



Icahn Charter School 4

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Telephone (718) 828-0034

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Michelle Allen, Principal

Michelle Stavrou, School Counselor

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Icahn Charter School 4 *Parent/Student Handbook* *2016-2017*

Icahn Charter School 4

Parent/Student Handbook

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Why We Are Here

All the boys and girls and all the teachers at the Icahn Charter School 4 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 school was a gift from Mr. Carl C. Icahn. Why do you think that Mr. Icahn built a 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 every day and by finishing all our work.

Our Mission

Icahn Charter School 4, using the Core Knowledge Curriculum developed by E.D. Hirsch, 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.

2016-2017 School Calendar

Thursday-Wednesday	September 1,2 September 6-7	All Staff Report for Professional Development There will be no classes.
Monday	September 5	Labor Day (Schools Closed)
Thursday	September 8	All students and staff report 12:00 p.m. dismissal for Kindergarten students only
Monday	September 12	Eid al-Adha (Schools Closed)
Monday-Tuesday	October 3 & 4	Rosh Hashanah (Schools Closed)
Monday	October 10	Columbus Day (Schools Closed)
Wednesday	October 12	Yom Kippur (Schools Closed)
Tuesday	November 8	Election Day (Schools Closed) All staff report for Professional Development.
Friday	November 11	Veteran's Day (Schools Closed)
Thursday - Friday	November 24 - November 25	Thanksgiving Recess (Schools Closed)
Monday through the following Monday	December 26 – January 2	Winter Recess including Christmas and New Years All staff and students return on Tuesday, January 3rd.
Monday	January 16	Dr. Martin Luther King Jr. Day (Schools Closed)
Monday -Friday	February 20 - February 24	Midwinter Recess (including Washington's Birthday & Lincoln's Birthday) (Schools Closed)
Monday through the following Tuesday	April 10 – 18	Spring Recess (including Passover & Good Friday) Good Friday (Schools Closed)
Monday-Friday	May 30-June 3	Memorial Week (Schools Closed) All staff and students return on Monday, June 5th.
Monday	June 26	Eid al-Fitr (School Closed)
Tuesday	July 4	Independence Day (Schools Closed)
Friday	July 14	Last Day for Students and Staff (12:00 p.m. Dismissal)

Attendance and Punctuality

The children at Icahn Charter School 4 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 every day, 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. 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 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

Conduct

At all 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 schoolbooks 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.

Can you name three (3) ways to show respect for our school?

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 4 are required to wear a school uniform each day. Our uniform is a white shirt or blouse and navy pants or skirts. Shoes and socks should be appropriate to the uniform (i.e. white, navy, or black)

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

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

Please note the detailed **Uniform Policy** attached.

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 scores on tests tell 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?

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".

Monthly Syllabus

All children will receive a list each month that tells our families and us 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?

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.

Family Education Rights Privacy Act (FERPA)

There are two important federal laws regarding the confidentiality of students' education records, the Family Education Rights Privacy Act, known as FERPA and Individuals with Disabilities Education Act, known as IDEA.

A summary of these two important laws essential requirements is attached.

Please be aware that all student records are maintained in the main office and may be accessed by requesting the record from Daisy J. Vivar; and signing the page attached to the record card, indicating your review of the record card.

No information regarding a child may be given to any person, agency or organization without signed parental permission. Please refer all requests for information to Ms. Allen.



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Notification of Rights under FERPA For Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students 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 or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students 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 or eligible student, the School will notify the parent or eligible student 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 or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student'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 or student 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. [Optional] Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or eligible student of the records request unless it states in its annual notification that it intends to forward records on request.]

(4) 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 20202-4605

[NOTE: In addition, a school may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.]





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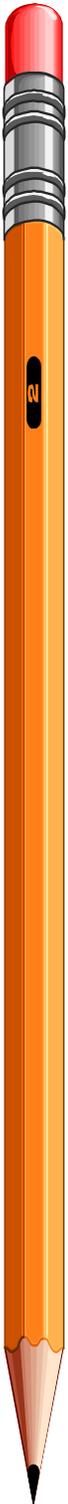
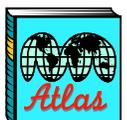
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Promotional Requirements 2016-2017

Icahn Charter School 4 follows a rigorous Core Knowledge curriculum in all subjects. The curriculum is supported by the McGraw-Hill Reading and Mathematics programs. Additionally, all children are pre and post tested on the IOWA Test of Basic Skills, as well as McGraw-Hill's Fox in a Box (Grades K-2).

