

Student & Family Handbook 2019-2020

Academy of Health Sciences Charter School
provides a learning environment that ensures academic achievement while preparing students
for college and career readiness and lives of service
in the health sciences.

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AHS' Mission, Tagline, Logo



MISSION: Academy of Health Sciences Charter School provides a learning environment that ensures academic achievement while preparing students for college and career readiness and lives of service in the health sciences.

TAGLINE: Be Empowered. Now.

The school’s tagline represents its urgent belief that all families, students, and educators can be empowered to succeed and serve today and every day.

LOGO: The AHS microscope represents how looking closely at how things work and how things are within the health sciences, education, and life allows all of us to be empowered to change and innovate. The power to discover our best future is in our hands.

School Information

School Location	1001 Lake Ave, Rochester, Ny 14613
School Phone	585-254-1003
School Fax	585-484-1393
School Website	www.ahscharter.org
School Facebook	@ahscharter
School Twitter	@ahscharter
School Instagram	@ahscharter
School Hours	9:00-4:00pm
School Grades	5 th Grade and adding a grade level each year

What is the Academic Focus of AHS? Teaching and learning at AHS focus every day on a rigorous and culturally responsive college preparation curriculum in Language Arts, Math, Social Sciences, Physical Sciences, and Enrichment classes that engages all learners through the thematic learning and teaching of the Health Sciences.

What are the Health Sciences? The Health Sciences refers to a large group of disciplines related to the delivery of health care to humans and animals through the application of science, engineering, mathematics and technology.

Staff Directory

Position	Name	Email
Principal	Wanda Perez-Brundage	wandaperez@ahscharter.org
Director of Operations	Alison Tyler	alison Tyler@ahscharter.org
Executive Assistant	Maggie Camacho	maggiecamacho@ahscharter.org
Dean of Students	Jonathan Sharp	jonathansharp@ahscharter.org
5 th Grade Teacher	Kelli Ragin	kelliragin@ahscharter.org
5 th Grade Teacher	Sarah Vistocco	sarahvistocco@ahscharter.org
5 th Grade Teacher	Julietta Gongazue	juliettagonzague@ahscharter.org
5 th Grade Teacher	Zach Krieger	zacharykrieger@ahscharter.org
Special Education Teacher	Kasey Reynolds	kaseyreynolds@ahscharter.org
Special Education Teacher	Anna Coots	annacoots@ahscharter.org
School Counselor	Diana Tavelaris	dianatavelaris@ahscharter.org
Physical Education Teacher	Kevin Paino	kevinpaino@ahscharter.org
Music Teacher	Siena Facciolo	sienafacciolo@ahscharter.org
Art Teacher	Stephfea Jackson	stephfeajackson@ahscharter.org
Assistant Teacher	Carisha Waters	carishawaters@ahscharter.org
Assistant Teacher	Melissa Cianciulli	melissacianciulli@ahscharter.org

Staff will share cell phone numbers and other important updates through the Classtag phone app.

Your child's teachers will help you get set up during orientation.



AHS Family & School Agreement 2019-2020

AHS' mission is to provide a learning environment that ensures academic achievement while preparing students for college and career readiness and lives of service in the health sciences.

AHS also knows that families are a student's first and most important teacher. The support of a family has a lasting impact on a child. AHS knows that every family member is important and shares in the successes and challenges experienced by a student.

Therefore, AHS school staff commit to being active partners with all family members and especially parents and guardians.

We ask all families to be active partners with AHS for the success of every student by doing THREE MAIN THINGS;

- (1) NOTICE what your child is learning at school by doing your best to communicate to your child daily about their school experience hearing their thoughts, successes, and challenges
- (2) OPEN the door to partnership by providing the school and its staff with regular feedback on what is working well for your child's learning and well-being as well as what can be improved. We are here for you, don't wait to talk to us any time.
- (3) WIN with your child by attending the following events that are critical to school success:
 - A. A Home Visit in your home or a nearby community place
 - B. Family-Student-Teacher Empowerment Team Meetings
 - C. AHS Family Celebrations

Please sign below to indicate that you understand this school agreement and have received the Family & Student Handbook.

I understand and agree with the above commitment to being an important, empowered family at AHS and I have received the Family & Student Handbook.

Parent(s) Signature _____

Student's Name _____

****This form is provided at the end of the Handbook to sign, rip out, and submit to the school****

Attendance and Tardiness Policy

**It is vital that all children attend school regularly.
Parents/guardians are expected to notify the school by 9:00am each day a child is absent and
provide a reason for the absence.**

Please call 585-254-1003; you may leave a message but be sure to say the student's name clearly. Parents will be contacted by 10:00am every morning if their child is absent without explanation. Failure to improve attendance may jeopardize the child's grade level promotion for the following school year.

In addition, New York State Law states, under the Educational Neglect clause, a parent or guardian who does not ensure that his/her child attends school regularly can be found to have neglected the child. As mandated reporters, AHS staff is required to report child neglect to Child Protective Services. **All students who have 20 unexcused absences will result in a school staff member reporting each case of chronic truancy. We must legally take this action, but will not do so without first attempting to meet with the parent at least THREE times.**

Written documentation is required for absences of two or more days.

Determination of Excused and Unexcused Absences, Tardiness and Early Departures

An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance and education, quarantine, required court appearances, approved field trip, "Student to Work" Day, attendance at health clinics/medical appointment, or other such reasons as may be approved by the Board of Trustees. Out-of-school suspensions are marked as a suspension in the attendance record.

An unexcused absence is any absence that is not described in the previous (Excused) paragraph and includes, for example, family vacation, babysitting, no transportation, lack of proper clothing, oversleeping, or helping a parent with siblings.

Being Late & Leaving Early = Loss of Instructional Time

All late arrivals (tardy) and early pick-ups will total lost instructional time which is reported on every report card so that parents are informed and understand the impact on learning:

- School begins at 9:00am every day. Students who do not have a bus, are late at 9:01am.
- Students with a bus route are late only if they refuse to enter the building within 1 minute of dismissal from the bus. They are absent if they are not on the bus or do not arrive by 9:00am.
- If a bus is late, students will be marked as on-time.

Improving Attendance Together

AHS will schedule a parent conference with any parent of a student who has five days of unexcused absences and then an additional conference after each additional five days. Attendance Letters will be provided via US mail, email, and for students to take home documenting the student's current attendance record and the need for a parental conference.

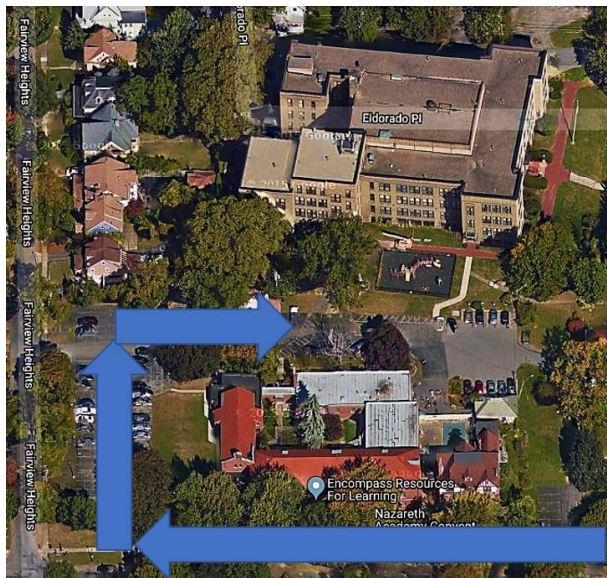
Arrival Procedures

8:55am ~ Doors will open at 8:55am when staff are on duty. No student should arrive prior to 8:55am. If a school bus arrives before 8:55 am, RCSD procedures ensures all students are safe on the bus with the driver until 8:55 am.

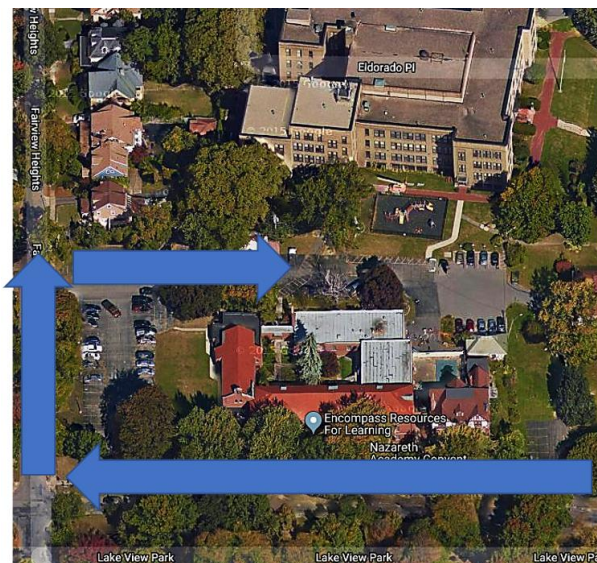
Parent Drop-Off:

Students may be dropped off between 8:55-9:00 AM. Enter from either the second entrance off of Lakeview Park Road or the entrance from Fairview Heights Road - see maps below. Once in the parking lot, proceed to the crosswalk in front of the school entrance. To ensure safety, let your child out only when you see an AHS staff member escorting children across the crosswalk.

Option #1 for drop-off: 2nd entrance off of Lakeview Park Rd, through the parking lot, around to crosswalk



Option #2 for drop-off: Entrance off of Fairview Heights Road, straight ahead to crosswalk



Student Entry: Students will enter through door 3 only and proceed to the cafeteria for breakfast. Any students arriving at 9:10am or later must go to the main office first for a late pass. If a school bus arrives late, late passes are not required. Staff will be stationed outside and inside to ensure a safe entry.

Dismissal Procedures

3:50 PM ~ Daily dismissal of all students is 3:50pm.

Parent Pickup:

Students may be picked up between 3:50-4:00 PM. Park in the parking lot off of Lakeview Park Road or Fairview Heights Road. Enter at the AHS entrance and come to the main office to pick up your child. Only legal parents and authorized contacts are permitted to pick up students.

Early Pick Up Procedures

If a child has special transportation or dismissal circumstances, the child must bring a written note from a parent or legal guardian to the main office by 3:00pm on full-day school days, by 12:00pm on half-days. If a written note is not received, the child will follow their normal dismissal procedures. If an emergency occurs, you may call the office and speak directly to school personnel about the arrangements. Please do not leave this information on voicemail, as it may not always be heard in a timely fashion.

To pick up a student prior to regular dismissal time, parents/guardians must check in at the Main Office and officially sign the student out for the day. All students must be signed out by the legal parent or guardian or by their pre-approved designee. Official government identification is required for all adults even when designated on the enrollment form. Students cannot be picked up early after 3:40pm. If a student returns after an early pick up, they must be signed in by a legal parent or guardian before 3:40pm.

Transportation

Busing is available for all students living more than 1.5 miles from the school. A bus route is requested by parents during the enrollment process. Please call or visit the school's main office for more information.

Most students receive bus transportation to school. If a child has special transportation or dismissal circumstances different from their normal dismissal mode, the parent or guardian must call the main office by 3:30pm on full-day school days, by 12:00pm on half-days. If a call from an authorized guardian is not received, the child will follow their normal dismissal procedures. If an emergency occurs, you may call the office and speak directly to school personnel about the arrangements. Please do not leave this information on voicemail, as it may not always be heard in a timely fashion.

