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2018-2019 Wildcat Academy School Year Calendar

Wildcat has a total of 208 school days. Adjustments will be made to coincide with the NYC-DOE calendar that is available in May of each year.

July 2018					17 School Days
Monday	Tuesday	Wednesday	Thursday	Friday	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30					

5th - Begin School/Extended Period

August 2018					13 School Days
Monday	Tuesday	Wednesday	Thursday	Friday	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31	

17th – End of Extended Period

18th –31st Recess

September 2018					15 School Days
Monday	Tuesday	Wednesday	Thursday	Friday	
3	4	5 th - Staff Reports	6	7	
10	11	12	13	15	
18	19	20	21	22	
25	26	27	28	29	

3rd- Labor Day

5th School Begins for 2018-2019 School Year

10th and 11th - Rosh Hashanah-School Closed

19th – Yom Kippur

October 2018					23 School Days
Monday	Tuesday	Wednesday	Thursday	Friday	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

8th – Columbus Day

November 2017					17 School Days
Monday	Tuesday	Wednesday	Thursday	Friday	
			1	2	
5	6	7	8	9	
12	13	14	15	16	

19	20	21	22	23
26	27	28	29	30

6th –Chancellor’s Day Conference
 22nd -23rd – Thanksgiving Day Recess

December 2018				15 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

24th-1ST - Christmas Recess

January 2019				21 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

2nd - Classes begin
 21st – Dr. Martin Luther King Day
 26th- Fall Term Ends
 28th Chancellor’s Conference Day
 Jan 30th -Spring Term Begins

February 2019				14 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

5TH –Lunar Year
 18th -22nd - Mid-Winter Recess

March 2019				21 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

April 2019				16 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
			1	2

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

19th to 26th Spring Recess

May 2019				22 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

27th – Memorial Day

June 2019				17 School Days
Monday	Tuesday	Wednesday		Friday
				1
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

6th - Chancellor's Conference Day

4th-Eid al Fitr-School Closed

26th-Last Day of the 2018-2019 Regular School Year

School Overview

Introduction

The John V. Lindsay Wildcat Academy was established in 1992 to accommodate students identified by the New York Department of Education as having a high risk of failure due to poor attendance, poor academic achievement, behavioral problems, or criminality. Since its conversion to charter school status in 2000, Wildcat Academy's student population has been comprised almost entirely of high school students who have dropped out of, been suspended from, or been expelled from other schools or who have historically attended classes so infrequently that they were labeled "in-school truant." The mission of the school is to serve the needs of "adolescents who are at risk of failure due to poor attendance, disruptive behavior, criminal activity and poor academic achievement."

Wildcat enrolls approximately 500 students, ages 15-21 and has a full-time teaching and counseling staff of 33. Currently, academic programs for grades 9-10 are provided at the school's Bronx site, and academic programs for grades 11-12 are provided at its Manhattan site.

Wildcat Academy students spend 380 minutes per day on core related subjects. All students attend school approximately 215 days per year. Smaller classes and a smaller student body ensure individual attention and a greater chance for students to feel they are part of a community. Academic and group counseling classes are provided for all students so they may have success in school and in life. Internships are also offered to all students so they may have meaningful work experiences, gain first-hand knowledge of the work world and its different sectors and gain skills that they can transfer to future work positions.

Campuses

The John V. Lindsay Wildcat Academy Charter School (Wildcat Academy) consists of two facilities. One facility is located at 17 Battery Place in lower Manhattan and the other is located at 1239 Lafayette Avenue in the Huntspoint section of the Bronx.

Manhattan Facility

This facility currently includes eight (8) classrooms, one (1) science lab, one (1) computer lab and a large common area for breakfast, lunch and assemblies. In addition to offices for staff, the school houses a library and a weight room. The site is accessible for students with disabilities.

Bronx Facility

This 20,000 square foot facility currently includes ten (10) classrooms, one (1) computer lab and a large common area for breakfast, lunch and assemblies. In addition to offices for staff, the school houses a library, a fitness center, and a state-of-the-art culinary kitchen and dining room.

Both the Manhattan and Bronx sites are accessible for students with disabilities.

Hours of Operation

Wildcat Academy is open for students from 8:00 AM to 6:00 PM Monday through Friday.

School Closing and Emergencies

Wildcat Academy follows the lead of New York City's Department of Education with regard to decisions concerning the opening and closing of school due to weather and other emergencies. School closings or emergencies will be announced on NY1 and WINS 1010.

School Visitors

There may be frequent guests at Wildcat Academy. Staff and students should treat them with courtesy and try to accommodate them. All visitors must sign in at the front desk with proper identification. Please note that visitors may not meet with students without a counselor present.

School Leadership

While Wildcat Academy policy is set by its Board of Trustees (see below), the Wildcat Academy Chief administrator and leadership team are responsible for translating these Board policies into administrative action.

The Board delegates day-to-day decision making to the Chief Administrator and holds the Chief Administrator responsible for the administration of policy, the execution of Board decisions, the operation of Wildcat Academy and for keeping the Board informed about the operation of the school and other functions. In turn, the Chief Administrator delegates responsibility to members of the Leadership Team as necessary to ensure the efficient operation of Wildcat Academy.

The school's highly skilled and experienced leadership team is composed of the following members:

Ron Tabano-Chief Executive Officer	Philip Jack - Director of Internship
Cecilia Sakosky Chief Operating Officer	Ed Peterman-Assistant Principal
Mark Helfand – UFT Chapter Leader	Sister Hanifah Mitchell – Assistant Principal

Board of Trustees

A Board of Trustees governs Wildcat Academy. The responsibilities and obligations of this Board include but are not limited to:

- Ratifying the school's mission statement, and any modification thereto;
- Selecting and evaluating the performance of the Principal;
- Ensuring that the school complies with all local, state, and federal laws;
- Providing necessary and proper oversight of all financial aspects of Wildcat Academy including approving the school's annual budget, providing fundraising guidance and ensuring that the school remains fiscally sound;
- Establishing and adhering to the school's code of ethics, and enforcing the same upon employees and officers of the school;
- Approving management, operational and service contracts and holding accountable such contractors for performance;
- Authorizing broad curricular guidelines or specific curricular programs, or delegating such authority;
- Approving assessment measures and performance measures or delegating such authority;
- Providing ongoing support and oversight of the academic program and performance of the school or delegating such authority;

- Approving admission policies and procedures for the school consistent with the terms of the charter agreement;
- Setting personnel policies, including establishing qualification criteria for employees, forming dismissal procedures, approving codes of conduct, and authorizing and approving salary schedules as well as terms and conditions of employment or delegating such authority;
- Hearing appeals according to specified processes;
- Hearing complaints from any individual or group alleging any violation of the provisions of the Charter Schools Act, the Wildcat Academy charter, or any other provision of law relating to the management and/or operation of the charter school;
- Ensuring that necessary accountability measures are in place, including the performance of audits and annual reports, and that all necessary records and reports are transmitted to the proper charter school oversight entities; and
- Involving parents and staff in school governance and administration.

The Board's membership consists of business and not-for-profit executives, private attorneys, a CPA, a retired school principal, parents and school staff. This combination of experienced members of the education, finance, business, social services and legal fields gives the Board the capacity to provide meaningful leadership and oversight to the Wildcat Academy.

The Board of Trustees is composed of the following members:

Harvey Newman-Chairman of the Board

Seymour Fliegel

Dana Jackson

Douglas Knight- Vice Chairman

Luba Koziolkowsky

Richard Levine-Treasurer

Ronald Tabano

Getting Started at Wildcat

Required Records

Admitted students are also required to complete and submit the following as part of the enrollment process:

- *Birth Certificate*
- *Proof of residence:* This can be a utility bill, (but not a cable bill).
- *Registration Form:* This form is used to record all basic information about the student and the family, including home, work, and emergency telephone numbers. It is extremely important that a parent or guardian sign this form.
- *Free and Reduced Price Meals Application:* This form must be completed for all students and will be held in strict confidence.
- *Medical Forms:* This set of forms must be submitted for all students within the first 30 days of attendance. It is the responsibility of each parent to keep their child's medical information, including food allergies, up to date.
- *Record Release:* This form gives the school permission to obtain all records pertaining to a given student from his or her previous school. It must be completed and should include the telephone number and address of the previous school, as well as the signature of a parent or legal guardian.
- *Social Security Card*

It is critical that the school be notified immediately of any changes in a student's name, address, phone number, responsible parent, or any other information provided at the time of registration. Such changes should be communicated in writing and sent to the Principal.

Placement of Incoming Students

Once admitted to the JVL Wildcat Academy, students must provide transcripts from their previous academic institutions. JVL Wildcat Academy then reviews these transcripts and determines placement at either the Bronx site, (9th and 10th grades), or Manhattan site, (11th or 12th grades), depending on a student's accumulated credits. JVL Wildcat officials often contact students' transferring schools with questions regarding their transcripts.

Grade	Credits	Site
9 th	0-8	Bronx
10 th	9 -15	Bronx
11 th	21-29	Manhattan
12 th	30+	Manhattan

Students also take a series of assessments during orientation that help JVL Wildcat staff determine grade and classroom placement. These include the following:

- Scantron Diagnostic Assessments (45-minute computer-assisted diagnostic tests in a variety of subjects including reading, language arts, mathematics, and science); and
- Home Language Survey (used for placement in ELL programs).

