preparatory Charter School.

with teachers at the end of each week to determine how many points they have **EARNED** and what rewards they would like to exchange them for. Teachers do not **GIVE** points, students **EARN** them.

Examples of behaviors which may result in the failure of students to earn Prep Points include but are not limited to: Dress code violations, Talking back, Defiance (including willful, open or continued disobedience, or inappropriate language towards a school employee or volunteer), Inappropriate language such as the use of profanity, vulgarity, insults or obscenities, Tardiness, Horseplay, Abuse of bathroom passes, Disruptive talking, and Refusal to participate.

The Elementary Student Achievement Program at Lavelle Prep is based on the premise that students desire success. A good student achievement program leaves a positive effect on a student's self esteem, aspirations, and values. The Sanford Harmony is an integral part of a student's active role in Lavelle Prep Elementary School. This incentive program rewards students for becoming involved in their school, achieving academic goals, as well as displaying good citizenship.

The High School has implemented the use of Scholar Dollars. Each student will earn 1 scholar dollar per class, which will be given at the **END** of the period. In order to receive the Scholar Dollar, High School students will be expected to adhere to the following points for the whole period, which are On-time, On-Task, Prepared, Listening & Considerate, and Proper Electronic Use.

This allows for teacher discretion if a student turns around negative behavior. Maximum scholar dollars is 34 weekly for all students. However, students will be able to earn scholar dollars for Optimist Creed opportunities. Optimist Creed opportunities- teachers will be allowed to give 5 additional scholar dollars weekly to award at their discretion. However, on the scholar dollar it must denote OC and teacher's initials. These Scholar Dollars may be redeemed at either the Wolves' store or handed in for extra points on tests, projects, etc. However, extra points for tests are at the discretion of the teacher that has given you the scholar dollars.

All Lavelle 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.

Students who are egregious in their misbehavior can be referred to the Reflection Room during their lunch period. 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 and develop writing skills while reflecting upon their behavior that caused them to spend time in the Reflection Room. Reasons for referral include four tardinesses to class in a week, being out of uniform, being in the hallway without a pass, inappropriate touching, extremely disruptive classroom behavior, and inappropriate use of electronics or technology. Students' parents must be called and notified should a student attend the Reflection Room.

Students who are late to home room more than four times will serve reflection during their lunch period. Four latenesses to class will result in reflection room and a call home by a grade wide lateness monitor.

During transition students who are rough housing ,play fighting, causing disruptions, and exhibiting aggressive behavior in the hallways will receive reflection room.

Another intervention option is the 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.

For every four Reflection referrals a students accumulates, he or she automatically receives a day in the Reflect, Correct, Learn (RCL) program. Before students attend the RCL program, their parents 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. Students in RCL spend the school day separated from their class completing that day's course assignments with teachers assigned to the RCL program. Along with completing their assignments, students must also reflect, correct, and learn from the behaviors that resulted in a day spent in the RCL program.

In certain cases of disruptive behavior, students can be placed in the RCL program rather than receiving a referral to the Reflection Room. See the section below entitled *Serious Violations* to see how Category A, B, and C Violations are addressed.

Parent/Guardian Contact: Teacher may contact parent or guardian 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, consequences such as temporary loss of assembly privileges, cafeteria privileges, or trip privileges may be employed at the Principal's discretion depending on the behavioral issue being addressed.

Lavelle Prep Uniform Policy: Effective the first day of the Lavelle Prep school year, all students must be in uniform. 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 must be picked up, or will be sent home. There should not be any changing of uniform in school either in the a.m. or p.m.

Proper Lavelle Uniform:

- Students must wear a white or forest green polo with Lavelle logo.
- High School Shirt- Must be white or forest green, but additionally, orange or gray polo shirt with Lavelle logo.
- Navy blue 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.
- Students may wear a forest green sweatshirt. It does not have to have a Lavelle logo; however, students must wear Lavelle logo polo underneath the sweatshirt. Students may not wear a plain white tee or polo shirt under their sweatshirt. Sweatshirts should not have a hood.
- No bandanas, scarves, or hats at any time.
- If a student participates in a sport from Port Richmond H.S., they are allowed to wear their team sweatshirt.

Dress Down/ Spirit Day: 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 mid-drift shirts.
- No shirts with profanities or inappropriate subjects.
- If it is Spirit Day and you are not in “Spirit Day” clothing or proper Lavelle uniform, it will count as an “out of uniform” offense.
- Students will have the opportunity to dress for success during the school year. (Business attire)
- Middle School/HS- 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.

Lateness Policy

- Subject area teachers will have the power to mark a student’s grade as “Incomplete” for consistently being late to first period classes in that subject area.
- Once a student has been late to a first period subject area a total of 2 or 3 times, the subject area teacher should contact the parents and speak to the students about the behavior. If the behavior persists, parent contact and conferences should continue.
- Once a student has been late 7 or more times to a subject area’s class, the subject area teacher will mark the student’s grade as incomplete for that marking period.
- After students have received their report card, the subject area teacher will assign an independent project to each student with an incomplete grade. If the student does the independent project, their grade will be adjusted to their appropriate letter grade before the following report card. If they do not do the project, the incomplete mark will change to a failing grade by the following marking period.
- If a student receives an incomplete grade for a second marking period in a row, the student and parents will meet with the subject area teacher and the team leader to either continue the same method or establish an individualized late plan for that specific student’s needs.
- Students and parents will sign a contract at the beginning of the year explaining that they understand that being late to school can result in an incomplete grade in their various 1st period subject areas.
- The subject area teacher will easily perform and monitor the process. 1st period teachers are aware of which students are consistently late to their class. This method empowers the subject area teacher to hold students accountable for time missed from their class, and also creates a policy for students that are consistently late for school.

