20262027

New World Prep

Elementary: K-5
Family
Handbook

Home of the Puma

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Mission Statement

New World Preparatory Charter School (“NWP”) provides an exceptional education for scholars by employing research-based strategies to raise academic achievement through academic rigor and relevance, personalization, focused professional development, and meaningful family engagement and collaboration with the larger community. We build on our nation’s promise of opportunity by exemplifying the role social justice holds in shaping a community of the people, by the people and for the people. Our scholars will graduate from NWP with a strong academic foundation, an awareness of the needs of others, and with the social and emotional readiness needed to succeed in high school and graduate from college.

Board of Trustees

Angelo Aponte
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Members

John McBeth
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(NWP Alumni
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School Administration

Name	Position	Phone	Email
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Anthony Thomas	Elementary Schools Dean of Students	718-705-8990 ext. 1138	athomas@newworldprep.org

Campus Information

Campus	Address	Grades Served
Main Campus	26 Sharpe Avenue Staten Island, NY 10302	K-5
East Campus	285 Clove Road Staten Island, NY 10310	6th, 7th, and 8th Grades

Campus Phone Information

Each campus can be reached by calling 718-705-8990. Please follow the phone prompts to reach the individual with whom you wish to speak. Listed are some common phone extensions:

Location	Extension
East Campus Main Office	2215
Main Campus Main Office	1121

2026-2027 School Calendar

Date	Event
Tuesday, September 8th, 2026	First Day of School
Monday, September 21st, 2026	School Closed - Yom Kippur

Monday, October 12th, 2026	School Closed - Columbus Day /Italian Heritage/ Indigenous Peoples' Day
Tuesday, November 3rd, 2026	School Closed for Students - Election Day PD for All Staff
Wednesday, November 11th, 2026	School Closed - Veterans Day
Wednesday, November 25th, 2026- Friday, November 27th, 2026	School Closed - Thanksgiving Recess
Thursday, December 24th, 2026 - Friday, January 1st, 2027	School Closed - Winter Recess
Monday, January 18th, 2027	School Closed - Rev. Dr. Martin Luther King Jr. Day
Monday, February 15th, 2027 - Friday, February 19th, 2027	School Closed - Midwinter Recess

Tuesday, March 9th, 2027	School Closed - Eid al-Fitr
Friday, March 26th, 2027	Good Friday
Thursday, April 22nd, 2027 - Friday, April 30th, 2027	School Closed - Spring Recess
Monday, May 17th, 2027	School Closed - Eid al-Adha
Monday, May 31st, 2027	School Closed - Memorial Day

Monday, June 28th, 2027	Last day of school for students
Tuesday, June 29th, 2027	Last Day for Instructional Staff

School Expectations for Live Stream Learning

Live stream learning is only available to scholars who have documented quarantine or other medical situations that do not allow them to attend school.

Parents as Partners

Together, may we give our children the roots to grow and the wings to fly.

A strong family-school partnership is the foundation for scholar success. When parents and school staff work together, their efforts help NWP maintain a safe and supportive school environment for all of our scholars. Parents and staff members' mutual concern for each child's social and emotional growth and academic success creates the conditions for learning that enable a scholar to meet or exceed New York State standards at each grade level. Their shared focus on scholars' social and emotional growth enables children at all grade levels to become self-aware, manage their own behavior, develop empathy and awareness of the needs of others, form positive relationships with peers and adults, learn problem-solving strategies and make ethical decisions.

The Family Handbook



Please read and keep this Family Handbook. It contains valuable information for you and your child about everything from attendance and immunization to arrival and dismissal procedures, the school uniform policy, homework, visitor procedures, and much, much more. Please take time to discuss the topics covered in this guide with your child. No matter what grade your child is in, s/he must know that you support the expectations that the school has for each scholar. Parents who take an active role in their child's education make a huge difference in how a child progresses in school. If there is anything in the handbook you don't understand or have questions about, please speak with the Principal.

Supporting Positive Scholar Behavior

To help our scholars behave appropriately in school and at school functions, every parent must promote positive scholar behavior. Please read the Family Handbook and the Student Code of Conduct and discuss them with your child. It is essential that all parents and scholars understand NWP's expectations for parent and scholar behavior. Any inappropriate behaviors that negatively impact the NWP school community are outlined. The range of consequences is described for when inappropriate behaviors occur at school or at an off-campus school event. If there is anything in the Family Handbook and Code of Conduct you don't understand or have questions about, please speak with the Principal.

Monitor Academic Progress

To monitor your child's academic progress and attendance, you need to set up your PowerSchool Parent Portal Account. Delete (to monitor your child's academic progress and attendance.) A mailing will be sent home early in the school year with your login Information and instructions for setting up. Your account. Although Progress Reports and Report Cards are mailed home throughout the school year, and it is important to take time to review the Progress Reports and Report Cards with your child, the PowerSchool Parent Portal allows you to review your child's grades and attendance in the interim. If you have any questions regarding your login information, you can call the Main Office.

Parent Concerns

Parents who have concerns about any issues related to their child's academic progress or behavior in school are encouraged to contact the Main Office (718-705-8990) to make an appointment with an administrator, teacher, counselor or other member of NWP's scholar support team. Depending on the nature of the concern, the school may set up a guidance conference attended by parent(s) and one or more of the following NWP staff members: the principal or his/her designee, a guidance counselor, and one or more of the scholar's teachers. In the same way, the school will contact parents to share staff concerns about a scholar's academic work or personal growth, or behavior and ask parents for their input and support.

Parent Involvement



A strong home and school partnership is the foundation for a child's success in school. NWP encourages parents to be active participants in the school community. We urge parents to belong to NWP's **Parent Teacher Organization (PTO)**, which meets monthly, and attend the PTO meetings to provide their input. Meetings are offered in English and Spanish. Please check the monthly newsletter and calendar for the most recent posting of the PTO meetings.

The PTO President is also a voting member of the school's Board of Trustees. Parents who serve as officers of the PTO, as well as those who work on PTO committees, provide invaluable support to NWP and their children.

Our PTO can only be successful through the efforts of concerned parents, guardians, grandparents, teachers, and other individuals who volunteer their time to make NWP a better school. In addition to monthly meetings, the PTO holds events and fundraisers for the school throughout the year. Parents are encouraged to attend and serve as active volunteers at our school events. Regardless of the amount of time you have available or your specific situation, there are always different ways that a person can contribute to the PTO. If you would like to volunteer in any way, please contact our Coordinator of Family Life or any of the PTO officers.

NWP offers **parent workshops** throughout the school year to advance school-wide initiatives and to provide valuable information to our parents and the entire school community.

Most importantly, we continue to encourage parents and other family members to attend school events that recognize or showcase their child's progress, talents, and achievements.

Contacting the School

Parents who need to contact the school for any reason should call the Main Office at 718-705-8990. At that point, your call will be directed to the proper campus and staff member.

- When a parent calls the Main Office with an emergency, the school will work with the parent and child as needed.
- When a parent must contact her/his older child, please call the Main Office and give the school staff member the message for your child. The message will be given to your child who may contact you during his/her lunch period or immediately after school. Scholars are not permitted to use their cell phones in school. The expectation is that their cell phone is turned off and in their book bag.

Early PICK UP

Early pickup should only be for an emergency or medical reason and should be done on a *rare* occasion. Early dismissal impacts the learning environment of the classroom, and it can be a safety issue



If a parent of a scholar comes to school to pick up their child early, they will need to complete the early dismissal form. Any documentation, such as explained legal appointments, medical appointments, etc., should be given and attached to the form. If you do not have any, they should be brought to the school the next day. ,

A child needs to be in school the entire day. No early pickup can be accommodated after 2:00 pm on Monday, Tuesday, Thursday, and Friday, and 12:30 PM on Wednesday. Exceptions may only be made for illness or emergency.

In cases where a pattern of frequent early pick-up is identified, parents or guardians must meet with the principal. Following this conference, the scholar will be required to remain in school until the official dismissal time. Continued requests for early pick-up before the end of the school day may be treated as educational neglect and reported to the Administration for Children's Services (ACS).

Late PICK-UP

It is vital that scholars are picked up promptly at the conclusion of the school day. Any adult picking up a child after 3:35 PM must sign the school's late pick-up log. Administration will strictly enforce all arrival and dismissal protocols. If a family is repeatedly unable to pick up their child on time, a conference with school staff will be required. Persistent late pick-ups may result in a formal report of educational neglect to ACS.

NWP Expectations for Success

NWP expects our scholars to…

Come to school prepared to learn:



- Come to school every day
- Arrive on time
- Wear the school uniform
- Come prepared with their charged laptop (Grades 5-8)
- Bring to school all the materials they will need in each of their classes
- Leave all prohibited electronic devices, games, and toys at home
- Wear their coats/jackets outdoors only (unless given
- permission to wear them inside)
- Attend all classes
- Do all assigned homework each night

Be an Active Learner:

- Participate in class
- Try hard
- Stay on task, especially when an assignment is difficult
- Ask questions if they don't understand something
- Learn from their mistakes
- Re-do work to make it better
- Complete classwork to the best of their ability
- Monitor their progress by making use of the PowerSchool Student Portal

Establish and Keep Positive Relationships:

- Treat peers and school staff members with respect
- Speak respectfully to peers and school staff members
- Cooperate with school staff members when asked to do something.
- Respect other people's personal space and personal property
- Offer support and assistance if another person needs help
- Ask permission if they want to use an item belonging to someone else
- Ask questions if they don't understand something
- Actively listen and wait for their turn to speak
- If they have a conflict with someone, talk it out; if they can't talk it out directly, ask for help to do so

Respect the School Community:

- Recognize that each person's behavior has an impact on our school community
- Walk and talk so that they do not disturb others or cause a safety issue
- Take good care of school property
- Keep our school clean by picking up after themselves
- Eat only in designated areas
- If they see someone or something that makes them or others feel unsafe, report it immediately to an adult

Emergency Home Contact

An up-to-date Emergency Contact Form is required for each scholar. **Parents must call the Main Office to report any changes of address, telephone number, emergency contact phone number, email, or other emergency contact information.** It is extremely important to keep this information current and accurate so the school can contact the family should your child

become ill at school or an emergency occurs. Failure to maintain up-to-date contact information can lead to a change in school placement for your child.

Release of Children

For the security and safety of our scholars, parents, legal guardian(s), and/or documented designees (adults 18 or older), as listed on your child's emergency contact forms, are the only individuals to whom school staff will release your child.

- Any time an individual is picking a scholar up from school, he/she must be listed on your child's emergency contact form or pick-up permission list and present photo identification to sign the child out of school.
- The school will not release any child to any adult unable to present photo identification.
- The school will not release any child to any individual who is under 18.
- No early pickup can be accommodated after 2:00 pm on Monday, Tuesday, Thursday, and Friday, and 12:30 PM on Wednesday. Exceptions may only be made for illness or emergency.

Visitor Procedures

- All visitors must sign in and show photo identification at the Main Entrance Security desk.
- A visitor entering the building will be requested to provide at least one (1) item of valid photo identification. (For example, this may include a driver's license, NYC ID card, foreign or US passport, or consulate identification card).
- A staff member will record the date, time, visitor's name, and destination in the Log Book. All visitors are required to sign next to the entry made by the staff person on duty.
- Each visitor will be issued a visitor's pass that must be worn while in the school.
- Parents who do not have photo identification will not be denied access to the school when they have a scheduled meeting. When a parent does not have a photo ID, and there is no other reason to deny access, the principal/designee must be contacted. The principal/designee will then escort the parent to the office he or she is visiting, and following the meeting, escort the parent out of the building.
- Parent/Guardian/Visitor Conduct: NWP administration has the authority and the responsibility for assuring that parents, guardians, and other third parties conduct themselves appropriately while on school property and do not engage in disruptive or threatening conduct that disturbs
- the tranquility of the school. Accordingly, parents, guardians, and other third parties shall be held to the same standards of conduct as scholars while on school property, attending school-sponsored events off-campus, and in oral and written communications during meetings and telephone conversations, in emails, and in any form of social media.

In the event a parent, guardian, or other third party fails to conduct himself or herself appropriately while on school property, at a school sponsored event, or in any form of communication with the school, the school may place restrictions on such person, including, without limitation, ending a school meeting or phone call, banning him or her from entering the school's property and/or attending future school sponsored events. At the discretion of the School, law enforcement may be contacted to ensure the safety of staff and scholars. Examples of such conduct include, but are not limited to, shouting, use of vulgar and/or threatening language, inappropriate actions, etc.

Personal Belongings

NWP discourages personal belongings (including toys, gadgets, trinkets, electronic devices, such as smartwatches, tablets, money, gaming systems) in the school. If scholars must bring personal items to school for use after school, these must remain in the scholar's locker and may not be taken out during the day.

Please be advised that the school is **not responsible for the replacement of lost or damaged personal items**, including cell phones, tablets, handheld games, and money. **Scholars should NOT bring valuables to school**.

Additionally, scholars may not bring prohibited items at any time, including:

- Tobacco & marijuana products, drugs, and related paraphernalia, including vaping materials
- Laser pointers
- Weapons of any kind or items that could be used as weapons (including tasers, pepper spray, box cutters)
- Any other items that pose a danger to self and others

Refer to NWP Code of Conduct for additional consequences for bringing these items to school. Scholars found to possess or use any illegal items or substances are subject to arrest.

School Property and Material School

Scholars are responsible for the proper care of school property, including but not limited to, books, furniture, and technology. If school materials or property are damaged, the parents are liable to repair and/or replace these items. If Chromebooks, textbooks, or other school books that are assigned for home use are lost or damaged, parents/guardians will be required to reimburse the school for the cost of the item.

SCHOOL SUPPLIES/SUPPLY LISTS

A list of required school supplies will be provided for all families before the start of the school year.

Smoking/Vaping

In compliance with Article 13-E of the Public Health Law, also known as the Clean Indoor Air Act, smoking and vaping (or using electronic cigarettes) is not permitted in school buildings, on school property, or at school-related and school-sponsored events, including by staff, visitors, or scholars. This includes the use of all traditional tobacco products as well as electronic vaping devices. Disciplinary action for scholars who smoke/vape is included in the NWP Code of Conduct.

Solicitations

Any solicitations by scholars, parents, or staff are prohibited during school hours without the permission of administration. This includes, but is not limited to, the selling of tickets, candy, toys, distribution of political materials, and the circulation of petitions, etc. This also applies to use of school portals, such as ParentSquare.

Student Searches

For the safety of the NWP staff and scholars, the administration reserves the right to search desks, backpacks, purses, lunches, bags, and lockers at any time school officials have reasonable suspicion to believe that the search will turn up evidence that the student has violated or is violating either the law and/or school rules and regulations. Scholars will not be randomly searched. Individual scholars and/or personal possessions will be searched only when reasonable suspicion arises. When a search is required, the principal or designee will conduct the search away from classmates and in the presence of an adult witness. If a scholar is searched, parents/guardians will be notified afterward that a search took place. If a scholar refuses to cooperate, the parents/guardians and law enforcement, if appropriate, will be contacted. Further disciplinary action may also occur.

New York State Medical Requirements for School

Entrance/Attendance Physical Examination and Immunization

All scholars entering a New York City school for the first time must have a complete physical examination and all required immunizations. Parents will receive a complete health and immunization packet from the school as part of their orientation folder. Please speak with the school nurse if you have any questions or concerns about the immunization schedule for all scholars. Parents may download the two-page NY State Immunization Chart and dosage requirements at https://www.health.ny.gov/publications/2370.pdf

Any scholar who participates on an athletic team must have a yearly physical on record with the school.

Medication and Illness

Whenever possible, scholar medication should be administered at home. However, there are times when it is either necessary or preferable for medication to be administered at school. It is strongly recommended that the school nurse be kept aware of all medication a scholar is taking. This information will be kept confidential unless a school official or teacher has a legitimate educational need to know.

Whenever a child must be on long-term medication that needs to be administered during the school day, parents must submit documentation signed by a physician and return the form with the medication to the school nurse's office.

Parents must bring the medication to the school. Medication cannot be brought by a scholar. The medication must be in the original container labeled and dated by the pharmacist or physician and should include: name of scholar, name of medication, exact dosage to be taken, and the time at which the dosage is to be taken at school.

Short-term medication (not to exceed ten days in succession) may be administered upon parent completion of a form obtained from the nurse's office. If the forms are not properly completed, the school nurse will not be able to administer the medication at the school.

The school nurse will dispense all medication. All medication will be kept in a locked cabinet in the school nurse’s office. Nurse contact information is below:

Location	Extension

East Campus	2208
Main Campus	1129

Policy for Medication Administration

All medications will be given as close to the prescribed time as possible. Given scholar schedules and compliance with coming to the health office in a timely fashion, medications accepted for school administration generally may be given up to one hour before and no later than one hour after the prescribed time. However, parents and licensed prescribers must be advised so that they can advise the school if there is a time-specific concern regarding the administration of the medication. Parents, scholars, and school nursing personnel should work together to ensure the scholar receives his/her medication at the appropriate time.

- If a scholar fails to come for a dose, the administration will provide support to health office personnel, such as security personnel and administrative or clerical staff, to locate the scholar. If the medication has not been given for any reason within the prescribed time frame, the school will make all reasonable efforts to notify the family that day, as the family may need to adjust the home dose accordingly.
- If a scholar chronically fails to come for medications, the school nurse will contact the parent to address the problem. The school will advise the licensed prescriber of the poor compliance so that the medication protocol can be reviewed and possible adjustments made, i.e., home administration and extended-release medication.
- Ongoing communication and collaboration between the school and parents is essential to assist scholars in assuming personal responsibility for their health behaviors.
- A medication may be changed or discontinued by a written order of the licensed prescriber at any time. If a parent requests discontinuation of a prescribed medication without the prescriber's order to do the same, the school will send a confirmation to the parent with a copy to the prescriber of the school's intention to discontinue the medication on the parent's request.

