



FAMILY HANDBOOK



Table of Contents

Core Features	5
Mission	5
Educational Program	5
School Culture/Climate	5
CAMPAs Core Beliefs	6
Key Elements	6
General Information	8
Calendar for the 2018-2019 Academic Year	8
Regular Arrival and Dismissal Times	9
Saturday Academy	9
Transportation To and From CAMPAs	9
School and Family Communication	10
Visiting CAMPAs	11
Scheduled In-Person Meetings and Classroom Visits	11
Website	11
Monthly Communication Folders	11
Parent Conferences	11
Parent Association	11
Procedures for Parent/Guardian Concerns	12
School Wide Policies	13
Student Discipline Code	13
Attendance and Tardiness	22
Attendance	22
Tardiness	22
Student Dress Code	22
School Cancellation and Delays	23
The Food Program: Breakfast, Lunch, and Snacks	23
Personal Items	24
Electronic Devices	25
Field Trips	25
Academics	25
Educational Plan	25
Achievement Goals	25
Assessment System	30
Performance, Promotion, and Graduation Standards	31
Minimum Promotion Criteria	31

Grading System	32
Report Cards and Progress Reports	33
Principal's List / Honor Roll	33
Homework Expectations	33
Student Supplies	34
Special Populations	35
Student Activities	36
Appendix A: Computer and Network Use Policy Form	40
Appendix B: Definitions of Hazing, Sexual Harassment, and Bullying	42
Appendix C: Non-Discrimination and Complaint Policies	45
Appendix D: Field Trip Policy	46
Appendix E: Release of Student Information	47
Appendix F: Family Educational Rights and Privacy Act (FERPA)	49
Appendix G: Freedom Of Information Law (FOIL)	52
Appendix H: Student & Family Annual Pledge for the 2016-2017 School Year	56

Core Features

Mission

The Collegiate Academy for Mathematics and Personal Awareness Charter School (CAMPA) will ensure that our students achieve academic success and engage in practices that lead to self-confidence and physical and mental health. Our students will not only leave CAMPA with a command of the skills necessary to perform at a high level in high school and college, but will also develop the social tools required to thrive in our ever-changing global society.

Educational Program

CAMPA accomplishes this mission through two interdependent programs that reinforce one another and serve as the backbone of our school's design:

- A rigorous academic program in the liberal arts and sciences that equips students with the knowledge and skills needed to enroll and succeed in secondary and postsecondary courses, focusing on building the desire and capacity to learn independently, think critically, and communicate proficiently
- An enriching co-curricular program consisting of courses in World Languages & Cultures, Art & Design, Technology. Elective clubs, teams, and various "beyond-the-classroom" activities serve to reinforce what students learn in their core courses, accommodate individual student interests, and develop important professional and citizenship skills through meaningful application.

As students engage in each of these programs, we are committed to providing a level of support that is commensurate with the high expectations placed upon them.

School Culture/Climate

CAMPA's educational program will be grounded in a safe and orderly school climate. The School's Board, leadership and staff are committed to establishing a positive school culture and will collaboratively solve problems and continually share best practices across the organization in order to maintain it. Teachers are an essential voice in the curriculum and instructional decision-making process, as well as in the development of their personal professional development plans. CAMPA's school model provides multiple student supports to achieve its mission. Most notably, CAMPA students will experience extra time in mathematics and ELA classes, extra minutes of enrichment programming each week that is customized to student needs and has a teacher to student teacher ratio of 1:1, 1:5 or 1:10, and peer tutoring by high school student who, having passed the Regents, serves as academic role models and prepares CAMPA students for high school. CAMPA can fulfill its mission only if classrooms are safe and teaching is uninterrupted, and the tenets set forth below will provide the basis for the school's classroom management policies.

CAMPA Core Beliefs

- Students will thrive if exposed to an “Enrichment Mind Set” defined as “fostering intellectual curiosity, emotional engagement and social bonding. An enriched learning environment offers challenging complex curriculum and instruction, provides the lowest-performing students with the most highly qualified teachers, minimizes stressors, boots participation in physical activity and the arts, ensures the students get good nutrition and provides students with support they need to reach high expectations. Whether or not students choose to go to college, enrichment programs prepare them to succeed in life.” All CAMPA teachers will embrace the Mind Set;
- Mathematics sets students on course for high achievement in high school and college and is a lens through which broader lessons can be understood;
- An understanding of and commitment to physical wellness will foster good health and help achievement in all areas of life, including academic achievement in school; and
- Critical thinking, considering different points of view, and incorporating them into a unique individual perspective are basic skills for living.

Key Elements

Unique Focus Aligned to Mission: With seven life-long public school educators and leaders on the board, CAMPA's founding team has a unique depth of expertise in and commitment to urban public education. The team has been deliberate in its planning, having spent two years designing the education program and discussing CAMPA with the community. The two unique areas of focus are a result of this planning:

1. *High School Level Mathematics in Middle School* - A study by the College Board, “Changing the Odds,” indicates that the two predictors for school success are mastery of Algebra and Geometry in high school and aspirations of attending college formed by the eighth grade. The mathematics course content in high school, *more than any other subject*, proves the most accurate predictor of college success.
 2. *Personal Awareness and Wellness* - Core to CAMPA's mission to address middle school aged student development, CAMPA will use the research-based Social Emotional Learning (SEL) programs developed by Morningside Center to address personal awareness, in particular the Reading, Writing, Respect & Resolution (4Rs Program), the Resolving Conflict Creatively Program (RCCP) and Peer Mediation.
- Intensive and Differentiated Academic Support: A system in which teachers offer customized support for remediation and acceleration by using multiple forms of assessment to inform instruction. Furthermore, providing individualized support with our after-school and weekend tutoring.

- Enrichment Courses and Elective Clubs: Courses in World Languages & Culture, Art & Design, and Technology, which will promote applied and interdisciplinary learning. These courses assist in the development of essential 21st century professional skills in technology, communication, critical and creative thinking, and problem solving. Sports and performing arts clubs will develop team-oriented skills. The clubs are co-facilitated by instructors from local educational and cultural institutions.
- A Positive and Supportive School Culture: CAMPA culture is a culture which teaches students how to maintain a learning environment that is safe, responsible, and respectful and offers students abundant encouragement. We will teach students the social and emotional skills they need to be successful, including how to manage emotions, reduce stress, and make healthy decisions. A staff that is compassionate and always willing to guide and support students.
- Active Community Involvement: The CAMPA Parent's Association is comprised of family members, local stakeholders, and CAMPA staff, which promote open communication, meaningful collaboration, and active involvement and service within CAMPA community, including designated Community Service Days.

School Calendar

The following is a list of dates that CAMPA will not be in session for students:

- Sept 3 - 4 - Labor Day Observance
- Oct. 8 - Indigenous Peoples Day
- Nov. 6 - Election Day
- Nov. 12 - Veteran's Day
- Nov. 21- 23 - Thanksgiving Recess
- Dec. 19 - 31 - Winter Recess
- Jan. 1 – New Year's Day
- Jan. 21 - Dr. Martin Luther King Jr. Day
- Feb. 13 - 22 - Midwinter Recess
- April 17 - 26 — Spring Break
- May 27 — Memorial Day
- June 4 — Eid al-Fitr
- June 7 – Professional Development Day
- June 18 – No School for Non-Regents Students
- June 21 – No School for Non-Regents Students
- June 24 – Graduation Ceremony
- June 25 — Last Day for students (Half Day)

Arrival and Dismissal Times

Students may enter the building beginning at 7:30 am each morning. CAMPA's entrance is on Vermont Street. Upon entering, students are greeted by CAMPA staff members. They then will proceed to the cafeteria to eat a healthy breakfast. We recommend that students arrive to school by 7:30 am at the latest in order to have plenty of time to eat breakfast.

Students are dismissed at 4:00 pm daily. Students are dismissed through the same exit they use to enter the building (Vermont Street).

Saturday Academy To supplement learning that takes place during the school CAMPA also offers Saturday tutoring to students who are struggling academically. The Saturday Program will run every first and second Saturday of the month during the school year. Parents/guardians and students will be notified of required Saturday tutoring in advance to ensure families can make the appropriate arrangements for their student. Students will only be required to attend Saturday tutoring when they are struggling academically. Therefore, CAMPA teachers and administrators ask parents/guardians work with us to ensure that students attend Saturday tutoring.

Transportation To and From CAMPA

CAMPA offers school bus services for students. Additionally CAMPA offers students MetroCards to travel to school. MetroCards are provided by the NYC Department of Education, Office of Pupil Transportation (OPT) for use by students on city buses and subways. MetroCards are assigned based on the distance a student lives from school. The table below summarizes how Metrocards are assigned:

Lives less than half a mile (1 /2) from school	Lives half a mile (1 /2) mile or more from school, but less than one mile	Lives 1 mile or more from school
Not eligible for MetroCard	Eligible for half-fare MetroCard (these MetroCards may be used on buses only)	Eligible for full-fare MetroCard (these MetroCards may be used for all buses and trains)

MetroCard eligibility will be assigned by the OPT each year (not all students are eligible for MetroCards). To determine your eligibility, visit: <http://schools.nyc.gov/Offices/TransportationServicesandEligibility/BusTransportation/default.htm>. You can find the approximate distance from your home to the school by using Google walking maps (<https://maps.google.com/maps>). For students taking city buses to and from CAMPA, the B15, B20, and B83 all have stops within walking distance of the school. The L train is closest train to the school by subway. It is highly recommended that students taking the train transfer to one of the buses listed below to bring them closer to school property. If you have any questions or concerns about your child's commute to and from school, please contact our main office. We want to ensure that all students can get to school safely and efficiently, and we will work with you to address your questions or concerns.

You may also visit schools.nyc.gov/Offices/Transportation for general information relating to city-wide school transportation. Alternatively, you may call (718) 392-8855. Finally, if your child

has an Individualized Education Program (IEP) that requires transportation, we will work with the OPT to accommodate your child.

School and Family Communication

CAMPA firmly believes that the school staff and families are partners in effectively supporting students in their learning. Clear and consistent communication between staff and family members is essential to providing such support. There are several ways in which communication between staff and family members takes place including: phone and email communication, scheduled in-person meetings, the school's website, family/teacher conferences, and the Parent Association.

Staff may be reached by email or text message - families and students should expect a response within 24 hours of sending an email during the week and within 48 hours of sending an email during the weekend.

Name	Title	Email Address
Mr. G. Leonard	Principal	gleonard@campacharter.org
Mr. N. Gaston	Director of Operations	ngaston@campacharter.org
Ms. A. Brijadder	Guidance Counselor	abrijadder@campacharter.org
Ms. Janet Frias	Operations Manager	jfrias@campacharter.org
Mr. T. Tuggle	Parent Coordinator	ttuggle@campacharter.org

Visiting CAMPA

The safety of all students in the building is of utmost importance to our school community. Accordingly, CAMPA maintains a policy that all visitors, including parents/guardians, must provide a photo ID when signing in and wear a security badge at all times when in the building. Parents/guardians and visitors should enter the school building at the main entrance on Vermont Street and sign in at the security desk before proceeding directly to CAMPA's main office.

Scheduled In-Person Meetings and Classroom Visits

Families may schedule in-person meetings with teachers and administrators or observe their children's classes. To schedule an in-person meeting or a class visit, parents/guardians should call or email the teachers or administrators with which they would like to meet. Classroom visits must be scheduled at least one day in advance.