Transfer Credits

Whenever possible, incoming students' report cards and/or progress reports are reviewed for course placement and credit. If a student has made satisfactory progress at his/her transferring school in a course, then he/she may be able to get full credit for the equivalent course at JVL Wildcat, given that he/she completes all stated requirements by the end of the term. Students who did not performed satisfactorily at their previous school may be eligible to earn partial credit in an equivalent JVL Wildcat course if they complete all stated requirements by the end of the term. The degree of partial credit granted hinges on consultations between the site principal and respective instructors.

Privacy

JVL Wildcat complies with all confidentiality laws protecting the privacy of its students and their families. Information regarding a student's progress will be shared only with parents or guardians, appropriate members of the school's faculty and staff, appropriate staff at Wildcat Service Corporation, and any professional consultants retained for the purpose of measuring and/or improving instructional quality. When information regarding student performance is made public, it will be presented in such a way as to avoid the identification of specific, individual students.

Curriculum and Instructional Design High-School Program

High School Program

Overview

Students enter Wildcat having earned varying numbers of credits in disparate subject areas. In order to accommodate all levels of learners, Wildcat Academy functions as an ungraded school divided into small, heterogeneous learning teams. This model allows the school to emphasize individualized instruction, intensive case management, interdisciplinary teaching strategies, and cooperative learning – all methods that have proven to help students acquire a deep understanding of key concepts while developing critical work skills including self-direction, perseverance, and commitment to quality. Additionally, Wildcat teachers employ innovative classroom techniques such as student portfolios, thematic course units and the integration of instructional technology into the everyday learning environment.

Another critical design element of the School is its internship program, arranged by Wildcat with various host employers at work sites throughout the city, and where students learn about the world of work while also earning money and course credit. Students attend classes at Wildcat and their internships in alternating weeks since the School has found that over-age under-credited students become more engaged in school when they are active in the world of work that the School has structured. Each student at Wildcat is required to enroll in the full academic program and participate in an internship.

While Wildcat does follow an “ungraded” classroom model, for the purposes of alignment with State and City standards, students are classified as follows:

Grade 9	0-8 credits
Grade 10	9-15 credits
Grade 11	21-29 credits
Grade 12	30+ credits

Schedules

Wildcat Academy students are expected to be involved with their education on a full-time basis. All students attend school approximately 215 days per year. Wildcat Academy’s scheduling plan includes the following key points:

- School buildings open from 8:00 AM to 6:00PM;
- Classes in session from 9:00 AM to 5:00 PM; and
- On-line computer access from all areas to facilitate group project research.

A six-week summer term is also mandatory for all students. Hours are 9:00 am to 3:00 pm. Students may earn up to three credits for the summer term.

Wildcat's structure is designed to meet the needs of individual students, with not only multiple variations of student schedules depending on their credit needs, but also after-school and pull-out opportunities to provide remedial services. Student course schedules are individually tailored so students take those classes they need for graduation or to prepare them for success on the Regents exams. Students who struggle with subjects are assigned additional classes, such as Reading Lab or Transition Math, or can receive after-school tutoring (until 6pm) by Wildcat graduates or by teachers for specific subjects or to prepare for Regents exams.

Examples of two different Wildcat daily student schedules are shown below:

Period	Period Start Time	Period End Time	Subject
1	9:00	9:50	Creative Writing
2	9:55	10:45	Math A
3	10:50	11:40	Global 5
4	11:45	12:35	Language Arts
5	12:40	1:30	Lunch
6	1:35	2:25	Math A
7	2:30	3:20	Web Site Design
8	3:30	4:45	English Regents Prep

Period	Period Start Time	Period End Time	Subject
1	9:00	9:50	Living Environment
2	9:55	10:45	US History and Gov't
3	10:50	11:40	Spanish II
4	11:45	12:35	Language Arts (Research Paper)
5	12:40	1:30	Lunch
6	1:35	2:25	Literature
7	2:30	3:20	Physics
8	3:30	4:50	Physics Lab

Credit Accumulation

Academic Program

All JVL Wildcat students must meet the New York State "seat time" requirement of 54 hours per term in order to earn a credit towards graduation. However, in keeping with the school's alternative learning environment, these 54 hours are broken down into 42 hours of classroom instruction and 12 hours of supervised classroom-based assignments. These assignments consist of investigations, research papers, projects and reinforcement homework. Students are responsible for completing these assignments as part of the experiential learning strategy that characterizes the JVL Wildcat Academy. The 12-24 hours needed to complete these assignments amount to the prescribed additional hours of instructional time. For marking purposes, the latter out-of-class homework accounts for 25% of students' classroom grades.

JVL Wildcat can provide examples of Weekly Assignments, Samples of Student Work and Rubrics upon request to clarify the classroom-based assignment aspect of our educational program.

Internship Program

JVL Wildcat awards elective credit for the Internship Program as follows:

One credit is awarded for:

- Minimum 54 hours of internship service; and
- Satisfactory internship evaluation.

Two credits are awarded for:

- Complete journal and satisfactory portfolio activities;
- Minimum 108 hours of internship service; and
- Satisfactory internship evaluation.

Curriculum

Core Subjects

Each core subject offered by the Wildcat Academy has an approved curriculum that is aligned to the New York State learning standards and performance indicators. All of Wildcat Academy's core curricula are based on NYS curriculum guidelines as well as core curricula and core curricula guidelines produced by NYC DOE. Wildcat core curricula are reviewed annually and adjustments are made as required.

According to New York State Learning Standards, core subjects are defined as the following:

- English Language Arts
- Mathematics, Science and Technology
- Social Sciences
- Languages Other Than English
- Arts
- Health, Physical Education and Family Consumer Sciences
- Career Development and Occupational Studies

Electives

Students who intend to get further training for employment in college or those who will enter the work force or military directly after high school should tailor their elective choices around their employment plans. All students should consider taking extra math, computer and office skills, writing, literature, and other humanities courses.

Additional Services

Special Education

The special education coordinators (two at each of the sites) provide services in small-groups and individualized settings. All students are assessed at entry to the school, and can be identified for additional services by assessment results or by teacher referral. Please see the Special Education section of this guide for more detailed information.

English Language Learners (ELL)

JVL Wildcat offers a full range of services to aid in the instruction of English Language Learners. Please see the ELL section of this guide for more information.

Title I

Under No Child Left Behind law, JVL Wildcat receives funds to support a School-Wide Program that provides supplemental instructional and support services to all students.

Internship Program

An important factor contributing to the success of Wildcat Academy has been the interplay of academic studies and the internship/job experience. The internship/job experience reinforces our approach to academics by allowing students to be active and work cooperatively while at the same time learning employability skills. Success at a job can help clarify the purpose and routines of the classroom.

Aside from the socialization aspect of internships, Wildcat Academy's students are taught skills with future jobs in mind. Vocational education classes such as horticulture, construction, culinary arts, and graphic arts reinforce practical experience. All students experience several different internship assignments while attending Wildcat Academy.

At the present time, internship sites range from law firms to construction work sites. Students with exceptional academic records are eligible for positions at construction sites or on the USS Intrepid. On occasion, students with demonstrated work skills have been hired for permanent positions-several by local trade unions.

Please see the *Student Internship Planner* guidebook, which is distributed to all students for comprehensive information about this aspect of the JVL Wildcat instructional program.

Performance Measurement

All incoming students are administered the Test of Adult Basic Education (TABE), which provides individual baseline data for annual measurement of individual student progress. Students may be tested in May to check progress.

Wildcat Academy utilizes all State Exams with the understanding that these exams are, in their very design, in alignment with State Standards. In areas where no State exams exist, other standardized assessments are used. Local teacher-made assessments aligned with State Standards, performance indicators and the Wildcat Academy curricula are also used. These assessments include teacher-developed assignments and tests, portfolios, and direct

examination of student work. PSAT's and SAT's are also a part of the School's assessment program.

The School utilizes the information from all assessments to refine the curriculum and classroom practice to ensure that the School can respond effectively to the needs of individual learners. Assessment results facilitate an understanding of the status of each student in relation to his/her level of achievement regarding the specific goals of the School. Where these assessments reveal that students are not performing at expected levels, modifications to curriculum and individual student programs will be made. Accordingly, the results of student assessments will influence the type of professional development offered to the instructional staff.

Grades and Report Cards

Report cards are distributed twice each term. Progress reports are distributed after the first six weeks of every term. One report card is issued for the summer term.

Honor Roll

The student must meet the following criteria to qualify for the honor roll:

1. Have an 80 average or better.
2. Take at least four core subjects.
3. Must pass all classes.
4. Must have 85% or better attendance.

Field Trips

As part of their regular classroom instruction, teachers may schedule field trips during the school year. Permission slips may be required for students under 18.

Student Support

Members of the school community consciously and continually work to construct a personalized and supportive environment and a climate of caring and respect that facilitates the exchange of information and encourages students and staff members to discuss and solve problems, academic and non-academic.

When a student is having academic problems, that student is assigned to a mentor tutor who provides one-on-one instruction and help with assignments.

