



Western New York Maritime Charter School
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Buffalo, New York 14204
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12 November 2015

From: Deputy Vice Commandant

Subj: MIDDLE SCHOOL ACADEMIC REVIEW BOARD (ARB) AND PARENT CONFERENCE
STANDARD OPERATING PROCEDURE

1. **Purpose.** To establish a uniform ARB SOP.
2. **Reference.** Cadet Handbook and School Charter.
3. **Background.** Personnel turnover has necessitated having an SOP in writing.
4. **Policy.** Effective immediately, the WNY Maritime Charter Middle School will implement the following procedures:
 - a. ARBs will be conducted, without parents, at the 5, 15 and 25 week progress reports for Candidates with 2 or more class grades in the Needs Improvement range. This is to allow the corrective action interventions to have a positive effect on the final marking period grades. Timely interventions are key to this in order to provide Candidates enough time to improve. The 35 week mark will be reserved for any cadet who qualifies for an ARB *and* had one or more ARBs throughout the year. These Candidates will have a formal ARB hearing with the Commandant to determine their eligibility to re-enroll at Maritime under the failure to strive for academic excellence provision of the Maritime discipline policy.
 - b. In order to facilitate timely interventions, teachers must have their progress reports completed no later than two calendar days after grades close. On the third calendar day, the School Counselor will share on a Google Spreadsheet the list of ARB cadets organized by grade level. Teachers of these Candidates then provide their comments in a free cell to the right of the name no later than two calendar days later as per the sample in enclosure 1. This serves as a means to inject their first person professional insight of the cadets into the conduct of the ARB. **Do not make specific mention of IEPs, BIPs or 504 plans in the comments. Simply comment on observed behavior.**
 - c. ARBs are conducted by the Deputy Vice Commandant and the School Counselor.

d. The Deputy Vice Commandant will create an ARB schedule to be published to all no later than 1 day after receiving the list of ARB eligible Candidates from the School Counselor. Care will be taken to attempt to not schedule Candidates for ARBs during their core classes or during classes which they have a grade below 70. ARBs will begin no later than 6 calendar days after grades close. All attempts will be made to limit ARBs to two days. Depending on the number of Candidates who are eligible for ARBs, ARBs will last either 15 or 20 minutes. The Deputy Vice Commandant will track the number of ARBs a cadet is subject to in a given year.

e. The Deputy Vice Commandant or School Counselor will utilize the ARB Candidate Contract (encl 2) to initially capture the interventions that are assigned in addition to taking notes which will be typed after the ARB using the ARB Notes Template (encl 3). Post-ARB, the Deputy Vice Commandant will send formal ARB notes to all, so that teachers and mentors of the ARB Candidates will be able to action on the interventions assigned. Interventions remain in place until the Candidate no longer has two class grades in the Needs Improvement range as determined by final marking period grades on the report card.

f. Candidates who have two or more grades in the Needs Improvement Range on their report card will have a Parent Conference. This Parent Conference will be conducted with the Deputy Vice Commandant. If possible it will be conducted during Parent Teacher Conferences. If not, the Deputy Vice Commandant will schedule these with the parents. The procedures for establishing and documenting these conferences will mirror steps a-e.

g. The Deputy Vice Commandant will provide a folder with hard copies of enclosures 2, 4 and 5. These folders will be provided the day prior to when the ARB sessions begin.

h. Intervention Options.

- (1) 9th period – 9th period becomes only homework hall for all ARB Candidates.
Teachers should ensure that Candidates have work to do in homework hall, focused on those courses that are in the Needs Improvement range.
- (2) Suspension of Activities – Make recommendations to Athletic Director/ Club Staff Chairs and they can enact in accordance with their policies.
- (3) Homework Log Using Planner – Appropriate for candidates who have difficulty getting their homework in. Cadet must have every teacher initial planner daily showing homework was logged. Mentor checks compliance next morning and ensures cadet actually has homework done. At end of week cadet must get parent signature on the Friday (or last day of school week) section for that week and shows to mentor on Monday. Failure to comply prompts mentor to email teachers resulting in reduction of participation grade for the week.
- (4) Candidate Rubric (encl 4) – Done bi-weekly by all Candidates, this would then become a weekly exercise for candidates who are having second ARB or upon discretion of staff ARB chair. Teachers of Candidate write their names on the rubric for the week on the last school day of the week for each areas of the rubric in the box that correlates to level they feel the cadet is performing at. Candidate must have parent sign off over weekend and present to mentor on first day of school