- When the dose of a medication is changed by a licensed prescriber's written order, and a parent requests it, and the old pharmacy bottle label has not been corrected, the nurse may label the bottle with the correct dose until the new pharmacy-labeled prescription bottle is received. The importance of parent compliance with sending in a new bottle quickly must be conveyed to the parent.

*Please see **Appendix A** for NWP's Health Services Policy.*

Allergies

Life-threatening allergy problems (e.g., allergy to bee stings or to peanut products) must be brought to the immediate attention of the principal so that staff members can be trained to administer necessary medication.

Peanut Free/Nut Allergies

There may be some children in your child's class who have peanut and/or tree nut allergies. ~~The~~ safety of our children is paramount to all of us at New World Prep. The Main Campus (K-5) is a **nut-free campus.**

A child with a nut allergy can suffer a serious reaction merely by touching a food containing a peanut or tree nut. Therefore, we ask that you adhere to the following safety guidelines.

- Please **do not send in any peanuts, peanut butter, or foods containing peanuts or peanut butter** to be eaten in the classroom.
- Please **do not send any tree nuts or foods containing tree nuts to the classroom**. Examples of common tree nuts include almond, Brazil nut, cashew, chestnut, filbert, hazelnut, macadamia nut, pecan, pine nut (pignoli), pistachio, and walnut.
- **Read ingredient labels carefully** to ensure that the snack sent in with your child to be eaten in the classroom is peanut-free and tree nut-free. This includes foods processed in a nut facility.
- If your child ate foods containing nuts before school, please have your child wash his/her hands with soap and water before sending them to school. (Note: Hand sanitizer does not remove peanut residue.)

Illness at School

If a scholar becomes ill at school, NWP will contact the individuals listed on the scholar's emergency card. Parents must make sure the information on their child's card is accurate and kept up to date. Parents must inform the office when changes need to be made.

Families are expected to pick their children up from school when it is determined by the school that they are too ill to remain in school.

In the event that there is a serious medical emergency during school hours, if the School is unable to reach the parent/guardian, 911 will be called, and a staff member will accompany the child to the emergency room until the parent/guardian arrives.

Head Lice

Can my child go to school with head lice?

- New World Prep has a "No Head Lice" policy. Scholars with live head lice are not allowed to go to school until they are lice-free. Scholars with nits are still allowed to attend.
- Scholars may return to school the day after treatment for head lice as long as they bring in a receipt of purchase for the treatment and there are no live lice upon re-inspection by designated school personnel.
- Scholars will be re-inspected by a school worker 14 days after the treatment to make sure there are no live head lice.

When to Keep Your Child Home

Parents are expected to check their child's temperature and for any symptoms that prevent them from attending school before leaving the house.

In general, parents are asked to keep their children home when they have a medical condition that may spread to others. NWP recognizes that it is sometimes hard to determine when to keep your child home from school. In general, it is expected that a child will be kept home if, during the last 24 hours, they have experienced vomiting, uncontrolled diarrhea, rash, or fever.

Here is a list of symptoms to serve as general guidelines when your child may be ill. These are only general guidelines and not intended to provide medical advice or to be used instead of

contacting your physician.

- Fever - If your child has a temperature over 99.6°, or is too sick to enjoy group activities. Keep your child at home until he/she is fever-free for 24 hours without fever-reducing medication
- Rash - Children may attend school with a non-contagious allergic rash (i.e. poison ivy). If your
- A child has a fever with a rash, talk to your doctor before sending the child to school.
- Vomiting or Diarrhea - After a bout of vomiting, your child should be able to keep down fluids and eat a meal before returning to school.
- Runny Nose - If the discharge is thick and colored (yellow, green, or brown) it may mean an infection is present.
- Cough - If the cough is deep and persistent and/or lingers.
- Sore Throat - If your child has a fever, cough, or a thick, runny nose along with a sore throat, or if the sore throat lasts more than a day or two.
- Strep Throat, Pink Eye with Discharge, Impetigo, or Another Bacterial Infection - Keep your child at home for 24 hours after starting medication.
- Ear Infections - Your child may attend school while on medication. Ear infections are not contagious.
- Ringworm - Restriction as directed by a physician or other evidence the scholar is being treated.

Returning after a School Absence, Late Arrival, or Early Dismissal from School

Parents are required to give the school an explanation for their child's absence, lateness, or early dismissal. Documentation for absence, lateness, or early dismissal is kept on file. Any supporting official documentation, such as a doctor's note, etc., will help the school determine if it is an explained or unexplained absence. Parents' notes are helpful, but they will not suffice for an absence to be considered an explained absence. Scholars are always expected to complete any missed work because of an absence.

Emergency Drills

From time to time, the school will conduct various drills to ensure that staff and scholars understand their responsibilities in the event of an emergency. Drills will include, but are not limited to: evacuation drills, shelter-in-place, and lockdown drills.

Evacuation Drills

During evacuation drills, all persons on the school grounds must leave in an orderly manner. Scholars will be escorted to a designated safe area away from the school grounds. Once an all-clear is given, staff and scholars will re-enter the building, and the regular school schedule will resume. In the event of a real fire, families will be contacted as soon as the Fire Department allows staff to return to the school. Families are not notified when the school conducts ~~fire~~ evacuation drills.

Shelter-In

Sometimes an emergency (for example, a serious medical emergency) on school grounds requires that scholars and staff "shelter in." This means that staff and scholars remain where they are, either in an office or classroom, and that all movement between rooms in the school and between different school buildings is prohibited. Once a Shelter-In is lifted, ~~t~~the school will return to the normal school schedule. Parents are not notified when a Shelter-In takes place on

campus.

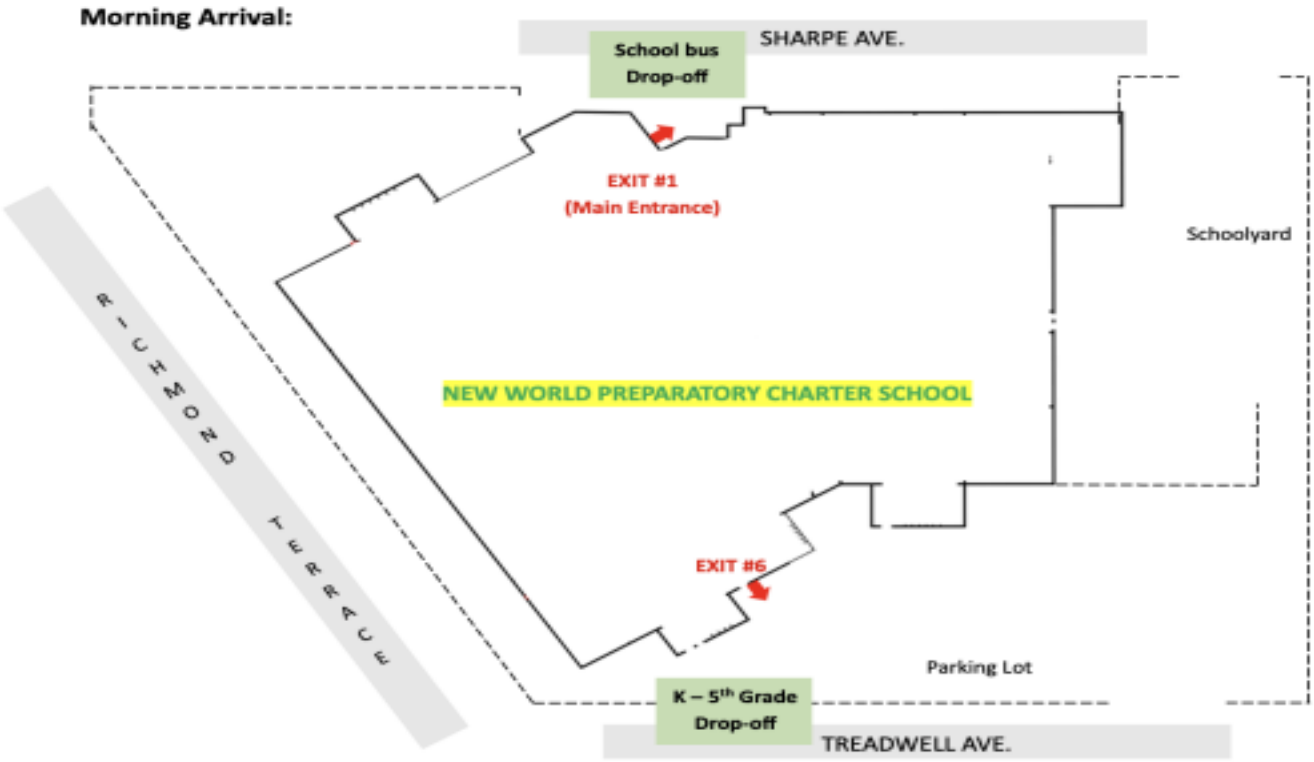
Lockdown

If a significant safety and security incident is occurring either on campus or in the immediate vicinity of the school, the school will be placed in “Lockdown”. During a Lockdown drill or an actual Lockdown, all staff and scholars must stay in their locked offices and classrooms. All scholars and staff must remain out of sight and maintain silence during a lockdown. In addition, during a Lockdown, no one is permitted to come onto campus, except for emergency personnel. In the event of an actual Lockdown, the Lockdown is lifted when either the School President and/or the Principal of the school has received permission to do so from the Police Department. In the event of a Lockdown, parents will be notified at the earliest possible time.

Campus Schedules

The school doors officially open at 7:30 am. Scholars are not permitted into the school building on any campus without the permission and supervision of a school official *before* ***7:30 am.***

MAIN CAMPUS MAP



Main Campus Arrival/ Dismissal Procedures:

- **Yellow School Buses** will **drop off** the scholars at the Main Entrance on Sharpe Avenue upon arrival. Scholars who take the Yellow School Buses will be dismissed to Treadwell Ave.

- If you are **dropping off your child** in the morning, they are to be dropped off outside the gate on Treadwell Ave (Exit #6). Staff will assist scholars as they arrive (including help getting out of cars) and direct them inside the school building. We are kindly requesting that parents remain in their cars in order to help reduce congestion and expedite the drop-off process. Only school bus riders will enter through the Main Entrance (Sharpe Ave).

- If you are **picking up your child** at the end of the day, you should go to the assigned entrance for your child's grade. There will be signs indicating the exits. It is critical that parents arrive to pick up their child at the assigned dismissal time.

Dismissal Locations:

Kindergarten and 1st Grade will begin dismissal at **3:15 PM and 1:15 PM on Wednesdays** at **Exit #3,** which is by the playground area on Sharpe Ave.

2nd Grade will begin dismissal at **3:20 PM and 1:20 PM on Wednesdays** at **Exit #3**, which is by the playground area on Sharpe Ave.

3rd Grade will begin dismissaL at 3:15 PM and 1:20 PM on Wednesdays at **Exit #1 (Main Entrance).**

4th Grade will begin dismissal at 3:20 PM and 1:25 PM on Wednesdays at **Exit #1 (Main Entrance)**

5th Grade will begin dismissal at 3:20 PM and 1:25 PM on Wednesdays at **Exit #6 (Treadwell Avenue)**

STUDENT TRANSPORTATION POLICIES

Eligibility for Transportation

Grade	Distance Code A Less than 0.5 Miles	Distance Code B 0.5 Miles or more, but less than 1 mile	Distance Code C 1 Mile or more, but less than 1.5 miles	Distance Code D 1.5 Miles or more
Kindergarten	Not-Eligible	School Bus or OMNY Card	School Bus or OMNY Card	School Bus or OMNY Card
1st Grade	Not-Eligible	School Bus or OMNY Card	School Bus or OMNY Card	School Bus or OMNY Card
2nd Grade	Not-Eligible	School Bus or OMNY Card	School Bus or OMNY Card	School Bus or OMNY Card
3rd Grade	Not-Eligible	OMNY Card only	School Bus or OMNY Card	School Bus or OMNY Card
4th Grade	Not-Eligible	OMNY Card only	School Bus or OMNY Card	School Bus or OMNY Card
5th Grade	Not-Eligible	OMNY Card only	School Bus or OMNY Card	School Bus or OMNY Card

Types of Transportation

Scholars who live more than a half-mile from the school may qualify for the school bus or an OMNY Card. Transportation is only approved by the NYC Department of Education NYCDOE) Office of Pupil Transportation (OPT). NWP cannot make determinations on this matter and must follow all procedures from NYCDOE OPT. There are three options for transportation: stop-to-school bus services, curb-to-school bus service, and OMNY Cards.

Stop-to-School Bus Services

Scholars who live more than a half-mile from the school may qualify for the school bus. Determinations are made by the NYCDOE OPT. In grades K-5, a scholar may qualify for a school bus stop if the scholar's residence is in the same borough and a bus stop within the scholar's grade/distance eligibility exists or can be added to accommodate the scholar. Scholars in grades K-5 may be provided an OMNY Card if yellow bus service is not available or if a new stop cannot be added for the scholar. The phone number for the NYCDOE OPT is (718) 784-3313 or (718) 392-8855.

Curb to School Bus Services (Door to Door)

Curb-to-school bus service is only available for scholars in special education or with medical 504 plans who have transportation accommodations listed on their Individualized Education Program (IEP) or 504 Accommodations Plan. Only the scholar with this accommodation would be eligible for curb-to-school bussing, not their siblings.

OMNY Cards

OMNY Cards will be provided to scholars who live more than a half-mile from the school who are not provided school bus service by OPT. OMNY Cards are good for travel to and from school and school-related activities. The OMNY Card allows an eligible scholar to travel to and from school and school-related activities by non-express bus and subway. It is valid for four trips and four transfers per day.

Lost OMNY Cards

Requests for the replacement of lost OMNY Cards must be made by contacting the Main Office. NWP cannot guarantee that the request to replace the OMNY Card to OPT will be approved.

School Bus Pick Up

If scholars qualify for riding the school bus, parents will be notified of the location and time of pick-up in the morning and drop-off in the afternoon. The location and time of the bus a scholar will be assigned is a decision made by the NYCDOE Office of Transportation. It is the responsibility of the parent to get the scholar to the bus stop on time in the morning and to meet the scholar in the afternoon.

To ensure the safety of the scholars, only the driver, scholars, authorized school personnel, or individuals with proper authorization may board the bus. Parents and guardians may not board the bus under any circumstances; doing so may result in the suspension of bus services for the scholar.

School Bus Drop Off

Parents/guardians are responsible for picking up their scholar in the afternoon from their assigned drop-off site. If no one is at the bus stop, the driver may wait for parents for 5-15 minutes, which causes delays for every other family on the bus. If no one is at the bus stop to pick up the scholar, the driver has the right to either return scholars to the school building or take them to the nearest police precinct.

If a scholar is returned to the school five (5) times due to no one being available to pick them up from the drop-off site, the parent/guardian will receive a notification at their home stating that on the next offense the Agency for Child Services (ACS) will be notified because not meeting the bus at the Home stop more than 5 times is considered child neglect. Also, as a consequence, a scholar may be suspended from the bus service. However, there may be extenuating circumstances that prevent a parent from meeting their scholar at the bus stop at the end of the day. In such cases, the parent has the responsibility to share with the principal or designee why they were not able to meet the scholar at the drop-off site. The parent should inform the principal immediately when a problem arises so that the The principal can work with the parent to avoid this behavior from being repeated.

Safety on the Bus

NWP wants the bus ride to and from school each day to be a safe one. Following the rules is important

to keep everyone safe. It is a privilege to ride the bus, and scholars who disregard the rules will have that privilege suspended for a period of time by NWP or NYCDOE OPT. If this privilege is suspended, the parent or guardian must find an alternate way to transport the scholar to school during the suspension. NWP scholars are required to follow all school rules that apply when walking to or waiting at the bus stop, and riding the bus. Additionally, there are special rules for the bus.
If there is a concern about student safety, please contact the school immediately. Also, staff from the NYCDOE can answer questions families may have about inappropriate student behavior. They can be reached at 718-784-3313.

Parking

There is **limited parking** on the Main Campus. Please be courteous to our neighbors and do not block driveways or double park.

After School Activities

Scholars are expected to consistently participate in any after-school activity in which they are enrolled. Any change of attendance and/or participation must be communicated to the School no later than 2:00 pm (or 12:00 on Wednesdays) on the day of the scheduled activity. Scholars participating in any after-school activity are expected to report directly to the location for the activity. If a scholar leaves campus at the end of the school day, she/he is not permitted to return to participate in an after-school activity.

Attendance Policy and Procedures

- School attendance every day is the first step on the path to success in school. Absence from school means missing classwork, homework assignments, and participation in school activities. NWP takes absence from school very seriously. Our expectation is that both parents and scholars actively support good attendance. If your child is absent from school, the automated school messenger will call the primary number on PowerSchool to notify you of your child's absence.

Why is daily attendance so important?

Excellent attendance is necessary. While we understand a scholar may miss school because of illness or a family emergency, or for religious reasons, every scholar should make every effort to be in school every day. If a scholar is not in school, she or he cannot learn. New World Prep is expected to maintain a 95% attendance rate. If a scholar falls below that, there must be proper documentation for their absences. A child with 90% attendance has missed one whole month of instruction. 90% attendance is not good enough.

A scholar with less than 90% attendance is considered chronically absent.

Why does this matter? Researchers have found that children in the early grades who miss 10% of school days have lower school performance and lower reading grades. As they enter middle school grades, children who miss 10% of school days have a greater likelihood of behavior problems, failing classes, and dropping out of high school. This is not the outcome NWP wants for its Scholars. For For that reason, we expect a minimum of 95% attendance.