Website

CAMPA's website (campacharter.org) provides up-to-date information on nearly all aspects of the school's programs, including its events calendar, key announcements, and academic and co-curricular programs. To access this information, visit the homepage of CAMPA's website.

Monthly Communication

- Academic Progress Reports
- Monthly School Calendar
- Field trip permission slip
- Graded work
- Announcements regarding upcoming tests and projects
- CAMPA News
- Breakfast/Lunch Menu
- Parent Association (PA) updates

Parent Conferences

Conferences between a student's parent/guardian(s) and her/his teacher are held minimally twice per year. We wish to engage our students in the conversations taking place during conferences - students are thus REQUIRED to attend conferences and play a key role in discussing their progress with their families and teachers.

Parent Association

CAMPA encourages all families to join our Parent Association (PA) to stay abreast and contribute to the school's latest events and initiatives. The PA is comprised of family members, local community members, and CAMPA staff and is the foundation of the school. The goals of the PA are to promote open communication, meaningful collaboration, and active involvement within CAMPA's adult community.

Subcommittees of the PA are organized to provide parents with opportunities to participate in activities such as volunteering (chaperoning student trips, support after-school clubs and optional evening tutoring, etc.), hospitality, fundraising, and special events.

Meetings are held monthly. Time and date are to be determined. Please contact Mr. T. Tuggle, CAMPA's Parent Coordinator, with any ideas or questions at ttuggle@campcharter.org.

Procedures for Parent/Guardian Concerns

Parents, guardians and any individual or group may submit complaints to the Board of Trustees of the Collegiate Academy for Mathematics and Personal Awareness Charter School (CAMPA). Complaints should be submitted in writing to the School Leader. Upon receipt of the complaints, the School Leader will respond in writing or in person within ten business days. If this does not resolve the complaint, or if the complaint pertains to the School Leader, then the individual or group may submit the complaint in writing, to the Secretary of the Board of Trustees.

If the complaint is submitted to the Board of Trustees five business days prior to a regularly scheduled Board meeting, the complaint will be addressed at the Board meeting. If the complaint is submitted fewer than five business days before a regularly scheduled Board meeting, the complaint will be addressed at the next regularly scheduled meeting of the Board of Trustees. Emergency issues will be dealt with on an as needed basis, with the Board responding at or prior to its next regularly scheduled meeting. The Board of Trustees shall render a determination in writing if appropriate or required.

The names of Trustees, including the Secretary of the Board, as well as the dates of regularly scheduled Board meeting will be prominently posted at the school.

In accordance with Education Law § 2855(4), if after presentation of such a complaint to the Board of Trustees, the individual or group believes that the Board has not adequately addressed the complaint, that individual or group may present the complaint to the School's charter entity, the State University of New York Board of Trustees through the New York State Education Department, which shall investigate and respond appropriately. The NYSED Charter Schools Institute can be contacted at:

NYSED Charter Schools Phone: 518-474-3852

89 Washington Avenue

Albany, New York 12234

If, after presentation of the complaint to NYSED, the individual or group determines that it has not adequately addressed the complaint, they may present the complaint to the Board of Regents through the State Education Department, which shall investigate and respond. The NYSED Board of Trustees and the Board of Regents shall have power and the duty to issue appropriate remedial orders to the Board of Trustees of the Charter School under their jurisdiction to effectuate the provisions applicable under Education Law.

STUDENT DISCIPLINE CODE

This is the code that the Collegiate Academy for Mathematics and Personal Awareness Charter School (CAMP A) will follow.

CAMP A is committed to establishing and maintaining an environment that is orderly, safe and conducive to learning. All members of the school community will support and help to maintain this environment. Student disciplinary offenses are those actions or inactions that violate the School's Discipline Code (the Code). The Discipline Code applies to all students. Administrators, teachers and other staff will implement this Code in an equitable manner. The School will periodically assess the effectiveness of the Code by reviewing the number of incidents handled, consequences rendered, and the impact of the Code on the School's culture, and will revise it accordingly.

A disciplinary offense may occur while the student is at school and/or on school grounds; participating in a school-sponsored activity; walking to or from, waiting for, riding on school-provided transportation, or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity. School-related disciplinary offenses may also include misconduct outside the school that reasonably could affect the school.

Below is a list of actionable offenses. This list is not exhaustive but provides examples of violations of the Code. The list may be modified from time to time and/or supplemented by teachers through rules for classes and other school events. School staff will be educated about, and trained to implement the Code.

LIST OF CERTAIN ACTIONABLE OFFENSES

1. DISRUPTING THE SCHOOL ENVIRONMENT (IN GENERAL, SECTION 1 OFFENSES WILL BE PUNISHED WITH IN-SCHOOL DISCIPLINARY MEASURES (SEE BELOW); SERIOUS OR REPEAT CASES; HOWEVER, MAY RESULT IN MORE SEVERE CONSEQUENCES, AS INDICATED BELOW)

1.1 Arriving Late to School or Class:

Student tardiness disrupts class, inconveniences others, and often results in academic difficulties. Students may not be late to school or class.

1.2 Cutting School, Class, or Mandatory School Events:

Students are required to attend all classes, and mandatory school events. Students are not permitted to have unexcused absences or to leave the school building without permission. In addition to other disciplinary consequences, these offenses may result in long-term suspension and/or expulsion.

1.3 Violating the Dress Code:

Students must be in proper attire.

1.4 Gum, Food, and Beverages:

Students may not chew gum or eat or drink at unauthorized times or places.

1.5 Disrupting Class and Preventing Teaching:

CAMP A can fulfill its mission only if classrooms are safe and teaching is uninterrupted. Students may not disrupt class. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.

1.6 Cheating, Plagiarism, and Copying Other's Work:

Cheating or copying the work of others (or allowing other students to copy work) is unacceptable. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.

1.7 Forgery:

Students may not forge a signature. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.

1.8 Lying to a Staff Member:

Honesty is an essential element of personal character and is needed to build a community based on trust and respect. Students are not permitted to lie or attempt to conceal the truth. "Lying by omission" is included in this offense.

1.9 Being Disrespectful toward a Staff Member:

A school cannot function properly if students are permitted to be disrespectful toward adults. For that reason, students may not be disrespectful toward a staff member or any other adult associated with the school. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion at the first occurrence.

1.10 Being Disrespectful toward a Student:

If students do not feel physically and emotionally safe in school, teaching and learning are made more difficult. Therefore, students may not be disrespectful toward other students. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion at the first occurrence.

1.11 Possession of Inappropriate Property, Including But Not Limited to Electronics:

Students cannot possess or use electronic equipment such as iPods, cell phones, games, printed text or lyrics that are vulgar, profane, or sexually explicit, or any other items inappropriate for school. Such items will be confiscated and, in the case of electronics, returned in person to a parent at a time appointed by the school. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion at the first occurrence.

1.12 Gambling:

Gambling or betting is not tolerated. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.

1.13 Misbehaving Inside or Outside of Class:

Misbehavior that violates this Disciplinary Policy inside or outside of class is not permitted. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.

1.14 Other Behavior Detrimental to the School:

Notwithstanding the specific provisions of this disciplinary code, other behavior that the Principal, Director of Operations, Dean of Students, Guidance counselor, or Board of Trustees deems "detrimental to the school" is not permitted.

1.15 Failure to Comply with School-Imposed Consequences:

Students must comply with school-imposed consequences. In general, a first instance of failure to comply will result in the initial consequence being doubled. A second instance of failure to comply with school-imposed consequences may be met with in-

school or out-of-school suspension. Repeated failure to comply with school-imposed consequences may result in expulsion.

2. ASSAULT, BATTERY, BODILY HARM, INAPPROPRIATE TOUCHING, AND/OR THREATS (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION AT THE FIRST OCCURRENCE).

2.1 Causing Bodily Harm:

Students may not cause physical injury to a student, school employee, or another person. Students are not permitted to harm or attempt to harm a student, school employee, or another person.

2.2 Assault and Battery:

Students may not commit assault, including sexual assault, and/or battery on a student, school employee, or another person. Assault is an attempt or threat to physically harm another person; assault does not require physical contact. Battery is any unlawful touching of another person.

2.3 Fighting or Unwanted Physical Contact:

CAMPA students may not fight. Harassing, pushing, touching, or any form of unwanted physical contact is not tolerated.

2.4 Play Fighting and Threatening:

Play fighting and/or the use of threats endanger the safety of the community. Students may not play fight and/or threaten others.

2.5 Setting off a False Alarm or Making a Threat:

Students may not intentionally set off a false alarm or make a destructive threat.

2.6 Engaging in Sexual Activity or Inappropriate Touching:

A student may not engage in sexual activity of any kind or touch himself/herself or others inappropriately.

3. POSSESSION OR USE OF FIREARMS, WEAPONS, AND/OR DANGEROUS OBJECTS (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION AT THE FIRST OCCURRENCE).

3.1 Possession or Use of a Firearm:

Students may not possess or use a firearm. In compliance with the Gun Free Schools Act, 20 U.S.C. § 7151, the school will expel from school for a period of not less than 1 year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at school, except that the Principal of CAMPA may modify such expulsion requirement for a student on a case-by-case basis if such modification is in writing.

3.2 Possession or Use of a Mock Firearm:

Students may not possess or use a mock firearm.

3.3 Using or Possessing a Weapon or Dangerous Object:

Students are not allowed to bring a weapon of any sort to school, use any object in a dangerous or threatening manner, or have a weapon on him/her or in his/her property.

3.4 Arson:

Students may not set a fire.

4. POSSESSION, USE, OR DISTRIBUTION OF CONTROLLED SUBSTANCES, ALCOHOL, OR TOBACCO

4.1 Using or Possessing Drugs or Alcohol:

Students may not use or possess any non-prescribed controlled substance, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind. Prescribed and over-the-counter drugs must be delivered to the designated CAMPA staff person by a parent or guardian with a doctor-signed medication authorization form. Students may not be in possession of prescribed or over-the-counter drugs. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion at the first occurrence.

4.2 SELLING OR TRANSFERRING DRUGS OR ALCOHOL:

Students may not sell, distribute, or possess with intent to sell or distribute a prescribed or non-prescribed controlled substance. Nor should they carry paraphernalia related to drugs or alcohol (ex: pill bottles, etc.). In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion at the first occurrence.

4.3 Using or Possessing Tobacco Products:

The use of tobacco is banned. Students may not use or possess cigarettes, chewing-tobacco, or other tobacco products. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.

4.4 Selling or Transferring Tobacco Products:

Students may not sell, distribute, or possess with intent to sell or distribute cigarettes, chewing-tobacco, or other tobacco products. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.

5. HARASSMENT AND VIOLATIONS OF CIVIL RIGHTS (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION AT THE FIRST OCCURRENCE).

5.1 Violating the Civil Rights of Others:

Students may not violate the civil rights of others.

5.2 Harassment:

Students may not make unwanted sexual advances toward or commit sexual harassment of any members of the school community. Harassment or intimidation of any members of the school community on the basis of their racial or ethnic background, gender, religion, age, sexual orientation, disability or any other basis is not permitted.

5.3 Bullying:

Students may not bully other students. This includes conduct on school property or outside of school, as well as any electronic or "cyber" bullying.

5.4 Abusive or Profane Language or Treatment:

Students may not use abusive, threatening, vulgar, coarse, or degrading language (including racial epithets or sexist or homophobic remarks).

