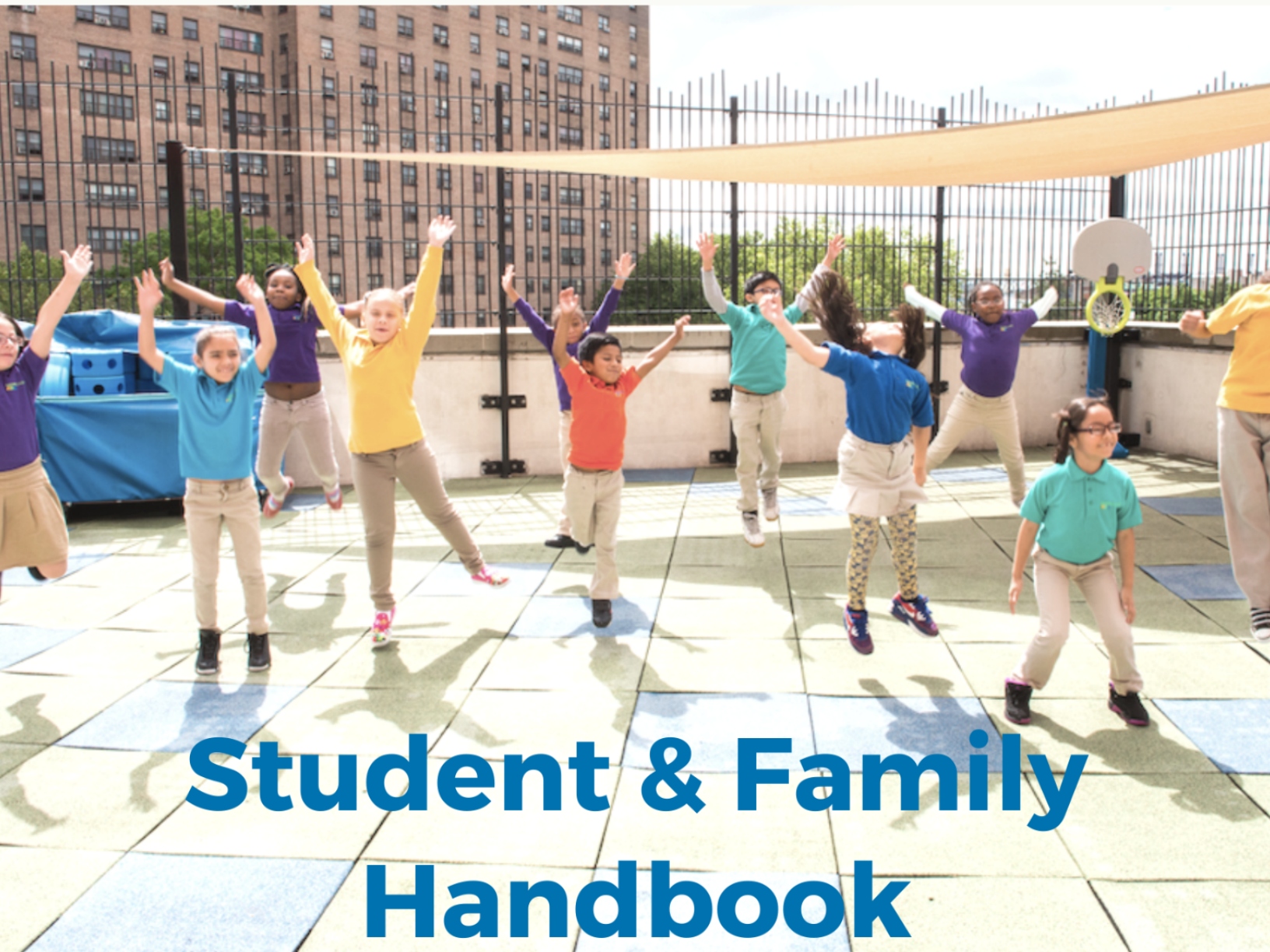


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Mott Haven Academy
Charter School



Student & Family Handbook

Updated Summer 2022

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Letters from the Principals

A Letter from Elementary School Principal, Michael Windram

Dear Families,

Welcome to the Haven community! We are excited to partner with you this year and beyond. At Haven, our mission is to provide scholars with an exemplary educational experience that includes academic and social/emotional curricula. Our scholars embody the Haven principles, both in and out of the classroom, by exhibiting strong character, leadership, perseverance, and compassion for others. The core Haven principles are: **Honesty, Achievement, Value community, Empathy, Never give up.**

The Haven community values and strongly encourages collaboration with families. There are several ways for you to participate, including:

- Joining Family Council
- Participating in/volunteering for school events
- Attending school workshops
- Chaperoning field trips
- Volunteering with teachers in classrooms

In addition, we welcome any other ideas you may have on how to incorporate your unique skills and talents into our school community. Please feel free to reach out to me at anytime at ***mwindram@havenacademy.org*** with these ideas or thoughts on how we might further support your scholar.

Please read the following handbook thoroughly, as this guide details many important school policies, including expectations around **attendance, uniform, birthday parties**, and more!

We look forward to another productive and positive school year together, and a big thank you in advance for your valued input and participation!

Sincerely,

Michael Windram, Lower School Principal
mwindram@havenacademy.org



A Letter from Upper School Principal, Tyra Williams

Dear Scholars and Families,

Welcome to another great school year! Our school family is committed to providing the best quality education for your child and all of our scholars.

At **Haven Middle School for Social Leadership**, we believe that all children deserve an education that equips them to be confident social leaders able to own their growth and development, promote social change, and inspire others to take action.

We are excited to present our scholars with a variety of course offerings. While scholars will continue to study and explore Mathematics, Social Studies, Science and English Language Arts, scholars will also have the opportunity to participate in an Elective (i.e. Debate, Lacrosse, Cooking), Advisory, and School-Wide Community Meetings.

At Haven Middle, we will also focus on preparing our graduates for college preparatory high schools, and each scholar will possess the skills necessary to be resourceful, caring citizens.

We ask that you join us in spreading our values of **Honesty, Achievement, Value Community, Empathy** and **Never Give Up!** Our staff will reward students for displaying our values, all in an effort to instill individual determination in all of our scholars. Together we will be the catalysts to ignite passion in learning for them.

Please feel free to contact me or any other member of our team so that we may help to meet your child's needs more fully.

Sincerely,

Tyra Williams
Upper School Principal

twilliams@havenacademy.org



Introduction

All of the policies outlined in this Handbook are designed for safety, the protection of the rights of others, and academic benefit. Therefore, you are expected to be familiar with the contents of this Handbook. After reviewing this Handbook, a parent/guardian is asked to sign 1) Scholar-Family Handbook Agreement Form, and 2) Policy Agreement Form, to be turned into your child's classroom/homeroom teacher.

Parents/guardians have an important voice in the Haven Academy community and in the event that parents/guardians have questions or complaints that cannot be resolved with a scholar's teacher, an appointment should be made with a member of the Haven Leadership Team to resolve the situation.

This Handbook can be considered a "work in progress" for our growing organization; accordingly, with notification, changes may be made to it throughout the year.

Contact Information

Our School's Main Office phone number is (718) 292-7015. Our fax number is (718) 292-7823.

Our mailing address is:

Mott Haven Academy Charter School
170 Brown Place
Bronx, NY 10454

About Charter Schools

What is a Charter School?

Charter schools are public schools. Scholars do not pay tuition to attend and admissions are based on a random lottery. In exchange for an increased level of independence, charter schools are held to higher levels of accountability than traditional public schools. In addition, charter schools have more flexibility in the areas of curriculum, school schedule, and staff hiring than regular public schools. They can be founded by individuals, companies, parents, teachers, or other interested adults.

Charters -- essentially a performance contract with the state -- are granted for a period of five years; when the five years are up, a review process is conducted to determine if the charter school lived up to the goals it outlined in its original application. Mott Haven Academy's Charter was granted in January 2008 and renewed in 2013, 2015, 2019 and will be up for renew in 2024.



Our Charter School

While this school is open to all students, it is specifically designed to meet the needs of at-risk students who are currently in the foster care and child welfare system. The school design includes a close partnership with one of the city's largest social service agencies, The New York Foundling.

We believe all scholars, regardless of economic status or family structure, are entitled to learn in a system that gives them the best chance for success. It is our vision that if we design a school that removes the barriers children in the child welfare system face. By providing support services, children will be better prepared to achieve success in school.

About The New York Foundling

Founded as a home for abandoned children, The New York Foundling has been supporting children, preserving families, and building communities since 1869. The agency helps children, youth, and adults in need through advocacy and through preventive and in-care services that help each individual reach his or her potential. In the tradition of openness and compassion of its sponsors, the Sisters of Charity, the agency touches the lives of more than 13,000 people each year in the New York City area and in Puerto Rico as it upholds its guiding principle: **Abandon No One**. The Foundling's Bronx Community Services has supported the Mott Haven community for over 40 years.

Section I: Academic Program

Philosophy and Mission

Vision

We strive to create empathetic educational spaces that serve as playgrounds for exploration and self-discovery, so that we can more fully engage in critical reflection of the larger world and fashion one that is more inclusive, responsive, and equitable for all.

Mission

Haven Academy is redefining school by intentionally designing spaces and programs to meet the academic and social-emotional needs of all children, with a focus on those impacted by the child welfare system. United with our **scholars** and their **families**, we aim to dismantle systemic barriers to success through comprehensive support services, responsive curriculum, predictability, and an emphasis on voice and choice. We lead with empathy and forge deep relationships to build a better **future** in service of our resilient, resourceful, and independent scholars.

We believe that all children deserve an education that equips them to be confident social leaders able to own their growth and development, promote social change, and inspire others to take action. We know that a great education requires more than academic achievement.

We believe a school environment should be a *haven* for academic, personal, and social development.

We honor the diverse voices of our scholars, families, and team members to build a responsive learning environment that prepares graduates to become:

Owners of their academic and emotional growth: We believe that scholars should graduate with the emotional intelligence to recognize their strengths and weaknesses to improve themselves and their



community. Scholars are supported to become owners of their personal development — both academic and emotional.

Confident social leaders: We are committed to preparing scholars to become engaged, effective civil leaders who advocate for justice and equality. Scholars develop a nuanced understanding of American and global social history to become leaders in the social justice movement.

Citizens able to meet their goals: We believe in the innate potential in all scholars, regardless of their background. Scholars will develop the knowledge and skills to succeed in high school and choose their futures.

Program Highlights

Our scholars are a part of an educational community where a rigorous curriculum is made engaging and accessible and where scholars meet high expectations by receiving the support they need and deserve. Key school features include:

Commitment to Differentiated Instruction. Mott Haven Academy Charter School is committed to inclusive education by practicing differentiation in the classroom. We view differentiation as a means for adjusting all instructional strategies to meet individual student needs.

Data-Driven Instruction. In order to ensure that every student reaches high levels of academic achievement, teachers gather, analyze, and use information about student progress to drive instruction and differentiate lesson plans and personalize instruction.

Family Involvement and Support Services. Haven Academy understands that parent and family participation is a necessary part of a child’s academic and social success. We encourage frequent family contact and welcome family volunteers.

Conflict Resolution and Social Curriculum. Haven Academy is committed to teaching scholars to be problem solvers and critical thinkers, respect and challenge intellectual ideas, and form opinions in an environment that values trust, while resolving conflicts peacefully.

Extended Day/Year Program. Haven Academy has a longer school day as well as an after school program to support the needs of our families. Our partnership with the Foundling allows us to offer families after school options that focus on a myriad of academic, arts, social skills, and enrichments options.

Commitment to Health, Wellness, and Sustainable Living. Haven Academy is developing nutrition and sports programs while also encouraging healthy lifestyle choices. Our new building design also incorporates state of the art “green” features, and we expect to promote a healthy respect for the environment throughout the community.

Students with Special Needs

Haven Academy is committed to inclusion settings. Our setting can accommodate scholars with Individualized Education Plans (IEP) that mandate a General Education classroom setting, Integrated Co-Teaching (ICT), and/ or Special Education Teacher Support Services (SETSS). Further related services mandated by an IEP, such as: speech/ language services, occupational therapy, physical therapy, and counseling may be provided within the school. The School will make reasonable adjustments in procedures as mandated by Section 504 of Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). The process begins with a review of all school records and previous evaluations. We will maintain close communication with the Committee on Special Education to ensure that our staff or contract providers implement all elements of the IEP.



