



Icahn Charter School 3
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Icahn Charter School 3

Student Handbook September 2018-2019



Icahn Charter School 3 is chartered by the New York State Board of Regents and the State University of New York Charter Schools Institute and is a result of the collaborative efforts of the Foundation for A Greater Opportunity and the Center for Educational Innovation-Public Education Association. Icahn Charter School 3 is a public school open to all children on a space available basis, by lottery.

Icahn Charter School 3

Student Handbook

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I- Why We Are Here

All the boys and girls and all the teachers at Icahn Charter School 3 are here because they want to be here. In most other schools, children are sent to the school that is near their homes. At our school, many children live far away and come to school by bus or car.

Why do you think that your parents wanted you to go to our school? What do your parents expect of you? Name three (3) things about our school that is different from other schools.

Your parents wanted an exciting education program for you. They also wanted a small school so that you would get all the help that you need.

Our brand new school was a gift from Mr. Carl C. Icahn. Why do you think that Mr. Icahn built a new school for us?

We are here to learn all the things that will help us when we are older. We are here to learn about the world around us. We are here to do the best we can. We are here to make our families and teachers proud of our work.

The best way to show our parents and Mr. Icahn that we are thankful for being here is by always doing our best, listening to our teacher, coming to school everyday and by finishing all our work.

The Icahn Charter School 3 Mission

The Icahn Charter School 3, using the Core Knowledge curriculum developed by E.D. Hirsch, will provide students with a rigorous academic program offered in an extended day/year setting. Students will graduate armed with the skills and knowledge to participate successfully in the most rigorous academic environments, and will have a sense of personal and community responsibility.



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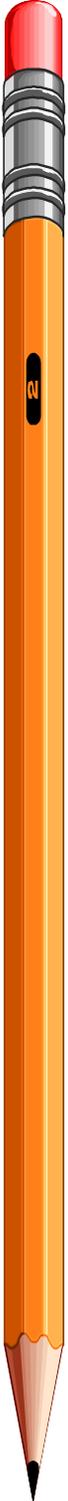
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2018-2019 School Calendar



Tuesday through Friday	September 4,5,6 &7	All Staff Report for Professional Development (There will be no classes)	
Monday-Tuesday	September 10-11	Rosh Hashannah (Schools Closed)	
Wednesday	September 12	All students and staff report (12:00 pm dismissal for Kindergarten students only)	
Wednesday	September 19	Yom Kippur (Schools Closed)	
Monday	October 8	Columbus Day (Schools Closed)	
Tuesday	November 6	Election Day (No Classes) All staff report for Professional Development	
Monday	November 12	Veteran's Day (Schools Closed)	
Thursday - Friday	November 22 & 23	Thanksgiving Recess (Schools Closed)	
Monday through the following Tuesday	December 24 – January 1	Winter Recess including Christmas and New Years All staff and students return on Wednesday, January 2 nd	
Monday	January 21	Dr. Martin Luther King Jr. Day (Schools Closed)	
Tuesday	February 5	Lunar New Year (Schools Closed)	
Monday -Friday	February 18- 22	Midwinter Recess (includes Washington's Birthday & Lincoln's Birthday) School Closed	
Friday-Friday	April 19-26	Spring Recess (including Good Friday & Passover) (Schools Closed) Staff & students return on April 29 th	
Monday	May 27	Memorial Day (Schools Closed)	
Tuesday	June 4	Eid al-Fitr (Schools Closed)	
Thursday	July 4	Independence Day (schools Closed)	
Friday	July 5	Last Day for Students and Staff (12:00 p.m. Dismissal) Network staff, principals/office staff./staff developer/security report	



III- Attendance and Punctuality

The children at Icahn Charter School 3 learn many things that children in other schools learn in higher grades. To learn all the things that we have to, we must be in school everyday, unless we are sick. When we return to school from an absence, we must return with a note from our parent/guardian or the doctor and we must catch up on the work that we missed. We must always remember that our teacher does not stop teaching when we are absent.

We can have good attendance by taking care of ourselves and staying healthy. We should eat proper foods, dress properly and go to bed early. The stronger we are, the healthier we are. Let's think of all the things we can do to stay healthy.

When we come to school on time, we are punctual. You must be at school at 8:20. All classes begin at 8.30 A.M. Our teachers begin teaching at that time. We miss important lessons when we are late. Can you think of three (3) ways to make sure that we are in school on time?

Let's remember that we have a very important job as students.