Bus Conduct

Students are under the supervision of the school bus personnel who are not employees of Exploration while going to and from school. Transportation is provided by the district of residence, and the transportation department rules for conduct apply. However, please be aware, upon entering the bus, students are on school property and all AHS school rules now apply, as well. The following rules are enforced:

- Students must remain seated at all times and wear seatbelts.
- Students must use "indoor" voices.
- Students must follow appropriate rules of conduct and respect while interacting with other students, bus drivers, and aides.
- Students may not eat or drink on the bus.
- Students may not operate electronic devices on the school bus except for cell phones in an emergency.

To ensure the safety of students and adults, inappropriate conduct will not be tolerated. Students who pose a concern will receive a written conduct report and will be dealt with accordingly. Those students will meet with the school administrators and parental contact will be made. At this time, a determination may be made regarding transportation. If a child receives several conduct reports or the nature of the incident is severe, the child may lose his/her bus privileges for a determined amount of time. Parents will be responsible for transporting those students to and/or from school.

Cell Phones, Parent Communication, and Media Consent

Cell Phones

Students are permitted to have cell phones for emergencies only. Cell phones must be in a backpack at all times. Cell phones that are stolen or lost are the sole responsibility of the parent. AHS is not responsible for safety and security of cell phones. Therefore, cell phones are strongly discouraged and are never permitted to be out of the backpack in the school building, on buses, or the school grounds.

Parent Communication

If a parent needs to reach a student, the parent should call the school's main office. If no one can be reached in the office, the parent can also call the principal or teacher(s) directly.

Parents are asked to only contact the school in the event of a safety issue or family emergency. AHS will do everything possible to provide the student with an opportunity to speak to the parent at their request and in case of any emergency.

Media Consent

Reproduction of a child's image, by means of digital, audio/video recording, or still or motion photography will be used only for the promotion of academic and service programs.

Parents/guardians will be asked to consent to the reproduction of my child's image and likeness on the website or any other social media of AHS prior to posting. Consent can be given at the beginning of the year for all media requests or parents can request to be asked for permission for each posting.

Students are not permitted to take photos or videos of other students using personal cells for any reason at any time.

Student Dress Code

AHS encourages all parents and students to uphold the student dress code for several important reasons;

- A dress code reduces distractions and competition based on clothing;
- A dress code reduces costs for parents;
- A dress code creates a sense of group identity and unite us as a community;
- A dress code models for students the importance of dressing appropriately for school and work.

AHS' Daily Dress Code includes the following;

- AHS Logo t-shirt
- Any plain shirt in white, gray, black or any shade of blue (turtlenecks, polos, sweatshirts, t-shirts, sweaters, etc)
- Black, khaki, gray or any shade of blue pants or knee-length skirts
- Black or blue jeans (must be clean and not ripped)
- Comfortable shoes or sneakers, no sandals or open-toed shoes

Parents may choose from the list above in order to meet the dress code. Shirts with words or images are not allowed unless approved by the principal the day before wearing. Plain white, black, or gray hoodies are allowed but must be worn over approved shirts only. Leggings and skirts are **STRONGLY** discouraged.

Teachers and staff will encourage students to have shirts tucked in and will assist if cleanliness becomes an issue or is distracting to the learning. **NO** student will be shamed or consequence

for an issue with dress code. AHS does ask that parents communicate needs and work with the school to ensure all students have what they need to be successful.

Heels higher than 1.5 inches, open-toed, and backless shoes are prohibited at all times. Boots, sneakers, low-heeled dress, or casual shoes are allowed as long as they promote safe walking on all surfaces.

Hats of any kind are only permitted outside of the school building. Baseball caps are strongly discouraged due to the likelihood of them being lost or misplaced.

Family and School Communication

Communication between parents, families, and the school is critical to the success of each student and the health of our community. Teachers and all staff are expected to communicate with every parent of every child at least once a month to provide news of successes and empowerment. In addition to regular communication via text, phone calls, Facetime and in person, below is a list of the ways that the Family and School can communicate during the school year. All students will be given an academic binder which will have a home communication section as well.

On the next page is a table that lists all of the ways, parents and school can communicate with each other.

Name	Format	Who sends	When	Content
ClassTag App for Your Phone	App Text & Voice or Direct Text using Cell phone	Individual Staff	Frequently	All parent communication with teachers.
General Phone or Text	Class Phones, Cell Phones	Anyone	As needed	Class phones, parent optional to leave voicemail. Direct calls will not go through during instruction. Cell phone numbers will be provided by staff members to parents.
AHS Website	Website: ahscharter.org	Leadership Staff	Updated regularly	We will continue to upgrade.
AHS Facebook Group	Facebook	Principal	Updated regularly	Open forum for public and parents.
Swift K-12 Whole School Messaging System	Phone, Email, Text Service	Principal	Weekly and as needed	Reminders, scheduling changes, emergencies.

Reminder Stickers	Stuck to students shirt	Main Office	Before each event	Reminder stickers on students.
Report Cards & IEP Progress Reports	Printed and hand-delivered to parents during student-led conferences	Teachers & Principal	Each Quarter	Standards-based student information regarding academic achievement, overall development, growth, and education plan accomplishments.
Student, Parent, and Teacher (SPT) Empowerment Meetings	In-person meetings	Teachers & Principal	Per the calendar (4) total	Parents, students, and teachers communicate with one another on progress towards goals.
Parent & Family Handbook	The printed manual of all school policies and procedures	Principal	Orientation	A handbook including all school policies and procedures.
Parent & Family Information In Main Office	Bulletin boards and displays	Main Office	Updated regularly	Any and all internal and external family support information.

Home Visits

At AHS, we believe that one of the best ways to begin to build strong relationships with our families is for classroom teachers and other school staff to visit homes or community places with our students and their families. These visits are a great opportunity for families and teachers to get to know each other in a relaxed, informal setting. Our staff has a goal of visiting 100% of AHS families by 2020!

Below are AHS's home visit guidelines:

- Home visits are voluntary for families. Please do not feel pressured in any way.
- Home visits can be at any location except on school grounds – even if not at the child's home. Community places like libraries, coffee shops, and restaurants are great places to share time together.
- Home visits can take place any day of the week during the following hours 4:30-7:00pm or on the weekends from 8:30am – 7:00pm. If the parent prefers a different time, special arrangements can be made with principal permission.
- Teachers and school staff always make a visit in groups of 2 or 3 and visits last between 30-40 minutes.
- During the visit, teachers, staff, and families build relationships and get to know each other.
- Visits will always be scheduled at least 2 days in advance. If you need to change home visit plans, please call the school or teacher immediately.
- We ask teachers to take pictures during their home visit to place in a special place in our school, but this is also voluntary.

AHS Visitor and Volunteer Policy

Parent Classroom Visits & Family Volunteers

AHS has an **open door policy** for our parents/guardians. This is YOUR SCHOOL and the more involved you are the more your child will benefit!

We welcome parents/guardians to join classroom activities, chaperone field trips, visit the classroom as a guest speaker, and share aspects of their culture with students at any time as long as it doesn't take away from the educational experience of all children.

To visit your child's classroom, parents must sign in at the front desk, receive a Visitor's pass, and be escorted to the classroom. Other family members can also participate and visit the classroom, however, we ask that the parent notify the school in advance and that no more than two family members visit a class at one time with the exception of a special event. Government issued identification is required of all adults entering the school building including those for classroom visits. This is for the safety of all children.

During a classroom visit, parents may ask the teacher about volunteer jobs to do during their visit or they may simply observe the learning. In order to receive a regular volunteer job at the school, please contact the principal and let your child's teacher know that you want to become a regular volunteer. Family volunteers may need to undergo fingerprinting and must be supervised by school staff at all times.

Non-Parent Visitor & Volunteer Policy

Members of the community including friends and family of staff members are welcome to request a school visit. School visits must be pre-approved by the principal prior to the visit.

All visitors must respect the learning environment and refrain from approaching students or staff during instructional times or times that adults are on duty in the supervision of children. Visitors are asked not to address children at the school unless formally introduced by a staff member. This is a necessary guideline to protect student privacy. Visitors may not photograph or video students at any time.

All visitors must be supervised at all times. Visits are one-day or less than one-day occurrences and will not be approved for multiple concurrent days. Visitors must be over 18 years of age, unless they are a direct family member of a student.

Any volunteers having direct contact with students or any long-term volunteers (longer than 3 days) must undergo fingerprinting per New York State law. Volunteers will be assigned tasks based on the school's needs and the volunteers interest. Volunteers will not work directly with children unless trained and supervised within a program or special event. Therefore, volunteers are asked to not address children unless formally introduced by a staff member. This is a necessary guideline to protect student privacy. Volunteers will be supervised at all times.

School safety is our number one priority at AHS. Safety procedures include a full-camera enabled security system. In addition, all person(s) visiting the school must sign and be escorted throughout the school building. No non-school person(s) including parents and family members are left unsupervised with students at any time.

Students are supervised at all times including in hallways. Students entering the rest rooms are monitored to ensure that they have privacy and return to classroom spaces.

Parents are strongly encouraged to communicate regarding any safety concerns immediately. Any and all misconduct on the part of any guest or staff of the school will be reported to the authorities immediately.

Health Records

AHS requires a New York State School Health Record for each child enrolled, completed and signed by the child's physician. This document must reflect a complete, up-to-date immunization record.

Medications and Illness

Over the counter medication and prescription medication will be ONLY given to a child by the nurse if the proper form is signed a doctor. Students cannot bring medication to school. Medication will only be accepted from the parent. When proper forms are returned with a doctor's signature, the school nurse or authorized school personnel will administer the medication according to the doctor's instructions. Medications should not be accessible to students at any time during the school day.

Below are the school regulations for administering medications in accordance with the NYS Department of Health:

- No medication will be administered without the parent/guardian's signed consent and the written medication authorization order from the physician. These documents will be kept on file in the Student's Health Record. The parent/guardian is responsible for obtaining the required information from the physician.
- All medication must be properly labeled by the pharmacist. The label must include the student's name, the name of the medicine, date, dosage and time of administration, and directions for administration. Expired medications will not be accepted. All medications require an expiration date.
- The first day's dosage of any new medication must be given at home.
- All medications must be brought to school by the parent/guardian and given to the school nurse.

AHS must ensure the health and safety of all children and staff. If the child is not feeling well, he/she should not come to school. In the event of an absence due to illness, parents should call the school office. In order to best support children's health and well-being, children with any of the following conditions should remain at home:

- Fever over 100° during past 24 hours
- A cold in active stages
- A sore throat and/or swollen neck glands
- Undiagnosed rash or skin changes
- Vomiting or diarrhea within the past 24 hours

- Head lice, ringworm or other parasites that have not been treated
- Any other untreated contagious disease such as conjunctivitis (pink eye)
- Difficulty in breathing, respiratory changes
- Other conditions as may be determined by the Principal or Nurse

If any of the above-mentioned conditions arise or are detected while children are at school, parents/guardians will be notified immediately and are required to pick up children as soon as possible.

