



STUDENT & FAMILY HANDBOOK 2020-2021

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Executive Summary

This Storefront Academy Reopening Plan aims to define clear guidance for how we will open our doors, physically and virtually, that is aligned with the regulations developed by the CDC and state authorities. Our first commitment is to the staff, students and families we serve. **Our priority must be keeping them safe.**

The areas outlined in this plan represent major considerations our schools are addressing to reopen safely and to sustain their reopening. Each department has taken the safety of both staff and our learners into consideration.

Of course, as with every plan right now, this document is fluid and will change as necessary based on guidance from the state, CDC, and considerations to our families and our staff. We obviously don't want to have a COVID-19 case at one of our schools in the fall but it could, and we will be ready to act if and when it happens.

Our return to school will occur with two options, all remote and blended (on site and remote)

It is important that all parents and staff understand and be prepared to comply with the information shared in this document.

Sincerely,

Dr. Nicole Garcia

CEO

QUESTIONS or CONCERNS? Please contact a Return to School Task Force member(s): [Return to Work Task Force](#)

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Who We Are...

“It takes a whole village to raise a child.” -African Proverb

History

Storefront Academy Charter Schools (SACS) is a public charter school which opened to students and families in the fall of 2015. SACS educates urban youth of all learning abilities; in the 2020-2021 school year will serve students in kindergarten through third grade. We add one grade every year, with the eventual goal of educating students from pre-kindergarten through eighth grade. SACS replicates the Whole Child model of Storefront Academy Harlem, which was founded on the two core components of academic rigor and strategic nurturing. Storefront Academy Harlem, a private independent, tuition-free school in Harlem, was established in 1966 by Ned O’Gorman, who developed the school based on a deep commitment to heal, liberate and educate.

Mission

SACS seeks to provide children of varied academic strengths quality educational opportunities, preparing them academically, socially and emotionally to become critical thinkers, high-achieving students and well-rounded individuals. Working in partnership with families and community members, SACS instills a powerful sense of self, and gives its students the tools to own the future and create meaningful adult lives.

Educational Philosophy

Our educational program develops the whole child. We facilitate student centered hands on learning and creative thinking as well as the acquisition of foundational literacy and numeracy skills. Our focus on academic achievement and social-emotional literacy is balanced with a belief that it is critical for our young people to build a practice of community service. We want our students to develop an understanding of responsibility to the greater world and to become leaders of the future.

Instructional Approach

The Responsive Classroom approach is a way of teaching that emphasizes social-emotional, and academic growth in a strong and safe school community. Developed by classroom teachers, the approach consists of practical strategies for helping students build academic and social-emotional competencies every day. We choose to incorporate this student centered, research based, approach to teaching because its focus on the strong relationship between academic success and social-emotional learning (SEL) aligns with the Storefront Academy

mission; preparing all students to become fully engaged critical and creative thinkers, and generally well-rounded individuals.

Instructional Focus: School Year 2020-2021

This year we will place increased emphasis on teaching students how to make their thinking visible by writing across the content areas. We will design questions and prompts to meet individual needs and support mastery of grade level standards. We will use student writings as ongoing assessments to show the learning process and progress. New York’s learning standards continue to guide our work and the use of assessment checklists and rubrics will hold all students to high expectations of college and career readiness. As always, we will share student progress with families to support additional engagement and learning at home.

Core Values

We focus on six **Core Values: Respect, Responsibility, Concern for Others, Diligence, Honesty and Perseverance**. We believe these Core Values are the foundations to success.

RESPECT- not judging others, being kind and considerate, not touching other’s property.

RESPONSIBILITY- being prepared (ex., doing one’s homework, reporting to class on time), not blaming others for one’s actions.

CONCERN FOR OTHERS- helping others in need (academically or emotionally), making everyone feel accepted and included, practicing selfless behavior

DILIGENCE- working hard all the time (ex., reading at home each evening; putting forth one’s best effort in class consistently).

PERSEVERANCE- pushing oneself to success despite difficulties and challenges

HONESTY- telling the truth (no matter what), approaching everything with integrity.

Closing Statement

Every classroom ends the day by sharing the Storefront Academy Closing Statement as a reminder of the unique strengths, talents, and potential students and teachers bring to our learning community individually as well as collectively. “Always remember how special you are and how powerful you can become, through hard work, dedication and perseverance. Always remember that because you are IMPORTANT, you are STRONG - we are a COMMUNITY and we are the STOREFRONT.”

Arrival and Dismissal

Arrival- Starting at 7:30 each morning all students are greeted by administrators for a temperature check.

Late Arrival- Instruction begins **promptly at 8:10** a.m. each morning. Any student who arrives to class after 8:10 a.m. is late to school. If your student is late, security will meet you at the entrance for a temperature check and to log information into **Late Arrival Log**. Your student will be escorted to the classroom. Late arrival disrupts the learning of your child as well as others. Please help us to help your student develop the habit of good attendance and promptness. Every minute counts!

Dismissal

Our dismissal process begins at 3:15 p.m for K-2 graders and 3:30p.m for 3-5 graders. When all school bus riders are picked up from their classrooms and escorted onto their buses. Classroom teachers begin transitioning “walkers”/students picked up by family to the first floor at 3:15 p.m.

- Students in grades 3-5 who plan to walk home must be given permission.
- For the safety of your child, he/she will be released only to the persons whose names were submitted by you 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. You must have a plan “B”. It is your responsibility to ensure your child arrives at school on time and is 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 pick-ups by a non-custodial parent, guardian.

Late Pick-up - All students are to be **picked up by 3:45 p.m. every day**. Students picked up after 3:4 p.m. must be signed out on the “Late Pick-Up Log.”

A late fee of \$15 will be charged for every 15 minutes you are late to pick up your Scholar.