6. THEFT OR VANDALISM (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION AT THE FIRST OCCURRENCE).

6.1 Theft, Loss, or Destruction of Personal or School Property:

Students may not steal, lose, or damage someone else's property or school property. In addition to facing other consequences for violation of this rule, students are expected to return property to its rightful owner in its original condition or to reimburse the owner and/or the school for lost, damaged, or stolen property.

6.2 Mistreatment or Inappropriate Use of Technology or School Property:

Students must treat computers, printers, and other technology with care. CAMPA does not tolerate attempts to access the school's files or other inappropriate uses of technology or the Internet. Students do not have the right to use school computers to access chat rooms or email or to access web sites or files that contain profanity, sexually explicit language or pictures, excessively violent themes, and/or other material inappropriate for minors. Students must not mistreat other school property.

7. GANG AFFILIATION OR ACTIVITY:

Students may not be a member of nor participate in any criminal gang or criminal gang related activity. Students may also not wear or otherwise display criminal gang clothing, signs or symbols. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion at the first occurrence.

8. REPEATED VIOLATIONS OF THE CODE OF CONDUCT:

Progressively more serious disciplinary consequences shall be imposed upon any student who repeatedly commits one or more disciplinary offenses. Repeated violations of the code of conduct, even for offenses not generally punishable by suspension or expulsion if committed on their own, may be punishable by suspension or expulsion when taken together with other offenses previously committed.

STUDENT DISCIPLINARY ACTIONS

Discipline at CAMPA will be administered by school personnel utilizing consequences described elsewhere in this Policy. However, in addition to disciplinary actions provided for elsewhere in this Policy, any breaches of local, state or federal law may be handled in cooperation with the New York City Police Department or other authorities. Where appropriate, CAMPA officials also will contact law enforcement agencies.

Definitions: For purposes of this Code:

- "**Short-term suspension**" shall refer to the removal of a student from school for disciplinary reasons for a period of ten or fewer days;
- "**Long-term suspension**" shall refer to the removal of a student from school for disciplinary reasons for a period of more than ten days;
- "**Expulsion**" shall refer to the permanent removal of a student from school for disciplinary reasons.

In-School Disciplinary Measures: In-school disciplinary matters will be referred to and administered by the Dean of Students. In each case, the Dean of Students will follow the steps listed below.

- The staff member addresses the conduct (including describing the infraction(s) and hearing the student's version of events) and writes up the infraction for the Administrative Assistant.
 - If necessary, the student is removed from class.
 - The Dean of Students notifies the parents of the offense and describes the consequence to be administered.
 - If appropriate, the school will schedule a meeting with a parent or guardian in order to discuss the infractions and may reduce the penalty based upon mutual understanding reached at the meeting.
- The Dean of Students may assign one or more of the following In-School Disciplinary measures as a consequence for violating the Code of Conduct:
- Behavioral Contract
 - Loss of school privileges
 - Community Service
 - Other consequences as the Administrative Assistant shall deem fit, in compliance with all applicable law

Due Process:

CAMPA shall follow due process procedures consistent with *Goss v. Lopez*, 419 U.S. 565 (1975).

Short-Term Suspensions: Short-term Suspension may be imposed by the Principal, Director of Operations Administrative Assistant, or the Board. If a student commits an offense that calls for short-term suspension (10 days or less), the following steps are taken:

- If necessary, the student is immediately removed from class and/or school.
 - The student is informed of the charges against him or her.
 - The student is entitled to respond to the charges against him or her.
 - The parent/guardian is notified of the imposition of short-term suspension by CAMPA in writing. Written notice shall be provided by e-mail, personal delivery or express mail delivery to the last known address(es) of the parents or guardians.
- Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Principal. Such notice and informal conference shall be in the dominant language of the mode of communication used by the parents or guardian if known by CAMPA to be other than English.
 - The school will schedule a meeting with a parent or guardian in order to discuss the infractions and may reduce the penalty based upon mutual understanding resulting from the meeting.
 - The Principal decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the charter school's complaint process.

Long-Term Suspension and Expulsion: The Principal or Board may impose a long-term suspension. If a student commits an offense that calls for long-term suspension (more than 10 days) or expulsion, the following steps are taken:

- If necessary, the student is immediately removed from class and/or school.
- The student is informed of the charges against him or her.
- 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 parent/guardian is notified in writing by CAMPA. Written notice shall be provided by personal delivery or express mail delivery to the student's last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension, the alleged violations of school rules, 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(s) if it is known to be other than English. The notice will state that at the formal hearing, the student shall have the right to be represented by counsel, present and question witnesses, and present evidence.
- The school will set a hearing date. The student and/or his/her parent/guardian will be notified in writing of the:
 - charges and a statement of the evidence
 - date, time and place of a hearing
 - notice of the right at the hearing to:
 - be represented by legal counsel (at the student's/parent's own expense)
 - present evidence and question witnesses
 - After the Principal, or a hearing officer designated by any of these hears the case, the Principal, their designee issues a written decision to be sent to the student, the parent/guardian, the school's Board of Trustees, and the student's permanent record.

CAMPA Disciplinary Policy

If a parent or student wishes to appeal a decision, they may do so by notifying the Chair of the Board of Trustees in writing within 5 school days of the issuance of the written decision. If there is such an appeal, the Board of Trustees will select three members to hear the case. A hearing will occur as soon as practically possible between the Principal, the parent and the designated representatives from the Board of Trustees. The decision to impose a long-term suspension/expulsion upon a student may also be challenged by the parent(s) or guardian, as well as pursuant to Education Law § 2855(4) where there is an allegation that they school has violated applicable law or the terms of its charter.

Firearm Violations: Federal law requires the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Firearm," as used in this policy means a "firearm," as defined by 18 USC §921, and includes firearms and explosives. The Principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of

the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Principal shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

Provision of Services During Removal:

CAMPA will ensure that alternative educational services are provided to a child who has been suspended. For a student who has been suspended or expelled, alternative instruction will be provided to the extent required by law. The school will provide alternative instruction to students as soon as practicable: in general, no later than the day after the suspension is effective. Such instruction will be at a reasonable location and time of the school's choosing. Alternative instruction for suspended students will be of sufficient duration to enable a student to cover all class material, take all tests and quizzes, keep pace with other students, and progress to the next grade level.

DISCIPLINE POLICY FOR STUDENTS WITH DISABILITIES

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. These procedures apply to students with identified disabilities under the Individuals with Disabilities Education Act (IDEA). Such students have an Individualized Education Program (IEP) describing their needs.

A student not specifically identified as having a disability but about whom the school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.534—that a disability exists may also request to be disciplined in accordance with these provisions. CAMPA shall comply with sections 300.530-300.536 of the Code of Federal Regulations ("CFR") and the following procedures, except that in the event that the following CAMPA Disciplinary Policy procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

The school shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

For infractions that do not constitute a change in placement or that constitute a change in placement for ten days or less (cumulative), students with disabilities shall be subject to the same disciplinary policy as students without disabilities. Suspended students will receive the same legally required compensatory education as other students, although they are not required to receive their IEP services.

If a student identified as having a disability is suspended during the course of the school year for a total of more than ten days, such student will immediately be referred to the CSE of the student's district of residence so that the CSE can determine whether the problem behavior is linked to the student's disabilities. In addition to this manifestation determination, the CSE will engage in a 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 of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

The school will work closely with the CSE of the students' district of residence in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

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. The CSE will be notified in the event of:

1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.

2) The commission of any 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 ten days.

Students with 504 Plans

Students whose disabling conditions entitle them to services under Section 504 of the Rehabilitation Act of 1973 (504) and who have a 504 plan shall be subject to the same disciplinary policies as students with IEPs, with the exception that in the case of a change of placement totaling more than ten days, the student shall not be referred to the CSE for a manifestation determination hearing. The school will conduct its own hearing to assess any link between the problem behavior and the student's condition.

Provision of Services During Removal:

Those 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 their suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school also shall provide additional alternative instruction within the ten days and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring. For each student with an IEP, 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 child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for drug or weapon offenses pursuant to 34 CFR §300.530(g), services will be provided to the extent necessary to enable the student with an IEP to appropriately progress 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 interim alternative educational settings as appropriate per 34 CFR §300.520(g). During any subsequent removal of a student protected under the IDEA 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 appropriately progress 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.

Due Process: If discipline which would constitute a change in placement is contemplated for any student with an IEP, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified by the School of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) the CSE of the

student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action (subject to CSE's availability).

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.530(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

Attendance and Tardiness

To fully take part in all that the CAMPA school day offers, students must arrive to school on time and be prepared to engage actively in their learning. CAMPA's school day begins promptly at 8 am - at this time, all students must be in their designated destination to be marked present. In addition to taking attendance at the beginning of the school day, teachers take attendance at the start of all classes. Students are expected to be in their designated seat to be marked as present and on time. Phone calls will be made daily to inquire about students who are absent and have not given prior notice to the office. Students having an attendance rate of 98% or greater will be formally recognized for their achievement and perseverance at the end of each marking period.

Attendance

Students who miss a day of school are required to submit a medical note to the main office in order for the absence to be counted as "excused." Phone calls do not count to excused absences. All notes must explain and verify the reason for the student's absence.

Attending school every day is vital to students' academic success and ability to be promoted. Parents and students should make every possible effort to plan vacations during the several school breaks listed on CAMPA's annual academic calendar. Missing school days directly before or after school breaks due to extended vacations is NOT PERMITTED.

Tardiness

Tardiness is equivalent to educational theft. Students miss vital education when they are tardy. Tardiness will be excused if, for example, a student provides documentation of a doctor or dentist appointment during school hours. Phone calls do not count to excuse tardiness. Should the tardiness continue, increasing levels of interventions will be implemented including parent/student meetings with the Administrative Assistant, Guidance Counselor and /or the Parent Coordinator. If tardiness becomes a chronic issue, further interventions by the Principal and/or Guidance Counselor may be implemented.

Student Dress Code

CAMPA's student dress code is designed to provide an environment in which students and staff are focused on learning and feel professional, safe, and respected. All CAMPA students must wear the school uniform. The student dress code applies to all students for the entire school day except during Physical Education classes when students are

required to wear fitness attire. The dress code also applies to field trips, site visits, and other school-related activities.

While students should appropriately dress for the weather on their way to school, they are not allowed to wear sweaters or jackets inside the school building. Students concerned about temperature should wear a long-sleeve shirt underneath their uniform.

Bottom:

Girls may wear the following bottoms:

- Knee length skirts or appropriately fitting pants. Students wearing clothing deemed too tight or inappropriate will be sent home.

Boys must wear a belt. Pants must be worn at the waist level. No sagging of pants!!

Footwear:

It is strongly encouraged that both girls and boys must wear black shoes, boots, or sneakers.

Other:

- Hats, bandanas, sunglasses, beaded necklaces, du-rags, and gloves may not be worn in the building.
- CAMPA staff may ask students to remove any items that distract students from the learning process or are not perceived as professional, safe, and respectful.
- Students may wear chap-stick only, no lip color.

Students who are missing a uniform item (pants, polo, belt, or shoes) must report to the Guidance Counselor.

School Cancellation and Delays

In the event of inclement weather, we will follow the NYC Department of Education (DOE) school closing policy. In the event that NYC DOE schools are not in session, CAMPA's closing will be announced via the phone tree. Information about school cancellations will be posted promptly on our website. The decision to cancel or delay school due to inclement weather will ordinarily be made before 6:00am.

