



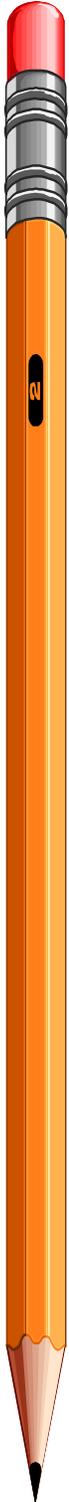
Icahn Charter School 3

1500 Pelham Parkway
Bronx, New York 10461
Telephone (718) 828-0034
Fax (718) 794-2357

www.icahncharterschool3.org

Marcia Glattstein, Principal
Judith Gabriel, Administrative Assistant

Nicole Patrignelli, Staff Developer
Jhoana Heras-Campos, School Counselor



Icahn Charter School 3
Parent Handbook
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. The Icahn Charter School 3 is a public school open to all children on a space available basis, by lottery.

Icahn Charter School 3

Parent Handbook

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Our Mission

The Carl C. Icahn Charter School, using the Core Knowledge with Curriculum developed by E.D. Hirsh, will provide students in grades K-8 with a rigorous academic program offered in an extended day/year setting. Students will complete the 8th grade 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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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 2nd
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 29th
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

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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 got 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. 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.

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 the next lessons.

Homework is our responsibility. That means that no one should do our homework 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

DISCIPLINE POLICY

It is the philosophy of the school that in most cases, proper student discipline will be maintained through the use of a challenging and exciting learning environment; a clear understanding by children and parents or guardians of the expectations for behavior.

When students behave in ways that are not acceptable under the Code of Conduct, there will be a variety of responses, depending on the level of the problem. Generally it is hoped that in-school suspension will be the most severe punishment necessary, but there may be situations in which more severe responses are necessary. We provide a list below of possible infractions and their responses. Depending on individual circumstances of the incident and the student's disciplinary record, the Principal may determine that an alternative response from the one on the chart below should be made.

THE ICAHN CHARTER SCHOOL 3 CODE OF CONDUCT:

- Respect for learning;
- Respect for the feelings of others;
- The use of appropriate language at all times;
- Trip and neighborhood walk safety;
- Respect for the property of others;
- Respect for school property;
- Getting along with other children;
- Following directions from school staff;
- Arriving to school on time; and
- Appropriate ways to solve problems with peers.

These topics will be included in regular classroom lessons in a uniform manner to ensure continuity in all classes:

- Respect for learning
 - We always come to school on time
 - We complete 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 tag 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 straight from home
 - We come to school ready to learn
 - If we are late or absent, we bring a note from our parent
- Proper ways to solve problems with peers:
 - We explain to others how we feel
 - We ask a teacher to help us solve a problem

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.

Long Term Suspension or Expulsion	In or Out of School Suspension	In-School Suspension
<ul style="list-style-type: none"> • Assault • Commission of a felony • Illegal absences • Sexual activity • Repeat suspensions 	<ul style="list-style-type: none"> • Disrespect toward faculty or staff • Theft or destruction of property • Setting false alarms • Sexual or racial harassment • Violent, abusive or inappropriate language 	<ul style="list-style-type: none"> • Swearing and inappropriate language

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. 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.

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 Suspensions

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 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 either through the teacher going to the home of the child or the child coming to the school for alternative instruction.

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. 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.

DISCIPLINARY PROCEDURES FOR STUDENTS WITH DISABILITIES

The school's disciplinary policy, as regards any student with a disability, will be consistent with the Individuals with Disabilities Act, including the requirements and procedures set forth at sections 121(d) and 519-529 of Part 300 of Title 34 of the Code of Federal Regulations. Icahn Charter School 3 will be in compliance with 34 CFR 300.519-529. The School will work with the CSE of the student's school district of residence as necessary to ensure compliance with Part 300 and the IDEA.

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same behavioral offenses. Discipline of a student identified as having a disability, however, will be in accordance with the following:

1. Students for whom the Individualized Educational Plan ("IEP") includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the matter will be immediately referred to the Committee on Special Education ("CSE") for consideration of a change in the guidelines.

Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with standard school policy relating to each infraction. The CSE must be notified immediately of any suspension from classes, and will arrange appropriate alternate instruction.

If there is any reason to believe that the infraction is a result of the student's disability, the student must be immediately referred to the CSE. If a connection is found, no penalty may be imposed. The CSE will consider a possible program modification.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student must be immediately referred to the CSE for reconsideration of the student's educational placement. Such a student may not be suspended for a total of more than 10 days during the school year without the specific involvement of the CSE prior to the 11th day of suspension since such suspensions are considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE will follow its ordinary policies with respect to parental notification and involvement.