If your child is not picked up by 4 P.M, by you or your designated emergency contact, we are required to take the next steps. This includes taking the child to your local precinct.

Early Pick-up - Children 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 do not schedule doctor or dental appointments during school hours. For Early Pick-up, parents must speak with someone in the main office **by 2:00 p.m.** and arrive no later than 2:30 p.m.

Attendance

Every Minute Counts!

Attendance is the number one predictor of academic and social-emotional success at school. Just like our staff, children are expected at school on time every day. Absences are acceptable only in cases of extreme illness. Taking your child out of school for family trips is against New York City regulations. 10 or more absences during the school year may prevent a child from being promoted to the next grade.

Lateness

Patterns of lateness negatively impact your child and their classmates. You will receive a notice when a pattern of 5 or more late arrivals for the month is established. A pattern of lateness can lead to a promotion in doubt letter.

Our school day is designed to ensure that your child is fully engaged in purposeful learning through timely inquiry, critical and creative thinking and collaborative dialogue. These student centered learning experiences provide multiple opportunities for students 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 our students to confidently solve problems and address challenges that they have never seen before.

If your child is consistently late and/or absent, expect to be in constant communication with their teacher, school counselor or social worker, assistant principal and principal. *Any extended absence from school may result in notification to the Administration for Children's Services (CS). We are a team and our goal is your student's academic and social-emotional success.*

Emergency at School

Illness If your child becomes ill at school, the nurse will call you and ask that you pick up your child as soon as possible. If we are unable to reach a parent/guardian or caregiver, we will call the other persons you listed on the Emergency Contact Form. Your back-up emergency contact should arrive at school with a picture ID.

Any child with a temperature at 100.0 F or over will be escorted to the isolation room. The child must be picked up within an hour. If any delays they must be communicated to the school.

If your child is not picked up by you or your designated emergency contact in a reasonable time frame, we are required to take the next steps. This includes taking the child to your local precinct or hospital.

Incident/Injury All major incidents and injuries are reported to the school administration. When a student suffers an injury during school, a staff member (usually one who has witnessed the incident) fills out an incident/injury form. The parent/guardian is notified by phone and a copy of the incident/injury form is sent home as well as the nurse's report.

In case of a serious emergency, we first attempt to reach the parent/guardian, caregiver or back up emergency contact person. If we are unable to reach any of the above-mentioned persons, the child will be taken by ambulance to the emergency room. In the meantime, staff will continue to call all persons listed on the Emergency Contact Form. ***Please keep your Emergency Contact Form up to date.***

Breakfast/Lunch Program

Breakfast is served in class between 7:45 and 8:10 daily.

You will be informed if your child is eligible for free, reduced or full priced lunch. *Please complete the Lunch Form at the beginning of the school year* to help us keep an accurate count of how many school lunches we need to order to ensure that there is enough for every student.

If you choose to send lunch to school with your child, please note that he/she will not be permitted to use a microwave or oven to heat their meal. We encourage healthy snack options such as fresh fruit, vegetables, and water.

Students eat lunch with their classmates in class.

Calendar at a Glance - 2020/2021 School Year

September 2020

Sept 10th - First Day of School
Sept 28th- Yom Kippur (No School)

October 2020

Oct 8th - 1st Progress Report/
Parent -Teacher Conference
Oct 12th - Columbus Day (No School)
Oct 30th - Half-day

November 2020

Nov 3rd - Election Day (No School)
Nov 11th - Veterans Day (No School)
Nov 13th - 1st Report Card
Nov 25 -27 - Thanksgiving Recess

December 2020

Dec 3rd - 2nd Progress reports/Parent
Teacher Conference
Dec 21th - Jan 1st - Winter Recess

January 2021

2nd Quarter Report Cards
Jan 18th - Dr. ML King Jr. Day (No School)
Jan 29 - Half Day

February 2021

Feb 11th - 2nd Report Card
Feb 12th - Half Day
Feb 15th - 19th - Mid-winter break

March 2021

Mar 25th - 3rd Progress Report/
Parent Teacher Conference

April 2021

Apr 1st - 9th - Spring Recess
Apr 30th - 3rd Report Card

May 2021

May 12th- EID (No School)
May 13th - 4th Progress Report/Parent
Teacher Conference
May 28th - 31 - Memorial Day

June 2021

June 18th - Juneteenth (Observance)
June 25th - Final Report Card
and Last day of school

Snow Days

In the event of severe weather or snow storms, we follow the lead of the Department of Education. However, in some instances we will close school even when public schools are open if transportation delays pose a safety hazard or hardship for families.

A Supportive School Environment

Our commitment is to cultivate a culture of mutual respect, trust, and positive mindset to support the academic and social-emotional growth of students and adults alike. Structure and discipline are integral to equipping children for present and future success. Your child engages in learning experiences that build character as well as academic skills and knowledge. We encourage you to speak with your child daily to encourage her/him to meet behavioral expectations in accord with our Core Values of respect, responsibility, concern for others, diligence, perseverance, and honesty

“Be the change that you wish to see in the world.” Mahatma Gandhi

Social Emotional Learning (SEL)

Our Social Emotional Learning program was developed within the context of our mission, Core Values, and the *Responsive Classroom* guiding principles. Storefront Academy’s Core Values are: **Respect, Responsibility, Concern for Others, Diligence, Honesty and Perseverance.**

We believe that children’s social-emotional well-being is a fundamental component of their learning. According to the Collaborative for Academic, Social and Emotional Learning (CASEL), social-emotional learning refers to “the processes through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” The integration of thoughtful work in this area results in positive attitudes by students about themselves and learning, and it serves to prevent social-emotional challenges, such as bullying.