Promotion to the next grade requires satisfactory performance in the following areas:

- Attendance ... children are required to be present in school 95% of the school year, unless absences are certified by a doctor, or an emergency existed.
- Class work ... children are required to perform at a satisfactory level of proficiency and score at an average level for the grade on the ITBS. In addition, students **must achieve level 3 or higher on NYS English Language Arts and Mathematics exams**. A level 3 or higher is also required on the NYS Science and Social Studies exam when appropriate to the grade.
- Teacher judgment will be given serious consideration if the teacher believes that the actual performance level is higher than the results of the ITBS, and that the child will be able to perform satisfactory on the next grade level.





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DISCIPLINE POLICY

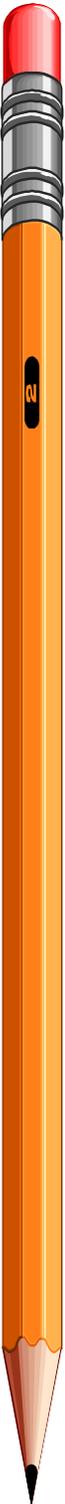
It is the philosophy of the school that in most cases, proper student discipline will be maintained through the use of a challenging and exciting learning environment; a clear understanding by children and their parents or guardians of the expectations for behavior; by each staff member serving in the capacity of role model; and by classroom discussions on the topics of proper behavior, manners, care of books and materials, care of school property, mutual respect, proper language, conflict resolution and consequences for improper behavior.

During the summer Staff Development meetings, teachers will be introduced to the Icahn Charter School 4's Code of Conduct, which is the basis for the school's culture of respect. 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 one on the chart below should be made.

Rather than give the families of our K-2 grade children a long list of disciplinary procedures, we prefer to give them a handout that includes the Code of Conduct from the original application (copied below), along with the description included in our first response to SED (copied below) of disciplinary conferences and the chart below. Particularly as we are working with young children in their formative years, we want to emphasize good behavior rather than a long list of problems and punishments.

THE ICAHN CHARTER SCHOOL 4 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 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 return things we borrow
- 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

MODEL POLICY OF MAINTENANCE OF PUBLIC ORDER ON SCHOOL PROPERTY

The following rules shall govern the conduct of students, teachers, staff, licenses, invitees, and other persons, whether or not their presence is authorized, on all property or facilities operated under the auspices of the Carl C. Icahn Charter School.

These rules and penalties are not to be considered exclusive, or to preclude in any way the prosecution or conviction of any person for the violation of any federal, state or local law, rule, regulation or ordinance, or the imposition of a fine or penalty provided for therein. Additionally, these rules and regulations should not be construed to limit, but rather to exist in conjunction with any other codes of conduct established for the school, such as a disciplinary code and/or a bill of student rights and responsibilities.

Prohibited Conduct

No person, either singly or in concert, shall:

- A. Willfully cause physical injury to any other person, or threaten to use force that would result in such injury.
- B. Physically restrain, or detain, any other person, nor remove such person from any place where he or she is authorized to remain, except as necessary to maintain the established educational process.
- C. Willfully damage, deface or destroy school property, nor remove or use such property without authorization.
- D. Without permission, express or implied, enter into any private office or classroom of an administrative officer, teacher, or staff member.
- E. Enter or remain in any building or facility for any purpose other than its authorized use or in such a manner as to obstruct its authorized use by others.
- F. Without authorization, remain in any building or facility after it is not normally closed, nor without permission enter any building or facility prior to its normal opening.
- G. Refuse to leave any building or facility after being required to do so by the Principal or an authorized administrative officer or his or her designee.
- H. Willfully obstruct or interfere with the free movement of persons and vehicles.
- I. Deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures, and deliberately interfere with the freedom of meetings or deliberately any person to express his or her views, unless such disruption is necessary to maintain order of the educational process.
- J. Possess on school property any rifle, shotgun, pistol, revolver, knife, chain, club, or other weapons, whether or not the person has a license to possess such weapons. Further, it is the duty of the Principal to inform the police of the presence or use of any such weapons or implements used as weapons on school property.
- K. Commit acts that threaten the safety and welfare of persons on school property.
- L. Violate any Federal or State statute or regulation, local ordinance or school policy.
- M. Possess, use, be under the influence of or distribute alcohol, drugs or drug paraphernalia.
- N. Harass or coerce any person.
- O. Refuse or fail to comply with a lawful order or direction of a school official in the performance of his or her duty.
- P. Distribute or post on school property any written material, pamphlets or posters without the prior approval of the Principal.