If a child has a pattern of lateness or absences, it may result in a meeting with the grade level counselor. Make-up Instruction Time (MIT) can take place during the week or on Saturday.

Explained Absence

There are both explained and unexcused absences from school. There is both daily attendance (the entire school day) and period attendance (a portion of the school day) It is the responsibility of a parent to establish the legitimate nature of the absence to the satisfaction of the school principal or person designated by the principal to oversee school attendance.

Scholars should stay home from school ~~only~~ when there is a serious reason. Please see the list below for the kinds of absences that are considered Explained Absences when documented:

- Serious personal illness
- Emergency dental or medical treatment
- Death of an immediate family member
- Required attendance in court
- Religious observance

Reporting Absence to the School

1. A parent **is required** to call the Main Office (718-705-8990) before 8:15 am to report a child's absence from school. If a child is absent more than one day and the child's parent does not call the Main Office to report the reason for the absence within three (3) days, the scholar will be considered truant and disciplinary accountability for truancy (Student Code of Conduct) will be imposed.
2. If a scholar is absent for any of the reasons for an explained absence, s/he must bring written documentation from the doctor, court official, etc. verifying the reason for the absence. The documentation must be submitted to the Main Office on the day the scholar returns to school and will be kept on file.
3. A scholar is expected to meet with his/her teachers to receive and complete all assignments that were missed during his/her absence. If a scholar needs assistance in completing missed assignments, he/she is expected to attend lunch and/or after-school tutoring. If applicable, a scholar may also use Google Classroom to obtain missed assignments and classwork.
4. At the request of the parent, if a scholar is out for 3 or more days for an explained absence, his/her Guidance Counselor can work with the family to get missed work and assignments.

Truancy/Unexcused Absence

- If a scholar is absent from school for any reason other than those listed under Explained Absence, NWP considers the scholar to be truant, and appropriate guidance and/or disciplinary measures will be taken. Truancy is an unexcused absence. Truancy means:
- Being absent from school without the knowledge and consent of a parent.
- Being absent from school for a reason other than those listed as reasons for an explained absence.
- Leaving school grounds at any time before the end of the school day without permission.
- Planned family vacations during the school year are inappropriate and are considered an unexcused absence(s)

Other Unexcused Absences

Cutting: A scholar is considered to be cutting if s/he does not report to her/his assigned class and does not have an authorized reason for missing the class. Incidents of cutting will be addressed as described in the Student Code of Conduct.

Excessive Absence

Educational neglect is ***the failure of a parent*** to ensure their child's prompt and regular attendance in school. It is also educational neglect if a parent keeps a child out of school for reasons not listed above under Explained Absences, resulting in a negative impact on the child's educational progress.

If a child misses two consecutive school days without the parent contacting the school, and the school is unable to establish phone contact or face-to-face contact with the parent, the school will issue a letter to the parent regarding the child's excessive absence. The letter will request the parent call the school on the next school day for a meeting to discuss the reason(s) for the unexcused/excessive absence and establish an attendance plan with the parent.

All school officials are mandated reporters and must report suspected cases of educational neglect to the Statewide Central Register of Child Abuse and Maltreatment. The New York State Education Department and the Office of Children and Family Services issued joint guidance on reporting educational neglect. Most notably, educational neglect is defined by Family Court Act § 1012(f)(i)(A) as when a child's "physical, mental or emotional condition has been impaired or is in imminent danger of becoming impaired" due to the parent's failure to exercise a minimum degree of care in providing the child with an adequate education. There is no legal standard for how many absences trigger educational neglect, but rather, the school monitors absences and develops intervention strategies to reduce chronic absences from school.

Excessive absences from school of 10 consecutive days or 20 days in a semester will be treated as educational neglect, especially when the absences are impacting a student's academic performance.

Absence and Participation in Co-Curricular School Activities

A scholar who is absent for the school day may not participate in after- school co-curricular activities of any kind (e.g. UAU, field trips, after-school trips, athletics, club meetings, choir, dances, etc.) on that day. If a child leaves school for more than half the school day, he/she may not return for any after-school activity unless the absence is an explained absence approved by the Principal or designee.

An absence on a Friday may include no participation in co-curricular school activities on the following weekend. Depending upon the reason for the explained absence occurring on that Friday, an exception may be made by the principal or other school official appointed by the principal to do so.

Attendance Action Plan

The Attendance Action Plan below seeks to prevent chronic absenteeism and truancy through early intervention. The goal is to work with the scholar and the scholar's family to ensure that s/he is in school every day and on course for graduation. A School Messenger will be sent out

each time a scholar is Absent from school to inform their parent/guardian.

SCHOLAR ATTENDANCE		
Time Frame	**Action**	**Responsibility**
Annually in September	Written notice of the attendance policy is posted on the website, and paper copies are available in the Main Office.	President Principal
	Distribution of the NWP Agreement Form for Scholar and Parent Signature. The Family Handbook/ Code of Conduct can be found on the website. If a family wants a hard copy, they can request one from the Main Office.	Dean of Students First period of the day Teacher
During September	1st Absence: A call is made home by the Counselor for a conversation regarding the importance of attendance as well as the expectation that a Scholar be in attendance every day.	Guidance Counselor
December Review	Counselors review attendance of all their Scholars to determine who needs an attendance improvement plan regardless of excessive absences and circumstances.	Guidance Counselor
Immediately following **2** Unexcused or Explained Absences	• First letter to the parent indicating concern about the child's absence from school • Copy of letter to grade level counselor (Attendance Coordinator) and the letter placed in scholar's file	Attendance Coordinator/ Grade Level Guidance Counselor

Intervention following **2** Unexcused or Explained Absences	● Conference with the scholar ● Phone conversation with the parent based on the counselor's assessment ● Entry of scholar conference and parent contact outcomes in Kickboard and in PowerSchool ● Scholar attendance at Make-Up ● Instructional Time (MIT) based on ○ counselor's assessment	Grade Level Guidance Counselor
Immediately following **4** Unexcused or Explained Absences	● Second letter to the parent indicating concern about child's absence from school (Attendance Coordinator) ● Copy of letter to grade level counselor (Attendance Coordinator) ● Letter placed in scholar file (Guidance Counselor)	Attendance Coordinator Grade Level Guidance Counselor/
Intervention following **4** Unexcused or Explained Absences	● The Grade Level Guidance Counselor conferences with the scholar and parent.to develop a Scholar Attendance Improvement Plan ● Scholar required to attend MIT ● Outcomes of the ~~scholar~~ conference entered in Kickboard by the counselor ● Scholar required to attend MIT ● Outcome of parent conference entered in Kickboard and in PowerSchool.	Grade Level Guidance Counselor
Immediately following **6** Unexcused or Explained Absences	● Third letter to the parent indicating concern about the child's absence from school ● Copy of letter to grade level counselor ● Letter placed in scholar's file	Attendance Coordinator/ Grade Level Guidance Counselor

Intervention following **6** Unexcused or Explained Absences	● Mandatory conference between Grade Level Counselor, parent, and scholar to review Scholar Attendance Improvement Plan to address reasons for continued absence and update attendance plan as needed ● Referral(s) to community resources are provided to family as needed based upon assessment outcomes ● Discussion of impact of absences on academic progress ● Review of meaning of educational neglect and state law requiring notification to ACS at 10 consecutive unexcused absences or 20 overall absences ● Scholar required to attend MIT ● Conference outcomes documented on Kickboard	Grade Level Guidance Counselor
Immediately following **9** Unexcused or Explained Absences	● Fourth letter to parent indicating concern about child's absence from school ● Copy of letter to grade level counselor ● Letter placed in the student file	Attendance Coordinator Grade Level Guidance Counselor
Intervention following **9** Unexcused or Explained Absences	● Mandatory conference between Grade Level Counselor, parent, and scholar to review Scholar Attendance Improvement Plan to address reasons for continued absence and update attendance plan as needed ● Possible home visit conducted by the Grade Level Counselor ● Consider making an educational neglect phone call is to ACS (if at least 15 consecutive unexcused absences) ● Scholar required to attend MIT ● Conference outcomes documented on Kickboard	Grade Level Guidance Counselor Director of Student Support Services
Immediately following **12** Unexcused or Explained Absences	● Student Attendance Improvement Plan in effect.	

	● Certified Notice mailing is sent home to the parents by the Attendance Coordinator regarding a Mandatory Attendance ● *Copy is given to the Grade Level Counselor* ● Meeting with the Principal or the Director of SST and Grade Level ● Student required to attend MIT	Attendance Coordinator Principal or his/her designee, the Director of Student Support Service /Grade Level Counselor
Possible Interventions between 13 - 19 Unexcused or Explained Absences	● Home visit (Guidance Counselor and other staff member) ● Family meeting with the Principal ● MITs (1-3 hours) ● Referral(s) to community resources are provided to the family as needed based upon assessment outcomes	Grade Level Guidance Counselor Principal or his/her designee Other Appropriate Staff
Immediately following **20** Unexcused or Explained Absences	● An educational neglect phone call may be made to ACS for 20 unexcused absences. ● Principal meeting with s ● scholars and family.	Guidance Counselor/Principal Principal or his/her designee Other Appropriate Staff Grade Level Guidance Counselor

Lateness

Lateness to School

Making sure your child arrives at school on time is extremely important. If a scholar will be over 20 minutes late to school, a parent must call the Main Office (718-705-8990) to report the lateness.

- When the late scholar whose parent has reported the lateness arrives at school, she/he must report to the Main Office to be issued a hall pass to be turned in to his/her classroom teacher. Children in Grades K-5 who are late will be escorted to class.



- Lateness to school of 20 minutes or more without a hall pass will be entered into the attendance log as a truancy if not cleared by a staff member. This may result in Lunch Reflection Time (LRT), Afterschool

Reflection Time (ART), or Saturday Reflection Time (SRT) when lateness becomes a concern.

School Lateness Action Plan

Any unexcused lateness will result in the signing of the classroom teacher's late log. Continued or excessive lateness can adversely affect a scholar's academic performance.

Kindergarten through Fifth Grade

A Scholar in kindergarten through 5th grade who are late to school (other than a bus lateness) is a parent concern. The school administration will have parent conferences to address lateness.

Depending on the nature and reasons for lateness to school or to class, additional days of MIT may be assigned. Further, the principal may, at her/his discretion, depending on the individual circumstances of each case, assign ART, SRT, or suspend a scholar from one or more co-curricular or extra-curricular activities until the scholar has re-established a pattern of on-time arrival to school and/or to class.

Meeting with a Teacher/Guidance Counselor

During the school day, it may be difficult to get in contact with your child's teacher(s) because of their teaching schedule. You may call the main office, which will transfer you to their voicemail. A teacher's schedule may not provide the time to respond immediately to a phone message. We strongly encourage the use of email. Staff email addresses can be found on the school's website: www.newworldprep.org. If you do not hear back from a staff member, please let your child's counselor or the Assistant Principal for your child know. (See Administrative Team Chart)

Parents who would like to speak or meet with their child's guidance counselor may call the main office at 718-705-8990 or contact them through email:

GRADE	NAME	EMAIL
Kindergarten and First Grade	Ms. L. Alvarez	lalvarez@newworldprep.org
Second and Third Grades	Ms. Salina Cruz	scruz@newworldprep.org
Fourth and Fifth Grade	Ms. Adrianna Bobe	abobe@newworldprep.org
Sixth Grade	Ms. Jeanette Murphy	jmurphy@newworldprep.org
Seventh Grade	Mr. C. Hembree	chembree@newworldprep.org

Eighth Grade	Ms. D, Davila	ddavila@newworldprep.org

Homework Policy

Homework is essential to learning. Homework assignments enable scholars to practice and reinforce what they learned in school that day. It provides scholars with the opportunity to apply newly acquired skills and knowledge. Teachers can also use homework to expand or enrich classroom learning. Homework can:

- Provide additional practice and increase the amount of time scholars are actively engaged in learning.
- Help teachers monitor progress and diagnose learning problems.
- Help increase scholar responsibility and accountability.
- Facilitate movement through the curriculum, allowing more materials to be introduced.
- Leads to increased communication between home and school and increases parent awareness of scholar learning.
- Contribute to scholars' and parents' understanding of NWP's high expectations.

If a scholar has difficulty with a homework assignment, that is a signal to the parent and the scholar that the scholar needs more help in learning the content or skills taught that day. A parent may wish to contact the teacher to alert her/him that the scholar needs additional help. In the same way, when a teacher checks homework, it tells the teacher what information or skills the scholar has learned and what the scholar needs more help to master.

Because NWP believes that completing and submitting well-done homework is essential to a scholar's academic progress and success, if a scholar does not meet homework expectations, it will negatively impact his/her academic and citizenship grades. This could lead to Academic Probation and loss of privileges.

Homework assignments will be posted on Google Classroom and/or Class Dojo. Please review the class syllabus for class-specific communication

Homework Standards

Scholars are expected to turn in homework that is complete and meets the same kind of academic standards as work done in class. If a scholar submits an assignment that falls short of these standards, the teacher may require the scholar to resubmit an improved version of that assignment.

Failure to turn in a homework assignment and/or turning in an incomplete homework assignment may result in a scholar receiving no credit for that assignment. Homework, when turned in late, will have points deducted for lateness. A scholar will still receive partial credit if a homework assignment is turned in late. Please review each class syllabus for more information regarding point deductions.

Classwork Standards

Scholars are expected to turn in classwork that is complete and meets academic standards as outlined by the teacher. If a scholar submits an assignment that falls short of these standards,

the teacher may require the scholar to resubmit an improved version of that assignment. Please review the teacher expectations regarding classwork in each class syllabus.

Failure to turn in a classwork assignment and/or turning in an incomplete classwork assignment may result in a scholar receiving no credit for that assignment. Classwork, when turned in late, will have points deducted for lateness. A scholar will still receive partial credit if an assignment is turned in late. Please review each class syllabus for more information regarding point deductions.

Making Up Assignments After an Absence

When a scholar is absent for an explained absence, s/he will have one day for each day missed to complete assigned work. If a parent knows her/his child will be absent for 3 or more days (for example, as a result of serious illness), the parent is required to get an Independent Learning Contract from the scholar's Guidance Counselor.

Long-term projects, homework assigned in advance, or missed tests are due the day the scholar returns to school. Unexplained absences (vacations) are not permitted. Vacations, personal trips, etc are unexcused and are not permitted during the school year. All work must be made up immediately ***when the scholar returns***, but will only receive partial credit.

Parent Homework Support

ALL scholars need parents' active supervision and support to complete homework assignments. Children must have a designated, quiet area in which to work with a parent to complete homework assignments.

Regardless of the grade your child is in, the purpose of homework may be to help your child **practice** skills she/he learned in class. Sometimes an assignment is designed to **deepen** your child's understanding of what was learned that day. Other times a homework assignment is given to introduce new content to **prepare** for the next day's lesson. Finally, as children get older, some homework is assigned to extend your child's learning by asking him/her to use the content they have learned and apply it to a new situation.

When a child is sent home with a homework sheet, she/he will need a parent's help to stay focused on the task and complete the assignment. Additional assistance a parent provides will depend on the kind of assignment the child has been given. For example, if a child is having difficulty forming a particular letter, a parent can help by guiding his hand to practice the letter before the child does it himself on the homework sheet. Most assignments for 1st graders should take around 10 minutes but no more than 20 minutes to complete.

Although as children get older, they usually require less **parental** supervision over doing homework, all children, regardless of the grade they are in, benefit from their parents' guidance and support when it comes to completing homework that is well done and handed in on time. Scholars are assigned homework to reinforce classroom learning. It is an essential part of the learning process for every scholar. This means they need a time and place where they can

concentrate on doing their assigned work. **Parental supervision and support are important, but the work needs to be completed by the child. This enables a teacher to target their support for the child.**

An important step that you can take is to establish a homework schedule with your child. Everyone in the house needs to know not only the time when the child will be doing homework each day, but also the location in which he or she will be working. You should try as much as possible to provide a location in which your child will be least likely to be disturbed or distracted. Younger sisters and brothers need to know that when their older sibling is doing homework, they cannot interrupt him or her. To help your child concentrate and do his/her best, it is important for you to provide as much quiet as possible.

If you see your child struggling with an assignment, or if she/he tells you he doesn't understand what he is supposed to do, you may be able to help. If you are not able to do so, it is important that you encourage your child to tell her/his teacher she/he needs assistance. NWP provides academic support to every child that needs it. As soon as you see that a child is having difficulty with a subject, you should contact the school to let the guidance counselor and/or your child's teacher know your child needs additional help in one or more subjects.

Homework Help

When offered, Homework Help is an afterschool program that is utilized to assist students with the completion of their homework. Scholars will get help from teachers to complete homework assignments in a small group setting. Working both independently and with support from the teacher, they are expected to complete the homework assignments for the day of homework help and if time allows, additional assignments.

Distraction-Free Policy: USE OF INTERNET-ENABLED DEVICES DURING THE SCHOOL DAY

In May 2025, a new law was enacted that prohibits students from using non-school-issued internet-enabled devices during the school day while on school grounds. The law applies to all school districts, Boards of Cooperative Educational Services, and Charter Schools, including New World Prep. This policy was developed in consultation with New World Prep School stakeholders, including school leadership and staff, parents, and students.