We incorporate social-emotional learning starting in kindergarten and continue do so as students move through each grade. Per the *Responsive Classroom* approach, we place significant focus on social-emotional skills during the first six weeks of each school year as classroom communities are established and school-wide expectations are practiced. Throughout the school year, our counseling team facilitates weekly Social-Emotional Learning lessons in each classroom to explore the practical application of our Core Values and problem solving skills in real life situations. Also, in keeping with the *Responsive Classroom* model, teachers infuse social-emotional lessons in Morning Meeting and during teachable moments throughout the day.

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

School-wide Behavior Management

It is critical that all students understand that if we make a poor choice, there is always an opportunity to turn things around. For that reason, we have implemented an interactive *Storefront Clip Chart* that always offers students the opportunity to earn their way back up to a fantastic day.

In each classroom, a *Storefront Clip Chart* behavior management system is used to reinforce positive mindsets and behavioral choices that show our Core Values. Although students are encouraged to “Get an Adult Involved” when they need help, we utilize the *Storefront Clip Chart* to help students learn how to self-monitor and make choices that support their learning.

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

STORE

Fantastic consistently demonstrates our core values throughout the day. Engages Learning fully throughout the day. Sets a good example for others.

Ready to learn mostly demonstrates our core values throughout the day. Self regulates Behavior quickly. Engages learning fully throughout the day.

Opportunity to fix it demonstrates understanding of our core values, but requires frequent Reminders throughout the day. Engages learning inconsistently.

Needs help needs ongoing redirection as well as reminders to demonstrate core values. The level of engagement in learning is low.

Time to call a parent does not demonstrate core values. Refuses redirection. Repeats behavior that disrupts the learning process for self and others throughout the day. The level of engagement in learning is minimal.

Each child in the classroom has her/his name on a clothespin and they begin each day on *Ready to Learn*. When a student receives a second “redirect” to meet behavioral expectations, the teacher will ask the student to “clip down”. Students have the opportunity throughout the day to change their clip chart status by making better behavioral choices. At the end of each day, the

status the child ended their day on is recorded on the Daily Communication Board on the back of The Weekly Homework.

“With self-discipline, most anything is possible” - Theodore Roosevelt

Schoolwide Student Discipline Policy

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

- Play hitting or play fighting of any kind for any reason
- Talking back to any adult for any reason
- Consistent crying or tantrums (after reasonable transition time for younger students)
- Inappropriately touching any student or adult
- Saying “no” or otherwise defying an 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 utilize the Department of Education’s *Citywide Behavioral Expectations to Support Student Learning* to determine appropriate consequences on a progressive level that is consistent with a child’s age, grade and circumstance. However, dangerous behavior will lead to an automatic principal’s suspension and will require a parent conference at school before the student rejoins the classroom learning community. Disciplinary recommendations by the Executive Director or the Assistant Principal(s) are non-negotiable. Repeated dangerous and/or increasingly disruptive behaviors will result in progressive suspensions.

Our ultimate goal is to correct counterproductive behaviors by actively teaching, practicing, and reinforcing positive behaviors. We understand that children learn differently and in varying timeframes. Nevertheless, we hold all students to high expectations and provide supports to enable students to meet those expectations.

Working together to promote positive behavior helps increase student achievement. Research shows that when the home and school work together, student learning is more dynamic. We look forward to an exciting school year full of new learning.

Response Policies: (IDEA)

Suspension for Students with Disabilities

The *Individuals with Disabilities Education Act* **IDEA** states that with regard to school discipline, schools may consider each situation on a case-by-case basis when determining if a change of placement is appropriate for a special education child who violates the school's education code. Most districts have some type of hearing committee that examines cases and makes a recommendation to the school board regarding the child's placement.

A school district may remove a student to an **interim alternative educational setting for up to 45 school days** without regard to whether the child's behavior was caused by their disability **if the child:**

- Carried a weapon to school or had a weapon at school or on school premises or at a school function.
- Knowingly had or used illegal drugs or solicited the sale of a controlled substance while at school, on school grounds or at a school function.
- Has inflicted serious bodily harm upon another person while at school, on school premises or at a school function.
- For other types of school discipline situations or minor infractions, ***a child with an IEP may be suspended but NOT for more than 10 school days in a row.***
- School districts may impose additional suspensions for separate incidents of misconduct for not more than 10 school days in a row as long as the suspensions do not constitute a change of placement.
- Once a child with a disability has been removed from his or her current placement for **more than 10 consecutive school days**, the school district must continue to provide free appropriate public education **FAPE**.
- This means that the child ***must continue to participate in the general education curriculum and make progress towards meeting goals as defined in the child's IEP.*** Services may be provided to the child in an interim alternative educational setting while the placement is being determined.

While a change of placement is being determined, the child is entitled to **STAY PUT** in their current placement until the parent and the district agree to the change of placement. If the removal ends up being a change of placement, the child's IEP team determines the interim alternative educational setting.

On the date that a district makes the decision to remove a child because of a violation of student education code or law, the school district must notify the parent of that decision and provide them with procedural safeguards.

If a child with a disability is expelled, the local school district must notify the parents of that decision and provide the parents with their procedural safeguards. If the parent disagrees with the expulsion or the placement decision of the local school district, they may **appeal the decision by requesting a due process hearing**.

If this occurs, a **resolution meeting** must occur within **eleven days of the due process complaint**. The due process hearing will proceed unless the matter is resolved in resolution. If a student is expelled, it doesn't mean they will not receive an education. Usually, they will have the option of attending a city run program, continuation school or independent study program. If a resolution cannot be reached, a hearing officer will make the decision regarding the appeal and may rule to either return the child to their original placement from which they were removed, or agree with the district and order a change of placement to an appropriate setting. Whenever a hearing is requested relating to school discipline removals, the parents must have the opportunity for an impartial due process hearing and it must take place within **20 days of the date the complaint requesting the hearing is filed**.