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All students and their families will receive the Parent/Student Handbook detailing the responsibilities of the school community, i.e.: students, parents/guardians, teachers and the administration. The handbook will be presented to the students the first day of school. A copy of the handbook will be sent home for parent/guardian use.

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 will also contact law enforcement agencies.

For most infractions of behavior, the teacher, parent/guardian 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 suspension, when appropriate the child will temporarily be placed in another class. In-school suspension 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/guardian. The consultation will give the parent/guardian and child the information about 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 in loco 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 loco 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 (ACS) 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 parents/guardians 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 parents/guardians. 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. 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 Suspension

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/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 parents/guardians 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 shall also be provided by telephone if the school has been provided with a contact telephone number for the parents/guardians. 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 parents/guardians. At the hearing, the student shall have the right to be represented by counsel, question witnesses, and parent 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, next to the State University of New York's Board of Trustees and thereafter, if still unsatisfied, to the Board of Regents.

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 their 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 parents/guardians last known address, and where possible notification shall also be provided by telephone. The notification shall be in the dominant language of the parent/guardian. The notice shall set forth the date on which the expulsion hearing is to be held and shall also 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/her determination to the parent/guardian. If expulsion is determined to be 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. Carl C. Icahn Charter Schools 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.
2. 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.



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 1500 Pelham Parkway South
 Bronx, NY 10461
 Telephone (718) 828-0034
 Fax (718) 828-0664
www.icahncharterschool4.org

PARENT COPY

Michelle Allen, Principal
 Michelle Stavrou, School Counselor

Daisy J. Vivar, Administrative Assistant
 John Matula, Staff Developer

2016-2017 Uniform Policy Description:

I have summarized some of the highlights of the Icahn policy on uniforms below—hopefully this will answer some of the questions you have regarding what the uniform will look like for **September 2016**.

Tops:

Short/long sleeved collared (polo) shirts in white with the school logo or not. Shirts must be either tucked into skirts or pants or extend no lower than the top of the pants pocket (rear). Please note that long sleeve shirts will not be permitted to be worn under a short sleeve polo. For colder temperatures, it is suggested that families purchase a white long sleeve polo shirt/blue sweater or school uniform hooded sweater with Icahn logo.

Bottoms:

For boys and girls: casual, dress or uniform pants sized to fit the student in a solid navy blue. (All other types of pants, including but not limited to jeans, overalls, cargo pants, painter pants, sweatpants, velour or other athletic pants or shorts, stretch pants, skinny pants, and sagging pants are **not permitted**.)

Please note that bottoms, pants, shorts or skirts may be purchased from a vendor of your choice. Please be sure your selections are navy blue and meet the requirements listed above.

For girls: skirts or jumpers that are not more than 3” above the knee, sized to fit the student in solid navy blue may be worn. Tight fitting skirts or jumpers are not permitted. Tights or spandex type pants will not be permitted to be worn under shorts or skirts.

Before October 15th and after May 1st boys and girls may wear uniform shorts or capri-type pants in solid navy blue. Shorts must be appropriately sized neither too short (3” above the knee) or too long (below the kneecap).

Footwear: Dress shoes, solid white or solid black sneakers, shoes or low cut black boots only. (Spiked, platform, slippers, flip-flops, slides, or other athletic-type footwear are not allowed.) Socks or stockings should be worn in either solid colors of white or navy blue.

Enforcement and Discipline:

All students reporting for school in the fall **must be** in compliance with the Icahn Uniform Policy to be allowed to attend classes. Students who fail to meet compliance **will not** be permitted to attend classes until their clothing meets policy guidelines above.

Let me also dispel the myth that on ones birthday or on a half-day that you do not have to wear a uniform. This makes it seem as if it is a punishment to wear a uniform. It is not. It is the policy of the school that you come dressed in a uniform everyday unless instructed in writing not to do so.

Please plan as a family to purchase an appropriate number of uniforms so that your child can be ready for the first day of school, **Thursday, September 8, 2016**.