3. The CSE will meet within seven school days of notification of any of the following, for the purpose of considering a change in placement for the student involved:

The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.

The commission of any infraction that is a result of the student's disability.

The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of five days.

Compliance with the Freedom of Information Law

The Icahn Charter School 3 will comply fully with New York State's Freedom of Information Law (FOIL).

The only individuals with authority to release proprietary information about the school, its activities, or the activities of its employees are the Principal and the Board of Trustees. The Principal, or the Board of Trustees, may authorize another employee to release such information in specific cases.

When the school receives a request for information that the Principal determines must be disclosed under FOIL, it will make that information available to the person requesting it within the later of the timeframe required by law or five business days. Generally the school will respond to those requests by mail, although the two parties may arrange a mutually convenient alternative. The school may charge duplication costs to the extent permissible under FOIL. Electronic requests may be sent to rsantiago@ccics.org.

In cases where the school can not provide the person making the request with the requested information within five business days, the school will provide a written acknowledgment of the request, along with an approximate date on which the request will be granted or denied.

If the school determines that it is going to provide some or all of the records sought by a FOIL request and the school is unable to provide the FOIL requestor such records within 20 days of the date of the school's acknowledgement of the request, the school will state in writing both (i) the reason the school is not able to provide the record within 20 days, and (ii) a date certain by which the school will provide some or all of the records requested, which will be reasonable under the circumstances.

The school may decline the request to release a registered record as permitted by law, including under Section 87(2) of FOIL.

Appeals of Principal's decisions regarding the Freedom of Information Law shall be made to the Board of Trustees and follow the appeals procedure in FOIL.

Icahn Charter School 3 Records Policy

DESCRIPTION OF PLANS FOR THE TRANSFER OF STUDENTS AND STUDENT RECORDS TO THE SCHOOL DISTRICT OF RESIDENCE IN THE EVENT OF THE DISSOLUTION OF THE CHARTER SCHOOL, AND FOR THE DISPOSITION OF SCHOOL ASSETS.

In the unlikely event that the Icahn Charter 3 was to dissolve, Icahn 3 will implement the transfer of students and student records to the home school district of each student.

Icahn 3 will assist children and their parents/guardians to find other appropriate and desirable schools if requested by the family. Any assets belonging to the Icahn Charter School 3 will be transferred to an appropriate charter school.

ICAHN CHARTER SCHOOL 3 CONFIDENTIAL RECORDS POLICY

The purpose of this policy is to ensure the Icahn Charter School 3, (“Icahn 3”) compliance with the federal Family Educational Rights and Privacy Act (“FERPA”) and the confidentiality provisions of the Federal Individual with Disabilities Education Act (“IDEA”) by setting forth Icahn 3 policy and procedure with respect to requests to review records.

Mr. Richard Santiago is the Icahn 3, FERPA Administrator. Mr. Verardo oversees compliance with FERPA and the confidentiality provisions of IDEA.

Mr. R. Santiago has exclusive authority to process all requests for records pursuant to FERPA and/or IDEA’s confidentiality provisions. Electronic requests will be honored. Electronic requests may be sent to rsantiago@ccics.org

Mr. R. Santiago will follow the protocols set forth below when requests are made:

- He shall request photo identification of individuals identifying themselves as parents and/or legal guardians and shall maintain a copy of all such photo identification.
- He shall maintain a master calendar to track each request to review records and the deadlines to make such records available.

- With the exception of records kept by individual teachers, the FERPA Administrator shall store educational records in a central, secured location, access to which is limited to designated members of the administration. Prior to or at the beginning of each school calendar year, the FERPA Administrator shall mail its form – Annual Notification – to the parent(s) and/or legal guardian(s) of each student.

REQUESTS TO REVIEW RECORDS

All requests for review of a student's records must be submitted in writing to Mr. Santiago, Icahn Charter School 3.

Mr. Santiago shall:

- shall make all responsive records available for inspection and review within forty-five (45) days of receipt of a written request to review records or within any shorter period prior to the meeting of a Committee of Special Education or a due process hearing.
- shall respond to reasonable requests for explanations and interpretations of the records. If a requested education record contains information on more than one student, the parent and/or legal guardian may only review and inspect information pertaining to their child. Mr. Santiago may redact copies of education records accordingly.
- shall charge .25 of the requesting party for copies of all responsive records unless circumstances would effectively prevent the requesting party from exercising the right to review and inspect records because of the fee.

REQUESTS FOR AMENDMENTS TO RECORDS

A parent and/or legal guardian (“Parent”) has the right to request that Icahn 3 amend their student’s records if the Parent believes the information in their student’s records is inaccurate or misleading or that the information violates the student’s right to privacy or other right.