During the appeal, the child must **remain in the interim alternative educational setting** pending the decision of the hearing officer, unless the parent and the local school district agree otherwise.

IDEA does not prohibit the school from **reporting a crime committed by a child with a disability** to authorities nor does it prevent State law enforcement and judicial authorities from exercising their responsibility to crimes committed by a child with a disability. If a school district reports a crime committed by a child with a disability, the school district must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities and may transmit copies of the child's special education and disciplinary records only to the extent permitted by the **Family Education Rights and Privacy Act**.

School-wide Incentives

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

1. Wear your school uniform each day
2. Have only 0-1 **unexcused** absences
3. Complete all classroom learning activities
4. Have 0-1 office referral
5. Have no suspensions

Each trimester students who have earned honors for exemplary achievement, perfect attendance and behavior are invited to a celebratory field trip with their Assistant Principal.

Student Dress Code

SACS has a required dress code for all students. There are many positive reasons for a school dress code including:

- Dress codes encourage self-expression through academic achievements, character and personality - rather than “name brands” and outward appearance.
- Dress codes keeps the focus on academic and social-emotional learning; students project a neat, business like image - they know they are about the business of learning
- Dress codes minimize discipline issues because students are less distracted
- Dress codes can be less expensive for families
- Dress codes eliminate visible differences between students of varied economic means
- Dress codes create a sense of school pride and belonging

Dress Code for Grades K, 1 and 2

- Long or short sleeved SACS polo shirts
- Dark or khaki pants*
- A school sweater or vest (a plain black or navy cardigan or vest is also acceptable)

Dress Code for Grades 3 and 4 :

- Long or short sleeved button down oxford shirts* (white or “oxford blue” colored)
- Polo shirts (plain white or light blue) will be accepted if worn with the required tie
- A necktie of their choice
- Dark or khaki pants
- A school sweater or vest (a plain black or navy cardigan or vest is also acceptable)

Note: Dark or khaki skirts, skorts, shorts must be *no shorter than knee length*.

ALL remote learners :

Must wear a white or blue top with or without logo during remote learning. Bottoms can be of choice.

Dress Code Footwear:

- Students must wear *closed toe* shoes, boots, or sneakers at all times
- Shoes, boots, sneakers *cannot have heels higher than 1.5 inches*

Dress Code Guidelines:

- Only small earrings and necklaces that can fit underneath the school uniform can be worn
- Hoods and hats must be removed while inside the school building
- School uniforms must fit properly, be clean and neat - *tight clothing is not allowed*

To Order Uniforms Contact:

Flynn O'Hara

136 Westchester Avenue

Bronx, NY 10461

718-863-7561

atyourservice@flynnohara.com

Students are required to arrive at school in uniform every day, unless it is a School Spirit Day which will be announced in advance. Consequences for students not wearing a uniform include:

- A communication via phone call or letter about their child's not arriving at school in uniform.
- The student's not being able to participate in school-wide incentives
- If a family is having difficulty securing the school uniform, please contact the South Bronx campus Milly Jimenez mjimenez@cstorefront.org and for the Harlem campus Amia Fisher afisher@cstorefront.org, to explore an action plan.

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. Then, students engage in active learning of the core curriculum: reading, writing, phonics or word study, math, and science or social studies.

We are a balanced literacy school. Students spend almost half of our instructional day (120 minutes) in literacy learning. We believe a love of reading, critical thinking, and effective communication are among the most important skills students must acquire. We also emphasize mastery of numeracy skills by devoting 90 minutes per day on math.

Our teachers collaborate to provide learning experiences that enable students to relate academic skills to real life applications. This is usually done through group explorations and projects which cross curricula

to include science and/or social studies as well as literacy and math. These group inquiries grow out of our students' demonstrated interests, Next Generation Science Standards, and the NYS Social Studies Scope and Sequence. Students are encouraged to bring new learning to life through dialogue, research, analysis, and the drawing of conclusions across all subjects.

Grades K-5 DAILY FLOW OF THE DAY

Minutes Activity Purpose(s) Examples:

25 Breakfast/Quiet Reading/ Review/ Connecting

- To offer every student a nutritious breakfast
- To provide an opportunity for students to center themselves and prepare for learning
- To allow students to collaboratively review or complete assignments
- Students are served breakfast in the cafeteria daily starting at 7:45
- Students who eat before school can read, review, and/or complete assignments with adult supervision in an alternate space
- Students who eat before school can read, review, and/or complete assignments with adult supervision in an alternate space

20 Morning Meeting

- To build community through discussion
- To establish expectations for the day through established routines
- To practice interactive writing
- Discussions to address social- emotional questions or concerns
- Calendar routines
- Sharing summer/weekend experiences/celebrations/interests
- Morning message constructed with students (use SS/Science topics)

30 Foundations (phonics)/ Vocabulary & Word Study

- To develop print knowledge, alphabet and phonological awareness, decoding, vocabulary, fluency and spelling skills
- Letter- keyword sounds
- Letter- keyword sounds
- Sentence and syllable frames
- Sentence and syllable frames
- Keyword puzzles
- Keyword puzzles
- Magnetic letter tiles
- Magnetic letter tiles
- Sky writing/Letter formation
- Writing and Drawing

