SCHOLAR & FAMILY HANDBOOK 2026-2027

www.storefrontacademycs.org

Harlem Campus

445 East 115th St, NY, NY 10029

Phone Number: 646-328-9730

Principal: Ms. Catherine Brown

Dear Storefront Academy Harlem Families,

I am honored and excited to introduce myself as the new Principal of Storefront Academy Harlem. It is a privilege to serve a community with such tremendous potential, and I look forward to partnering with families to help every child thrive academically, socially, and emotionally.

Harlem has always held a special place in my heart. I grew up in Harlem's General Grant Houses and began my career in education right here in the community more than 20 years ago. Since joining Storefront Academy in 2019, I have proudly served as a First Grade Teacher, Grade Team Leader, and Summer Enrichment Program Coordinator. These experiences have reinforced my belief that every child can achieve at high levels when surrounded by excellent teaching, meaningful relationships, and adults who believe in their potential.

At Storefront Academy Harlem, we are committed to developing confident, independent learners with strong thinking skills across every subject. Students will engage in rich discussions, purposeful writing, mathematical reasoning, and hands-on scientific inquiry that deepen understanding and inspire curiosity. Through small-group instruction, one-on-one conferencing, and targeted tutoring, we will ensure every child receives the personalized support and enrichment needed to master grade-level skills, build positive work habits, and grow with confidence.

I believe wholeheartedly that every child possesses unique gifts and limitless potential. Together with you, our dedicated staff will guide your children to achieve strong academic growth while developing the character, resilience, and self-confidence to succeed in school and beyond.

Whether you are already part of our school community or will be joining us for the first time in School Year 26-27, I invite you to experience the joyful, nurturing, and academically rigorous environment that makes Storefront Academy Harlem a place where children flourish.

Warmly,

Catherine D. Brown
Principal
Storefront Academy Charter School – Harlem

Storefront Academy Harlem Campus

Name	Title	Email
Ms. Catherine Brown	Principal	cbrown@storefrontacademycs.org
Ms. Tiffany Cosme	Operations Lead	tcosme@storefrontacademycs.org
Mr. Thomas Henry	Family and Community Engagement Associate	thenry@storefrontacademycs.org

Storefront Academy Leadership Supporting Both Harlem and Harlem Campuses

Name	Title	Email
Mrs. Carol Singletary	Chief Academic Officer	csingletary@storefrontacademycs.org
Ms. Marie Lucas	Director of HR/ Compliance & Finance Ops	mlucas@storefrontacademycs.org
Ms. Yubdeley Ricardo	Senior HR & Finance Associate	yricardo@storefrontacademycs.org
Mr. Matthew Tiwary	Technology Supervisor	mtiwary@storefrontacdemycs.org

Storefront Academy Calendar

2026 -2027

STOREFRONT ACADEMY CHARTER SCHOOLS
Expand the Possible. Own the Future.

182 INSTRUCTIONAL DAYS

TRIMESTER 1

AUG 31 - NOV 20, 2026

AUGUST	31	First Day of School · No Bus Service
SEPTEMBER	1 - 4	First Week of School · No Bus Service
	7 - 8	Labor Day Break
	9 - 10	Half Day
	21	Yom Kippur · Staff Only
OCTOBER	12	Indigenous Peoples' Day
	14	Half Day
	22	Half Day - Parent Teacher Conference
NOVEMBER	11	Veterans Day

TRIMESTER 2

NOV 23, 2026 - MAR 12, 2027

NOVEMBER	25 - 27	Thanksgiving Break
DECEMBER	9	Half Day
	23 - 31	Winter Break
JANUARY	1 - 4	Winter Break
	4	Mid-Year Summit - Staff Only
	5	Students Return
	18	Dr. Martin Luther King Jr. Day
FEBRUARY	10	Half Day - Parent Teacher Conference
	15 - 19	Mid Winter Reccess
MARCH	9	Eid al-Fitr
	10	Half Day

TRIMESTER 3

MAR 15 - JUN 28, 2027

MARCH	26 - 29	Good Friday & Easter Monday
APRIL	22	Half Day - Parent Teacher Conference
	26 - 30	Spring Break
MAY	17	Eid al-Adha
	28 - 31	Memorial Day
JUNE	9	Half Day
	23 - 25	Half Day
	25	Last Day of School - Half Day

- FIRST & LAST DAY OF SCHOOL
- STUDENTS DISMISSED AT 12:00 PM
- SCHOOL CLOSED
- STAFF ONLY
- PTC & STUDENTS DISMISSED AT 12:00 PM

SACS Network Assesment Schedule

DATES / WINDOWS	ASSESSMENT	GRADES
September 3 - 18	Fall NWEA MAP	K-5
October 15 - 27	Interim Assessments	K-5
January 25 - February 5	Winter NWEA MAP	K-5
February 8-12	Interim Assessments	3-5
April 5 - May 14	NYS Exams	3-5
-	New WIDA English Language Assessments	K-5 MLLs
May 18 - June 2	Spring NWEA MAP	K-5

SACS Network Tentative NY State Assessment Schedule

NYS EXAMS	GRADE	ELA	MATH	SCIENCE
BRONX	3rd	April 14 - 15 (Make Up April 16)	May 11- 12 (Make Up May 13)	N/A
	4th	April 14 - 15 (Make Up April 16)	May 11- 12 (Make Up May 13)	N/A
	5th	April 7 - 8 (Make Up April 9)	May 5 - 6 (Make Up May 7)	May 13 (Make Up May 14)
HARLEM	3rd, 4th, 5th	April 6 - 7 (Make Up April 8)	May 12 - 13 (Make Up - May 14)	(Make Up May 6)
NETWORK	K-5 MLLs	New WIDA English as a Second Language Achievement Test Dates to be determined by New York State Education Department		

About Storefront Academy

History

Storefront Academy Charter Schools (SACS) is a public charter school network that started with the South Harlem campus in 2015 and added the Harlem campus in 2019. Storefront educates urban youth of all learning abilities in kindergarten through fifth grade, using a holistic model founded on two core components: academic rigor and strategic nurturing. Formerly, The scholar's Storefront Academy Harlem was a private, independent, tuition-free school established in 1966 by Ned O'Gorman, who founded the school based on a deep commitment to heal, liberate, and educate.

Mission

Storefront Academy seeks to provide quality educational opportunities to scholars of varied academic strengths, preparing them academically, socially, and emotionally to become critical thinkers, high-achieving scholars, and well-rounded individuals. Working in partnership with families and community members, Storefront instills a powerful sense of self in its scholars, giving them the tools they need to craft meaningful adult lives and own the future.

Educational Philosophy

Our educational program develops the whole scholar. We facilitate scholar-centered, hands-on learning and creative thinking alongside foundational literacy and numeracy acquisition. We balance our focus on academic achievement and social-emotional literacy with the belief that it is critical for our young people to build a practice of community service, so they can understand their roles as leaders and contributors in the world.

Core Values

Honesty – We teach the importance of being truthful, regardless of the circumstances or consequences. We believe honesty supports positive interactions, self-awareness, and growth.

Respect – We accept and learn from all members of our community, even when they're different from us or we don't agree with their perspectives. We practice care and safety in handling relationships, opportunities, and property.

Responsibility – We do our best to make good choices, work toward our goals, and meet the

expectations of our learning community. We are accountable for what we say and do.

Concern for Others – We consider the needs and feelings of others. We understand our community benefits from our kindness and consideration.

Diligence – We believe that trying our best betters our outcomes for today and tomorrow, so we consistently put our best effort into everything we do.

Perseverance – We push ourselves to succeed despite difficulties and challenges. We believe that "productive struggle" develops problem -solving skills for life.

Our Approach to Teaching

The Responsive Classroom (RC) approach was developed by classroom teachers to emphasize social-emotional learning (SEL) and academic growth in a strong and safe school community. We incorporate this scholar-centered, research-based teaching method because its focus aligns with Storefront Academy's mission to mold all scholars into fully engaged critical and creative thinkers and well-rounded individuals.