Mr. Santiago in consultation with the appropriate Icahn 3 official and/or employee shall decide whether to amend the information within two (2) weeks of the receipt of a request for an amendment to records. If Icahn 3 decides not to amend the information as requested, it shall inform the Parent of its decision in writing and advise the Parent of the Parent’s right to a hearing in writing.

DISCLOSURE OF EDUCATIONAL RECORDS AND PERSONALLY IDENTIFIABLE INFORMATION

In many cases when an individual other than a Parent submits a request to review records, Mr. Santiago shall obtain the Parent’s signed and dated written consent prior to the disclosure of educational records and personally identifiable information. Personally identifiable information is information that includes the name of the student, parent or other family member, the address of the child, a personal identifier number, and a list of characteristics or other information that would make it possible to identify the student with reasonable certainty.

Written consent from the Parent is required unless the FERPA Administrator, in consultation with Icahn 3’s attorney, determines that the written consent requirement is not required under FERPA or IDEA. In cases where written consent is required, the FERPA Administrator shall provide information to the Parent about the nature of the records that are contemplated for release, the reason for the request and to whom the records would be released. If the Parent so requests, copies of the records that have been requested for release will be provided to the Parent. Mr. Santiago shall use Icahn 3’s form – Consent for Release of Student Information – to obtain the Parent’s written consent.

RECORD OF ACCESS

Mr. Santiago shall:

- maintain a record of all parties (other than Parents and school officials) that have requested and/or received personally identifiable information from a student's education records and indicating the legitimate interest each such party had in obtaining access to the records.
- shall use Icahn 3's form – Record of Access – for this purpose. The FERPA Administrator shall maintain a copy of the record of access with the education records of each student.

The FERPA Administrator shall keep the record of access confidential and shall not disclose it to individuals other than parents and/or legal guardians, Icahn 3 officials and employees with a legitimate interest and authorized representatives of governmental officials charged with auditing the record keeping system.

LIST OF EDUCATION RECORDS

The FERPA Administrator shall maintain a list of the types and locations of education records collected, maintained or used by Icahn 3 on its form – Records Maintained. Upon a request from a Parent, the FERPA Administrator shall provide a copy of its list of records maintained to the Parent.

LIST OF EMPLOYEES WITH ACCESS

Mr. Santiago shall:

- maintain a list that contains the names and positions of those Icahn 3 employees who may have access to personally identifiable information of Icahn 3 students.
- shall provide a copy of this list to any member of the public requesting a copy.

DESTRUCTION OF PERSONALLY IDENTIFIABLE INFORMATION

Mr. Santiago shall:

Inform parents when personally identifiable information collected, maintained or used is no longer needed to provide educational services to their students. Upon written request by the parent, such information shall be destroyed. However, Icahn 3 may maintain a permanent record of a students name, address and phone number, his or her grades, attendance record, classes attended, grade level completed and year completed without time limitation.

Complaints:

Complaints are to be brought to the attention of the principal. The principal will schedule a conference. If the issue is not resolved a conflict resolution conference will be held by a disinterested party. If the issue continues not be resolved, the issue will be submitted on a form to the attention of the Board of Trustees Board Secretary. The Trustees shall then make a decision about whether to take action in response to the complaint and if so what action should be taken. Individual will be notified of the rights to appeal.

Dress Code

All students at Icahn School 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.

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

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. The 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.”

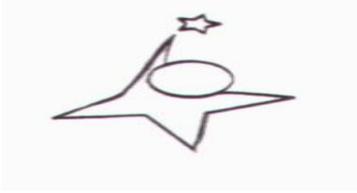
Monthly Syllabus

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.

Progress Reports

Parent 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.



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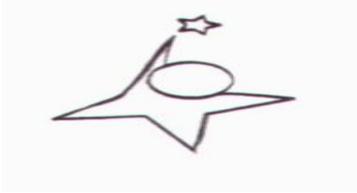
Promotional Requirements

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.

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Academic Year 2018-2019

Dear Parents/Guardian:

Parents have the right to request information about the professional qualifications of both teachers and paraprofessionals who teach and work their children. This information includes certification status of teachers and paraprofessionals to include teaching experience. All inquiries are to be addressed to the school's FERPA/FOIL representative.

Sincerely,

Marcia Glattstein
Principal



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PARENT COPY

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TITLE 1 PARENT/SCHOOL COMPACT 2018-2019

Icahn Charter School 3 and the parents of students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

This school-parent compact is in effect during the current school year.

The school will:

- Send progress report six (6) times a year.
- Send home a monthly syllabus that will let you know what the children will be leaning in all core subject areas.
- Offer flexible scheduling of parent meetings, training sessions, and school functions to maximize parent participations.
- Promote open communication between home and school.
- Provide translations of written notifications and interpreters as needed.
- Acknowledge individual student accomplishments.
- Address individual student needs with progress reports and parent meetings as needed.
- Attend to cultural diversity while promoting the development of the whole child.
- Provide quality instruction and programs that identify activities that parents, staff and students will undertake to share responsibilities for improved academic achievement.
- Use technology via email, telephone, voicemail & telephone conference to facilitate parental involvement in the instruction of our children.

