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2018-2019 Wildcat Academy School Year Calendar

Wildcat has a total of 204 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 | |

17th – End of Extended Period

18th – 31st Recess

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

3rd – Labor Day

5th –Classes Begin

10th and 11th - Rosh Hashanah

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 2018 | | | | 20 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
 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 New Year
 18th -22nd – Mid-Winter Recess

| | | | | |
|-------------------|----------------|------------------|-----------------|----------------|
| March 2019 | | | | 21 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 | 29 |

| April 2019 | | | | 16 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 | | | |

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 | Thursday | Friday |
| | | | | |
| 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 25,000 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 Executive Officer and leadership team are responsible for translating these Board policies into administrative action.

The Board delegates day-to-day decision making to the Chief Executive Officer and holds the Chief Executive Officer 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 Executive Officer 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

Mark Helfand – UFT Chapter Leader

Cecilia Sakosky- Chief Operating Officer

Sister Hanifah Mitchell –Assistant Principal

Philip Jack - Director of Internship

Edward Peterman-Assistant Principal

Board of Trustees

Wildcat Academy is governed by a Board of Trustees. 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

Seymour Fliegel

Harvey Newman-Chairman of the Board

Dana Jackson

Richard Levine-Treasurer

Luba Koziolkowsky

Ron Tabano

Douglas Knight-Vice Chairman

Admissions and Enrollment

Overview

JVL Wildcat is a grade 9 through grade 12 charter school that does not grade students, most of whom are older than their counterparts in traditional public schools. The school's admissions process is open to all New York City high school students, but enrollment preference is granted to pupils returning to the charter school in any subsequent year of operation, residing in the school district of our charter school, siblings of pupils already enrolled in the school, and pupils identified as "high risk". Students who are not determined to be at-risk are admitted on a first-come, first-served basis in the absence of a waiting list of at-risk students. JVL Wildcat uses a set of prescribed characteristics to identify who is "at risk" of failing to achieve at least the proficiency level as defined by the New York State Learning Standards:

Academic Failure:

- Below grade level in reading and mathematics;
- Below passing on New York State Regents Exams in core subjects;
- Over-age and under-credited; and/or
- Below grade level proficiencies.

Truancy:

- Poor attendance/punctuality patterns; and/or
- In-school truant.

Disruptive Behaviors:

- Record of in-school/out-of-school suspensions; and/or
- Expulsions.

Criminal Activity:

- Probation and/or parole; and/or
- Pending court case.

Foster Care/Group Home:

- Currently in foster care, and/or
- Residing in group home.

School Drop-Out or at Risk of Dropping Out:

- Left school prior to graduation;
- Absent 20 consecutive days in previous school; and/or

- Counselor at previous school identifies risk.

Outreach

Past experience indicates that positive word-of-mouth recommendations from JVL Wildcat students and parents are the most effective form of publicity; indeed, satisfied students lay the groundwork for successful recruitment. However, the JVL Wildcat Academy widely publicizes its educational program in all of New York City's five boroughs. In addition to placing notices in local papers and distributing community fliers and bulletins, JVL Wildcat notifies local high schools, community based organizations, group homes, foster care agencies, probation departments and other referral sources if it is accepting applications. These organizations are mailed applications and flyers written both in English and Spanish.

Outreach targets successfully mined by JVL Wildcat in the past include:

Public High School Fairs:

- A.C.O.R.N.
- Morris High School
- James Madison High School
- John Dewey High School
- Clara Barton High School
- Boys & Girls High School
- Dewitt Clinton High School
- Howard Taft High School Stuyvesant High School
- Midwood High School
- Park West High School
- Murray Bergtram High School
- Van Arsdale High School
- Springfield Gardens High School
- Seward Park High School

Social Service Agencies:

- Episcopal Mission Society
- Human Resources Administration

- Catholic Guardian Society
- Boys Town National Research
- New York City Outward Bound Center
- Leake & Watts Foster Care Agency
- Black & Puerto Rican Family Services
- The Door

Community Based Organizations:

- C.A.S.E.S.-Community Prep High School
- Community Mediation Service
- Mosholu Montefiore Community Center Family Choice Project
- Chinese American Planning Council
- New York State Hispanic Chamber of Commerce
- Bronx Hispanic Chamber of Commerce

Correctional Facility Affiliates:

New York City Department of Probation
Rikers Island Educational Facility-Island Academy
Rosewood Educational Facility
Lincoln Hall Reformatory
Incarcerated Mothers Program
Women's Prison Association

Non-Profit Organizations:

- Advocates for Children of New York, Inc.
- New York Society for the Prevention of Cruelty to Children

Moreover, outreach is ongoing, with JVL Wildcat staff members running informational sessions about the JVL Wildcat educational approach and courses throughout the spring and fall semesters. Interested students and/or parents often contact the Administrative Assistant at both

the Bronx and Manhattan sites throughout the school year to request applications. During the initial phone call, Administrative Assistants briefly describe the JVL Wildcat program and gather the prospective applicant's relevant background information, (i.e. name, address, age, telephone, etc.), after which applications in English and Spanish are mailed to the applicant.