Learning Priorities for the 2026 -2027 School Year

This year, we will continue to prioritize foundational reading and math as well as effective problem -solving and communication skills. We will redouble our work to ensure scholars in kindergarten and first and second grades master critical early reading and math skills. Robust phonics, sight-word, and spelling skills promote fluency and support reading comprehension as scholars grow. Similarly, strong number sense and fluency enable scholars to solve word problems creatively while preparing them to master standard math algorithms and pro cesses.

We will also target foundational skills with upper elementary scholars where needed. All scholars will continue to work with teachers to set goals and monitor their progress toward meeting key grade -level learning standards that focus on effective problem -solving and communication across all subjects. In keeping with our commitment to facilitate SEL and academics, we will continue to cultivate growth -oriented mindsets and habits.

We guide scholars to discover that strong and consistent efforts lead to success. We honor scholar work by providing varied opportunities to share their learning through performance tasks and projects,

as well as quizzes and tests. New York's learning standards guide our work, and the use of assessment checklists and rubrics will hold all scholars to high yet attainable expectations. As always, we will share scholar progress with families to support additional engagement and learning at home.

The School Day

Each classroom begins the day with the Responsive Classroom morning meeting, a time when the classroom community gathers to greet each other, share the flow of the day, highlight news, and review a target skill. Scholars then engage in active learning of the core curriculum: reading, writing, phonics or word study, math, and science or social studies. Scholars spend almost half of the instructional day in literacy learning. We believe a love of reading, critical thinking, and effective communication are among the most important skills scholars must acquire. We also emphasize mastery of numeracy skills by devoting 90 minutes per day to math.

Our teachers collaborate to provide learning experiences that enable scholars to apply academic skills to real-life situations. This is usually done through group explorations and projects that cross curricula to include science and/or social studies as we ll as literacy and math. These group inquiries originate from our scholars' demonstrated interests, Next Generation Science Standards, and the NYS Social Studies Scope and Sequence. Scholars are encouraged to bring new learning to life through dialogue, research, analysis, and education across all subjects.

Homework is designed to reinforce skills taught in the classroom, help scholars apply their understanding of concepts, and promote consistent study habits. In addition to weekly homework assignments, we ask that scholars read independently each day at home to fortify their literacy skills.

Extended Day Program

The school's optional Extended Day program takes place Monday through Friday from 3:30 p.m. to 5:30 p.m.. This time period is focused on enrichment through music, art, and movement. Additionally, homework help and academic support will be provided. Scholars will also receive a snack. The school is able to offer this Extended Day program at no cost to the first 50 scholars who register.

The Extended Day program ends promptly at 5:30 p.m. However, parents may begin picking up scholars at 5:15 p.m. There is a $15 late fee for any scholar who is picked up after 5:40 pm.

Note: There is no school bus service for the Extended Day program.

How We Assess Your Scholar's Progress

We believe a comprehensive picture of scholar progress is important. Therefore, we evaluate a scholar's progress by looking at classroom performance and individual growth over time. We use the tools below to look at progress:

- Measures of Academic Progress (MAP) test: fall, winter, and spring.
- ELA and math challenges (interim assessments).
- Curriculum unit assessments.
- Informal record of reading progress.
- Growth toward writing skills benchmarks.
- Practice and dress rehearsal exams for New York State ELA and math exams.
- New York State's annual ELA and math exams, starting with third grade.
- New York State's fifth-grade science exam.

Sometimes, these tools tell us that a scholar needs different resources to help them make more progress, which we provide through our Response to Intervention program, described later in this handbook.

Every Minute Counts!

Attendance is the No. 1 predictor of academic and social-emotional success at school. Scholars learn best when they arrive at school on time every day. Our school day is designed to ensure that your scholar is fully engaged in purposeful learning through timely inquiry, critical and creative thinking, and collaborative dialogue. These scholar-centered learning experiences provide multiple opportunities for scholars to show what they know and can do by relating newly learned skills to more complex concepts and real-life applications. Our objective is to prepare your scholar to confidently solve problems and address challenges that they have never seen before.

Please help your scholar develop the habit of good attendance and promptness.

A Supportive School Environment

We foster a culture of mutual respect, trust, and positivity to support the academic and social-

emotional growth of scholars and adults alike. Our social-emotional learning (SEL) program was developed within the context of our mission, Core Values, and Responsive Classroom guiding principles.

We believe that a scholar's social-emotional well-being is a fundamental component of their learning. We incorporate social-emotional learning starting in kindergarten and continue to do so as scholars move through each grade. We place significant focus on social-emotional skills during the first six weeks of each school year as classroom communities are established and schoolwide expectations are practiced. Throughout the school year, our counseling team facilitates weekly lessons in each classroom to explore the practical application of our Core Values and problem-solving skills in real-life situations. Teachers infuse social-emotional lessons in Responsive Classroom morning meetings and during teachable moments throughout the day.

Positive staff-scholar relationships are an integral part of promoting social-emotional well-being. Every staff member is committed to supporting every scholar in experiencing academic and social-emotional growth. Our scholars' strong sense of well-being allows them to reach out to the community for help and to provide it to others.

Positive Behavior

scholars sometimes lose focus at school; they might get distracted or become argumentative. But scholars can regain their focus and composure, and we work with them as they acquire that skill. In our classrooms, we employ our Storefront Clip Chart to inspire positive mindsets and behavioral choices. Scholars are encouraged to use a visual checklist on the chart to self-monitor and make choices that support their learning. And when things are tough, it's always an option to "get an adult involved."

Our Storefront Clip Chart is posted in the front of every classroom with the following headings:

STORE

Fantastic: scholar consistently demonstrates our core values, engages in learning fully, and sets a good example for others throughout the day.

Ready to learn: Scholar mostly demonstrates our core values, engages in learning fully, and self-

regulates behavior quickly.

Opportunity to fix it: scholar demonstrates an understanding of our core values but requires frequent reminders throughout the day. Engages in learning inconsistently.

Needs help: Scholar needs ongoing redirection and reminders to demonstrate core values. The level of engagement in learning is low.

Time to call parent: Scholar does not demonstrate core values and refuses redirection. Scholar repeats behavior that disrupts the learning process for themselves and others throughout the day. The level of engagement in learning is minimal.

Each scholar in the classroom has their name on a clothespin, and they begin each day on Ready to Learn. When a scholar receives a second "redirect" to meet behavioral expectations, the teacher will ask the scholar to "clip down." When a scholar meets behavioral expectations, the teacher will ask the scholar to "clip up." scholars have the opportunity throu ghout the day to improve their clip chart status by making good behavioral choices. At the end of each day, the status with which the scholar ended their day is recorded on the Daily Communication Board on the back of the weekly homework.

Rewarding Positive Behavior

At the end of each month, scholars are rewarded for hard work and exemplary behavior. All scholars who have met the following criteria will be eligible for the monthly school wide incentive:

- Completed all classroom learning activities.
- Wore the school uniform each day.
- Had no more than one unexcused absence.
- Had no more than one office referral and zero suspensions.

Each trimester, scholars who have earned honors for exemplary achievement, perfect attendance, and positive behavior are celebrated with a special reward.

Response to Intervention (RTI) scholar Support

Storefront Academy uses a Response to Intervention (RTI) model to ensure that all our scholars' needs

are met. RTI is a rigorous implementation of high-quality culturally and linguistically responsive instruction, assessment, and evidence-based intervention. Comprehensive RTI implementation helps us to better identify learning and behavioral issues, improve instructional quality, provide all scholars with the best opportunities to succeed in school, and assist with the identification of learning disabilities and other disabilities.

Tier I represents the whole scholar population. Scholars in this tier are given access to a rigorous curriculum. They receive differentiated instruction and positive behavior support. Initial parent meeting is conducted with the team; scholars will be monitored for six weeks to determine if they qualify for Tier II.