Should a weather-related or other type of emergency arise during the school day, it may be necessary to dismiss students early after school has begun. If this circumstance arises, parents/guardians will be notified at their emergency contact numbers to ensure that all students can return home safely.

The Food Program: Breakfast, Lunch, and Snacks

CAMPA offers breakfast and lunch to students each day through the NYC DOE School Foods. Breakfast, lunch and snacks will be provided for the students. To determine

eligibility for free lunch, families must complete and submit an application for Free or Reduced Price Lunch by September of each year. CAMPA strongly encourages parents and guardians to submit the Application electronically; parents and guardians may do so via this website: nyc.applyforlunch.com. As per the NYC DOE food services program, families that do not return this form will be required to pay the full price for school lunch. Please contact CAMPA's Director of Operations to receive an application for Free or Reduced Price Lunch, or complete the form online: nyc.applyforlunch.com.

In addition to breakfast and lunch, CAMPA offers a dedicated snack break in the late morning each day so that students are well-nourished and best able to focus on their studies. While CAMPA offers healthy snacks to students, parents/guardians may also send snacks along with their children to eat during snack break.

The following guidelines should be used when providing snacks for students:

- Food should be healthy: granola bars, crackers, cheese sticks, fruit, and other low sugar items — no candy, junk food, etc.
- Food should be clean and manageable: require no washing before or after, not leave a mess on work or desk, not take up excessive space or keep student from working
- Only water is allowed in classrooms - students can have fruit juice at breakfast and lunch

Hydration during the school day is important, and students are allowed to bring in clear water bottles to drink throughout the day. Water is the only beverage allowed in classrooms, and an individual student may lose her/his opportunity to carry a bottle if it becomes a distraction.

The following items are prohibited at all times:

- Soft drinks and other caffeinated beverages
- Juice that is NOT 100% juice
- Hot beverages
- Gum and candy
- Sunflower seeds
- Items in glass containers

If a student brings these items onto school property, the item will be confiscated and thrown away or returned to the student at the end of the day at the staff member's discretion. Students who repeatedly bring to school prohibited snacks will report to the Guidance Counselor or the Administrative Assistant. If necessary, a parent/guardian may be notified.

Personal Items

Articles of clothing and book-bags

Students are expected to bring a book-bag to and from school daily. Students will have their book-bags at their side during the course of the school day. They are also expected to come to school dressed appropriately for the weather. On cold days, students should wear extra clothing to school such as a jacket or sweater to keep warm. Each morning students will remove their jackets and any other outdoor clothing (hats, scarves, gloves,

etc.) and place them in the closets of their classrooms. Closets will be securely locked throughout the day. Students' belongings will be made available to students before they depart.

Electronic Devices

We understand that parents/guardians may want to contact their child as she/he travels to and from school. CAMPA students are permitted to bring electronic devices into the school building. However, students will be required to place any electronic items in the same closets used to safely store their articles of clothing. The devices will then be made available to students before they depart.

If electronic devices are not stored away, they will be given to Office Staff and held until it is collected in person by a parent/guardian. Parents/guardians may call CAMPA's main office to relay important information to a child.

Field Trips

Field trips are an important part of our educational model. There will be many opportunities for students to learn outside of the school building.

Parents and guardians will be required to sign a universal field trip form for all field trips that require transportation, either by bus or subway. Students who do not return a permission slip signed by a parent or guardian by the date specified on the slip will not be allowed to go on the trip. Field trips are a critically important part of our educational model. We expect all students to attend all trips. An absence from a field trip will be treated the same way as an absence from a regular school day. If a Parent/Guardian does not want their child to go on a specific trip, a letter must be written and submitted to the office at least two days before the scheduled field trip. The school staff reserves the right to prohibit any student from attending trips at their discretion.

Academics

Educational Plan

Achievement Goals

Beginning in 6th grade and with a focus on mathematics and health and wellness, CAMPA's overarching goal **is to bring students, who are likely to come from diverse levels of academic achievement up to their grade level as soon as possible**. In upper middle school, CAMPA will focus on rigorous academic preparation that will prepare students to perform at a high level in high school, college, and careers.

Absolute, Comparative and Growth Academic Goals:

1. Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA and Math exams. Each year, the percent of all tested students who

are enrolled in at least their second year and performing at or above Level 3 on the New York State ELA and Math exams will be greater than that of students in the same tested grades in the local school district.

2. Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's New York State ELA and Math exams and 75 percent at or above Level 3 on the current year's state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.
3. 75 percent of CAMPA eighth grade students will score a Level 3 or 4 on the New York State Science Exams.
4. In 7th and 8th grade, 90 percent of students will annually be promoted to the next grade after passing all courses.
5. 75 percent of CAMPA eighth grade students will take and pass the Algebra I Regents exam.
6. 75 percent of CAMPA middle-school English Language Learner students who have been continuously enrolled for two or more years will score proficient or better on the NYSESLAT exam and no longer be designated as English Language Learners by the time they are promoted to the ninth grade.

School-wide Goals:

1. CAMPA will receive an "A" or "B" on its NYC DOE Citywide Progress Report.
2. Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.
3. CAMPA will annually meet state and federal accountability goals under applicable laws.
4. 80 percent of CAMPA 6th parents/families will keep a food diary to record the number of calories, sodium and carbohydrates found in their diet in order to promote healthy foods.
5. 80 percent of CAMPA parents/families will participate in a fall and spring family night of physical fitness.

More Instructional time: CAMPA anticipates serving a diversity of students in its incoming 6th grade class, from those that are on grade to those that may be multiple years behind. The school's calendar and daily schedule will implement a program of extended learning time that provides for the equivalent of 200 instructional days per year, 20 more than the state minimum. Students will attend 182 of full school days and 18 days of Saturday school, which is equivalent to 9 full school days. Additionally, each week, CAMPA 6th grade students will receive 90 more instructional minutes than at a typical New York City public school and seventh and eighth grade students will receive 135 more instructional minutes.

The following chart provides the amount of **daily and weekly minutes devoted to core and enrichment instruction for all students:**

Course	6th Grade Student Weekly Schedule
ELA/Literature	420 minutes
Mathematics	420 minutes
Science	180 minutes
Social Studies	180 minutes
Health/Wellness	180 minutes
Physical Education	120 minutes
Music	90 minutes
Enrichment: Saturday Academy	90 minutes weekly average

Student and Teacher grouping for instruction: The schedules demonstrate how in ELA instruction, each classroom of students will receive increased instructional support with the classroom or ELA teacher delivering instruction with an ELA Specialist. Likewise, the schedules permit mathematics class to be co-led by the classroom or math teacher and Math Specialist.

This model facilitates a greater level of differentiated instruction and small group instruction in a class of heterogeneous learners, particularly in a school community where we expect to serve a large percentage of at-risk students. It accomplishes this by allowing the co-teachers to work together in a variety of forms.

- Station teaching, where various learning stations are created, and the co-teachers provide individual support at the different stations;
- Parallel teaching, where teachers teach the same or similar content in different classroom groupings;
- Alternative teaching, where one teacher may take a smaller group of students to a different location for a limited period of time for specialized instruction;

CAMPA's teacher schedules provide for dedicated Coaching periods when the class is divided for small group instruction in ELA or mathematics.

Daily Enrichment: All students, whether academically struggling or those who are at grade level in all subjects will be eligible for enrichment programming and will receive more attention via a daily enrichment period and twice a month Saturday Academy dedicated to enrichment. The instruction will provide students the opportunity to receive additional individual or small group instruction from their core subject teachers or peer tutors that is customized to student needs. This daily enrichment block and Saturday Academy will provide on average 330 minutes a week for CAMPA to provide supplemental instruction and support students with a wide range of needs.

Instruction: "This We Believe: Successful School for Young Adolescents" published by the National Middle School Association emphasizes that it is vitally important to recognize

the areas of development – intellectual, physical, social emotional, and moral. It also states that it is equally important to recognize that cognitive growth occurs gradually and irregularly in many middle students. Therefore, there must be ongoing, concrete, experiential learning, in order to develop intellectually. CAMPA will use a combination of Direct Instruction, project-based learning and tutoring to help students achieve their highest potential.

Direct Instruction: CAMPA recognizes that many incoming students will enter the school with deficits in foundational content knowledge. Using Direct Instruction, teachers clearly articulate concepts so that students can feel successful during application and practice. CAMPA teachers will facilitate student constructivism through higher order questioning techniques. Students will think critically and build conceptual understanding by connecting previous knowledge to new material. Direct Instruction has proven effective with ELL students.

Project-based learning is interdisciplinary and the responsibility of learning is released from the teacher and gradually given to the student as the student becomes an 'expert' on his or her researched topic. The end result of a given project, or student work, demonstrates a 'transfer of knowledge. Projects will be chosen based upon big ideas and themes to facilitate in depth research on a social studies topic.

Tutoring: CAMPA has dedicated on average 330 minutes per week to enrichment. These periods will be used for individual instruction or small group instruction delivered by CAMPA core subject teachers, ELL and Special Education teachers and peer tutors.

Advisory: ELA teachers will deliver the social emotional curriculum during daily homeroom.

Curriculum: CAMPA does not intend to adopt a pre-made curricular program. In order to increase teacher engagement in the school's academic decision-making, teachers and leadership will annually engage in a rigorous in-house curriculum development process. Though we will bring in additional resources to support curriculum development, it is vital that the process be educator-driven from within CAMPA, rather than simply involve the adoption of off the-shelf programs.

ELA: CAMPA's ELA learning objectives will be aligned to CCSS and NYSS and focus on reading, writing, speaking, listening and grammar concepts across the content areas to ensure that students increase comprehension, build new knowledge about a variety of subjects and think critically about historical and current events, and technical and scientific issues. CAMPA will use a balanced literacy approach because it integrates various modalities for literacy instruction.

Mathematics: Part of CAMPA's mission is to instill a lifelong passion for mathematics in our students that is carried out in high school and college. CAMPA will achieve this objective with a rigorous core mathematics program that fosters the college readiness skills of forming conjectures and drawing real-world connections to content, and begins skill building in preparation for students' study of Algebra. Students will

hone problem-solving skills independently, as well as through collaboration and discussion of mathematical concepts—skills stressed in the National Council of Teachers of Mathematics (NCTM) standards.

Science: Students will have the opportunity to select topics of interest to investigate, and work collaboratively to develop projects. This method will support rigorous and engaging instruction.

Social Studies: Project-based learning is an approach designed to engage students in investigations of their choosing. The Social Studies themes of history, geography, economics, civics, citizenship and government, which are woven into the fiber of each region studied, will be evident in each project. We expect students to be able to debate, form opinions, present facts in a sequential logical manner (verbally and in writing with the use of technology), cite sources, evaluate facts, participate in conversations, think and write critically.

Social and Emotional Learning: CAMPA will use a comprehensive SEL curriculum comprised of the following:

- 4Rs Program: Integrating SEL and ELA and by highlighting universal themes of conflict, feelings, relationships, and community, the 4Rs curriculum adds meaning and depth to literacy instruction. Since reading and writing are excellent tools for exploring conflict, feelings, and problem-solving, the 4Rs approach enriches conflict resolution instruction as well.
- Resolving Conflict Creatively Program (RCCP): Through the RCCP, teachers receive training and coaching on student conflict resolution and supported in providing regular instruction for their students based on K-12 curricula.
- Peer Mediation: Selected students learn basic SEL skills and master a step-by-step mediation process. They then serve their schools by mediating disputes among their peers, working in teams of two, with adult support. This program has proven effective in reducing suspensions and other disciplinary problems.