When it is determined that a student is dealing with a non-academic personal issue that may interfere with his/her success at Wildcat Academy, the Youth Counseling League offers on-site counseling for those students and their families. In addition, the Youth Counseling League and the Creative Alternative Team provide workshops at the Wildcat Academy on a wide range of subjects and provides support groups for bereavement, domestic violence, parenting and stress management.

Graduation Requirements

The John V. Lindsay Wildcat Academy Charter School (Wildcat Academy) adheres strictly to the New York State requirements for graduation, including all revised State Board of Regents' requirements and examinations.

For high school graduation, students must:

1. Attain 90% or better attendance.
2. Accumulate 44 credits*, including:

English	8 Credits
Social Studies	8 Credits 4 Global History 2 US History 1 Economics 1 Government
Science	6 Credits
Mathematics	6 Credits
Art	1 Credit
Music	1 Credit
Foreign Language	2 Credits
Health Education	1 Semester / 1 Credit
Electives	7 Credits
Gym	4 Semesters / 4 Credits

* In order to graduate from the Wildcat Academy Charter Schools, students must complete at least 44 required units of study. Colleges may have more requirements for admission; students should check individual college catalogs regarding courses they may have to take for acceptance.

3. Achieve passing grades** on five New York State Regents Examinations:
 - a. English
 - b. Mathematics
 - c. Global History
 - d. U.S. History and Government
 - e. Science

** Students entering 9th grade in September 1999 to September 2007 must take and pass Regents exams in English, Math, US History & Government, Global Studies and Science with a

score of 55 or greater to obtain a diploma. Students entering 9th grade in 2008 will be held to varying standards according to the chart below.

Student Entering 9th Grade in Year	English	Math	Global Studies	U.S. History	Science
1999 - 2006	Regents - 55	Regents - 55	Regents - 55	Regents - 55	Regents - 55
2007	65 in four Regents exams, 55 in the other one				
2008	65 in all five Regents exams				
2009	65 in all five Regents exams				
2010	65 in all five Regents exams				

To earn an Advanced Regents diploma, students must score 65 or more on their Regents exams and take additional credits in a language other than English, pass a Regents Comprehensive Assessment in that language, pass an additional Regents exam in science (at least one course should be in life science and one in physical sciences) and take an additional set of math courses. Adjustments are made for students taking a sequence in Career or Technology Education or the arts.

ELL Students

All English Language Learners must pass the Regents English Exam to receive a regular high school diploma. However, these students who enter the U.S. in 9th grade or later may take other required Regents examinations in their native languages, if the translated exam is available and if the test is taken within three years of their entering the U.S. Regents examinations are available in Spanish, Chinese, Russian, Haitian-Creole, and Korean.

Special Education Students

The law states that the majority of students who receive special education services should be prepared to earn regular high school diplomas. However, for a small minority of students, an IEP diploma option is also available. An IEP diploma is not as useful as a regular diploma; for example, you cannot try to enlist in the army or attend even a two-year college with an IEP diploma. An IEP diploma certifies merely that a student attended school and completed IEP goals. An IEP diploma should not be a goal for students with the potential to meet graduation standards. Students who get IEP diplomas are entitled to stay in school to work toward a regular diploma or GED until the age of 21. Please refer to page 9 of a student's IEP to determine if he/she is being prepared for a local, Regents, IEP or GED diploma.

Consistent with State guidelines, special education students who fail a Regents examination that is required for graduation from high school will be allowed to take the Regents Competency Test in that subject in order to graduate.

Student Life

Library

The Wildcat Academy library provides a multitude of research tools as well as leisure reading sources. The library is intended as a quiet place for students to do research, to read, and to study. Students are required to have a pass from their teacher to visit the library during class time.

Internet Policy

All students may access the internet unless expressly denied by parents in writing to the school. Students may not access inappropriate content, use instant messaging, or use the internet for non-school related business.

Textbooks and Supplies

Students must provide their own materials for learning, including a 3-ring binder, two pens, and most importantly, a ready-to-work attitude. Some books and equipment will be issued on loan and some will be kept in the classroom. Please note that students are responsible for the proper care of all supplies provided by the school and are held financially responsible for disfigurement, breakage, or damage to school or personal property.

Lockers

Lockers are the property of the school and loaned to students for their convenience. Students should protect their own combination and should not share their combination with anyone. The school is not responsible for lost or stolen articles. Valuables, personal items and electronic equipment should be left at home. Students are advised not to share lockers with another student.

Students should stow all coats and electronics in the morning before classes begin. Students must understand that administration has the legal right to inspect individual lockers and will make periodic health and safety inspections.

Lost and Found

All items, materials, and possessions found should be turned into the main office where a lost and found will be located. Anyone losing any item should leave a written description of the item with the administrative assistant.

Student Government and Organizations

Clubs are based on student interest. Information on how to form a club or participate in Student Government can be had in consultation with a faculty sponsor.

Getting Attention

Notices or posters approved by the main office may be placed on designated announcement boards.

Dress Code

Student dress and personal appearance should not disrupt or distract from the learning environment of the school. Students should dress for success in the school building as a manner of professional comportment.

The following items are prohibited on school or internship grounds.

- See-through or revealing clothing, which exposes abdomen, cleavage, chest, buttocks or underwear.
- Halter tops, backless shirts, half-shirts, bare midriffs, spaghetti straps, sagging pants, and transparent clothing.
- Hats and coats (Both must be stored in lockers.)
- Excessive jewelry
- Excessively high-heeled shoes
- Bare feet or flip-flops
- Undershirts worn as an outer garment
- Clothing with profanity, nudity, suggestive language or obscenity.
- Drug/alcohol/tobacco logo clothing
- Bandannas, headscarves, do-rags, or hairnets
- Gang paraphernalia, colors, beads, etc. that is worn, carried, or visible.

Students wearing inappropriate clothing will be asked to leave the building to change their clothing. Repeated offenses will result in disciplinary action. Students should put hats and coats in lockers upon building entry.

Money and Other Valuable Property

Any item that distracts students from learning and does not contribute to a safe school environment should be left at home. Examples include electronic games, dice, and music with demeaning, obscene or profane lyrics, excessively expensive/flashy clothing or firecrackers.

Pagers, walkmans, radios, telephones, and other electronic equipment, water pistols, toys or similar items are also disruptive to the educational process and are not allowed. Students should leave them at home or in their lockers. The school is not responsible for lost or stolen property.

Emergency Phone Calls

All emergency phone calls for students should go through the main office where the counselor will be notified and the students will be notified during the change of classes.

Drugs and Alcohol

Wildcat Academy is a drug-free and safe learning environment. Any person using, possessing or distributing alcohol or drugs on or around school property will be recommended for dismissal and the police may be called.

Weapons

Any person using, displaying, carrying or possessing any dangerous instrument or deadly weapon on or around school property shall be recommended for dismissal and the police will be notified.

Solicitation

Solicitation of or by any student, parent, or staff member on school property for any cause except those authorized by the Principal is strictly prohibited.

Attendance

Overview

Serious students know that there is a close relationship between academic success and school attendance. Good attendance habits learned and developed in school will be carried over into the world of work. Since every student has expressed an interest in furthering his or her education, it is expected that students attend all scheduled classes (e.g. subject classes, electives, group counseling, tutoring, health & physical education) each day. Daily attendance at internship sites is mandatory.

Tardiness

The school day begins at 9:00. Students not in their classrooms at 9:05 will be marked as arriving late. Students entering the building or not in classrooms at 9:05 will be required to make up the time missed at a mandatory detention from 5:00 – 5:30 in the lunch room on the date of the late arrival. Students arriving with a parent note will still be required to serve detention.

Any student arriving after 9:30 am without a valid, written excuse and a phone call from a parent/guardian may not be admitted to school.

School Arrival and Departure

In recognizing the school's need to adequately monitor and maintain daily attendance records, Wildcat Academy CS has developed a comprehensive protocol and safeguard measures for attendance in the 2010-2011 school year.

The new system has the following characteristics:

- Each student is assigned an I.D. number and card.
- Each student is required to swipe his/her card when arriving and departing school.
- Attendance monitors will receive a daily printout of students in attendance and students who are absent or tardy with an indication of when they arrived at school. These reports are available by 10AM. Attendance monitors will call the home of each student listed as absent. Monitors send letters to the parents of chronically absent students (after three and six absences).
- Daily attendance reports will be available to staff after 10AM.
- The staff is required to maintain an attendance roster for each period.

Wildcat's database has added reporting capability for attendance controls on a daily, monthly, and annual basis for each building individually and for the two sites combined. Furthermore, the database is being adjusted to flag students when a threshold is reached (e.g. three absences), so that the counselor and attendance coordinator are notified and intervention strategies can be enacted.

Internship Attendance

Tracking internship attendance is the responsibility of the Internship Coordinator and the Site Supervisors who produce a daily record of student attendance and punctuality. Student

attendance information from each site is collected daily by the site internship supervisor and is communicated via phone and e-mail to a central location. Plans are in place that will enable a student to swipe his/her ID card when arriving and departing the internship site. In this manner each internship site will be included in the database and internship attendance will be recorded in the same manner as when the students are in attendance at one of the two school sites.