Tier II consists of small-group instruction using evidence-based interventions to meet instructional goals created in an Individual Learning Plan (ILP) with an established duration and frequency. Scholars are closely monitored, and progress is measured more frequently. Follow-up parent meetings are conducted to review scholar progress, and a decision is made as to whether the scholar will continue RTI for three additional weeks or discontinue the program.

Tier III consists of one- or two-scholar groups that meet in a separate location more frequently and for a longer duration. The scholar is eligible to work with their classroom support teacher and/or a special education teacher. By regularly monitoring the scholar's ILP progress and working closely with parents, a decision is made as to whether further assistance is necessary. This could mean a referral to the Committee on Special Education (CSE).

All RTI teacher referrals will be submitted to the scholar Support Coordinator for review of scholar work and parent meeting arrangements. Scholars are monitored for six weeks before the first check-in with the intervention team and parents. If the scholar shows progress, the scholar's RTI support may no longer be required; if minimal progress is shown, the scholar will continue to receive intervention for another three weeks before a second parent meeting is conducted with the team to determine whether the scholar will be referred for evaluations.

Understanding Special Education

In New York City, scholars with disabilities who require special education services have Individualized

Education Programs (IEP). The IEP, which is created by a team of educators and the scholar's parent(s), contains information about a scholar's strengths, needs, and educational program. The majority of scholars with IEPs receive their educational program in the same schools that th ey would attend if they did not have a disability. Some scholars also receive related services performed by independent providers who are registered with the NYC Department of Education. Examples of support that may be described in IEPs include integrated co-teaching, speech/language therapy, counseling, hearing education services, occupational therapy, and physical therapy.

How We Partner and Communicate with Families

At Storefront Academy, the partnership of parents, families, teachers, scholars, and administration is unique and important. When we all work together, we can make an enormous difference for our scholars. Building a relationship of trust and support is cru cial to our success, and so we count on each parent to be a supporter of their scholar's education and an advocate for the school.

School Meeting Attendance

Parents are required to attend school meetings that pertain to their scholar with the understanding that they will receive important information, resources, relationship -building opportunities, and the educational support necessary to ensure their scholar' s success. Important meetings that will be held during the year include but are not limited to: Curriculum Night, parent -teacher conferences, family nights/parent workshops, and multi -tiered scholar support/Response to Intervention meetings (for academic or behavioral concerns). Please check the calendar to make sure you do not miss these critical parent meetings.

Families and Schools: A Partnership

We believe that families who are actively involved in their scholar's education are partners in achieving our mission. We have many opportunities for you to become involved, learn, and contribute your knowledge and experience, and we encourage you to participate. We are grateful to have you as part of the Storefront community.

One important element of family engagement is correspondence between school and home. Throughout the year, we send home announcements and information about upcoming events. These notices are sent home with scholars in their homework folders and/or shared v ia phone or text message through ClassDojo and/or PowerSchool. Please be sure to update the main office if your

contact information changes so we can be sure you're receiving this information. Feel free to reach out to the school if you need help using ClassDojo or PowerSchool.

Parent Volunteers

During the school year, there are many cultural celebrations, field trips, classroom activities, and schoolwide initiatives. Please review our monthly calendars and contact the Family and Community Engagement Associate, Yashira Castillo to find out how you can get involved. There are many ways for families to volunteer — both at the school and from home — during the school day and after hours. Each family is expected to volunteer in some way. We appreciate and value committed parents who would like to offer their time, expertise, or a kind gesture in support of our learning community.

A sampling of volunteer opportunities is provided below:

- Field trips.
- scholar recruitment and enrollment events.
- Advisory and focus groups.
- Cultural celebrations.
- Strong Start Breakfasts for New York State ELA and math exams (grades three through five).
- Annual Field Day.

Additional opportunities will be shared as they arise through ClassDojo, PowerSchool, and other communication platforms.

Progress Reports

Storefront Academy knows that families can most effectively partner with the school to support learning when they understand their scholar's progress. Quarterly, we will report the following information to parents in your chosen language:

1. The progress of your scholar toward achieving school and state expectations for proficiency in reading and mathematics.
2. The results of each of your scholar's statewide assessment tests.
3. The evaluation of your scholar's progress based upon classroom work, observations, tests, and other relevant information.
4. Whether your scholar is on track for promotion to the next grade or needs further growth and

additional support.

Any time during a grading period that a scholar is not making adequate progress in meeting New York State grade-level learning standards, the teacher will communicate with the parent by speaking with them on the phone, meeting in a conference, and sending a written notification. Parents will be provided strategies and resources to help their scholars succeed in areas where more growth is needed. The teacher will share documentation of this parent communication with the principal or assistant principal.

Parent-Teacher Conferences

Parent-Teacher conferences are held three times a year — in fall, winter, and spring. These conferences allow teachers and parents to review a sampling of their scholar's work, discuss their progress, exchange information, and set goals. If their scholar is receiving counseling services, parents will also have the chance to meet with their scholar's counselor. However, please note you may arrange for additional meetings with your scholar's teacher or counselor at any time during the academic year. Please contact your scholar's teacher to discuss scheduling appointments or addressing any concerns as they arise.

Key Information about How Our Schools Work

Attendance

Arrival

Starting at 7:30 each morning, all scholars are greeted by Storefront staff as they enter the school building.

Bus Arrival

As buses arrive, staff members escort scholars off the bus to the cafeteria, where breakfast is served and scholars socialize with their classmates. Scholars who have already eaten breakfast will remain in the cafeteria until class begins at 8:05 am.

Start of School

Teachers transition K-2 scholars to their classrooms, and the school day begins promptly at 8:10 a.m.

Late Arrival

Scholars arriving after 8:10 a.m. are late to school. If your scholar is late, please bring them to the security desk at the main entrance and sign the late arrival log. Your scholar will be escorted up to their classroom. Late arrival disrupts the learning of your scholar as well as others.

Dismissal

We follow a staggered dismissal model. Please see below for times and locations:

- **Grades K-2** will begin dismissal at 3:25 p.m.
    - **Grade K** and 1 will be dismissed from the lobby
    - **Grades 2** will be called down by posted staff members as parents arrive
- **Grades 3-5** will begin dismissal at 3:30 p.m.
    - Grades 3-5 will be called down by posted staff members as parents arrive

School bus riders - will begin to be picked up from their classrooms at 3:20 pm and escorted onto their buses.

Walkers - will be transitioned by a staff member to the first floor at 3:30 p.m.

On time pickup of all scholars is between 3:30 -3:45 p.m.

Scholars in third through fifth grade may walk home on their own only after their parents/guardians submit written permission to the school by way of emailing the Harlem Office at Harlemoffice@storefrontacademycs.org. Written permission must be submitted e ach school year.

- For the safety of your scholar, they will be released only to the individuals whose names were submitted on the Emergency Form.
- If you hire a private bus/van/car service, you must provide the name and contact information of the responsible individual(s) on the Emergency Form. Please have a backup plan. It is your responsibility to ensure your scholar arrives at school on time and i s picked up at dismissal on time every day.

Note: We will only honor official court documents presented by a custodial parent or guardian to restrict visits or pickups by a non -custodial parent or guardian.

Early Pickup

Scholars should not be picked up early from school unless contacted by the school nurse for a medical or dental illness or in the event of a family emergency. We ask that you please not schedule doctor or dental appointments during school hours. For early pickup, parents must speak with someone in the main office by 1:30 p.m. and arrive no later than 2:30 p.m.

Please note that no scholar will be allowed for early dismissal after 2:30 pm as the staff and scholars are preparing and transitioning for normal dismissal procedures.

Absences/Lateness

We understand that there may be times when absences are unavoidable due to illness or other legitimate reasons. In such cases, you must communicate and provide documentation so we can provide any necessary support to help your scholar catch up on missed work and support your family. You will receive backpacked and electronic notifications through Power School when your scholar is late or absent.

Our tiered attendance response includes communication with your scholar's teacher, Office Staff, School Counselors, the Dean, Assistant Principal, and Principal. Extended or excessive absences (10 school days in an academic year) may result in reporting to the Administration for Children's Services (ACS).

Your encouragement and involvement in your scholar's attendance and education are key to their success.