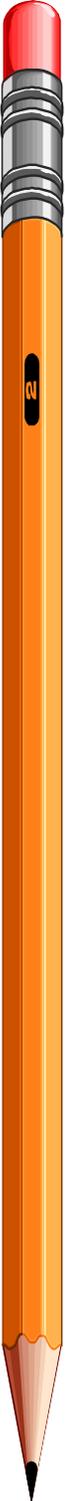
Thanks for your support and focus on your child’s achievement.

 Student Name

 Date

 Parent/Guardian Signature

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2016-2017 Permission to Photograph

Dear Parents/Guardians:

I am writing to request your **permission** for photographs and /or filming of your child to be taken during school activities. This would be for the purpose of educating students, promoting the school, or promoting public charter education. I am also seeking your **permission** for the school to publish filming and /or photographs and/ or samples of your child's work.

If you give **permission**, the school may publish photographs/filming of your child and /or samples of work done by your child in a variety of ways, including, but not limited to, online and hard copy school newsletters, Icahn's web sites, school annual publications, television and local newspapers, If published, third parties would be able to view the photographs and work.

If you sign the attached form it means that you agree to the following:

1. The school is able to publish photographs/filming of your child and samples of your child's work as many times as it requires in the ways mentioned above.
2. Your child's photograph may be reproduced either in color or in black and white.
3. The school will not use your child's photograph or samples of your child's work for any purpose other than for the education of students, or for the general promotion of public charter education and the school.

Any photographs/filming taken by the school will be kept for no longer than is necessary for the above-mentioned purposes and will be stored and disposed of securely.

If you agree to permit the school to take photographs/filming of your child, and to publish photographs/filming of your child, or samples of your child's work, in the manner detailed above, please complete the consent form and return it to the school. This consent, if signed, will remain effective until such time as you advise the school otherwise.

Very truly yours,

Principal

CONSENT FORM:

I agree to the taking of photographs/filming of my child during school activities, for the use by the school in educating students and promoting the school and public charter education. I also agree to the publication of photographs or samples of work of my child in ways including, but not limited to, school newsletters online and in hard copy, web sites or school annual publications and the local newspaper, subject to the conditions set out above. I will notify the school if I decide to withdraw this consent.

Name of Student: _____ Student's grade: _____
 Signature of Parent/Guardian: _____ Date: _____
 Signature of Student: _____ Date: _____



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TITLE 1 PARENT/GUARDIAN SCHOOL COMPACT 2016-2017

Icahn Charter School 4 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 2016-2016.

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 learning 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/he 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.



Principal Signature

Parent/Guardian Signature

Student Signature

PARENT/GUARDIAN COPY PLEASE DO NOT SIGN AGAIN

ACCEPTABLE USE OF POLICY FOR TECHNOLOGY

Networked resources, including Internet access are available to all students in the school. All users are required to follow the conditions laid down in the policy. Any breach of these conditions will be considered a disciplinary matter and may lead to: the withdrawal of the user's access, an investigation of the user's use of services, and in some instances could lead to criminal prosecution. The school expects that students will use new technologies as appropriate within the curriculum.

COMPUTING FACILITIES

Users are expected in the main to make use of the school's computing facilities for educational purposes. All users are expected to act responsibly and to show consideration to others.

ACCOUNT SECURITY

Users are responsible for the protection of their own network account and should not divulge passwords to anybody. Users should not choose passwords that are easy to guess. Users should not logon to or use any account other than their own, and should logoff when leaving a workstation, even for just a short period of time.

USE OF FACILITIES

It is not acceptable to:

1. Attempt to download, store or install software to school computers.
2. Attempt to introduce a virus or malicious code to the network.
3. Attempt to bypass network or system security.
4. Attempt to access another user's account.
5. Attempt to gain access to an unauthorized area or system.
6. Connect any device to the network that acts as a Wireless Access Point (WAP), bridge or router.
7. Connect any device to the network that has access to the Internet via a connection not provided by the school.
8. Access, download, create, store or transmit material that is indecent or obscene, could cause annoyance or offence or anxiety to others, infringes copyright or is unlawful and/or brings the name of the school in to disrepute.
9. Engage in activities that waste technical support time and resources.

INTERNET ACCESS

The school's Internet service is filtered to prevent access to inappropriate content and to maintain the integrity of the computer systems. Students should be aware that the school logs all Internet use.