Summer Bridge: Teachers will be trained on how to work with students to develop SEL goals thereby forming a partnership with students from the outset. The purpose is for students to understand that their teachers are invested in their development and they have an adult in the school that is rooting for their personal success. Guiding questions for student goal development include the following:

- What are your strengths as student?
- What do you expect from your teachers?
- What do your teachers need to do help you become successful?
- What is one skill in reading you would like to improve?
- What is one skill in math you would like to improve?
- What is one personal trait, characteristic, or habit that you would like to change?
- What do you need to do to make that change?
- How is it that I can assist you in achieving that?

Teachers and students will work in partnership with parents on monitoring student goals over the Summer Bridge program and throughout the school year. SEL will also be developed through students' relationships with peer tutors.

Wellness: A variety of research studies have shown a strong link between nutrition and learning. When children eat a well-balanced diet, meeting their nutritional needs, they are better able to learn. Well-nourished children have higher test scores, better school attendance and fewer classroom behavior problems. CAMPA will use Gym and Health periods as well as lunch period to teach students about nutrition, exercise and healthy habits. In Year 1, CAMPA will work closely with the Office of School Foods to create a student meal plan that is well-rounded and nutritious. In future years, CAMPA may consider using an outside school food vendor to enrich school lunch and offer students broader exposure to vegetables, grains and international cuisines.

Health programming will include the following:

- View and analyze the movie *Supersize Me* (What effect does fast food have on our bodies?)
- Research calories, sodium, and carbohydrates found in foods in the local neighborhood fast food restaurants
- Develop a food diary with parents/family
- Organize and participate in School Health Fairs
- Create and develop a personal fitness program

Assessment System

In order to achieve our mission and objectives, CAMPA will adapt the data-driven instruction assessments used by other high-performing schools. Our students' performance will be assessed frequently and the data gathered will be used to focus resources in the areas in which students are struggling in order to help their achievement improve as quickly as possible.

Assessment at CAMPA is core to our calendar and drives the use of weekly professional development and lesson planning for mastery and re-teaching. Assessment will take a number of forms as we measure whether all of our students are on track to master state standards and to be ready to succeed in high schools and college. The school will use diagnostic, formative, interim and summative assessments to measure each student's progress towards meeting our annual learning objectives.

Administering Assessments, Using Data

The School will use assessment data to identify and provide support to students at-risk of failure. Students whose coursework grades indicate they are not on track to meet CAMPA's annual learning objectives will receive additional support during the daily enrichment block at the end of the school day and weekly Saturday Academy. Parent-teacher conferences will be held to inform parents of the possibility their student may not be promoted and of the additional support available. If student achievement data at the conclusion of the school year indicates that students have

not met the annual learning objectives for their grade level, students will attend summer school and complete a performance assessment before being promoted to the next grade.

Parents and students will be made aware of student achievement data through a variety of mechanisms. Most frequently, the school will prepare weekly newsletters. Teachers will also call home frequently (once per week on average) to inform parents of both positive and negative developments. More formally, four times per year students will receive a Report Card with course grades for each class. All parents will be required to attend a parent-teacher conference after the first Report Card is issued. For subsequent Report Cards, any parent whose student who is on track to fail a course will meet with the teacher. At those conferences, teachers will discuss the student's data and indicate areas of improvement and school and parent strategies for providing support.

Performance, Promotion and Graduation Standards

CAMPA is committed to preparing all of our students for high school and college success. In fitting with our mission, educational program and assessment system, as well as, more specifically, with our achievement goals, all students will be expected to be at least on grade level by the time they leave middle school. Students will need to meet annual promotion standards for the 6th, seventh and eighth grades and score at least at Level 3 on the eighth grade New York State ELA and Math exams.

CAMPA promotion criteria include student attendance and assessment data. Students failing to meet any of the grade level or school expectations as defined by the criteria in the chart below are noted as Promotion in Doubt during the winter at which time families are notified in writing of possible retention.

Minimum Promotion Criteria

Grade Level	Attendance	Assessments
6	90%	<ul style="list-style-type: none"> Interim and end-of-unit assessments. Minimum 70% average across the school year. Student may not fail more than two classes for the year. NYS assessments in ELA and Math- Level 2 minimum
7	90%	<ul style="list-style-type: none"> Interim and end-of-unit assessments. Minimum 70% average across the school year. Student may not fail more than two classes for the year. NYS assessments in ELA and Math- Level 2 minimum

8	90%	<ul style="list-style-type: none"> Interim and end-of-unit assessments. Minimum 70% average across the school year. Student may not fail more than two classes for the year. NYS assessments in ELA and Math- Level 3 minimum
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Consistent with our mission and approach, we believe that a school should hold high expectations for students and at the same time provide multiple supports and opportunities for them to meet these expectations. Students who are at-risk academically will receive constant attention during the daily and Saturday Academy dedicated to academic intervention and enrichment within the CAMPA school schedule, including frequent communication with their families. Students who remain Promotion in Doubt will be required to attend the 4 week summer school program. A portfolio assessment will be administered after the summer school program to determine whether the student should be advanced to the next grade.

Grading System

The grades that students earn at CAMPA are based on the following scales.

Level of Academic Mastery Standards	What the Level Means	Level	Letter Grade Equivalent	Numerical Grade Equivalent
Exemplary <i>(exceeds standards)</i>	Student work reflects in-depth understanding of content of knowledge or skills. The work exceeds what is	4	A+	97-100
			A	94-96
			A-	90-93
Accomplished <i>(fully meets standards)</i>	Student work meets the learning target. It is essential skills and knowledge of the target.	3	B+	87-89
			B	84-86
			B-	80-83
Developing <i>(partially meets standards)</i>	Student work demonstrates progress toward meeting demonstrating grade level mastery of content and skills.	2	C+	77-79
			C	74-76
			C-	70-73
Underdeveloped / Remediation Needed (far below standards)	Student work is significantly below the criteria of the learning target and does not demonstrate grade level mastery of content and skills.	1	F	Below 70

Report Cards and Progress Reports

CAMPA issues report cards at the end of each marking period in December, March, and June. Report cards include the student's grades and comments regarding students' academic progress from each teacher. These report cards reflect the grades that will appear on student transcripts. The dates of the school's family/teacher conferences correspond with the dates in which the first and second trimester report cards are made available. A parent/guardian is required to sign and return each report card form. The signature indicates that the parent/guardian has reviewed the report card with her/his child.

In addition to report cards, CAMPA issues progress reports over the course of the school year. Progress reports are an important way to let students and their families know how students are performing academically. However, as with report cards, a parent/guardian is required to sign and return a progress report form stating that they have reviewed the progress report with her/his child.

Principal's List / Honor Roll

CAMPA's entire community is committed to celebrating and publicly recognizing excellent student academic achievement. Any student earning all A's and B's on his/her report card will be on CAMPA's Honor Roll. Students earning straight A's will have the distinction of being on the Principal's List.

Homework Expectations

CAMPA students should expect to have homework for all every school night on weekends, and during school vacations. In general, they can expect two to two and a half hours of homework each day.

Students submit their completed homework assignments upon entering the classroom each morning. This system allows teachers to make the most of their class time with students without dealing with the submission of homework. It also allows teachers to review homework on the same day that homework is submitted, provide timely feedback, and determine the completeness and quality of assignments submitted and which students require additional support.

Late homework will be penalized 10 percentage points.

To help students find a quiet space to read and study CAMPA requests that, during homework time, parents and guardians turn off the television and disallow the use of phones and/or video games. This lets students know that families expect them to study every single day.

Late Work and Make-up Work

Like late homework, any class work or assignment that is submitted or completed after the assigned deadline without documentation will be penalized 10 percentage marking period. Missing assignments are marked as "0" in teachers' grade books. Students who are absent for any reason should contact their teachers immediately after any absence to request missing assignments. When possible, students and families should notify teachers and/or the main office regarding any anticipated absence from school.

Vacation Work

To keep students' skills sharp, families can expect that teachers will assign homework during all school vacations. Assignments will be provided to students at least one full day in advance of the start of the vacation and, unless otherwise noted, are due on the day students return to school from vacation.

Student Supplies

Students should have the following items in order to be fully equipped to excel:

Required:

- Dictionary
- Thesaurus
- Combination Lock
- 5 marble composition notebooks
- At least 5 sharpened #2 pencils
- At least 5 working pens (blue or black ink)
- 1 ½ inch or 2 inch Ring Binder
- Handheld Pencil sharpener (with closed top that contains/collects pencil shavings)
- 6 heavy-duty folders with pockets for each class
- Scissors
- Glue Sticks
- Graph Paper
- Highlighters
- Large Eraser
- Mini Stapler and Staples
- Package of Index Cards
- Package of Post It Notes
- Pad of Coloring Paper
- Protractor & Compass
- Scientific Calculator
- Ruler
- Spiral Notebooks
- College ruled loose leaf
- 1 set of 5 tabbed dividers
- 1 Package each of colored pencils, markers, and crayons
- Pencil case or pouch

It is each student's responsibility to come to class every day with the proper materials.

Supports for Promoting Academic Success

To ensure that all students meet learning standards and are able to demonstrate essential skills and knowledge, CAMPA offers an abundance of academic supports.

CAMPA is committed to working with families to ensure academic needs of students are being met. Students and families should feel comfortable to reach out to staff members at any time if they feel any additional academic supports are necessary.

Special Populations

Students in Need of Academic Remediation/Tutoring

Teachers will collaborate to make grade-level content accessible (on both an individual and small group-basis) for students who struggle to make adequate academic progress. Students will have additional resources to assist them in areas where they are struggling –Peer Tutoring and The Saturday Academy. Struggling students will have an opportunity to get assistance with subject by high school students during the week. These high school students will provide one on one tutoring to assist students. The Saturday Academy will reinforce concepts learned during the week and assist children in areas where they are struggling. CAMPA offers these programs in order for the students to be successful in their core content courses.

Students with Disabilities

CAMPA will work with Local Education Agency (LEA) school districts to ensure that all SWD who qualify under the Individuals with Disabilities Education Act (IDEA) will receive a free appropriate public education (FAPE); are appropriately evaluated; are provided with an IEP; and have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's or school district's provision of FAPE.

English Language Learners (ELLs)

CAMPA shall serve all ELLs by providing supportive instruction so that they achieve proficiency in English and thrive educationally. CAMPA ensures that ELL students will not be excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction. Parents whose English proficiency is limited will receive notices and information from the school in their native language to encourage participation.

Students Who Thrive Academically

Students may be deemed advanced or gifted based on their performance on state exams or by consistently mastering standards at an advanced level in class. Students who are advanced in mathematics may receive periodic pull-out or small-group instruction with one of CAMPA's teachers at an accelerated pace, although they will still receive instruction on standards covered in core mathematics classes.

Student Activities

We believe that a high quality education balances rigorous academics with a strong co-curricular program in athletics, performing arts, visual arts, and other engaging

and enriching activities. During our extended day, students have opportunities to explore various interests.

