



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

From: Commandant

Subj: ACADEMIC REVIEW BOARD (ARB) STANDARD OPERATING PROCEDURE (Version 2)

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 School will implement the following procedures:

a. ARBs will be conducted, without parents, at the 5, 15 and 25 week progress reports for cadets with 2 or more class grades below 70. 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 cadets 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 cadets 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 head of the guidance department will share on a Google Spreadsheet the list of ARB cadets organized by grade level. Teachers of these cadets 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. This will allow the ARB chair to shape the discussion as necessary without divulging the existence of these plans to cadet members of the ARB board.**

c. No later than the day progress report grades close, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grade level chairs will also provide a list of 8-9 cadets from their grade levels, who they consider to be good candidates to lead ARBs, to the DoSS and the head of the guidance department. The head of

guidance will train these cadets to be effective ARB leaders. ARB board members need not always be the best cadets, but can also include cadets who have struggled in the past, but learned to overcome and become students who comfortably pass their classes.

d. The DoSS will create an ARB schedule to be published to all no later than 1 day after receiving the list of ARB eligible cadets from the head of the guidance department. Care will be taken to attempt to not schedule cadets 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 cadets who are eligible for ARBs, ARBs will last either 15 or 20 minutes. The DoSS will track the number of ARBs a cadet is subject to in a given year.

e. Staff members chairing an ARB will utilize the ARB Cadet 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 staff member chair will send formal ARB notes to all, so that teachers and mentors of the ARB cadets will be able to action on the interventions assigned. Interventions remain in place until the cadet no longer has two class grades below 70 as determined by final marking period grades on the report card. Parent conferences for cadets who have two or more grades below 70 on their report card are beyond the scope of this SOP and are under the direction of the Vice Commandant.

f. The DoSS will provide staff ARB chairs a folder with hard copies of enclosures 2, 4 and 5 as well as a document showing the formal military procedures followed during an ARB (encl6). These folders will be provided the day prior to when the ARB sessions begin.

g. Intervention Options.

- (1) 9<sup>th</sup> period – 9<sup>th</sup> period everyday is mandatory for all ARB cadets. Assignments should be logically divided across classes the cadet is doing poorly in. **If a teacher would like a cadet to stay for 9<sup>th</sup> period for their class and theirs was not one of the ones specifically assigned, simply coordinate with the teacher whose class was assigned in order to have that cadet come to your 9<sup>th</sup> period instead.**
- (2) Peer support – often offered and organized by Cadet ARB members. Encourage this.
- (3) Suspension of Activities – Make recommendations to Athletic Director/NJROTC/Club Staff Chairs and they can enact in accordance with their policies.
- (4) Homework Log Using Planner – Appropriate for cadets 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.
- (5) ARB Rubric (encl 4) – For cadets who are having second ARB or upon discretion of staff ARB chair. Teachers of Cadet 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. Cadet 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. **ARB Chair will give first copy to cadet and model its use. Mentors will provide subsequent copies.**

- (6) Daily ARB Progress Report (encl 5) – A deep intervention for freshman or sophomore cadets who have four or more grades below 70 or two or more below 65. Goals are set during ARB. Sheet with handwritten goals provided to guidance for type in. Personalized sheets provided to mentors by guidance. Cadet 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 DoSS will send a letter home to parents indicating that their cadet had an ARB. It will be accompanied by a copy of the ARB notes and contract so parents know what interventions have been applied.

i. Staff ARB chairs will provide to the DoSS a list of cadets who are absent the day of their ARB. The DoSS will then develop a make-up plan based on the number of absences. Make-up ARBs generally will not utilize cadet board members.

Lawrence W. Astyk  
LtCol, USMC/Ret

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 CONTRACT FOR CADET \_\_\_\_\_**

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 9<sup>th</sup> period as assigned.