School-Wide Guiding Values

New World Prep Guiding Values

Each NWP scholar is a citizen of the NWP community, and they have certain rights, privileges, and duties that come with being a member of our community. In the same way that we expect every scholar to work hard academically, we also expect them to demonstrate key characteristics of a good NWP citizen, including:

- *Pride*: dignity, self-worth, regard, fulfillment
- *Respect*: consideration, honesty, courtesy, sincerity
- *Excellence*: distinction, merit, accomplishment, quality
- *Purpose*: determination, ambition, motivation, drive

What do New World Prep Guiding Values look like?

PRIDE	RESPECT	EXCELLENCE	PURPOSE

I make a strong effort to live up to my own best self and the high expectations that others have for me.	I act with integrity and honesty.	I am kind to others. When I see a peer or an adult in need of help, I offer my assistance.	I treat others fairly, considering their needs, as well as my own.
I manage my behavior and conduct myself appropriately in school.	My conduct reflects my self-respect.	I actively help others when I know something or have mastered a skill.	I take responsibility for my actions.
I ask questions and I learn from my mistakes.	I think about the impact of my behavior on others and make ethical decisions that support the well-being and rights of others.	If I witness or hear about a peer being the target of bullying behavior, I am an ally to that person.	When I learn about behavior that will in any way harm another, I seek adult help to stop it.
I actively participate in events and activities on campus that help others in our school community.	I respect the belongings of others and school property and equipment.	I have positive relationships with my peers, my teachers, and other NWP staff members.	If my behavior has harmed another person, I try to repair the harm to the extent possible.
I wear the appropriate uniform every day to school.	I speak and act with courtesy, and my actions help make NWP an inclusive community where everyone feels valued and respected.	I arrive at school on time every day ready to learn.	I am open-minded and respect the opinion of others even when it differs from mine.

I will go the extra mile by asking for help to better myself and my academic success i.e. tutorials.	I am honest with myself about my behavior and I am willing to work on areas that need improvement.	I arrive at class on time every day prepared to work.	If I think I cannot peaceably work out a problem or conflict, I ask for help.
I will maintain a positive attitude towards the school, the classroom, myself and others.	I treat others with the same respect and caring that I want them to have towards me.	I conduct myself appropriately during all transition times (morning, throughout the school day, after school).	I actively work on achieving my personal, social and academic goals set at the beginning of the year.

On every progress report and marking period report card, scholars will receive a Guiding Values rating between 1 to 4. Each quarter, the Student Services Support Team considers information they have received from teachers and school administration about how a scholar is progressing

schoolwide in terms of our school's Guiding Values. Scholar attendance, lateness, and schoolwide cooperation are all important components. Consistent lateness to school, chronic absences, and unprepared use of a laptop will result in the grade being automatically lowered to a 1 or 2.

- 1 = scholar demonstrates 7 or fewer criteria
- 2 = scholar demonstrates between 8 and 16 criteria
- 3 = scholar demonstrates between 17 and 21 criteria
- 4 = scholar demonstrates between 22 and 28 criteria

Scholars must have a 3 or 4 Guiding Value rating to be eligible for extracurricular activities.

Academic Support

Title I Academic Support

The Title I Program provides additional support for scholars who are identified based on specific criteria in Math and/or ELA. NWP's Title I teachers and staff provide support services for children in concepts taught in their regular classroom studies, emphasizing reading and math. Scholars are referred by their classroom teachers for support services either one-on-one or in small groups.

*Please see **Appendix B** for the Title I Complaint Process.*

Additional Academic Support

If a scholar is struggling in a subject area, tutorials are available throughout the school year during lunch (Lunch tutorials) and after school (All Stars / Homework Help Program). In some cases, tutorials are mandatory for scholars as an academic intervention. Scholars or parents should speak to the teacher of the subject class in which further support is needed or contact the grade level counselor to sign up for help and/or get answers to any questions regarding tutoring.

Saturday Enrichment Academy

Saturday Enrichment Academy (SEA) is an important opportunity for all NWP scholars to receive individual and small-group tutoring and enrichment opportunities, reinforce basic skills, and complete
homework. SEA is a voluntary program unless a scholar is required to attend because s/he has an academic need in the core subject areas -math, reading, science, social studies, and/or writing.

SEA begins promptly at 9:00 am and ends promptly at 12:00 pm. The doors will open at 8:45 am for the program. Parents must pick up scholars by 12:00 pm, as adult supervision will not be available after that time.

- Uniforms are not required at SEA.
- Scholars must bring their laptops, a pen and pencil, and a book for silent reading.

● Scholars check in and are assigned to a tutorial room.
● Scholars are expected to focus on the academic work they are assigned. Off-task or disruptive behavior will result in a referral, and the scholar may be sent home.
● Younger siblings or non-NWP scholars are not allowed at SEA.
● Scholars participating in SEA cannot leave the classroom other than with a bathroom pass. ● Scholars are permitted to bring a snack to eat during the designated break time in the program. At times, snacks may be sold during break time.

Report Cards & Progress Reports

Report Cards are distributed to parents and Scholars approximately every nine to ten weeks, in November, February, April, and June. A report card is an assessment of a scholar's progress. Parents who wish to obtain more information are urged to either contact their child's grade-level counselor or the teacher directly. Grades are recorded numerically.

Progress Reports are distributed roughly halfway into each marking period so that parents and scholars know how well the scholar is doing prior to receiving a Report Card grade. If a scholar's Progress Report indicates s/he is having difficulty in a subject area, this is the opportunity for the parent and scholar to ask for extra assistance.

Parents who are concerned about their child's progress should speak to the child's grade level guidance counselor to request additional progress reports to address specific concerns. **Note**: The Federal Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the scholar's education records.

*Please see **Appendix D** for FERPA policy and see **Appendix E** for the Freedom of Information Law (FOIL)*

Parents have 24-hour access to PowerSchool Parent Portal. This allows parents to know their child's academic progress as well as the scholar's school/class attendance. Parents can have this information sent to them automatically by setting up PowerSchool Parent Portal access to get daily, weekly, or monthly information. If you don't have access, or do not remember your parent access information, please contact the Main Office at 719-705-8990.

Kindergarten, 1st Grade, and 2nd Grade

Scholars in Kindergarten through 2nd grade will be given progress indicators that show their developmental growth as indicated in the chart below. These indicators are used in varying content areas in these two grades, but do not show mastery of any content area, are not equated with letter grades, and should not be averaged. Teachers consider all factors relevant to a child's achievement. These progress indicators assess a child's work with the supports in a classroom setting. Other assessments, such as Fontas and Pinnell, indicate a Scholar's independent reading level and comprehension without such support, which is a more accurate measurement of progress.

Developmental Growth Progress Indicators for all Kindergarten, 1st, and 2nd Grade Scholars	
1	Progressing only with support.

2	Progressing toward independent understanding of skill or concept with some support.
3	Developing independent understanding of skill or concept.
4	Demonstrating independent understanding of skill or concept.

Recognizing Progress, Growth and Achievement



NWP recognizes and celebrates Scholars' Academic Achievement.

Scholars in Kindergarten through Grade 2 will be recognized for progress in all areas: skills, concepts, social and emotional growth.

Scholars in Grades 3 through 8 will be recognized for academic achievement in subject area classes as outlined below and given a class rating for certificates as described below.

- A scholar who earns a 95% or greater average for the quarter will receive a Gold Honor Roll Certificate
- A scholar who earns a grade average between 90 - 94% will receive a Silver Honor Roll Certificate
- A scholar who earns a grade average between 85% - 89% will receive a Green Honor Roll Certificate

Academic Success Criteria - Promotion/Probation/Retention of Scholars

The goal is to help scholars be successful in academic and social-emotional growth. Working together to help scholars reach proficiency is essential for them to be ready to move forward to the next grade. A scholar must earn promotion by demonstrating mastery of essential knowledge and skills.

When a scholar is not making sufficient academic progress, age-appropriate academic and other supports as needed by the child are put in place. There is communication between the school and the parent and the scholar (depending on the age of the child) regarding the school's concern about the scholar's promotion to the next grade.

In order for scholars to be promoted to the next grade level, they must demonstrate their readiness through their classwork, their performance on various assessments administered throughout the school year, and several other criteria. Promotion to the next grade level is in jeopardy when the scholar does not meet the level of proficiency necessary to enter the next grade level. In such a case, retention is something that will absolutely benefit the scholar. Promotional criteria are based on a scholar's grades, previous school year(s) performance, standardized test scores, attendance, and other school assessments.

Readiness Criteria for ~~K- 5~~

In the early childhood grades (K-2), the decision to retain a child is based upon the child's overall age-appropriate developmental growth, classwork, and school-wide assessments. These items

weigh heavily on the determination of a Scholar's readiness.

There are multiple factors taken into consideration in determining a 3rd to 5th grade scholar's readiness for the next grade level. These items include: receiving an overall pass grade of 65 or higher in the four core content areas - English Language Arts, Math, Science, and Social Studies - the classwork completed in other content areas such as Electives, Literacy Block, and University Prep / Morning Meeting, the scholar's overall GPA, academic probation status, previous summer school enrollment and performance, class participation, school attendance, and completion of class assignments.

Evidence that supports the school's recommendation for retention:

- Grades/assessment results for all unit and teacher-prepared tests in all subject areas for the current school year
- Copies of all Progress Reports and Report Cards
- Documented communications and meetings with parents
- Classroom and school-wide assessments
- Previous school years and Summer School enrollment and progress towards proficiency ● Attendance

Regardless of a child's grade, if a scholar is being considered for retention, a retention meeting must be scheduled with the parent and the Principal or designees no later than the end of May of the school year. This may be done during a scholar's Student Achievement Conference.

Retention Notification Process (Notifying Parents):

The Counselor:

1. Reviews the list of scholars who did not meet promotion requirements. This list is reviewed with the Principal and content teachers/scholar's teacher for additional feedback.
2. With the help of operations staff, sends letters home to the parents.
3. Follow up with each scholar's parents to ensure the notification letter has been received with time for parents to respond.
4. Confirm a date/time to meet.
5. Send an invitation via email to the teacher and other necessary staff members. (Principal, etc.)

Participation in Extracurricular Activities

Participation in age-appropriate co-curricular activities is an important part of being a member of the NWP school community. A scholar may choose to participate in a sport, join a club, be a member of the choir, be a peer tutor, participate in community service projects, or be part of a special event such as a theater production. All NWP scholars are encouraged to be active participants in their choice(s) of school-sponsored extracurricular activities.

It is important, however, to remember that participation in **ANY ON OR OFF CAMPUS** school-sponsored scholar activities is a privilege open to scholars who live up to NWP's standards of behavior and to NWP's academic expectations. The right to participate in ANY extracurricular activities (on or off campus) may be suspended for a period of time if a scholar engages in
misconduct (see the Student Code of Conduct) or does not meet academic or citizenship progress standards. School-sponsored activities include: PAL, clubs, athletics, school trips,

class events, etc.

Field Trips/Off Campus Events

The school's curriculum and school program may sometimes require outside learning experiences or special school events. During these activities – which are a privilege and not a right – it is important for scholars to be responsible for their behavior, as the sites of such activities and events are considered temporary extensions of the school grounds. Permission slips that allow scholars to attend such activities will be sent home prior to each trip/event, and should be signed by a parent or guardian. Scholars who fail to return the signed slip – or who are not permitted to attend as a result of an earlier incident (behavior/attendance/etc.) – will be ineligible to participate and are required to attend school that day. If a student has a 1:1 Paraprofessional designated on their IEP, the para must be present for the scholar to attend the field trip. If the para is unable to attend, a parent/guardian is expected to accompany the scholar.

If parents or other volunteers assist with such trips or events, scholars must demonstrate the same respect for these chaperones as they would to staff. Appropriate behavior by all attendees must be maintained when attending school-sponsored events and while riding on school-provided transportation. The use of portable electronic devices is prohibited on field trips unless the staff chaperones indicate otherwise.

If a scholar is in an academic support program, they may not attend a field trip or other campus event if the trip/event occurs during the academic support program. Academic progress takes priority.

Safe and Orderly Environment

Effective teaching and learning can only take place in a safe, secure, and supportive school environment. It is up to scholars and staff members to work together for the well-being of all members of the school community.

Silent Signal

NWP has a common Silent Signal: Right hand raised above the head. When the Silent Signal is given, all scholars are expected to STOP talking, STOP what they are doing, and give FULL attention to the staff member.

Bathroom Use

Bathrooms are available for scholars' use throughout the day, and scholars are encouraged to use the restroom during their lunch period. Scholars are permitted to use the restroom after the first 10 minutes of class and before the last 10 minutes of class. In the event of an emergency, a scholar will be permitted to use the restroom at a time when it may be closed. In order to monitor the number of times the scholars use the restroom throughout the day, week, month, and quarter, the following will be implemented:

- Scholars must have a classroom bathroom pass with them and have signed out in the classroom bathroom log.
- Scholars will have their ID card scanned and leave the bathroom pass outside of the restroom.
- Scholars must have their ID card on them at all times.
- ***Scholars are not permitted to bring their cell phones with them into the restroom.***
- Scholars who require frequent bathroom visits should be communicated with the main

office/school nurse to ensure all staff are informed.

Behavioral Expectations

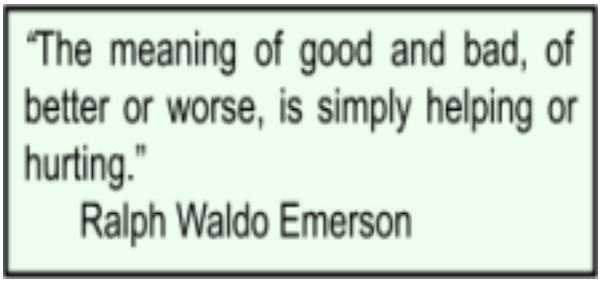
NWP's scholars are our greatest natural resource in creating a school community in which every scholar feels safe, valued, and included. A deep sense of safety and belonging, respect for others, and being respected by others are the foundation for a child's social and emotional growth and academic success in school.

Developing self-awareness and self-management skills helps scholars handle strong emotions, conflict, and difficult situations that naturally arise in life, in ways that do not cause harm to self or others. These skills, along with growth in social awareness, lay the foundation for respecting those who are different from oneself, forming positive and rewarding relationships with others, and decision-making that takes into consideration not only one's own concerns and needs but those of others as well. Young people who learn and continue to develop these essential life skills benefit from them in school, at home, in their communities, and in their adult careers.

NWP's high expectations for scholar behavior are designed to help our scholars become all they are capable of being. If a scholar falls short of our behavioral expectations, our goal is to help that scholar take responsibility for her/his actions and learn from the misconduct so that s/he does not make the same mistake again.

Scholars, parents/guardians, and school personnel all have a role in creating our school community. The caring, concerned adults - parents/guardians, teachers, counselors and other school staff members - are there to provide for our scholars. They are there to support, boost, guide, correct, reassure, encourage, praise, assist, inspire, admonish, exhort, and uplift.

At the same time, scholars at all grade levels play an enormous role in creating a positive school culture in each classroom and for our community as a whole. For this reason, we expect our scholars to understand their responsibilities to themselves, their fellow scholars, their parents/guardians, their teachers, and all NWP staff. Please carefully read and think about our behavioral expectations for our scholars.



Scholars have the responsibility to:

- make an effort in all areas of their education;
- behave in a manner that contributes to a safe and supportive learning environment and does not violate other scholars' right to learn or to feel safe, valued and included;
- promote good human relations and build bridges of understanding among the members of the school community;
- respect the dignity and equality of others and refrain from conduct which denies or impinges on the rights of others;
- be courteous and respectful toward others regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression, religion, ethnicity, national origin, citizenship/immigration status, weight, sexual orientation, physical and/or emotional

condition, disability, as well as refrain from making slurs based on a person's identity characteristics;

- behave in a polite, truthful and cooperative manner toward scholars and school staff;
- refrain from obscene and defamatory communication in speech, writing and other modes of expression, including electronic expression, in their interactions with the school community;
- use non-confrontational methods to resolve conflicts;
- express themselves in speech, writing and other modes of expression, including electronic expression in a manner which promotes cooperation and does not interfere with the educational process;
- help maintain a school environment free of weapons, illegal drugs, controlled substances and alcohol
- be familiar with NWP's Student Code of Conduct and abide by school rules and regulations;
- provide leadership to encourage fellow scholars to follow established school policies and practices;
- keep parents/guardians informed of school-related matters, including progress in school, social and educational events, and ensure that parents/guardians receive communications that are provided by school staff to scholars to give to their parents/guardians;
- to care properly for school property and respect the property of others;
- to care for school technology, to use their laptops in accordance with school expectations, and to bring their laptops to school each day fully charged to be prepared for each class.

Classroom Expectations			
Arrive Prepared to Learn	Get to class on time.	Make sure you have everything you need to do your work each day: Pen, pencil, notebook, textbooks, ruler, calculator, and any other material required by the teacher (Grades 5-8) Your school laptop is fully charged.	Have your completed homework and other assigned projects ready to hand in.

Moving Around	Take your seat. Sit only at the seat assigned to you. Leave your seat only if the teacher tells you to do so.	Use the NWP Hand Signals to communicate to your teacher that you need to move around the room or use the bathroom. Quickly go and return from your destination.	If you need to move around the classroom, do so quietly and with a purpose.
Taking Care of the Classroom	Keep your desk and/or work area neat and clean.	Take good care of all books, learning materials, equipment, and supplies.	Always return class texts, learning materials, and equipment neatly where they belong.