New York State Assessments

As a public charter school, Haven Academy is required to administer all New York State assessments. NY State Assessments begin in Grade 3. Scholars at Haven Academy will also be given several internal and norm referenced assessments. Test data will be used to adjust teaching in an effort to help all scholars reach skill mastery.

Services for English Language Learners

All parents or guardians of newly enrolled scholars are required to complete a Home Language Survey. This survey lets Haven Academy know what language is used in the student's home. If the Home Language Survey indicates that a student uses a language other than English, he or she will be interviewed by an English Language teacher, and may be administered an English proficiency test called the New York State Identification Test for English Language Learners (NYSITELL). Performance on this test determines if a student is entitled to English language development support services.

Section II: Attendance Policy and Schedule

Attendance Policy Philosophy

The Mott Haven Academy Charter School recognizes that student success and life-long preparation is correlated with high rates of daily attendance. Scholars with higher attendance rates are more likely to achieve higher test scores and have higher rates of entrance into college. At Haven Academy, we acknowledge that family commitment to attendance is vital and an integral component to student success.

School General Expectations

Scholars are expected to be present at Haven Academy on all days that school is in session. Haven Academy is in session from **7:45 am to 3:25 pm from Monday through Friday**. (School breakfast is available from 7:45-8:05 am on Mon-FRI). Little Haven (Pre-K) is in session from **7:45 am to 3:15 pm on Monday through Friday**. Scholars are expected to arrive on time to attend school every day that it is in session. Scholars are not permitted to arrive late or leave the school during the day without the signature of a parent/guardian.

Dismissal

All students are dismissed from school at 3:15 (PK) and 3:25 (grades K-8) daily. Middle school students are released from the building without the requirement of a family pick up. Elementary students are dismissed to a family member.

Late Pick-Up

Haven Academy will allow a 15 minute grace period (3:25-3:40pm). We understand unexpected circumstances may cause you to be late for pick-up. If this happens, please call our office at 718-292-7015 and act considerately of staff. We monitor late pick up closely and will address continuous late pick-up in conversation and in writing. After a few late pick-ups after 3:45pm a member of the school team will follow-up with you regarding the late pick-up. If these late pick-ups continue, you will be required to come in for a meeting with a member of the administrative team. After multiple late pick-ups after or if your child is here until 6:00 pm, it is possible that a member of our staff will escort



your child to the 40th Police Precinct located on 138th Street and Alexander Avenue. Your scholar will then remain at the police station until you pick her/him up and this will go on record as a neglectful situation.

Early Departure

Scholars are not permitted to leave school early without written permission from a parent/guardian. The student/parent/guardian must bring a written note to the office on or before the day of the early dismissal. The parent/guardian must personally come in to sign the student out on the day of early dismissal. Anticipated late arrivals and early dismissals are treated as excused absences and must always be approved in advance. Families are encouraged to schedule all appointments after school is over and provide a MD note. We strongly discourage early departure for reasons besides medical appointments. Each early departure means that the scholar is missing classroom instruction. If there is a pattern of early departures, we reserve the right to have a conversation and/or meeting with the family to address it.

Religious Holidays

We respect any member of our community who wishes to fulfill a religious obligation while school is in session. When possible, it is the family's responsibility to inform the teacher of the impending absence.

Tardiness

Tardiness is defined as arrival after 8:06am for Elementary School and Middle School. Timely arrival at school is a student and parent/guardian responsibility. When children are late to school they are missing No School for kids and 10 month team members on Wednesday. 12 Month team can WFH or the school.important academic and social instruction/interaction. Scholars who arrive late are required to sign in at the office (for younger students, the Parent/guardian are required to sign them in). Lateness that is the result of a late school bus will be excused.

The consequences of lateness may include: warning letter, parent/guardian notification, parent/guardian conference, or loss of after school. The Director of Social Services and attendance team will determine an appropriate response, which includes calculating the number of missed hours into days of missed instruction to highlight days of missed instruction. If tardiness occurs **three or more times** the family must attend a conference with the principal, school representative or classroom teacher to develop a plan to avoid further tardiness. *Pre-K Families: Please plan time for your Little Haven scholar to unpack and wash his/her hands to be ready for instruction by 8:06am.

Absences

There are two general categories of absences: excused and unexcused. Examples of excused absences are illness, appointments, family emergencies and religious observances. Doctors' notes are required for a medical absence to be considered excused. **We encourage families to reach out to the School Nurse for support with minor illnesses.** Excused absences still count as an absence but will delay school consequences (detailed below) as we take excused absences into account when coming up with a plan to address attendance concerns. All other absences will be considered unexcused, including but not limited to family vacations. Determinations as to whether an absence is excused or unexcused rest with the Principal.

If your child will be absent from school, you must call the school's main phone number 718-292-7015 by 9:00am to notify our Operations Associate. An absence for medical reasons is only considered excused if



it is accompanied by a note from a licensed professional. An absence of over three days must be accompanied by a medical note.

If a student is absent and we have not received notification from the parents/guardians, the school will contact the family to determine the reason for the student's absence. If the family cannot be reached, additional investigation on the absence might be taken, including but not limited to: additional phone calls, home visits, outreach to case worker, and requests for meetings. After **three** consecutive absences with no contact, we are mandated to conduct a home visit.

The following steps will be taken to address attendance:

1. Step 1: Daily phone call when scholar is absent if family has not notified the main office
2. Step 2: A letter will be sent to the family informing the family of accumulating absences. The letter will be accompanied by a phone call from the grade level Family and Student Specialist.
3. Step 3: Family must attend a conference with the principal and other staff to develop a plan to support the scholar's attendance at school.
4. Step 4: If absences continue, the family must attend a conference with a member of the administration, which could include the Director of Social Services, Assistant Principal(s), and Principal.
5. Step 5: After **10 or more** absences with an impact on academic growth, the law mandates the school to consider a report to the State Central Registry. The classroom teacher will notify the parents/guardians when a student is in danger of failing a subject due to missed work from excessive absences. However, the responsibility for monitoring unexcused absences rests with the parent/guardian and the student. *At any point during these absences, school staff reserves the right to conduct a home visit to determine the reason for missed school.*

Extended Illnesses

In the event a student is ill for an extended period or may have special circumstances, the principal will consider each case individually. In these cases, a doctor's note is required. Families reserve the right to request additional work packets from the teacher in case of an extended medical illness.

Educational Neglect (Grades other than Pre-K)

Chronic tardiness and/or absences, which interfere with the student's academic progress, obligate the school to notify other public agencies, including the Department of Social Services. In the state of New York, "Educational neglect includes allowing unexplained absences from school, failure to enroll a school-age child in school, refusal of recommended remedial services without good reason, and failure to respond to attendance questions" (taken from *Parent's Guide to New York State Child Abuse Laws*, https://www1.nyc.gov/assets/acs/pdf/stateguide_english.pdf). If at any time during the school year, a child has accrued 10 or more absences which impede his or her learning, Haven Academy has the right to report educational neglect to the State Central Registry. Chronic absenteeism is known to have an impact on overall progress, the ability to master reading by the end of third grade, and promotion to the next grade.



Elementary School (School Buses)

The New York City Office of Pupil Transportation provides yellow school bus service to eligible Haven Academy scholars (not including pre-K). All eligible scholars will be assigned a bus stop location for morning pick-up and afternoon drop off. School bus routes are determined by student address, so it is imperative that you contact the school when your address changes.

Families are encouraged to be at the bus stop ten minutes before the scheduled morning pick up time. Scholars are expected to follow school bus safety rules and are responsible for their own belongings. Repeated failure to follow school bus safety rules could result in suspension from riding the school bus.

New York City school buses typically operate with ONLY a bus driver and NO additional adult supervision. There is no guarantee that your assigned school bus will have any adult supervision other than the driver. While we work to support transportation needs of our families, please know that using school bus service is voluntary.

School Bus Rules and Disciplinary Actions: Riding the yellow school bus is a privilege. Scholars must follow yellow school bus riding rules and expectations. Each student and family assigned to a bus stop will receive a copy of the yellow school bus rules and expectations and be expected to sign a contract. Scholars that violate bus safety rules will receive a warning upon the first incident. Any subsequent event will result in 1-3 day suspensions of bus privileges. After 3 incidences of not following these rules, scholars may face a long-term suspension from riding the bus for up to two weeks or longer. Acts of aggression on the bus or repeated infractions of these rules may result in loss of school bus riding privileges up to the end of the academic school year.

Special Circumstances: Door to door yellow school bus service may be requested for scholars with transportation services indicated on their IEP, scholars with medical conditions, and scholars whose family has moved to temporary shelter housing or in foster care. Please notify the school to find out if your child will qualify for any of the above special circumstances.

Changes to Your Regular Mode of Transportation: If your family signs up for afternoon bus dismissal, your child will be expected to ride the bus daily. If your plans change and you do not want your child to ride the bus on a specific day, you must notify our office on or before the day of the change. If you want your child to get off at a different bus stop, you must notify our office on or before the day of change.

We will be unable to accept phone calls switching scholars on or off of a bus route for the day after 2:45 pm. In emergency situations, the principal will make the determination on the school's ability to make a bus switch without prior notice. We want all kids to arrive at their destination safely, which takes planning.

Questions or Complaints about School Bus Service

If you have a question about a bus stop or bus route, please contact our main office. For all other questions or complaints about school buses, contact the Office of Pupil Transportation at 718-392-8855.

Middle School

Per New York City policy, no busing will be provided to middle school scholars, with an exception for special education scholars with busing provisions on their IEPs, as well as foster and shelter variances as per The McKinney-Vento Homeless Assistance Act.



Metrocards will be provided based on home address.

Distance from school	5th/6th Grade	7th/8th Grade
0.5-1.0 miles from school	Half Fare	Half Fare
1.0+ miles from school	Full Fare	Half Fare
1.5+ miles from school	Full Fare	Full Fare

Special Circumstances: Door to door yellow school bus service may be requested for scholars with transportation services indicated on their IEP, scholars with medical conditions, and scholars whose family has moved to temporary shelter housing. Please notify the school to find out if your child will qualify for any of the above special circumstances.

Sibling Pick-up and Drop-off: Older siblings who escort younger siblings to school and arrive at Haven Academy before 8:10am will be welcomed into the Middle School entrance at 8:10am. Older siblings who escort younger siblings home will be able to pick up their younger sibling from Haven Elementary.

Section IV: School Uniform

School Uniform Philosophy

We believe as a school and a community that our attitude about what we do and how we feel about ourselves is often influenced by what we wear. The school is proud of its efforts to serve a diverse population of scholars. Wearing a common uniform will serve to develop a strong sense of community and school pride.

We recognize that many scholars are creative and enjoy expressing their uniqueness through their attire. Our school uniform offers choice, while still maintaining an appropriate standard of dress. The school uniform and the dress regulations will be strictly enforced. scholars will not be permitted to attend field trips or participate in outdoor recess if they are not in school uniform. If you are experiencing difficulties maintaining dress code requirements, please reach out to the Director of Social Services.

Requirements

Each student must wear the school uniform on all school days. If additional items of clothing are added to our school uniform, scholars and parents/guardians will be notified in writing of exactly what those additional items are and where and how they can be obtained. When scholars are not in uniform, he or she will be given a uniform shirt and pants to wear for the day and a phone call will be made home to inform the family that we have helped change the scholar. If this happens multiple times, there will be continued follow-up and a plan put in place to ensure all scholars are in uniform daily. Note: There will be days throughout the school year which will be designated as theme Fridays. Families will receive notice about the theme and scholars are encouraged to participate.

Uniform for Pre-K:



The Little Haven uniform consists of navy blue sweatpants or navy blue shorts and a LITTLE HAVEN tee shirt available in several colors. Any color shirt can be worn on any day. Shoes should be a solid color with NO lights, noises, or wheels and they must cover the front and back of the foot (no flip flops or sandals).

All pre-kindergarten scholars must have at least one change of clothes available on-site at all times (including underwear and socks).

Uniform for all Elementary grades:

- ✓ Long and short sleeve HAVEN ACADEMY polo shirts in several colors (any color can be worn on any day)
- ✓ Tan Khaki bottoms (pants, knee length shorts, knee length jumpers or skirts)
- ✓ Navy Blue HAVEN ACADEMY zip polar fleece jacket or hoodless sweater. **Sweaters with excessive decoration and design will not be permitted in the classroom.**
- ✓ Shoes should be a solid color with NO lights, noises, or wheels and they must cover the front and back of the foot (no heels more than 1/2 inch, no flip flops or strappy sandals).