Cellphones and Electronics

Lavelle Prep students are encouraged not to bring cellphones or other electronics to School. If students bring these devices, students are expected to store them in their lockers before reporting to their homerooms. Students can retrieve their devices from their lockers at the end of the day immediately before dismissal. In addition, students have access to school laptops/tablets during the day. They are expected to use these tablets for educational purposes. Should a student violate this agreement, his/her privileges may be revoked upon review with the Team Leader and Principal. Noncompliance will result in the Principal's intervention with the student's parent(s) or guardian.

DEAR PERIOD

Lavelle Prep instituted the DEAR period, which is an additional 20 minutes of individualized learning at the end of the student's lunch period. In the Elementary and Middle School, this time is used for students to foster a love of reading, where he/she reads an independent book silently. In the High School, students receive additional help in all Regents level classes. In addition, there are opportunities for them to also utilize their creative side too and participate in teacher created arts programs during that time.

Serious Violations

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. For Special Education students, the suspension program will apply unless it is determined by an MDR that the behavioral challenge presented is a function of the student's disability. Instead of expulsion, Special Education students whose behavioral challenges cannot be safely addressed at Lavelle Prep will be referred to the Committee on Special Education for reevaluation of placement. 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 on professional experience, take into account the needs of individuals as well as the overall effective functioning of school in making judgements regarding suspension and expulsion. The type and length of discipline is based on factors such as previous violations, severity of conduct, and other relevant educational concerns.

First Lavelle Prep suspensions will normally be for one day. Subsequent suspensions will increase by a day. No suspension will be longer than 5 days. Students will be evaluated for expulsions when they have been suspended five times or sooner if the seriousness of their misconduct requires this. All violations of law will be reported to law enforcement agencies.

Students will be evaluated for expulsions when there is pattern of suspension or sooner if the seriousness of their misconduct requires this. All violations of law will be reported to law enforcement agencies. The school principal will determine if a pattern of removal exists.

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

- 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
- 4 Reflection Referrals within 4 school weeks = RCL
- Seminar is available for all levels of offense
- Bus conduct violation consequences will be determined by the principal
- Multiple infractions with the same offense will result in a higher consequence at the discretion of the principal.
- 10 days worth of suspensions result in an expulsion hearing
- Each student’s discipline record will be reviewed prior to receiving consequences and actions

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<ul style="list-style-type: none"> - Meeting with teacher - Reflection - ½ day RCL 	<ul style="list-style-type: none"> - ½ Day - Full Day RCL - 1 Day suspense 	<ul style="list-style-type: none"> - Full Day RCL - 1 Day Suspense - 2 Day Suspense - Privilege Probation/restricted activities 	<ul style="list-style-type: none"> - 3 + Days out of school - Privilege Probation/restricted activities
<p><u>Examples are, but are not limited to:</u></p> <ul style="list-style-type: none"> • Bullying* • Uniform • Out of class, no pass • Cheating • Running in hall • Inappropriate Language • Possession of banned items • Inappropriate use of technology • Minor damage to school property 	<p><u>Examples are, but are not limited to:</u></p> <ul style="list-style-type: none"> • Bullying* • Disruption during fire drill/lockdown • Play fighting • Inappropriate touching • Threats • Major damage to school property • 	<p><u>Examples are, but are not limited to:</u></p> <ul style="list-style-type: none"> • Bullying* • Fighting • Theft • Sexual Harassment 	<p><u>Examples are, but are not limited to:</u></p> <ul style="list-style-type: none"> • Bullying* • Possession of weapon • Possession of illegal substance • Sexual Misconduct • Serious harm to staff or student

Based on the severity of the infraction, students will be provided with varying levels of interventions such as:Seminars, parent conferences, school-based service, earned privileges

Other Considerations

- 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 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.

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

Disciplinary Procedures

Lavelle Prep disciplinary policies and procedures will apply to events occurring on the school bus (yellow bus) or on officially sponsored School trips. The students using Special Education Transportation (yellow bus) service will be doing so in accordance with an IEP. In the event of disciplinary action in such cases, Lavelle Prep will be mindful of this plan and will involve the CSE as appropriate in addressing the situation.

Lavelle Prep will comply with all binding and applicable Constitutional, statutory or regulatory Due Process requirements for long-term suspensions or expulsions. Before imposing a short-term suspension, the Principal shall immediately notify the parent(s) or guardian in writing that the student may be suspended from school. 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. When possible, notification shall also be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parent(s) or guardian of their right to request an immediate informal conference with the Principal. Such notice and informal conference shall be in the primary language or mode of communication used by the parent(s) or guardian.

The Principal may also impose a long-term suspension. A student may be suspended from instruction for more than five days only after his or her rights to written notice of charges, representation by counsel, a hearing before the Principal or designated hearing officer, and appeal to the Board of Trustees have been exhausted. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the Principal may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the Principal shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension or expulsion and state the reasons for such actions. The Principal shall also immediately notify the student's parent(s) or guardian in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to ensure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification shall also be provided by telephone if the School has been provided with a contact telephone number for the parent(s) or guardian. Such notice shall provide a description of the incident(s) that resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension or expulsion. The notification provided shall be in the dominant language used by the parent(s) or guardian.