Absence Policy

- If a student is going to be absent, a parent/guardian should contact the student's counselor before the date of the absence and provide proper documentation upon the student's return to school.
- Examples of legal absences are: medical appointments, mandated court appearances, approved religious holidays, or emergencies.
- Students are responsible for making up all missed work.
- Parents/guardians will be called daily regarding student absences.
- School-related absences and field trips will not be counted as absences for determining perfect attendance.
- Students may not participate in extra-curricular activities including dances, games, practices, etc. if they have not been in attendance for the normal school day or if they have been suspended.
- Students with perfect attendance will be eligible for stipend raises and lunch time privileges.

Early Dismissal Policy

- Students who must be dismissed from school early should provide proper documentation on the day of dismissal. Students without documentation will not be permitted to leave the building.
- Students who fall ill at school should report to the main office with a staff person or an able student.

Food Services

Breakfast and lunch are available to Wildcat Academy students on a daily basis. The school participates in the Federal Free- and Reduced-Priced breakfast and lunch programs administered by the U.S. Department of Agriculture, and adheres to all applicable requirements including but not limited to:

- Meal pricing;
- Determination of eligibility;
- Nutritional value; and,
- Reporting requirements.

All parents/guardians must submit a Free and Reduced Priced Meals Application before the start of the term so that payment status may be established. While these forms are being processed, all students who desire meals provided through the school will receive them.

Transportation Services

Wildcat Academy works via the New York City Department of Education's Office of Pupil Transportation to provide school bus service for eligible special education students and Metrocards for eligible 9-12 students.

All Wildcat students are issued Metrocards that entitle them to free transportation to and from school. This Metrocard also allows for one additional trip per day and free transfers to all buses.

Any student who for any reason does not qualify for free Metrocard transportation will be given tokens for their travel. Wildcat Academy will secure funds from outside sources to cover the costs of these additional tokens.

Transportation for Special Education Students will be provided in accordance with all applicable State and Federal laws.

Parent Involvement and Communications

Wildcat Academy believes that parents play an integral role in the education of their children, and that parental involvement in Wildcat Academy is critical to the school's success.

Participation in School Governance

To meet the educational and social needs of our students, to obtain feedback and direction from parents on how to best serve children, and to assist parents as they help their children be successful in school, Wildcat plans for and expects an active role for parents in the governance of the School. Specifically:

- At least one seat on the Wildcat Academy's Board of Trustees shall be filled by a parent of a student in the School;
- Wildcat Academy will establish and maintain a Parents' Association, which shall consist of all parents of students enrolled in the School who wish to participate. The Parents' Association will be involved in a variety of School activities, including fundraising events, field trips, and promotion of Wildcat Academy throughout the community. The Parents' Association also will be involved in the governance of the School, selecting a delegate to work with and advise the Principal and Board of Trustees on policies and practices of the School, plans for providing information to parents, and strategies for arranging staff interaction with parents.
- At each regular meeting of the Wildcat Academy 's Board of Trustees, a selected delegate from the Parents Association shall be allotted a set amount of time to present any issue to the Board, if the Parents Association so desires.
- From time to time, as the Board of Trustees or Principal requests, the Parents' Association will be asked to participate in or comprise advisory committees to study or implement a specific policy or action of the School. For example, committees may be formed to study and advise the Board on building expansion plans, budget issues, or student recruitment activities to help the Board determine how the School could best proceed.

Participation in the Parents' Association is voluntary and open to all parents, and a parent need not formally belong to or participate in the Parents' Association to participate at public meetings of the School, serve on ad hoc committees, or meet with or make recommendations to the School's Board of Trustees or administration.

Other Parental Involvement Measures

In addition to including parents in the governance of the school, Wildcat also provides a variety of other avenues for participation and involvement, including:

- Providing comprehensive information on policies and activities in a timely fashion through a newsletter distributed to the entire school community;
- Holding parent information meetings, workshops, open houses and orientations that keep families informed about the activities of the school as a whole;

- Communicating with parents openly and frequently about their child's individual progress via direct interaction between parents and teachers;
- Enabling parents to monitor their child's academic progress through progress reports and teacher updates;
- Making available parent volunteer activities such as assisting the school's staff with field trips, attending cultural and/or sporting events, and taking part in special in-school events;
- Allowing parents to establish committees under their own initiative to enrich the life of the school; and
- Soliciting candid feedback from parents in terms of their child's academic progress in the form of a questionnaire. (Parents who do not choose to submit a written evaluation are offered the opportunity to express their views in a personal interview.)

Health and Physical Education

Overview

The John V. Lindsay Wildcat Academy Charter School (Wildcat Academy) complies with all health services requirements applicable to other public schools including, but not limited to, all immunization requirements and diagnostic testing requirements. The School shall provide on-site health care services similar to the extent that such health services are available to children attending other public schools in New York City.

Hearing and Vision Testing

Hearing and vision testing will be done on all new students by a qualified individual. A review of student immunizations requirements and the proper supporting documents shall be completed for all new students. School staff will work with the county health department, the NYC-DOE, and other appropriate authorities to provide these services.

Immunization Requirements

New York State law requires that each student entering kindergarten or a new school district in grades 1-12 have a certificate of immunization at the time of registration or not later than the first day of school. State immunization requirements include: Diphtheria [Toxoid Containing Vaccine (DTP, DTaP) 3 doses]; Polio [(IPV) (OPV)3 OPV or 4 IPV]; Measles/ Mumps/ Rubella [(MMR) Born before 1985:1 dose of MMR; born on or after 1985:2 doses of measles containing vaccine and 1 dose each of mumps and rubella (preferably as MMR)]; Hepatitis B [Born on or after 01/01/93:3 doses, 7th graders entering school after 9/1/00 – 3 doses of RecombivazHB, Engerix B or 2 doses of adult hepatitis B vaccine for children 11 to 15 years old]; Varicella [Born on or after 1/1/98:1 dose].

Before a child can be permitted to enter or attend school, parents or guardians must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals.

Parents may waive immunization by complying with §2164 of the Public Health Law with respect to exemptions to immunizations of the Charter School's student population.

Exceptions shall be granted, in consultation with legal counsel, if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or the student's parent or guardian hold genuine and sincere religious beliefs contrary to such immunization.

Medication

JVL Wildcat must be informed of any prescription medication that a student is required to take at while on school grounds. To dispense prescription medication to students, the school must receive a written order from the student's doctor and a permission slip from the student's parent or guardian. All medication should be brought to the main office in its original prescription container, labeled with the student's name, the name of the medication, the date of expiration, and the proper dosage.

Students are not permitted to bring non-prescription medications to School. If, during the course of the school day, it is necessary for a student to receive common, non-prescription medication (e.g., Tylenol), the School Nurse or a trained staff member will dispense it.

Parents must inform the School of any allergies to or restrictions on non-prescription medication that their children might have. If you do not want your child to be administered any non-prescription medication, please so indicate on the Medication Permission Form. Also, please notify the school in writing if your child has a chronic illness that may affect his or her performance.

Physical Form

A recent physical form must be on file in the main office. It is expected that all students come prepared to participate in all activities to the level of their ability.

Defibrillator

The Wildcat Academy, in accordance with §917 of the Education Law, maintains on-site automated external defibrillator (AED) equipment to ensure ready and appropriate access for use during emergencies and shall ensure that a staff member is trained in the operation and use of such equipment for use in the School and at any School-sponsored events at other locations.

Counseling Services

The counseling department exists for the benefit of every student at Wildcat Academy. Counseling services are designed to serve the needs of individual students in preparation of academic schedules, long-range school programs, vocational and college planning, course adjustments, and personal matters. Each counselor is available to help anyone who has issues with school, teachers, friends, family or him/herself. Among the types of issues counselors deal with are sexuality, housing, substance abuse, parenting, depression, conflict resolution, suicidal feelings, world of work, sexual abuse, peer pressure or any factor that interferes with a students' ability to learn. A school psychologist is also available to address students' needs.

Case Management Referrals for Services Personal Development	Counselor A
Internships Career Planning and Development	Counselor B
College Student Organization Student Government Academic Development	Counselor C

Fire Drills/Emergency Procedures

To ensure the safety of all students, students should evacuate the building in a quiet and orderly fashion upon the sounding of the fire alarm. Students should also follow the instructions of those in charge.

Student Conduct

Please Note: The administration retains the right and privilege to issue consequences for acts of behavior not specifically stated herein and to alter any consequences, as they consider necessary. Furthermore, the administration reserves the right to amend any provisions in this policy that they deem to be in the best interest of the educational process.

Overview

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on students' ability to grow in self-discipline. Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability

Wildcat Academy Code of Conduct

Students and staff members will:

1. Arrive to school and class on time.
2. Arrive to class prepared with a binder and writing utensils.
3. Use appropriate language at all times.
4. Place all headwear, coats, and electronics in locker before the start of the school day.
5. Respect all students and staff members.
6. Show no tolerance for violence or possession of weapons or dangerous instruments.
7. Show no tolerance for harassment, intimidation, or aggressive behavior.
8. Avoid the use of illegal drugs or alcohol.
9. Avoid the use of tobacco products on or near school grounds.
10. Dress appropriately.