Uniform for all Middle grades:

- ✓ Long or short sleeve HAVEN ACADEMY oxford shirts
- ✓ Long or short sleeve HAVEN ACADEMY polos
- ✓ Dark/charcoal gray bottoms (pants, knee length shorts, knee length jumpers or skirts) **(Non-Haven sweatpants and leggings that are not under shorts or a skirt are not allowed.)**
- ✓ HAVEN ACADEMY sweater/cardigan/vest/fleece. **Outerwear and Hoodies without the Haven logo will not be permitted in the classroom.**
- ✓ Shoes should not have lights, noises or wheels and they must cover the front and back of the foot (no flip flops or strappy sandals).

General Appearance

Any clothing or accessories that may interfere with instruction or learning are prohibited. Scholars may not wear outerwear without a Haven logo or hats in school except when entering or leaving the building. Make-up may not be brought to school. Scholars will be asked to remove inappropriate items of clothing, jewelry, or make-up, and the classroom teacher will notify parents/guardians in writing and/or via a telephone call of exactly what those items are and where and how they can be obtained.

Excessive jewelry and extreme hairstyles may not be worn. “Excessive” and “extreme” are defined as unsafe or interfering with learning. Scholars wearing necklaces will be asked to put them inside their shirts so that they are not tempted to play with them during learning time. Scholars are not to wear outer garments or hats in school except when entering or leaving the building (religious scarfs and coverings welcomed). Nail polish, make-up, and lip gloss are not to be brought to school. Scholars with temporary tattoos will be asked to wash them off upon arrival at school. Sunglasses may not be worn in school unless there is a medical necessity. Scholars will be asked to remove excessive or inappropriate items of clothing, jewelry, or make-up and the classroom teacher will notify parents/guardians in writing and/or by telephone call of exactly what those items are and where and how they can be obtained.



Ordering Uniforms

Families of scholars will be provided with three uniform shirts upon registration. Families may purchase approved dark/charcoal gray bottoms from any provider. Families may purchase approved navy or tan khaki bottoms from any provider.

To purchase additional Haven Middle uniform pieces, please use the Order Form mailed to you by *Student Styles by Smith* or contact *Student Styles by Smith* directly at 732-376-1388. Alternatively, you may go to the *Student Styles by Smith* website at: <http://www.yourstudentstyles.com>.

If uniform purchase presents a financial hardship, please contact the main office and ask to speak with the Director of Social Services. Haven Academy has a "Uniform Closet," for exchanging uniform clothing. Gently used uniform items will be available for free. Families are encouraged to donate any outgrown uniform clothing that can still be worn.

Section V: Health, Wellness, Safety, and Security

Philosophy

Mott Haven Academy Charter School works hard to ensure that scholars feel safe and supported in taking responsibility for their own health. We offer breakfast, lunch, and healthy snacks. Our goal is to help scholars learn to make healthier decisions in their lives. We are CANDY FREE! Scholars are not to bring candy or chewing gum on the school bus or to school. Kids have plenty of opportunities to have sugar in their lives outside of school and too much sugar negatively affects a child's ability to focus on learning activities. Please help keep our school CANDY FREE and do not send candy for snacks.

Health Issues

New York State Education Law requires a medical examination for every child who enters nursery, kindergarten, grades 1, 3, 7, & 10, and any grade when transferring from another school. This health examination must be documented on New York City Department of Health and Mental Hygiene form CH205 and signed by the health care provider. All scholars attending Haven Academy must meet the immunization requirements set forth by New York State Law. These immunizations include but are not limited to, Measles, Rubella (German Measles), Mumps, Polio, Diphtheria, Tetanus, Hepatitis B, and Varicella (chicken pox). Documentation of all required immunizations is necessary.

School Nurse

The school has a Nurse on site during regular school hours. The following services are offered by the nurse's office or by a trained Haven Academy Staff Member:

- Emergency first aid is given with referrals to appropriate persons.
- Perform routine physical examinations
- Perform focused examinations based on student complaints/illness.
- Vision and hearing screening.
- Maintenance of student health records and emergency notification cards.
- Maintain and update Emergency Care Plans for common illnesses.
- Create and maintain individual student health care plans for common illnesses.
- Process accident reports.
- Administer physician approved medications.
- Assess and monitor student injuries.



- Conduct health-related workshops and educational sessions

Medication Administration Policy

Children attending New York City schools may be entitled to direct health services and/ or accommodations in school under Section 504 of the Rehabilitation Act of 1973. Parents and health providers must use the Medication Administration Form (MAF). **A new form will be required for each school year if the child continues to require the requested services in school.** The following guidelines should be followed in order to provide the clinically appropriate services:

- The health care provider completing the form should be the one prescribing the health intervention.
- A valid New York state, New Jersey or Connecticut license number must be provided.
- Only medication specified on the completed MAF will be administered during school hours.
- Annual renewals and newly added medication must be listed on the MAF and submitted at the beginning of the school year.
- For new medication storage and administration, a new MAF must be submitted to Haven Academy. Parents will have two calendar weeks to submit the new MAF with the newly prescribed medication prescription. Otherwise Haven Academy will not be able to provide these services.
- The MAF should list the desired effects and potential side effects of medication.
- The MAF should list all medications that the student is currently receiving at home and school, if that listing is not a violation of confidentiality or contrary to the request of the parent/guardian or student;
- A list of names and telephone numbers of persons to be notified in case of medication emergency in addition to the parent or guardian and licensed person prescribing the medication is provided by the parent/guardian.
- Parent/Guardian makes arrangements for the safe delivery of the medication to and from school in the original labeled container as dispensed by the pharmacist; the medication shall be delivered to the main office or the nurse practitioner's office.
- Unit dose packaging shall be used whenever possible.
- Medication will be stored only in its original pharmacy labeled container.
- All medication will be stored in a locked cabinet in the nursing office, unless the student is deemed cognitively mature enough by the nurse practitioner and authorized by the parent and prescribing health professional to carry their own medication. Scholars are **never** permitted to carry controlled substances in school.
- All psychotropic medication and controlled substances will be locked in a metal cabinet.
- All medication will be returned to the parent/guardian at the end of the school year unless otherwise agreed upon between the parent/guardian and nurse practitioner.
- All expired medication will be properly discarded in front of an adult witness at the end of the school year.

Stock Albuterol/Ventolin Metered Dose Inhalers (MDIs)

New York State schools are permitted to stock albuterol MDIs and/or liquid albuterol for use in a nebulizer for scholars diagnosed with asthma whose personal albuterol prescription is empty.

- One stock albuterol MDI canister may be safely used to administer treatments to multiple scholars who each have their own spacer.
- Each student will have their own spacer to use. Extra spacers are provided by the New York City Office of School Health.



- Parents will be notified before the end of the school day (including after school) if stock albuterol was used.
- Parent will be notified in advance for a refill if their child's own prescription medication is almost exhausted.

Temporary Daily Medication

Prescription or over-the-counter (OTC) medication to treat a temporary illness/condition requiring daily or multiple daily dosing should be brought to the school nurse practitioner in the morning. The medication must be in its original container either dispensed by the pharmacist or in its original OTC packaging. The parent/guardian of the child must contact the school nurse practitioner by telephone or Email explaining the reason for the medication and the requested times and doses.

Daily Medication During Field Trips

If a scholar's daily medication schedule interferes with a class field trip, the dose may be given 1 hour before or 1 hour after the scheduled time if medically indicated. Parent notification is recommended for medication schedule changes more than 1 hour from the original time. If a student diagnosed with Asthma requiring daily maintenance or rescue inhaled medications during school hours is on a field trip, the teacher, or school administration, may carry and administer the medication after proper instruction from the school nurse. However, if the scholar is deemed mature and knowledgeable enough to self-carry and self-administer as determined by the primary care provider, parent signature on the MAF, and school nurse, he/she may carry and self-administer the medication as needed. Only 1 dose of any medication will be provided on day field trips. The exception is meter-dosed inhalers for asthma.

Medicine shall be stored in a locked cabinet, closet, or drawer with access only provided to the nurse, the principal or a medication designee. Medication will be stored only in its originally labeled container as dispensed by the pharmacist and will be stored with a photograph of the child whom will be receiving the medication.

- Only the Operations Manager and nurse will have a copy of the keys to the medication cabinet.
- In case the Haven Academy nurse is not present, another designated Haven Academy staff member will administer the prescribed medication.
- All medications will be given at the prescribed time when feasible.
- All asthma medication will be given prior to recess for each child as prescribed for "pre-exercise."
- All medication prescribed on an as needed basis will be given per request of the child and/or at the discretion of the Haven Academy nurse practitioner after physical examination.
- All medication administration will be documented by the person giving the medication.

School Wellness Policy

Haven Academy recognizes that good nutrition and regular physical activity affect the health and well being of all scholars. Furthermore, research suggests that there is a positive correlation between a scholar's health and well being and his/her ability to learn. Moreover, schools can play an important role in the developmental process by which scholars establish their health and nutrition habits by providing nutritious meals and snacks, supporting good eating habits, and promoting increased physical activity both in and out of school.

Our effort to support the scholars' development of healthy behaviors and habits cannot be accomplished by the school alone. It will be necessary for not only the staff, but also parents to be involved in an effort to promote, support, and model healthy behaviors and habits.



School Wellness Committee

A group of individuals involved in advising, initiating, implementing, and reviewing school health initiatives with the approval of the principal. The committee may include parents, scholars, and representatives from the school food program, school administrators, teachers, school nurse practitioner, and members of the community.

Food and Nutrition

Haven Academy offers a freshly made chef prepared meal program for all scholars. This includes a well-balanced and healthy breakfast, lunch, as well as mid morning and afternoon snacks. We encourage all scholars to try and taste the food offered daily.

If your child chooses to bring lunch to school, please include healthy choices and please do not include the prohibited items listed below.

Prohibited Items

In an effort to establish a healthy and nutritious learning environment, Haven Academy's Wellness policy does not allow certain food and drink in the school.

- NO chewing gum (unless during academic testing)
- NO candy (hard candy, chocolate, jellies, gums, marshmallow candy, fondant, licorice, spun candy, etc.)
- NO cough drops (unless parent brings them in and requests their child to receive them during the day)
- NO sweet or sugary snacks (cookies, cakes, honey buns, whole donuts, twinkies, etc.)
- NO chips (potato, plantains, tortilla)
- NO sugary, carbonated, or caffeinated drinks (soda, energy drinks, juices)

The child may not be allowed to eat/drink the food item and the food/drink may be returned at the end of the school day at the discretion of school staff.

Healthy Snack Ideas

- Fresh fruits (fruit kabobs, slices, cubes)
- Vegetable sticks (Carrots, Celery, Bell peppers) with hummus or peanut butter
- String cheese
- Baby carrots
- Apple sauce (unsweetened)
- Pretzels
- Popcorn (no or low butter)
- Granola bars
- Low-fat yogurt
- Whole-grain crackers

REMINDER TO FAMILIES: *At home, try to find ways to add fruits and vegetables to each meal*

Physical Activity

Scholars will be allotted physical education time in the form of Movement and Dance classes. In addition, scholars will also participate in daily recess, during which time staff encourage moderate to vigorous physical activity.



Alcohol and Drugs

The use of alcohol or drugs adversely affects a scholar's ability to achieve academic success; is physically and emotionally harmful; and has serious social and legal consequences. We will keep our school free of alcohol and illegal drugs and have a zero tolerance policy towards the use of these substances.

Recess

Outdoor Recess and Weather

When possible, Haven Academy will take scholars outdoors to play for recess. Structured play time is a good way to support scholars' physical health as well as their social growth. Scholars will be dressed in the same coats/sweaters/hats that they arrive to school in. During extreme weather (rain and extreme cold), scholars will remain indoors during recess time.

Indoor Recess (Extreme Weather)

Haven Academy is committed to creating opportunities for children to play, exercise, and move, even when the weather is extreme. During Indoor Recess, students will be invited to the school's gym, dance room, art room (schedules permitting) for games and activities allowing them to exercise. Activities may include: basketball, jump rope, dance, aerobic activities, and structured movement games.

Naps (Pre-K only)

There will be a designated nap time every day school is in session. Individual mats, sheets, and blankets will be provided for each student. We encourage parent volunteers to help change mats and sheets!