At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence. If the Principal initiates the suspension proceeding, he or she shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Principal may accept or reject all or part of it. The Principal's decision to impose a long-term suspension or expulsion may be challenged by the student's parent(s) or guardian and appealed to the Board of Trustees, which may meet as a whole or as a designated committee with the student's rights equivalent to those at the initial formal hearing. The appeal shall be scheduled within five school days of the implementation of the long-term suspension or expulsion.

All suspended students will be provided alternative instruction equivalent to that which they would have received in school, 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 have a minimum of two hours per day of alternative instruction.

The Principal will ensure that every disciplinary plan of correction is reviewed in a timely manner and the need for further action identified.

STUDENTS WITH DISABILITIES

Lavelle Prep shall implement the following disciplinary policy with respect to students with disabilities. These students will be governed by the same discipline policy as other students, except when it is determined by an MDR that the behavior under consideration is a manifestation of the student's handicapping condition. In such instances, the CSE will conduct an IEP/BIP review following the MDR. If a student violates Lavelle Prep's discipline code and is being considered for a suspension or removal, Lavelle Prep will ensure the following Due Process protections are provided to the student and to the student's parent(s) or guardian in addition to those set forth in the regular education discipline code. For suspensions of five school days or less, the student's parent(s) or guardian will be provided a written notice, and a follow-up telephone call if possible, within 24 hours of the incident leading to the suspension that describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the Principal and appropriate staff to discuss the incident and question any complaining witness against the student. For suspensions in excess of five consecutive school days, the student's parent(s) or guardian must be provided a written notice that indicates that the district proposes to suspend the student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by the Principal or designated officer at which the student will have a right to question any witness accusing him or her of committing the misconduct charged and to present witnesses on his or her behalf. When possible, notification to the student's parent(s) or guardian will also be provided by telephone. For any student of compulsory school age, Lavelle Prep will provide alternative education to the student during the suspension as set forth below, including any special services required by the IEP prepared by the student's CSE. The Principal shall make the final determination on a suspension or removal of a student, following Due Process.

In addition to the above, additional procedures and protections apply to students with disabilities, including:

- a. The provision of a free and appropriate education to students who are suspended or removed for disciplinary reasons for more than ten school days in a school year. This includes a teacher going to the student's home or the student coming to the School during or after the scheduled school day to receive the required instruction according to the IEP;
- b. The School's responsibility to address behaviors that result in suspensions or removals for more than ten school days in a school year (functional behavioral assessment and behavioral intervention plans);
- c. The determination of the relationship between the behavior and the student's disability when a suspension or removal would result in a disciplinary change of placement (manifestation determination);
- d. Providing the student's parent(s) or guardian with a copy of the procedural safeguards notice (special education rights) whenever a disciplinary action will result in a disciplinary change in placement (any removal for more than ten consecutive school days);
- e. An expedited process to resolve disagreements between parent(s) or guardians and schools regarding certain disciplinary actions;
- f. Protections for students who are not classified when their parent(s) or guardian assert that the School had knowledge, prior to the behavior that resulted in the disciplinary action, that the student had a disability;
- g. Expedited evaluations of students suspected of having a disability during the time the student is suspended.

In instances when the school maintains that it is dangerous for a student to remain in his or her current educational placement, the School may request an expedited Due Process hearing to move the student to an interim setting. The School may remove a student with a disability from his or her current placement when

necessary, even if the student had previously been removed earlier in the school year, as long as the removal does not constitute a disciplinary change in placement.

Lavelle Prep will work closely with the appropriate CSE to establish clear guidelines for communication and decision-making on disciplinary matters.

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 may request to be disciplined in accordance with these provisions. Lavelle Prep shall comply with 34 C.F.R. §§ 300.530-300.537 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.

Lavelle 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 CSE for consideration of a change in the guidelines.

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.

Lavelle Prep shall work with the district to ensure that the CSE of the student's district of residence meets within seven days of notification of any of the following:

- a. The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
- b. The commission of an infraction resulting from the student's disability.
- c. The commission of an infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of five days. Lavelle Prep shall ensure that when the suspension or removal of a student with a disability would constitute a disciplinary change of placement, the CSE will immediately be notified in writing so that the CSE can meet its required obligations to:
 - i. Convene a CSE meeting within ten school days to make a manifestation determination.

- ii. Convene a CSE meeting within ten business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.
- iii. Provide the student's parent(s) or guardian with a copy of their procedural Due Process rights.
- iv. Work closely with the CSE of the student's district of residence in determining education services or the interim alternative educational setting consistent with the Free Appropriate Public Education (FAPE) requirements.

Provision of Services During Removal

Students removed for a period of fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. 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 removal for drug, weapon, controlled substance and/or seriously bodily injury offenses pursuant to 34 C.F.R. § 300.530(g)(1)-(2), 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. The School will place students in an interim alternative educational setting as appropriate and mandated by 34 C.F.R. § 300.531).

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.

CSE Meetings

Meetings of the CSE of the student's district of residence, either to develop a behavioral assessment plan or, if the student has one, to review such plan, are required when: (1) the student is first removed from his or her current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement.

Subsequently, if other removals occur that do not constitute a change in placement, the School will work with the CSE of the student's district of residence to review the student's assessment plan and its implementation to determine whether modifications are necessary. If one or more members of the CSE of the student's district of residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

Lavelle Prep will ensure that the Director of Special Education or special education teacher and/or the general classroom teacher will attend all meetings regarding their students initiated by the committee on

special education from 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, MDR's, among other things.