The code of conduct is meant to ensure the health and safety of students and staff, to foster an atmosphere where learning can take place without distractions and to protect the school building and the property within. In addition, these rules serve to protect students from intimidation, harassment, violence (verbal and physical), and any person or behavior that may prevent them from receiving a quality education.

The standards set forth in the code of conduct apply to behavior in school during schools hours, before and after school, while on school property, while traveling on vehicles funded by the Department of Education, at all school-sponsored events and on other-than-school property when such behavior can be demonstrated to endanger the health, safety, morals, or welfare of the school community. Interns are representative of the school at their worksites and are expected to act accordingly.

Code of Conduct Violations

Examples of code of conduct violations include – but are not limited to - the following:

- Forgery/misrepresentation/cheating
- Insubordination/ willful disobedience
- Gambling
- Classroom disruption
- Disruption of classes while in hallway or lounge
- Obscenities/profanity (verbal, gestures or written)
- Littering/spitting
- Use of tobacco
- Refusal to participate in class
- Interfering with another student's right to an education
- Interfering with another student's right to free breakfast or lunch
- Interfering with another student's right to participate in extracurricular activities.

The following infractions may result in immediate suspension or dismissal without warning or reprimand:

- Cutting class
- Leaving school without permission
- Going to unauthorized areas of the building
- Drug/alcohol related offenses
- Harassment or assault
- Any form of sexual, gender preference or racial harassment (verbal or physical)
- Use or possession of dangerous instruments, weapons, or explosive devices
- Fighting and other forms of physical violence
- Refusal to end a verbal argument
- Obscenity/profanity

- Threats, extortion, intimidation
- Threatening the health or safety of others
- Insubordination/willful disobedience/ disrespect to staff member
- Destruction of property or student classwork / tagging/ graffiti
- Throwing or dropping any item out of a window
- Any criminal act
- Gang activity

Other serious misconduct and most second offenses will be given similar treatment. Any person threatening, intimidating, harassing or assaulting another person (verbally or physically) will be recommended for dismissal and the police may be called.

Conduct and Consequences

Students who are found to have violated the school's code of conduct may be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

- Oral Warning – any member of the school staff
- Written Warning –security, coaches, guidance counselors, teachers, administrators
- Written Notification to Parent –guidance counselors, teachers, administrators
- Detention – teachers, administrators
- Suspension from Athletic Participation – coaches, administrators
- Suspension from Social or Extracurricular Activities – activity director, administrators
- Suspension of Other Privileges –administrators
- In-school Suspension –administrators
- Removal from Classroom by Teacher – teachers, administrators
- Short-term (five days or less) Suspension from school – principal, Board of Trustees
- Long-term (more than five days) Suspension from school –principal, Board of Trustees
- Permanent Suspension from school—Board of Trustees

Due Process

The degree of due process a student is entitled to receive before a penalty is imposed depends upon the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel

imposing the disciplinary penalty in connection with the imposition of the penalty. Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below:

Detention

Teachers and administrators may use after-school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified to confirm that there is no parental objection to the penalty.

Suspension from extra-curricular activities and other privileges

A student subjected to a suspension from extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the director of the activity or the administrator imposing the suspension to discuss the conduct and the penalty involved.

In-school suspension

Wildcat recognizes that the school must balance the need of students to attend class and the need for order in the classroom. As such, the Board authorizes administrators to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension." The in-school suspension teacher will be a certified teacher. A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the school official imposing the in-school suspension to discuss the conduct and the penalty involved.

Removal from classroom

A student's behavior can affect a teacher's ability to teach and make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. Such practices may include, but are not limited to: (1) short-term "timeout" in an administrator's office; (2) sending a student into the hallway briefly; (3) sending a student to the principal's office for the remainder of the class time only; or (4) sending a student to a guidance counselor or other staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

On occasion, a student's behavior may become disruptive to the point where these techniques are not sufficient to maintain classroom control. For purposes of this code of conduct, a "disruptive student" is a student who is substantially disruptive of the educational process or who substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions and/or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only. If the disruptive student does not

pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before he/she is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24 hours. The teacher must complete a school Disciplinary Removal form and meet with the principal or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal or designee prior to the beginning of classes on the next school day.

Within 24 hours after the student's removal, the principal or another school administrator designated by the principal must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the removal. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

The principal may require the teacher who ordered the removal to attend the informal conference. If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal. The principal or the principal's designee may overturn the removal of the student from class if the principal finds any one of the following:

- The charges against the student are not supported by substantial evidence.
- The student's removal is otherwise in violation of law, including the school's code of conduct.
- The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The principal or his or her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48 hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less. Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom. Each teacher must keep a complete log (on a school provided form) for all cases of removal of

students from his or her class. The principal must keep a log of all removals of students from class.

Note on removal of special education students: Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

Removal from School

There may be occasions that a student will be asked to leave for the day. This process will be used in cases where the infraction does not warrant a short-term suspension but the behavior is such that the student cannot remain in school. The reasons for asking a student to leave include, but are not limited to, those behaviors that are not putting individuals at risk but are disruptive to the educational process, including student's education. These infractions include: skipping class, wandering the halls during class time, insubordination or rudeness to an adult, verbal harassment of other students, yelling and being disruptive.

The decision to remove a student from the School for the day belongs with the Principal.

Suspension from school

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the principal. Any staff member may recommend to the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal for a violation of the code of conduct.

All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension. The principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

Short-term (5 days or less) suspension from school

When the principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where

possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the principal. The parents shall in the dominant language or mode of communication use both the notice and informal conference. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may establish. The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the principal shall promptly advise the parents in writing of his decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Board of Trustees within five business days, unless they can show extraordinary circumstances precluding them from doing so. The Board shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the Board's decision, they must file a written appeal. Final decisions of the Board may be appealed within 30 days of the decision.

Long-term (more than 5 days) suspension from school

When the principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf. The principal shall personally hear and determine the proceeding or may, at his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the principal. The report of the hearing officer shall be advisory only, and the principal may accept all or any part thereof.

An appeal of the decision of the principal may be made to the Board, which will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the Board within ten (10) business days of the date of the principal's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the principal. Final decisions of the Board may be appealed within 30 days of the decision.

Permanent Suspension

Permanent suspension is reserved for extraordinary circumstances such as when a student's conduct poses a life-threatening danger to the safety and well being of other students, school personnel or any other person lawfully on school property or attending a school function.

Weapons on School Property

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214.

The principal has the authority to modify this one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the principal may consider the following:

- The student's age
- The student's grade in school
- The student's prior disciplinary record
- The principal's belief that other forms of discipline may be more effective
- Input from parents, teachers and/or others
- Other extenuating circumstances

A student with a disability may be suspended only in accordance with the requirements of state and federal law.

Violent acts other than bringing a weapon to school

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long term suspension. The principal has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the principal may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

Repeated, substantive disruption of the educational process

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority, will be suspended from school for at least five days. For purposes of this code of conduct, "repeatedly substantially disruptive" means engaging in conduct that results in

the student being removed from the classroom by teacher(s) pursuant to Education Law §3214(3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester.

If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The principal has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the principal may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

Additional Responses and Supports

The following is a non-exhaustive list of other responses and supports that may be used in conjunction with the disciplinary responses for each level of behavior:

- Referral to PPT (Pupil Personnel Team)
- Intervention by mental health staff
- Individual/group counseling
- Conflict resolution
- Peer mediation
- Development of individual behavior contract
- Restitution
- Short-term behavioral progress reports
- Community service (with parental consent)
- Transfer (with parental consent)
- Guidance Conference
- Referral to a Community Based Organization (CBO)
- Mentoring Program
- Academic sanctions for a scholastic dishonesty infraction only
- Referral to appropriate substance abuse counseling services

PINS Petitions

The school may file a PINS (person in need of supervision) petition in Family Court on behalf of any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

- Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- Engaging in an ongoing or continual course of conduct, which makes the student ungovernable, or habitually disobedient, and beyond the lawful control of the school.
- Knowingly and unlawfully possesses marijuana in violation of Penal Law § 221.05. A single violation of § 221.05 will be a sufficient basis for filing a PINS petition.

Juvenile Delinquents and Juvenile Offenders

The principal is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

- Any student under the age of 16 who is found to have brought a weapon to school, or
- Any student 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42).

Discipline of Students with Disabilities

Discipline procedures for students with disabilities must be in accordance with IDEA regulations. Among the special rules that apply are the following:

- If a student with a disability attending a charter school is suspended or removed for more than 10 school days in a year, the charter school must notify the CSE (Committee on Special Education). The CSE must conduct a functional behavioral assessment and develop or review a behavior intervention plan.
- If a student with a disability is suspended or removed in excess of 10 school days in a school year, this constitutes a disciplinary change in placement. The CSE must be notified so a Manifestation Determination Review can be conducted. (See below for details.)
- The charter school may contact the CSE to request an expedited due process hearing before an Impartial Hearing Officer to request that a student with a disability be moved to an interim alternative education setting for up to 45 days in cases where maintaining the student in the school is substantially likely to result in injuring the student or others. A student can also be moved to an alternative educational setting if he or she brings a gun to school or possesses or uses illegal drugs at school.