Fire and Emergency Drills

We expect scholars to move quickly, silently and in an orderly fashion under the direction of faculty to assigned assembly points. Exit directions are posted in each classroom. Attendance will be taken once the classes have arrived at the assembly points. Scholars must stay with their teachers. Fire drills will be held on a regular basis under a variety of weather conditions.

Emergency Closing Information

School closing information will be broadcast on the local radio and television news. Haven Academy will be closed if the New York City Department of Education closes its schools.

Personal Property

Scholars, faculty, and staff are reminded that they are collectively responsible for their personal property, as well as that of the school. The school does not take responsibility for valuables left on the yellow school bus or unsecured in the building and everyone should think carefully about what they bring to school. A LOST AND FOUND box is available for items found in our school that are unlabeled. We strongly encourage you to write your child's name on all articles of clothing.

Toys and Electronic Video Game Devices

Scholars are not allowed to play with toys or electronic video games while in school, except in the case of written or verbal permission from the classroom teacher in which it would serve as an addition to the academic curriculum unit. The school does not take responsibility for valuables left on the yellow school bus or unsecured in the building. If a toy is seen in use, the school will confiscate it and the classroom teacher will notify parents/guardians in writing and/or a telephone call of exactly what the item is and



where and how it can be obtained. If an electronic video game device is seen in use, the school will confiscate it and place it in a secure location. The electric video game device will only be returned when a parent/guardian comes to school to retrieve it.

Cellular Phone Policy

Scholars in grades PK-5 are not allowed to bring cellular phones to school, except in the case of a scholar needing the phone because they commute to school without an adult. Communication should happen within the lobby and then the phone should be put away. Phones should not be seen once in the building. If a cellular phone is seen in use or heard, the school will confiscate it and place it in a secured location. The phone will only be returned when a parent/guardian comes to school to retrieve it. Haven Academy is not responsible for lost or stolen cell phones.

Middle School students are permitted to bring in cell phones and must follow the school's YONDR policy and procedure by locking phones in their pouch upon arrival.

Visitors in the School Building

All visitors entering the school building must sign the visitor's log at the security desk. **This requirement includes all parents/guardians entering and leaving the building at all times school is in session.** Parents/Guardians are welcome to visit the school at any time during the school day, but an appointment must be set up to meet with teachers. Upon entering the building all visitors must proceed directly to the Main Office. The school reserves the right to restrict access to the school under certain circumstances.

Orders of Protection

The school requests a copy of any Order of Protection pertaining to your child in order to ensure their safety. A member of the Social Work team will discuss in confidentiality a safety plan for dismissal.

Non-Discrimination, Abuse and Harassment Policy

We are a diverse community. Among our central values is the recognition of the inherent dignity of each person. This is reflected in our mission statement, which welcomes scholars, faculty, and staff from all backgrounds. At our school, it is unacceptable, and a violation of our policy, to discriminate against, abuse or harass any person because of her/his race, color, religion, national origin or sexual orientation. Such behavior threatens to destroy the environment of mutual respect, which must prevail for this School to fulfill its educational mission. For this reason, every incident of discrimination, abuse or harassment undermines the aspirations and attacks the ideals of our community.

Section VI: Family Involvement

Philosophy

Mott Haven Academy Staff recognizes parents and families as children's first and most important teachers. When parents/guardians enroll their children in school, from preschool through high school, the responsibility of education and care is shared with the school and the community. Partnerships among families, schools, and communities that are child-centered and family-strengthening can engage, guide, and motivate scholars to be productive citizens in a global society.



Family Conference: Family conferences happen throughout the year and a family member is required to attend for an update on scholar's academic and social progress.

- In Fall and Spring, all families are required to come in to meet with teachers to discuss their child's academic progress. Appointments are made based on classroom procedures.
- Other times of the year, certain families will be required to come in to meet with teachers regarding their scholar's progress. These appointments will be scheduled by the teachers.
- At any time, if three or more appointments are made and canceled, the school reserves the right to conduct a home visit to have the conversation.
- At any time that a family member would like an update regarding their child's progress or status in the classroom, they are encouraged to call the classroom teacher.

Regular School Visits: Families can visit the school regularly throughout the school year to volunteer, participate in a classroom visit, or conduct a family conference. The following protocol is required when visiting our school:

- All visitors must sign in with the security guard
- Visitors must check in at the main office and will be directed to where they need to be by the office staff.
- If interested in volunteering, family members must contact the main office to arrange for assignments.
- All visitors are expected to treat Haven scholars and staff with kindness and respect. In the event that a visitor becomes disrespectful or interferes with the normal operation of the school she/he will be asked to leave the school premises.
- Scholars will not be pulled out of class to meet with a family member in the event the family member arrives at the school and requests to speak to the child.

Family Council and Workshops:

- Family Council meets twice a month. All families are highly encouraged to come to meetings to discuss activities to support the school.
- Families are encouraged to have coffee with the Head of School.
- Family workshops are held on a monthly basis and include academic and social topics. Families will be provided with a list of workshops for the year and are encouraged to participate in at least three of them.
- Family Academy is held yearly and gives families the opportunity to participate in a number of activities and workshops on a Saturday morning.
- Families are encouraged to stay up to date with memos and flyers, both hard copy and electronic, and participate in all opportunities offered. Additionally, families can follow Social Media for updates on events and important announcements.

Board Meetings:

- The Board of Directors of Haven Academy meets monthly throughout the school year. The meetings are open to the public. Members of the Haven Academy community can speak to the main office at Haven Academy to indicate that they would like to attend and pick up a copy of the agenda.



Mediation Policy and Communication

- Staff at Haven Academy encourages open discussion between families and staff. However, in the event of rudeness, stalking, and harassment, the family will immediately be asked to come in for a meeting and the above will be discussed.
- Staff at Haven Academy cannot divulge the information of another family member without their permission
- In the event of conflict between two scholars, families might request that their own phone number be given to the other family so that family can decide if they would like to reach out. Haven Academy includes families in restorative conversations as appropriate.

Section VII: Code of Conduct

Restorative School Culture Approach

At Haven Academy, we are committed to partnering with families and the community in order to develop resilient, resourceful, and independent scholars. In addition to thoughtfully tailoring our academic programming to meet the unique needs of each of our scholars, Haven takes a positive, responsive, and restorative approach to school culture and discipline.

In alignment with our guiding principles, we are intentional in creating safe, inclusive, caring learning environments. We center on building and maintaining healthy relationships, creating equitable learning environments, and repairing harm and transforming conflict. Our Restorative School Culture Approach focuses on positive school culture and climate and relies on both proactive and responsive restorative practices.

Restorative principles and values are woven throughout our purposeful blend of rituals, traditions, routines, common language, behavior response practices, positive behavior supports, and social emotional learning in order to build an inclusive community that supports scholars' individual social emotional development.

School-wide Positive Behavior Support (PBS)

This system uses universal supports and interventions that are proactive, preventative, and include all scholars. These supports are good teaching practices such as creating and teaching school-wide positive behavior expectations, teaching and positively reinforcing appropriate behavior, establishing and consistently providing clear logical consequences for inappropriate behavior, and using data-based decision making. The purpose of this system is to celebrate scholars and staff for engaging in behaviors that are consistent with school-wide values and expectations. In order to motivate scholars to always maintain the expected behaviors at Haven, we implement developmentally appropriate positive recognition systems in both the elementary and the middle school.

K-5 Positive Recognition System

Spirit Tickets are given to scholars in grades K-5 when they are engaging in positive behaviors and meeting Haven's expectations. All staff are encouraged to distribute tickets throughout the day (e.g. specials, recess, lunch, hallway, breakfast). Each instructional K-5 classroom has a clear plastic classroom bin where scholars place their tickets upon earning them. Each classroom bin has a line indicating their



class goal. When the classroom reaches their goal, they earn a whole-class celebration (e.g., movie, ice cream party, dress down day). In addition, one scholar from each class earns an individual incentive during a drawing at each monthly Community Meeting. The staff member who wrote the ticket also receives an incentive. Surprise incentives (e.g., Pie in the Face) occur two to four times per year and are unannounced to encourage scholars to always follow Haven's expectations.

Grades 6-8 Positive Recognition System

In order to motivate students to always maintain the expected behaviors, Haven Middle School uses Kickboard to track positive behaviors. On a biweekly basis, students receive an individualized print out of their behavior from the previous week. Each on-vision behavior is logged as a positive point. Students can redeem their points for items and experiences throughout the school year.

At the beginning of the school year, Kickboard is launched on Day 1. There are short intervals to earn incentives on an individual and class basis. The Kickboard store is open once a quarter and students can use their points to “buy” experiences or items. Points can also be redeemed twice a year at the Merit Auctions held in December and June. There are monthly incentives for the top earners. In addition, there are random surprise trips (e.g., ice skating) that can be earned. These trips are announced to students prior to the 2 week earning period and awarded to the top earners. Announcing and using a 2 week earning period provides each student with an equal opportunity to be a top earner.

Daily:

- HAVEN Points awarded daily

Weekly/ Monthly:

- HAVEN Points may be redeemed for specific class incentives
- Monthly incentives awarded to top earners
- Student highlights (e.g. Top students posted on IG page each week)
- Surprise incentives for top earners (e.g., ice skating trip)

Quarterly/Biannually

- Quarterly - Kickboard store
- Biannually - Merit Auction

Scholars are positively reinforced when they follow expectations and are given clear consistent logical consequences for not following expectations. Potential interventions and disciplinary consequences for behaviors that fall outside of our community's expectations include, but are not limited to the following:

- Taking a break in or out of the classroom
- Loss of privileges (e.g., recess, riding the school bus, After School Participation, etc.)
- Conflict Resolution
- Peer Mediation
- Counseling
- Individual Behavior Contract
- Family Phone Call
- Family Conference
- Lunch Reflection
- Temporary removal from classroom
- Early dismissal



- Short Term Suspension (School day or After School)
- Long Term Suspension (School day or After School)
- Expulsion

5 Guiding Principles of Haven Academy

As a school community, we believe that all children learn best when they are taught to be responsible, respectful, and resourceful. Our 5 Guiding Principles will be taught to scholars and practiced in our learning environment.

H Honesty

- ✓ We tell the truth.
- ✓ We trust our teammates mean no harm.
- ✓ We take responsibility for our work, our actions and our words.

A Achievement

- ✓ We solve problems and seek creative solutions.
- ✓ We find pride and joy in our work.
- ✓ We are focused in our actions and know that wasting time limits our learning.

V Value Community

- ✓ We respect ourselves and others.
- ✓ We anticipate and respond to the needs of our teammates.
- ✓ We are responsible for our environment and lead change when needed.

E Empathy

- ✓ We have the ability to imagine what it is like to walk in someone else's shoes and consider how they feel.
- ✓ We understand and support the feelings of our community.
- ✓ We are kind and patient in all we do.

N Never give up

- ✓ We work hard every day, in everything we set out to do.
- ✓ We have courage to try new things and give ourselves time to learn to do them well.
- ✓ We persevere through challenges.



School-wide Expectations

Be There, Be Ready

- ✓ Wear uniform appropriately
- ✓ Hand in completed homework
- ✓ Enter room quietly
- ✓ Eyes on speaker
- ✓ Remain in assigned area
- ✓ Sit appropriately
- ✓ Have materials in appropriate places
- ✓ Empty hands in meeting areas

Be Responsible

- ✓ Participate in class
- ✓ Do your best work
- ✓ Work quietly
- ✓ Keep your area/materials organized
- ✓ Use a calm down strategy when upset
- ✓ Focus on self
- ✓ Accept consequences

Be Respectful

- ✓ Listen when others speak
- ✓ Use appropriate gestures, language, volume, and tone
- ✓ Help classmates and community
- ✓ Use a quiet signal to speak
- ✓ Wait patiently
- ✓ Encourage others to do well

Be Safe With Hands, and Feet/Personal Space

- ✓ Keep hands and feet to self
- ✓ Maintain appropriate personal space
- ✓ Move safely around classroom
- ✓ Use materials correctly
- ✓ Make safe choices

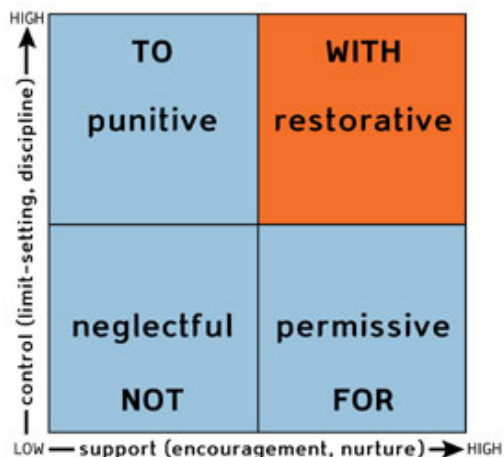
Follow Directions

- ✓ Follow directions the first time from any adult
- ✓ Ask questions when confused

Restorative Practices

Haven Academy implements restorative practices school-wide. Restorative practices involve interventions when harm has happened, as well as practices that help to prevent harm and conflict by creating a sense of belonging, safety, and social responsibility within the school community. Restorative practices center around problem-solving circles, restorative conferences, restorative conversations, and community-building circles. Problem-solving circles and restorative conferences and conversations serve to repair serious harm to the community, manage difficulties and disruptions, and build community in order to prevent harm.