Due Process

Any time the behavior of a student with a disability constitutes a disciplinary action, a Functional Behavioral Assessment (FBA) will be conducted and a decision will be made as to preparing or modifying the behavioral intervention plan. These procedures are followed each time to ensure that when a behavior incident occurs that a suspension or removal of a student with a disability does not constitute a disciplinary change in placement, and that the student is not suspended or removed for behaviors related to the student's disability as determined by the CSE or other qualified individuals.

If discipline that would constitute a change in placement is contemplated for any student, 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, after 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 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 weapons or drugs, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent or guardian and the School agree otherwise.

Promotion Policy

Lavelle 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 Regents 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. Lavelle 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 Lavelle 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. During elementary/middle school, 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 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

Elementary Standards	N.Y. State Test- Passing 3 rd , 4 th and 5 th grade test with a score of 2.3 or greater. Report Cards- Overall class average in all classes 65% or greater. Attendance- 18 days unexcused absences .
6th Grade Standing	Admission to Lavelle Prep
7th Grade Standing	N.Y. State Test- Passing 6 th grade test with a score of 2.3 or greater. Report Cards- Overall class average in all classes 65% or greater. Attendance- 18 days unexcused absences .
8th Grade Standing	N.Y. State Test- Passing 7 th grade test with a score of 2.3 or greater. Report Cards- Overall class average in all classes 65% or greater. Attendance- 18 days unexcused absences.
9th Grade Standing	N.Y. State Test- Passing 8 th grade test with a score of 2.3 or greater.

Report Cards- Overall class average in all classes 65% or greater. Attendance- 18 days unexcused absences.

All 7th grade Spanish students will take the NYS 8th grade proficiency examination in Spanish.

Unexcused Absences:

Students who have more than eighteen unexcused absences in an academic year will not be eligible for promotion to the next grade.

Lavelle Prep will take a variety of steps both to minimize unexcused absences and to ensure that all absent students continue to progress academically.

- a. Students will be encouraged to share phone numbers so that they can contact each other for homework assignments when they are absent;
- b. Teachers will post homework assignments on the School website;
- c. School Assistants will call the parent(s) or guardian if a student is absent for more than two consecutive days or after the first day if there is a pattern of absence or a suspicion of truancy;
- d. Homeroom Teachers or Advisors will call if indicated following the School Assistant's call or if requested by the parent(s) or guardian.
- e. Homeroom Teachers or Advisors will inform the Principal of any attendance issues and a conference involving the parent(s) or guardian, the student, the Advisor, and any other individuals as determined by the Principal will be arranged.

Every effort will be made to develop a plan which will enable the student to attend school on a regular basis.

Temporary Withdrawal

We recognize that some students may need to withdraw from Lavelle Prep temporarily if their disability requires hospitalization or placement out of the community. For students who are hospitalized or placed in residential treatment, Lavelle Prep will ensure that the treating facility receives all necessary materials so that the student's education can continue with minimal interruption until the student is able to return to Lavelle Prep. For students who are placed in community settings outside the home, Lavelle Prep will work with the responsible agency and with the mental health provider to facilitate the student's uninterrupted attendance. Whenever appropriate, the School will advocate for residential placement on Staten Island and will attempt to facilitate appropriate transportation to Lavelle Prep when necessary. If travel proves too great an obstacle, Lavelle Prep will work to facilitate transfer to an appropriate school closer to the student's residence. We also recognize that even less disruptive events may interfere with a student's ability to function up to his or her full academic potential. When student refusal to attend school is rooted in emotional or psychiatric challenges, Lavelle Prep will work with the student, the family, and the mental health provider to develop a plan to enable the student to attend school. If all efforts fail to overcome the student's school refusal, referral will be made to the Committee on Special Education (CSE) for re-evaluation, perhaps for placement in a more restrictive setting, and, in the case of students who have not already been classified for Special Education, for an initial evaluation. Furthermore, some students may simply progress more slowly.

Student Hospitalizations

In the event that a student needs to be hospitalized or requires home instruction for an extended period of time, the New York City Department of Education has assured the School that it will provide these services

for Lavelle Prep students.^[2] The School's intention is to reserve the student's place, however, so that he or she can return to school as quickly as possible.

Special Education Students

Lavelle Prep welcomes Special Education students and will work vigorously to address their special needs and to ensure compliance with all applicable law. Initial evaluations, re-evaluations, and revisions of Individualized Education Programs (IEPs), and the procedures relating thereto, are the responsibility of the local educational agency – the school district of a student's residence (*see* 34 C.F.R. §§ 300.22, 300.312 and 300.340 *et al*). Lavelle Prep will fully cooperate in the evaluation/reevaluation process. The School will implement the IEP developed by the CSE of the student's district of residence and will cooperate with that district to ensure that all services as recommended in the IEP are provided to the student, including class size and teacher-to-student ratio. The Principal will ensure strict adherence to the student goals and services provided for in the IEPs through observation of classes, parent and staff meetings, and communication with students when appropriate. If changes must be made to an IEP, Lavelle Prep will contact the appropriate CSE to re-evaluate the student and consider revising the IEP as needed. Under the Individuals with Disabilities Education Act (IDEA) and the implementing federal regulations and applicable state law, Lavelle Prep will continue to provide appropriate accommodations to the student during the CSE review and evaluation process.