During the fall admissions period (June-August), all parents and/or students who requested applications during the prior school year are invited to information sessions via telephone and mail. Families are encouraged to ask staff members all of their questions regarding the school's programs so that their expectations mirror the school's objectives. Of course, such informal meetings between prospective students, families and JVL Wildcat staff are not used to determine eligibility for admission. An open house is also offered at least twice a year, usually prior to the summer and spring enrollments and conducted in both English and Spanish.

In the 2010-11 school year, JVL Wildcat Academy will proactively target English Language Learner (ELL) students to boost the school's enrolled ELL population. To that end, mailings will be sent to organizations with predominantly Hispanic constituencies, advertisements will appear in the El Diario and La Prensa periodicals, and public announcements will be made on the La Mega and Caliente radio stations.

Application Process

Every May, JVL Wildcat publicly announces its enrollment period and deadline. Applications for enrollment to JVL Wildcat for the summer and fall terms are accepted beginning June 1st.

Applications for the fall session are due on the second Wednesday in August, and the 2010 annual JVL Wildcat lottery for Admission Term One (Fall Term) will take place the following day if necessary. If JVL Wildcat continues to be under-subscribed, applications are accepted through December 31st for the spring term (Admission Term Two).

| | Fall Term | Spring Term |
|-------------------------------|---|---|
| Dates | September – January | February – June |
| Applications Available | Throughout calendar year. | Throughout calendar year. |
| Applications Due | Second Wednesday in August. If all seats are not filled by this date, applications will continue to be accepted on a rolling basis. | If all seats are not filled after the Fall enrollment period, applications will be accepted on a rolling basis through December 31. |
| Lottery Date | Second Thursday in August (if needed) | None. Students will be admitted based on waiting list status and/or on a first-come, first-served basis. |

Lottery and Waitlist Procedures

The JVL Wildcat lottery is a system of random selection of applications that identifies students for enrollment and generates the school's waiting list. During the lottery process, every completed application submitted throughout the enrollment period, including those of special needs students, is randomly drawn until capacity is reached. The remaining applicants are then placed on a waiting list and identified by a number in the order they are selected after enrollment has been met. As openings become available, applicants are invited to join JVL Wildcat according to their placement on the waiting list. Applications received after the enrollment periods end are ordered on the waiting list by date of submission. However, JVL Wildcat's waiting list is only valid for one school year and a new "enrollment/lottery/waiting list" process begins at the outset of every school year.

Wait-listed students are notified sequentially if an enrolled student transfers or drops-out at any point during the school year. Separate waiting lists are maintained for the Bronx and Manhattan sites based on review of student transcripts that are submitted during informational sessions.

When the number of applications received by the due date does not exceed the number of seats available, all students seeking enrollment by the application due date are admitted. The application submission deadline is then extended and all subsequent applicants are enrolled on a first-come, first-served basis.

Transfer Credits

Students at the Bronx site transfer to the Manhattan site upon completion of a minimum of sixteen credits, for enrollment in the 11th grade. This (along with any other student transfers or drop-outs) may create mid-year openings at either the Bronx or Manhattan sites.

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.

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 |

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*

Orientation

Every student entering JVL Wildcat Academy Charter School is required to participate in a three-day orientation session. This orientation typically takes place at the end of August for the fall term and at the end of January for the spring term. Separate orientation sessions are scheduled for students enrolled between the August orientation session and the beginning of the spring term.

During orientation, students participate in a range of activities involving teachers, counselors, and administrators, such as: providing writing samples; completing a Personal Values Inventory; meeting with staff to discuss the school's policies, expectations and goals, attending classes, and participating in a personal goal-setting session. Students are also interviewed individually by internship site coordinators and/or JVL Wildcat counselors to determine their vocational interest

and possible internship placement. Finally, incoming students are made aware of counseling services provided by the school and our outside consultants, the Youth Counseling League.

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).

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

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 | 4:50 | 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 | 4:45 | 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:

- Complete journal and satisfactory portfolio activities;
- 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. For more information about the school's specific provision of Title I services, please see the most recent version of the Consolidated Application (available upon request).

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 Internship section of this guidebook for comprehensive information about this aspect of the JVL Wildcat instructional program.

Performance Measurement

All incoming students are administered the Scantron Math and ELA Assessment Test 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:

- Have an 80 average or better.
- Take at least four core subjects.
- Must pass all classes.
- 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 85% 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 High 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 9 th 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.