Social Discipline Window



The social discipline window is a concept with broad application in many settings.

It describes four basic approaches to maintaining social norms and behavioral boundaries.

The four are represented as different combinations of high or low control and high or low support. The restorative domain combines both high control and high support and is characterized by doing things **with** people, *rather than to them or for them*.

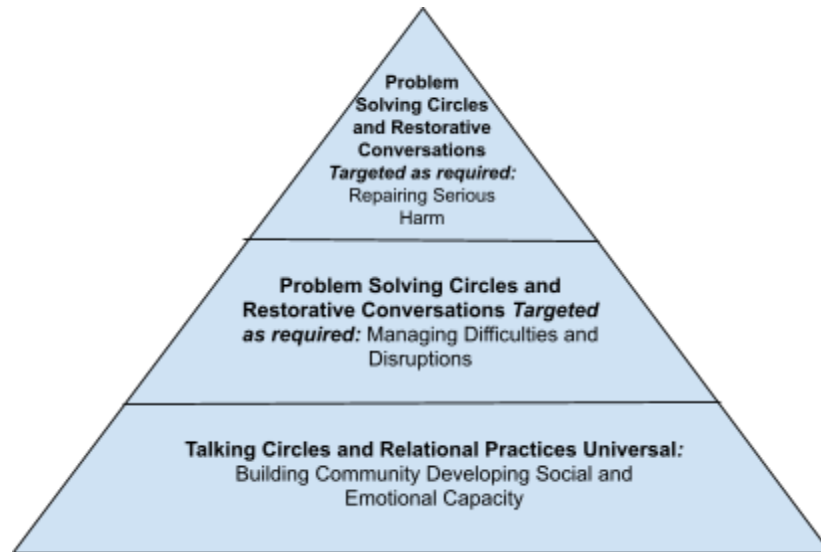


Restorative Discipline Philosophy

Restorative discipline sees discipline as a “teachable moment,” using incremental interventions to address harmful behavior and seeking accountability and prosocial behavioral change. Appropriate restorative disciplinary responses to behavior emphasize prevention, foster resiliency, prevent disruption to scholars’ education, and promote positive school culture.

Haven’s guided, restorative discipline approach is centered around restorative circles, conferences, and conversations. In circles, scholars and staff members work together to create an intervention plan when harm is done to the group. This plan assists scholars in replacing harmful behaviors with positive behaviors through daily conversations, behavior contracts, problem-solving protocols, reflection time, prosocial bonding, and the explicit teaching of social and emotional skills.

Under a punitive discipline approach, the community may ask: What rule has been broken? Who violated the rule? What punishment fits the violation? Under Haven’s restorative discipline approach, we ask: Who was harmed? What are the needs of the person or group that was harmed? Whose obligation is it to repair the harm?



Key Restorative Practices

Circle Process: Haven engages in the regular use of restorative circles as a prevention and intervention strategy. Circles enable groups to build relationships, establish understanding and trust, create a sense of community, learn how to make decisions together, resolve difficult issues, and address any other issues that arise.

The circle process operates under the belief that scholars are the largest group of stakeholders in a school community and are its greatest natural resource for creating and sustaining a safe and supportive school environment. When scholars feel accepted, valued, respected, and included, they build a positive connection to school and foster resiliency. Community building circles focus on safety and trust, honor, openness, respect, and empowerment.

When used as an intervention to address inappropriate scholar behavior, restorative circles empower community members to take responsibility for the well-being of others in their community; prevent or



address conflict before it escalates; address underlying factors that lead youth to engage in inappropriate behavior and build resiliency; increase pro-social bonding, particularly with those who have harmed the group; and provide those who have harmed the group with the opportunity to repair the harm and to be accountable to those they have harmed. A circle may also be used in response to an issue that affects the whole school community.

Collaborative Negotiation: This process enables an individual to work through an issue directly with the person with whom he/she disagrees to arrive at a mutually satisfactory resolution. Training in collaborative negotiation includes learning active listening skills and other conflict resolution communication skills.

Peer Mediation: A scholar who has been trained as a peer mediator facilitates the negotiation process between conflicting parties so they can come to a mutually satisfactory resolution. Mediation recognizes that there is validity to conflicting points of view and helps both parties work out a solution that meets both sets of needs. Mediation is not used where one individual has been victimized (in cases of harassment or bullying) by another.

Formal Restorative Conference: A conference is facilitated by an individual who has received training in bringing together those who have acknowledged causing harm to others with those who have been harmed. No matter what, the mental and physical health and safety of the individual who was harmed are most important when considering this option. Both sides may bring supporters to the circle who have also been affected by the incident. The purpose of the conference is for the harm-doer and the harmed to understand each other's perspectives and come to a shared agreement that will repair the harm as much as possible. A formal restorative conference may be used in conjunction with a disciplinary response or may be used as a disciplinary intervention to address off-vision behaviors.

Progressive Ladder of Support and Disciplinary Consequences

The ladder of supports and disciplinary consequences below illustrates a restorative response to off-vision behavior. Scholar misbehavior must be handled on a case-by-case basis. In all cases, implementation of appropriate interventions and disciplinary responses must take into account the nature and severity of the vision behavior.

Concurrent Support and Disciplinary Response to Off-Vision Behaviors

When a scholar engages in off-vision behaviors, support services are provided to address the scholar's inappropriate behavior and/or underlying needs in conjunction with a restorative disciplinary response. The goal is to foster social-emotional growth and pro-social behavior and prevent future off-vision behaviors.

Universal Prevention for All Scholars: The school takes a whole school approach to promoting positive scholar behavior. Social-emotional learning is infused into the curriculum. Staff meets regularly to ensure that there is a comprehensive scholar support program in place that includes counseling services, guidance, opportunities for social-emotional learning, scholar engagement opportunities, and prevention and intervention behavioral supports to encourage and foster prosocial scholar behavior, foster resiliency, and built scholars' positive connection to the school community. The school has a system in place for early identification of scholars in need of prevention, intervention, and/or support services.



<p>Initial Response(s): When a scholar experiences difficulty or engages in inappropriate behavior, the teacher contacts the parent/guardian and, depending on the nature and severity of the behavior and the maturity level of the scholar, takes one or more of the following steps: has a conference with the scholar; refers the scholar to a school counselor. One or more interventions and/or options for primary disciplinary consequences are used to address the scholar’s off-vision behavior.</p>	
Supports and Intervention Options	Logical Response Option
<ul style="list-style-type: none"> ● Teacher conference/classroom observation ● Peer mediation; conflict resolution ● Restorative practices (e.g., circle or formal restorative conference) ● Assignment of a mentor/coach ● Guidance lessons in classrooms ● Social-emotional learning ● Individual behavioral contract or progress reports ● Collaborative problem solving ● Parent contact ● Guidance conference ● Individual and/or small group counseling ● Referral to school nurse ● Referral for academic support services ● Referral to counseling 	<ul style="list-style-type: none"> ● Removal from classroom by support staff ● Formal restorative conference ● Individual behavior contract ● Short-term progress reports ● Supervisor’s conference with scholar ● In-school disciplinary action ● Parent conference ● Scholar/teacher conference ● Administrator/guardian/scholar conference ● Mandatory Study Hall ● Principal’s suspension

Reminder on Off-Vision Behaviors that Will Be Addressed With our Restorative, Logical Approach:

Kids learn best, when in class and focused on assignments. Minor off-vision behaviors distract classroom learning environments and will be addressed with scholars, and when necessary, families.

Off-Vision Behaviors include but are not limited to:

- Walking out of the classroom
- Destruction of property
- Being in unauthorized areas
- Stealing
- Inappropriate language/uniqueness slur
- Intentional unsafe behavior
- Chewing gum/eating candy
- Disruptive behavior in class, lunch, or on field trips
- Continuous refusal to take a break or problem solve

Protocol for Safety and Crisis Intervention

Haven Academy takes seriously our responsibility for providing a safe and nurturing environment for all scholars to learn. Haven offers support for students and teachers when students engage in behaviors that impede the ability of others to learn or threaten the physical or emotional safety or wellbeing of



themselves and/or the school community. If your scholar is seen for a safety screening or is in need of a safety plan, you will be notified.

Conflict Resolution

Part of a healthy environment is the freedom to openly disagree. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others.

Haven Academy incorporates conflict resolution education and problem solving techniques into the curriculum and school wide programs. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, and accepting differing values and cultures within the school community and helps ensure a safe and healthy learning environment.

Haven Academy will provide training to develop the knowledge, attitudes, and skills scholars need to choose alternatives to self-destructive, violent behavior and dissolve interpersonal and intergroup conflict. Scholars have expectations to follow while on school grounds, when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off school premises.

The Scholars Code of Conduct includes, but is not limited to, the following:

- Scholars are to resolve their disputes without resorting to violence.
- Scholars are encouraged to help fellow scholars resolve problems peacefully.
- Scholars can rely on staff trained in conflict resolution and peer mediation strategies to intervene in any dispute likely to result in violence.
- Scholars needing help in resolving a disagreement or scholars observing conflict may contact a teacher, counselor or other school staff member.
- Scholars involved in a dispute will be referred to a conflict resolution session with trained counselor. Other staff will keep the discussions confidential.
- Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure school safety, maintain order, and discipline scholars.

Positive student behavior helps scholars maximize their learning time. Our school has many supports in place for helping our young scholars learn how to behave appropriately in school and how to follow directions. However, in the event that a student's behavior is extremely disruptive, families will be expected to partner with us to develop a plan for helping scholars follow school rules.

Student Records

The school will maintain written records of all detentions, suspensions, and expulsions, including the name of the scholar, a description of the behavior, the disciplinary action taken, the names of staff involved in the incident, and a record of the number of days a scholar has been suspended or removed for disciplinary reasons. Scholar records will be in locked cabinets and a record access log will be kept indicating all persons who reviewed the information and when.

Due Process

Due process procedures will be followed for all disciplinary actions consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). The student will be provided with an opportunity, in person, to present his/her version of events to the principal.

Due process procedures will be followed for all disciplinary actions consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). The scholar will be provided with an opportunity, in person, to present his/her version of events to the principal.



Short Term Suspension

A short-term suspension refers to the removal of a student from school for disciplinary reasons for a period of five or fewer days. A student who has committed any of the infractions listed below shall be subject minimally to a short-term suspension, unless the principal determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. The principal reserves the right to adjust the punishment for each infraction per his/her judgment and may use disciplinary actions prior to suspension, which includes such actions as exclusion from extracurricular activities, recess or communal lunch.

Off-vision Disciplinary Infractions:

- Attempting to assault any student or staff member;
- Vandalizing school property causing minor damage;
- Endangering the physical safety of another by the use of force or threats that reasonably places the victim in fear of imminent bodily injury; and/or an assault to their personal safety
- Engaging in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others;
- Failing to complete assignments, carry out directions, or comply with disciplinary sanctions;
- Cheating on quizzes, exams, or commit plagiarism;
- Stealing, or attempt to steal, or possessing property known by the student to be stolen;
- Abusing school property or equipment;
- Using obscene or abusive language or gestures;
- Engaging in acts of verbal or physical sexual harassment;
- Infractions that violate the school's anti bullying policy
- Making a false bomb threat or pull a false emergency alarm;
- Possessing tobacco or alcohol;
- Committing any other act which school officials reasonably conclude disrupts the learning environment of the school;
- Repeatedly committing minor behavioral infractions which, in aggregate, may be considered an infraction subject to formal disciplinary action.

Before imposing a short-term suspension, the principal or member of the leadership team shall immediately notify the parents or guardian by phone (and in writing at pick up) that the student may be suspended from school. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the principal or member of the leadership team. Such notice and informal conference shall be in the dominant language used by the parents or guardian. The parents or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses. The principal's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the school's complaint process.