Lavelle Prep is committed to a model of class and program intergration as the means of serving the needs of all its students. Therefore, all classrooms will be staffed to meet the requirements of the special education students present. Students requiring adapted curriculum work and therapies such as speech-language therapy or occupational therapy will receive them in the classroom whenever appropriate and according to their IEP, compliant with governing law and regulations. Related services may be provided by the Department of Education. The Wellness Curriculum will provide a structured opportunity for all students to learn to manage the challenges they face and to respect their differences.

Students with disabilities at Lavelle Prep will have the opportunity to participate and progress in the general education curriculum and they will participate in the State and District-wide assessments in accordance with their IEPs. Teachers and related service personnel who will have the responsibility for implementing students' IEPs will have access to these records and be informed of specific responsibilities for implementing IEPs. This will be done during the Annual Review process, requested reviews and team meetings. If it is determined that a student in general education with no IEP requires academic or related services, a series of interventions will be implemented, including revised scheduling or teacher change for the student, academic interventions including constructionist strategies and multi-disciplinary instruction and parent involvement. If, after exhausting all interventions, more intense service is still needed, the student will be referred to the Staten Island CSE, where additional special services might be recommended. Under the supervision of a Director of Special Education, a teacher certified in Special Education will review incoming students' IEPs to ensure compliance. All IEPs will be reviewed annually. If a student entering Lavelle Prep without an IEP appears to be eligible for special education services and the student's parent request an initial evaluation, the school will support and assist the parent in this process. In the event that the School initiates the request after providing appropriate academic intervention services, the School will issue a request in writing to the chairperson of the appropriate CSE for an initial evaluation. A copy of this request along with the procedural notice described in 34 C.F.R. § 300.504 (Parents' Rights Brochure) will be sent to the student's family. This request will:

- a. Provide the reasons for the referral including any applicable test results, reports, or records;

- b. Outline the interventions taken prior to referral;
- c. Describe the family's involvement throughout the Lavelle Prep assessment process; and
- d. Provide relevant documentation generated during the pre-referral process.

Under the direct supervision of the Principal, certified special education teachers will coordinate implementation of this policy. All special education teachers will be appropriately certified pursuant to applicable state and federal law.

The Principal will ensure that students and their families have access to the CSE and the Annual Review and receive all the services provided for in the IEP. The Principal or his or her designee will participate through meetings with the CSE, phone calls, e-mail contact with the CSE Chairperson or relevant members of the CSE on Staten Island, or the district of referral. The Principal will maintain current CSE files at the School and ensure that there is a flow of information between parents, the CSE and the School. Further, timely notice of proposed meetings regarding special education services including IEP updates will be given to parents, staff and students, when appropriate. Time will be provided for the teachers and related service staff who are responsible for implementing the IEPs to be present (or participate by phone) at any CSE meeting.

Students with Limited English Proficiency (LEP)

Lavelle Prep staff will ask all incoming families to complete a Home Language Survey in the language or format the parent or guardian best understands. The data provided in this survey will identify students that may be LEP or ELL (English Language Learners) and who therefore require further screening. Appropriate school staff will then interview any student whose home language or first language is not English. Based on the results of this interview, the School staff will determine the student's oral proficiency in English. Once this initial screening process is completed, the staff will conduct a formal assessment of any student who speaks little or no English to determine the student's level of English language proficiency. This assessment, administered only once per student, is called the Language Assessment Battery-Revised (LAB-R). Future assessments of the student's English language proficiency will be conducted in the spring using the New York State English as a Second Language Achievement Test (NYSESLAT).

If the School's population includes ELL students, we will employ one or more English as a Second Language (ESL) teachers to meet their needs. ESL instruction will take place: (a) in academic classrooms by teachers who are certified to teach ESL; (b) through "push in" support of these students by the ESL teacher; or (c) through separate ESL classes in lieu of Spanish class. At Lavelle Prep, LEP and ELL students will not be excluded from curricular or extracurricular activities due to their inability to speak and understand English. LEP and ELL students will not be assigned to special education programs due to their level of English proficiency alone. There will be no separate classes for special education students. All students will be assigned to inclusive, integrated classrooms.

Immunization Requirements

New York State law requires that each student entering kindergarten or a new school district in grades 1-12 present a certificate of immunization at the time of registration or not later than the first day of school. A review of student immunization requirements and the proper supporting documents will be completed for all new students. New York State immunization requirements include:

- a. *Diphtheria/Tetanus/Pertussis*: Toxoid Containing Vaccine (DTP, DtaP) 3 doses (for kindergarteners only, NYC requires 4 doses);
- b. *Tdap booster*: 1 dose to all students born on or after 1/1/94 and enrolling in grades 6-9 for the 2010-2011 school year;
- c. *Polio*: (IPV)/(OPV3 OPV or 4 IPV) 3 doses;

- d. *Measles, Mumps, Rubella* (MMR): 2 doses of measles-containing vaccine and 1 dose each of mumps and rubella (preferably as MMR);
- e. *Hepatitis B*: 3 doses (for students in grades 7-12, 3 doses of Recombivax HB or Engerix-B is required, except for those students who received 2 doses of adult hepatitis B vaccine (Recombivax) which is recommended for children 11-15 years old);
- f. *Varicella*: 1 dose to students born on or after 1/1/98 or born on or after 1/1/94 and enrolling in grades 6-11 for the 2010-2011 school year.
- g. 2 doses of the Chicken Pox Vaccine, before entering 6th grade
- h. Meningococcal Conjugate: 2 doses; or 1 dose ONLY if the first dose was received at 16 years of age or older.