Assemblies Students and staff participate in an all-school assembly. Students who have demonstrated academic excellence, shown exemplary character, or made notable improvement in either area are recognized for their accomplishments. Student of the Month awards are also distributed during these assemblies. Following the celebration of student and staff accomplishments, students and staff members participate in various activities. These include student talent shows, performances and demonstrations of skills, special field trips, and presentations by guest speakers and performers. These events serve to bring our school community together. Family members are welcome to attend our Assemblies.

Student Health & Safety

Emergency and Evacuation Procedures

Emergency and evacuation procedures are a very serious part of the school routine. Whether it is a drill or real emergency, the actions that students and staff should take are the same. Emergency drills are held throughout the year. The drills are planned in such a way as to ensure the safety of students and staff in the shortest possible time and in the most efficient and orderly fashion. The Principal shall see that the school complies with all legal requirements related to emergency and evacuation procedures.

The Dispensing of Medication

As part of the enrollment process, CAMPA requires each student who requires medication during the school day to provide an up-to-date, completed Medical Administration Form (MAF). This form must be returned to CAMPA at the beginning of the year, if it has not been provided during the enrollment process. Without this form, students may not take medicine while in school. Only the school nurse may dispense over-the-counter medications such as acetaminophen (i.e., Tylenol), or ibuprofen (i.e., Advil), and only if there is an up-to-date MAF on file. In such cases, the school nurse will only distribute medicine to students with updated MAFs as called for by the MAFs submitted by/for those students. The school does not stock any cold remedies such as cough drops or vitamins. No student is permitted to carry any over-the-counter or prescription medications, including cough drops, on their person or in their school bag during the school day. Prescription inhalers for asthma and an injection of epinephrine for anaphylaxis are the exceptions to this rule; only students who are medically required to carry these medicines and who have an up-to-date, complete MAF may carry these medicines with them during the school day. The nurse may store extra emergency medication for any student who requires such medicine during the school day. To store this medicine, the school requires an up-to-date, completed MAF on file. Parents/guardians should contact the school prior to arrival on the first day if they have any specific medical questions or their children have a condition that requires management at school. If a student requires prescription medication during the school day, such medication must be supplied by the student or her/his family, and will be dispensed per the Medication Administration Plan.

Vaccine Review/Medical Exam

Except in cases of approved religious exemptions, all students must be immunized in accordance with New York State law. Religious exemptions must be conveyed in writing to the Principal before the beginning of the school year. The Principal reserves the right to require students to be immunized in order to enroll at CAMPA. To submit a religious exemption, please contact CAMPA's Guidance Counselor.

Students who do not have the proper immunizations and have not been provided a religious exemption by CAMPA's Principal will be denied access to CAMPA until the immunizations are administered and proof of such immunizations is provided as required by law. Parents/guardians are asked to alert the main office and indicate on their child's Emergency Contact Form any allergies from which their children suffer. Parents/guardians are also asked to advise school administration and indicate in writing if they grant permission to CAMPA to take their child to a hospital in the event of an emergency during school hours.

Please refer to the list below for the required immunizations for the 2016-2017 school year. The annual flu vaccination is recommended. These vaccines protect students and staff from diseases that may be present in our community and can be life threatening. All students must have an updated physical exam completed within 12 months before entering school and annually thereafter. Following that examination, students must submit a Child Health and Medical Exam Form (CH-205) based on that examination. The completed and submitted Child Health and Medical Exam Form must be signed by the student's doctor. Students will not be permitted to start school without these records the school beforehand.

Incident Report Any accident involving a student will be documented. The nurse or staff will contact the parent or guardian. In the event that the parent or guardian cannot be reached, the nurse will send a report home with the student. For emergencies, staff will notify the people indicated on a child's Emergency Contact form, as well as law enforcement office or emergency medical personnel, as necessary. In any emergency, the school's absolute priority will be to first attend to the emergency and ensure the safety and health of the child or children involved in the incident. We will then secure the surrounding area to address the unsafe conditions, and contact parents, guardians, and/or emergency contacts.

Medical Dismissal The school nurse or staff may recommend that a student be dismissed if she/he is too ill to take part in her/his coursework. When such a recommendation is made, the student's parent/guardian will be contacted directly by phone. Parents/guardians must respond promptly when called to pick up their child for medical reasons. To ensure students' health and safety, sick or injured students are not permitted to depart school on their own — they must be accompanied by their parent/guardian or someone who the parent/guardian has authorized to pick up their child. However, if parents are unable to be reached and the child is unable to travel safely on her/his own, staff may contact law enforcement officials or emergency medical personnel to attend to the child.

Counseling and Student Support Services CAMPA aims to create an environment that supports the academic, social, and emotional wellbeing of all students. With this in mind, has a Guidance Counselor and a the Director of Operations who are accessible to all students and families. These staff members will provide assessment, student support, intervention, preventive services and some school-based counseling services. Should the school not have the capacity to provide a necessary service related to mental health and wellness, the Guidance Counselor and / or the Administrative Assistant will provide students and families with relevant information and referrals to community-based resources as well as advocacy and support in obtaining these services.

Should a mental health crisis occur during the school day, it will be handled in the same manner as a medical emergency. The safety and well-being of the student will be prioritized, the setting will be made safe, and a parent/guardian or someone on the child's emergency contact form will be contacted. In the event that a parent or guardian cannot be located, the school staff may need to take action independently, as they would in a medical emergency.

Mandated Reporting of Abuse

All members of the CAMPA staff are known as Mandated Reporters, in compliance with state law. If a member of the staff suspects that a child is being abused or neglected, she/he is obligated to report the suspicion to the Administration For Children's Services (ACS). Signs of abuse or neglect may include but are not limited to:

- patterns of lateness to school and absence from school;
- patterns of late pick-up from school or the school bus;
- students appearing consistently unkempt or dirty; or
- signs of physical abuse, such as bruises, cuts, or apparent fear of innocuous interpersonal contact.

Should a Mandated Reporter at CAMPA be required to make a report to ACS, CAMPA's Guidance Counselor will be available to provide supportive services to the family and student throughout the process, and the Guidance Counselor will act as the ongoing liaison between family, ACS, and school.

Threats to Self and to Others

If a student threatens her or his own life or the life of someone else, this will be brought immediately to the attention of the Principal and Guidance Counselor. If administration feels that the child is in imminent danger, the parent will be contacted and, for the child's well-being, a psychological evaluation will be required before the child can return to school. When a student exhibits potentially suicidal behavior and the parent refuses to cooperate with the school or to take alternative preventive measures, the Guidance Counselor must report this information immediately to the Administration for Children's Services (ACS).

Search and Seizure

To ensure the safety of students and staff, CAMPA maintains the right to search students and their property if there is reason to believe a school rule or state law has been violated. To that end, school administrators may search the students' storage-area, student coats, person, backpack, or other personal belongings. Classroom closets and supply rooms are the property of CAMPA and no student shall store any belongings in these locations without express consent from CAMPA staff. Storage of personal items on CAMPA property does not guarantee or provide any expectation of privacy.

Appendix A: Computer and Network Use Policy and Form

COMPUTERS, INTERNET, AND E-MAIL CONSENT FORM

Collegiate Academy for Mathematics and Personal Awareness Charter School is pleased to offer students access to a computer network for electronic mail and the Internet. To gain access to e-mail and the Internet, all students must obtain parental permission as verified by the signatures on the form below. Should a parent prefer that a student not have e-mail and Internet access, use of the computers is still possible for more traditional purposes such as word processing. This form will be used for the 2016-17 school year and until your child is discharged from CAMPA Charter School.

What is possible?

Access to e-mail and the Internet will enable students to explore thousands of libraries, databases, museums, and other repositories of information and to exchange personal communication with other Internet users around the world. Families should be aware that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive. While the purposes of the school are to use Internet resources for constructive educational goals, students may find ways to access other materials. We believe that the benefits to students from access to the Internet in the form of information resources and opportunities for collaboration exceed the disadvantages. Parents and guardians are responsible for setting and conveying the standards that their children should follow when using media and information-sources. Therefore, we support and respect each family's right to decide whether or not to apply for access.

What is expected?

Students are responsible for appropriate behavior on the school's computer network just as they are in a classroom or on a school playground. Communications on the network are often public in nature. General school rules for behavior and communications apply. It is expected that users will comply with district standards and the specific rules set forth below. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and utilizing the school's computer resources. The students are advised never to access, keep, or send anything that they would not want their parents or teachers to see.

What are the rules?

Privacy - Network administrators may review communications to maintain system integrity will insure that students are using the system responsibly.

Storage capacity - Users are expected to remain within allocated disk space and delete e-mail or other material, which take up excessive storage space.

Illegal copying - Students should never download or install any commercial software, shareware, or freeware onto network drives or disks, unless they have written permission from the Network Administrator. Students should not copy other people's work or intrude into other people's files.

Inappropriate materials or language - No profane, abusive or impolite language should be used to communicate nor should materials be accessed which are not in line with the rules of school behavior. A good rule to follow is never view, send, or access materials which you would not want your teachers and parents to see. Should students encounter such material by accident, they should report it their teacher immediately.

PARENT'S PERMISSION

As a parent or guardian of a student at CAMPA Charter School, I have read the above information about the appropriate use of computers at the school and I understand this agreement will be kept on file at the school. (Questions should be directed to the Principal for clarification.)

- Yes. My child may use the Internet while at school according to the rules outlined.
- No. I would prefer that my child not use the Internet while at school.

Parent's Name (print) _____ **Date** _____

Parent's Signature _____

PARENT'S PERMISSION FOR THE PUBLICATION OF STUDENT WORK/ PICTURES

I understand that from time-to-time the school may wish to publish examples of student projects, photographs of students, and other work on the Internet.

- Yes. My child's work and photographs can be published on the Internet.
- No. I would prefer that my child's work and picture not be published on the Internet.

Parent's Name (print) _____ **Date** _____

Parent's Signature _____

Appendix B: Definitions of Hazing, Sexual Harassment, and Bullying

Hazing

The term "hazing" generally means any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person.

Sexual Harassment

The term "sexual harassment" refers to any sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's school performance by creating an intimidating, hostile, humiliating or sexually offensive school environment.

Bullying

The US Department of Health and Human Services' National Bullying Prevention Campaign "Take a Stand. Lend a Hand. Stop Bullying Now!" defines bullying as "aggressive behavior that is intentional and involves an imbalance of power or strength." Usually, it is repeated over time. Traditionally, bullying has involved actions such as: hitting or punching (physical bullying), teasing or name-calling (verbal bullying), or intimidation through gestures or social exclusion. In recent years, technology has given children and youth a new means of bullying each other. Cyber bullying, which is sometimes referred to as "online social cruelty" or "electronic bullying," can involve: "sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person; pretending to be someone else in order to make that person look bad; (or) intentionally excluding someone from an online group." CAMPA has used guidelines on bullying and cyber bullying provided by the NY State Education Department to develop its own plan. Anyone interested in reading more about the laws in place in New York State can visit <http://www.stopbullying.gov/laws/new-york.html>.

CAMPA does not tolerate any unhealthy, unlawful, or disruptive behavior, including any form of bullying, cyber bullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We investigate promptly all reports and complaints of bullying, cyber-bullying, and retaliation, and take prompt action to end that behavior and restore the victim's sense of safety, as well as address the cause of the aggressor's actions.