Doctor's Note Required for Re-entry to School

In cases of contagious diseases such as conjunctivitis, ringworm, scabies, AHS requires that a doctor's note be provided showing that a child is no longer contagious. Parents should notify the school office if the child has been exposed to a contagious disease. In the case of serious medical emergencies, school personnel will notify parents and call 911 for medical intervention immediately.

Accidents and Incidents

Safety is of primary importance. Any accident or incident of concern is reported to the school leadership and documented in the Accidents and Incidents Log immediately. The adult (teacher, assistant, administrator) who witnessed the accident or incident will call the parent by 4:30pm or ask for office support in contacting the parent. Written incident reports will be provided to all parents immediately upon request. Parents can also request to discuss the incident with the teacher or principal.

In the case of accidents or incidents that require medical attention, school personnel will notify parents immediately and will call 911 for medical intervention. All instructions and recommendations by emergency medical professionals will be followed.

Academy of Health Sciences Charter School participates in a student accident insurance plan through a private insurance company. This may provide reimbursement of certain medical expenses to enrolled students who incurred injuries during school supervised and sponsored school-time activities. For parents and students needing to make a claim, call the Director of Operations, Alison Tyler at (585) 254-1003 for a claim form and instructions.

Remember that the student accident plan is a secondary coverage. *A claim is first made on the parent's primary medical insurance.* If no medical expenses remain, no claim should be made against the school's accident insurance. NOTE: Medicare and Child Health Plus are also primary coverage and a claim must first be made with them as well. In the case where a student is uninsured all bills should be submitted first to the school's student accident insurance plan.

AHS Wellness Policy & Nutrition

AHS' complete wellness policy is included at the end of the handbook. Here are some key guidelines for parents regarding snacks and lunches.

School Breakfast, Lunch, and Snack Policy

In order to maintain physical and mental wellness, AHS does not permit students to bring additional snacks to school for consumption at any time. Healthy snacks of one fruit and one dairy or grain will be provided daily in addition to a nutritious lunch and breakfast. In cases of specific allergies or dietary needs, the parent must communicate with the school nurse before the school year begins in order for a school to make the needed modifications. Doctor's notes will be required for all allergy or specialized dietary needs. If a student brings a lunch to school, the lunch will be secured and provided at lunch time. Parents are asked to follow the Wellness Policy for guidelines.

We are **NOT** able to provide refrigeration or microwave use for lunches from home. Please plan accordingly.

For birthdays and other celebrations within the classroom, parents are encouraged to provide fruits, veggies, and other healthy snacks along side any special foods.

Teachers do not provide students with unapproved snacks including candy at any time without the permission of the principal or notifying the parents. Please refer to suggestions given in the school Wellness Policy at the end of the handbook.

Your child may participate in our school breakfast and lunch program. We *strongly encourage* our students to eat the school lunch. Monthly menus are sent home so that you may help your child make selections. If you have concerns regarding our food service program, please feel free to contact the school office.

School Closings

For severe weather, AHS follows the Rochester City School District's decision to close for a full day, delay the start of school or close early. All closings will also be announced via the website, local radio and tv stations, and via automatic phone call to all parents.

If the school must be closed for a building emergency or emergency evaluation, all evacuation plans are followed and parents will be contacted immediately with specific instructions for busing or pick up.

Parents are urged to make sure that the office has up-to-date phone numbers for yourself and approved persons at all times so you can be reached on such occasions.

Field Trips and Community Walks

AHS will hold several field trip experiences this year. These trips are focused on Health Sciences Field Experiences in local hospitals, museums, and other similar organizations. Field experiences are at no charge to students.

Parents/guardians must sign a permission form allowing students to leave school grounds for the purpose of educational trips.

No request form or permission slip is required for community walks up to a half mile in distance as long as the parent/guardian has given completed the Community Walks permission form at the beginning of the year. Community walks are used by teachers as part of lessons and promote healthy habits.

Signed permission slips will be kept on file for all students in order for them to participate in a field trip. Parents/guardians are given at least one week's notice to sign and return permission slips. Verbal permission may be obtained if needed, but this must be recorded and a permission slip signed later the same day.

In order for a child to participate in his/her grade level field trip, he/she must maintain strong behavioral standards, have a consistently positive pattern of behavior, be able to follow directions consistently and accurately (to ensure safety), and arrive at school on time on the day of the field trip. Other considerations may play a factor in a student's ability to participate. These factors will be communicated to the parent from the teacher. In some cases, a parent/guardian may be required to attend the field trip with the student, based on the student's previous patterns of behavior. The parent will be informed up to 1 day prior to the field trip. If a parent/guardian can not attend, the child will not be allowed to participate in the field trip. All final decisions will be made by the school leadership.

Parents/guardians are encouraged to attend any/all field trips. When volunteering for a field trip, AHS requires that parents/guardians stay with his/her individual child and remain in consistent communication with the classroom teacher.

Learning at AHS: Health Sciences and More

Learning Themes and Report Card Standards will be provided to every parent by the 5th grade teachers during our August 29th Celebration..

Learning at AHS is always;

- Rigorous so that no child will learn something they already know
- Responsive so that it meets the needs of each child
- Relevant to that it reflects the diversity of our world and its cultural richness
- Student-centered and measurable so that students are empowered to lead their own learning and so that parents, students, and teachers can see grow over time.

Homework at AHS is a part of the learning process. However, homework is only give as additional practice for skills already taught. Students will not be given homework that includes tasks they do not know how to do. If your child needs assistance with homework, please let

your child's teacher know immediately. Homework should be done by the student without any assistance from the parent needed. Parents can discuss the homework with their child in order to give the child an opportunity to say what they have learned, but should complete it independently. Students will have a maximum of 3 practice problems for each homework per main content subject. Students are highly encouraged to do IXL on any computer, phone, or tablet for homework each night. Students will be provided with logins during the first week of school.

Student Learning Materials

Every student will be given the following items for learning at school. These items must stay at school at all times. No other supplies from home are required.

- Student Binder & Dividers
- Small Drawstring Bag & Water Bottle
- Chrome Books
- Reading Books
- Pencils and all materials for reading, writing, math, science, art, music, and PE

Parent, Student, and Teacher Empowerment Teams

Empowerment team meetings are a time for parents, students, and teachers to work together by seeing how students learn and how much they have grown academically.

A free delicious and healthy dinner will be provided for the whole family (parents and immediate children).

Most importantly we will celebrate learning together! Do not miss this! The goal is for 100% of parents to attend all meetings. There will be FOUR meetings this year and final end of the year celebration dinner as well.

At Every Meeting:

- Students will teach parents a new learning game to play together at home
- Teachers discuss one or more foundational skills and provide materials for activities that support mastery of these skills.
- Teachers share updates on how every child is growing and learning.
- Parents find out if your child is learning and growing more or less than other students and how we can help every child succeed!
- Parents, students, and teachers will leave with clear goals in mind and EMPOWERED!

Student Led Parent-Teacher Conferences

At AHS all students will lead the parent-teacher conferences. Conferences are held three times a year during the normal school day or via Face-time in the evening hours as needed. Teachers will coordinate times on the designated days with each parent.

Students will be supported in planning their conference. They will present their learning portfolio, they will celebrate themselves, and how they have been supported by teachers and parents. They may also give the teacher feedback on how she or he can help them learn more.

Parents may ask students questions including how they can help their child succeed. AHS' goal is for every parent to participate in all three student led parent-teacher conferences.

Student Support & Special Education

At AHS there are a number of resources to support your child's success in school. Resources are designated to ensure not only the academic wellbeing of students but also their mental and physical health.

AHS takes a preventative, proactive approach to student support by focusing on support structure within the classroom, in the home and with the assistance of community resources.

System of Intervention (also known as Response to Intervention-RtI)

AHS is committed to ensuring the needs of all students are met. Therefore, AHS engaged fully in a system of intervention that includes the following:

- Regular assessment of learning through a variety of measures including daily checks for understanding, weekly mastery checks, and unit assessments.
- Regular teacher, counselor, dean of students, and principal collaboration regarding the strengths and needs of every student to ensure all students are making progress on their individual goals.
- Designing and applying new interventions based on goals for a minimum of 21 days and then assessing the impact of the new intervention.
- Interventions can include but are not limited to: 1) Individual Incentive Plans 2)One-on-one academic support 3)Counseling individually or in Groups 4)Computerized differentiated instruction

Parents are invited and strongly encouraged to attend any Intervention Team meetings scheduled by AHS. AHS will make every effort to schedule meetings at times that parents can attend.

Special Education Process

AHS is committed to ensuring that its students with special needs have a with a full range of special education programs and services aligned to the Individuals with Disabilities Education Act reauthorized by Congress in 2004. While following the letter of the law, we provide a child centered and compassionate special education process and program.

As mandated by law, AHS uses a process known as Child Find to identify students with potential disabilities. The process begins by ensuring that the student has been supported by the System of Intervention or RtI process prior to any further recommendations for special education evaluation or services. Documentation of the result of interventions for a minimum of 21 days is mandatory to engage in Step 1.

Step 1: The principal and teachers meet and work with parents to determine the shared overall concern and in moving to step 2. This initiates what is known as the Child Find process.

Step 2: If it is recommended that a student be evaluated for a potential special education needs and a consent from the parent is gained, the Principal will coordinate all evaluations.

Step 3: Once evaluations are received, they will be provided to the parent and a meeting will be held with the parents, teachers, principal, and evaluator to review the results and determine next steps. The team will determine if special education services are needed. If services are needed, the team will work together to develop an IEP, Individualized Educational Plan or to do further testing. All IEPs will include clear goals for growth and progress. All IEPs must ensure that the student is in the least restrictive environment supported by services aligned with his or her level of need.

If a student enters school with an identified disability, an IEP review meeting will also take place with the parents, teachers, principal, and others as needed to review the student's needs, write or review the IEP goals and initiate services immediately.

Inclusion

In attempting to provide the least restrictive environment, inclusion is the preferred method of service delivery for our students with special needs. Inclusion, as it sounds, means that most services are provided within the general education classroom setting. The teachers provide additional lessons, modifications and accommodations of classroom assignments. They may also pull students out of the classroom in short increments to test, complete work and give additional instruction in reading and math.

Some students may also benefit from small group lessons out-side of the classroom for short periods of time. This level of service will be determined at the IEP meeting based on the results of evaluation.

System of Accountability for Behavior Choices AHS Disciplinary Policy and Code of Conduct 2019-2020

As a college and career readiness school focusing on bringing students up to grade level proficiency and exposing them to careers in the health sciences industry, excellent communication, problem-solving skills, compassion, and respect are attributes the AHS community will strive to instill in students on a daily basis. The AHS Disciplinary Policy and Code of Conduct is designed to encourage positive and productive behaviors and use restorative practices to prevent and/or address unacceptable behavior in all school settings in a consistent and fair manner with the overarching goal of keeping students in the classroom learning environment. Disciplinary interventions will explore each child's circumstances leading up to the specific behavior that may be symptomatic of more serious problems, such as the residual effects of trauma. The school's ongoing supportive community culture will be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs. Restorative and responsive discipline will emphasize prevention and effective intervention, prevent disruption to students' education, and promote the development of positive school culture.