IV- Homework

Homework is very important. It is the way in which we show our teachers how well we understand what they taught us. If we miss our homework, our teachers do not know if they need to teach the lesson again or go to the next lesson.

Homework is our responsibility. That means that no one should do our homework for us. It is okay to make a mistake on homework. Why do you think this is true? What happens if an adult does our homework?

Homework must be completed every night. It should be neat and clean and brought to school the next day.

The best homework is done...

- In a quiet place at home
- Without a television or radio on
- On a table or desk with a light
- Before it is too late at night

V- Conduct

At times, all children are expected to behave properly. This includes:

- Showing respect for fellow students
- Showing respect for adults
- Showing respect for our school
- Taking care of school books and property

Did anyone ever call you a name that upset you? Did anyone ever tell you something that made you feel bad? Would you want to make other children feel that way? Do you speak properly to the other children? If we treat other children properly, we will have more friends who want to play and share with us.

Can you think of three (3) ways to show respect for other children?

Our school has many adults who take care of us. They make sure that we are safe, healthy, eat well and learn all things there are to learn. The adults in our school are here because they care about us. Many of them have children in our school. We should treat them with respect at all times.

Can you think of three (3) ways to show the adults respect?

Our school is beautiful. It is shiny, clean and safe. Our responsibility as students includes showing respect for our school. Let's all try to do some nice things that show our respect for the school.

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Our books and materials were bought to help us learn all we can. All students are responsible for the taking care of the books and property. We learn better with books that are in good condition.

The balls and ropes are fun at recess. The jungle gym is fun to climb on and slide down. It is our job to take care of the equipment so that all children have a good time.

Dress Code

All students at Icahn Charter School 3 are required to wear a school uniform each day. Our uniform is a white shirt or blouse and navy pants or skirts, black shoes or all black tennis shoes (sneakers).

Students are not to wear jackets, coats or any outer clothing in the school. Hats are not permitted to be worn in the school.

Let's remember..."You are preparing for college today".

VI- Tests

The way in which we can show how much we know is by taking a test. It also shows what we need to learn. Tests are easy when we know what the teacher has taught us. We do well on a spelling test when we know the words that our teacher has taught. We do well on a mathematics test when we pay attention in class, study at home and do all our homework.

Sometimes we take tests that are different from the tests that our teacher gives us. All children in our grade take the same tests. This is our chance to show how much we have learned and studied. We should try very hard to do as well as we can on all tests.

Our score on tests tells our teachers if they need to go over the lesson again.

We will be in school for many, many years. All schools will give us tests. Homework assignments are almost like tests. The better we do our homework, the better our test scores will be.

Can you name three (3) ways to do well on a test?

VII- NCLB

These four (4) letters have changed how schools must achieve. The United States government, at the request of President Bush, has a new education policy or rule. This rule is known as "NO CHILD LEFT BEHIND".

The NCLB Act requires all students to take state tests in Reading, Mathematics and Science - in grades 3, 4, 5, 6, 7 and 8. Before NCLB, only students in the 4th and 8th grade took these tests. The time to prepare for the tests is today. Again, remember, "You are preparing for college today".

VIII- Monthly Syllabus

All children will receive a list each month that tells us and our families what we will learn. This is called a syllabus.

A syllabus is very important. If we look at the syllabus, we will know what we will learn in science, social studies, mathematics, reading, art, music, geography and all the other subjects.

Did you know that all the children in your grade have the same syllabus? Who do you think we wrote the syllabus for?

IX- Progress Reports

We all worked very hard. We listened carefully to our teacher, finished all our assignments and completed all our homework. Because of that, we did well on our tests. And now, it's time to let everyone know how well we did.

You will receive a Progress Report six (6) times a year. A progress report tells our families how well we are doing in school. It also tells them about our attendance and conduct. All children must bring the progress report home and then back to school after our families have read it and signed it.