Any student who has witnessed an incident of bullying or cyber-bullying, or who otherwise has relevant information about bullying or cyber-bullying, is strongly encouraged to promptly report the matter verbally or in writing to an administrator or staff member with whom the student is comfortable speaking. Any student who is

subject to retaliation, or who knows of another student who has been subject to retaliation, is urged to report it as soon as possible. Students who knowingly make false accusations of bullying or retaliation will be subject to disciplinary action.

A parent or guardian of a student who has witnessed or otherwise has relevant information about bullying or cyber-bullying is strongly urged to promptly notify the Guidance Counselor or any other administrator, faculty, or staff. A parent or guardian should also report any incident of retaliation in violation of this policy.

Bullying and retaliation can be reported anonymously two ways:

- Emailing CAMPAcharter@gmail.com.
- Sending a letter addressed to "No Bullying" at CAMPA Charter School
1962-84 Linden Blvd; Brooklyn, NY 11207

The following is a summary of the conduct that the New York bullying law prohibits. *(Please note that higher standards of behavior may apply under CAMPA's policies in order to prevent inappropriate verbal or physical conduct before it becomes bullying as defined under the law. For example, although the law defines bullying as "repeated use" of certain expressions, acts, or gestures, CAMPA reserves the right to impose disciplinary measures or other corrective action in the case of a single expression, act, or gesture as well as in the case of inappropriate conduct that may not rise to the level of the legal definition of bullying. If the school determines that the behavior is of sufficient severity to warrant disciplinary measures or other remedial action or if the repetition of an expression, act or gesture might result in bullying as defined under the law, the school may act.)*

Bullying and cyber-bullying are defined as the repeated use of a written, verbal or electronic expression or a physical act or gesture or any combination, directed at a victim that causes any of the following results:

1. Inflicts physical or emotional harm on the victim or damages the victim's property
2. Places the victim in reasonable fear of harm to himself or of damage to his property
3. Creates a hostile environment at school for the victim
4. Infringes on the rights of the victim at school
5. Materially and substantially disrupts the education process or the orderly operation of the school

Cyber-bullying, which is essentially bullying through the use of technology or any electronic communication, includes but is not limited to any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by, email, internet, instant messages or fax or other electronic methods. Cyber-bullying includes but is not limited to:

1. The creation of a web page or blog in which the creator assumes the identity of another person
2. The knowing impersonation of another person as the author of content or messages, if the creation or impersonation causes any of the results listed above in the definition of Bullying
3. The electronic distribution of a communication to more than one person, or the posting of material on an electronic medium such as the internet, that may be accessed by one or more persons, if the distribution or posting causes any of the results listed above in the definition of Bullying

Bullying and Cyber-bullying are prohibited:

1. On school grounds
2. On property immediately adjacent to school grounds
3. At a school-sponsored or school-related activity, function or program whether on or off school grounds
4. At school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school
5. Through the use of technology or an electronic device owned, leased or used by a school district or school
6. At a location, activity, function, or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased, or used by CAMPA, if the bullying causes any of the following conditions:
 - a. The bullying creates a hostile environment at school for the victim.
 - b. The bullying infringes on the rights of the victim at school.
 - c. The bullying materially and substantially disrupts the education process or the orderly operation of CAMPA's school environment.

Appendix C: Non-Discrimination and Complaint Policies

Non-Discrimination Policy

CAMPA is committed to maintaining a work and educational environment free from all forms of discrimination and harassment. We expect all employees, students and other members of the school community to conduct themselves in an appropriate manner. In accordance with both state and federal laws, CAMPA does not discriminate in admission to, access to, treatment in, or employment of its services, programs and activities on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. To file a complaint alleging discrimination or harassment by CAMPA on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement or to make an inquiry, please contact the Principal or Director of Operations for complaints, and follow the process described below.

Complaint Policy

Any individual or group may bring a complaint to CAMPA Board of Trustees alleging a violation of the provisions of Article 56 of the Education law (i.e., the New York State Charter Schools Act), the school's charter, or any other provision of law relating to the management or operation of the charter school. The complaint may be presented to the Board in an open meeting or in written form. The Board shall respond at or prior to the next public meeting of the Board of Trustees. Every effort will be made to respectfully address the matter to the satisfaction of the individual or group who presented the complaint. The Board, as necessary, shall direct the Principal or other responsible party to act upon the complaint and report to the Board. The Board shall render a determination in writing, as necessary.

If, after presentation of the complaint to the Board of Trustees, the individual or group determines that the Board has not adequately addressed the complaint, the complainant may present the complaint to the New York State Education Department's (NYSED) Charter School Office, which shall investigate and respond. If, after presentation of the complaint to the NYSED Charter School Office, the individual or group determines that the NYSED Charter School Office has not adequately addressed the complaint, the complainant may present the case to the Board of Regents, which shall investigate and respond. The NYSED Charter School Office and the Board of Regents have the power and the duty to take remedial action as appropriate.

Appendix D: Field Trip Policy

By signing and returning the last page of this Handbook, I do hereby consent to my child's participation in all field trips that have been scheduled for the 2016-2017 school year (hereinafter referred to as "Field Trips") by CAMPA Charter School (CAMPA). I do forever release, acquit, discharge, and covenant to hold harmless CAMPA and its administrators, teachers, officers, employees, and agents (hereinafter collectively referred to as "CAMPA"), from any and all actions, causes of action, claims, damages, losses, or expenses of whatever kind or nature which I may have or acquire as the parent or guardian of the minor named on the last page of this Handbook arising out of or resulting, directly or indirectly, from said minor's participation in the Field Trips. I also release and discharge CAMPA from any claims, damages, losses, or expenses of whatever kind or nature which said minor may have or acquire arising out of or resulting from, directly or indirectly, her/his participation in the Field Trips. I/We further agree to defend and indemnify CAMPA against any claim, damage, loss, or expense of whatever kind or nature that CAMPA may have to pay that arises from said minor's intentional, grossly negligent, reckless acts, or omissions while participating in the Field Trip.

I hereby authorize CAMPA's employee(s) or agent(s) who is supervising said minor to act on our behalf in authorizing and consenting to emergency medical care for said minor if she/he becomes ill or is injured while participating in the Field Trips. This Authorization and Consent may be presented to the appropriate emergency medical staff at such time as emergency medical care is required. I hereby release and discharge CAMPA from any and all claims of any nature whatsoever, which may arise out of the decision to provide emergency medical care.

Parent/Guardian Student Name (print)

Date

Parent/Guardian Signature

Date

Appendix E: Release of Student Information

Consent for Release of Student Information Form

Dear Parent/Guardian/Eligible Student:

The person/group noted below has requested access to education records related to your daughter/son. To protect her/his privacy and in order to comply with the requirements of the Family Education Rights and Privacy Act (FERPA), CAMPA-Charter School (CAMPA) requires your permission to provide access to or copy the educational records listed below and provide the party named below with an appointment to review those documents or receive copies those documents. Please note that you are under no obligation to release these records to any person or group requesting access to your child's educational information. If, after reviewing the information in the request, you agree to release the documents named below from your child's records to the person or group named below, **please sign the bottom of this form and return it to CAMPA's Director of Operations**. You may request a copy of this signed form for your records.

Requestor information:

Name of the requestor:
requested:

Name of student whose records are being

Education records being requested (use the back of this form for additional space):

- 1) _____
- 2) _____
- 3) _____

Purpose of the records (to be completed by the requestor):

By signing below, I consent to the release of the above-noted education records for my child to the above-noted person/group.

Parent/Guardian/Eligible Student Name (print)

Date

Parent/Guardian/Eligible Student Signature

Date

Student Record Access, Review, Amendment Form

I am applying
for:

CAMPA staff member receiving
this form:

Access to student records
(visual inspection only, no copies)

Copies of student records _____

Date: _____

By submitting this request, I affirm that I understand that submission of this request is no guarantee of approval of such a request. I also affirm that I have received a copy of, and that this request is subject to, CAMPA's FERPA policy, CAMPA's Procedure for Accessing Student Records, and CAMPA's Procedure to Amend or Appeal Student Records.

To request access to or copies of student records, please provide the following information:	
Name of person requesting access, copies, or amendment of student records	
Name of student whose records are being requested	
Relationship of requestor to student	
Purpose of request	

To request an amendment of student records, please provide the following information:	
Date of amendment request	
Identify the record to be amended	
Describe the requested amendment	

Appendix F: Student Privacy and Records

Access to Student Records

Except for health personnel and local and state health department personnel, no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent of the student whose records are being requested. Any person (except for CAMPA staff and specific local or state health department personnel) who requests access to student records must adhere to CAMPA's FERPA policy and records request protocol. Note that submission of a request does not guarantee access to any part of a student's records.

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights & Privacy Act (FERPA) is a Federal law designed to protect the privacy of students' education records. FERPA gives parents certain rights with respect to their children's education records. Those rights include:

- Parents or eligible students have the right to inspect and review all of the student's education records maintained by the school. For records including information on more than one student, parents will be limited only to information pertaining to his/her child. Schools are not required to provide copies of materials in education records unless, for reasons such as great distance, it is impossible for parents or eligible students to inspect the records. Schools may charge a fee for copies.
- Student records or other identifiable information are maintained in a secure location to ensure confidentiality. Records that are no longer required or need to be disposed will be done so in a manner that ensures confidentiality and security.
- Parents and eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record commenting on the contested information in the record.
- Generally, schools must have written permission from the parent or eligible student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties:
 - School officials with legitimate educational interest
 - Other schools to which a student is transferring
 - Specified officials for audit or evaluation purposes
 - Appropriate parties in connection with financial aid to a student
 - Organizations conducting certain studies for or on behalf of the school
 - Accrediting organizations
 - To comply with a judicial order or lawfully issued subpoena
 - Appropriate officials in cases of health and safety emergencies

- State and local authorities, within a juvenile justice system, pursuant to specific State law

Schools may also disclose, without consent, "directory" type information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Procedure for Accessing Student Records

1. A parent may request to review his or her child's student file. Any person requesting to review a student file must request it in writing and submit it to the main office.
2. The Office Manager will review the request and determine whether to release the information to the requester. If the requester is not a parent or legal guardian, a *Consent for Release of Student Information* letter will be sent to the parent/guardian for permission. The parent is not required to give permission.
3. Once permission is granted to review a student's file, the requester must sign the *Record of Access* form in the student's folder. If a student has an IEP, the requester must also sign the *Confidential File Access Log* form in the student folder.

Procedure to Amend or Appeal Student Records

1. If a parent or legal guardian believes the education records relating to the student contain information that's inaccurate, misleading, or in violation of the student's right to privacy, s/he may ask that the record be amended. Parents or legal guardians may express the appeal in writing to the director containing the following information:
 - a. Information that's claimed to be inaccurate, misleading, or in violation of the student's privacy rights
 - b. Records in which the parent/legal guardian believes the information is contained
 - c. Basis for the claim (i.e. – why s/he believes the information is inaccurate, etc.)
 - d. The parent's/guardian's proposed change
2. The Principal will review the request and make a determination within fifteen school days of receiving the letter. The Principal will provide the parent/legal guardian with a written response to the request and explain the reason for his/her decision. If the action is warranted, the school may decide to remove, modify, or expunge the information in the record. Removing, modifying, or expunging an entry isn't an admission that the entry was improper or that any person acted improperly by including the entry on the record.
3. If the request is denied or no ruling is made in allotted time, the parent or guardian has the right to appeal the decision to the Board of Directors within twenty school days from the adverse ruling or failure to rule.
4. A hearing officer will be appointed by the Board of Directors. A hearing will be held within twenty school days after the parent/guardian files the request with the Board, and the parent will be given notice of date, place, and time of the hearing with sufficient advance notice.