Students and parents will be required to sign that they received this policy as well as initial that they acknowledge other policies in place that may be related to or impact this discipline policy.

AHS will maintain written records of all disciplinary interventions to identify trends and additional supports as needed. School personnel will be trained to place an emphasis on the students' ability to grow in self-discipline and determine the level of behavior and the most effective supportive interventions. Progressive consequences will not exert punishment but will utilize the incremental interventions below to address inappropriate behavior with the ultimate goal of teaching prosocial behavior, concurrent accountability and behavioral change.

This positive approach to discipline will assist students to:

- Understand why the behavior is unacceptable and the harm it will or has caused;
- Understand what they could have done differently in the same situation;
- Take responsibility for their actions;
- Be given the opportunity to learn prosocial strategies and skills to use in the future;
- Understand the progression of more stringent consequences before a student makes a choice in order to ensure fair and consistent accountability for all students if they choose to repeat harmful actions.

AHS Disciplinary Policy and Code of Conduct 2019-2020

As a college and career readiness school focusing on bringing students up to grade level proficiency and exposing them to careers in the health sciences industry, excellent communication, problem-solving skills, compassion, and respect are attributes the AHS community will strive to instill in students on a daily basis.

AHS believes in the importance of setting forth high expectations for all community members. The code of conduct is designed to support the mission and vision of The Academy of Health Sciences Charter School to provide a college and career driven learning environment with a focus on our learning goals aligned with communication, empirical reasoning, social reasoning, quantitative reasoning, personal development, and character development.

The AHS Disciplinary Policy and Code of Conduct is designed to encourage positive and productive behaviors and use restorative practices to prevent and/or address unacceptable behavior in all school settings in a consistent and fair manner with the overarching goal of keeping students in the classroom learning environment. Disciplinary interventions will explore each child's circumstances leading up to the specific behavior that may be symptomatic of more serious problems, such as the residual effects of trauma. The school's ongoing supportive community culture will be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs. Restorative and responsive discipline will emphasize prevention and effective intervention, prevent disruption to students' education, and promote the development of positive school culture.

We at AHS will take the whole-school, relational approach to building a safe school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control and meaningful accountability over punishment. Its practices replace fear, uncertainty,

and punishment as motivators with belonging, connectedness and the willingness to change because people matter to each other.

Students and parents will be required to sign that they received this policy as well as initial that they acknowledge other policies in place that may be related to, or impact this discipline policy. AHS will maintain written records of all disciplinary interventions to identify trends and additional supports as needed. School personnel will be trained to place an emphasis on the students' ability to grow in self-discipline and determine the level of behavior and the most effective supportive interventions. Progressive consequences will not exert punishment but will utilize the incremental interventions below to address inappropriate behavior with the ultimate goal of teaching prosocial behavior, concurrent accountability and behavioral change. This positive approach to discipline will assist students to:

- Acknowledges that relationships are central to the building of the school community.
- Acknowledges that harm and misbehavior in a way that strengthens relationships.
- Focuses on harms done rather than rules broken.
- Gives voice to the person who has been harmed.
- Engages in collaborative problem solving.
- Empowers change and growth for all involved.
- Enhances responsibility for actions and attitudes for all involved

Student Code of Conduct

In the event that students make choices to not follow directions which takes away from their learning and the learning of others and do not abide by the principles outlined in the Code of Conduct AHS will use the “restorative practices” approach to discipline. Restorative practices are grounded in “restorative justice,” a new way of looking at wrongdoing that focuses on repairing the harm done to people, the community and the relationships rather than on punishing. Restorative practices are based on the belief that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them. The most critical function of restorative practices is restoring and building relationships. Students, Staff, Faculty and Board Members must meet with those they have wronged, explore what happened, and make necessary amends. The restorative practices process can happen in groups as small as three and as large as a whole class. It includes predictable consequences so that students know in advance when their actions require a change and relationships need to be restored.

Students and families have a right to attend a safe and orderly school. Therefore, for every behavior that goes against the code of conduct or willfully does not follow a clear direction, students will be held accountable by a known, predictable, consistent system of consequences that are communicated to students early on the first day and to parents prior to the start of school. Before any consequences are provided, students must be given clear, precise directions

for all expected behaviors right before they are expected. Precise directions must include voice, movement, and engagement expectations with specificity for the time required to comply and complete a direction, any other clarifying information, and a cue of when to begin. Once the direction is given, the teacher must provide 2 to 3 positive narration statements that state the name of students who are complying with the direction effectively in order to model for those who need more reinforcement. Incentives are then provided to the whole class when 100% of students successfully comply. Only after the use of positive narration can a consequence be provided to students who willfully choose to not follow the direction. This is the basis of our Student Code of Conduct. Consequences will be labeled numerically, posted in every class, and taught as a caring intervention for students who will benefit from being held accountable for actions that take away from their opportunity to learn. All consequences will be documented by the teacher every time that a consequence is provided. All consequences are reset every day. Students begin without any consequences every day. The list of consequences for behaviors that violate the Code of Conduct or do not comply with precise directions is listed here:

RESTORATIVE PRACTICES PRINCIPLES

1. Restorative Practices focuses on harms rather than rules or persons and the consequent needs of victims, offenders and communities.
 2. Restorative Practices addresses obligations of the offender resulting from those harms, as well as the community's obligations to both victims and offenders.
 3. Restorative Practices uses inclusive, collaborative processes.
 4. Restorative Practices involves all individuals (victims, offenders, parents, students, staff, and faculty) who have a legitimate stake in a given situation.
 5. Restorative Practices seeks to put right the wrongs that have been done, so that victims feel safe and valued, and offenders feel restored to the school community
- **First Consequence:** Verbal Warning. Calmly and respectfully with a neutral tone, the teacher states the student's choice, the expected alternative behavior, and ensures the student knows this is a verbal warning.
 - **Second Consequence:** Change of Seat. Calmly and respectfully with a neutral tone, the teacher states the student's choice, the expected alternative behavior, and ensures the student knows this is a seat change by directing the student to change their seat.
 - **Third Consequence:** Reflection Time. Calmly and respectfully with a neutral tone, the teacher states the student's choice, the expected alternative behavior and ensures the student moves to the reflection-time space, completes the reflection and any other assigned task before returning to their original or new seat.

- **Fourth Consequence:** Parent Communication. Calmly and respectfully with a neutral tone, the teacher states the student's choice, the expected alternative behavior, and ensures the student knows that they have reached the fourth consequence. Communication with parents must take place in private and can take place at the end of the school day.

- **Fifth Consequence:** Out of Class Reflection Time. Calmly and respectfully with a neutral tone, the teacher states the student's choice, the expected alternative behavior, and ensures the student knows that they have reached the fifth consequence. The Dean of Students or other designated support staff will be called and will escort the student to complete the reflection, discuss restorative options, and prepare to re-enter the classroom within 10-30 minutes. The School reserves the right to amend, supplement, or rescind provisions of this Code of Conduct at any time as it deems appropriate, in its sole and absolute discretion, consistent with applicable law and regulations.

In the course of discussion, a resolution will be reached, with appropriate restorative consequences beyond Out of Class Reflection Time for the person committing the offense or inflicting the harm decided by the Dean and other persons involved. A notice will be placed in the student's file of the infraction and restorative action that was agreed upon. Restorative actions that might be suggested could include the following:

- Verbal or written apology to person harmed or community as a whole
- Community service (school age appropriate) the school is the community so a service to the school (this is likely in the event that school materials are mishandled or destroyed). The nature of the community service performed shall be related to the nature of the offense (e.g. vandalism would include repairing and/or paying for damage done) and shall be determined in the context of the restorative conference.

In the event that it is determined that the restorative action chosen includes some kind of community service component, the following guidelines will be followed. The community service will be conducted in conjunction with a restorative conference involving all persons affected by the student misconduct. Affected persons may include staff, faculty, principal, other students, and the offender's family members. The participants in the conference will be determined by the Dean of Students in consultation with the offender and primary victims of the misconduct. The restorative conference shall be facilitated by the Dean of Students.

When the incident in question inflicted harm on another person including loss of learning time, four additional questions will be asked on behalf of the person(s) harmed

1. What did you think when you realized what had happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

Definitions for purposes of the code, the following definitions apply:

1. "School" is Academy of Health Sciences Charter School also known as "AHS" and is charged with the responsibility of ensuring a safe environment and an atmosphere of learning.
2. "Parent" means the parent, guardian, or person in parental relation to a student.
3. "School property" means on or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public school, or in or on a school bus, as defined in Vehicle and Traffic Law §142.
4. "School function" means any school-sponsored extracurricular event or activity.
5. "Violent" means the following actions committed by someone under the age of 21 who:
 - a. Commits an act of violence or uncontrolled behavior upon a school employee, or attempts or threatens to do so.
 - b. Commits, while on school property or at a school function, an act of violence or uncontrolled behavior upon another student or any other person lawfully on school property or at a school function, or attempts or threatens to do so.
 - c. Possesses a weapon while on school property or at a school function.
 - d. Displays what appears to be a weapon while on school property or at a school function.
 - e. Threatens to use a weapon, facsimile or replica of any type weapon, while on school property or at a school function. In determining whether a threat exists, the victim's perception shall govern.
 - f. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
 - g. Knowingly and intentionally damages or destroys school property.
 - h. Physically intimidates, threatens, or bullies others while on school property or at a school function.
6. "Weapons" include, but are not limited to, a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act, any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, razor, stiletto, switchblade knife, gravity knife, brass knuckles,

slingshot, metal knuckle knife, box cutters, cane sword, electronic dart gun, electronic stun gun, pepper spray or other noxious spray, instrument, material or substance that can cause physical injury or death. However, pursuant to the intent of this School policy, administrators will have considerable discretion in identifying any of these potentially dangerous implements as a weapon.

Prohibited Student Conduct

Students may be subject to consequences and further disciplinary action for the following actions:

1. Failing to join or attend assigned classes at the scheduled time including occupying unauthorized school locations or locations outside of the school: Students are required to attend all community, academic and enrichment classes, assigned tutoring, and mandatory restorative meeting. Students are not permitted to have unexcused absences or to leave the school building without permission.
2. Failing to follow all clear, precise rules and directions on school-provided transportation including while walking to or from, waiting for, or riding on school-provided transportation, including the school bus. Please note that students are subject to temporary or permanent denial of school-provided transportation (in which case students and parent(s)/guardian(s) are responsible for travel to and from school) in addition to other consequences. Rules include, but are not limited to, using inappropriate language, making excessive noise, touching other students inappropriately, being disrespectful of others, or failing to follow the bus driver's instructions.
3. Failing to speak to all people in a respectful tone, failing to use respectful language that results in a disruption to learning and/or harms the emotional well-being of others. This includes lying to a staff member and the use of excessive profane or inflammatory language aimed at a person or group including racial epithets or sexist or homophobic remarks.
4. Failing to comply with the clear, precise directions of any adult especially those directions that support learning and safety in the school.
5. Selling, using, making or possessing obscene material and/or gestures: Students may not sell, use, or possess obscene material.
6. Committing forgery for any reason.
7. Engaging in generally disruptive behavior in public spaces including running in non-designated spaces, making an unreasonably loud noise, creating a hazardous or offensive condition, and distributing merchandise or other goods in excess.
8. Eating or drinking at unauthorized times or places at school.
9. Obstructing vehicular or pedestrian traffic for any reason.
10. Blocking access to any part of the school building.