X- Responsibility of Students

Respect for learning:

- We always come to school on time
- We complete all of our homework every night
- We do our work neatly and carefully
- We listen when the teacher or classmate is speaking
- We raise our hand when we wish to ask or answer a question

Respecting the feelings of others:

- Be polite and friendly to others
- Never tease anyone
- Never call anyone by a name that is hurtful
- Try to help someone when they make a mistake

The use of appropriate language at all times:

- We never use curse words
- We talk to each other with respect at all times
- We do not call people names that hurt their feelings

Trip and neighborhood walk safety:

- We always wear our name tags on trips and walks
- We stay on line with our partner
- We do not run
- We sit still on busses or trains
- We walk quietly so that we do not disturb others
- We always take a partner when using a bathroom

Respect for the property of others:

- We do not take anything from someone without asking
- We treat other people's property with respect
- We always return things we borrow

Respect for school property:

- We never write in library books
- We do not tear pages from any book
- We do not write on walls or desks
- We do not throw books or school property
- We behave properly in the bathroom
- We keep our school neat and clean
- We pick up something that we dropped
- We do not touch student displays

Getting along with other children:

- We do not yell at other children
- We never hit other children
- We talk to someone about our feelings
- We ask a teacher to help us if we have a problem

Following directions from school staff:

- We never leave the classroom without permission
- We stay with our class at all times
- We always talk to teachers with respect

Arriving to school on time:

- We always come to school on time
- We come to school ready to learn
- If we are late or absent, we bring a note from our parent/guardian or doctor

Proper ways to solve problems with peers:

- We explain to others how we feel
- We ask a teacher to help us solve a problem
- We stay with our class at all times
- We always talk to teachers with respect

POSSIBLE INFRACTIONS AND RESPONSES:

Depending on the severity of the infraction, disciplinary responses include exclusion from extracurricular activities, detention, suspension (short or long term), and expulsion. Where appropriate, school officials also will contact law enforcement agencies.

Classroom discipline, except when repeated as a pattern or severe, is not generally noticed to parents. When noticed, by phone or note or letter, parents are entitled to meet with the principal or other administrator and tell the student’s side of the story, and, in accordance with FERPA place a record in the student’s file disagreeing with the school’s disciplinary determination.

Long Term Suspension or Expulsion	In or Out of School Suspension	In-School Suspension	Classroom Discipline
<ul style="list-style-type: none"> • Use or possession of a weapon • Sale or transfer of drugs or alcohol • Assault • Commission of a felony • Illegal absences • Gang activity • Sexual activity • Repeat suspensions 	<ul style="list-style-type: none"> • Disrespect toward faculty or staff • Use or possession of drugs or alcohol • Theft or destruction of property • Setting false alarms • Sexual or racial harassment • Violent, abusive or inappropriate language • Smoking • Cheating or plagiarism • Gambling 	<ul style="list-style-type: none"> • Cutting class or school events • Swearing and inappropriate language 	<ul style="list-style-type: none"> • Tardiness • Unkept attire • Improper attire <p>No student will be withheld from class for an unkempt or improper attire violation.</p> <ul style="list-style-type: none"> • Use of inappropriate electronic equipment • Loitering

For most infractions of behavior, the teacher, parent and administration will determine the appropriate in-school course of action. Children displaying inappropriate or disruptive behavior will participate in a conference with the teacher, parent/guardian and principal. The purpose of the conference will be to modify the behavior. As an alternative to suspension, when appropriate, the child will temporarily be placed in another class. In-school suspensions may be utilized as a result of the child committing minor infractions in our chart of possible infractions. An in-school suspension will mean that a child is placed in another class of the same grade for a one to two day period after consultation with the teacher, child, principal and parent. The consultation will give the parent and child the information about the reasons for the suspension and with an opportunity to respond. Articulation with the sending and receiving teacher will be held at the direction of the Principal to insure the continuity of instruction while the child is attending the other class.

Students who exhibit inappropriate behavior on the school bus will be subject to the same disciplinary response as if they were in school. The bus drivers, as part of their NYC contract, will give the Principal a discipline report in writing for serious infractions. They will be allowed to suspend a child from the bus under the contract. A punishment might be to disallow bus use for one or two days.

In the event that a parent/guardian or person in the position of locus parentis causes a student to be absent from school in contravention of the school’s absence policy other than for illness or family emergency of a short duration, the parent/guardian or person in the position of in locus parentis will be notified in writing that expulsion may result from the illegal absence. In addition, the Principal will notify, as may be required, the Administration for Children’s Services of educational neglect, pursuant to the Principal’s requirement as a mandated reporter.

Procedures for Short-Term Suspension

The Principal may impose a short-term suspension. Short-term suspension is defined as a one to two day duration. Before imposing a short-term suspension, the Principal shall verbally inform the student of the suspension, the reason or reasons for it, and whether it will be served in school or out of school. The student shall be given opportunity to deny or explain the charges.