Promotion Requirements

Requirements for 8th grade will mirror the appropriate State standards, along with required assessments. Wildcat Academy will continue to provide needed support and enrichment to move incoming 8th graders up to standards.

Promotion from grade 8 to grade 9 will be based on a comprehensive assessment of whether students:

1. Meet New York City Performance Standards in Language Arts, Mathematics, and Science as evidenced by student work, teacher observation, and assessments/grades;
2. Achieve at or above Proficiency Level 2 on the State assessments in Language Arts and Mathematics (based on available data within constraints of testing schedule);
3. Attain passing grades in: English, Mathematics, Science, and Social Studies; and Attain 90% attendance.

- Appendices to be attached:
- *Description of NYS Learning Standards / SCANS Skills*
- *List of current partner sites and job descriptions*
- *Student Learning Agreement*
- *Timesheet Examples*
- *Facilitator Internship Portfolio Planner*

Internship Program

Overview

As part of the school's mandate to provide "school to work" activities, all students at John V. Lindsay Wildcat Academy are required to participate in a 20-hour or more a week internship at an approved internship site. The objective of the John V. Lindsay Wildcat Academy Internship Program is to provide our students with an opportunity to expand their experience in the career pathway of their choice. The active involvement of the workplace as a learning environment is intended to challenge students to higher academic and skill standards and help them to better identify careers of interest to them.

From a career perspective, the Internship Program is intended to:

- Expose students to a professional business environment.
- Provide entry-level experience to students by providing related tasks.
- Allow students to spend quality time in areas of interest.
- Expose students to group situations and working with minimum supervision.
- Enhance students' resumes with professional business experience.

Students should also use the internship experience to develop broader skills including:

- Developing a sound work ethic.
- Understanding professional dress and behaviors.
- Enhancing social and business behavior.
- Improving communication skills.

Internship Program and Academic Standards

Internships are not just a complement to but an integral part of the learning experience at JVL Wildcat Academy. As such, students are expected to take their internship experiences just as seriously as any other academic requirement.

The school strives to establish meaningful academic connections between academic content and internship experiences. Using as guides the New York State Learning Standards for Career Development and Occupational Studies (CDOS) and the SCANS Skills (Secretary's Commission on Achieving Necessary Skills), Wildcat employs recognized standards in the choice of internship sites, the oversight and monitoring of students' work at the sites and in the evaluation of that work.

For more information about New York State Learning Standards and SCANS Skills, please see the comprehensive materials provided at the end of this guidebook. Students are expected to understand how their internship work fits in with these guidelines.

Internship Sites and Descriptions

An appendix to this handbook contains a listing of all Wildcat-approved internship sites. We have available sites in the Bronx, Brooklyn, Queens, and Manhattan.

Students who are at least 16 years of age are eligible for internships in Construction, Carpentry, and Electrical at the School of Cooperative Technical Education (Co-op Tech) in Manhattan. These internships require a separate application that will be explained during Orientation.

Internship Preparation and Placement

The following sections describe how students are prepared for internships as well as the process by which they go about obtaining an appropriate placement. For comprehensive information about how job sites are chosen, screened and monitored, please refer to the *John V. Lindsay Wildcat Academy Charter School Internship Planner for Employers and Supervisors*.

Pre-Admission Intake Interview

Each student and his or her parent/guardian participate in a pre-admission intake interview during which the student discusses his/her personal and career goals. The internship program is outlined, student responsibilities and activities toward earning credit are explained and the student is introduced to the school's Internship Coordinator, a position currently held by Mr. Fred LaForey in the Manhattan building and Mr. Antonio DelValle in the Hunts Point building.

Vocational Readiness Workshop

Admitted students attend a small-group Vocational Readiness workshop during which an informal assessment of the student's work-readiness and competencies is made. In doing this, staff members rely on the Work Adjustment Inventory (WAI), a multidimensional, norm-referenced instrument designed to assess work-related temperament according to six temperament traits:

- Activity
- Empathy

- Sociability
- Assertiveness
- Adaptability
- Emotionality

At the end of the workshop, staff members use WAI results as well as observations made during other Vocational Readiness workshop activities and interviews to help students understand the type of internships for which they might be best suited, according to characteristics including:

- Perseverance
- Willingness
- Punctuality
- Receptivity to instruction
- Group functioning
- Remuneration concerns
- Suitability for the workplace
- Tolerance to criticism; and
- Consistency in work output

Additionally, during the Vocational Readiness workshop students participate in activities designed to build their work-readiness skills and knowledge and receive information about available internship opportunities from the school's Internship Coordinator.