Late Pickup

All scholars are to be picked up by **3:45 p.m.** every day unless they are registered in our Extended Day program. Scholars picked up after 3:45 p.m. must be signed out on a late pickup log . After three instances of late pickups, a meeting will be scheduled with the school leaders.

No-Shows for Dismissal Pickup (Regular Dismissal and Extended Day)

Our staff will make every effort to contact you and inform you that your scholar has not been picked up. We will contact all persons on the emergency contact form. If your scholar is not picked up by you

or your designated emergency contact in a reasonable time frame or there is no successful contact, we are required to take the next step, which may include taking your scholar to the 40th Police Precinct. Please make sure that we have your updated contact information by communicating with Harlemoffice@storefrontacademycs.org.

Breakfast/Lunch Program

Storefront Academy works with ButterBeans to provide a healthy meal program to scholars each at no cost to families. Breakfast is served between 7:30 a.m. and 8:00 a.m. daily.

Please complete the school meals application at the beginning of the school year to help us keep an accurate count of how many school lunches we need in order to ensure there is enough for every scholar. Meal forms will be sent home at the beginning of the school year.

If you prefer, you are welcome to choose to send lunch from home. Lunches should be able to be eaten at room temperature. We encourage healthy nut-free snacks such as fresh fruits, vegetables, and water. In a diligent effort to keep scholars with nut aller gies safe, Storefront Academy is a nut - free school .

scholars eat lunch with their classmates at their assigned lunchroom table and enjoy a scheduled recess time before or after lunch.

Computer Use

Computers are tools that support scholars' learning. At school, scholars use computers (including the internet) with staff permission and supervision. When scholars check out computers for home use, parents will supervise their use. Whether at school or ho me, respect for and careful use of all equipment is essential. While accidents may happen occasionally, families will be responsible for the costs of any damage caused by the intentional misuse of computers.

Dress Code

Storefront Academy has a required dress code for all scholars. There are many positive reasons for a school dress code, including:

- Creating a sense of school pride and belonging.
- Encouraging self-expression through academic achievements, character, and personality rather than name brands and outward appearance.
- Keeping the focus on academic and social-emotional learning.
- Eliminating visible differences between scholars of varied economic means.

The Storefront Academy dress code for all grades is:

- Royal blue long- or short-sleeved polo shirts with the Storefront logo.
- Navy blue or khaki pants, skirts, skorts, or shorts (no shorter than knee length).
- A school sweater or vest (a plain black or navy cardigan or vest is also acceptable).
- Closed-toe shoes, boots, or sneakers with heels no higher than 1.5 inches; no UGG slippers or Crocs.
- For physical education class, Storefront logo T-shirts must be worn along with sneakers.

School uniforms must be clean and neat and fit scholars properly; tight clothing is not allowed. Hoods and hats must be removed while inside the school building. Additionally, scholars will be asked to remove any accessories that distract from learning.

Scholars are required to arrive at school in uniform every day unless it is a School Spirit Day, which will be announced in advance. Possible consequences for scholars not wearing a uniform include communication home and withdrawal from school wide incenti ve programs.

Families will receive a set of uniforms (1 short sleeve polo shirt, 1 long sleeve polo shirt and 1 pair of pants) from our official school uniform company French Toast.

If a family is having difficulty securing the school uniform, please contact Catherine Brown cbrown@storefrontacademycs.org

Health and Safety

School Nurse's Services

The Storefront Academy school nurse provides health and safety services such as:

- Managing scholar health issues like asthma, allergies, and diabetes.
- Storing and administering prescribed medicine.
- Administering skilled nursing treatments and 504 accommodations prescribed for scholars with disabilities.
- Providing initial screening and basic first aid for minor injuries and illnesses.
- Determining if a scholar needs to return home due to illness or injury.
- Triaging more serious or emergency injuries and illnesses for more extensive care.

Physical and Immunization Requirements

It is important for the Storefront community to maintain a healthy environment. Every year, scholars must have an up-to-date physical and immunization form turned in to the main office. New York State law requires that each scholar entering kindergarten or a new school district in grades one through twelve have a certificate of immunization at the time of registration or not later than the first day of school. A review of scholar immunization requirements and the proper supporting documents shall be completed for all new scholars.

Families with any questions about scholar physicals or required vaccinations should contact their scholar's physician; questions about where to obtain vaccinations can also be directed to the NYC

Department of Health by calling 311. Any scholar who has not been immunized or exempted within 14 days of the first day of school cannot continue attending school. In 2023, parents must show proof of their scholar's exemption or receipt of at least the first dose of all required vaccines on or before September 20th.

Medication Administration Form (MAF) and Policy

Scholars needing medication administered during the school day must submit an MAF completed by the scholar's pediatrician and signed by a parent or guardian. The school nurse will review the form and administer the medication as directed by the physician. No scholar will be allowed to bring medication to school without the school's knowledge. All medications will be stored with the school nurse. The nurse may work with families to evaluate older scholars' ability to self-administer medication.

Emergency Contact Form

Each scholar must have an up-to-date emergency contact form on file at the school. This form provides important information about a scholar's emergency contacts, health care providers, and insurance and gives the school permission to initiate emergency med ical treatment in the event that the family cannot be reached. It includes both family work and home phone numbers and a phone number of an emergency contact (such as a neighbor or relative). Please be sure to update your scholar's emergency contact form when any information changes.

First Aid, Illness at School, and Medical Emergencies

Minor accidents, cuts, scrapes, and bruises are treated by the school nurse or by trained staff. Injuries needing treatment beyond basic first aid will be addressed at the closest medical facility after first notifying a guardian. If the scholar's emergenc y contact cannot be reached, the school may need to initiate the process to have the scholar treated. The emergency contact form gives permission to initiate emergency medical treatment if a parent or guardian cannot be reached. Please be sure to update your scholar's emergency contact form when any information changes.

Illness

A scholar is considered sick when they are vomiting or experiencing diarrhea, nasal discharge, and/or a temperature above 99 degrees, indicating that they have an infection and should stay home from school. Scholars who have been sick should be free of fev er for 24 hours before returning to school.

Additionally, any scholar with a rash or open sores will be asked to stay home until a doctor determines that the scholar is not contagious.

If your scholar experiences any symptoms of being sick or contagious at school, the nurse will call you and ask that you pick up your scholar as soon as possible. If we are unable to reach a guardian, we will call the other person(s) you listed on the emergency contact form. Your backup emergency contact should arrive at school with a picture ID. Other families will then be informed of any contagious disease exposure in the classroom.

In case of a serious emergency, we first attempt to reach the guardian and/or emergency contact person(s). If we are unable to reach any of the above-mentioned persons, the scholar will be taken by ambulance to the emergency room while staff continues to c all all persons listed on the emergency

contact form.

Notification of Absence Due to Illness

Please let us know if your scholar is going to be absent by contacting the school's main office by 8:45 a.m. If your scholar has been diagnosed with a contagious illness, be certain to inform us so that we can notify other parents to take precautions. Scho lars who are absent because of an illness must bring in a doctor’s note when they return to school in order for it to be excused.

Lice/Ringworm/Bed Bugs/Scabies

If it is determined that a scholar has lice, parents are informed and given information on the procedures for treatment. Every scholar in that scholar’s class and any siblings of that scholar will be checked. Parents will be informed of the check. No schol ar who has lice may return to school until they have been determined to be free of lice by designated school staff. Scholars with ringworm must return with a doctor’s note saying that they have been seen and medication has been administered. Proof that the home residence was exterminated to remove bed bugs must be given to the school prior to the scholar’s return.

Scholar Abuse

New York State law and New York State Department of Social Services licensing regulations require that all instances of suspected scholar abuse be reported to appropriate authorities. All Storefront

staff members are considered mandated reporters and will adhere to this requirement. It is the policy of the Board of Trustees to cooperate actively and fully with federal, state, and local authorities in the investigation of any and all allegations, compl aints, or charges of scholar abuse involving scholars participating in any programs operated or funded by Storefront.