Long Term Suspension/Expulsion

A long-term suspension refers to the removal of a student from the school for disciplinary reasons for a period of more than five days. Expulsion refers to the permanent removal of a student from the school for disciplinary reasons. Any student who is determined to have committed any of the infractions listed below shall be subject minimally to a long-term suspension or expulsion, unless the principal determines



that an exception should be made based on the circumstance of the incident and the student's disciplinary record.

Disciplinary Infractions:

- Possessing, using, attempt to use, or transfer of any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student in school;
- Committing, or attempt to commit arson on school property;
- Assaulting any other student or staff member;
- Intentionally causing physical injury to another person, except when student's actions are reasonably necessary to protect him or herself from injury;
- Vandalizing school property causing major damage;
- Committing any act, which school officials reasonably conclude warrants a long-term suspension.

Procedures and Due Process for Long Term Suspension

The principal may impose a long-term suspension after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the principal may expel the student from school. Prior to any/all expulsions, the Board will be consulted. The principal also shall immediately notify the student's parent(s) or guardian(s) in writing. The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At a formal hearing the incident will be reviewed. The hearing shall include the principal, staff members involved with the incident, and the student with his/her parent(s) or guardian(s); the student shall have the right to be represented by counsel, question witnesses, and present evidence.

Provision of Instruction During Removal (General Education and Special Education)

Haven Academy Charter School will ensure that alternative educational services are provided to a child who has been suspended or removed, which are equal to that which they would have received in their regular classroom within 24 hours of the suspension or expulsion. For a student who has been suspended, alternative instruction will be provided to the extent required by applicable law. For a student who has been expelled, alternative instruction will be provided in a like manner as a suspended student until the student enrolls in another school or until the end of the school year, whichever comes first.

Alternative instruction will be provided to students suspended or expelled in a way that meets the needs of the student on a case-by-case basis and is equal to that which they would have received in their regular classrooms. Instruction for such students shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum, and participate in assessments. Instruction will take place in one of the following locations: the child's home, a contracted facility (e.g., in the school district of location), or a suspension room at the School. During any removal for drug or weapon offenses, additional services such as counseling shall include strategies designed to prevent such behavior from recurring. Instruction will be provided by one or more of the following individuals in consultation with the student's teacher(s): teacher aides or trained volunteers; individuals within a contracted facility; or a tutor hired for this purpose.

Students with Disabilities Subject to Discipline (See [Appendix A](#))



Scholars with disabilities or 504 Plans, or scholars who are presumed to have a disability, are entitled to assert specific procedural safeguards under IDEA. A scholar is presumed to be a scholar with a disability if the parent has expressed concern in writing that the scholar needs special education and/or related services, the parent has made a written request for an evaluation of his/her child, the parent or school staff express concern about a pattern of behavior, or the scholar has been referred for an initial evaluation.

Details regarding scholars' rights, policies, procedures, and school-specific responses to scholar misbehavior are on file and will be referenced on an as-needed basis; details regarding these policies are available to parents and guardians upon request.

Section VIII: Bullying & CyberBullying

The Dignity Act

New York State's Dignity for All Students Act (Dignity Act) is designed to protect elementary and secondary students from bullying by employees and students based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. The intent of The Dignity Act is to provide all students with an environment free from harassment, bullying (including cyber bullying) and discrimination, as well as to foster civility in schools. The Dignity Act focuses on the prevention of discriminatory behaviors, meant to positively impact school culture and climate.

Bullying and CyberBullying

Haven Academy believes that all scholars have a right to a safe and healthy school environment. We have an obligation to promote mutual respect, tolerance, and acceptance.

Bullying and cyberbullying are detrimental to our school's environment and scholar learning, achievement and well-being. Because it interferes with the mission of our school to educate scholars and our daily operations, Haven Academy will not tolerate behavior that infringes on the achievements and/or safety of any scholar.

Haven Academy expects scholars and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to scholars on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off school premises, and during a school-sponsored activity.

Teachers should discuss this policy with their scholars in age-appropriate ways and should assure them that they need not endure any form of bullying or cyberbullying.

Prohibited Behavior

- Bullying
- Cyberbullying
- Harassing
- Intimidating



- Direct physical contact, such as hitting or shoving
- Verbal assaults, such as teasing or name-calling
- Social isolation or manipulation
- Retaliation against those reporting bullying or cyberbullying
- False accusations of defined behaviors

Any scholar who engages in any of these prohibited behaviors that constitutes bullying or cyberbullying, shall be subject to disciplinary action up to and including expulsion.

Bullying and Cyberbullying Defined

“Bullying” includes, but is not limited to, a written/oral/electronic expression or a physical act or gesture or any combination thereof that places a scholar in reasonable fear of physical harm or damage to the scholar’s property.

An act of such behavior interferes with the rights of a scholar by creating an intimidating or hostile educational environment for the scholar and is based on a scholar’s actual or perceived race, color, national origin, ancestry, religion, physical or mental disability, gender, sexual orientation, any other distinguishing characteristic, or scholar’s association with a person with one or more of these actual or perceived characteristics.

Examples of bullying include but are not limited to, repeated taunting, name-calling, belittling, mocking, put-downs, intended harm, manipulation, social exclusion, threats to harm, aggression, disrespectful gestures, stealing, stalking, blocking access to school property or facilities.

“Cyberbullying” is bullying through the use of technology, social media (i.e. Facebook, Instagram, KIK, Skype), or any electronic communication including, but not limited to, the use of writing, images, signs, signals, or sounds transmitted by the use of any electronic device such as computer, laptop, telephone, cellular telephone, and text messaging device.

Examples of cyberbullying include but are not limited to, posting slurs, rumors, misleading or fake photographs, digital video footage on websites, creating fake websites or social networking profiles, impersonating by the use of other scholars’ electronic device, sending emails, text messages, Instant messages, phone calls or using a camera to take and/or send embarrassing photographs of other scholars.

The Scholar Code of Conduct includes, but is not limited to:

- Any scholar who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Scholars are expected to immediately report incidents of bullying to the principal or designee.
- Scholars can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant scholar or the parent of the scholar feels that appropriate resolution of the investigation or complaint has not been reached, the scholar or the parent of the scholar should contact the principal or the Support Services Coordinator. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.



Addressing Bullying and Bias-Based Behavior

Bullying and harassment includes behavior that targets scholars because of their actual or perceived race, color, national origin, ethnicity, citizenship/immigration status, religion, creed, disability, sexual orientation, gender, gender identity, gender expression, or weight. Such behavior includes threats, intimidation, or abuse, including “cyberbullying” and can interfere with a scholar’s educational performance, opportunities or benefits, mental, emotional or physical well being. It is the school’s responsibility to eliminate the hostile environment created by such harassment and take steps to ensure that harassment does not recur.

Crucial to preventing scholar-to-scholar bullying and/or bias-based behavior is effective social-emotional learning that helps scholars develop social-emotional core competencies. These competencies include recognizing and managing emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically.

Scholars who are able to recognize and manage their own emotions are better able to be assertive rather than aggressive or passive when they interact with their peers. Scholars who develop caring and concern for others and establish positive relationships are less likely to engage in bullying or discriminatory behavior. Finally, scholars who have learned how to make responsible decisions and handle challenging situations ethically and constructively are less likely to be bystanders and more likely to act as allies.

Out For Safe Schools

At Mott Haven Academy, We partner with our families in order to best support every single child's needs. Every student and family has the right to a safe learning environment, no matter your race, ethnicity, religion, sexual orientation, gender identity/expression, location, or socio-economic status. As a team, we have the responsibility to protect our students and families who identify as LGBTQIA+. We have a duty to make sure our students have the freedom to be who they are under our roof, without fear or judgment. In aligning with our mission statement of redefining school by intentionally designing spaces and programs to meet the academic and social-emotional needs of all children, we have begun to implement new teacher training and program improvements recommended by Out For Safe Schools.

Out For Safe Schools (OFSS) is a comprehensive anti-bullying training program designed to equip teachers, administrators and school staff to be visible LGBTQIA+ allies. Educators and school staff that have completed the training are given OFSS rainbow badges and lanyards. This visibly signifies their willingness to talk about LGBTQIA+ issues and concerns and provide support where needed. With these badges, staff members become mobile “safe spaces” and reach students beyond the classroom, throughout the school day.

What this will look like at Mott Haven Academy:

- Supports to parents and families around the spectrum of LGBTQIA+
- Class discussions that educate students about identity development
- Policies and procedures put into place to protect our students who might identify as LGBTQIA+
- Safe spaces where students can process and talk freely
- Supports for students and families exploring gender and identity questions
- Accommodations for students who chose to change their name or gender while enrolled at the school



Section IX: Birthday Party Policy

Birthdays are special events where children get to feel important throughout the day. For each student's birthday, teachers will make scholars a crown or sign that tells our school community that a student is celebrating a birthday.

Birthday celebrations will take place to celebrate the students for their presence in our community, highlight their unique strengths and attributes, and share special treats and activities. Families are welcome to join their scholars during this special time on the day of a birthday or the Friday before a birthday weekend. The following birthday celebration guidelines are as followed:

- Birthday celebrations are only for grades Pre-K-2.
- In grades 3-5, families may send in a special snack (cupcake or healthy snack option) which the teacher will distribute at a time that least disrupts instruction
- Birthday celebrations MUST be scheduled in advance with the teacher
- Parents/guardians may bring treats for the entire class. Treats include cupcakes, fruit, vegetables, cheese, pretzels, popcorn, raisins, and other dried fruit
- Parents/guardians may only bring 100% fruit juice or water for scholars in the class. No SODA.
- No CANDY will be permitted at the school birthday celebration
- Please arrive on time for your child's celebration or you run the risk of cancellation
- Siblings of scholars will not be excused from class to attend birthday parties.
- Birthday parties cannot replace school lunch.

For SUMMER BIRTHDAYS, teachers will designate a day in June for celebrating all scholars who have a summer birthday.

Section X: Complaint Policy

Parents and families with complaints or concerns should first bring it directly to the attention of the child's teacher or our Director of Social Services depending on the situation. In the event that this does not yield a solution, parents should then bring the issue to the attention of the assistant principal or principal. If that does not yield a satisfactory solution, parents may then bring their concern to the attention of the Executive Director. If that does not yield a satisfactory solution, parents may then bring their concern to the attention of the Board of Directors. Complaints to the Board of Directors should be in writing. Contact information for the School's Chairperson of the Board of Directors may be obtained in the school's main office.

Formal complaints received will be submitted to the Board of Trustees at least one week prior to the next Board meeting. Complaints submitted later will be addressed at the subsequent meeting of the Board of Trustees. Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting. The Board will make every effort to respectfully address each matter to the satisfaction of the individual or group who presented the complaint. The Board, when necessary, may direct the principal or other responsible party to act upon the complaint and report to the Board. The Board of Trustees shall render a determination in writing if appropriate or required.



In accordance with Education Law § 2855(4), if, after presentation of such a complaint to the Board of Trustees, the individual or group determines that the Board has not adequately addressed the complaint, that individual or group may present the complaint to the New York City Department of Education, which shall investigate and respond. If, after presentation of the complaint to the New York City Department of Education, the individual or group determines that it has not adequately addressed the complaint, they may present the complaint to the Board of Regents, which shall investigate and respond. The New York City Department of Education and the Board of Regents shall have the power and the duty to issue remedial orders as appropriate.

Questions and Concerns

If you have general questions or concerns about Haven Academy's various policies, please make an appointment to speak with the school's principal, the AP, the director of social services, or one of the school's family specialists.

Attachment 1: Notification of Rights for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) afford parents/guardians and scholars over 18 years of age ("eligible scholars") certain rights with respect to the scholar's education records.

These rights are:

The right to inspect and review the scholar's education records within 45 days of the day the school receives a request for access. Parents/guardians or eligible scholars should submit to the school principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent/guardian or eligible scholar of the time and place where the records may be inspected.

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

The right to consent to disclosures of personally identifiable information contained in the scholar's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or scholar serving on an official committee, such as a disciplinary or grievance



committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school in which a scholar seeks or intends to enroll.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Right to Know Policy

Parents/guardians of all children who attend Title I Schools have the right to request information about the qualifications of their child's teachers and paraprofessionals, including:

- (1) Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- (2) Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
- (3) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- (4) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Notification of Rights under the Protection of Pupil Rights Amendment

Notification of Rights under the Protection of Pupil Rights Amendment (PPRA) affords parents/guardians and scholars who are 18 or emancipated minors ("eligible scholars") certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams.