Taking Care of Your Learning	Always give an assignment your best effort. Don't waste time. Listen carefully to directions. Monitor your school progress in PowerSchool regularly ~~(Grades 5 - 8)~~	Participate appropriately. Pay attention. Ask questions if you don't understand something the teacher or a classmate said. Don't give up.	If you don't understand something, ask for help. Stay focused. Use your time wisely If you forgot something you need to do, your work, tell the teacher.
Working with Others	Look at the person speaking and listen actively. Ask questions if you don't understand what someone said.	Listen carefully to directions. Take turns. Speak clearly and use proper grammar. Participate in discussions. Allow others to do their work.	Raise your hand to speak. Be open-minded. Be respectful of different points of view. Encourage others to participate

NWP Social and Emotional Learning Process

NWP is committed to fostering our scholars' social and emotional growth. As children progress from one grade to the next, they need to become self-aware, learn to manage their own behavior,

develop empathy and awareness of the needs of others, form positive relationships with peers and adults, learn problem-solving strategies, and make ethical decisions. Mastering these core competencies is as important as mastering English, math, and other core subjects.

***The 4Rs Program* - Reading ❊ Writing ❊ Respect ❊ Resolution**

To nurture our scholars' social and emotional growth in grades K-5, NWP is collaborating with Morningside Center for Teaching Social Responsibility to implement the ***4Rs (Reading, Writing, Respect & Resolution) Program and Circles Supplement***. This is a research-based program that has a significant positive impact on scholars' behavior, their social and emotional growth, their academic performance, and on the classroom climate for learning.

The 4 R's integrate social and emotional learning (SEL) and the language arts. Each grade has its own specific curriculum, teaching guide, books, and age-appropriate activities. Each unit begins with a Read Aloud, followed by discussion, writing, and role-play, to deepen scholars' understanding of the book and its theme and connect it to their lives through Applied Learning — skills practice related to the theme. In weekly lessons, teachers will engage scholars in reading, writing, discussion, and skills practice aimed at fostering caring, responsible behavior, including: building community; understanding and handling feelings; listening; assertiveness; problem-solving; dealing well with diversity; and cooperation.

Most importantly, the 4Rs curriculum includes a parent component, **4Rs Family Connections**, which consists of activities children do with their parents at home. Each activity sheet includes a summary of the book used in the unit, a related activity for the adult and child to do together, and suggestions for further activities related to the book. We encourage parents to work with their children on these activities to help support their children' s learning.

By highlighting universal themes of conflict, feelings, relationships, and community, the 4Rs curriculum adds additional meaning and depth to NWP's literacy instruction. Reading and writing are excellent tools for exploring conflict, feelings, and problem-solving, so the 4Rs will enrich conflict resolution instruction as well.

The Circles Supplement will enable teachers to use the Circles process in their classrooms to help children build community relationships within the classroom and develop caring, responsible behavior. The circle process creates a safe place in which each person can speak without interruption and encourages respectful listening and reflection. Teachers are trained to assess the groups they're working with, building up to a Circles practice in their classrooms at a pace that works for them and their scholars.

PAX Program

PAX is a set of easy-to-use strategies implemented in the classroom that teaches students self-regulation, self-control, and self-management in the context of collaborating with others for peace, productivity, health, and happiness.

PAX takes a child-centered approach to allow students to identify and co-create a positive classroom environment with their teacher and peers. When implemented school-wide, PAX enhances consistency by providing shared language and strategies across the entire school building.

Citizenship

Each NWP scholar is a citizen of the NWP community. As a member of the NWP school community, each scholar has rights and responsibilities. NWP has high expectations for our Scholars in how they conduct themselves with both adults and peers. We expect each scholar to embody the characteristics of:

- **Responsibility**: reliability, dependability, conscientiousness, accountability, duty, concern
- **Integrity**: veracity, truthfulness. honesty; uprightness; sincerity
- **Compassion**: empathy, concern, kindness, caring, understanding
- **Honor**: fairness or integrity in one's beliefs or actions; respect; appreciation and value for others, self-respect; decency

Classroom Citizenship Ratings

In addition to the school-wide guiding values, in each class, every scholar receives a rating for academic achievement and for citizenship. The chart that follows shows how a scholar's citizenship rating is based on behavior.

ATTENDANCE			
Excellent (4)	**Good (3)**	**Needs Improvement (2)**	**Unsatisfactory (1)**
Demonstrates high dependability in attending school; no unexcused absence or lateness to class	Demonstrates dependability in attending school; few unexcused absences and/or some lateness to class	Often undependable about attendance and on-time arrival to school or class; absence from school and/or lateness to class affecting academic performance	Cannot be relied upon to attend school and/or to arrive on time. Excessive absence and/or lateness has a negative effect on academic progress
BEHAVIOR			
Excellent (4)	**Good (3)**	**Needs Improvement (2)**	**Unsatisfactory (1)**
High degree of self-management	Shows self-management	Demonstrates limited self-management	Rarely demonstrates self-management

Consistently speaks to adults and peers with respect; demonstrates appreciation of and values others; always shows respect for teaching and learning	Speaks to adults and peers with respect; often demonstrates appreciation of and values others; shows respect for teaching and learning	Sometimes demonstrates disrespect when speaking with adults or peers; disrupts the educational process in the classroom by speaking at inappropriate times	Often speaks at inappropriate times, disrupting lessons; often speaks disrespectfully to peers and/or adults; shows little appreciation of others
Consistently conscientious about learning and the classroom community; consistently treats others with concern and caring; can be depended upon to work well in groups	Conscientious about learning and the classroom community; treats others with concern and caring; works well in groups	Sometimes conscientious about learning and the classroom community; forgets to treat others with concern and caring; cannot be depended upon to work well with others in groups	Rarely conscientious about learning and the classroom community; rarely treats others with concern and caring; can rarely be depended upon to work well with others
Models strong social, emotional, and leadership skills; routinely takes the initiative to assist others; Routinely initiates and completes projects	Models social and emotional and leadership skills; takes the initiative to assist others; initiates and completes projects	Has not mastered key social and emotional skills to support positive peer relations; sometimes shows leadership skills; infrequently helps others	Has difficulty interacting with peers; often has poor peer relationships; rarely demonstrates leadership skills; rarely helps others
Consistently truthful and fair with peers/ adults; consistently follows school policies in class; consistently exhibits a high degree of honesty	Is truthful and fair with peers /adults; follows school policies in class; exhibits honesty and integrity on tests and other assignments	Is sometimes untruthful/unfair with peers/adults; does not always follow school policies in class; sometimes fails to exhibit honesty and integrity on	Is often untruthful/unfair with peers/adults; often fails to follow school policies in class; often fails to exhibit honesty and integrity on tests and other assignments

and integrity on tests and other assignments		tests and other assignments	
EFFORT			

Excellent (4)	Good (3)	Needs Improvement (2)	Unsatisfactory (1)
Always reliable to be engaged and on task	Frequently reliable to be engaged and on task	Is often disengaged and cannot be depended upon to be on task	Can rarely be depended upon to be engaged or on task
Demonstrates accountability; always completes high quality homework on time	Demonstrates accountability: most homework is complete, done well and on time	Is often unaccountable about completing homework; homework is often incomplete or missing and/or of poor quality	Is unaccountable about homework; homework is rarely complete; often not turned in; quality is unacceptable
Makes significant contributions to class; is conscientious about group work; is a constructive group leader	Makes contributions to class; is conscientious about group work; often a constructive group leader	Makes few contributions to class; is seldom conscientious about group work; does not serve as a group leader	Rarely contributes to class; is not conscientious about group work; does not function as a group leader
Outstanding effort is evident in assignments; always accepts challenges; asks engaging questions	Good effort is evident in assignments; accepts challenges; asks engaging questions	Uneven or little effort is evident in addressing assignments; does not accept challenges and does not persevere	Makes minimal effort on assignments; rarely accepts challenges or perseveres; does not accept help offered

A scholar is considered eligible for School Activities, Athletics, trips, school-wide events, etc. if they have a 2.5 citizenship average or above. A scholar who is below a 2.5 is considered ineligible and unable to participate in the events and activities listed above. The scholar should meet with his or her Guidance Counselor to plan ways that he/she can put these guiding values into practice. Scholars' eligibility gets recalculated with each Progress Report and Report Card.

Scholar Dress Code (School Uniform Policy)

In order to improve the school's educational environment, promote a more effective climate for learning, foster school unity and pride, and allow scholars to focus solely on learning and not on attire, the school has a dress policy for scholars and staff that applies to school days and school-sponsored events. All scholars are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Scholars are required to wear the school uniform throughout the entire school day unless otherwise instructed by a staff member. When scholars enter the campus, they must be in the proper uniform. They cannot change into the school uniform upon arrival. Scholars may not change out of their uniform before dismissal.



Our school uniforms help us build a sense of community and identify each child as a hardworking, motivated scholar of a school that is committed to academic excellence, personal and social responsibility, and individual achievement. Scholars and their parents are responsible for making

sure the scholar is dressed in the school uniform every day.

School Uniform Policy

New World Prep believes that a person's dress communicates attitudes and values. Every profession or workplace sets particular expectations for appropriate dress. Attending school and being an active learner is each scholar's profession. The school, therefore, has consistent dress expectations. The school uniform is to be worn by all NWP scholars. The uniform is expected to be clean every day and fit appropriately, without being oversized or too tight. The following is the acceptable dress code for a New World Prep scholar.

By agreeing to attend New World Prep, parents/guardians agree to send their children to school every day properly dressed in the school-approved uniform. NWP parents and their children agree to follow the dress code.

Families should order New World Prep uniforms through:

Flynn and O'Hara
2645 Forest Avenue, Staten Island, NY 10312
718-227-5499
https://flynnohara.com/shop/new-world-preparatory-charter-ny186/

Please be aware that there is a different uniform policy for the Lower Elementary School (K-2), Upper Elementary School (3-5), and the Middle School (6-8). Please be aware that you are purchasing the correct uniform for the grade your child is going into.

Only Flynn and O'Hara products are considered to be "in uniform." *If a family decides to buy items elsewhere, they may not be acceptable to the school. Such purchases may cause unnecessary additional costs for families.*

FOR ALL GRADES

The following items ***do not*** have to be purchased from Flynn and O'Hara:

- Hunter green knee-high socks or tights
- Black or Gray Crew Socks
- Black shoes or loafers
- All black or all white athletic shoes
- All black or all white athletic shoes

Shoes:

All black or all white athletic shoes, shoes, or loafers. (non-PE Days)
Any sneakers (For PE Days only)

Outerwear:

Only grade-appropriate uniform outerwear (Green V-Neck Cardigan Sweater, V-Neck Pullover Sweater, V-Neck Sweater Vest, Full-Zip Fleece Jacket, Full-Zip Hooded Sweatshirt, or Heavyweight Crewneck Sweatshirt with embroidered NPW logo) may be worn on campus. Sweater, hoodie, fleece, vest with the NWP Logo, may be worn on campus. If your child is going to wear a sweater, hoodie, or sweatshirt to school, it must be NPW uniform outerwear.

LOWER ELEMENTARY SCHOOL – Kindergarten through Second Grade

Girls Uniform

The following items *must* be purchased from Flynn and O'Hara:
Hunter long-sleeve or short-sleeve polo shirt with embroidered yellow globe logo *(Note: not "NWP" on the collar)*

- Heather Gray Pull-On Elastic Waist Pants
- Green Plaid Drop Waist Jumper
- Green V-Neck Cardigan Sweater with embroidered yellow globe logo

The following items ***do not*** have to be purchased from Flynn and O'Hara:

- Hunter green knee-high socks or tights
- Black shoes or loafers
- All black or all white athletic shoes

Boys Uniform

The following items *must* be purchased from Flynn and O'Hara:

- Hunter long-sleeve or short-sleeve polo shirt with embroidered yellow
- globe logo *Note: not "NWP" on the collar*
- Heather Gray Pull-On Elastic Waist Pants
- Green Plaid Drop Waist Jumper

The following items ***do not*** have to be purchased from Flynn and O'Hara:

- Black Leather Belt
- Black or Gray Crew Socks
- Black shoes or loafers
- All black or all white athletic shoes

Outerwear

Only grade-appropriate uniform outerwear (Green V-Neck Cardigan Sweater, V-Neck Pullover Sweater, V-Neck Sweater Vest, Full-Zip Fleece Jacket, Full-Zip Hooded Sweatshirt, or Heavyweight Crewneck Sweatshirt with embroidered NPW logo) may be worn on-campus. Sweater, hoodie, fleece, or vest with the NWP Logo may be worn on campus. If your child is going to wear a sweater, hoodie, or sweatshirt to school, it must be NPW uniform outerwear.

School Shorts Policy

School gray shorts may be worn from September to October 15th and from May 15th until the end of the school year.

Physical Education (PE) Uniform

The following items ***must*** be purchased from Flynn and O'Hara to be worn for PE classes:

Gold Short Sleeve T-Shirt with heat-transferred logo

- Hunter Micromesh Gym Shorts with heat-transferred logo (**They cannot be shorter than four inches above the knee.)**
- Hunter Heavyweight Sweatpants with heat-transferred logo
- Hunter Heavyweight Crewneck Sweatshirt with heat-transferred logo

Footwear

Black shoes, loafers, or all-black or all-white athletic shoes can be worn and **do not** have to be purchased at Flynn and O'Hara**.** On days the scholar has PE class, the scholar can wear any type of sneaker to school.

Other Uniform Notes

- **Special school wear** such as athletic shirts, 8th grade shirts, activity shirts, and testing shirts may only be worn on the days permitted.
- **Belts:** Pants for both male and female scholars must be secured around the waist with a dress belt.
- **Headbands** should be solid black, white, or forest green.
- **Leggings, tights, stockings, or socks** (when worn with shorts) must be solid black, white, or hunter green.

Being Out of Uniform

Scholars who do not meet the standards of the scholar dress code will be required to modify their appearance by covering or removing the inappropriate attire and, if necessary or practical, replace it with an acceptable item. A scholar who does not comply with the dress code will be subject to a disciplinary response.

If a scholar comes to school out of uniform, "loaner" clothing item(s) will be provided when possible. Loaned items are expected to be returned to the Dean's office or they must be paid for within a week.

A scholar who comes to school out of uniform will not be allowed to participate in recess and may be subject to additional consequences outlined in the

Ladder of Referral for Dress Code Infractions.

Coming to School Dressed Appropriately

Just as it is important that each scholar is wearing the school uniform, it is equally important that the manner in which she or he presents herself/himself shows respect for what it means to go to school in the same way that adults (and children) dress differently when they attend formal occasions (wedding, funeral, graduation ceremony, etc.), go on a job interview, work in an office or other professional setting, attend religious services, etc.

Scholars are expected to limit the wearing of jewelry to earrings smaller than a quarter, short necklaces, and bracelets. Hairstyles should be neat and appropriate to the school. Examples of hairstyles that may be considered unacceptable include, but are not limited to, mohawks, spiked hair, shaved hair designs, colored hairspray, and unnatural colors (blue, green, etc.) Distracting hair accessories are also not allowed. NWPs goal is for scholars' appearances to instill pride in their parents, school staff members, and our scholars themselves.

Valuable jewelry is worn at the scholar's own risk. NWP does not assume responsibility for any articles that are lost or stolen.

At times, such as during Spirit Week or on earned dress down days, scholars may come to school out of uniform. At all times, their dress needs to be neat and appropriate. Items such as crop tops, tank tops, short shirts/skirts, ripped jeans, offensive logos/language on clothing, etc. are examples of what is considered inappropriate. If a scholar arrives on campus wearing such clothing as outlined here, they will be provided with a loaner uniform or their parent /guardian will be contacted to bring appropriate attire.

Prohibited Attire and Accessories

At all times, the scholar's uniform needs to be neat, clean, and grade-appropriate. Dress shirts are to be tucked in. Long-sleeve shirts or other hoodies cannot be worn under the short-sleeve shirts. Only New World Prep attire can be worn as sweaters, hoodies, etc.

Many items of clothing, hairstyles and hair coloring, jewelry, and other accessories that may be appropriate and acceptable attire at home, after school hours, on weekends, or on vacation are not considered appropriate to wear to school.

- Inappropriate or prohibited items of clothing will be confiscated if a scholar does not remove the item when instructed to do so by school staff.
- Confiscated items will be returned at the end of the school day unless the removal is part of a consistent pattern of such behavior as described in the Ladder of Referral for Dress Code Infractions. Any headwear confiscated by school staff will be labeled with the scholar's name and given to the Dean of Students. Items will be returned only to a parent/guardian.

The chart that follows includes prohibited attire and accessories. However, any item NWP deems a distraction to learning or disrupts the safety and welfare of the school community, or is inappropriate to the school setting will be confiscated if a scholar does not remove the item when instructed to do so by school staff.

Prohibited Attire and Accessories	
● Clothing that is under or oversized or does not otherwise fit appropriately.	● Flip-flops, sandals, open-toe, and slipper-like shoes, including athletic slides, Crocs, and slip-on Uggs

● Oversized jewelry, jewelry worn in excess, or inappropriate display of jewelry deemed disruptive to the educational process by the school administration; NWP discourages any	● Cargo-like pants/shorts, ripped jeans with holes above the knee are not permitted. ● Shirts over or under their uniform shirts except for short-sleeve white undershirts.

Body piercings other than a pair of earrings. A scholar with a body piercing other than pierced ears is not allowed to wear jewelry for that piercing at school.	● No logo shirts or other types of shirts may be worn over or under the New World Prep shirt.
● Jackets, hooded sweatshirts (“hoodies”), or any shirt that does not have an NWP logo inside the school building. (Winter coats/jackets in cold weather are the only exception when the school has authorized scholars to keep them on.)	● Clothing or accessories with unsuitable pictures, graphics, slogans, and/or sayings.
● Do-rags, hoods, hats, scarves or other head coverings (with the exception of head coverings worn for religious reasons) bandanas, feathers, dangling articles on headbands or barrettes, and sunglasses are all considered inappropriate for regular school wear. (Appropriate parental documentation is required when head coverings are worn for religious purposes).	● Scholars may not wear makeup. Scholars will be required to remove makeup, and makeup items will be confiscated. This does not include clear lip gloss, chapstick, or lip balm.
● Visible tattoos, whether permanent or washable, painted, colored, or marked skin, and/or writing on one’s skin are not appropriate to the school and are not allowed except for a medical, religious, or cultural tradition. A scholar’s parents are expected to contact the school to alert school administrators if a child’s skin must be marked for medical, religious, or cultural reasons.	● Clothing, jewelry, hair accessories, or other items that can be classified (by school administration) as “gang-related” (e.g., bandanas, beads, etc.)