Phone Use

We recognize the importance of phones as communication tools. Scholars are allowed to use their cell phones to call home each morning to let parents know they arrived safely at school. Upon entering the classroom each morning, all scholars are required to **power off** their personal devices and **place them in the classroom lock box** provided by the school. This includes cell phones, smartwatches,

wireless earbuds, tablets, or any internet-enabled personal devices.

Scholars who fail to comply with the policy (e.g., hiding devices, refusing to turn them in, using them during the day) will be subject to progressive consequences as outlined in the school's discipline policy. Some uses of internet-enabled devices will constitute a separate violation of the Code of Conduct and other school policies.

Textbooks and Library Books

Books are an important part of scholars' learning resources, and every scholar receives a number of textbooks and workbooks each year. Each scholar is responsible for their books. They must be kept covered and treated with care. It is important for scholar s to have the books they need to be prepared for class. Textbooks remain in the classroom. Scholars may borrow one library book at a time and will be eligible to borrow more books once they have returned previous ones.

Transportation

School Bus Eligibility

We follow Office of Pupil Transportation (OPT) eligibility standards to determine which scholars qualify for the yellow bus or public transportation. Parents may contact the main office to inquire about bus updates at Harlemoffice@storefrontacademycs.org.

Bus Responsibilities and Behavior

The school bus is an extension of our learning community. Therefore, we expect scholars to choose behaviors that exemplify Storefront's Core Values at all times. Any behavior that is unacceptable at school is unacceptable on the bus. Scholars are expected to sit in their assigned seats with their seat belts fastened until the bus comes to a complete stop . Scholars who practice unsafe behaviors on the bus may be temporarily suspended from riding the bus or, in the case of extremely dangerous or harmful behavior, lose the privilege of riding the bus for the remainder of the year.

Meeting Your scholar at the Bus Stop

Please arrange to have your scholar picked up from the bus stop on time every day. Have a backup plan. Get to know and exchange phone numbers with other parents , caregivers, and guardians at your scholar's bus stop. If no one is at the bus stop to meet your scholar, the driver will return your scholar to the 40th police precinct.

Change in Mode of Transportation

Parents must speak with someone in the main office by 2:00 p.m. to change their scholar's mode of transportation from bus rider to walker/car rider or walker/car rider to bus rider.

Weather Closures

In the event of severe weather or snow, we follow the lead of the New York City Department of Education. However, in some instances, we will delay or close school even when other public schools are open if transportation delays pose a safety hazard or hardship for families. We may also cancel the Extended Day program due to severe weather and encourage families to pick up scholars early, so they make it home safely. For the most accurate and up-to-date information about whether the weather is impacting the school day, please check PowerSchool or ClassDojo.

Answers to Common Family Questions

Do you have questions about our schools? We want to help! See below for points of contact for common family questions and concerns.

- Storefront Harlem staff may be contacted at 646.328.9730

Scholar Support

- Homework and academic progress: Contact your scholar's teacher by email or phone.
- Attendance: Harlem Office at Harlemoffice@storefrontacademycs.org
- scholar behavior, teacher communication concerns, and uniform policies: Catherine Brown(Harlem Principal) at cbrown@storefrontacademycs.org
- Transportation, nurse, and food services: Tiffany Cosme (Operations Lead) at tcosme@storefrontacademycs.org
- Board of Trustees: Marie Lucas (Director of HR/Compliance & Finance Ops) at mlucas@storefrontacademycs.org
- Uniforms and community resources: Thomas Henry at thenry@storefrontacademycs.org

Informal Complaint Procedures

An informal complaint is a complaint about the school's daily operations, such as a concern about an academic grade, the school's uniform policy, the school's cell phone policy, or the bus schedule. All staff members are committed to responding promptly to informal complaints, either in person, by

telephone, or in writing. If an informal complaint is not resolved promptly or satisfactorily, the group or individual should contact:

- Marie Lucas (Director of HR, Compliance, and Operations) at mlucas@storefrontacademycs.org).

Formal Complaint Procedures

A formal complaint concerns an alleged violation of law and/or charter. Someone with a formal complaint may file a complaint in writing to the Chair of the school's Board of Trustees, who shall then appoint the Director of Operations or another designee(s) to review the complaint. If the substance of the complaint directly involves the Director of Operations, the Director of Operations shall not be appointed as the designee.

After reviewing the complaint, the designee(s) will respond in writing within a reasonable amount of time. At this time, the Chair of the Board of Trustees or the Chair's designee(s) shall provide the complainant with a copy of the Charter Schools Institut e's grievance guidelines and written notice of the opportunity to appeal the Board's decision to the Charter Schools Institute. Peter Low, the Board Chair, can be reached in the following ways:

- Email: Peterdavidlow@gmail.com
- Mailing addresses:

Storefront Academy, South Bronx
609 Jackson Avenue
Harlem, NY 10455

Storefront Academy, Harlem
445 East 115th Street
New York, NY 10029

If an individual or group voices a complaint at a public meeting of the school's Board of Trustees or to individual trustees, the trustees shall not respond to the substance of the complaint but instead shall thank the individual or group for their time an d direct them to the relevant complaint procedures.

If not satisfied with the Board of Trustees' decision, the individual may appeal to the school's authorizer. The authorizer for Storefront Academy Charter Schools is the SUNY Charter Schools Institute, which can be contacted at 518 -445-4250 or www.newyorkcharters.org .

If the individual is still not satisfied with the outcome after complaining to the school's authorizer, the final option is to contact the New York State Board of Regents at 518 -474-3852 or at:

New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

Storefront Academy Policies

Academic Policies

Promotion

In order for a scholar to be promoted to the next grade, they must have mastered critical grade -level and standards-based knowledge and skills. Scholars are assigned to the next grade because they are ready to take on the advanced level of work, not due to age. As described in the table below, multiple criteria are considered in promotion decisions.

Promotion Criteria

	Interim Assessments	Other Assessments	New York State Tests	Attendance
Kindergarten	Meeting grade-level benchmarks	NWEA MAP	N/A	90% (No more than 18 absences)
Grade 1	Meeting grade-level benchmarks	NWEA MAP	N/A	90% (No more than 18 absences)
Grade 2	Meeting grade-level benchmarks	NWEA MAP	N/A	90% (No more than 18 absences)
Grade 3	Meeting grade-level benchmarks	NWEA MAP	Level 3 or 4	90% (No more than 18 absences)
Grade 4	Meeting grade-level benchmarks	NWEA MAP	Level 3 or 4	90% (No more than 18 absences)
Grade 5	Meeting grade-level benchmarks	NWEA MAP	Level 3 or 4	90% (No more than 18 absences)

Families are notified by February if a scholar may not be promoted and will be asked to come in for a conference. At that time, a scholar Study Team (CST) will be convened to develop a strategic and collaborative plan for additional academic and/or social -emotional supports . The CST is composed of the classroom teacher as well as an academic intervention teacher or English Language Learner (ELL) teacher, a school counselor, and the assistant principal. The CST will share with the family the goals and strategies they have developed in order to support the scholar to meet the promotion criteria. The CST will also work with the family to develop a plan for support at home.

In June, families whose scholars are being retained will be asked to come in for an additional family conference to discuss the end -of-year promotion decision and will also be notified of the decision in writing. Storefront Academy reserves the right to re tain scholars who did not make sufficient progress between February and June and may not have been previously considered for the possibility of retention.

Retention

The principal will review the scholar Study Team's recommendation for each scholar and make the final determination about whether the scholar will be promoted or retained. The decision will be shared with the parent/guardian in their preferred language.

The principal may waive the promotion requirements for scholars meeting any of these good cause conditions:

- Previous retention.
- A scholar with or in process for IEP services, Section 504 accommodations, or ELL services may be considered for an exemption based on documentation from the Special Education Coordinator, ELL teacher, Title 1 teacher, and/or classroom teacher(s). The documentation must contain the recommendation and reasons for the scholar's exemption.
- A scholar with emotional or physical challenges of a unique nature that caused extended absences.
- A scholar in grade two or higher whose reading level is within one year of grade level based on Fountas and Pinnell and NWEA MAP assessments (Lexile).