As a parent I will:

- Be supportive of our school, including attending Parent/Teacher Conferences, school-wide functions, programs and activities in which my child is participating.
- Be willing to ask appropriate personnel for support or clarification as needed.
- Provide a quiet time and place for homework and assist my children with assignments.
- Ensure that my child attends school for the full day, every day.
- Report absences immediately to the school office.
- Encourage good student habits.
- Read to my child regularly and be an interested listener as s/her reads to me.
- Seek information from my child's teacher regarding his/her progress.
- Ensure that learning takes place at home as well as at school.

As a student I will:

- Always come to school on time.
- Complete all my homework every night
- Do my work neatly and carefully
- Listen when the teacher or a classmate is speaking
- Raise my hand when I wish to ask or answer a question
- Show respect for fellow students and adults
- Show respect for my school and school property

ICAHN CHARTER SCHOOL 3

Policy for Handling Complaints

Any individual or group (“complainant”) may bring a complaint to the Board of Trustees, alleging a violation of the New York Charter Schools Act, the charter or other applicable laws relating to the management or operation of the school. In order to address the matter to the satisfaction of the complainant, the following procedures will be followed:

- 6-1 On a voluntary basis, the Board delegates to the Principal the authority and responsibility to receive, consider and respond to all regular complaints relating to the management or operation of the school (“Informal Complaint”). If such complaint is made against the Principal, then the Superintendent is authorized to handle such Informal Complaint. However, any complainant alleging a violation of the law or the school’s charter (“Formal Complaint”) may bring his or her Formal Complaint to the Vice Chairman and Secretary, who have been delegated the authority to handle complaints in their capacity as officers.
- 7-1 Formal Complaints that allege the Principal has violated a law or has engaged in official misconduct must be brought directly to the Vice Chairman and Secretary.
- 8-1 A Formal Complaint for the Vice Chairman and Secretary must be presented in writing to the Secretary, who will forward it to the Vice Chairman.
- 9-1 Responses to complaints handled by the Superintendent or the Principal must be provided within two weeks of receipt of the Informal Complaint, unless extenuating circumstances prevent the same. Formal Complaints brought to the Vice Chairman and Secretary will be considered within two weeks subsequent to the receipt by the Secretary of the Formal Complaint.
- 10-1 The person or entity hearing a complaint will give full attention to it, considering the statements of the complainant, the school personnel and any other persons whose contributions may be relevant.
- 11-1 The person or entity hearing a complaint will respond in writing, if applicable, to the complainant within the time frame set forth above, and, in the case of a Formal Complaint, provide a determination together with a copy of the “Guidelines of the Charter School Institute for Handling Complaints Received Pursuant to Education Law §2855(4)” (available at <http://www.newyorkcharters.org/forms/guidelinesGrievances.pdf>) including a copy of its “Grievance Form.”
- 12-1 If a complainant determines that the Vice Chairman and Secretary did not adequately address the Formal Complaint, the complainant may bring the complaint to the Charter Schools Institute, as representative of the

Trustees of the State University of New York, if a violation of law or the school's charter is alleged.

- 13-1 If the complainant determines that the Charter Schools Institute has not adequately addressed the Formal Complaint, the complainant may bring the complaint to the State Education Department, which handles complaints for the Board of Regents.
- 14-1 The Trustees of the State University of New York and the Board of Regents have the authority, under the Charter Schools Act, to take appropriate action. Upon a determination being made by either body or their representatives, a copy of the determination will be transmitted to the complainant by the school.

Complaint Contact Sheet: Icahn Charter School 3

REGULAR COMPLAINT		
Complaint Contact	In writing	Via E-mail
To: Principal	Marcia Glattstein c/o Judith Gabriel Icahn Charter School 3 1500 Pelham Parkway Bronx, NY 10461 Mailed or Hand Delivered	resolution_icahn3@ccics.org
To: Superintendent	Jeff Litt c/o Migdalia Cano Icahn Charter Schools 1500 Pelham Parkway Bronx, NY 10461 Mailed or Hand Delivered	resolution_icahn3@ccics.org

FORMAL COMPLAINT	
Complaint Contact	In writing
To: Vice Chairman	Gail Golden c/o Icahn Charter School 3 767 Fifth Avenue, Suite 4700 New York, New York 10153
To: Secretary	Gail Golden c/o Icahn Charter School 3 767 Fifth Avenue, Suite 4700 New York, New York 10153