Ladder of Referral for Dress Code Infractions

Teachers and all other school staff will exemplify and reinforce acceptable scholar dress and help scholars develop an understanding of appropriate appearance in school and, as applicable, at school-sponsored events. School staff will work with families and scholars to ensure that each child follows the uniform policy.

The goal of NWP’s dress code is to prepare our scholars for success in the community, in high school, college, and career. The number of incidents on the Ladder of Referral is reset at the beginning of Quarter 3.

Ladder of Referral for Dress Code Infractions

Incidence	Action
First Incident	● The teacher/counselor holds a conference with the scholar to identify the reason for the infraction and the steps the scholar will take to ensure compliance with the school dress code. The scholar completes a Scholar Dress Code Compliance Contract that lists what the scholar will do to meet the dress code standards and signs and dates the contract.
Second Incident	● Teacher/counselor calls the parent to discuss the scholar's second infraction, the reason for the infraction, any mitigating circumstances that may have led to the infraction, and the steps that must be taken to ensure compliance with the school dress code. ● Parent/guardian is notified that a third infraction will lead to a formal face-to-face parent conference. Parent/guardian is notified that a copy of her/his child's Initial Scholar Dress Code Compliance Contract (first infraction) and a dress code infraction form will be sent home for the parent's signature and must be returned to the NWP teacher within 2 days.
Third Incident	● The teacher/counselor writes a referral to the Dean of Students and attaches documents from previous incidents. ● Dean holds a parent conference at which the scholar and parent agree to and sign a Dress Code Contract, and Dean assigns lunch or after-school Reflection Time as applicable. ● Parents/guardians and scholars are informed that if another uniform incident occurs, the scholar will lose school privileges (co-curricular activities - including field trips, sports, and dances).
Fourth Incident (or more)	● A NWP staff member writes a referral to the Dean of Students and attaches documents from previous incidents. ● Parent/guardian and scholar are informed that the scholar has lost school privileges (co-curricular activities, including field trips, team sports, and dances) for a set period of time to be determined by the principal, who will also determine if the scholar's citizenship grade should be lowered. ● ART and SAT will be assigned. Continued failure to follow school policy will lead to progressive discipline, which includes suspension and then possible dismissal.

Toys and Games Policy

NWP scholars are not permitted to bring toys, games, or trading cards to school. They are a distraction, cause problems when they are lost, traded, or sold, and are sometimes mistaken as the property of others. These items must stay at home. In addition, scholars are not permitted to bring balls to school. At recess, we share balls and other recess gear intentionally to teach sharing and cooperation, and to control materials and play areas in the schoolyard.

Head Phones

Headphones and earplugs may only be worn when being utilized for iReady or other

educational purposes otherwise, they need to be stored in the Scholar's backpack,

Lost and Found

Lost and found items are brought to and kept in the Dean's Offices. Please be aware that the school is not responsible for items lost at school or those returned to the Main Office. It is important that all items are clearly labeled with each child's first and last name using an indelible marker or laundry labels. School staff periodically check items for names and will return labeled items to scholars. When the school accumulates a quantity of items that cannot be returned to the proper owner because they are not labeled, the items will be donated.

Policy on Birthday Celebrations

Scholars must be in school uniform on their birthday. We recognize scholars' birthdays monthly on the first Wednesday of the month, or as indicated on the monthly school calendar. Scholars are permitted to dress down if their birthday is during that month.

Please be aware of the following guidelines regarding Birthday Celebrations in the classroom:

- All parties must be approved by the Principal ~~or the building supervisor~~ by completing the Birthday Celebration Request Form at least one week in advance
- Family members may not attend the party (including school-age siblings or relatives)
- Parents may drop off party items to the teacher at morning drop-off or 15 minutes before the lunch period.
- Items should be simple in nature and must be peanut-free: cupcakes, cookies, party bags, etc. No pizza, etc.
- Classroom celebrations can only take place during lunch or snack time.

Policy on Electronic Devices

Acceptable Internet Use

At NWP, the purpose of access to the internet and email through school connections and/or equipment is solely educational. Access is a privilege, not a right. NWP scholars are expected to be responsible users of the internet at school.

All users accessing or using the Internet through school connections and/or equipment, whether from a school location or from a remote location using school hardware, dial-up connection, wireless connection, and/or accounts, are strictly prohibited from:

- Using computers for personal communications such as, but not limited to, gaming, personal email, chat, personal blogs, inappropriate use of Google Docs, Facebook and/or any other social media
- Accessing another person's individual materials, information, or files without permission
- Sharing passwords or using the account and/or identity of another person
- Plagiarizing and/or using copyrighted materials without permission
- Sending or receiving personal information about a scholar without the consent of the scholar's parent or as otherwise required by law
- Sending messages that constitute discrimination, harassment, intimidation, and/or

bullying behavior, including, but not limited to, using obscene, vulgar, inflammatory, or threatening language, pictures, video, graphics, or other oral or written communication
- Accessing, sending, or receiving pornographic or obscene materials and/or engaging in any other illegal activity via the internet and/or email
- Violating any local, state, or federal laws or school policies
- Vandalizing, subverting, or impairing software or equipment
- Using the internet for commercial, political, or religious purposes
- Going beyond authorized use or use of blocked and/or inappropriate sites

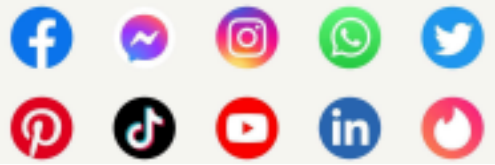
Electronic Aggression (Cyberbullying)

Technology is a wonderful resource for scholars as well as a teaching tool for staff members. Its use in the classrooms has created enormously positive learning results. However, we must also be aware of some of how technology is inappropriately used.

Although many different terms - cyberbullying, Internet harassment, and Internet bullying - have been used to describe this type of violence, electronic aggression is the term that most accurately captures all types of violence that occur electronically. (Centers for Disease Control and Prevention) Electronic aggression is any type of harassment or bullying, including but not limited to:

- teasing
- telling lies
- making fun of someone
- making rude or mean comments
- spreading rumors, or
- making threatening or aggressive comments through the use of information technology.

Electronic aggression includes malicious intent, usually repetitive mistreatment, or a chronic pattern of abuse (usually over time) through direct attacks or indirect contacts that cause social isolation and exclusion.



BEFORE YOU… THINK…

- Is it true?
- Is it hurtful?
- Is it necessary?
- Is it illegal?
- Is it kind?

Use of Approved Devices for Educational Purposes

At NWP, the purpose of access to the internet and email through school connections and/or equipment is solely educational. Scholars may be asked to use laptops, iPads, tablets, or similar devices for educational purposes only as a means of enhancing instruction.

School laptops, iPads, tablets, or similar devices are the property of New World Prep. Use of these devices is monitored for appropriate use of the technology and the school's internet. At any time, the school has the right to monitor any suspicious use of the school's equipment and internet.

Access is a privilege, not a right. NWP scholars are expected to be responsible users of the internet in and outside of school. NWP's Acceptable Internet Use and Safety Policy explains our policy and regulations.

Depending on the level of the misuse, scholars who are found using such devices for purposes not directly connected to course content or class assignments will, on the first offense, be admonished by staff to stop the behavior. Failure to comply or a second offense will result in confiscation of the device, which will be returned only to a parent.

NWP is a Caring Community: Dignity for All Scholars

It is the policy of NWP to maintain a safe and supportive learning and educational environment that is free from harassment, intimidation, and/or bullying committed by scholars against other scholars and discrimination by scholars against other scholars on account of actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability or weight. Such discrimination, harassment, intimidation, hazing, and/or bullying is prohibited and will not be tolerated:



- in school, during school hours
- before or after school, while on school property at school-sponsored events, or while traveling on vehicles funded by the school and on other than school property when such behavior disrupts or would foreseeably disrupt the educational process or endangers or would foreseeably endanger the health, safety, morals, or welfare of the school community.

Scholars found guilty of violating this policy will be subject to appropriate disciplinary action consistent with the Student Code of Conduct.

Prohibited Behavior

Prohibited behavior includes, but is not limited to, harassment, intimidation, hazing, and/or bullying committed by scholars against other scholars and discrimination, harassment, intimidation, and/or bullying by scholars against other scholars on account of actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability or weight.

It is a violation of this policy for any scholar to create a hostile school environment for another scholar by conduct and/or verbal or written acts (including cyberbullying) that:

- have or would have the effect of unreasonably and substantially interfering with a scholar's educational performance or ability to participate in or benefit from an educational program, school-sponsored activity, or any other aspect of a scholar's education; or
- have or would have the effect of unreasonably and substantially interfering with a scholar's mental, emotional, or physical well-being; or
- reasonably cause or would reasonably be expected to cause a scholar to fear for his/her physical safety; or
- reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a scholar.

Discrimination, harassment, intimidation, and/or bullying may take many forms and can be physical, verbal, or written. Written discrimination, harassment, intimidation, and/or bullying includes electronically transmitted communications (cyberbullying), e.g., via information technology including, but not limited to: Internet, cell phone, email, personal digital assistant wireless handheld device, social media, blogs, chat rooms, and gaming systems.

Such behavior includes, but is not limited to:

physical violence
stalking;

- threats,
- taunts,
- teasing;
- aggressive or menacing gestures;
- exclusion from peer groups designed to humiliate or isolate;
- using derogatory language;
- making derogatory jokes or name-calling or slurs;
- written or graphic material, including graffiti, photographs, drawings, or videos, containing comments or stereotypes that are electronically circulated or are written or printed.

NWP's Dignity Act Coordinator(s)

The principal will designate at least one staff member (referred to as the Dignity Act Coordinator (s]) to whom reports by scholars or staff members of scholar-on-scholar discrimination, harassment, intimidation, hazing, and/or bullying can be made and who serves as a resource for scholars and staff on this issue. NWP may designate more than one staff member to serve as Dignity Act Coordinator. The Board of Trustees will decide the number of Dignity Act Coordinators it deems necessary to best meet the needs of the school.

Notification

The name(s) and contact information for the Dignity Act Coordinator(s) must be shared with all school personnel, scholars, parents, and persons in parental relations. NWP will provide the name and contact information of each Dignity Act Coordinator by:

- listing such information in the Monthly Newsletter several times throughout the school year ~~\,~~ and posting updates on the school's website,~~\;~~ and
- posting the information in highly visible areas of the school's buildings and making

the information available at the school administrative offices.

This policy will be published in scholar registration materials as well as scholar, parent, and employee handbooks. The policy and a Dignity Act complaint form will be available on New World Prep's website and from the General Office.

Dignity Act Coordinator Training

The Dignity Act Coordinator(s) at NWP must receive training mandated by the Dignity for All Students Act. This training must include the following:

- Thorough training to handle human relations in the areas of race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability, and weight.
- Raising awareness and sensitivity to potential acts of discrimination, harassment, and bullying directed at scholars, including, but not limited to, those acts based on a scholar's actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender interests, gender expression, sexual orientation, disability, or weight.
- The identification and mitigation of harassment, bullying, and discrimination.
- The social patterns of harassment, bullying, and discrimination.
- Preventing and responding to incidents of discrimination, harassment, or bullying.
- Understanding the effects of harassment, bullying, and discrimination; and strategies for effectively addressing problems of exclusion, bias, and aggression in educational settings.
- Promoting a safe and supportive school climate, including incorporating these concepts into classroom activities.

Reporting Scholar-to-Scholar Incidents

Reporting Scholar-to-Scholar Incidents of Discrimination, Harassment, Intimidation, and/or Bullying	
Scholar Reporting	Any scholar who believes that he/she has been the victim of discrimination, harassment, intimidation, and/or bullying by another scholar should report the incident to the Dignity Act Coordinator or to any other school employee. Scholars who witness or have information about such incidents may report them to the Dignity Act Coordinator or any other school employee. Scholar complaints may be made verbally or in writing.

Staff Reporting	In compliance with the Dignity Act, all school staff, when aware of harassment, bullying, and/or discrimination, are required to orally report the incident(s) within one school day to the principal or his/her designee and report it in writing within two school days after making an oral report.
Parent Reporting	Parents may report scholar-to-scholar discrimination, harassment, intimidation, and/or bullying verbally or in writing to the principal/designee or the Dignity Act Coordinator. Such reports will be handled as described in NWP's Dignity Act Policy and the Student Code of Conduct.

Reporting Criminal Activity

Where the principal/designee believes that the alleged conduct constitutes criminal activity, he/she must contact the police. The principal/designee will consult with the President of the School. The President of the School will consult with the Board of Trustees. The Board of Trustees will decide if a complaint, due to the nature and seriousness of the allegation(s), will be investigated by the Principal or will be investigated by the President of the School or the Board of Trustees.

Parental Notice

The principal/designee will advise the parent(s) of the accused scholar of the allegations. The principal/designee will also advise the parent(s) of the alleged victim of the allegations unless the alleged victim informs the principal/designee of safety concerns in regard to this notification. In such a case, the principal/designee shall decide whether to inform the alleged victim's parents following consideration of privacy and safety concerns. The Principal may seek guidance from the School President and/or the Board of Trustees.

Investigation

All reports will be thoroughly investigated based **on** NWP's Dignity Act Policy and the Student Code of Conduct, and, based upon the findings of the investigation, appropriate disciplinary and support measures will be taken. The DASA Coordinator will:

- interview the alleged victim and document the conversation;
- ask the alleged victim to prepare a written statement which includes as much detail as possible, including a description of the behavior, when it took place, and who may have witnessed it;
- interview the accused scholar and advise him/her that if the conduct has occurred, it must cease immediately;
- ask the accused scholar to prepare a written statement; and
- interview any witnesses and obtain their written statements.

In determining whether the alleged conduct constitutes a violation of this policy and the Dignity for All Students Act, NWP will evaluate the totality of the circumstances surrounding the conduct. The following facts will be considered:

- the ages of the scholars involved;
- the nature, severity, and scope of the behavior;

- the frequency and duration of the behavior;
- the number of persons involved in the behavior;
- the context in which the conduct occurred;
- where the conduct occurred.

The school must advise the parents of the alleged victim and the parents of the accused scholar whether or not the allegation is substantiated, consistent with state and federal laws regarding student records privacy, except where a decision was made not to notify the parents of the alleged victim of the allegation as set forth in Section III.C.

When the principal believes that the alleged conduct constitutes criminal activity, he/she must contact the police.

Accountability

Scholars who have been found to have violated NWP's Dignity Act Policy will be subject to appropriate disciplinary action pursuant to the Student Code of Conduct and NWP's Discipline Policy. The principal/designee will follow up to ensure that the conduct has stopped.

Support

As appropriate, the scholar who was the target of the behavior and the scholar who was found to have engaged in the behavior will be referred to the guidance counselor, school social worker, psychologist, or other appropriate school staff for **separate** counseling.

As appropriate, the principal/designee will use intervention methods, including sensitivity training, counseling, and/or referral to a community-based agency for counseling, support and education for the scholar found to have engaged in behavior prohibited by this policy.

The principal/designee must follow up to ensure that the conduct has stopped.

Staff-to-Scholar Conduct

It is the policy of NWP to provide equal educational opportunities without regard to actual or perceived race, color, religion, age, creed, ethnicity, national origin, alienage, citizenship/immigration status, disability, sexual orientation, gender (sex), or weight. It is also the policy of NWP to maintain an environment free of harassment based on any of these grounds, including sexual harassment.

It is the policy of NWP to prohibit corporal punishment and verbal abuse of scholars by any NWP employee, vendors, consultants, Community Based Organization staff, and others on school property, during school trips and other school functions, and off-school property when such off–school behavior disrupts or would foreseeably disrupt the educational process or endangers or would foreseeably endanger the health, safety, morals or welfare of the school community. Disruptive behavior by a scholar must never be punished by the use of corporal punishment. Corporal punishment is defined as any act of physical force upon a pupil for the purpose of punishing that pupil. Verbal abuse is defined as language (written or oral) about or directed toward scholars that belittles, embarrasses, or subjects scholars to ridicule.

Accordingly, it is a violation of this policy for any NWP employee to discriminate against or create a hostile school environment for a scholar by conduct and/or verbal or written acts on school property, or at a school function on the basis of any of the above-noted grounds where

such behavior:

- has or would have the effect of unreasonably and substantially interfering with a scholar's ability to participate in or benefit from an educational program, school-sponsored activity, or any other aspect of a scholar's education; or
- has or would have the effect of unreasonably and substantially interfering with a scholar's mental, emotional, or physical well-being; or
- reasonably causes or would reasonably be expected to cause a scholar to fear for his/her physical safety; or
- reasonably causes or would be expected to cause physical injury or emotional harm to a scholar.

It is also a violation of this policy for any NWP employee to engage in the behavior noted above off school property when such behavior creates or would foreseeably create a risk of disruption within the school environment.

Employees who violate these regulations will be subject to appropriate disciplinary action.