For a complete description of NYCDOE special education discipline policies and parents' and students' rights, please see <http://www.nycenet.edu/NR/ronlyres/69D78629-9B1B-4247-A23B-C09B581AFAB1/1202/ParentsRightsLetterEnglish.pdf>.

Manifestation Determination

Manifestation determination is a determination of whether there is a relationship between a student's disability and a behavior that is subject to disciplinary action. This determination must be made by the CSE and other qualified individuals in a meeting. The requirement to conduct a manifestation determination comes into play only when school officials seek to impose a suspension or removal that constitutes a disciplinary change of placement (i.e., a suspension or

removal of a student with a disability from his or her educational placement for more than ten consecutive days; or a suspension or removal for a period of ten consecutive days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they add up to more than ten school days in the school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another).

Conversely, the CSE is not required to conduct a manifestation determination for suspensions or removals of ten days or less in the school year, or for subsequent short-term suspensions or removals (less than ten cumulative days) that do not constitute a pattern of removal.

Specifically, the CSE must convene a meeting to make a manifestation determination whenever:

- School officials impose a suspension or removal that constitutes a disciplinary change of placement
- The principal decides to place a student in an interim alternative educational setting (IAES) for behavior involving weapons, illegal drugs or controlled substances
- An impartial hearing officer decides to place a student in an IAES when it has been determined that continuing the student's placement is substantially likely to result in injury to the student or to others.

Reporting Crimes and/or Disruptive Behavior

It is important that all students and staff of Wildcat Academy understand that certain criminal and/or disruptive behavior must be reported to appropriate police authorities by law. The following incidents *will* be reported.

- Capital Crimes
- Assaults or Threats of Assault
- Possession of Weapons
- Robbery or Theft
- Sexual Abuse
- Property Damage
- Drug or Alcohol Use

Additionally, the principal has the discretion to report any other incident occurring within the regular operation of the school.

Any student who is formally charged with a felony by a proper prosecuting attorney for an incident which is shown to have an adverse impact on the educational program, discipline, or welfare in the school in which the student enrolled shall, following an administrative hearing conducted pursuant to rules of the SED and after due notice to the parents, parent, or guardian, and when suspension is recommended, be suspended from all classes until the determination of his or her guilt or innocence, or the dismissal of charges, is made by a court of competent jurisdiction.

Required Reporting

Violent or Disruptive Incident Reporting (VADIR)

Wildcat Academy is required to file a report for each individual Violent or Disruptive Incident that occurs at the school and then submits an annual summary report to the SED. A violent or disruptive incident includes any of the following: kidnapping, homicide, sexual offences, assaults with serious injury, arson, robbery, reckless endangerment, criminal harassment, bomb threats, and drug or alcohol use, possession, or sale. Any staff witnessing such acts must immediately file a report with the principal's office.

Criminal Incident Reporting

Wildcat is also required to verbally report criminal incidents to the Special Commissioner of Investigation for the New York City School District at (212) 510-1500. In general, any incident covered under the Violent and Disruptive Incident Reporting should be reported.

Every board member, officer and employee of a charter school is obligated by law to report all known or suspected corrupt and/or criminal activity involving school employees or people otherwise connected with school programs or services, including volunteers and contractors. If an incident creates an immediate safety emergency, the school must immediately notify the police and then the Special Commissioner of Investigation.

Any information concerning sexual misconduct involving students by school staff, board members, officers, employees, or others connected with school programs or services, including volunteers and contractors, must be reported immediately to the Special Commissioner of Investigation for the New York City School District. This obligation extends to sexual misconduct on and off school premises. The principal must also immediately contact the student's parent. The principal should not gather any information or conduct an investigation of the allegations.

Complete reporting obligation information can be found at:

<http://www.nycsci.org/public/Reporting%20Obligations.pdf>

Child Abuse Reporting

Pursuant to §413 of the Social Services Law, Wildcat Academy is required to report instances of suspected child abuse or maltreatment to the State Central Register of Child Abuse and Maltreatment ("SCR"). A hotline has been established for reporting by mandated reporters, which include school officials. The hotline number is 1-800-635-1522.

Child abuse occurs when a parent or other person legally responsible for the child inflicts serious physical injury upon the child, creates a substantial risk of serious physical injury, or commits a sex offense against the child. In addition, the definition includes instances where the parent (or person legally responsible) knowingly allows another to inflict such harm.

Child "maltreatment" (which includes neglect) occurs when a child's physical, mental, or emotional condition has been impaired, or is in imminent danger of impairment, by the parent's (or other person legally responsible for the child) failure to exercise a minimum degree of care by (1) failing to provide sufficient food, clothing, shelter or education; (2) failing to provide proper supervision, guardianship, or medical care; or (3) inflicting excessive corporal punishment, abandoning the child, or misusing alcohol or other drugs and, in doing so, cause the child to be placed in imminent danger.

School employees are required to report suspected child abuse or maltreatment when they have reasonable cause to suspect that either has occurred. "Reasonable cause" to suspect child abuse or maltreatment means that, based on a school employee's rational observations, professional training, and experience, the official suspects that the parent or other person legally responsible for the child has harmed the child or placed the child in imminent danger of harm.

The following procedures should be followed in reporting instances of child abuse and maltreatment:

1. If a school employee learns of or suspects a situation of abuse or maltreatment of a student by his or her parent or person legally responsible for the student's care, the employee must report the situation to the principal immediately.
2. If, based on the employee's report, the principal reasonably believes that abuse or maltreatment has occurred, the principal must immediately call the SCR hotline at 1-800-635-1522 and make a verbal report.
3. The principal should ask the SCR representative his or her name and the "Call I.D."
4. Within 24 hours of the principal's verbal report to the SCR hotline, he or she must complete and submit to SCR mandated reporter form "LDSS-2221A". Form LDSS-2221A may be obtained from the New York State Office of Children and Family Services website at: www.ocfs.state.ny.us/main/forms or by calling (518) 472-0971.
5. If a school official is uncertain about whether a situation rises to the level of abuse or maltreatment, the official should contact the hotline to discuss the matter with a trained SCR specialist.
6. The principal shall document for his or her confidential file the events, conversations, and facts associated with an allegation of child abuse or neglect, whether or not those circumstances rise to the level of reasonable suspicion that cause him or her to make a report to SCR.

All information relating to reports of child abuse or maltreatment shall be strictly confidential.

In-School Abuse Reporting

Pursuant to New York Education Law §1126, and the regulations of the Commissioner of Education (8 N.Y.C.R.R. 100.2(hh)), any oral or written allegation that a child has been subjected to abuse by a Wildcat employee or volunteer in an educational setting must promptly be reported in a form provided by the Commissioner of Education, consisting of the following:

1. The name of the child's parent.
2. The name of the person who reported the abuse and their relationship to the child.
3. The name of the employee or volunteer against whom the allegation is made.
4. A list of the specific allegations.

The report must be given to the principal immediately. All records, reports, or written material relating to the suspected abuse should be kept strictly confidential. Willful disclosure of a confidential record to an unauthorized person is a Class A misdemeanor.

Special Education

Overview

Wildcat Academy follows these overarching principles in the administration of its special education program:

- Wildcat Academy aims to educate students with disabilities in the least restrictive environment with their non-disabled peers to the extent appropriate and allowed by each student's individualized education plan (IEP).
- Wildcat Academy does not discriminate in admission and enrollment practices on the basis of a student having or suspected of having a disability.
- Wildcat Academy adheres to all applicable state and federal guidelines in the implementation of its special education program.

Philosophy

Wildcat strives to integrate special education students into the general education setting. Special classes, separate schooling or other removal of students with disabilities from the regular educational environment only occurs if the nature or severity of a student's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved. Any decision to remove a student from the general education environment is made in accordance with the IEP prepared by the Committee on Special Education of the students' district of residence.

Students with disabilities are expected to participate in, and receive credit for, nonacademic, extracurricular and ancillary programs and activities with all other students to the extent allowed by the IEP. Additionally, students with disabilities are granted access to and expected to take part in school-sponsored programs, activities and services.

Services at Wildcat

The Wildcat Academy, in keeping with state and federal mandates concerning special education, ensures that all special education programs and services included in a student's IEP are provided directly to the student during school hours. Currently Wildcat Academy employs four full-time, certified special education teachers. These staff members provide consultation and support to classroom teachers; provide instruction in general education classrooms to special education students, both individually and in small groups; provide resource room services; and serve as special education consultants to the overall school community.

Classroom teachers at Wildcat Academy are expected to be highly knowledgeable about the needs of students with disabilities. In addition to understanding their responsibilities toward students with IEPs, they are required to request any support they may need to implement a student's program and to take all possible steps to implement classroom modifications/ accommodations in accordance with students' IEPs.

Responsibilities of Special Education Staff

In addition to the duties outlined above, special education staff at Wildcat works in tandem with general classroom instructors and school leaders to ensure compliance with both IDEA policy and Charter Law. These responsibilities include:

- Long- and short-term planning to address individual needs of students;
- Evaluation of students' progress;
- Reporting on all special education issues to the Principal;
- Preparing written reports accurately and in a timely manner;
- Communicating with teachers and parents to facilitate the IEP process;
- Representing the Charter School at CSE meetings
- Remaining knowledgeable on current special education laws, rules, and regulations; and
- Maintaining the privacy of student records and information.