11. The use or possession (in hand) of electronic or other property that distracts from the learning environment at designated time and in designated spaces including beepers, CD players, iPods, MP3 players, cell-phones, cameras, laser pointers, electronic equipment, electronic games, printed text or lyrics that are vulgar, profane, or sexually explicit, or any other items inappropriate for school. A student found in possession (in hand) or use of an inappropriate item at an inappropriate time will be found to have violated this provision of the Code of Conduct and will be subject to the following consequences: 1) for the first violation, the student's parent(s) and/or guardian(s) will be contacted and the inappropriate item will be confiscated until the student's parent(s) and/or guardian(s) may pick up the item; 2) for any additional violations, the student may be subject to additional disciplinary action. Cell phones may be used in case of emergency or with teacher permission on a case by case basis. Cell phones carried in a backpack or other similar location are the responsibility of the parent. The School is not liable for stolen or lost electronic items including cell phones.

12. Cheating, plagiarism, or copying others work, or allowing others to copy work is strictly prohibited.

13. Altering records in any way.

14. Gambling in any form.

15. Failing to comply with school-imposed consequences after a reasonable time-period will result in the application of the next consequence step.

16. Engaging in conduct that endangers the safety, morals, health, or welfare of self or others.

17. Theft in any form. All stolen items must be returned or compensated in full.

18. Mistreatment or the inappropriate use of technology, digital content or school property: Students must treat computers, printers, and other technology with care. The School 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.

19. Violating the civil rights of others: Students may not violate the civil rights of others.

20. Engaging in harassment or intimidation of or discrimination toward any members of the School community on the basis of race, color, creed, national origin, age, religion, gender, sexual orientation or disability is not permitted. Students may not commit harassment, which includes a sufficiently severe action or persistent pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be, or which a reasonable person would perceive as ridiculing or demeaning.

21. Engaging in sexual harassment: Students may not make unwanted sexual advances toward or commit sexual harassment of any members of the school community.

22. 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.
23. Indecent Exposure: Students may not expose the private parts of the body in a lewd or indecent manner.
24. Hazing: Students may not commit hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any school-sponsored activity, organization, club, or team.
25. Using or possessing drugs or alcohol: Students may not use or possess any nonprescribed controlled substance, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, substances commonly referred to as “designer drugs,” or other intoxicants of any kind. Prescribed and over-the-counter drugs must be delivered to the Nurse or Office Manager by a parent/guardian with a doctor-signed Medication Authorization Form. Students may not be in possession of prescribed or over the-counter drugs.
26. 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.
27. Using or possessing tobacco products: The use of tobacco is banned. Students may not use or possess cigarettes, e-cigarettes, cigars, chewing tobacco, or other tobacco products.
28. Selling or transferring tobacco products: Students may not sell, distribute, or possess with intent to sell or distribute cigarettes, e-cigarettes, cigars, chewing tobacco, or other tobacco products.
29. Inappropriately using, sharing, or distributing prescription and over-the-counter drugs: Students may not inappropriately use, share, or distribute prescription and over-the-counter drugs.
30. Inappropriate use of social media. Students may not be involved in online activities that have a detrimental impact on the School, its faculty or its students.
31. Engaging in violent, disruptive, and/or threatening conduct. Examples of violent, disruptive, and/or threatening conduct include, but are not limited to committing a physical or emotional act of violence on self or others. Students may not commit assault, including sexual assault, or assault and battery on other students, school personnel or their designee(s), or any other person on school property. 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. Students cannot engage in conduct that has the potential of resulting in violence on school property. Students can be disciplined for actions that threaten harm to themselves or others.
32. Causing bodily harm: Students may not cause physical injury to other students, school personnel or their designee(s), or any other person on school property.

33. Fighting or unwanted physical contact: The School's students may not fight with other students—from the School or any other school. Harassing, pushing, touching, or any form of unwanted physical contact is not tolerated.

34. Play fighting, threatening, bullying, and/or intimidating: Play fighting and/or the use of threats or intimidations threaten the safety of the community. Students may not play fight and/or threaten, bully, or intimidate others.

35. Possessing, displaying, using, or threatening to use a firearm.

36. Possessing, displaying, using, or threatening to use a mock firearm: Students may not possess, display, use, or threaten to use a mock firearm or dangerous object.

37. Committing arson: Students may not set a fire.

38. Setting off a false alarm or making a threat: Students may not intentionally set off a false alarm, call 911, or discharge a fire extinguisher without valid cause or make a destructive threat.

Level 1 Behavior

- Behavior that disrupts others or the learning environment;
- Refusal to comply with simple discipline requests;
- Behavior that is managed with a clear, predetermined response from an adult that communicates the nature of the behavior reinforces the directions and expectations and encourages the student to choose another option.

Level I Supports and Interventions

Preventative Staff Response Prior to Student Behavior

1. Intentional relationship building during all times of the school year, embedded within the school day, and outside of the classroom or school when appropriate with the student and family members to establish trust;
2. Precise and specific clarification of routine expectations for the overall treatment of others and all routines and procedures for different times of the day, subject matter, or learning spaces within the school including rehearsal or practice time for routines/procedures;

3. Precise instruction on the expected components of every direction, the process of narration, and the choice of accountability; either consequence or incentive on the part of the student;
4. Precise and specific directions that model how the student can appropriately use their voice, move in the learning space and engage in learning;
5. The positive narration of the specific and precise direction that reinforces the expectations with an explanation to students on the purpose of narration; narration enhanced by class-wide and individual incentive systems that promote a positive classroom culture;
6. If the adult was unclear with directions or expectations, a whole class pauses for repetition of directions and expectations;
7. Increased teacher proximity in order to monitor student actions fairly and consistently;
8. Overall academic and social-emotional encouragement and positive language that frames experiences and the students' relationship to his/her peers, adults, and the learning itself.

Staff Reaction After Student Behavior

1. After ensuring #1-6 above were delivered effectively by the teacher or adult, the student receives verbal communication of their choice, the expectation, and the level of consequence achieved based on the predetermined and pre-communicated consequence levels. Levels of consequence follow a predictable consistent sequence starting with a verbal warning, followed by a seat change, extended reflection time or activity, family conference, or conference outside of the classroom. One consequence is provided at a time, the student chooses the next consequence if another choice is made after clear directions and expectations are given and reinforced;
2. Use of restorative questions and conferences, before, during, and after the communication of a consequence;
3. Student and/or adult may select additional time and space to process emotions resulting from the actions or consequences;
4. Use of individualized goal setting and progress monitoring sheets for conduct goals and incentives.

Enhanced Supports and Interventions for Level 1 Behavior

1. Check-in-check-out with school building staff to provide targeted encouragement;
3. Peer mentoring and mediation;
4. Service project in the school community.

Level 2 Behavior

- Repeated Level 1 Behaviors that require the teacher to provide all in-class consequences and repeated interventions;
- Disordered or erratic behavior towards another student, staff, volunteer, etc.;
- Behavior that is generally managed with repeated direct interaction and intervention by an adult present in that setting;
- Behavior requires contact with support staff in or outside of the classroom.

Level 2 Supports and Interventions will address behavior after all Level 1 supports and appropriate interventions have been implemented as designed and consistently.

Supports and Interventions (In addition to Level 1 Interventions)

1. Reflection and accountability activity outside of the classroom for no more than 20 minutes;
2. Conflict resolution with support staff;
3. Collect and review progress monitoring data about the behavior and interventions attempted; modify as needed;
4. Referral to staff DASA coordinator; conduct a root cause analysis and/or assess issues of trauma
5. Meet as an interdisciplinary team to discuss current data, needs, and successful plans and approaches;
6. Review of the cumulative folder and academic progress to determine needed academic interventions impacting behavior;
7. Implement consistently and monitor all incentive and interventions plans and reevaluate every 21 days;
8. Implement restorative practice strategies ongoing and include all family members and influences for the student;
9. Provide peer mediation, when appropriate;
10. Address other physical or emotional needs impacting behavior;
11. Provide in-school suspension for 1-day or less when appropriate and supports student accountability, reflection, and provide restoration in the community upon return to the learning space.

Level 3 Behavior

- Repeated or significant incident(s) of Level Two Behaviors;
- Behaviors targeted at altering the physical or emotional safety or well-being of others;
- Behaviors that result in significant harm to others or school property;
- Behaviors greatly interfering with school safety.

Level 3 Supports and Interventions may be appropriate given the seriousness of the offense and impact on the school community, and/or when documented level one and level two interventions and supports have been put in place but the behavior is escalating or has

escalated quickly and is in need of specific de-escalation. At this stage, all interventions will be attempted prior to excluding the student from instruction.

Classroom Response: Given the potential for harm, teachers will contact support staff after providing immediate support and interventions as listed in level 1 and 2. When the student returns to class (30 minutes or less, or after in-school or out-of-school suspension, teachers will support the students return with restorative conversations with the student, family, and the classroom community when appropriate.

Support Staff and Administrative Interventions will include a combination of the following:

1. Mediated conflict resolution conference with the student and parent/family;
2. Schedule and hold a formal conference with Principal and student;
3. Schedule and hold a family/Guardian/student/school team conference;
4. Refer student and family to support team for behavioral evaluation and further interventions;
5. Provide counseling consultation for explosive/violent incident;
6. Develop a functional behavioral assessment and behavior intervention plan;
7. Provide immediate written and verbal notification to the Principal and parent(s)/legal guardians regarding due process rights
8. Provide in-school or out-of-school suspension for up to 3-days when appropriate and supports student accountability, reflection, and provide restoration in the community upon return to the learning space.

Level 4 Behaviors

- Repeated or significant incident(s) of Level Three behaviors;
- Behaviors that involve safety issues;
- Behaviors that are severe and/or dangerous.

Level 4 Supports and Interventions may be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student's behavior seriously affects the safety of others in the school and/ or educational process.

Interventions include those listed in level 3 with the addition of providing out-of-school suspension for up to 5-days when appropriate and supports student accountability, reflection, and provide restoration in the community upon return to the learning space. Some behaviors may require a long-term suspension. They are listed and explained in the sections below.

In and Out of Suspension Levels that can or may be used, determined by the factors related to the infraction and the progressive guidelines in place, include: Written notice provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address; and where possible, notification 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 mode of communication used by the parent(s) or guardian.

Short Term Suspension refers to an in-school removal or out-of-school removal of a student for disciplinary reasons for a period of five or fewer days. Students may also be removed from the school's transportation system for disciplinary infractions. A student who has committed any of the infractions listed below shall be subject minimally to a short-term suspension, unless the Principal determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record.

Procedures and Due Process for Short Term Suspension

- The Principal may impose a short-term suspension and shall follow due process procedures consistent with all Federal and State laws including the NYS Commissioner of Education's regulations. Before imposing a short-term suspension, or other, less serious discipline, the school shall provide notice to inform the student of the charges against him/her, and if the student denies the charges, the school shall provide an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided. Before imposing a short-term suspension, the Principal shall notify the parents or guardian in writing that the student may be suspended from school.