Reporting Staff-to-Scholar Incidents

Reporting Staff-to-Scholar Incidents of Discrimination, Harassment, Intimidation, and/or Bullying	
Scholar Reporting	Any scholar who believes that he/she has been the victim of discrimination, harassment, intimidation, and/or bullying by a staff member should report the incident to the principal or to the Dignity Act Coordinator, or to any other school employee. Scholars who witness or have information of such incidents may report them to the principal, the Dignity Act Coordinator, or to any other school employee. Scholar complaints may be made verbally or in writing.
Staff Reporting	In compliance with the Dignity Act, all school staff, when aware of harassment, bullying, and/or discrimination, are required to orally report the incident(s) within one school day to the principal or his/her designee and report it in writing within two school days after making an oral report.
Parent Reporting	Parents may report staff-to-scholar discrimination, harassment, intimidation, and/or bullying verbally or in writing to the principal/designee or the Dignity Act Coordinator.

Investigation

All reports will be thoroughly investigated, and if a violation of this policy is substantiated, the President and Board will determine if any disciplinary or corrective action is required. When the principal believes that the alleged conduct constitutes criminal activity, he/she must contact the police.

Support

If a report of staff-to-scholar discrimination or harassment is substantiated, the scholar who was the target of the behavior will be referred for counseling and support to the guidance counselor, school social worker, psychologist, or other appropriate school staff and/or to an appropriate community-based organization.

Confidentiality

It is NWP's policy to respect the privacy of all parties and witnesses to complaints brought under this regulation. However, the need for confidentiality must be balanced against the obligation to cooperate with police investigations, to provide due process to the accused, and/or to take necessary action to investigate or resolve the complaint. Therefore, information regarding the complaint may be disclosed in appropriate circumstances.

Retaliation

Scholars may not retaliate against another scholar, teacher, or school employee who reports an incident of alleged scholar-to-scholar discrimination, harassment, intimidation, and/or bullying or who participates or assists in an investigation relating to such behavior. Retaliation will be investigated and subject to appropriate disciplinary action.

False Claims

Scholars who make false claims of harassment or bullying will be subject to disciplinary action as defined by the Student Code of Conduct.

Dignity Act Annual School Community Training

Creating and maintaining a safe, supportive, and inclusive school community is a New World Prep core commitment.

Scholar Training

The principal will ensure that scholars have been provided with information and training on the NWP Dignity Act Policy and the procedures in this policy by October 31st of each year.

Staff Training

All staff members, including non-instructional staff, will be provided with training on NWP's Dignity for All Scholars Act as described herein by October 31st of each year. Such training must address:

- raising awareness and sensitivity to potential acts of discrimination, harassment, and bullying directed at scholars, including, but not limited to, those acts based on a scholar's actual or perceived
- Racism, race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender interests, gender expression, sexual orientation, disability, or weight;
- the identification and mitigation of harassment, bullying, and discrimination;
- the social patterns of harassment, bullying, and discrimination;
- preventing and responding to incidents of discrimination, harassment, or bullying;
- understanding the effects of harassment, bullying, and discrimination; and strategies for effectively addressing problems of exclusion, bias, and aggression in educational settings;

and ● promoting a safe and supportive school climate, including incorporating these concepts into classroom activities.

Voluntary Withdrawal

As a school of choice, we recognize that circumstances may arise in which a parent or guardian wishes to transfer their child to a different school. To voluntarily withdraw a scholar from NWP, a parent must complete a NWP Voluntary Withdrawal Form or register in another school. Once the form is completed and turned in to the school or the transferring school notifies the school of the child's enrollment in their school, the child's seat is forfeited and can be filled by another child from the grade level waiting list. If the parent decides to re-apply for enrollment, they will be placed on a waiting list until a seat becomes available. The school ensures the timely transfer of any necessary school records to the scholar's new school.

Enrollment

*Please see **Appendix G** for the full Admissions and Enrollment Policy.*

APPENDIX A

Policy for the Provision of Health Services Pursuant to Education Law 91, which requires school districts to provide to nonpublic schools the same health and welfare services available to pupils who attend the public schools of the district, New World Preparatory Charter School will request in writing each spring before each new school year these health and welfare services. Pursuant to Section 901-914 of the Education Law and Commissioner's Regulation 136.2(d)(2) which specifies the minimal school health services that a school district must provide, the district will provide New World Preparatory Charter School, at a minimum, the following services:

1. student physical examinations upon entrance to school, grades 1 and 3, and at any other time deemed necessary by school authorities in the educational interests of the student; 2. annual vision screening test for all students, including all new admits within six months of enrollment;
3. annual hearing test for all students and at any other time deemed necessary by school authorities in the educational interests of the student;
4. annual scoliosis (spinal) screening test for all students;
5. maintenance of cumulative health records;
6. written notification to parents of any health problems found;
7. emergency care of ill or injured students; and
8. compliance with and enforcement of mandatory immunization requirements, which can be waived in compliance with §2164 of Public Health Law

Parents may waive immunization in accordance with Public Health Law and exceptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization [see § 2164 (8) and (9) of the Public Health Law].
New World Preparatory Charter School will also be in compliance with Education Law Section 917, which requires all districts to become public access defibrillation providers. New World Preparatory Charter School will also provide proper space and materials for the delivery of these services, such as a designated room, furniture, files, scale, table and a sink.

Plans And Procedures For Scholars Who Require Daily Medication

For students who require medication, the district-provided nurse will dispense all medication. In the absence of a nurse, the principal, business manager, and school administrative assistant will dispense the medication and will be trained by the nurse on the specifics of dispensing such medication for each child that requires it. Written permission will be obtained from the parent and prescribing physician that such personnel can dispense the medication in accordance with the physician's explicit directions. The school will use the NYSED authorization form for the administration of medication. Any individual who is deemed capable and competent to understand a personal care procedure, can correctly administer it to him/herself each time it is required to have on file proper authorization by the parent and prescribing physician permission to do so.

The school will establish a system of two separate locks to secure medications (i.e. a locked cabinet within a room with a door that locks). Whenever possible, medication storage units will be secured to the wall or floor, and will not have breakable glass doors. Even self-directed students will not be given unsupervised access to controlled substances under the care of the school. A daily medication log will be kept. If a medication is changed or discontinued, or there is medication left at the end of the school year, the medication will be returned to the parent/guardian or properly disposed of as follows: (1) Disposal of medication by flushing in presence of witness; or (2) Parent/guardian picking up medication from health office.

APPENDIX B

Written Complaint and Appeal Procedures

For Title I, Parts A, C, and D
Or Section 100.2(ee) of Commissioner's Regulations
Regarding Academic Intervention Services

As required by Title IX, General Provisions of the Elementary and Secondary Education Act (ESEA), the New York State Education Department (NYSED) has adopted the following procedures for receiving and resolving complaints and for reviewing appeals from decisions of local educational agencies (LEAs). Complaints concerning violations of ESEA Title I, Parts A, C, and D, or of the General Education Provisions Act; or of Section 100.2(ee) Academic Intervention Services of the Regulations of the Commissioner are covered by these procedures. LEAs must disseminate free of charge, adequate information about the State Complaint and Appeal Procedures to parents of students, and appropriate private school officials or representatives. [General Provisions Regulations, 34 CFR Sections 299.10-299.12]

Procedures for Filing Complaints/Appeals

Any school parent or teacher, other interested person, or agency may file a complaint.

All complaints must:
- be written;
- be signed by the person or agency representative filing the complaint;
- specify the requirement of law or regulation being violated and the related issue, problem, and/or the concern;
- contain information/evidence supporting the complaint; and
- state the nature of the corrective action desired.

An appeal must contain:
- a copy of the original signed complaint (see I-B);

- a copy of the LEA's response to the original complaint or a statement that the LEA failed to respond in 30 business days.

For NY State, a copy of the LEA and New World Preparatory Charter School's response to the original complaint or a statement that New World Preparatory Charter School failed to respond within 30 business days; and a statement identifying those parts of the LEA's response which the party wishes to appeal.

Where should a complaint/appeal to the LEA be sent? Complaints/appeals regarding the LEA's administration and implementation of its ESEA Title I Grant or Academic Intervention Services for students identified under Commissioner's Regulations Part 100 should follow the following complaint procedure:

● Title I Coordinator at **New World Preparatory CS 285 Clove Road, Staten Island, NY 10310** ● Principal at **New World Preparatory CS 285 Clove Road, Staten Island, NY 10310** ● **President at New World Preparatory 355 Morningstar Road, Staten Island, NY 10303** ● Angelo Aponte, Board Chair, and Ms. Diane Sorensen - **New World Preparatory CS 355 Morningstar Road, Staten Island, NY 10303**

If the local LEA fails to resolve the complaint within 30 business days, or fails to resolve the issue to the satisfaction of the complainant, the complaint should be sent to the Title I School and Community Services Office, Room 365 EBA, New York State Education Department, 89 Washington Avenue, Albany, NY 12234.

Procedures for Filing Complaints/Appeals with the New York State Education Department

The State Education Department will review complaints when the complaint pertains to: ● the State's administration of the ESEA Title I Basic Grant, Migrant Education, or Neglected or Delinquent Program;
- an appeal from the decision of an LEA regarding an action by the LEA.

Complaints that do not meet any of the above criteria, including complaints concerning the LEA's administration of its Title I Program, will be referred for possible resolution to the LEA against whom the complaint is made.

Within 60 business days of the receipt of the complaint/appeal, Department staff will complete an on-site review (if necessary) and/or records examination and will notify all parties of its findings. An extension of the 60-day complaint resolution period is permitted under CFR Part 299.11 (b), for exceptional circumstances. Complaints/appeals regarding Title I for LEAs outside of New York City local school districts/schools should be sent to:

New York State Education Department
Title I School & Community Services Office
Room 365 EBA
89 Washington Avenue
Albany, NY 12234

An appeal must be requested and postmarked within 20 business days of receipt of the LEA's response to the original complaint.

The Title I representative in the State Education Department office who is assigned as the program manager for the LEA against which the complaint is made and other Department staff as may be appropriate shall conduct the review of complaints or appeals.
The State Education Department's response shall contain:

- the names of persons interviewed;
- the records or other evidence examined;
- relevant dates/times/locations/events;
- summary of findings; and
- nature of corrective action to be taken including applicable timelines.

How will State Education Department staff monitor the timely and appropriate implementation of the corrective actions called for in the complaint/appeal resolution? Failure of the LEA to take corrective action within the time period stipulated in the complaint resolution shall be cause to withhold all, or a portion of, the ESEA Title I allocation to the LEA.

Does the State Education Department maintain a record of all complaints/appeals? Yes. Copies of correspondence, related documents, investigative reports, and summary reports involved in the complaint/appeal resolution will be maintained by the State Education Department for five years. **68** Records will be made available to interested parties in accordance with the provisions of the New York State Freedom of Information Law (Public Officers Law Sections 84-89).

What shall constitute exceptional circumstances for extending the 60-day limit for State Education Department review of complaints and appeals for relief from an LEA action? The State Education Department has determined that exceptional circumstances may include, but need not be limited to, such occurrences as:

- illness of involved parties;
- cancellation of scheduled on-site reviews due to unscheduled school closings; ● the need for extended review activities beyond those specified in the written notification; and/or ● any other mutual agreement to changes in review scope or activity.

When exceptional circumstances are identified, the revised date for the completion of the complaint review will be provided in writing to all parties involved in the complaint or appeal. All parties to the complaint have the right to initiate a request for an extension beyond the 60-business day complaint
resolution period based on exceptional circumstances. All such requests must be presented to the State Education Department.

Procedures for Adjudicating Appeals from the Decision of the State Education Department

May a person/agency dissatisfied with the State Education Department's complaint resolution file an appeal? Yes, parties dissatisfied with the State Education Department's complaint resolution may file an appeal directly with the United States Department of Education at:

United States Department of Education
Compensatory Education Programs
400 Maryland Avenue, S.W.
Room 3W230, FOB #6
Washington, D.C. 20202-6132

Appendix C

New World Prep Concern/Complaint Policy

Informal Complaint Procedures **Step One: Bring your complaint to the individual teacher or the appropriate guidance counselor.**

If the nature of the concern deals with an academic concern it is best first to start with the individual teacher and if appropriate your child's guidance counselor. If the situation has not been resolved, request a meeting with the Principal.

Step Two: Bring Your Complaint to the School Principal

Begin by contacting the Principal to try to resolve any violations, issues or complaints informally. Before doing so, we encourage you to familiarize yourself with the school's policies, guidelines, and reference materials. Such items include, but are not limited to, the family handbook and Code of Conduct (which contains the student discipline code) and other policies such as the dress code policy. The Family handbook and the Code of Conduct can be found on the school's website. If you would like a hard copy please contact the Main Office for a hard copy of these documents.

You may reach the School Principal directly by emailing her at aainley@newworldprep.org or calling 718-705-8990 and ask for Ms. Ainley, the School Principal.

Step Three: Contact the School President

If after speaking with the Principal you are not satisfied with the outcome or decision pertaining to the complaint, you may reach out to the School President. The President is the Chief Executive Officer and supervises the day-to-day school operations of the school and supports the work of the Principal and the school's leadership team.

You may reach the School President directly by emailing him at efoley@newworldprep.org or calling 718-705-8990 and ask for Mr. Foley, the School President.

Formal Complaint Procedures

Step One: Bring your Complaint to the School's Board of Trustees

If after contacting the Principal and School President you are not satisfied with the outcome or decision pertaining to the complaint, you may file a formal complaint with the School's Board of Trustees who has the ultimate oversight authority at the School level.

The procedure to file a formal complaint is as follows:

- Put the concern in writing and give it to the School President to forward on to the Board of Trustees or you may send to the Board of Trustees directly:

Chairperson – Board of Trustees
c/o Diane Sorensen
355 Morningstar Rd
Staten Island, NY 10303

- The Board of Trustees or its designee will send a written acknowledgement of receipt of complaint within 5 business days of receiving such complaint.

- The Board of Trustees will cause the written complaint to be investigated and will respond to the parent or guardian within thirty (30) business days from receipt of the written complaint, and the individuals tasked with investigating the complaint will report on the matter at the next Board of Trustees meeting.

Step Two: Appeal to the Board of Trustees of the State University of New York

As every charter school is subject to oversight by the body that authorizes it, if a parent/guardian is not satisfied with the Board of Trustees decision, the parent/guardian may appeal to the Board of Trustees of the State University of New York.

You may reach the SUNY Charter Schools Institute to submit your complaint by calling (518) 445-4275 or email at: charters@suny.edu or by mail at 353 Broadway, Albany, NY 12246.

Note: It is very important that before you escalate your complaint to the School's authorizer level, you determine it constitutes a formal complaint involving a violation of the school's charter or of state charter law. Informal complaints about policies and most procedures that do not violate either the school's charter or state charter law should be resolved between the parent/guardian and the School's Principal, School President, or Board of Trustees.

Step Three: Appeal to Board of Regents

If the SUNY Charter Schools Institute as the authorizer of the school does not satisfactorily resolve a formal complaint, you can appeal the Institute's written determination to the New York State Board of Regents through the New York State Education Department by calling (518) 474-3852. You may submit written appeals by mail to the address listed below.

New York State Education Department
Charter School Office
Room 465 EBA
89 Washington Avenue Albany, NY 12234
Or via email to:
charterschools@nysed.gov (subject line should include the name of the school and the word 'Complaint')

Appendix D

Policy for Notification of Rights under FERPA

The federal Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to NWP, to the principal's attention, a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. NWP will make copies available to parents for free.

2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write to the School principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, NWP will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests.
    a. A school official is a person employed by NWP as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
    b. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records to officials of another school district in which a student seeks or intends to enroll. NWP will make a reasonable attempt to notify the parent or eligible student of the records request unless it states in its annual notification that it intends to forward records on request.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Appendix E

Freedom of Information Law (FOIL)

Policy and Procedures for Public Access to the Records of NWP Scholars

Section 1. Purpose and Scope

a. These regulations are established pursuant to Article 6 of the Public Officers Law, known as the Freedom of Information Law.
b. These regulations provide the procedures by which records of New World Preparatory Charter School may be obtained, for inspection and copies thereof obtained.
c. Personnel of New World Preparatory Charter School shall furnish to the public the information and records required by law and those which were furnished to the public prior to enactment of the Freedom of Information Law, subject to the conditions contained in subdivision 2 of Section 87 of the Freedom of Information Law, or other provisions of law.

Section 2. Designation of Records Access Officer

1. The Principal shall be the Records Access Officer responsible for assuring compliance with these regulations, and designates the following person(s) as additional records access officers:
   a. The Director of School Organization for all records regarding Finance.
   b. The Student Records Clerk for all student records.
   c. The Director of School Organization for all records related to our School site. d. The Director of School Organization for all records related to New World Preparatory Charter School and for all other records of New World Preparatory Charter School not previously mentioned.
2. The Records Access Officer shall be responsible for assuring appropriate response to public requests for access to records. The Records Access Officer shall assure that appropriate personnel are adequately instructed in and properly perform the functions described in Sections 6 and 7 of these regulations and shall supervise the administration of these regulations.

Section 3. Designation of Fiscal Officer

The Director of School Organization is designated the fiscal officer, who shall certify the payroll and respond to requests for an itemized record setting forth the name, address, title and salary of every officer or employee of New World Preparatory Charter School.

Section 4. Location

Records shall be available for public inspection and copying at the Office of the Records Access Officer at New World Preparatory Charter School, Staten Island, New York, or at the location where they are kept.

Section 5. Hours for Public Inspection

Requests for public access to records shall be accepted and records produced during all hours regularly open for business except that all records must be returned to their proper custodian at least five minutes before closing time. New World Preparatory Charter School's hours of operation from August 1 through June 30th shall be 8:00am to 4:00pm, Monday through Friday except holidays. Requests for public access to records shall also be accepted electronically at dsorsen@newworldprep.org .