The parent/guardian has the opportunity to appeal a retention decision by submitting a written letter of appeal to the principal. This appeal will be reviewed by the Chief Executive Officer, who will make a final decision on the appeal.

Instructional Program for Retention Year

Repeating a grade for a second time does not guarantee additional scholar progress. Scholars who are retained will be provided a more intensive instructional program that is different from the previous year in varied ways that can include:

- Individual Learning Plans (ILP) with learning experiences and assessment tasks adapted to the scholar's learning style delivered through multiple modes of instruction and intervention (push-in, pull-out, small group), researched-based reading intervention, small-group guided instruction in reading and math to target gaps in specific skills and strategies based upon scholar assessment data.
- School-based counseling focused on helping the scholars to effectively manage emotions related to retention, progress monitor individual academic and social-emotional learning goals, and acquire a growth mindset, organizational skills, and work habits for success.
- Participation in Storefront Academy's Extended Day program or an agreed-upon alternative academic intervention program with submission of attendance and assessment records.

Admissions

Storefront Academy accepts scholars of all learning abilities. We do not discriminate against or limit the admission of any scholar on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, housing status, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, national origin, religion, or ancestry. We do not require any action by a scholar or family (such as an admissions test, interviews, essays, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission to the school.

Lottery

If the number of applications exceeds capacity, scholars will be selected by lottery after the due date of the application. Preference is given to scholars residing in Harlem's Community School District No. 7 or if they have a sibling currently enrolled in the school. Scholars not accepted for admission will be

placed on a waitlist in the order determined by the electronic lottery. Applications received after the lottery will be placed on the waitlist in the order they are received.

Enrollment

All accepted scholars must complete the school's enrollment process. Failure to complete this process may forfeit acceptance to the school. In addition to the enrollment forms, families must present documentation that their scholar has received all the req uired vaccinations. Applications are available at the school and on our website at www.storefrontacademy.org and are accepted year-round.

Schoolwide Discipline Policy

Working together to promote positive behavior helps increase scholar achievement. Our goal is to correct counterproductive behaviors by teaching, practicing, and reinforcing positive behaviors. Scholars learn differently and in varying timeframes. Nevertheless, we hold all scholars to high standards and support scholars to meet those expectations. If a scholar is not able to correct their own behavior and get back on track, the school may need to use various forms of discipline to help them do so, including classroom removal, trip removals, lunch detention, or parent conference. On occasion, a teacher will ask a scholar to call home as part of the discipline process; letting parents know about a situation is part of the process.

Behaviors that result in a classroom removal,trip removals, lunch detention, and or/parent conference:

- Play hitting or play fighting of any kind for any reason .
- Talking back in response to adult redirection.
- Consistent crying or tantrums (after reasonable transition time for younger scholars).
- Inappropriately touching any scholar or adult.
- Lying or making false accusations.
- Speaking unkindly to or about a peer.

The following extreme behaviors will lead to suspension and require a parent conference:

- Hitting, kicking, biting, scratching, and/or fighting in any form .

- Leaving or attempting to leave the school building or designated area for recess/field trip .
- Damaging or defacing school property .
- Extreme tantrums that result in injury to self or others and/or school property .

We use the Department of Education's Citywide Behavioral Expectations to Support scholar Learning to determine appropriate consequences on a progressive level consistent with a scholar's age, grade, and circumstance. However, dangerous behavior will lead to a suspension and will require a parent conference at school before the scholar rejoins the classroom learning community. Repeated unacceptable and/or increasingly disruptive behaviors will result in progressive suspensions.

Levels of Suspension and Due Process Procedures

Short-Term Suspension

A short-term suspension refers to an in-school removal or out-of-school removal of a scholar for a period of five or fewer days.

The principal may impose a short-term suspension and shall follow due process procedures consistent with federal case law pursuant to Goss v. Lopez (419 U.S. 565). Before imposing a short-term suspension, the principal shall inform the scholar of the compl aint and offer an explanation of the evidence against the scholar. A chance to present the scholar's version of events shall also be provided.

Before imposing a suspension, the principal shall immediately notify the family in writing that the scholar may be suspended from school. Where possible, the notification also shall be provided by telephone. Written notice of the decision shall be provided by email, personal delivery, or express mail delivery within 24 hours at the last known address(es) of the parent or guardian. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the guardian of their right to request an immediate informal conference with the principal. Such notice and informal conference shall be in the dominant language or mode of communication used by the parents or guardians.

The scholar and their parents or guardians shall have the opportunity to present the scholar's version of the incident and to ask questions. Such notice and opportunity for a conference shall take place prior to the suspension unless the scholar's presence in the school poses a continuing danger to

persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension.

The principal's decision to impose a short-term suspension may be appealed by the guardian in accordance with the school's formal complaint procedures.

Long-Term Suspension and Expulsion

A long-term suspension refers to the removal of a scholar from school for a period of more than five days. Expulsion refers to the permanent removal of a scholar from school for disciplinary reasons.

A scholar with a disability shall not be suspended for a total of more than 10 days during the school year without the specific involvement of the Committee on Special Education (CSE) of the scholar's district of residence prior to the 11th day of suspensi on, because such suspensions may be considered to be a change in placement.

The principal may impose a long-term suspension. Such a suspension may be imposed only after the scholar has been found responsible at a formal suspension hearing. In extreme circumstances, the principal may expel the scholar from school. Upon determining that a scholar's action warrants a possible long-term suspension, the principal shall verbally inform the scholar that they are being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The principal also shall immediately notify the scholar's parent or guardian in writing. Written notice shall be provided by email, personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours at the last known ad dress. Where possible, the notification also shall be provided by telephone. Such notice shall provide a description of the incident and shall indicate that a formal hearing will be held on the matter that may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the family. At the formal hearing, the scholar and family shall have the right to be represented by counsel, ask questions, and present evidence.

The principal will designate a hearing officer to conduct the suspension hearing. The principal shall accept the Hearing Officer's findings of fact but shall reserve the right to impose a different consequence or consequences from what is recommended by th e Hearing Officer, provided such

consequences are consistent with the Storefront Core Values and applicable law. The principal's decision to impose a long-term suspension or expulsion may be challenged by the parent or guardian through an appeal to the Board of Trustees.

Note: In any instance where the principal is directly involved in the incident at issue for a suspension or expulsion (for example, an assault upon the principal), the principal shall appoint a designee to handle any investigation, hearing, and determination.

Provision of Services During Removal from School

The school will ensure that alternative educational services are provided to a scholar who has been suspended or expelled to help that scholar progress in the school's general curriculum. For a scholar who has been suspended, a daily minimum of two hours o f alternative instruction shall be provided by the school. For a scholar who has been expelled, alternative instruction will be provided in a manner as that for a suspended scholar until the scholar enrolls in another school for a reasonable period thereafter or until the end of the school year.

Alternative instruction will be provided to scholars suspended or expelled in a way that best suits their needs. Instruction shall be sufficient to enable the scholar to make adequate academic progress and shall provide them the opportunity to complete the assignments, learn the curriculum, and participate in assessments, including any special services required by the Individualized Education Program (IEP) for scholars receiving special education services, such as additional instructions, phone assistance, computer instruction, and/or home visits and one-on-one tutoring. Instruction will take place in one of the following locations: the scholar's home, a contracted facility (e.g., in the school district of location), or a suspension room or other room at the school. During any removal for drug or weapon offenses, additional services shall include strategies designed to prevent such behavior from recurring. Instruction will be provided by one or more of the following individuals who shall be certified or qualified in accordance with § 2854(3)(a-1) of New York State Education Law and the federal No scholar Left Behind Act: the scholar's teacher(s), aides or trained individuals within a contracted facility, and/or a tutor hired for this purpose.