Before a student will be permitted to attend Lavelle Prep, his or her parent(s) or guardian must present documentation that the student has received all required doses of vaccines or has received each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals (if applicable). Parents or guardians may waive immunization in accordance with Public Health Law and exceptions to immunizations will be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent(s) or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization. *See* N.Y. Pub. Health Law § 2164 (8),(9).

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 Lavelle Prep nurse. *Administration of such prescribed medications will not be performed by the other members of Lavelle Prep staff.*

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

Lavelle 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.

Written orders for prescription and nonprescription OTC medications should minimally include:

- a. Student's name and date of birth
- b. Name of medication
- c. Dosage and method of administration
- d. Frequency and time of administration
- e. For PRN (as necessary) medications, conditions under which medication should be administered
- f. Date written
- g. Prescriber's name, title, and signature
- h. Prescriber's phone number

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:

- a. Contact parent(s) or guardian regarding need for written order from a licensed prescriber.
- b. Contact licensed prescriber to obtain verbal permission to administer medication.
- c. Request fax or written orders to be received within 48 hours.
- d. Contact parent(s) or guardian and discontinue medication if written orders are not received in 48 hours.
- e. 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. Medication Administration Forms should be completed by the student's medical doctor who prescribes the medication to be given in school. 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.

Prescription Medications

The pharmacy label must display:

- a. Student name
- b. Name and phone number of pharmacy
- c. Licensed prescriber's name
- d. Date and number of refills
- e. Name of medication/dosage
- f. Frequency of administration

g. Route of administration and/or other directions

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 Lavelle Prep medication protocols is an ongoing responsibility of Lavelle 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, Lavelle 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 Lavelle 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, Lavelle 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 Lavelle 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 Lavelle 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*:

- a. Severity of health care problems, particularly asthmatic or allergic conditions.
- b. Licensed prescriber's order directing that the student be allowed to carry his or her medication and self-administer.
- c. Parent's or guardian's statement requesting compliance with licensed prescriber's order.
- d. 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.
- e. School nursing assessment that student is self-directed to carry and self-administer his or her medication properly.
- f. 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.

Any student self-administering medication without proper authorization will be counseled by the School nurse. 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.

Participation in Subsidized Meal Programs

Lavelle Prep expects to participate in the Federal Free- and Reduced-Priced breakfast, lunch and snack programs administered by the U.S. Department of Agriculture. We will adhere to all applicable requirements including, but not limited to: meal pricing, determination of eligibility, nutritional value, and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs will be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose

Transportation Services

Lavelle Prep will comply with the Department of Education's transportation policies and procedures and will meet all necessary deadlines. In accordance with standard regulations, Lavelle Prep will document the manner in which students will be transported to and from the School. At enrollment, parents or guardians will be asked to notify the school district annually of any need for transportation to the School for the following school year, in advance of April 1 deadlines. The parents or guardians of students ineligible for transportation will be responsible for making provisions for any additional transportation they require.

Student Records

Lavelle Prep will fully comply with all regulations pertaining to the keeping and monitoring of student records including New York Education Law § 2854(1)(e) and the Family Education Rights and Privacy Act of 1974 (FERPA) requiring the protection of student privacy. Lavelle Prep will not disclose any information from the student's permanent records without consent of the parent(s) or guardian of a student under 18 years of age, or of a student 18 years of age or older except as authorized pursuant to FERPA, or in response to a subpoena, as required by law. The parent(s) or guardian of a student under 18 years of age, or a student 18 years of age or older is entitled to access the student's school records by submitting a written request to the Principal. Lavelle Prep will comply with such requests within a reasonable period of time, but in no case more than 45 days after they have been received. All student records required to be kept confidential will be kept in a locked file in the School office and electronically in a password-protected database. The Office Manager will maintain up-to-date and accurate student records, monitor access to those records in accordance with applicable law, and report attendance and enrollment in compliance with Article 56 of the Education Law. These records will include emergency contact information, promotional status, checklist reports and legal documents pertaining to custody issues and visitation rights.

Federal Requirements

Lavelle Prep will meet all federal requirements including the Child Find, IEP progress report, and data reporting requirements of IDEA as described above in the Special Education section. Lavelle Prep will comply with FERPA and other requirements of federal law.

Child Find Requirements

Lavelle Prep will comply with the federal Child Find requirement (34 C.F.R. § 300.111) which requires schools to have in place a process for identifying, locating, and evaluating students with disabilities. Any student entering Lavelle Prep as a first-time enrollee in a New York public school will be screened by a team of teachers (including teachers certified in both special and regular education) to identify any possible indication that the student may need a specialized or intensive education program or referral to the appropriate Committee on Special Education. Other students may be referred to the grade team if they are demonstrating previously unidentified problems in the classroom environment. The grade team will design and implement strategies to address identified student needs. Should problems persist and if disability is suspected, the student will be referred to the appropriate Committee on Special Education in accordance with established policies.

Data Reporting Requirement

In compliance with applicable state and federal law (34 C.F.R. § 300.641, N.Y.Comp. Codes R. & Regs. tit. 8, § 119.3), Lavelle Prep will submit an annual report to the State Education Department and as required to the New York City Department of Education detailing the number of students with disabilities served, the nature of each student's disability, and each student's educational placement and setting. The Principal of

Lavelle Prep is responsible for the collection, maintenance, and reporting of all data regarding students with disabilities.