These include the right to:

Consent before scholars are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education.

1. Political affiliations or beliefs of the scholar or scholar's parent/guardian;
2. Mental or psychological problems of the scholar or scholar's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the scholar or parents/guardians, or income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a scholar out of:

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the School or its agent, and not necessary to protect the immediate health and safety of



a scholar, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and

3. Activities involving collection, disclosure, or use of personal information obtained from scholars for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use:

1. Protected information surveys of scholars;
2. Instruments used to collect personal information from scholars for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

The school will directly notify parents/guardians and eligible scholars of these policies at least annually at the start of each school year and after any substantive changes. The school will also directly notify parents/guardians and eligible scholars through U.S. mail, email, or parent meetings of the specific or approximate dates (if such events are planned and/or scheduled) of the following activities and provide an opportunity to opt a scholar out of participating in:

1. Collection, disclosure, or use of personal information for marketing, sales or other distribution;
2. Administration of any protected information survey not funded in whole or in part by ED; and
3. Any non-emergency, invasive physical examination or screening as described above.

Parents/guardians or eligible scholars who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Attachment 2: Confidentiality Policy

Personal information about individual students is considered confidential. We store this type of information in student records that are located in a secured central location with limited access (a locked file cabinet) as per the federal Family Education Rights and Privacy Act of 1975 (FERPA) and the Individuals with Disabilities Education Act (IDEA) stipulations. These records are only available to those staff members who work with the students. When records are officially requested in writing from another school or from a student's parent/guardian or the relevant student over eighteen (hereafter referred to as "eligible student"), files may not be removed from the building except in the form of copies and unless they have been authorized for release by the Records Access Officer.

A student's parent or guardian, who has established his or her identity, has the legal right to inspect and review their child's file upon written request to the school's Main Office. Based on the nature of the request, the parent/guardian will receive a response either granting full or partial access to the files or a denial of the request within 5 to 45 days of receipt of the request.

If the request is deemed a Freedom of Information Law (FOIL) request then the FOIL requester will receive a response within 5 days of receipt of the written request. If the school is unable to respond to the request within 5 days of receipt the file requester will be notified of an approximate date on which to



expect a response. If within 20 days the school is unable to respond to the request the school will explain in writing both the reasons for the inability to reply to the FOIL request and an exact date on which a response will be provided.

If the request is determined to be a FERPA request ONLY and the FERPA file requester establishes his or her identity as a parent, guardian, or “eligible student” (as per FERPA definitions) and the file is to be determined to be one which the individual in question has legal access to under FERPA said person will be granted access to all files not otherwise excluded within 45 days of the submission of the request.

If the request is determined to be an IDEA request and the IDEA file requester establishes his or her identity as a parent, guardian, or “eligible student”, and the file is to be determined to be one which the individual in question has legal access to under IDEA said person will be granted access to all files not otherwise excluded within 45 days of the submission of the request. If the request by a parent for a record is connected to a meeting of a committee on special education (CSE) or to an IDEA related due process hearing, the school must provide the requested record prior to such meeting or hearing, or within 45 days, whichever period is shorter.

Conversations between teachers, administration, and parents/guardians about students, their specific educational concerns, or their past records are confidential. Information should not be shared with staff members or school community members that are not directly involved with the student.

As charter schools are subject to FERPA which requires a school to protect a student’s privacy, the school will not disclose any personally identifying information from the student’s permanent records except as authorized pursuant to FERPA, or in response to a subpoena, as required by law, including FOIL. The parent/guardian of a student under eighteen years of age, or student eighteen years of age or older, is entitled to access the student’s school records by submitting a written request to the school’s Records Access Officer. Further information concerning the disclosure of student information and limitations on such disclosure may be found in FERPA. Parents of disabled children also have the explicit right to have a representative inspect and review the records and the right to obtain explanations and interpretations of their children’s education records, so long as such requests are reasonable. Further information concerning the disclosure of school and board information and limitations on such disclosure may be found in IDEA.

Any person or entity wishing to gain access to non-confidential school and/or board records must submit a request in writing to FOIL Records, in our main office.

If an individual believes that this confidentiality has been violated or that his or her request has been improperly handled, the individual should bring their concern to the attention of the Records Access Appeals Officer. The Records Access Appeals Officer will review the situation and determine if the policy has been violated. If an individual believes his or her request has been improperly processed or wrongly denied by the Records Access Appeals Officer he or she may appeal to the relevant agency, FOIL, FERPA, or IDEA (contact information for all relevant agencies is included in the Addendum).

Freedom Of Information Law (FOIL) Policy and Procedure

It is the policy of School to furnish to the public the information and records required by the Freedom of Information Law (“FOIL”) constituting Article 6 of the Public Officers Law (“POL”). A complete listing on FOIL policy and procedures may be requested from the School’s main office.



Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Attachment 3: Middle School - Non-Negotiables

Non-Negotiables

1. [Uniform Policy](#)
2. [Bullying Policy](#)
3. [Technology Policy](#)

Uniform Requirements



Each scholar must wear the school uniform on all school days. If additional items of clothing are added to our school uniform, scholars and parents/guardians will be notified in writing of exactly what those additional items are and where and how they can be obtained.

Uniform for all grades:

- Long or short sleeve HAVEN ACADEMY oxford shirts
- Long or short sleeve HAVEN ACADEMY polos
- Dark/charcoal gray bottoms (pants, knee length shorts, knee length jumpers or skirts)
(Sweatpants or leggings that are not under shorts or a skirt are not allowed.)
- HAVEN ACADEMY sweater/cardigan/vest/fleece. **Outerwear without the Haven logo will not be permitted in the classroom.**
- Shoes should not have lights, noises, heels or wheels and they must cover the front and back of the foot (no flip flops or strappy sandals).

General Appearance

All scholars must be neat and clean with clothing in good repair at all times. Any clothing or accessories that may interfere with instruction or learning are prohibited. Scholars may not wear outerwear without a Haven logo or hats in school except when entering or leaving the building. Make-up may not be brought to school. Scholars will be asked to remove inappropriate items of clothing, jewelry, or make-up, and the classroom teacher will notify parents/guardians in writing and/or via a telephone call of exactly what those items are and where and how they can be obtained.

Ordering Uniforms

Families of scholars will be provided with three uniform shirts upon registration. Families may purchase approved dark/charcoal gray bottoms from any provider.



To purchase additional Haven Middle uniform pieces, please use the Order Form mailed to you by *Student Styles by Smith* or contact *Student Styles by Smith* directly at 732-376-1388. Alternatively, you may go to the *Student Styles by Smith* website at: <http://www.yourstudentstyles.com/haven-middle>.

If uniform purchase presents a financial hardship, please contact the main office and ask to speak to speak to the Director of Social Services, Mrs. Fuentes.

Bullying and Cyberbullying



Haven Academy believes that all scholars have a right to a safe and healthy school environment. We have an obligation to promote mutual respect and acceptance.

Bullying and cyberbullying are detrimental to our school's environment and scholar learning, achievement and well-being. Because it interferes with the mission of our school to educate scholars and our daily operations, Haven Academy will not tolerate behavior that infringes on the achievements and/or safety of any scholar.

Haven Academy expects scholars and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to scholars on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off school premises, and during a school-sponsored activity.

Teachers will discuss this policy with their scholars in age-appropriate ways and should assure them that they need not endure any form of bullying or cyberbullying.

Prohibited Behavior

- Bullying
- Cyber bullying
- Harassing
- Intimidating
- Direct physical contact, such as hitting or shoving
- Verbal assaults, such as teasing or name-calling
- Social isolation or manipulation
- Retaliation against those reporting bullying or cyberbullying
- False accusations of defined behaviors

Any scholar who engages in any of these prohibited behaviors that constitutes bullying or cyberbullying, shall be subject to disciplinary action up to and including expulsion.

Bullying and Cyberbullying Defined:



“Bullying” includes, but is not limited to, a written/oral/electronic expression or a physical act or gesture or any combination thereof that places a scholar in reasonable fear of physical harm or damage to the scholar’s property.

An act of such behavior interferes with the rights of a scholar by creating an intimidating or hostile educational environment for the scholar and is based on a scholar’s actual or perceived race, color, national origin, ancestry, religion, physical or mental disability, gender, sexual orientation, any other distinguishing characteristic, or scholar’s association with a person with one or more of these actual or perceived characteristics.

Examples of bullying include but are not limited to, repeated taunting, name-calling, belittling, mocking, put-downs, intended harm, manipulation, social exclusion, threats to harm, aggression, disrespectful gestures, stealing, stalking, blocking access to school property or facilities.

“Cyberbullying” is bullying through the use of technology, social media (i.e. Facebook, Instagram, KIK, Skype), or any electronic communication including, but not limited to, the use of writing, images, signs, signals, or sounds transmitted by the use of any electronic device such as computer, laptop, telephone, cellular telephone, and text messaging device.

Examples of cyberbullying include but are not limited to, posting slurs, rumors, misleading or fake photographs, digital video footage on websites, creating fake websites or social networking profiles, impersonating by the use of other scholars’ electronic device, sending emails, text messages, Instant messages, phone calls or using a camera to take and/or send embarrassing photographs of other scholars.

The Scholar Code of Conduct includes, but is not limited to:

- Any scholar who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Scholars are expected to immediately report incidents of bullying to the principal or designee.
- Scholars can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant scholar or the parent of the scholar feels that appropriate resolution of the investigation or complaint has not been reached, the scholar or the parent of the scholar should contact the principal or the Support Services Coordinator. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, scholars and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the scholar handbook and/or information packet, as part of new scholar orientation, and as part of the school system's notification to parents.
- Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People aware, witnessing, or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way. Bullying and



cyberbullying are reportable in person or in writing (including anonymously) to school personnel.

- The principal or assigned designee will promptly investigate and respond to allegations of bullying or cyberbullying behavior, keep written documentation of all allegations, and outcomes of investigation.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- The school will apply disciplinary action, which may include but are not limited to, imposing a series of graduated consequences that include alternative discipline (i.e. scholar conference, family conference, reflective activities, counseling). In determining the appropriate response to scholars who engage in bullying behavior, school administrators should consider the type of behaviors, the frequency and/or pattern of behaviors, and other relevant circumstances.

Attachment 4: Parent and Family Involvement Policy (ESSA Compliance)

The Board of the school believes that all parents and families want the best for their children and acknowledges research showing that children do best when parents are enabled to play four key roles in their children's learning:

- Teachers (helping children at home)
- Supporters (contributing their skills to the school)
- Advocates (helping children receive fair treatment)
- Decision-makers (participating in joint problem-solving with the school at every level).

The Board recognizes parents/guardians are full partners with educators, administrators, and the Board to achieve the best possible learning experience for each child. A strong program of communication between home and school must be encouraged, continually evaluated and maintained so the school and community are connected in meaningful and productive ways.

In order to institute and maintain this program of communication with parents and to facilitate and maintain active parental involvement, the school will:

- Continue to involve parents in the joint development of the plan under ESSA — Basic Program Requirements Sec.1112, LEA Plans commonly referred to as the Consolidated Application and the process of school review and improvement under Sec. 1116, Academic Assessment and LEA and School Improvement. If the ESSA Consolidated Application (section 1112) is not satisfactory to the parents of participating children, the school will submit any parent comments with such Consolidated Application when it submits the Consolidated Application to the New York State Education Department.
- Plan, implement, assess and, as necessary, revise effective parent involvement activities to improve student academic achievement and school performance.
- Build the school's and parents' capacity for strong parental involvement through collaborative school-parent planning, ongoing parent-school communication and integration of parents into professional development and other school activities.
- Coordinate and integrate parental involvement strategies under Title I and Title II with parental involvement strategies under such programs as the Head Start program, Reading First program,



Early Reading First program, Even Start program, Parents as Teachers program, the Home Instruction Programs for Preschool Youngsters and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the school, including identifying barriers to greater participation by parents in authorized activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The findings of such evaluation will be published and made available for review by parents, and will be used to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policy.

The school will distribute the Parent Involvement Policy to parents of all of its students. The Principal of the school will develop a School Plan for Parental Involvement that will explain the means by which the bulleted items above will be implemented and maintained. The Principal will convene a separate panel comprised of parents and school personnel for the purpose of developing the School Plan for Parental Involvement. Parents will be notified of the Policy and Plan via letter written in an easily understandable and uniform format. The school will also provide such notice in languages other than English to parents who require it. The Policy and Plan will also be made available to the local community through the school's website and will be updated periodically to meet the changing needs of parents and the school.