- week. Failure to comply prompts mentor to email teachers resulting in reduction of participation grade for the week.
- (5) Daily ARB Progress Report (encl 5) – A deep intervention for Candidates who have four or more grades in the Needs Improvement range or two or more in the Unsatisfactory range and often not until second ARB. Goals are set during ARB. Sheet with handwritten goals provided to School Counselor for type in. Personalized sheets provided to mentors by School Counselor. Candidate gets sheet daily from mentor and has teachers fill out through day. Sheet is shown to mentor the next morning. Mentors and guidance may also target these cadets for discussions using their goal progress as recorded on these sheets for continued academic counseling and monitoring. Failure to comply prompts mentor to email teachers resulting in reduction of participation grade for the week as well as notification of parents of failure to comply.

h. The Deputy Vice Commandant will send a letter home to parents indicating that their Candidate had an ARB. It will be accompanied by a copy of the ARB notes and contract so parents know what interventions have been applied.

Jon F. Mellott
LTC, AR USAR
Deputy Vice Commandant

Sample ARB List for Teacher Comments

Grade 9					
Every, Cadet	Forte – Plays with art supplies, wastes time	Tracz – Plays with compass, almost stabs self in eye daily	etc	etc	etc
Schmoe, Joe	Heimiller – Cadet distracts others and never turns in homework	etc	etc	etc	etc



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**ARB/PARENT CONFERENCE CONTRACT FOR
CANDIDATE _____**

By my signature I hereby agree to the following terms as a condition for my enrollment as a cadet at the Western New York Maritime Charter School:

I will attend all and participate fully in all of my scheduled classes on time, including any remediation classes.

I will be prepared for all of my classes, ensuring that I have studied outside of class and that I bring all required materials daily.

I will complete all of my assignments on time to the best of my ability.

I will seek academic help if I need it.

I will attend 9th period as assigned.

Other recommendations:

I understand that violating this contract may result in referral to the Commandant for removal from the Corps of Candidates and Cadets and the Western New York Maritime Charter School under the provisions of the Discipline policy regarding failure to strive for academic excellence.

Candidate Signature Date

Witness Date

Cadet	Administrator	Classes	Counseling	Interventions
<p>Memily Moakes, freshman</p> <p>*2nd ARB, same classes</p>	<p>S. Claus-</p>	<p>PE, Fndtns, SSL</p>	<p>Weaknesses –</p> <p><u>Attendance</u> – often misses or is late to 1st period PE</p> <p><u>Preparedness</u> - often unprepared for all classes, does not use planner properly</p> <p><u>Effort</u>– is now completing classwork, but still not AoWs or weeklies</p> <p>All teachers commented that Moakes has difficulty following rules and classrooms procedures</p> <p>Moakes asked to “sit by myself”. Mr. Claus reinforced how her behavior affected others and offered a free dress down day if positive comments at the 5 week mark</p> <p>Strengths – ELA grade increased 7pts</p> <p>Candidates concerns: Older sister and her new baby moved in and Memily has to share space and has lost sleep, not sure how to study or be a student outside of school</p>	<p>Called home on spot, spoke to mother about the possibility of losing credit in PE. Explained proper planner use to Mother. Mother agreed to sign planner when Memily showed her completed assignments and will be driving Memily to school to make sure she is on time for PE.</p> <p>Memily will show her signed planner to her mentor, Mr. Pegula daily. If planner is not signed, Mr. Pegula will email Mr. Fetter who will call home after every 3 unsigned planner days.</p> <p>Mandatory 9th for math, SSL, PE, hmwrk hall</p>