Section 6. Request for Public Access to Records

1. Requests for records shall be in writing as specified by the Records Access Officer. However, the custodian of the records has discretion to waive the requirement for written requests in appropriate circumstances.
2. Officials shall respond to a request for records no more than five business days after receipt of the request. At a minimum, this response will acknowledge receipt of the request and provide an approximate date when a reply will be made.
3. A request for access to records should be sufficiently detailed to identify the records. Where possible, the requester should supply information regarding dates, titles, file designations or other information which may help identify the records.
    a. A current list, by subject matter, of all records produced and retained in accordance with the Department of Education's State Archives Schedule MU-1, shall be maintained by the Director of School Organization or the Principal and shall be available for public inspection and copying. The list shall be sufficiently detailed to permit the requester to identify the file category of the records sought.
    b. The subject matter list shall be updated periodically and the date of the most recent updating shall appear on the first page. The updating of the subject matter list shall not be less than semiannual.
    c. Duplicate copy of such current subject matter list shall be filed by the Principal with the Business Manager who shall consolidate and maintain all such current lists. Each records access officer shall keep a copy of these regulations with the subject matter list.
4. Appropriate personnel of New World Preparatory Charter School shall assist the requester in identifying requested records.
5. Upon locating the requested records, the appropriate personnel of New World Preparatory Charter School shall, as promptly as possible, and within the time limits set in subsection (b) above, either: (i) make the records available for inspection, or (ii) deny access in whole or part, and explain in writing the reasons for denial of access.
6. Upon failure to locate records, the appropriate official shall certify that: New World Preparatory Charter School is not the legal custodian of the requested records; or, the requested records, after diligent search, cannot be found.

Section 7. Inspection and Copying of Records

1. A person who has requested access to the public records of New World Preparatory Charter School shall be given full opportunity to see and inspect such records unless access is denied as provided in Section 8 within this document.
2. The requester may also make a copy of the records he/she inspects. No record may be removed from the office where it is located without written permission of the person in charge of the office at that time.
3. Upon request and payment of the established fee, if any, the appropriate officer or employee shall prepare and deliver a transcript of such records.

4. Upon request and payment of the established fee, if any, an appropriate official of The New World Preparatory Charter School shall certify as correct a transcript prepared by the custodian of the records.

Section 8. Denial of Access to Records

1. Denial of access to records shall be in writing stating the reason and advising the requester of the right to appeal to the Board of Trustees. Appeals must be filed within 30 days of the issuance of such notice.
2. If requested records are not provided promptly, as required in Section 6(b) of these regulations, such failure shall also be deemed a denial of access. In such cases, appeals must be filed within 30 days of the date by which the records were to be made available.
3. The Board of Trustees shall hear and determine appeals from denial of access to records.

4. The time for deciding an appeal by the Board of Trustees shall commence upon receipt of written appeal identifying:
    a. The date of the appeal.
    b. The date and location of the requests for records.
    c. The records to which the requester was denied access.
    d. Whether the denial of access was in writing or was by failure to provide records promptly as required by Section 6 (2).
    e. A copy of the written denial, if any.
    f. The name and return address of the requester.
5. The appeal shall be determined within ten business days of the receipt of the appeal. Written notice of the determination shall be served upon the person requesting the record, the person requesting the exception and the Committee on Open Government. The notice shall contain a statement of the reasons for the determination.
6. A person requesting an exception from disclosure, or an agency denying access to a record, shall in all appeal proceedings have the burden of proving entitlement to the exception. 7. A proceeding to review an adverse determination upon appeal may be commenced pursuant to Article 78 of the Civil Practice Law and Rules in accordance with all applicable provisions of the law.

Section 9. Fees

1. Except as otherwise specifically authorized by law, or by established practice prior to September 1, 1974, there shall be no fee charged for:
    a. Inspection of records;
    b. Search for records;
    c. Any certification pursuant to this part.
2. The fee for a photocopy transcript of records shall be 25 cents per single sided page for pages not exceeding 9 by 14 inches.
3. The fee for photocopies of records exceeding 9 by 14 inches per page or any non-paper format (such as computer disk, microfilm, etc.) shall be the actual costs of reproduction, which shall be deemed to be the average unit cost for making such a photocopy, excluding fixed costs such as operator salaries, except when a different rate is otherwise prescribed by statute.
4. The fee for a transcript that is typed, handwritten, or otherwise prepared by hand shall cover the clerical time involved in making the transcript, including comparison for accuracy.

Section 10. Public Notice

A notice containing the job title or name and business address of the records officers and the appeal body shall be posted in New World Preparatory Charter School. A copy of these rules will be kept in the custody of each records officer and be made available for inspection upon request.

Section 11. Severability

If any provision of these regulations or the application thereof to any person or circumstances is adjudged invalid by a court of competent jurisdiction, such judgment shall not affect or impair the validity of the other provisions of these regulations or the application thereof to other persons and circumstances.

APPENDIX F

Promotion/Retention Policy

Promotion standards are the academic benchmarks students must meet in order to be promoted to the next grade level at the end of the school year. Throughout the year, teachers and the principal regularly review academic performance and identify students who, even with additional support, are at risk of not meeting promotion standards for their grade level. Students' academic progress is assessed using multiple measures, such as NYSED test scores, course grades and report cards, writing samples, projects, assignments, and other performance-based student work. Although NYSED test scores may be considered, they are not the determining factor in assessing a student's readiness for the next grade. Students are held to different promotion standards based on their grade levels, the criteria specified on their Individualized Education Plan(IEPs), and/or their English language learner (ELL) status. This policy supports the goals that are aligned to Common Core and New York State Standards and prepares students for college.

- All students will meet or exceed rigorous academic standards in a performance-based core curriculum. All students will meet or exceed the promotion standards referred to in this policy and established in our school's charter, in order to be promoted to the next grade and, ultimately, to be prepared for college and careers.
- A comprehensive student assessment system, aligned with established State and school performance standards, will be used on an ongoing basis to measure student progress and to improve classroom instruction.
- The resources of the school will be strategically developed and deployed to enable the staff to provide the necessary support and interventions to ensure that all students achieve the standards in a timely manner.
- The instructional capacity of the school will be expanded and enhanced through effective professional development focused on all students achieving literacy and math standards.

The entire school community will be engaged continuously in creating and supporting effective strategies for improved student achievement.

I. Students For Whom This Policy Establishes Promotion Standards

A. English proficient general education students.
B. English language learners (ELLs) who are enrolled in a United States School System (USSS) for at least two years.
C. Students with disabilities receiving special education services who participate in State assessments. Students whose IEPs do not specify a modified promotion standard will be held to the promotion criteria that are applied to English proficient general education students in their grade level. Students whose Individualized Education Plan(IEPs) specify a modified promotion standard will be held to the modified standard set forth in their IEP

II. Promotion for Students in Grades K-2

A. Kindergarten, 1, and 2 are critical years in preparing students for successful achievement in later grades. NWP will implement a program of early identification, enrichment, and support to prepare all students to achieve promotion standards.
B. Assessment of Progress - All aspects of a student's record, including evidence that student work demonstrates progress towards meeting the Next Generation and New York State Learning Standards for Literacy and Mathematics, will be reviewed periodically to ensure that students are moving toward the attainment of literacy and math skills and that appropriate support and intervention strategies are in place for those students whose progress is of concern. Parents will be informed and involved in

the progress of their child's literacy development and be offered opportunities for participation in classroom activities and homework assistance.

C. Instructional Strategies and Intervention - Preparation of students prior to grade 3 will be based on instructional practices, strategies and interventions established to promote attainment of literacy and math standards. These practices will draw from the use of the Next Generation and New York State Learning Standards for Literacy and Mathematics, extended-day and extended-year instruction, tutoring, and other activities to ensure that all students become independent readers and writers by grade 3.

D. Attendance

1. Students will be encouraged to develop good habits of attendance, beginning with their first school experience. Therefore, the attainment of at least 95% attendance is a goal that will be discussed with parents in order to enlist and maintain their understanding and support of the importance of good attendance. 2. In the early childhood grades, a variety of intensive, appropriate interventions and instructional strategies will be employed in serious efforts to move all students toward promotion. For grades K-2, in the event that promotion may be considered not to be in a child's best interest, parents will be notified and actively involved in reaching the decision of whether to promote or retain their child.

E. Promotion

1. In the early childhood grades, teachers will be required to demonstrate that a variety of intensive, appropriate interventions and instructional strategies have been consistently employed in serious efforts to move all students toward promotion. For grades K-2, in the event that promotion may be considered not to be in a child's best interest, parents will be notified and actively involved in reaching the decision of whether to promote or retain their child.
2. Promotion decisions for students in grades K-2, including students with disabilities and English language learners ("ELLs"), will be made by the principal in consultation with the child's teacher and parent. For students with disabilities, the decision to promote or retain will include consideration of the student's grade-level progress and mastery of IEP goals. For ELLs, the decision to promote or retain will include consideration of the student's language development; however, limited English proficiency alone will not be the sole basis for retention.

F. Appeal - If a parent disagrees with the promotion decision, the parent may submit a written appeal to the Principal by the end of August. The School President will review the principal's decision and make a final determination.

III. Promotion from Grade 3 through 8 for English Proficient General Education Students, Students With Disabilities Whose IEPs Do Not Specify a Modified Promotion Standard, and English Language Learners (Decisions regarding promotion will be based on multiple criteria.)

A. Promotion from Grade 3 through 8 for English Proficient General Education Students and Students with Disabilities Whose IEPs Do Not Specify a Modified Promotion Standard

1. Promotion from grade 3 to grade 8 will be based on

a) The integrated use of multiple measures, such as State test scores, course grades, report cards, samples of student writing, projects, assignments, history of academic progress and other performance-based student work. However, State test scores may not be the primary or major factor in promotion decisions. Promotion decisions will be based on a holistic evaluation of all measures and whether the student has demonstrated sufficient progress toward attaining Next Generation Learning Standards in English Language Arts and Mathematics; and

b) The attainment of passing grades in core English, Mathematics, Science, and Social Studies courses.

Students who do not meet promotion criteria for failure to pass one or more core courses in June may meet the core course requirement of the promotion standard by passing the needed course(s) in summer school.

June Review Process

- If the promotion standard above is not met, or if the school does not have enough evidence of student work to support a promotion decision, then the school shall compile a promotion portfolio in in order to determine the student's readiness for promotion. The promotion portfolio consists of a series of assessments and student work that reflect a student's proficiency in attaining grade-level Learning Standards.
- Applying the minimum promotion benchmarks established in the promotion portfolio directions, the classroom teacher shall evaluate the assessments and samples of student work in each student's promotion portfolio to make a promotion recommendation. The completed promotion portfolio components shall then be reviewed by the principal or his/her designee and retained in the student's permanent record.
- If, upon review of the promotion portfolio, the principal or his/her designee determines that the student has attained the minimum promotion benchmarks, the student shall be promoted in June.
- If the principal determines that the student's promotion portfolio does not demonstrate that the student has attained the minimum portfolio benchmarks, the principal shall recommend that the students attend summer school. The principal or his/her designee shall share the promotion portfolio results with the student's parents and communicate the decision to refer the student to summer school.
- The Principal shall oversee school's June promotion decisions and shall approve that the school has made its promotion determinations in accordance with this policy. If a parent disagrees with the promotion decision, the parent may submit a written appeal to the President in August. The School President shall review the principal's decision and make a final determination. If the parent disagrees with the School President's decision, the parent can appeal to the Board of Trustees.

2. Promotion from Grade 8 to Grade 9 will be based on

a) the integrated use of multiple measures, such as State test scores, course grades, report cards, samples of student writing, projects, assignments, and other performance-based student work. However, State test scores will not be the primary or major factor in promotion decisions. Promotion decisions will be based on a holistic evaluation of the foregoing measures and according to whether the student has demonstrated sufficient progress toward attaining Next Generation and New York State Learning Standards in English Language Arts and Mathematics; and

b) the attainment of passing grades in core English, Mathematics, Science, and Social Studies courses.

Eighth grade students who do not meet promotion criteria for failure to pass one or more core courses in June may meet the core course requirement of the promotion standard by passing the needed course(s) in summer school.

B. Promotion from Grade 3 through 8 for English Language Learners - Limited English proficiency alone may not be the basis for retention. Promotion criteria for English language learners will be determined according to the student's number of years of enrollment in a United States School System (USSS), excluding Puerto Rico:

1. For Students with Interrupted Formal Education (SIFE), promotion will be based on:
   a) the attainment of sufficient progress in English as a Second Language (ESL) literacy development in alignment with Next Generation Learning Standards for English Language Arts as evidenced by multiple measures, which may include: student work, course grades, and ELL periodic assessments; and
   b) the integrated use of multiple criteria and the demonstration of sufficient progress toward attaining the Next Generation Learning Standards in Mathematics, as defined by minimum promotion benchmark.

2. For students enrolled for at least one year but fewer than two years, promotion will be based on:
   a) The attainment of sufficient progress in English as a Second Language (ESL) literacy development in alignment with Next Generation Learning Standards for English Language Arts as evidenced by multiple measures, which may include: student work, course grades, and ELL periodic assessments; and
   b) The integrated use of multiple criteria and the demonstration of sufficient progress toward attaining the Next Generation Learning Standards in Mathematics, as defined by minimum promotion benchmarks.
3. For students enrolled for at least two years but fewer than four years, promotion will be based on:

   a) The achievement of expected gains on either the NYSESLAT or ELL periodic assessments; or the demonstration of sufficient progress toward attaining the Next Generation Learning Standards in English Language Arts; and
   b) The integrated use of multiple criteria and the demonstration of sufficient progress toward attaining the Next Generation Learning Standards in Mathematics, as defined by minimum promotion benchmarks.

4. Students enrolled for four or more years will be held to the same promotion standards as English Proficient General Education students as set forth above.

5. ELLs who are not promoted in June are recommended for summer school. Their promotion decisions will be reviewed in August and the principal will make a final decision. In making promotion decisions in August, the principal may consider student summer school work and assessment data from the NYSESLAT, if available. If the parent disagrees with the promotion decision, the parent may submit a written appeal to the principal by the end of August. The School President shall review the principal's decision and make the final determination. The parent can appeal to the Board of Trustees.

C. Promotion from Grades 3 through 8 for Students with Disabilities Participating in State Assessments Whose IEPs Specify a Modified Promotion Standard

When the IEP Team has specified a modified academic promotion standard, the modified standard will be applied. Students with modified promotion criteria who are not promoted in June are recommended for summer school. Their promotion decisions will be reviewed in August and the principal will recommend final decisions. If the parent disagrees with the promotion decision, the parent may submit a written appeal to the principal in August. The Chief Executive Officer School President shall review the principal's decision and make the final decision. The parent can appeal to the Board of Trustees.

D. August Review Process for Promotion from for English Proficient General Education Students, Students with Disabilities Whose IEPs Do Not Specify a Modified Promotion Standard and English Language Learners Enrolled for Four or More Years

1. Students who attend summer school and achieve a passing grade in the required summer school core course(s) shall be promoted.
2. In August, for each student who has attended summer school, the principal shall review the promotion portfolio previously submitted by the classroom teacher, along with summer school work. If, in the principal's judgment, the student has met the promotion benchmarks as defined in the promotion portfolio teacher's manual, the student shall be promoted.

APPENDIX G

Admissions/Enrollment Policy

Anti-Discrimination Criteria and Allowable Admission Preferences

The school will adhere to the provisions of Section 2854(2) of the Education Law to guide the admission policies and procedures. As per §2854(2)(a) and (b), the school will be open to any student who is qualified under the laws of New York for admission to a public school. Admission of students will not be limited on the basis of ethnicity, gender, intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, ancestry, proficiency in English or any other ground that

would be unlawful. In short, there will be no admission requirements, and no tests of any sort will be given to determine whether or not admission will be granted. However, NWP provides an academic program specifically designed for students whose families are recent immigrants or live in homes where languages other than English are spoken and will request information to identify these students. If an applicant chooses not to provide this optional information, the applicant cannot be disqualified for admission to the school (although the applicant will not receive the admissions preference). Preference will be given to students from the Community School District 31, ELL/LEP students and those who live in homes where languages other than English are spoken and students with siblings already enrolled in the school. We will recruit widely throughout the community.

Scheduled Application and Enrollment Period

Every child will be enrolled who submits a timely application, space permitting. If the number of applications exceeds the school's capacity per grade level or building-wide, the applicants will be selected on the basis of an open lottery. Preference will be given to students residing in the school district in which the school building is located, to siblings of students already enrolled in the school, to ELL/LEP students and those who live in homes where languages other than English are spoken, and to students returning to the school in any subsequent years of operation (space permitting).

All recruitment activity will begin in late September and application processing will begin around January when applications are available, and the lottery will be held after April 1st. Parents will have an opportunity to attend one of the three open house activities before applying for admission to the school.

The application process begins when a parent or guardian completes an application form. A bilingual representative is present at all parents' meetings and open houses to assist parents in filling out the admission application, as well as by phone to respond to parent questions and/or concerns. In addition, applications are provided in Spanish for parents who feel more comfortable submitting applicant information in Spanish. Other translations will be available as need indicates. The application will provide the school with basic information about their child, such as name, address, date of birth and number of siblings applying to the school. All applications must be received on or before the application deadline. Once received, the application will be time-stamped, photocopied to a separate secured file, and entered into a database. All information provided on the application will be verified with the applicant's family, in particular the student's age, address, LEP/ELL status, home language status and sibling status. After an application has been deemed completed and accurate, a confirmation card will be mailed indicating the receipt of the application.