- Parent(s) or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the Principal. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable. The Principal's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the school's complaint process, which includes an appeal to the Board of Trustees in accordance with the school's Charter. The Board president will arbitrate this hearing.

Long Term Suspension/Expulsion refers to the removal of a student for disciplinary reasons for a period of more than five days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons. A student who is determined to have committed any of the infractions listed below shall be subject minimally to a long-term suspension or expulsion, unless the Principal determines that an exception should be made based on the circumstances of the incident and the student's disciplinary record. A student may also be subject to any of

the disciplinary measures outlined elsewhere in this document including a referral to the appropriate law enforcement authorities.

- The Principal may also impose a long-term suspension. In extreme circumstances, the Principal may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the Principal shall verbally inform the student that he/she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The Principal shall immediately notify the student's parent(s) or guardian(s) in writing including a factual summary.
- Students who have received a long-term suspension will only be allowed to re-enter the school after the parent or guardian, the student, and the school's leadership team have held a formal meeting and created a plan, which may include and require outside remediation, to ensure that the student will become a safe and productive member of the AHS community.
- At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence. The Principal's decision to impose a long-term suspension or expulsion may be challenged by the parent or guardian in accordance with AHS's complaint process which includes an appeal to the Board of Trustees in accordance with the School's charter. The Board president will arbitrate this hearing.

Firearm Violations

Federal and New York 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 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 Gun Free Schools Act, 20 U.S.C. § 7151 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC § 921, and includes firearms and explosives. See, New York Education Law §3214.

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 an agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen year 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 year 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 Instruction During Removal

In accordance with Education Law §2854(1)(b), AHS will identify alternative instruction programs for the student to participate in while on suspension. At a minimum alternative instruction will be provided for two hours per day. AHS will ensure that alternative educational

services are provided within 24 hours to a child of compulsory age who has been suspended (in or out of school), to help that child progress in the school's general curriculum. For a student who has been suspended, alternative instruction will be provided to the extent required by applicable law. For a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school thereafter or until the end of the school year. Instruction for suspended students shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments.

AHS Disciplinary Policy: Considerations for Students with Disabilities

In addition to the discipline procedures applicable to all students, AHS shall implement the following disciplinary policy procedures with respect students with disabilities and shall comply with sections 300.519- 300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

If a student violates the AHS discipline code, has exhausted the ladder of disciplinary interventions, and is being considered for a suspension or removal, school staff must ensure the following due process protections are provided to the student and to the student's parent(s) in addition to those set forth in the regular education discipline code. For suspensions of five school days or fewer, the student's parent(s) or guardian must be provided with a written notice, and a follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the Principal and appropriate staff to discuss the incident and question any complaining witness against the student. For suspensions in excess of five consecutive school days, the student's parent(s) or guardian must be provided with a written notice which indicates that the district proposes to suspend the student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by the Principal or his or her designee at which the student will have a right to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on his/her behalf. Where possible, notification must also be provided by telephone. In addition, the school must provide alternative education to the student during the suspension as set forth below, including any special services required by his/her IEP. Final determination on a suspension or removal of a student, following due process, shall be made by the Principal.

AHS 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. Students for whom the IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with

respect to the infraction, the matter will be immediately referred to the CSE of the student's district of residence for consideration of a change in the guidelines.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE 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. 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.

AHS will work with the district to ensure that the CSE of the student's district of residence meets within 7 days of notification of any of the following:

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 resulting from the student's disability;
3. 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 committed by a non-disabled student, the Principal would seek to impose a suspension in excess of 5 days.

Also, AHS will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the RCSD CSE will be immediately notified so that the CSE can meet its required obligations to:

1. Convene a CSE meeting within 10 school days to make a manifestation determination.
2. Convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.
3. Provide the student's parent with a copy of their procedural due process rights.
4. 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.

Provision of Services During Removal

Those students removed for a period fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed

as a result of such suspension. AHS also shall provide additional alternative instruction with the reasonable promptness 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.

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 §300.520(a)(2)] services will be provided to the extent necessary to enable the child 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 and mandated by 34 CFR §300.520(a)(2).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to 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.

CSE Meetings

Meetings of the CSE of the student's district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plan are required when: (1) the child is first removed from his or her current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement. The student's special education teacher (or coordinator) and the general classroom teacher will attend all meetings regarding the student as initiated by the CSE from the student's home district.

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

Due Process

If discipline which would constitute a change in placement is contemplated for any student, 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 of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and
2. immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to disciplinary action.

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 §300.121(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. If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and the school agree otherwise.

Lost and Found

Items that are found in the classrooms or other common areas will be placed in Lost and Found bins found in the school's main office. At the end of the school year, all unclaimed items will be given to a local charity.

Certification: Parents' Right to Know

As a parent, you have the right to know the qualifications of your child's teacher and/or other staff member. You may obtain information from New York State Education Department (SED) by computer at www.nysed.gov. You may also send an information request to the, Freedom of Information Act Office at the SED or the District can provide you with information regarding certification.

The purpose of FERPA is to ensure that parents and guardians and students have meaningful access to their education records (and that those records are accurate) while at the same time limiting access and release of such records to others. FERPA carries out its purposes by requiring all schools that receive federal funds to:

- gain prior written consent of parents/guardians before releasing the education records of their children (or any personally identifiable information contained in those records), except in certain circumstances specified in the statute;
- allow parents/guardians to inspect, review, and obtain copies of the education records of their children;
- allow parents/guardians to challenge the contents of such records on the basis that they are inaccurate, misleading or in violation of the student's privacy rights; and
- allow parents/guardians to object to the publication of directory information by requiring a school to give parents/guardians notice and a reasonable time to object to publication.

The Individuals with Disabilities Education Act (“IDEA”) requires additional safeguards for records relating to students with disabilities. Many of these safeguards overlap and are intertwined with the more general requirements of FERPA.

Education records are stored in a central location with access limited to designated members of the administration. Exceptions to central storage include those records kept by individual teachers that are used by that teacher only, e.g., a grading book or required personal copy of an Individualized Education Program (IEP), IEPs kept by Special Education Coordinators and health records kept by the school nurse. These may be kept in individual classrooms or other areas as long as they are secured. All records covered by FERPA and the IDEA will be stored with an AHS Record of Access Log for recording individuals who have had access to a student's education records. All employees will annually sign the AHS Confidentiality Policy for School Employees.

The following Academy of Health Sciences Charter School employees have complete access to student records and IEP(s) and will document their access.

- Founding Principal
- Director of Operations
- Executive Assistant

The following Academy of Health Sciences employees have complete access to medical records and will document their access.

- Founding Principal
- Director of Operations
- Executive Assistant
- School Nurse

A. Procedures for granting access to records to parents/guardians or their authorized representatives.

Parents/guardians have the right to inspect and review all records relating to their child that the school collects, maintains, or uses regarding the identification, evaluation, and educational placement of the child. (20 U.S.C. § 1232g(a)(1)(A)).

Parents/guardians of disabled children also have the explicit right to have a representative inspect and review the records. (34 C.F.R. § 300.562(b)(3)). In addition, parents/guardians of disabled children have the right to obtain explanations and interpretations of their children's education records, so long as such requests are reasonable. (34 C.F.R. § 300.562(b)(1)).

When a parent /guardian requests a record, it will be provided to him or her no later than 45 days from the date of request. If the request for a record is connected to a meeting of a committee on special education (CSE) or to an IDEA related due process hearing, the school must provide the requested record prior to such meeting or hearing, or within 45 days, whichever period is shorter. (34 C.F.R. § 99.10 and 34 C.F.R. § 300.562(a)).

The school may charge a reasonable fee for copying records requested, unless such fee would effectively prevent the parents/guardians from exercising his or her rights under FERPA and/or IDEA. The school may not charge a fee to search for or retrieve records. (34 C.F.R. § 99.11 and 34 C.F.R. § 300.566).

In order to ensure the confidentiality of records as well as a timely response to parental/guardian requests for review of records, the school will designate a member of the administrative staff to be in charge of handling all requests for education records (whether those requests come from parents/guardians or any other individual or entity). (34 C.F.R. § 300.572(b)).

Parents/guardians may request access to their child's education records in writing using AHS FERPA Request Form. When access is requested, the school will take the following actions:

- grant the staff member designated to oversee compliance with FERPA and the confidentiality provisions of the IDEA exclusive authority to handle requests and to consult as needed with the school's attorney;

- require that all requests for review of student records (by parents/guardians or anyone else) be appropriately received in writing;
- establish a master calendar (with a tickler system) to track each request in order to ensure that requests from parents/guardians are handled in a timely fashion and within the 45 day period allotted to schools;
- check that individuals who identify themselves as parents/guardians in fact carry such status; and
- make available to staff and others a supply of forms for use in requesting education records.

B. Procedures for obtaining parental/guardian consent for the release of education records or personally identifiable information

With a number of limited exceptions, parents/guardians must give their consent before any education records or personally identifiable information can be disclosed by a charter school. (34 C.F.R. § 300.571). NOTE: “Personally identifiable information” means information that includes: (a) the name of the child, parent/guardian, or other family member; (b) the address of the child; (c) a personal identifier number (such as the child's social security number or student number); or (d) a list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty. *See*, 34 C.F.R. 300.500(b)(3).

The situations in which a school need not obtain parental/guardian consent are specified under FERPA and are quite detailed (20 U.S.C. § 1232g(b)(1)---(2); 34 C.F.R. § 99.30---31). They include, but are not limited to, the following individuals or entities:

- to state and local educational authorities, (34 C.F.R. § 99.31(a)(3)(iii)), including, but not limited to the Charter Schools Institute and State Education Department, subject to the requirements of 34 C.F.R. § 99.35;
- to officials of another school in which the student seeks or intends to enroll (34 C.F.R. § 99.31(a)(2) if certain prior conditions are met as set forth in 34 C.F.R. § 99.34);
- in response to a judicial order or subpoena (though a parent/guardian should be notified prior to disclosure in order to permit the parent/guardian to seek judicial relief) (34 C.F.R. § 99.31(a)(9)(i)); and

- to other school officials, including teachers, whom the school has determined to have legitimate educational interests. (34 C.F.R. § 99.31(a)(1)).

The Founding Principal and Director of Operations will review requests for access from anyone other than a parent/guardian before disclosing any education records or personally identifiable information.

Where parent/guardian consent is required, such consent will be in requested in writing on Form.

C. Annual FERPA notification

Academy of Health Sciences Charter School will notify annually parents/guardians of their legal rights under FERPA, as well as the right to file a complaint for failure to comply with FERPA. (34 C.F.R. § 99.7). The required information to be provided to parents/guardians is found in Form V0005 – Annual Notification.

D. Requests for Amendments to Records

If a parent/guardian believes the information in their child's records is inaccurate or misleading or that information in the records violates the child's right to privacy or other rights, the parent/guardian may request that the school amend it. The school must then decide, within a reasonable period of time, whether to amend the information. If the school decides to not to amend the information as requested, it must inform the parent/guardian of this decision, and advise of right to a hearing. (34 C.F.R. § 99.20 and 34 C.F.R. § 300.567).