As a component of the School Plan for Parental Involvement, the school will jointly develop with parents of all children served by programs described in the Consolidated Application a school-parent/student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve New York State's high standards. The compact will:

- 1) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning.
- 2) Address the importance of communication between teachers and parents on an ongoing basis through:
 - a) Parent-teacher conferences at least bi-annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - b) Frequent reports to parents on their children's progress; and
 - c) Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
- 3) Be reviewed and updated annually.

In addition, the school will:

- 4) Convene an annual meeting, at a convenient time, to which all parents will be invited and encouraged to attend, to: a) inform parents of the school's participation in programs described in the ESSA legislation; b) to explain the requirements of these programs; and c) to explain and answer questions about the rights of parents to be informed about and involved in these programs.



- 5) Offer meetings throughout the year, to which all parents will be invited, to promote parent-school communication and increased parent involvement in their children's education. These meetings will be scheduled at times that are convenient to parents, including mornings and evenings. To the degree practicable and permitted by law, the school will use ESSA program funds to provide transportation, child care, or home visits, as such services relate to parental involvement.
- 6) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under ESSA including the planning, review, and improvement of the school parental involvement policy and the joint development of plans required by ESSA.
- 7) Provide parents:
 - a) Timely information about programs supported by ESSA and included in the Consolidated Application;
 - b) A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - c) If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- 8) Provide assistance to parents, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of the Consolidated Application, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- 9) Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
- 10) Educate the school staff, with the assistance of parents, in the value and utility of contributions of parents, to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- 11) Adopt and implement model approaches to improving parental involvement;
- 12) Provide other reasonable support for parental involvement activities as parents may request.

Appendix A: Students with Disabilities Subject to Discipline

Scholars with an Individual Education Plan (IEP) and scholars with a 504 Plan, who are removed from their current educational programs for more than 10 school days, are entitled to specific protections under the Individuals with Disabilities Education Improvement Act (IDEIA) and Federal and State Regulations.

IDEIA protections apply to:

- Students with disabilities in Charter Schools; AND
- Students for whom the Charter School is deemed to have knowledge of a disability.

When a Charter School student with a disability violates the Charter School's code of conduct and is removed (either immediately or following a hearing or conference consistent with due process), then the following procedures apply:



I. SHORT-TERM REMOVALS

If the removal is 10 or fewer consecutive school days AND 10 or fewer cumulative school days in a school year, THEN the Charter School:

- May remove the student; AND
- Must provide services to student similar to students without disabilities.
- Must provide the Student with due process consistent with Goss v. Lopez. See 34 CFR § 300.530(a), (b), (d)(3); Goss v. Lopez, 419 U.S. 565, 576-583 (1975).

II. CUMULATIVE REMOVALS

If the removal is more than 10 cumulative school days in a school year, but not more than 10 consecutive school days, THEN the Charter School:

- Must first determine if the previous removals in conjunction with the current removal constitutes a pattern of removal. The Charter School should consider the following factors to determine whether a pattern exists: or whether the series of removals total more than ten (10) school days in a school year; or whether the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in discipline; and or if the behavior is substantially similar, whether there is a pattern by considering additional factors such as
 - the length of each prior removal;
 - the total amount of time the student has been removed from school; and
 - the proximity of the removals to one another. See 34 CFR § 300.530(d)(4), 300.536; 34 CFR § 300.11(c)(1) through 34 CFR § 300.11(c)(2).

IF there is NO PATTERN, THEN the Charter School

- May remove the student; AND
- Must determine and provide special education services so the student continues to make progress towards the goals on the student's IEP and continues to participate in the general education curriculum. See 34 CFR §§ 300.101(a); 300.530(d)(4), 300.536.RN

IF there is a PATTERN, see Section III ("Long-Term Removals").

III. LONG-TERM REMOVALS

If the removal is for more than 10 consecutive school days, OR

If there is a pattern of removals (see Section II, "Cumulative Removals"), THEN a "disciplinary change of placement" has occurred, and the following actions must be taken:

Services:

- When the student is removed, then
 - The CSE, which includes relevant personnel from the Charter School (including the Student's teacher), determines the special education services so the student continues to make progress towards the goals on the student's IEP and continues to participate in the general education curriculum; AND
 - The Charter School determines the alternative site that implements the services recommended by CSE during the disciplinary change of placement. See 34 CFR §§ 300.530(c), (d)(1), (d)(2), (d)(5), 300.531, 300.536.RN New York State Charter School Office Guidance on Charter Schools and Special Education at Q&A No. 8, found online at <http://www.p12.nysed.gov/psc/specialed.html>.



Actions:

- The Charter School sends notice of discipline and procedural safeguards notice (“PSN”) to the parents and immediately notifies DOE in writing;
- DOE sends a manifestation determination review (“MDR”) scheduling notice and PSN to the parents;
- The Charter School suspension hearing must occur prior to the MDR.
- MDR must occur within 10 school days of the earlier of either (a) actual removal, or (b) the decision to remove the student (a disciplinary change of placement). 1 Accordingly, the suspension hearing must be scheduled and held immediately after the conduct in question to allow the MDR to occur within 10 school days of the earlier of either (a) actual removal, or (b) the decision to remove the student.
- MDR Team, including DOE, parent, and relevant IEP team members of the Charter School (such as the student’s teacher, etc.) must review the student’s file and determine if the conduct was a manifestation of the student’s disability. See 34 CFR §§ 300.503, 300.504, 300.530(e); *Goss v. Lopez*, 419 U.S. 565 (1975); New York State Charter School Office Guidance on Charter Schools and Special Education at Q&A No. 8, found online at <http://www.p12.nysed.gov/psc/specialed.html>. 1 For example, if a student were to violate a Charter School code of conduct on day 1, and was immediately removed due to the nature of the conduct, and on day 3 the decision was made to effectuate a disciplinary change in placement, the MDR would have to occur no more than 10 school days from the immediate removal (day 1), not the subsequent date the decision was made (day 3).

Manifestation Determination Review:

- The manifestation team must consider all relevant information pertaining to the behavior including:
 - Relevant information in the student’s file, including evaluations and the student’s IEP or Section 504 Accommodation Plan, any Functional Behavioral Assessment (“FBA”) or Behavioral Intervention Plan (“BIP”);
 - Teacher observations; and
 - Relevant information supplied by the parents of the student
- The manifestation team shall determine that the conduct is a manifestation of the student’s disability if:
 - o The conduct in question was caused by or had a direct and substantial relationship to the student’s disability; OR
 - o The conduct in question was the direct result of the Charter School’s failure to implement the IEP. The MDR team does not have to determine that ALL services were not provided, but rather only those in relation to the behavior that is the subject of the disciplinary action.
- If the manifestation team finds the answer to either of these questions is “yes,” the behavior must be considered a manifestation of the student’s disability. See 34 CFR § 300.530(e).

If the behavior that led to removal was NOT a manifestation of the student’s disability, THEN the Charter School:

- May remove the student; AND
- Must implement the services recommended by the CSE during the length of the disciplinary change of placement. See 34 CFR § 300.530(c), (d)(1), (5); 300.531; 300.536.

If the behavior that led to removal WAS a manifestation of the student’s disability, THEN:



- The Charter School must return student to the original charter school placement, unless: o If the misconduct involved weapons, illegal drugs, controlled substances, or serious bodily injury, in which case the Charter School may remove the Student for up to 45 days in an alternative site while providing services recommended by the CSE; OR o The parent and DOE agree to a change of placement.
- The CSE and the Charter School remedy deficiencies in IEP and implementation of IEP, respectively;
- The CSE conducts an FBA and develops/modifies the BIP;
- The Charter School implements the BIP. See 34 CFR § 300.530(e), (f), (g)

Firearm Violations (all students): Federal and State law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at School, except that the principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC§8921, and includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates this federal law.) The principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act.

Student-Family Handbook Agreement Forms

Elementary School: Student-Family Handbook Agreement Form

We have received the Mott Haven Academy Student-Family Handbook. As scholars and parents/guardians, we will work together to support and abide by the ideals and regulations outlined in this document.

The Haven Academy Staff Community will do the following to support student learning:

- Provide a safe and positive learning environment that is inclusive and respectful of diverse student and family needs and backgrounds
- Provide scholars with a solid academic foundation so that they will one day enter the ongoing school of their choice
- Maintain high academic expectations for all scholars
- Communicate student's performance, progress, and needs regularly with families through family-teacher conferences, progress reports, and school and classroom celebrations
- Offer families access to workshops to increase their ability to support their student's academic and social learning as well as opportunities to learn and engage with their student at school
- Respond to all communications within 36 hours
- Support Haven Academy's behavioral policy
- Treat other staff, parents/guardians and scholars with respect
- Be direct and respectful in communicating with all members of the Haven Academy community

Scholars will do the following to support their own learning:

- Come to school prepared to learn
- Maintain high self-expectations
- Attend school and arrive on time every day in accordance with the school's schedule



- Complete all class and homework assignments on time
- Present top quality work
- Read every night
- Wear school uniform every day
- Follow school and class rules
- Treat other scholars, parents/guardians and staff with respect

As a Haven Academy parent/guardian, I will do the following to support my child's learning:

- Attend family conferences and school events/workshops to support my child's success
- Check my child's homework folder daily
- Read with and/or check that my child is reading independently every night
- Communicate with the school staff the kinds of workshops, trainings, or events I would like to participate in and volunteer for throughout the year
- Make sure my child attends school and arrives on time every day in accordance with school's schedule
- Accept and honor Haven Academy's behavioral system, its rewards, and its consequences
- Make sure my child's uniform is ready to wear every day
- Communicate regularly with Haven Academy staff about my child's progress
- Designate a preferred method of communication
- Respond to all communications within 36 hours
- Treat other parents/guardians, scholars and staff members with respect
- Be direct and respectful in communication with all members of the Haven Academy community

Parent/Guardian Signature

Student Signature

Date



Middle School: Student-Family Handbook Agreement Form

We have received the Mott Haven Middle School Scholar-Family Handbook. As scholars and parents/guardians, we will work together to support and abide by the ideals and regulations outlined in this document.

The Haven Academy Staff Community will do the following to support scholar learning:

- Provide a safe and positive learning environment that is inclusive and respectful of diverse scholar and family needs and backgrounds
- Provide scholars with a solid academic foundation so that they will one day enter the ongoing school of their choice
- Maintain high academic expectations for all scholars
- Communicate scholar's performance, progress, and needs regularly with families through family-teacher conferences, progress reports, and open houses
- Offer families access to workshops to increase their ability to support their scholar's academic and social learning as well as opportunities to learn and engage with their scholar at school
- Respond to all communications within 36 hours
- Support Haven Academy's behavioral policy
- Treat other staff, parents/guardians and scholars with respect
- Be direct and respectful in communicating with all members of the Haven Academy community

Scholars will do the following to support their own learning:

- Come to school prepared to learn
- Maintain high self-expectations
- Attend school and arrive on time every day in accordance with the school's schedule
- Complete all class and homework assignments on time
- Present top quality work
- Read every night
- Wear my school uniform every day
- Follow school and class rules
- Treat other scholars, parents/guardians and staff with respect
- **Comply with the cell phone policy, uniform policy, attendance policy, grading policy, bullying policy, and technology policy**

As a Haven Academy parent/guardian, I will do the following to support my child's learning:

- Attend parent/teacher conferences and school events/workshops to support my child's success
- Check my child's homework folder daily
- Read with and/or check that my child is reading independently every night
- Communicate with the school staff the kinds of workshops, trainings, or events I would like to participate in and volunteer for throughout the year
- Make sure my child attends school and arrives on time every day in accordance with school's schedule
- Accept and honor Haven Academy's behavioral system, its rewards, and its consequences
- Understand and support Haven Academy's Cellular Phone Policy
- Make sure my child's uniform is ready to wear every day
- Communicate regularly with Haven Academy staff about my child's progress



- Designate a preferred method of communication
- Respond to all communications within 36 hours
- Treat other parents/guardians, scholars and staff members with respect
- Be direct and respectful in communication with all members of the Haven Academy community
- **Comply with the cell phone policy, uniform policy, attendance policy, grading policy, bullying policy, and technology policy**

Parent/Guardian Signature

Scholar Signature

Date