- To explore word parts (prefixes, bases/roots and suffixes) and word origins as vocabulary strategies
- To study word patterns and analogies
- Frayer Model Vocabulary
- Use of text and digital dictionary, thesaurus, and glossary
- Hands-on and computer based word part activities
- To provide children with an enjoyable reading experience
- To teach explicit foundational skills
- To gain: - fluency - sight words - word solving strategies
- To develop deeper understandings and comprehension strategies
- To listen to fluent reading
- Can include: Big book, Charts, Promethean Board, text, poems, speeches, supplemental texts from content areas in Social Studies and Science
- Same text can be read 3 times a week
- May include teaching point for reading workshop
- Demonstrate how to make connections with the text
- Books that support/develop understandings of unit topics
- To develop listening/ speaking skills
- To teach close reading strategies
- To facilitate rigorous discussion of complex texts
- Actively practice grand conversations to promote higher-order thinking

25 Shared Writing

- To inform, entertain and persuade
- To develop writers in various genres
- To study craft
- Narrative
- Informational and Procedural
- Opinion
- Poetry

45 Literacy Centers & Guided Reading

- To develop independent work skills
- To encourage critical thinking skills
- To practice reading foundation and comprehension skills
- Guided Reading
- Phonics
- Partner Writing
- Partner Reading
- Computers
- Vocabulary/Word Study

45 Lunch/Recess

45 Math

- To acquire and apply math
- knowledge, skills and concepts at a deeper level
- To engage students in a problem solving approach to mathematics using multiple techniques
- To develop an appreciation of the power of math in everyday life
- Interactive Modeling
- SmartBoard activities
- PowerPoint presentations
- Whole and small group discussion, Turn & Talks
- Concrete- pictorial- abstract approach
- Reciprocal teaching
- Number sense
- Computational strategies
- Drawing and mental Math
- Fluency drills

45 Math Centers/ Guided Math

- To provide students in varied formats to apply math skills and strategies independently or with a partner
- To facilitate self-directed inquiry, problem-solving, and reflection

20 Shared Reading/Interactive Read-Aloud *Journeys* Reading Program

- Manipulatives
- Digital games and practice activities
- Fluency drills
- Board games
- Journaling
- Vocabulary

To enable teachers to work individually or with small, flexible groups to explicitly model, pre-teach, review or re-teach to meet the individual needs of students

- Graphing
- Measuring
- Flash Cards
- Word problem creation
- Puzzles
- Estimating

45 Specials

- To offer students a chance to
- explore and try different music and art forms
- To expose students to musical notations and foundational art techniques
- To provide structured opportunities for studies to learn health and fitness habits, explore various sports, and learn sportsmanship
- To teach students how to identify and effectively express and manage their emotions for positive social interactions
- To have students practice computer skills for effective research, writing, study, communication and presentation
- Music
- Art
- Physical Education
- Social-Emotional Learning (SEL)
- Technology

45 Social Studies & Science

- To develop inquiry skills that promote higher order thinking and increased depth of knowledge
- To increase intellectual engagement
- To foster deep understanding through the development of a hands-on, minds-on and ‘research-based disposition’ towards teaching and learning
- Social Studies project-based learning using the New York City Department of Education’s Scope and Sequence and teacher created curriculum
- Social Studies project-based learning using the New York City Department of Education’s Scope and Sequence and teacher created curriculum
- Social Studies project-based learning using the New York City Department of Education’s Scope and Sequence and teacher created curriculum
- Inquiry based science using Next Generation Science Standards and the Houghton Mifflin Harcourt *Dimensions* curriculum

15 D.E.A.R. Time- Drop Everything and Read Independent Reading & Writing

- To cultivate a community of readers and writers by modelling interest in these activities school-wide
- To enable students to practice literacy skills and strategies
- To challenge students to problem, solve and make sense of text independently
- To help students learn new skills and information
- Students can read on their own or with a partner
- Students can read on their own or with a partner

- Students can read on their own or with a partner
- Students choose books from levelled text in their classroom library or the Reading Room
- Students choose books from levelled text in their classroom library or the Reading Room
- Students choose books from levelled text in their classroom library or the Reading Room
- Students read books about topics and characters that interest them
- Students read books about topics and characters that interest them
- Students choose from a variety of options which may include - diagrams, charts, comic strips,
- To practice and build upon skills in sharing their understandings and questions before, during and after reading storyboards, manipulatives, interviews, videos and articles

Homework

At each grade level, homework is given in differentiated, developmentally appropriate increments. Homework is designed to reinforce skills taught in the classroom, to help students apply their understanding of concepts, and to promote consistent study habits. In addition to weekly homework assignments, reading independently each night is mandatory to ensure that students spend sufficient time reading books on their reading level.

Student Retention/ Promotion Policy

Progress Report-Student Retention & Promotion

SACS has three trimesters with three corresponding Parent-Teacher Conference days. This is done intentionally so that parents have an opportunity to intervene wherever necessary to assist their child in reaching their academic potential before report cards are issued. We assess students on both their academic progress and their social-emotional growth.

Parent/Teacher Conferences

These conferences are held three times a year, and correspond to the dates of the mid-trimester Progress Reports. These conferences allow teachers and parents to review a sampling of the student's work, discuss the child's progress, exchange information, and set goals. Parents will also have the chance to meet with their child's counselor if they are receiving counseling services. However, please note you may arrange for additional meetings with your child's teacher or counselor at any time during the academic year. Please contact the school to discuss scheduling appointments or addressing any concerns as they arise.

Testing and Promotional Criteria

SACS administers the following assessments:

- Measures of Academic Progress (MAP) Test- Annual Interim and Summative Assessments
- F&P Benchmark Reading Assessments- of independent and instructional reading levels

- Unit Assessments in all subjects
- Running records and writing benchmarks
- New York State’s annual ELA and Math Exam starting with 3rd grade
- New York State’s 4th grade Science Exam
- Attendance

We believe a comprehensive picture of student progress is important. Therefore, we evaluate a child’s progress by looking at classroom performance, and individual growth over time in addition to the above listed assessments. If a student is performing below expectations or not making progress, the student is referred for academic intervention services through our Response to Intervention program.