Other recommendations:

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

\_\_\_\_\_  
Cadet Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Date

Cadet	Administrator	Classes Failed	Counseling	Interventions
<p>Memily Moakes, freshman</p> <p>*2<sup>nd</sup> 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 1<sup>st</sup> 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 Cadet Moakes has difficulty following rules and classrooms procedures</p> <p>Cadet 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>Cadet’s 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 9<sup>th</sup> for math, SSL, PE, hmwrk hall</p>

Name \_\_\_\_\_

## ARB Weekly Rubric

	0	1	2	3	4
<b>Preparedness -</b> Bringing required materials (notes, homework, assignments, writing utensil, etc.) to class.	Students is nearly always unprepared for class and lacking necessary classroom materials.	Student is routinely unprepared for class, often forgetting more than one required classroom items.	Student is sometimes unprepared for class, forgetting one or more class materials.	Student is generally prepared for class, but may occasionally forget an item needed for class.	Student is prepared for class with all necessary class materials.
<b>Attention –</b> Student listens and waits for appropriate time to speak, and focuses on required tasks	Student requires multiple teacher cues to maintain attention.	Student requires one or more teacher cues to maintain attention, but can be redirected.	Student often requires one teacher cue, but is easily redirected.	Student is generally attentive and chooses appropriate time to speak, but may need an occasional teacher cue.	Student listens and waits for appropriate time to speak and focuses on required tasks.
<b>Contribution to class discussion –</b> Student makes an effort to participate in class discussion	Student makes little to no effort to participate in class discussion and/or their comments are routinely off task.	Student is an infrequent contributor to class discussion and/or needs cues for participating appropriately.	Student participates in class discussion at least 50% of the time. Student participation is appropriate.	Student generally makes an effort to participate in class discussion about the day's topics/tasks.	Student routinely makes an effort to participate in class discussion about the day's topic.
<b>Collaboration –</b> Student's ability to work with other students.	Student requires multiple cues to work with and stay on task in a small group and/or has difficulty collaborating to complete assigned work.	Student may require one or more teacher cue to work with a small group and/or has difficulty collaborating to complete assigned work.	Student often requires a teacher cue to work with a small group, but generally completes assigned work.	Student generally works well in small groups to complete assigned work, but may need an occasional cue to redirect.	Student works well in small groups with other students to complete assigned work.
<b>Independence –</b> With appropriate modifications, student's ability to initiate class work independently	With appropriate modifications, student makes little to no effort to initiate class work independently.	With appropriate modifications, student routinely requires teacher assistance to initiate class work. Limited independence.	With appropriate modifications, student independently initiates class work 50% of the time.	With appropriate modifications, student routinely makes an effort to initiate class work independently, but may occasionally require teacher assistance.	With appropriate modifications, student always makes an effort to initiate class work independently.
<b>Academic Abilities –</b> with appropriate modifications student's ability to read/write/think critically at a high school level	With appropriate modifications, severely struggles to keep up with writing pace, or makes too little effort to assess.	With appropriate modifications, student struggles with grade level work. Weak reading fluency/comprehension. Writing lacks basic mechanics and sentence structure. Struggles with critical thinking	With appropriate modifications, student's 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.	With appropriate modifications, student consistently produces grade level work. Able to consistently read and write at grade level, and shows limited analytical abilities.	With appropriate modifications, student consistently demonstrates above grade level reading comprehension and analysis. abilities. Student's writing is well developed and analytical.

Parent Signature \_\_\_\_\_



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

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

**2 = Excellent**

**1 = Satisfactory**

**0 = Needs Improvement**





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Master at Arms: "Cadet \_\_\_\_\_, enter, move front and center and assume the position of attention."

*ARB Cadet comes to attention.*

Master at Arms: "Cadet \_\_\_\_\_, do you know why you are here?"

*ARB Cadet provides answer.*

Master at Arms: "Cadet \_\_\_\_\_, you have been charged with failure to strive for academic excellence. Do you have anything to say on your behalf?"

*Allow for response. Then proceed with question answer session. Insure that the ARB cadet understands that the goal of the ARB is not to punish, but to determine the cause of failures and determine interventions to help the ARB cadet to improve.*

*Capture the recommendations on the ARB contract.*

Master at Arms: "Cadet \_\_\_\_\_, the following interventions have been assigned on your behalf."

*Master at Arms reviews interventions, signs contract, and obtains signature of ARB cadet on contract. Board then dismisses ARB cadet with pass to class.*