5. A parent/guardian will be given the opportunity to present their appeal and may be assisted or represented by individuals of his/her choice or own expense. The hearing officer's decision must be based solely on the evidence presented at the hearing.
6. A written report containing a summary of the evidence and the reasons for the decision will be issued fourteen calendar days from the conclusion of the hearing. If necessary, the hearing officer will direct the principal to amend the records accordingly and inform the parent in writing. The hearing officer's decision will be final. If the parent doesn't agree with the decision, the parent has the right to place a statement in the record commenting on the contested information or stating why s/he disagrees with the decision of the hearing officer, or both.

If you have any questions regarding the procedure for accessing student records, please contact the school office at (917) 745-5175.

FERPA PARENT SIGNATURE PAGE

The Family Educational Rights & Privacy Act (FERPA) is a Federal law designed to protect the privacy of a student's education records. FERPA gives parents certain rights with respect to their children's education records.

- I have read the FERPA law that was issued to me by Collegiate Academy for Mathematics and Personal Awareness (CAMPA).

Student's Name

Parent's Signature

Date

Appendix G: Freedom Of Information Law (FOIL)

This policy provides information concerning the procedures by which records may be obtained. Personnel shall furnish to the public the information and records by the Freedom of Information Law.

1. Designation of Records Access Officer

- (a) The Board of Trustees is responsible for insuring compliance with the Freedom of Information Law, and designates the following person(s) as records access officer(s):
Director of Operations
CAMPA Charter School
1962 Linden Blvd
Brooklyn NY 11217
CAMPACHARTER@gmail.com
917 745 5175
- (b) The Records Access Officer shall insure that School personnel :
 - i. Maintain up-to-date subject matter list;
 - ii. Assist persons seeking records to identify the records sought;
 - iii. Contact persons seeking records when a request is voluminous or when locating the records involves substantial effort, so that personnel may ascertain the nature of records of primary interest;
 - iv. Upon locating the records, take one of the following actions:
 - a. Make records available for inspection; or,
 - b. Deny access to the records in whole or in part and explain in writing.
 - v. Upon request for copies of records:
 - a. Make a copy available upon payment or offer to pay established fees, if any, in accordance with Section 5; or,
 - b. Permit the requester to copy those records.
 - vi. Upon request, certify that a record is a true copy; and
1962-84 Linden Boulevard | Brooklyn, New York 11207 Telephone 917 745 5175 | <http://campacharter.org>
 - vii. Upon failure to locate records, certify that:
 - a. CAMPA Charter School is not the custodian for such records, or
 - b. The records of which CAMPA Charter School is a custodian cannot be found after diligent search.

2. Location and Hours

Records shall be available by appointment for public inspection and copying at:

CAMPA Charter School
1962 Linden Blvd
Brooklyn NY 11217
CAMPACHARTER@gmail.com
917 745 5175

3. Definition of Records

- A record is defined as any information kept, held, filed, produced or reproduced by, with or for an agency or the state legislature, in any physical form whatsoever including, but not limited to, reports, statements, examinations, memoranda, opinions, folders, files, books, manuals, pamphlets, forms, papers, designs, drawings, maps, photos, letters, microfilms, computer tapes or discs, rules, regulations or codes.
- (b) The School will maintain

- i. a record of the final vote of each member of the Board of Trustees in every Board meeting in which the trustee vote;
- ii. a record setting forth the name, public office address, and title and salary of every officer or employee of the School; and
- iii. a reasonable detailed current list, by subject matter, of all records in the School's custody or possession, whether or not available under the Freedom of Information Law. **1962-84 Linden Boulevard | Brooklyn, New York 11207 Telephone 917 745 5175 | <http://campacharter.org>**

4. *Availability of Records*: The School may deny access to request records or portions thereof that:

- o (a) are specifically exempted from disclosure by state or federal statute, like certain student records;
- o (b) if disclosed would constitute an unwarranted invasion of personal privacy;
- o (c) if disclosed would impair present or imminent contract awards or collective bargaining negotiations;
- o (d) are trade secrets or are submitted to the School by a commercial enterprise or derived from information obtained from a commercial enterprise and which if disclosed would cause substantial injury to the competitive position of the School;
- o (e) are compiled for law enforcement purposes and which, if disclosed, would:
 - i. Interfere with law enforcement investigations;
 - ii. Deprive a person of a right to a fair trial or impartial adjudication;
 - iii. Identify a confidential source or disclose confidential information relating to a criminal investigation; or
 - iv. Reveal criminal investigative techniques or procedures, except routine techniques and procedures.
- o (f) if disclosed, would endanger the life or safety of any person; (g) are inter-agency or intra-agency materials which are not:
 - i. statistical or factual tabulations,
 - ii. instructions to staff that affect the public,
 - iii. final agency policy or determinations;
 - iv. external audits, including but not limited to audits performed by the comptroller and the federal government
- o (h) are examination questions or answers which are requested prior to the final administration of such questions; or
- o (i) if disclosed, would jeopardize the School's ability to guarantee the security of its information technology assets; or
- o (j) are photographs, microphotographs, videotape or other recorded images prepared under authority of Section 111(a) of the Vehicle and Traffic Law.

5. *Fees*

- o (a) Fees for copies may be charged, provided that: **1962-84 Linden Boulevard | Brooklyn, New York 11207 Telephone 917 745 5175 | <http://campacharter.org>**
 - i. the fee for copying records shall not exceed 25 cents per one-sided page for photocopies not exceeding 9 by 14 inches;
 - ii. the fee for all other records shall not exceed the actual reproduction cost.

6. *Requests for public access to records*

- (a) Requests to inspect or secure copies of records shall be submitted to the Records Access Officer on a form prescribed by the Records Access Officer. The request shall reasonably describe the records or records sought.
- (b) A response shall be given within five (5) business days of receipt of a request by:
 - i. informing a person requesting records that the request or portion of the request does not reasonably describe the records sought;
 - ii. granting or denying access to records in whole or in part;
 - iii. acknowledging the receipt of a request in writing, including an approximate date when the request will be granted or denied in whole or in part, which shall not be more than twenty (20) business days; or
 - iv. if the receipt of request was acknowledged in writing and included an approximate date when the request would be granted in whole or in part within twenty business days of such acknowledgment, but circumstances prevent disclosure within that time, providing a statement in writing within twenty business days of such acknowledgment specifying the reason for the inability to do so and a date certain, within a reasonable period under the circumstances of the request, when the request will be granted in whole or in part. **1962-84 Linden Boulevard | Brooklyn, New York 11207 Telephone 917 745 5175 | <http://campacharter.org>**

7. *Denial of access to records*

- (a) Denial of access to records shall be in writing stating the reason therefore and advising the requester of the right to appeal to the Board of Trustees.
- (b) If requested records are not provided promptly, as required in Section 6, such failure shall also be deemed a denial of access.
- (c) The Board of Trustees shall determine appeals regarding denial of access to records under the Freedom of Information Law:
CAMP A Charter School
1962 Linden Blvd
Brooklyn NY 11217
917 745 5175
- (d) Any person denied access to records may appeal within thirty days of a denial.
- (e) The time for deciding an appeal shall commence upon receipt of a written appeal identifying:
 - i. the date and location of requests for records;
 - ii. a description, to the extent possible, of the records that were denied; and
 - iii. the name and return address of the person denied access.
- (f) A failure to determine an appeal within ten business days of its receipt by granting access to the records sought or fully explaining the reasons for further denial in writing shall constitute a denial of the appeal.
- (g) The Board of Trustees shall transmit to the Committee on Open Government copies of all appeals upon receipt of appeals. Such copies shall be addressed to:
Committee on Open Government Department of State
41 State Street Albany, NY 12231
- (h) The Board of Trustees shall inform the appellant and the Committee on Open Government of its determination in writing within ten business days of receipt of an appeal. The determination shall be transmitted to the Committee on Open Government in the same manner as set forth subdivision (g) of this section.

8. *Public notice:* A notice containing the title or name and business address of the records access officer and the Board of Trustees and the location where records can be seen or copies shall be posted in a conspicuous location wherever records are kept and/or published in a local newspaper of general circulation.

9. *Family Education Rights and Privacy Act:* The School will not disclose any information from a student's permanent record except as authorized pursuant to the Federal Education Rights and Privacy Act or in response to a subpoena as required by law. The parents or guardians of a student under the age of 18 years of age, or a student 18 years of age or older, are entitled to access to the student's school records by submitting a written request to the school leader. **1962-84 Linden Boulevard | Brooklyn, New York 11207 Telephone 917 745 5175 | <http://campacharter.org>**

**CAMPA CHARTER SCHOOL
FREEDOM OF INFORMATION PUBLIC NOTICE**

The Freedom of Information Law, which took effect on January 1, 1978, gives you the right of access to many public records.

CAMPA Charter School has adopted a policy governing when, where, and how you can see public records.

The policy can be seen at all places where records are kept. According to this policy, records can be seen and copied at:

CAMPA Charter School
1962 Linden Blvd
Brooklyn NY 11217
917 745 5175

The Director of Operations will help you to exercise your right to access these public records.

Director of Operations
CAMPA Charter School
1962 Linden Blvd
Brooklyn NY 11217
917 745 5175

If you are denied access to a record, you may appeal to the following person(s) or body:

Board Chair
CAMPA Charter School
1962 Linden Blvd
Brooklyn NY 11217
917 745 5175

Appendix H: Annual Pledge

Student & Family Annual Pledge for the 2016-2017 School Year

Parent/Guardian and Student Acceptance of Terms

In signing and submitting this Pledge:

I acknowledge that I have received, read, and support CAMPA Charter School (CAMPA) Student & Family Handbook and its policies.

I understand that I am expected to be actively involved in my child's education and to maintain open communication with the teachers and administrators of CAMPA.

I acknowledge that I have read the section of the CAMPA Student & Family Handbook regarding the Anti-Bullying Laws and I understand that this law will be strictly enforced at CAMPA.

I acknowledge that I have read the section of the CAMPA Student & Family Handbook regarding the Family Educational Rights and Privacy Act (FERPA) and the procedures for accessing, amending, and appealing my child's school records once he/she is age 18 or over.

I acknowledge that I have read and agree with the section of the CAMPA Student & Family Handbook regarding field trips and trips outside of the school building.

My signature below indicates that I have received a copy of CAMPA's FERPA policy, CAMPA Procedure for Accessing Student Records, and CAMPA's Procedure to Amend or Appeal Student Records.

This Pledge must be signed and returned to the student's advisor no later than September 8, 2016.

If I have any questions or comments regarding the Student & Family Handbook, I will call the school's main office at (917)745-5175 to speak to my child's advisor or a member of the school's administrative team.

Student Name (please print) _____

Student Signature _____

Parent/Guardian Name (please print) _____

Parent/Guardian Signature _____

Parent/Guardian Phone (day) _____ (evening) _____

Today's Date _____

Student & Family Annual Pledge for the 2016-2017 School Year

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Student Signature _____

Parent/Guardian Name (please print) _____

Parent/Guardian Signature _____

Parent/Guardian Phone (day) _____ (evening) _____

Today's Date _____