Scholar Disciplinary Records

The school will maintain written records of all suspensions and expulsions, including the name of the scholar, a description of the incident(s), the disciplinary action taken, and a record of the number of days a scholar has been suspended or removed for disciplinary reasons. The school will also provide a copy of this documentation to its Committee on Special Education for any scholar with disabilities who has been disciplined. The school will comply with the New York State Department of Education's data collection requirements for disciplinary data and submit that information to the Department of Education by the required deadlines.

Charter schools are subject to the federal Family Education Rights and Privacy Act of 1974 (FERPA), which requires a school to protect a scholar's privacy. The school will not disclose any information from the scholar's disciplinary records except as authorized pursuant to FERPA or in response to a subpoena, as required by law. The guardian(s) of a scholar under 18 years of age, or a scholar 18 years of age or older, is entitled to access to the scholar's appropriate school records by submitting a written request to the principal. Further information concerning the disclosure of scholar information and limitations on such disclosure may be found in the school's FERPA policy contained in this handbook.

Disciplinary Policies for scholars with Special Needs

In addition to the discipline procedures applicable to all scholars, the school shall implement the following disciplinary policy procedures with respect to scholars with disabilities. A scholar not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior that is the subject of disciplinary action, has a basis of knowledge — in accordance with 34 CFR 300.527(b) — that a disability exists may request to be disciplined in accordance with these provisions.

scholars for whom the IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the scholar or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the Committee on Special Education (CSE) of the scholar's district of residence for consideration of a change in the guidelines.

The school shall work with the district to ensure that the CSE of the scholar's district of residence meets within seven days of notification of any of the following:

- The commission of an infraction by a scholar with a disability who has previously been suspended for the maximum allowable number of days.
- The commission of any infraction resulting from the scholar's disability.
- The commission of any infraction by a disabled scholar, regardless of whether the scholar has previously been suspended during the school year and if, had such infraction been committed by a non-disabled scholar, the principal would seek to impose a suspen sion in excess of five days.

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

- Convene a CSE meeting within 10 school days to make a manifestation determination.
- Convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavior assessment or behavior intervention plan.
- Provide the scholar's parent or guardian with a copy of their procedural due process rights.
- Work closely with the CSE of the scholar's district of residence in determining education services or the interim alternative educational setting consistent with Free Appropriate Public Education (FAPE) requirements.

During any removal for weapon, drug, or infliction of serious bodily injury -related offenses pursuant to 34 CFR §300.530(g)(1), (2), and (3), respectively, services will be provided to the extent necessary to enable the scholar to appropriately progress in the general curriculum and in achieving the goals of their IEP. These service determinations will be made by the CSE of the scholar's district of residence. The school will place scholars in interim alternati ve educational settings as appropriate and mandated by the federal Individuals with Disabilities Act (IDEA).

For individual suspensions that exceed 10 days or multiple suspensions that total a minimum of 10 days suspended, please see additional context in the Due Process section later in this handbook.

Committee on Special Education (CSE) Meetings

Meetings of the CSE of the scholar's district of residence to either develop a behavioral assessment plan or, if the scholar has one, to review such plan are required when:

- The scholar is first removed from their current placement for more than 10 school days in a school year.
- Commencing a removal which constitutes a change in placement.

The scholar's special education teacher (or coordinator) and the general classroom teacher will be invited to attend all meetings regarding the scholar that were initiated by the CSE from the scholar's home district.

If a scholar consistently struggles to access their school environment safely, as evidenced by suspensions and/or disciplinary action because of unsafe behavior, the school will work with the CSE to amend the Individualized Education Program (IEP) to include modifications and accommodations that would better support a scholar in successfully accessing their educational environment. Examples of these supports include but are not limited to:

- Creation of a behavior intervention plan.
- Creation of an incentive chart.
- Scheduled breaks.
- Additional processing time.
- Checks for understanding.

Due Process

If discipline that would constitute a change in placement is contemplated for any scholar, the following steps shall be taken:

- Not later than the date on which the decision to take such action is made, the parent or guardian of the scholar with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504.

- Immediately, if possible, but in no case later than 10 school days after the date on which such decision is made, the CSE of the scholar's district of residence and other qualified personnel shall meet and review the relationship between the scholar's disa bility and the behavior subject to disciplinary action.

If, upon review, it is determined that the scholar's behavior was not a manifestation of their disability, then the scholar may be disciplined in the same manner as a scholar without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to scholars with disabilities during periods of removal. If it is determined that the scholar's behavior was not a manifestation of their disability, the disciplinary removal may be imposed. The following additional steps must be taken:

- At the next school-based CSE meeting, the CSE must determine whether the scholar's behavior necessitates conducting a Functional Behavior Assessment (FBA) and/or developing or reviewing a BIP.
- If the scholar requires an FBA, one must be conducted, and a decision must be made as to whether the scholar requires a BIP. If the scholar requires a BIP, it must be developed and implemented immediately.
- If the scholar already has a BIP, it must be reviewed to determine if a new FBA is needed to gather new data or if changes need to be made to the BIP.

Regardless of whether the behavior is found to be a manifestation of the scholar's disability, if any member of the Manifestation Determination Review (MDR) team determines that the educational or related service needs of the scholar warrant a change in the scholar's program or a reevaluation of the scholar, the member must submit a request for an evaluation, with an IEP review immediately following completion of the MDR.

If it is determined that the scholar's behavior was a manifestation of their disability, the disciplinary removal may not be imposed, and the scholar must return to school immediately.

The following steps must also be taken if the MDR team concludes that the action is a manifestation of the scholar's disability:

- If the scholar has an IEP and an FBA has not yet been conducted, an FBA must be conducted, and if appropriate, a BIP must be developed and implemented immediately.
- If the scholar has an IEP and an FBA has already been conducted, the FBA must be reviewed to determine whether a new FBA is needed and whether a BIP should be created. If a BIP has already been developed, it must be reviewed and modified as necessary to ad dress the behavior that resulted in the removal.

Parents or guardians may request a hearing to challenge the manifestation determination. Except as provided below, the scholar will remain in their current educational placement pending the determination of the hearing. If a parent or guardian requests a h earing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the scholar shall remain in any interim alternative educational setting pendi ng the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action — whichever occurs first — unless the parent or guardian and the school agree otherwise.

Prohibition on Physical Punishment

No employee or agent of the school will use any kind of physical punishment upon a scholar as a penalty for unacceptable behavior. This does not prevent the use of reasonable physical force by staff members to protect themselves from physical injury, to pr otect another person from physical injury, to protect property, or to restrain or remove a scholar whose behavior is interfering with school functions, provided that alternative methods not involving the use of physical force cannot reasonably be employed.

Searches

The school reserves the right to conduct occasional searches of school property (including desks and lockers) to protect the safety of scholars and staff and to enforce school rules and all applicable laws and regulations. The principal or another designee may conduct searches of scholars' belongings (such as backpacks, book bags, purses, phone screen) if there is a reasonable suspicion that the search will result in evidence that the scholar violated school policy or the Code of Conduct. Before conducting a search of scholars' belongings, the school will ask the scholar whether they possess

physical evidence indicating that they violated school policy or the Code in an attempt to obtain voluntary consent to the search from the scholar. If consent is not obtained but reasonable suspicion exists, the search may proceed. Searches will be limited to the extent necessary to locate the evidence sought, and scholars will be present when their possessions are searched, if possible.

Records and Information Policies

Scholar Records: Family Educational Rights

Scholar Records are confidential and protected by the Family Educational Rights and Privacy Act (FERPA). They remain locked in filing cabinets on school premises. Requests for scholar records must be made in writing to the main office. Upon receipt of a re quest, records are released within a 48-hour period. Records will only be released to authorized parents and guardians or by subpoena.

FERPA is a federal law designed to protect the privacy of scholars' education records. FERPA gives families certain rights with respect to their scholar's education records. Those rights are explained below.