The Principal also shall immediately notify the parent(s) or guardian(s) in writing that the student has been suspended from school. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents that resulted in the suspension and shall offer the opportunity for an immediate informal conference with whoever has imposed the suspension. The parent will be informed of a student's (parent's) right to know the reason for the suspension and the right to tell his or her side of the story prior to or shortly after commencement of the suspension, and the greater protections for longer term suspensions and expulsions including the right to counsel, to confront and present witness, and to challenge and present evidence. The notification and informal conference shall be in the dominant language by the parent(s) or guardian(s). Alternative instruction will be provided during the length of suspension. Alternative instruction will be provided within 24 hours of the commencement of the suspension and will be provided to the child at school in an alternative setting, using the identical assignments, texts, etc.

Procedures for Long-Term Suspensions

The Principal may impose a long-term suspension. Long-term suspension is defined as a period of three days or more. Such suspension may be imposed only after a suspension hearing. Upon determining that a student's action warrants a possible long-term suspension, the Principal shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension and state the reasons for such actions.

The Principal also shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents that resulted in the suspension and shall indicate that a hearing will be held on the matter, which may result in a long-term suspension and the greater protections for longer term suspensions and expulsions including the right to counsel, to confront and present witness, and to challenge and present evidence. The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.

The Principal shall personally hear and determine the proceeding or may, in his/her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Principal may accept or reject all or part of it. The Principal will have the sole authority to determine if a suspension is warranted. The Principal's decision after the hearing to impose a long-term suspension may be appealed to the Board of Trustees.

For suspensions of 10 days or longer, the school shall provide all of the above referenced services, with greater emphasis on tutoring as necessary. The services provided will be designed in order to ensure that the student is given the opportunity to master the school curriculum and take such assessment tests as the school would otherwise provide. The school may also seek to place the student during the term of the suspension in any alternate education program that is operated by the student's school district of residence.

Procedures for Expulsion:

When an expulsion is under consideration, an immediate short-term suspension will be imposed, pending the hearing. An expulsion will result in the immediate and permanent removal from school of the student in question. It occurs in response to conduct that poses an immediate danger to the health and welfare of the students and/or faculty and may be accompanied by legal action. Students who engage in behaviors punishable by expulsion will be informed of their misconduct and asked to leave the class or activity in which they are participating immediately. Parents will be contacted and asked to pick up the child from school. Under special circumstances, the parent may request that the child be released to travel home with a family member or friend.

Before an expulsion, parents will be provided with notice that an expulsion is being considered. Such notice shall be provided by personal delivery, Express Mail delivery or equivalent means reasonably calculated to assure receipt of such notice at the parent or guardian's last known address, and where possible notification shall also be provided by telephone. The notification shall be in the dominant language of the guardian/parent. The notice shall set forth the date on which the expulsion hearing is to be held and shall state the grounds for the School's seeking the expulsion. The notice will inform the parent of the child's right to be represented by counsel, question witnesses and present evidence. At the hearing, the Principal will present formally the grounds for expulsion and the underlying evidence. The Principal will also provide the parent/guardian with a review of all previous actions taken to resolve the behavior. After the hearing is concluded the Principal will provide in writing his or her determination to the parent/guardian. If expulsion is determined the appropriate remedy, the Principal will have the responsibility for the smooth transition to have the child re-register in their appropriate program. Alternative instruction during that period will be provided. The means and manner of alternative instruction will be the same as for a student who has been suspended. Arrangements will then be made with the receiving school. All relevant information regarding the child's academic performance will be forwarded to the school. This arrangement will be the responsibility of the Principal.

For students expelled from the school, the school will provide the above-described services until the end of the school year or until the student is enrolled at another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student's school district of residence, to the extent the provision of such services is required by law. As above, the school may seek, where appropriate, to place the student in an alternative education program operated by the student's school district of residence either through agreement with the school district or by operation of law.



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XI- *Promotional Requirements 2018-2019*

Icahn Charter School 3 follows a rigorous Core Knowledge curriculum in all subjects. The curriculum is supported by the Wonders and Collections Reading Programs and Eureka and Envisions Math Programs.

Promotion to the next grade requires satisfactory performances to the following areas:

- Attendance...children are required to be present in school 90% of the school year, unless absences are certified by a doctor, or an emergency existed.
- Class work... children are required to perform at a level 3 in all subject areas on their progress reports. In addition, students must achieve level 3 or higher on NYS English Language Arts and Mathematics exams.