Response to Intervention(RTI) Student Support

Response to Intervention (RTI) Model to ensure that all of our students’ needs are met. All RTI teacher referrals will be submitted to Dr. Garcia for review of student work and set up of parent meetings. Students will be monitored for 6 weeks, first check in with the intervention team and parents will be made. If progress is shown, the student will discontinue from RTI, if minimal progress is shown the student will continue to receive intervention for another 3 weeks before a second parent meeting is made with the team and determine if the student will be referred for evaluations.

What is RTI?

RTI is 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 students with the best opportunities to succeed in school, and assist with the identification of learning disabilities and other disabilities.

Tier I Represents all student population. Students in this tier are given access to a rigorous curriculum. They receive differentiated instruction and positive behavior support. Initial Parent meeting is conducted with a team; students will be monitored for 6 weeks.

Tier II consists of small-group instruction using evidence-based interventions to meet instructional goals created in an Individualized Learning Plan (ILP) with an established duration and frequency. Students are closely monitored and progress is measured more frequently. Follow up Parent meetings will be made to review student progress or lack of progress, determination will be made if the student needs to continue RTI for 3 weeks or if the student will discontinue RTI due to improvement shown.

Tier III consists of an individual or a two-student group that meets for a longer duration, more frequently and in a separate location. The student is eligible to work with his or her classroom support teacher and/or a special education teacher. Through regular monitoring of the student's ILP progress, working closely with parents, is able to determine whether further assistance and more intense support is necessary. This could mean a referral to the Committee on Special Education (CSE)

Understanding Special Education: Special Education in New York City

In New York City, students with disabilities who require special education services have ***Individualized Education Programs (IEP)***. The IEP, which is created by a team of educators and the parent(s), contains information about a student's strengths, needs and educational program. The majority of students with IEPs receive their educational program in the same schools that they would attend if they did not have a disability.

In 2012, the New York City Department of Education launched a special education reform to make this possible. School staff were trained to create high quality IEPs, educate students with different needs, and create inclusive schools. Enrollment policy shifted to ensure students with IEPs had access to the same schools, instruction, and high expectations as their non-disabled peers. Now students with IEPs participate in the same admissions processes as their non-disabled peers and all schools serve students with disabilities.

What is Integrated Co-teaching? (ICT)

- ICT classrooms include students with disabilities (not more than 40%) and students who are non-disabled taught together by two teachers, a general education teacher and a special education teacher.
- Co-teachers work together and collaborate throughout the day to modify instruction to meet the individual needs of our students.
- Our students receive ICT instruction for the periods specified in their Individualized Education Program (IEP), along with the content areas of instruction.

What are Related Services?

- Some of the related services our students receive are Speech/Language Therapy,
- Counseling,
- Hearing Education Services,
- Occupational Therapy
- Physical Therapy.
- Related Services are performed by independent providers who are registered with the NYC Department of Education.

FAMILY EDUCATIONAL RIGHTS

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

Families or eligible students have the right to inspect and review all of the student's education records maintained by the school. For records including information on more than one student, families are limited only to information pertaining to his/her child. Schools are not required to provide copies of materials in education records unless, for reasons such as great distance, it is impossible for families or eligible students to inspect the records. Schools may charge a fee for copies.

Student records or other identifiable information are maintained in a secure location to ensure confidentiality. Records that are no longer required or need to be disposed are done so in a manner that ensures confidentiality and security.

Families and eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school decides not to amend the record, the parent/guardian or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent/guardian or eligible student has the right to place a statement with the record commenting on the contested information in the record.

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

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

NY Open Meetings Law

It is essential to the maintenance of a democratic society that the 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 thereat in accordance with section one hundred five of this article.
2. Public bodies shall make or cause to make all reasonable efforts to ensure that meetings are held in facilities that permit barrier-free physical access to the physically handicapped, as defined in subdivision five of section fifty of the public buildings law.
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 make all reasonable efforts to ensure that meetings are held in an appropriate facility which 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 pursuant to article six of this chapter, 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 therefor, 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 therefor in article six of this chapter. 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 provisions 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 majority 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 seventy-two 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 thereto.
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 of 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 has the ability to do so, notice of the time and place of a meeting given in accordance with subdivision one or two of this section, shall also be conspicuously posted on the public body's internet website.

Learning Community Expectations and Policies

Telephone Use

Students are not allowed to use cell phones during the regular school day or the extended day program. Cell phones must be off and put away. If a staff member sees or hears a cell phone, he or she will confiscate the phone and give it to the front office for parent/guardian pick up. Repeated offenses will result in detentions and suspensions.

- Students can give their phones to a staff member in the main office to lock up and store safely.
- To prevent possible theft, we discourage students from keeping their phones in their book bags, desks, or coat pockets.
- Students are allowed to use office phones only with permission from the faculty or staff.
- Children are allowed to call home each morning to let parents know they arrived.
- We do not allow children to call home on their own when they are in the process of working through a discipline incident. Faculty and administration need time to complete the process and will determine when parents are to be notified.
- On occasion, a teacher will ask a child to call home as part of the discipline process; letting parents know about a situation is part of the process.

Computer Use

- Students may use a computer only with a supervising teacher.
- Students may use computers only with staff permission.
- Internet access is allowable only with direct teacher supervision.
- Privacy: students may not open other students' work or access teacher work ever.
- Avoid plagiarism: credit all sources, do not copy verbatim without citing your source.
- Respect for equipment is essential; no graffiti or careless handling of machines or other equipment will be tolerated. Any damages will be the financial responsibility of the parent.