1. The use of public chat facilities is not permitted.
2. Students should not copy and use material from the Internet to gain unfair advantage in their studies, for example in coursework. Such actions may lead to disqualification by examination boards.
3. Students should ensure that they are not breaking copyright restrictions when copying and using material from the Internet.
4. Students agree not to use their own devices to connect to the Internet from outside of school.

EMAIL

Automated software scans all email and blocks messages and attachments that could compromise the integrity of the computer systems or contain unsuitable/offensive content.

1. Students are not allowed to use email during lessons, unless the teacher for that lesson has permitted its use.
2. If a student receives an email from an unknown person or that is offensive or upsetting, the relevant teacher or a member of the staff should be contacted. Do not delete the email in question until the matter has been investigated.
3. Do not open attachments from senders you do not recognize, or that look suspicious.
4. Students Users should periodically delete unwanted sent and received emails.

INSTANT MESSAGING / SOCIAL NETWORKING

The use of Instant Messaging (IM), and social networking (SN) sites is NOT allowed. Students should ensure that electronic communications with staff using IM and social networking is not conducted.

PRIVATELY OWNED COMPUTERS

Personal laptops and desktops are NOT allowed to be connected to the school network.

PRIVACY AND PERSONAL PROTECTION

Users must, at all times, respect the privacy of others.

Users should not forward private data without permission from the author.

Students should not supply personal information about themselves or others via the web or email.

Students must not attempt to arrange meetings with anyone met via the web or email.

Students should make sure they have read the school's E-Safety policy.

Users should realize that the school has a right to access personal areas on the network.

Privacy will be respected unless there is reason to believe that the Acceptable Use Policy or school guidelines are not being followed.

DISCIPLINARY PROCEDURES

Those who misuse the computer facilities and break the Acceptable Use Policy will be subject to disciplinary procedures.

What is The Dignity for All Students Act (DASA)?

The Dignity for All Students Act (Dignity Act) was signed into law on September 13, 2010. The intent of the Dignity Act is to provide all public school students with an environment free from discrimination and harassment, including bullying, taunting or intimidation, as well as to foster civility in public schools. The Dignity Act took effect on July 1, 2012.

What kind of conduct or behavior does the Dignity Act prohibit?

The Dignity Act prohibits harassment against students by students and/or employees on school property, or at a school function. The Dignity Act further prohibits discrimination against students by students and/or employees on school property or at a school function based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (defined to include gender identity or expression), or sex.

The Dignity Act also creates a framework for promoting a more positive school climate through, among other things, training/professional development and classroom curricula.

Who is protected under the Dignity Act?

The Dignity Act protects all New York State public school students from discrimination and harassment by students and/or employees on school property or at a school function.

What is the relationship between bullying and harassment?

Bullying is a form of harassment.

Does the Dignity Act address issues related to cyber bullying and/or conduct that occur off school property?

The Dignity Act prohibits discrimination and harassment of students on school property, including at school functions, by any student and/or employee. However, harassment may include, among other things, the use, both on and off school property, of information technology, including, but not limited to, e-mail, instant messaging, blogs, chat rooms, cell phones, gaming systems and social media websites, to deliberately harass or threaten others. This type of harassment is generally referred to as cyber bullying.

Although the Dignity Act does not specifically address cyber bullying, it, like bullying is considered a form of harassment.

What does The Dignity Act require schools to do to meet this new mandate?

- Develop policies intended to create a school environment that is free from discrimination or harassment. (*Work In Progress*)
- Develop guidelines for school training programs to discourage discrimination or harassment that are designed to:
- Raise awareness and sensitivity of school employees to potential discrimination or harassment and;
- Enable employees to prevent and respond to discrimination or harassment.
- Develop guidelines relating to the development of non-discriminatory instructional and counseling methods and require that at least one staff member be trained to handle human relations issues.

How will Icahn Charter School 4 meet these new requirements?

- The school's code of conduct is in the process of being revised to specifically include "Student Rights and Responsibilities under The Dignity Act" and "Remedial Measures to Incidents under The Dignity Act." Prohibitive student conduct now includes and defines Harassment, Bullying, Cyber Bullying, Defamation, Discrimination, and Intimidation.
- Ms. Michelle Stavrou has been designated as Icahn 4's Dignity Act Coordinator (DAC),
- Training was held for Faculty and staff prior to the start of school on September 5, 2013.
- Grade level presentations, as well as group guidance sessions will take place during the course of the year to inform and educate our students about The Dignity Act.