Special education teachers at Wildcat are also responsible for interacting with assigned students' districts of residence, including

- Seeing that referrals are made for students suspected of having a disability;
- Fulfilling reporting requirements of the resident district;
- Ensuring that all appropriate school staff participate in meetings of the resident district CSE; and
- Establishing a reporting structure in accordance with applicable law whereby the district of the student's residence is provided progress on the degree to which the services on the IEP are being provided. (The Special Education teacher will communicate directly with Chairperson of the District's CSE).

Training and Professional Development

Professional training and development for staff involved with the education of students with disabilities includes:

- Introduction to the CSE referral process;
- Developing student IEPs;
- IEP implementation;
- Evaluation of a student's progress toward IEP goals and objectives;
- Reporting requirements to parents and CSEs; and
- Discipline of students with disabilities.

Professional development is provided by the Center for Educational Innovation and the New York City Center for Charter School Excellence.

In addition to this in-house training, Wildcat provides all staff with opportunities for outside professional development in special education in collaboration with consultants who have track records of service in this area (e.g., already provide such training to existing school districts).

Provision of Outside Services

In any case that Wildcat Academy is unable to directly provide services to the extent mandated by a student's IEP, it will rely on the school district of the student's residence to provide services. If necessary and feasible, the Wildcat Academy will contract with appropriately certified or licensed individuals to provide services under its direction. The services to be provided may include, but are not limited to:

- Speech language pathology and audiologist services;
- Psychological services;
- Physical and occupational therapy;
- Recreation, including therapeutic recreation;
- Early rehabilitation counseling;
- Orientation and mobility services;
- Diagnostic and/or evaluative medical services; or
- Student and/or parent counseling.

Wildcat Academy is currently in the process of identifying a provider of speech services.

Referral Process

For a student to be considered for special education services, he or she must be referred for an evaluation. Upon identification of a student suspected of requiring special education services, a special education staff member completes the DOE form *Initial Referral to the Committee on Special Education* and submits it by mail with a cover letter to the appropriate regional CSE chairperson or other designated CSE contact person. Please note that the CSE should correspond to the student's district of residence.

This referral form provides a space for the special education teacher/coordinator to list interventions that have already been attempted in order to maintain the student in his or her current educational setting. The form also allows the special education teacher/coordinator to communicate the reasons for the referral and the specific nature of the problem that the student is exhibiting. (For those students already receiving special education services who may need a reevaluation prior to their annual review date, there is a separate reevaluation request form.)

After a referral is sent to the Regional CSE, the student's parent will be contacted by the CSE to obtain written consent for an evaluation to begin. Once the case has been opened, the CSE will conduct the evaluation, arrange a meeting to discuss the results, and determine the child's eligibility for special education services.

Please note that an evaluation referral may also be made by parents (or guardians) as well as teachers, administrators, doctors and/or other professionals involved in a child's education.

A Note On Child Find Requirements:

Under federal Child Find requirements, students enrolling for the first time in a New York public school will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the child may need a specialized or intensive education program. Alternatively, they may be referred to the CSE of their district of residence for evaluation.

Evaluation

An evaluation is a series of assessments designed to determine whether or not a student has a disability and needs special education services. The CSE will assign psychologists and social workers to conduct a series of evaluations that include a psychoeducational evaluation, a social history, and a classroom observation. If additional specialized evaluations are required — such as speech or psychiatric evaluations — the CSE is responsible for conducting those evaluations. Wildcat will fully cooperate with the CSE during the evaluation process, allowing for classroom observations, records exchange and the participation of the student, teachers, and/or related service providers if needed.

In addition to those students being referred for an initial evaluation, evaluations can also be conducted for children who are already receiving special education services and for whom an additional evaluation is requested (reevaluation). Additionally, students are required to have a new evaluation every three years (triennial evaluation).

Developing an IEP

Once an evaluation is complete and it has been determined that a student is eligible to receive special education services, an IEP Team meeting is convened. The IEP team must meet to develop an IEP for the child within 30 calendar days after a child is determined eligible.

Requirements and Roles for IEP Teams

Under federal law, the group responsible for developing the IEP is known as the IEP Team. IDEA mandates that a child's IEP Team include the following representatives:

- A child's parent(s) or guardian(s);
- At least one general education teacher (if the student is, or may be participating, in the general education environment);
- At least one special education teacher;
- A district representative who is qualified to provide or supervise the provision of special education and is knowledgeable about the general education curriculum and the availability of district resources;
- An instructional expert who can interpret the implications of the evaluation results in terms of designing appropriate instruction; and
- For initial referrals and reevaluations of students who are English Language Learners, a professional bilingual team member (may be a bilingual psychologist, social worker, special education teacher, general education teacher, and speech teacher or guidance counselor).

Parents

In New York State, parents have long participated in making eligibility and placement decisions about students with disabilities. Under IDEA parents must be informed of and provide written consent to initial and periodic re-evaluations of their child; have their concerns about the education of their child considered during any evaluation; be part of the group that reviews existing evaluation data during any evaluation or re-evaluation of their child; and understand the results of evaluations. Additionally, where the IEP Team determines that no additional data is needed to determine continuing eligibility, parents must receive notice of that determination with a statement of the reasons for that decision. Parents have the right to be provided with the student's IEP and all due process notices in their preferred language or mode of communication. They also have the right to request additional assessments if they disagree with the IEP Team's decision.

The parent must be invited to participate and efforts must be made to select a mutually agreeable date for the IEP meeting; however, the meeting may proceed without the parent provided that documented appropriate outreach was conducted and attempts were made to arrange a mutually agreed upon date and time for the meeting. If the parents indicate that they will be unable to attend and cannot reschedule, they will be informed that they may participate via a telephone conference. Outreach is defined as at least two (2) attempts at telephone contact at different times of the school day, if the parent has a telephone or a follow-up letter sent to the parent by mail and also sent home with the student, if the parent does not have a telephone. All contacts with (and attempts to) contact the parent (including copies of all letters) and the reason for the rescheduled appointment must be documented on the student contact sheet in the student's file.

General Education Teachers

The child's classroom teacher is expected to present information about the student's performance in the general education class and to help the IEP Team make decisions about participation in the general education curriculum and other school activities. For students who have more than one general education teacher, only one of the student's teachers must attend the meeting. Input from all the student's teachers who will not be attending should be obtained and presented at the meeting. As a member of the IEP Team, the general education teacher helps the IEP Team determine appropriate behavioral interventions, strategies, supplementary aids and services and program modifications and supports for school personnel that are necessary for the student to participate to the fullest extent possible in the general education curriculum.

Special Education Teachers

IDEA requires that at least one special education teacher of the student participate in the IEP Team meeting. When the student's only special education service is a related service, that related service provider participates in the IEP meeting.

District Representative

A district representative is a representative of the school district who is qualified to provide or supervise special education and who is knowledgeable about the general curriculum and the availability of resources in the school district.

Other Participants

Student

The student, where appropriate, should participate. Students 14 or older must be invited to participate in IEP meetings where transition planning is or will be part of the IEP.

School Psychologist

The school psychologist must participate in CSE subcommittee meetings whenever a new psychological evaluation is reviewed or a change to a service option with a more intensive staff/student ratio is considered.

School Physician

A school physician is also a required participant if the parent makes a request for a physician to attend at least seventy-two (72) hours prior to the IEP meeting.

School Social Worker

The school social worker may participate in an EPC or CSE Review meeting if he/she is involved in any aspect of the evaluation process.

Third-Party Parent Member of the CSE

A third-party parent member of the Committee on Special Education should participate. The child's own parent has the right to decline their right to have a parent member participate in the CSE Review. If the parent opts to decline their right for the participation of a parent member, this must be documented by obtaining the parent's signature on the Declination Letter for Parent Members declining the parent member.

Translator

A translator is required to attend IEP Team meetings if the parent's preferred language or mode of communication is other than English.

Additional Participants

In addition to the participants noted above, the following individuals should be invited to participate in IEP meetings:

- Any school personnel with contributions to make to the decision making process;
- At the discretion of the parent or the district, any individual with special expertise or knowledge of the student;
- Non-Department of Education assessment professionals or service providers involved in conducting providing services to the student.

IEP Process

At the IEP meeting, participants will discuss the evaluation results and which supports and services will be most appropriate to serving a particular child. During this meeting, the IEP will be developed, detailing the services needed, and how and where they will be provided. If parents disagree with the results of their child's evaluation, they should contact their Region's CSE to

review their Due Process rights. These rights include requesting an outside assessment, a mediation meeting, or an impartial hearing.

Next, an appropriate placement must be offered based on the needs outlined in the IEP and subject to the parent's consent. The charter school has 60 school days from the time of the parents' consent to evaluation to complete the IEP and offer a placement.

Every teacher of a student with a disability will be provided a copy of the student's IEP and training will be provided by the School's special education staff, as needed, to ensure their understanding of the student's needs and their responsibilities related to the student's IEP.

Progress Reports

Quarterly progress reports regarding each student and his or her IEP, as well as copies of all report cards are provided to the student's parents and to the student's district of residence. The school district is welcome at any time to monitor the school's implementation of its special education program.