Textbooks/Library Books

Every student receives a number of textbooks and workbooks to use each year. ***Textbooks remain in the classroom.***

Each student is responsible for his/her books. They must be kept covered and treated carefully. It is important for students to have the books they need to be prepared for class. If a student loses a book, SACS will send a replacement fee notice to the parent or guardian.

Student Records:

Student 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 student records must be made in writing to the main office. Upon receipt of a request, records are released within a 48-hour period. Records will only be released to authorized parents and guardians or by subpoena.

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:

- 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.
- If Storefront Academy Charter Schools determines to grant access to the requested information, and if circumstances prevent disclosure to the person making the request within twenty business days of the acknowledgment of receipt of the request, the school shall state, in writing, both the reason for the delay and a date certain, 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 this paragraph two, shall constitute a denial of the request for information.
- 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.
- Upon timely receipt of such an appeal, Storefront Academy Charter Schools 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. Exceptions to disclosure: Storefront Academy Charter Schools may deny access to a requested record for a variety of reasons, including that: a) such access would constitute an unwarranted invasion of personal privacy; b) such access would violate either state or federal law; c) such records are compiled for law enforcement purposes; and/or d) such records are interagency or intra agency materials which 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.

Health and Safety

Medical and Immunization Requirements

It is important for the SACS community to maintain a healthy environment. Every year students must have an up-to-date physical and immunization form turned in to the front office. We follow state requirements for immunizations. Any student that has not been immunized or exempted will be barred from school within 14 days from August 26, 2019.

Illness

Students who are severely ill will be asked to go home. No child will be sent home until the school has determined that someone will be home to care for the child. Sick is defined as having a temperature above 99 degrees, vomiting, diarrhea or nasal discharge that indicates an infection. Any child having a rash or open sores will be asked to stay home until it is determined that they are not contagious by a doctor. Parents are informed of any contagious disease exposure in a classroom. Students who have been sick should be free of fever for 24 hours before returning to school.

Notification of Absence due to Illness

Please let us know if your child is going to be absent by contacting the school's Front Office by 8:45 a.m. If your child has been diagnosed with a contagious disease be certain to inform us so that we can notify other parents to take precautions. Students 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 child has lice, the parents are informed and given information on the procedures for treatment. Every child in that child's class and any siblings of that child will be checked. Parents will be informed of the check.

No child who has had lice can return to school until determined to be free of lice by designated school staff. Children with ringworm must return with a doctor's note that they have been seen and medication has been administered.

Proof the home residence was exterminated to remove bed bugs must be given to the school prior to the child's return.

Emergency Phone Numbers

It is required that you give the school your phone number at work and an emergency number of a neighbor or relative in case you cannot be reached. Notify the office if these phone numbers have changed in order to keep the information up to date.

Child Abuse

New York State Law and New York State Department of Social Services Licensing Regulations require that all the instances of suspected child abuse be reported to appropriate New York State authorities. All 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 or local authorities in the investigation of any and all allegations, complaints, or charges of child abuse involving children participating in any programs operated or funded by SACS.

Family Involvement

At SACS, the partnership of parents, families, teachers, students and administration is unique and important. When we all work together, we have the ability to make an enormous difference for our students. Building a relationship of trust and support is crucial to our success. We count on each parent to be an advocate of the school and a supporter of her/his child's education. When parents support the goals of our core values, school policies, and guidelines for student conduct it helps their children to make the choices needed for them to succeed. We expect each parent to fulfill her/his parental responsibilities listed below, as well as to aid their child in fulfilling her/his responsibilities as they attend SACS.

School Meeting Attendance

Parents are required to attend school meetings that pertain to their child with the understanding that they will receive important information, resources, relationship building opportunities and the educational support for their child's success. Important meetings that will be held during the year include but are not limited to: Curriculum Night, Parent/Teacher Conferences, Parents Aligned with Storefront (P.A.W.S.) parent advisory committee meetings, and Family Nights/Parent Workshops. Check the calendar to make sure you do not miss these critical parent meetings.

Family & Parent-School Communication

We believe that families who are actively involved in their child's education are partners in helping to achieve our mission. One important piece of family and parental involvement is fluid communication between school and home.

Throughout the year, we send home announcements and information about upcoming events. These communications are sent home with students in their homework folders and/or shared via phone or text message. *Please be sure to update the main office if any of your contact information, including telephone, email or mailing address has changed.*

P.A.W.S. "Parents Aligned with Storefront"

SACS has an active parent organization. The purpose of P.A.W.S is to build a strong working relationship between parents and school staff for the betterment of or children's education. Through advocacy, collaboration, and fundraising it helps create a school environment that meets the needs of the whole child. P.A.W.S is composed of a President, Vice President, Secretary and Treasurer elected through ballots from all parents/guardians in the school community.

Parent Volunteers

During the school year there are many cultural celebrations, field trips, classroom activities, and school wide initiatives. Please review your monthly calendars and contact the front office to find out how you can get involved. Each family is expected to volunteer for at least 1 family event per year. We welcome committed parents who would like to offer their time, expertise, or a kind gesture in support of our learning community.

Making Changes to Emergency Contacts and Authorization for Pick-ups Parents or guardians seeking to make changes to emergency contacts or authorization for pick up must contact the main office. *It is important to keep your authorized pickup and student emergency contact list updated.*

Personnel Policies

How to Raise Questions and Concerns

If you have any questions or concerns, contact the appropriate person shown below. The process for a parent or guardian to raise concerns is as follows:

If You.....

1. Want to ask about your child's homework, or want to know more about your child's academic progress, or if you just want to have a friendly conversation contact:

Your student's teacher by email or phone.