Icahn 4's Dignity Act Coordinator

- Ms. Michelle Stavrou

In addition, Ms. Michelle Allen, Principal and Mr. John Matula, Staff Developer, have received the training and may address Dignity Act issues.

What is the role of the Dignity Act Coordinator?

The Dignity Act Coordinator is the point person for the Dignity Act in the school. Students who have been subjected to discrimination or harassment, parents whose children have been subjected to such behavior or other students or staff who observe such behavior, are encouraged and expected to make a report to the Dignity Act Coordinator.

Where can I find out additional information concerning The Dignity Act?

<http://www.p12.nysed.gov/dignityact/resources.html>



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Bullying Anonymous Reporting Form

If you have information regarding bullying and would like to report this information anonymously, please fill out the following form to the best of your knowledge. Please note that this form is completely anonymous. *(For the purpose of this form, bullying encompasses bullying, harassment, and discrimination.)*



Victim's Name (last, first, middle)	Sex	Grade
Accused's Name (last, first, middle)	Sex	Grade
Today's Date: / /		



Where did the incident occur?



When did the incident occur?

Date: _____ Time: _____



Describe in detail if possible, what happened. Use the back of the paper if necessary.



Was the incident witnessed by anyone? _____
 Please provide their name(s) if the answer was "Yes".

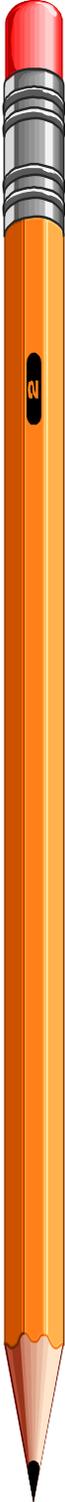


List evidence of bullying if any (i.e. letters, photos, etc. – attach evidence if possible)

Thank you, this report will be followed up on within 2 school/work days. If you fear a student is in IMMEDIATE danger, call the school or the police immediately!



Date Received: _____ Received by: _____





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Dignity Act: Bullying Complaint Report Form

This report must be completed to file a complaint relating to an incident of alleged bullying (for the purpose of this form, bullying, harassment, and discrimination) and turned in to the school Principal/designee.

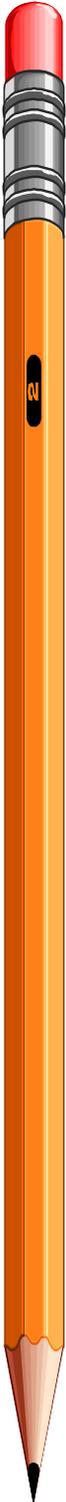


Complainant Name (last, first, Middle)	Sex	Grade
Victim Name (last, first, Middle)	Sex	Grade
Accused Name (last, first, Middle)	Sex	Grade
Where the incident occur:		
Form submitted to:	Date of	Incident

Describe the location where the incident occurred:

Describe the incident:

List all witnesses' names and grades:



Bullying Complaint Form

List evidence of bullying (i.e. letters, photos, etc. – attach if possible):

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature of Complainant

Date

Name of Person Receiving Bullying Complaint Form

Date

Be sure to attach any supporting documentation/evidence/investigation.

Action	Agreed to Informal Resolution (Student – Student only)	Formal Resolution	Appeals: Referral to Superintendent / Designee
Date			
Outcome			
Signatures			

Thank you.

This report will be followed up within 2 school/work days.

If you fear a student is in IMMEDIATE danger, please contact the police immediately.



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Dignity Act: Bullying Witness Statement Form

This report must be completed when there is a witness to an incident of alleged bullying (*for the purpose of this form, bullying encompasses bullying, harassment, and discrimination.*) One form must be completed for each witness. All witness statements that relate to one incident should be attached to the Bullying Complaint Report Form.



Witness's Name (last, first, middle)	Witness's Title / Interview Date (Ex. Parent, Student, etc.)
Victim's Name (last, first, middle)	
Accused's Name (last, first, middle)	
Date of Incident:	

Describe the location where the incident took place:

Description of incident witnessed:

List any other witness names and grades:

List evidence of bullying (i.e. letters, photos, etc. – attach evidence if possible):

I agree that all of the information on this form is accurate and true to the best of my knowledge.

 Signature of Witness

 Date

 Name of Person Receiving Bullying Witness Form/Title

 Date