School Wellness Policy

Academy of Health Sciences Charter School (AHSCS) is committed to the optimal development of every student. The AHSCS believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components are strongly correlated with positive student outcomes: good nutrition and physical activity before, during and after the school day. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive

tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through physical activity breaks and high-quality physical education experience better academic and socio-emotional outcomes.

This policy outlines AHSCS' approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity throughout the school day. Specifically, this policy establishes goals and procedures to ensure that:

- Students in AHSCS have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the school in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The school establishes and maintains an infrastructure for management, oversight, implementation, communication and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and schools in the school. Specific measurable goals and outcomes are identified within each section below.

- AHSCS will coordinate the wellness policy with other aspects of school management

¹ Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523-532.

² Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234-1239.

³ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3-36.

⁴ Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899-907.

⁵ Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S-813S.

⁶ Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743-760, quiz 761-762.

⁷ Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199-213.

⁸ MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141-144.

⁹ Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12-20.

¹⁰ Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497-505.

- AHSCS will convene a representative wellness committee (WC) that meets quarterly to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this wellness policy.
- The WC membership will represent all school levels, and include but not be limited to: parents and caregivers; students; representatives of the school nutrition program, physical education teachers; health education teachers; school health professionals, mental health and social services staff school; administrators and school board members; the general public. When possible, membership will also include the Supplemental Nutrition Assistance Program Education coordinators (SNAP-Ed). To the extent possible, the WC will include representatives from each school building and reflect the diversity of the community. The WC will be established in the school's first year, 2019-2020 by August 19, 2019 and committee members will be listed in this policy.

WELLNESS POLICY IMPLEMENTATION GOALS AND GUIDELINES

Assessment

The AHSCS will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. The AHSCS will use the [Healthy Schools Program online tools](#) to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

Recordkeeping

AHSCS will retain records to document compliance with the requirements of the wellness policy in the AHSCS Main Office. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the AHSCS Wellness Policy; including an indication of who is involved in the update and methods the AHSCS uses to make stakeholders aware of their ability to participate on the WC;
- Documentation to demonstrate compliance with the annual public notification requirement

Annual Notification of Policy

AHSCS will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and a summary of the AHSCS' events or activities related to wellness policy implementation. The AHSCS will make this information available via the AHSCS website and/or AHSCS-wide communications. The AHSCS will provide as much information as possible about the school nutrition environment. Annually, the AHSCS will also publicize the name and contact information of the staff member(s) leading and coordinating committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the AHSCS will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which AHSCS is in compliance with the wellness policy;
- The extent to which the AHSCS's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the AHSCS's wellness policy.

Revisions and Updating the Policy

The WC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as AHSCS priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

Community Involvement, Outreach and Communications

The AHSCS is committed to being responsive to community input, which begins with awareness of the wellness policy. The AHSCS will actively communicate ways in which representatives of WC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for the AHSCS. The AHSCS will also inform parents of: the improvements that have been made to school meals and compliance with school meal standards; availability of child nutrition programs and how to apply; and Smart Snacks in School nutrition standards and the school's compliance with these standards. The AHSCS will use electronic mechanisms, such as email or displaying notices on the AHSCS's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The AHSCS will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the AHSCS is communicating important school information with parents.

The AHSCS will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The AHSCS will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

NUTRITION GOALS AND GUIDELINES

School Meals

AHSCS is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; serving meals and snacks that are moderate in sodium, low in saturated

fat, and have zero grams *trans*-fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

AHSCS is committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The AHSCS offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using at least ten of the following marketing and merchandising techniques:
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chafing dishes or hotel pans).
 - Sliced or cut fruit is available daily.
 - Daily fruit options are displayed in a location in the line of sight and reach of students.
 - All available vegetable options have been given creative or descriptive names.
 - Daily vegetable options are bundled into all grab-and-go meals available to students.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - White milk is placed in front of other beverages in all coolers.
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
 - A reimbursable meal can be created in any service area available to students
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
 - Student artwork displayed in the service and/or dining areas.
 - Daily announcements are used to promote and market menu options.

In addition:

- Menus will be posted on the AHSCS' website.
- Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional.
- School meals are administered by a team of child nutrition professionals.
- The AHSCS child nutrition program will accommodate students with special dietary needs.
- Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated.
- Students are served lunch at a reasonable and appropriate time of day.
- Lunch will follow the recess or PE period to better support learning and healthy eating.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition](#)

[professionals](#). These school nutrition personnel will refer to [USDA’s Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

Water

To promote hydration, free, safe, and unflavored drinking water will be available to all students throughout the school day. The AHSCS will make drinking water available where school meals are served during mealtimes.

- Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

The AHSCS is committed to ensuring that all foods and beverages available to students during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold or given to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including through:

1. Celebrations, parties, classroom snacks provided by teachers or parents. The AHSCS will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. A sample is shown below.

HEALTHY SNACK & BEVERAGES IDEAS*

*Use the [Alliance's Smart Snacks Product Calculator](#) to ensure items meet the USDA Smart Snacks in School nutrition standards. Ensure food allergies of any participants are known before serving any food item.



BEVERAGES

Water
100% fruit juice with no added sugar
Fat-free or low fat milk
Fruit smoothies (made with frozen fruit with no added sugar and fat-free or low fat yogurt)
100% fruit juice slushes with no added sugar
Silly Water—add fruit and herbs to plain water for fruit-infused blend



FRUITS & VEGGIES

Fresh fruit—trays, salads or kabobs
Fresh vegetables—trays, salads or kabobs
Canned fruit or fruit cups (in water, 100% fruit juice or light syrup)
Frozen fruit or fruit cups (in water, 100% fruit juice or light syrup)
Frosty fruits—freeze your own fruit (frozen grapes make a great summer treat!)
Dried fruit with no added sugar



WHOLE GRAINS

Whole grain crackers, pretzels or cereal bars
Small whole grain bagels or waffles or pancakes topped with fruit or nut or seed butter
Low-fat or air-popped popcorn (no added butter or salt)
Graham crackers
Baked whole grain tortilla chips with salsa or bean dip



PROTEINS

Fat-free or low fat yogurt (serve alone or as dip for fruits or veggies)
Nut or seed butter (serve with fruit or whole grain crackers)
Nuts or seeds
Trail mix made of nuts or seeds and dried fruit with no added sugar
Low-fat cheese (serve with fruit or whole grain crackers)
Hummus (serve with vegetables or whole grain crackers)

2. Incentives. Foods and beverages alone will not be used as an incentive or withheld as punishment for any reason, such as for performance or behavior. Celebrations can be used as an incentive and may include snacks that meet USDA standards.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers during the school day.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The AHSCS will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs including teachers and staff who model healthy eating habits.

Nutrition Education

The AHSCS will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

The AHSCS will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- [The Dietary Guidelines for Americans](#)
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

The AHSCS is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The AHSCS strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on AHSCS property that contains messages inconsistent with the health information the AHSCS is imparting through nutrition education and health promotion efforts. It is the intent of the AHSCS to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the AHSCS's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written or graphic statements made for promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, AHSCS will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other foodservice equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the AHSCS.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons for a product, or free samples displaying advertising of a product.

As the AHSCS/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the AHSCS wellness policy.

PHYSICAL ACTIVITY GOALS AND GUIDELINES

AHSCS will ensure that varied physical activity opportunities exist for all students throughout the day.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason. Teachers and other school personnel **will not** use physical activity (e.g., running laps, push ups) as punishment. The AHSCS

will provide teachers and other school staff with the code of conduct and discipline policy that clearly outlines allowable actions.

To the extent practicable, the AHSCS will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The AHSCS will conduct necessary inspections and repairs.

The AHSCS will ensure that inventories of physical activity supplies and equipment are known and, when necessary, will work with community partners to ensure sufficient quantities of equipment are available to encourage physical activity for as many students as possible.

Physical Education

AHSCS will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The AHSCS will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All AHSCS students will receive physical education for at least 120 minutes per week throughout the school year per New York State Physical Education guidelines.

The AHSCS physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) or other appropriate assessment tool) and will use criterion-based reporting for each student.

Essential Physical Activity Topics in Health Education

At the elementary level, health education will be required in all grades. At the middle and high school levels, students will be required to take and pass at least one health education course. The AHSCS will include in the health education curriculum a minimum of 12 the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity

- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Classroom Physical Activity Breaks and Recess

AHSCS recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered informal and formal opportunities at the teachers' discretion to be active (e.g. participating in yoga, cardio, or strength training) or to stretch throughout each lesson. The AHSCS teachers are required to provide short (3-5-minute) physical activity breaks to students before, after, and during lesson times every day. The AHSCS will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. These physical activity breaks will complement, not substitute, for a physical education class.

Unstructured outdoor or indoor physical play (recess) will be provided once weekly for all students for 20 minutes.

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into "core" subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

AHSCS will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities and activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

OTHER ACTIVITIES TO PROMOTE WELLNESS

AHSCS will integrate wellness activities across the entire school setting, not just in the cafeteria or other food and beverage venues and physical activity facilities. AHSCS will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

AHSCS will coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the AHSCS's curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the WC.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

AHSCS will create relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

AHSCS will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

Staff Wellness and Health Promotion

The WC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff.

AHSCS will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors including food and snack choices. The AHSCS promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free.

Official Notification of Asbestos in School Building

In compliance with the Asbestos Hazard Emergency Response Act, Academy of Health Sciences Charter School engaged a certified asbestos inspector to inspect the school facility at 1001 Lake Avenue, Rochester, New York in 2019. The inspector determined that some materials in the AHS portion of the school building did contain asbestos but that the condition was not deteriorating, and as such the materials could be managed in place without significant risk to students or staff. Additional areas of concern in common areas of the building have been repaired.

In order to ensure continued safety, AHS will continue to conduct visual surveys of the building every six months as well as full inspection by a certified inspector every three years. In addition,

contractors, custodians, and other staff will be notified about the location of asbestos-containing building materials and will be required to take appropriate precautions.

Parents and guardians may view the full AHERA Management Plan including results of the inspection in the main office.

Student Technology Policy

******Students and parents must complete and sign the agreement at the end of this handbook before students will be allowed to use Chromebooks. ******

Acceptable Student Technology Use

Access to the Academy of Health Sciences Charter School technology resources is a privilege, not a right.

Students will have access to forms of media and communication which is in support of educational goals and objectives at Academy of Health Sciences Charter School. Access to media and communication beyond these specific uses will not be supported or allowed. Students are responsible for their ethical and educational use of the technology resources at Academy of Health Sciences Charter School.

Internet and Email Access: Access to the Internet and email, for educational purposes when appropriate, will enable students to use thousands of libraries and databases and correspondence with experts in their field. Within reason, freedom of speech and access to information will be honored. Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. Filtering software is in use, but no filtering system is capable of blocking 100% of the inappropriate material available on the Internet. Academy of Health Sciences Charter School believes that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed the disadvantages. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

Publishing to the Internet: Student work may be considered for publication on the World Wide Web, specifically on the school's Website or a classroom Website. In the event anyone requests permission for copyright use, those requests will be forwarded to the student's parent/guardian. In general, documents may not include a student's full name, phone number, address or other identifying contact information.