1. Families or eligible scholars have the right to inspect and review all the scholar's education records maintained by the school. For records including information on more than one scholar, families are limited only to information pertaining to their scholar. Schools are not required to provide copies of materials in education records unless, for reasons such as great distance, it is impossible for families or eligible scholars to inspect the records. Schools may charge a fee for copies.
2. scholar records or other identifiable information are maintained in a secure location to ensure confidentiality. Records that are no longer required or need to be disposed are done so in a manner that ensures confidentiality and security.
3. Families and eligible scholars have the right to request that a school correct records believed to be inaccurate or misleading. If the school decides not to amend the record, the parent/guardian or eligible scholar then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent/guardian or eligible scholar has the right to place a statement with the record commenting on the contested information in the

record.

4. Generally, schools must have written permission from the parent/guardian or eligible scholar before releasing any information from a scholar's record. However, the law allows schools to disclose records, without consent, to the following partie s:

    a. School officials with legitimate educational interest .
    b. Other schools to which a scholar is transferring.
    c. Specified officials for audit or evaluation purposes.
    d. Appropriate parties in connection with financial aid to a scholar.
    e. Organizations conducting certain studies for or on behalf of the school .
    f. Accrediting organizations.
    g. Judicial orders or lawfully issued subpoenas .
    h. Appropriate officials in cases of health and safety emergencies .
    i. State and local authorities within a juvenile justice system pursuant to specific state law.

New York Open Meetings Law

It is essential to the maintenance of a democratic society that public business be performed in an open and public manner and that the citizens of this state be fully aware of and able to observe the performance of public officials and attend and listen to the deliberations and decisions that go into the making of public policy. The people must be able to remain informed if they are to retain control over those who are their public servants. It is the only climate under which the commonwealth will prosper and enable the governmental process to operate for the benefit of those who created it.

Open Meetings and Executive Sessions

1. Every meeting of a public body shall be open to the general public, except that an executive session of such body may be called, and business transacted .
2. Public bodies shall make or cause to be made all reasonable efforts to ensure that meetings are held in facilities that permit barrier-free physical access.
3. A public body that uses videoconferencing to conduct its meetings shall provide an opportunity for the public to attend, listen, and observe at any site at which a member

participates.

4. Public bodies shall make or cause to be made all reasonable efforts to ensure that meetings are held in an appropriate facility that can adequately accommodate members of the public who wish to attend such meetings.
5. Any meeting of a public body that is open to the public shall be open to being photographed, broadcast, webcast, or otherwise recorded and/or transmitted by audio or video means. As used herein, the term “broadcast” shall also include the transmission of signals by cable.
6. A public body may adopt rules consistent with recommendations from the Committee on Open Government, reasonably governing the location of equipment and personnel used to photograph, broadcast, webcast, or otherwise record a meeting so as to conduct its proceedings in an orderly manner. Such rules shall be conspicuously posted during meetings, and written copies shall be provided upon request to those in attendance.
7. Agency records available to the public, as well as any proposed resolution, law, rule, regulation, policy, or any amendment thereto, that is scheduled to be the subject of discussion by a public body during an open meeting shall be made available upon request therefore to the extent practicable as determined by the agency or the department, prior to or at the meeting during which the records will be discussed. Copies of such records may be made available for a reasonable fee, determined in the same manner as provided therefore in point No. 1 on page 43 of this handbook. If the agency in which a public body functions maintains a regularly and routinely updated website and utilizes a high-speed internet connection, such records shall be posted on the website to the extent practicable as determined by the agency or the department prior to the meeting. An agency may, but shall not be required to, expend additional money to implement the provi sions of this subdivision.
8. Open meetings of an agency or authority shall be, to the extent practicable and within available funds, broadcast to the public and maintained as records of the agency or authority. If the agency or authority maintains a website and utilizes a high-speed internet connection, such open meeting shall be, to the extent practicable and within available funds, streamed on such website in real time and posted on such website within and for a reasonable time after the meeting. For the purposes of this subdivision, the term “agency” shall mean only a state department, board, bureau, division, council or office, and any public corporation the major ity

of whose members are appointed by the governor. For purposes of this subdivision, the term “authority” shall mean a public authority or public benefit corporation created by or existing under any state law, at least one of whose members is appointed by the governor (including any subsidiaries of such public authority or public benefit corporation), other than an interstate or international authority or public benefit corporation.

Public Notice

1. Public notice of the time and place of a meeting scheduled at least one week prior thereto shall be given or electronically transmitted to the news media and shall be conspicuously posted in one or more designated public locations at least 72 hours before such meeting.
2. Public notice of the time and place of every other meeting shall be given or electronically transmitted, to the extent practicable, to the news media and shall be conspicuously posted in one or more designated public locations at a reasonable time prior th ereto.
3. The public notice provided for by this section shall not be construed to require publication as a legal notice.
4. If videoconferencing is used to conduct a meeting, the public notice for the meeting shall inform the public that videoconferencing will be used, identify the locations for the meeting, and state that the public has the right to attend the meeting at any o f the locations.
5. If a meeting will be streamed live over the internet, the public notice for the meeting shall inform the public of the internet address of the website streaming such meeting.
6. When a public body can do so, notice of the time and place of a meeting shall also be conspicuously posted on the public body's internet website.

Freedom of Information Law

Storefront Academy Charter Schools complies with New York State's Freedom of Information Law (FOIL). When the school receives a request for information under the Freedom of Information Law, it responds to it in the following manner:

1. Within five business days of receipt of a written request, the school shall make the information available to the person requesting it, deny the request in writing, or provide a written acknowledgment of receipt of the request that supplies an approximate date, which shall be

reasonable under the circumstances, for when the request will be granted or denied.

a. Exceptions to disclosure: Storefront Academy may deny access to a requested record for a variety of reasons, including that:
    i. Such access would constitute an unwarranted invasion of personal privacy.
    ii. Such access would violate either state or federal law.
    iii. Such records are compiled for law enforcement purposes.

    iv. Such records are interagency or intra-agency materials that are not statistical or factual tabulations of data, instructions to staff that affect the public or a final policy. Except for records specified in Public Officers Law §87(3), the school shall not be required to prepare any record that it does not maintain or have in its possession.

2. If Storefront Academy determines to grant access to the requested information, and if circumstances prevent disclosure to the person making the request within 20 business days of the acknowledgment of receipt of the request, the school shall state, in writ ing, both the reason for the delay and a specific date, within a reasonable period of time, depending on the circumstances, when the request will be granted in whole or in part. Failure of the school to conform to the provisions of paragraph one above or t his paragraph two shall constitute a denial of the request for information.
3. If an individual is denied access to a record, he or she may, within 30 days (or such period as defined by law, as may be modified over the course of the charter), appeal such denial to the principal.
4. Upon timely receipt of such an appeal, Storefront shall, within 10 business days of the receipt of the appeal (or such period defined by law, as may be modified over the course of the charter), fully explain the reasons for further denial or provide access to the record sought. The school also must forward a copy of the appeal, as well as its ultimate determination, to the New York State Committee on Open Government

Storefront Academy Charter School Harlem Parent Involvement Contract 2026–2027

At Storefront Academy, we believe that a strong partnership between home and school is essential for student success. Parent and family engagement strengthens our community, supports our mission, and enriches the learning experience for all students.

As a parent/guardian of a Storefront Academy student, I understand the importance of my active involvement in my child's education. By signing this contract, I agree to:

1. Participate in mandatory Parent- Teacher Conferences.
2. **Attend or make a contribution in support of a minimum of three (3) school events** during the 2026–2027 school year.
    - Events may include, but are not limited to:
        - Family Fun Fridays
        - School Performances or Celebrations
        - Community Fairs & Educational Workshops
3. Support my child's learning at home by reviewing homework, reading together, and encouraging positive habits.
4. Maintain open communication with teachers and school staff.
5. Model respect, responsibility, and commitment to our school community.

Acknowledgement

I understand that participation in school events is an important part of the Storefront Academy community. My involvement helps create a positive school culture and supports the academic and social growth of all students.

By signing below, I commit to fulfilling the above responsibilities to the best of my ability.

Parent/Guardian Name: _____ **Tele#**_____

Student Name: _____ **Grade:**_____

Date:_____