Informing Parents of Progress in Meeting IEP Goals

Lavelle Prep will comply fully with all statutes ensuring that parents or guardians of students with disabilities are kept informed of their child's progress in meeting his or her IEP goals (34 C.F.R. § 300.322, 34 C.F.R. § 300.320) at least as often as are parents of non-disabled children. Students with IEPs will participate in the same classes and coursework as students without IEPs and will receive the same report cards. In addition, at the same time as report card distribution, parents or guardians of students with IEPs will be informed regarding progress made toward the student's IEP goals and the extent to which that progress is sufficient to enable the student to achieve the goals by the end of the school year.

Student Rights and Responsibilities

Participation in School Activities

All students have the right to have the opportunity to take part in all School activities on an equal basis regardless of race, sex, national origin, creed, or disability; and to address the School on the same terms as any citizen. Similarly, all students are bound by the same rules for exclusion from School activities and public address.

Records

Charter Schools are subject to the federal Family Education Rights and Privacy Act of 1974 (FERPA) which requires schools to protect their students' privacy. The School will not disclose any information from the student's permanent records except as authorized pursuant to FERPA, or in response to a subpoena, as required by law. The parent(s) or guardian of a student under 18 years of age, or a student 18 years of age or older, is entitled to access to the student's School records by submitting a written request to the Principal. Further information concerning the disclosure of student information and limitations on such disclosure may be found in FERPA.

Freedom of Expression

Students are entitled to express their personal opinions verbally, in writing, or by symbolic speech. The expression of such opinions, however, shall not interfere with the freedom of others to express themselves, and written expression of opinion must be signed by the author. Any form of expression that involves libel, slander, the use of obscenity, personal attacks, or that otherwise disrupts the educational process is prohibited. All forms of expression also must be in compliance with the Student Disciplinary Code and the School dress code, violations of which are punishable as stated in the Disciplinary Code.

Student participation in the publication of School-sponsored student newsletters, yearbooks, literary magazines and similar publications is encouraged as a learning and educational experience. These publications, if any, shall be supervised by qualified faculty advisors and shall strive to meet high standards of journalism. To maintain consistency with the School's basic educational mission, School authorities shall supervise and regulate the content of such publications.

No person shall distribute any printed or written materials on School property without the prior permission of the Principal. The Principal may regulate the content of materials to be distributed on School property to the extent necessary to avoid material and substantial interference with the requirements of appropriate

discipline in the operation of the School. The Principal may also regulate the time, place, manner and duration of such distribution.

Search and Seizure

A student and/or the student's belongings may be searched by a School official if the official has reasonable suspicion to believe that a search of that student will result in evidence that the student violated the law or a School rule. Items that are prohibited on School property, or that may be used to disrupt or interfere with the educational process, may be removed from the student by School authorities.

Student lockers and desks remain the property of the School, though the School is not responsible for books, clothing, or valuables left in lockers or desks. Students shall not place or keep in a locker or desk any article or material which is of a non-school nature and may cause or tend to cause the disruption of the educational process or the mission of the School.

The following rules shall apply to the search of School property assigned to a specific student and the seizure of illegal items found therein:

- a. School authorities will make an individual search of a student's locker 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.
- b. Searches shall be conducted under the authorization of the Principal or his or her designee.
- c. Items that are prohibited on School property, or that may be used to disrupt or interfere with the educational process, may be removed from student lockers or desks by School authorities.

Grievance Policy

Consistent with the New York Charter Schools Act of 1998 § 2855(4):

Any individual or group may bring a complaint to the board of trustees of a charter school alleging a violation of the provisions of this article, the charter, or any other provision of law relating to the management or operation of the charter school. If, after presentation of the complaint to the board of trustees of a charter school, the individual or group determines that such board has not adequately addressed the complaint, they may present that complaint to the charter entity, which shall investigate and respond. If, after presentation of the complaint to the charter entity, the individual or group determines that the charter entity has not adequately addressed the complaint, they may present that complaint to the board of regents, which shall investigate and respond. The charter entity and the board of regents shall have the power and the duty to issue appropriate remedial orders to charter schools under their jurisdiction to effectuate the provisions of this section.

Lavelle Prep's Grievance process is designed to provide a uniform complaint/feedback policy that identifies and addresses complaints or disputes and provides ongoing tracking and reporting of resolution while not unduly burdening staff or board, while avoiding escalation of complaints to the authorizer.

1. Intent: The intent of this dispute resolution process is to: (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the authorizing agency, and (3) ensure a fair and timely resolution to disputes.
2. Public Comments: The staff, community, and governing board members of the school agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. All will refrain

from public comment regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising in the School that do not Allege a Violation of Law, the Charter or School Policies

In order to expeditiously resolve disputes arising within the school, including all disputes among and between students, staff, parents/guardians, families, community members, volunteers, advisors, partner organizations, and governing board members of the school, will be resolved pursuant to policies and processes developed by the school, we will follow the process outlined below. All members of the school community should refrain from public comment on the dispute and address their concerns according to these procedures.

1. The first step in the process is to contact the individuals involved and to discuss the facts and seek informal resolution. This should be done as soon as possible after the dispute, however where necessary parties should take a “cooling off” period before discussing the dispute.
2. If informal resolution fails to satisfy the complainant they will be asked to put their complaint in writing outlining the nature of the complaint or feedback and the resolution they desire. Written complaints may be submitted to the Principal, President, or Chair of the Board of Trustees.
3. Within 72 business hours and typically within 24 business hours, an appropriate designee of the Board or administration shall contact the complainant, do appropriate initial investigation into the complaint and offer to discuss the complaint, either then, or at a future scheduled meeting, and attempt to resolve the dispute.
4. Complaints that remain unresolved after this step will be referred to the Principal for resolution and s/he will respond in similar time frame and manner as above in section 4.
5. Complaints that remain unresolved after this step will be referred to a task force composed of Board and staff. This task force will review unresolved complaints and where feasible and appropriate hear complaints and where appropriate report to the Board on the type and nature of complaints as well as make recommendations around resolution.