Data Transmission: Any attempt to alter data, the configuration of a computer, or the files of another user, without the consent of the individual, school administrator, or technology administrator, will be considered an act of vandalism and subject to disciplinary action in accordance with school discipline policy. Transmission of any material that is in violation of any federal or state law is prohibited. This includes, but is not limited to the following: confidential information, copyrighted material, threatening or obscene material, and computer viruses.

Consequences for Violations: Violations of these rules will result in the loss of technology use privileges as well as other disciplinary action. Recognizing that it is impossible to define every instance of acceptable and unacceptable use, it will be at the discretion of the network administrator and/or school administration to use judgment as to what is acceptable in any undefined instances that may arise.

Taking Care of Your Chromebook

Students are responsible for the general care of the Chromebook. If you notice something is wrong with your Chromebook, it is your responsibility to alert a teacher immediately.

General Precautions:

- Do not remove or change the identification sticker from any Chromebook. Do not write on Chromebooks or add other stickers, paint, tape, etc.
- No food or drink is allowed near Chromebooks.
- To carry a Chromebook securely, close the screen and carry with both hands.
- When you are not using a Chromebook, shut it down in order to conserve battery life.
- Do not expose your Chromebook to extreme temperature or direct sunlight for extended periods of time. Extreme heat or cold may cause damage to the laptop.
- Do not install any additional software on your Chromebook other than what has been approved by Academy of Health Sciences Charter School.

- Under no circumstance should you leave in unsupervised areas. Unsupervised areas include the school grounds and campus, the cafeteria, unlocked classrooms, library, locker rooms, dressing rooms, hallways, bathrooms, buses, cars, or any other entity that is not securely locked or in which there is not supervision. Unsupervised Chromebooks will be confiscated by staff and taken to the Principal's office. Disciplinary action will be taken for leaving a Chromebook in an unsupervised location.

Screen Care:

The Chromebook screen can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.

- Keep magnets away from Chromebooks.
- Do not lean on top of the Chromebook.
- Never shove a Chromebook into a locker or wedge it into a book bag, as this may break the screen.
- Do not place anything near the Chromebook that could put pressure on the screen.
- Do not place anything on the keyboard before closing the lid (e.g. pens, pencils, notebooks).
- Clean the screen with a soft, dry anti-static, micro-fiber cloth or pre-moistened eyeglass lens cleaning tissue. Do not use window cleaner or any type of liquid or water on the Chromebook.

Using Your Chromebook in Class

Your teacher will teach you how to use the Chromebook responsibly. You are expected to follow all directions given by your teacher, including the following:

- Your teacher will assign you a specific Chromebook. Unless specifically given permission to use another Chromebook, that is the only Chromebook you are permitted to use. Do not remove or change the identification tag in any way.
- To retrieve your Chromebook, check the identification tag to make sure it is your assigned Chromebook. Carefully unplug the charger and remove it from the cart.
- When carrying a Chromebook, walk and hold it securely with both hands. Always carry it with the screen closed.
- Sound should be muted at all times unless a teacher specifically gives permission to turn it on.

- Only use the website or application that your teacher specifically gives you permission to use.
- Before you return your chromebook, turn it off. Then put it back in the correct spot in the Chromebook cart. Make sure it is facing the correct direction so that the charger can reach the plug. Plug it in and make sure the light turns on.
- Teachers may set additional rules for using Chromebooks in their class.

Using Your Google Account

Individual Google accounts through the Academy of Health Sciences Charter School domain are provided to students in grades 4 and up in order for students to create assignments, manage documents, and send school-related email. Examples of inappropriate use include, but are not limited to:

- Cyberbullying
- Emailing obscene or offensive material

Guidelines for using your Academy of Health Sciences Charter School Google account:

- Never tell anyone your password!
- Do not open any attachments or documents from people you do not know.
- If you feel you are being bullied by email, text or other online platform, do not reply to the bully. Do talk to an adult you trust.

Privacy and Safety Guidelines:

- Do not go into any chat rooms other than those set up by your teacher or mandated in other distance education courses.
- Do not reveal your full name, phone number, home address, social security number, credit card numbers, passwords, or passwords of other people.
- If you inadvertently access a website that contains obscene or otherwise offensive material, notify a teacher or the principal immediately so that such sites can be blocked from further access. This is not merely a request. It is a responsibility.
- Remember that network storage is not guaranteed to be private or confidential. Network storage areas are similar to school lockers. Academy of Health Sciences administrators may review files and communications at any time to maintain system integrity

and ensure that the system is used responsibly. Academy of Health Sciences will take the necessary steps if files are in violation of the district's Acceptable Use Policy.

Consequences of Violating Technology Policy:

Student use of Chromebooks and other technology devices, Google accounts, and AHS network are all subject to the Student Code of Conduct.



ACADEMY OF HEALTH SCIENCES CHARTER SCHOOL

School Calendar 2019-2020



August 2019										February 2020													
S	M	T	W	TH	F	S	August 1-2	New Staff Orientation		S	M	T	W	TH	F	S	February 7 & 10	End of Quarter 2 & Quarter 3 Begins					
					1	2	August 5-16	Staff Professional Learning							1	February 13	Portfolio Presentations, Student Lead Conferences, & Report Cards						
4	5	6	7	8	9	10	August 15	Family & Student Orientation Meetings 11:30am, 3:00pm, 6:30pm		2	3	4	5	6	7	8	February 13	Student-Parent-Teacher Empowerment Mtgs & Dinner 6:00-7:30pm					
11	12	13	14	15	16	17	August 19	First Day of School for All Students		9	10	11	12	13	14	15	February 17-21	February Break - No School for Students and Staff					
18	19	20	21	22	23	24	August 29	Family Celebration Picnic & Student Performance 5:00-7:00pm		16	17	18	19	20	21	22	February 28	Students Dismiss at 12:30pm - Staff Learning 1:00-4:00pm					
25	26	27	28	29	30	31				23	24	25	26	27	28	29							
September 2019										March 2020													
S	M	T	W	TH	F	S	September 2	Labor Day No School for Students and Staff		S	M	T	W	TH	F	S	March 6	Students Dismiss at 12:30pm - Staff Learning 1:00-4:00pm					
1	2	3	4	5	6	7	September 3	No School For Students - Staff Professional Learning & Home Visits		1	2	3	4	5	6	7	March 25-27	English Language Arts New York State Tests for All Students					
8	9	10	11	12	13	14	September 4	College & Career Vision Day		8	9	10	11	12	13	14	March 27	Students Dismiss at 12:30pm - Staff Learning 1:00-4:00pm					
15	16	17	18	19	20	21	September 5-6	Beginning of Year Assessments for All Students		15	16	17	18	19	20	21							
22	23	24	25	26	27	28	September 20	School Portrait Day		22	23	24	25	26	27	28							
29	30						September 27	Students Dismiss at 12:30pm - Staff Learning 1:00-4:00pm		29	30	31											
October 2019										April 2020													
S	M	T	W	TH	F	S	October 10	Student-Parent-Teacher Empowerment Mtgs & Dinner 6:00-7:30pm		S	M	T	W	TH	F	S	April 3	No School For Students - Staff Professional Learning					
					1	2	October 11	No School For Students - Staff Professional Learning & Home Visits						1	2	3	4	April 6-13	Spring Break - No School for Students or Staff				
6	7	8	9	10	11	12	October 14	Columbus/Indegenious People's Day No School for Students and Staff		5	6	7	8	9	10	11	April 21-23	Math New York State Tests for All Students					
13	14	15	16	17	18	19	October 18	Health Sciences Field Experiences		12	13	14	15	16	17	18	April 24	No School For Students - Staff Professional Learning					
20	21	22	23	24	25	26	October 22-24	End of Quarter 1 Assessments		19	20	21	22	23	24	25	April 30	Health Sciences Field Experiences					
27	28	29	30	31			October 25	Students Dismiss at 12:30pm - Staff Learning 1:00-4:00pm		26	27	28	29	30			April 30	End of Quarter 3					
November 2019										May 2020													
S	M	T	W	TH	F	S	November 1 & 4	End of Quarter 1 & Quarter 2 Begins		S	M	T	W	TH	F	S	May 1	Quarter 4 Begins					
					1	2	November 8	Students Dismiss at 12:30pm-Presentations, Conferences & Report Cards							1	2	May 4	No School For Students - Staff Professional Learning					
3	4	5	6	7	8	9	November 11	Veteran's Day No School for Students and Staff		3	4	5	6	7	8	9	May 7	Student-Parent-Teacher Empowerment Mtgs & Dinner 6:00-7:30pm					
10	11	12	13	14	15	16	November 14	School Portrait Make-Up Day		10	11	12	13	14	15	16	May 7	Report Cards Distributed at Empowerment Mtgs					
17	18	19	20	21	22	23	November 22	Students Dismiss at 12:30pm - Staff Learning 1:00-4:00pm		17	18	19	20	21	22	23	May 22	Memorial Day Holiday - No School for Students and Staff					
24	25	26	27	28	29	30	November 27-29	Thanksgiving No School for Students & Staff		24	25	26	27	28	29	30	May 25	Memorial Day Holiday - No School for Students and Staff					
										31							May 29	Students Dismiss at 12:30pm - Staff Learning 1:00-4:00pm					
December 2019										June 2020													
S	M	T	W	TH	F	S	December 12	Student-Parent-Teacher Empowerment Mtgs & Dinner 6:00-7:30pm		S	M	T	W	TH	F	S	June 16-17	End of Year Assessments					
1	2	3	4	5	6	7	December 19	Health Sciences Field Experiences							1	2	3	4	5	6	June 18	Health Sciences Field Experiences	
8	9	10	11	12	13	14	December 20	Students Dismiss at 12:30pm - Staff Learning 1:00-4:00pm		7	8	9	10	11	12	13	June 19	Student Dismiss at 12:30pm - Staff Learning 1:00-4:00pm					
15	16	17	18	19	20	21	December 23-31	Winter Break - No School for Students and Staff		14	15	16	17	18	19	20	June 23	End of Year Family Celebration & Dinner 6:00-8:00pm					
22	23	24	25	26	27	28				21	22	23	24	25	26	27	June 24	Students Dismiss at 12:30pm					
29	30	31								28	29	30					June 25	Last Day for Students-Students Dismiss at 12:30pm-Staff Learning 1-4pm					
																	June 26	Last Day for Staff					
January 2020										CALENDAR KEY													
S	M	T	W	TH	F	S	January 1-2	Winter Break - No School for Students and Staff		Total Number of School Days		189		First and Last Day of the School Year									
					1	2	January 3	No School For Students - Staff Professional Learning		Total Student Days		189		Assessment Days									
5	6	7	8	9	10	11	January 20	MLK, Jr. Day - No School for Students and Staff		Staff Learning Days		24		Dismissal for All Students at 12:30PM									
12	13	14	15	16	17	18	January 28-29	End of Quarter 2 Assessments		Total Staff Days		208		No School for Students - Professional Learning Day for Staff									
19	20	21	22	23	24	25	January 31	Students Dismiss at 12:30pm - Staff Learning 1:00-4:00pm		Note: Revised & current as of		8/26/2019		No School for Students or Staff									
26	27	28	29	30	31									Family Event									