Reporting Requirements

In compliance with New York State education law, Wildcat Academy is responsible for providing data regarding its special education program to the SED's Strategic Evaluation Data Collection, Analysis and Reporting (SEDCAR) unit. SEDCAR analyzes data to evaluate the State's progress toward accomplishing the SED's strategic goals for individuals with disabilities.

Wildcat will provide the following data as requested to SEDCAR in 2007-08:

Count of Students with Disabilities Provided Special Education (due: December 1, 2010):

This information is submitted to the state via the December 1 Bi-Monthly Charter School Invoice, submitted to the Office of New Schools and is used by the state for the purposes of IDEA fund allocation.

Students Exiting Special Education (due: July 14, 2011): This form collects data regarding the manner in which students with disabilities exit special education, including students who are declassified and returned to general education programs, and postsecondary education and employment plans of students with disabilities.

Special Education Personnel (due February 2, 2011): This online-only form is designed to collect full-time equivalent (FTE) data on or about December 1, 2005, regarding special education personnel who are currently employed according to their certification status and vacancies.

Students with Disabilities Suspended for Disciplinary Reasons (due: August 11, 2011): Online report for detailing in-school suspensions, out-of-school suspensions and removals to Interim Alternative Education Settings of students with disabilities.

Additionally, Wildcat is responsible for submitting information regarding special education students via the state's BEDS, and STEP (9-12 grades) data collection systems. Special education FTE information is also reported bi-monthly to the NYC-DOE Office of New Schools via the Bi-Monthly Invoice Form.

The special education staff in conjunction with the Principal is responsible for ensuring the collection, maintenance, and reporting of all data regarding students with disabilities.

Access to Student Records/FERPA

Wildcat follows all applicable requirements of the IDEA and the Family Educational Rights and Privacy Act ("FERPA") in implementing regulations relating to the confidentiality of student records. All appropriate staff is trained in such requirements, and Wildcat's special education staff will be responsible for ensuring the confidentiality of personally identifiable information within student records.

In accordance with FERPA, parents are allowed to inspect and review all of their children's educational records. Upon receipt of such a request, Wildcat will adhere to the requirements of the Freedom of Information Law. In all events, the school will comply with such requests for access within a reasonable period of time, but in no case more than 45 days after it has received a request.

Before disclosure of any personally identifiable information relating to a student to someone other than the parent or eligible student, Wildcat will (with the exception noted below) obtain a signed and dated written consent of the parent or eligible student. Personally identifiable information may be released without the prior consent of the parent or eligible student to school officials and teachers only if Wildcat determines that such persons have "legitimate educational interests."

All files required by law to be kept confidential are kept under lock, in a place and manner that restricts access to only those individuals who are authorized to view these records. More specifically, special education records are kept in a locked file cabinet under the supervision of a designated member of the special education staff in his or her secure office. S/he maintains a list of those staff allowed to access specific files, including the respective student's teacher(s) and parent(s). A sign-out sheet is maintained by the designated teacher to keep track of record locations at all times.

Assessment of Students with Disabilities

State-Mandated Assessment

All students with disabilities take state assessments except in cases where a student's IEP determines that he/she cannot participate in regular state assessments. In these instances, the State Alternate Assessment (NYSAA) will be administered as required by law.

Other Assessment

Additional assessments for special education students may include but are not limited to: student learning portfolios, oral reports and videotaped sessions.

A Wildcat special education teacher will discuss each additional component of the school's assessment program with the appropriate CSE to make a determination about which, if any, of these measures are appropriate to include in the IEP. If the CSE determines that none of the various assessments administered by the school are appropriate for a given student, Wildcat may create individualized assessment instruments based on IEP goals and objectives, which then will be submitted to the CSE for approval (or denial).

Discipline of Students with Disabilities

This topic is covered in the “Code of Conduct” section of this manual. However, as described in IDEA, please note the following:

- If a student with a disability is suspended or removed for more than 10 school days in a year, you must notify your regional CSE. The CSE must conduct a functional behavioral assessment and develop or review a behavior intervention plan.
- If a student with a disability is suspended or removed in excess of 10 school days in a school year, this constitutes a disciplinary change in placement. The CSE must be notified so a Manifestation Determination Review can be conducted
- The charter school may contact the CSE to request an expedited due process hearing before an Impartial Hearing Officer to request that a student with a disability be moved to an interim alternative education setting for up to 45 days in cases where maintaining the student in the school is substantially likely to result in injury to the student or others. A student can also be moved to an alternative educational setting if he or she brings a gun to school or possesses or uses illegal drugs at school.

English Language Learners

Overview

A student should be identified as an English Language Learner (ELL) if he or she: (1) was not born in the United States and/or has a native language other than English; (2) comes from an environment where a language other than English is dominant; or (3) is a Native American or Alaska Native and comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency.

Wildcat Academy follows these overarching principles in the administration of its ELL program:

- Wildcat will serve any and all students with limited English proficiency using structured English language immersion so that they may achieve proficiency in the English language as quickly as possible
- The school complies with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974.

At the present time, Wildcat Academy has no students in need of ELL services. However, school leadership plans to make a concerted effort in its upcoming recruitment efforts to attract more ELL students.

Philosophy

All students that are English Language Learners will be expected to become proficient in the English language at a rapid pace. Wildcat believes that a structured English immersion program is most beneficial to ELL students in improving their abilities to master the language.

Wildcat ensures that ELL students will not be excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and also that ELL students will not be assigned to special education because of their lack of English proficiency. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. All instruction will be in English. However, the level of English used for instruction – both oral and written -- will be modified appropriately for each ELL student. Within the School's extended day schedule, there is ample time that may be used for additional intensive English language instruction. Additionally, all teachers will receive professional development on communicating with students designated as Limited English Proficient (LEP) and in techniques for detecting whether a student has English language deficiencies.

Parents whose English proficiency is limited will receive notices and information from the school in their native language to encourage participation by all members of the school community. A school official and an interpreter may also conduct parental outreach through home visits.

Services

Wildcat plans to provide all necessary staff and specialized curricular materials to enable ELL students to achieve proficiency. The school will directly provide or make referrals to appropriate support services that may be needed by ELL students in order to achieve and maintain a

satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling. The School will seek to hire at least one full-time teacher who speaks the foreign language that is most common among its students, which in all likelihood will be Spanish. Parents of ELL students will be kept abreast of their child's progress in English acquisition via communications in their native language.

Identification of ELL Students

As required by law, Wildcat mails or distributes the State Education Department's *Home Language Survey* to every new student's household before the beginning of the school year. All students who are identified using the survey to be of foreign birth or to come from a home where a language other than English is spoken will be subject to an informal interview conducted by school staff (in the English language.)

If this informal interview indicates that a student speaks limited or no English, the school is then required to assess this child using the LAB-R (Language Assessment Battery Revised). The LAB-R measures language proficiency in English and is used to determine ELL status. The LAB-R should be administered within a short time following the student's entry into the school. Such screening with LAB-R is not necessary if the student's ELL status is available from his or her prior school and is based on an appropriate standardized test, such as the NYSESLAT.

In addition to these formal measures, the school's teachers are responsible for observing each student throughout the class day with an eye towards detecting limited English proficiency. All teachers will receive professional development training on techniques for detecting whether a student has English language deficiencies and on communicating with students designated as ELL students. Any student suspected of having limited English proficiency will be tested to determine if and what level of services are necessary.

Exit Criteria

The NYSESLAT (NYS English Second Language Assessment Test) is given in the spring and required for every ELL student. ELL students take the NYSESLAT each year to gauge their English proficiency and progress. This is the test they must pass in order to move into general English language classes. Any student classified and receiving educational services as an ELL student who subsequently tests above the established cut-off point (e.g., the 40th percentile) will be deemed no longer in need of ELL services.

Additionally, the school will regularly evaluate each student's performance in academic content areas to measure the student's progress in those core subjects. No student will be exited from the ELL program unless they can read, write, and comprehend English well enough to participate meaningfully in the school's programs.

Assessment / Accommodations

All ELL students - regardless of the duration of their attendance in a US school - are required to take state-mandated tests (including math and content area exams) and Regents exams in addition to the NYSESLAT.

There are approved accommodations for ELL students on most State tests and Regents exams. Accommodations include allowing for extra time, separate test locations, use of bilingual

dictionaries and glossaries, oral translations, and writing responses in the students' native language.

Students with disabilities who are also Limited English Proficient may also receive these accommodations whether or not they are in the student's Individualized Education Program (IEP). Accommodations include allowing for extra time, separate test locations, use of bilingual dictionaries and glossaries, oral translations, and writing responses in the students' native language.

Accountability and Evaluation of the ELL Program

In order to ensure that the ELL program is achieving the desired results (i.e., students are making progress in the acquisition of the English language and making progress academically), the school will annually evaluate the progress of its ELL students on standardized assessments and non-standardized assessments against that of non-ELL students. The school will also track students longitudinally throughout their years at the school to determine if there is significant variation in the academic achievement of students who were once classified ELL and non-ELL students as measured by standardized assessments and non-standardized assessments. The School will track how many students are declassified as ELL and the number of instructional years it takes for this declassification to occur. Wildcat is responsible for submitting this and other information regarding ELL students via the state's BEDS and STEP (9-12 grades) data collection systems.