Complaints against staff or students will be brought to the Principal and will be investigated by his or her designee. In cases where the complaint is directly and personally tied to the actions of the principal, complainants can direct their initial inquiry to the Board Chairperson.

Disputes Arising Within the School Alleging a Violation of Law, the Charter, or School Policies

Disputes arising within the school, including all disputes among and between students, staff, parents/guardians, families, community members, volunteers, advisors, partner organizations, and governing board members of the school, will be resolved pursuant to policies and processes developed by the school. If students, parents/guardians, school employees, or members of the public contact the Board Members or staff, other than the designated point of contact with disputes, complaints or concerns related to the school, those Board or staff will take the following steps:

- a. If s/he has not already done so, instruct the person to contact the principal of the school to address the nature of the dispute, complaint or concern. In the case where the complaint is directly and personally tied to the actions of the principal complainants can direct their initial inquiry to the Board Chairperson.
- b. If the informal discussion fails to adequately resolve the dispute then the dispute will be referred, in writing, setting forth the essential facts, the school policy or other relevant principle(s) violated, and desired outcomes to the Chairperson of the Board of Trustees or their designee, who will perform an investigation into the essential facts of the dispute, conducting interviews where necessary. A second meeting will be

scheduled with the parties involved and the Chairperson or designee, and they will discuss the dispute and findings, the Chairperson or designee may question the disputants or request additional information.

c. If not sufficiently resolved, the parties may request a hearing at the regular Board of Trustees meeting to have the Board hear and take appropriate action on the dispute. At such hearing the Chairperson or designee will provide a written report on the dispute and the investigation. Each side will be allowed to present their story for an equal amount of time (approximately 6 minutes). The Board will then be given an opportunity to ask questions of the disputants and, where necessary, witnesses. Reasonable time limits may be imposed. Depending on the dynamic of the dispute, at the discretion of the Chairperson or designee, disputants may be encouraged to directly address each other, or may be discouraged from doing so, having questions raised by Board members instead. All complaints against a specific employee will be heard in executive session unless the employee opts to have it occur during public session. Employees will be notified within 72 hours of any such closed session with the option of holding it during open session. Where student privacy rights are at stake, identical procedures will exist, with the guardian having the option of moving to open session. The Board will report out of executive session any decisions rendered. In the event of conflict between this policy and any governing law or regulations, including but not limited to FERPA and the Open Meetings Law, those relevant laws or applicable regulations shall supersede this policy.

Appeals of the Board of Trustees' decision may be made to the New York City Department of Education if the complainant is dissatisfied with the Board's handling of his or her grievance. If still dissatisfied, the complainant may thereafter appeal to the Board of Regents.

Lavelle Prep Charter School's 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 Lavelle Prep. Below is the School's policy acting as both an 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

LEA-Level Parental Involvement Policy Component:

The partnership between home and School will be supported by:

- a. Lavelle Prep's development of an infrastructure to continually assess, plan and implement strategies that build the partnership.
 - i. A School-wide committee of parents, teachers, and administrators to guide overall program efforts and serve as a home-School partnership network.
 - ii. 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.

- b. 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.
 - i. Every aspect of the School climate is open, helpful and friendly.
 - ii. Communications with parents and guardians (whether about School policies and programs or about their own children) are frequent, clear and two-way.
 - iii. Parents are treated as collaborators in the educational process, with a strong complementary role to play in their children's school learning and behavior.
 - iv. Parents are encouraged, both formally and informally, to comment on School policies and to share the decision making.
 - v. The Principal and School administrators actively express and promote the philosophy of partnership with all families.
 - vi. The School encourages volunteer participation from parents and the community at large.
 - vii. The School recognizes its responsibility to forge a partnership with all families in the School, not simply those most easily available.
- c. 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. Lavelle Prep will involve parents in the following ways:

- a. Lavelle Prep will convene an annual meeting to inform parents of the School's participation in Title I. In conjunction with the Parents Association, 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. Lavelle 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;

Lavelle 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 Parent Involvement Policy draft has been developed in expectation of revision in conjunction with the Parents' Association and approval by the Board of Trustees.

Policy's Availability to Parents

The policy will be translated into Spanish and other major languages of the School. Parents can access the policy as follows:

The Parents' Handbook, which contains the policy, is

- a. Posted on Lavelle Prep's website;
- b. Available at registration and/or orientation to all new parents;
- c. Available at Parents' Association meetings, curriculum night, and parent-teacher nights;
- d. Available on an ongoing basis at the school office.

Technical Assistance and Support

Technical support to help parents plan and implement effective parent involvement activities is provided by the:

- a. President
- b. Principal
- c. Teachers
- d. PTA

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

Lavelle 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.

[1] Students will be able to meet the requirements for the Advanced Regents Diploma without passing the Earth Science Examination in 8th grade and the Chemistry Examination in 10th grade.

[2] Per-pupil funding for those days will go to the NYC DOE rather than Lavelle Prep. We are currently seeking a legal opinion regarding the permissibility and structure of such a relationship. In the event that this is legally impermissible, and we cannot find a suitable legal structure to accomplish this, we will assume complete responsibility and will provide instruction compliant with applicable law. Funding to cover the costs anticipated have been set aside and added to the reserve.