2. Want to discuss your child's attendance records or meal status, contact registrar:

Harlem: Elizabeth Ruiz (646) 328-9730

South Bronx: Lorena Rodriguez (646)758-7201

3. Want to discuss questions or concerns related to your child's behavior and/or the school's behavioral and uniform policies, contact:

Harlem: Amia Fisher (Dean of Students) (646) 328-9730

South Bronx: Kelvin Manzanet (Dean of Students) (646)758-7201

4. Are not hearing back from your child's teacher, or if you are not satisfied with the responses you are receiving from your child's teacher, contact:
Harlem: Amia Fisher (Dean of Students) (646) 328-9730
South Bronx: Kelvin Manzanet (Dean of Students) (646)758-7201
5. Have questions about transportation, nurse services, or food services; or if you would like additional information about Board of Trustee meetings, or SACS's Charter, contact:
Nidia Evangelista (Director of Operations) (646) 758-7201
6. Have not received satisfactory responses regarding the school program or its operations, after exhausting the options above, contact: **Dr. Nicole Garcia (CEO) (646)758-7201**
7. Regarding uniform scholarships, transitional housing services and/or community resources, contact school social worker:
Harlem:Amia Fisher (646) 328-9730
South Bronx: Milly Jimenez (646)758-7201

Informal Complaint Procedures:

An informal complaint is a complaint that does not concern the alleged violation of law or charter (e.g., a concern about an academic grade, the school's uniform policy, the school's cell phone policy, or the bus schedule). An individual who (or group that) has an informal complaint against a school policy or member of the school community is encouraged to contact the appropriate staff member at the school by telephone. 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 responded to and resolved promptly or satisfactorily, the group or individual should contact the Executive Director or Director of Operations to discuss the matter; the Executive Director or Director of Operations shall respond in person, by telephone, or in writing.

1. **Executive Director:** Dr. Nicole Richardson-Garcia,
2. **Director of Operations:** Nidia Evangelista

Formal Complaint Procedures:

A formal complaint is a complaint that concerns an alleged violation of law and/or charter. An individual who (or group that) has a formal complaint against a school policy or a member of the school community may follow the informal complaint procedures set forth above. Alternatively, the individual or group may file a complaint in writing to the Chair of the School's Board of Trustees who shall then appoint the Director of Operations at SACS 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 to the complainant 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 written notice of the opportunity to appeal the Board's decision to the Charter Schools Institute, and a copy of the Charter Schools Institute's grievance guidelines. Richard Bayles, the Board Chair, can be reached in the following ways:

1. E-mail: richard@karaniasset.com

**2. Mailing address:
Storefront Academy
609 Jackson Avenue
Bronx, NY 10455**

Appeal to the school's authorizer: If a parent is not satisfied with the board of trustee's decision, the parent may appeal to the school's authorizer. Each charter school is governed by a board of trustees and is subject to oversight by its authorizer. The authorizer for Storefront Academy Charter Schools is:

SUNY - CSI Authorized Schools: For concerns regarding a school authorized by the Board of Trustees of the State University of New York, you may either contact the Institute at 518-445-4275, or www.newyorkcharters.org

Appeal to the New York State Board of Regents: The last escalation point for a parent who decides that after going through the first three levels of the appeal process he or she is still not satisfied with the outcome, is to contact the NY State Board of Regents at this telephone number (518) 474-3852 or the following address: Public Schools Choice Room 462 EBA New York State Education Department 89 Washington Avenue Albany, New York 12234

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 and direct them to the relevant complaint procedures.

Admissions

SACS accepts students of all learning abilities. It does not discriminate against or limit the admission of any student 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. It does not require any action by a student 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, students will be selected by lottery after the due date of the application. Preference is given to students residing in Community School District #7 or if they have a sibling currently enrolled in the school. Students 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 students 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 child has received all of the required vaccinations. Applications are available at the school, the NYC Charter School Center website at <http://www.nyccharterschools.org/>, our website at www.storefrontacademy.org and are accepted year round.

Leadership Team Contact Information

<u>Name</u>	<u>Title</u>	<u>Email</u>
Dr. Nicole Garcia	CEO	ngarcia@cstorefront.org
Ms. Maria Ruiz	Executive Administrative Assistant to CEO	maruiz@cstorefront.org
Mrs. Carol Singletary	Charter Schools Principal	csingletary@cstorefront.org
Ms. Taleema Chesney	Harlem Principal	tchesney@cstorefront.org
Ms. Yoselyn Fernandez	South Bronx Assistant Principal	yfernandez@cstorefront.org
Ms. Jennifer Johnson	Director of Student Support	jjohnson@cstorefront.org
Mariciel Brito	Case Manager	mbrito@cstorefront.org
Milly Jimenez	South Bronx Counselor	mjiminez@cstorefront.org
Phelina Robinson	South Bronx Counselor	probinson@cstorefront.org
Tania Artiles	South Bronx Counselor	tartiles@cstorefront.org
Dwayne Smart	Sped Coordinator	dsmart@cstorefront.org
Madeley Sanchez	Parent Coordinator	msanchez@cstorefront.org
Leah Booker	Distant Learning Coordinator	lbooker@cstorefront.org
Kelvin Manzanet	South Bronx Dean Of Student	kmanzanet@cstorefront.org
Amia Fisher	Harlem Dean of Student	afisher@cstorefront.org
Ms. Nidia Evangelista	Director Of Operations	nevangelista@cstorefront.org
Ms. Debbie Khelawan	Food Service Manager	Dkhelawan@cstorefront.org
Ms. Lorena Rodriguez	South Bronx Registrar and Transportation Coordinator	lorena.rodriguez@cstorefront.org



Ms. Elizabeth Ruiz	Harlem Registrar and Transportation Coordinator	Eruiz@cstorefront.org
Dignorlyn Poweriet	Director of Development	dpoweriet@cstorefront.org