Name _____

Candidate Student Qualities Rubric

Date _____

	0	1	2	3	4
Preparedness - Bringing required materials (notes, homework, assignments, writing utensil, etc.) to class.	Is nearly always unprepared for class and lacking necessary classroom materials.	Is routinely unprepared for class, often forgetting more than one required classroom items.	Is sometimes unprepared for class, forgetting one or more class materials.	Is generally prepared for class, but may occasionally forget an item needed for class.	Is prepared for class with all necessary class materials.
Attention – Student listens and waits for appropriate time to speak, and focuses on required tasks	Requires multiple teacher cues to maintain attention.	Requires one or more teacher cues to maintain attention, but can be redirected.	Often requires one teacher cue, but is easily redirected.	Is generally attentive and chooses appropriate time to speak, but may need an occasional teacher cue.	Listens and waits for appropriate time to speak and focuses on required tasks.
Contribution to class discussion – Student makes an effort to participate in class discussion	Makes little to no effort to participate in class discussion and/or their comments are routinely off task.	Is an infrequent contributor to class discussion and/or needs cues for participating appropriately.	Participates in class discussion at least 50% of the time. Student participation is appropriate.	Generally makes an effort to participate in class discussion about the day's topics/tasks.	Routinely makes an effort to participate in class discussion about the day's topic.
Collaboration – Student's ability to work with other students.	Requires multiple cues to work with and stay on task in a small group and/or has difficulty collaborating to complete assigned work.	May require one or more teacher cue to work with a small group and/or has difficulty collaborating to complete assigned work.	Often requires a teacher cue to work with a small group, but generally completes assigned work.	Generally works well in small groups to complete assigned work, but may need an occasional cue to redirect.	Works well in small groups with other students to complete assigned work.
Independence – With appropriate modifications, student's ability to initiate class work independently	Makes little to no effort to initiate class work independently.	Routinely requires teacher assistance to initiate class work. Limited independence.	Independently initiates class work 50% of the time.	Routinely makes an effort to initiate class work independently, but may occasionally require teacher assistance.	Always makes an effort to initiate class work independently.
Academic Abilities and Effort – with appropriate modifications student's ability to read/write/think critically at a high school level	Severely struggles to keep up with writing pace, or makes too little effort to assess.	Struggles with grade level work. Weak reading fluency/comprehension. Writing lacks basic mechanics and sentence structure. Struggles with critical thinking	Work is inconsistent. Reading/Writing/Critical Thinking abilities vary according to tasks and effort. Generally grade level reading comprehension and writing skills, but very limited analytical abilities.	Consistently produces grade level work. Able to consistently read and write at grade level, and shows limited analytical abilities.	Consistently demonstrates above grade level reading comprehension and analysis. abilities. Student's writing is well developed and analytical.
Attitude and Appearance – Student displays a positive attitude toward learning and the school displayed in outward actions and appearance as per uniform and grooming regulations.	Displays negative attitude and always fails to meet uniform regulations.	Often displays negative attitude and always fails to meet uniform regulations.	Sometimes displays negative attitude and always fails to meet uniform regulations.	Often displays positive attitude and always meets uniform regulations.	Always displays positive attitude and always meets uniform regulations.
Character – Student lives up to the values as expressed in the Candidate Creed.	Fails to live up to the values of the Candidate Creed.	Often fails to live up to the values of the Candidate Creed.	Sometimes fails to live up to the values of the Candidate Creed.	Almost always lives up to the values of the Candidate Creed.	Always lives up to the values of the Candidate Creed.

Parent Signature _____



**WNY MCS Check In/Check Out
Daily ARB Progress Report**

Name: _____

Date: _____

Class	Focus #1 Ex. Turns in homework	Focus #2 Ex. Completes all classwork	Focus #3 Ex. Participates in class	Additional Comments	Teacher Signature
Total Points				Points Received: ____ / 48 % of Points: ____ Goal Achieved: Y N	

2 = Excellent

1 = Satisfactory

0 = Needs Improvement