Student Orientation

Immediately prior to the beginning of the school term in which they enter Wildcat, new students attend an Orientation, where they engage in academic classes and a number of group-building and acculturation activities that include a presentation by the Internship Coordinator, during which s/he articulates:

- Internship program objectives
- Basic program requirements, including:
 - Worksite attendance
 - Punctuality
 - Stipend
 - Procedures
 - Required documentation

- Credit requirements
- Detailed information about available internship opportunities, including:
 - Location
 - Supervisor
 - Job title and duties
 - Age requirements (if any)
 - Other requirements (health exam, separate application, interview, drug testing)
- Application and placement procedures

Students are encouraged to ask questions during this session so that they may better understand the Internship Program and raise any concerns they may have.

Other Activities

Additionally, during the first week of classes, students attend an assembly where the school Internship Coordinator reiterates and goes over the Internship Portfolio Handbook in detail, the students' responsibilities and Wildcat's expectations (i.e. requirements for earning credit, worksite attendance, punctuality, writing of daily journal, classroom activities, documentation samples and procedures). Again, during this assembly, time is reserved for a Question and Answer period during which students are encouraged to raise issues for clarification or further explanation.

Preliminary Internship Choices

Once the Orientation session is complete and students have reviewed the distributed Internship Handbook, they should select their preliminary internship choices (up to three) and record their responses using a form provided in the Student Internship Planner Handbook. This sheet must be brought to the student's placement meeting with the Internship Coordinator (see below).

Internship Coordinator Meetings

After Orientation and once they have made their preliminary internship choices, students must meet individually with the Internship Coordinator for assistance in choosing worksites that match their interests and skills (as determined during the pre-admission interviews and subsequent Vocational Readiness workshop). Students are responsible for scheduling these interviews and are expected to come prepared with ideas about their preferred job assignments.

Applying for an Internship

Once the student and the Internship Coordinator have agreed on an appropriate internship choice (either at the initial meeting or in a subsequent meeting), procedures for securing the assignment differ according to the specific site supervisor's preferences.

Applications

All students are required to fill out a basic application for the school's records. In addition, some intern sites require that students file an additional application (i.e., hospitals usually require completion of a "Volunteer Application").

Interviews

All internships require that students meet with the site supervisor prior to assignment. In most cases, one of two things will occur:

1. The student is encouraged to contact the site supervisor directly, or
2. The internship coordinator contacts the site supervisor to arrange an interview on behalf of the student.

The interview itself is typically a “match” interview during which the supervisor and student determine the appropriateness of the fit. Some interviews are conducted in small group settings, while other are conducted one-on-one. In any type of interview, site expectations are outlined and students are encouraged to ask questions about the job, environment, duties, etc.

Selection Process

After the application is filed and all interviews are completed, the site supervisor makes the decision whether or not to place the student in the assignment. Please note that, at any time during either the application or interview process, both the supervisor and the student reserve the right to decline the placement.

Additional Requirements

Some sites may require that students complete further requirements before being placed in an internship. Examples might include:

- Drug testing
- Fingerprinting
- Skills test (typing, software)
- Proof that student does not have a criminal record
- Parental permission/signature
- Health exam
- Completion of training program

In addition, some job sites (such as construction companies) require that students meet a minimum age requirement or work at times that are not within standard school hours. Students will be informed of any special site stipulations by the Internship Supervisor prior to the beginning of the placement process.

“Create Your Own Internship” Option

After completion of their junior year at Wildcat, a student may create his/her own internship. The student must provide a written request to seek his/her own placement for approval by the Internship Coordinator and the Director. ONLY after this step has been completed may a student initiate contact with potential employer.

After the student and supervisor have worked out the conditions of the internship placement, the student must provide the following information to the Internship Coordinator before work can begin:

- A letter from the supervisor and/or facility head stating the job description. This letter must be typed on official company letterhead.
- Completed Student and Employer Contact forms

Please note that independent internships must comply with all guidelines established by Wildcat Academy. The Internship Supervisor will advise students to ensure compliance.

Student Learning Agreement

Each student who referred to an internship site must file a Student Learning Agreement with the Internship Coordinator. This form is executed by jointly the student and the site supervisor and serves as the “contract” for the student’s term of employment, detailing information including:

- The assignment start and end date
- The student’s work schedule / hours
- Clear job title and description
- Definition of job tasks

In addition, site supervisors and students are asked to link the student’s assigned tasks to student learning goals as defined by the New York State Learning Standards for Career Development and Occupational Studies. After the form is completed and signed by both the student and the site supervisor, the student should return it to the Internship Coordinator, who will review the learning goals with the student and add his/her own signature.

By signing the Student Learning Agreement, students commit to the following rules:

1. Arrive at the internship site on or before the start time every day he/she is scheduled to work.
2. Attend all scheduled classes at school.
3. If he/she must be absent from the internship site due to serious illness, he/she must contact the Internship Coordinator and the Internship Supervisor prior to the scheduled start time.
4. Demonstrate honesty, punctuality, positive attitude, proper dress and willingness to learn.
5. Work with the Internship Coordinator and the Site Supervisor to achieve the internship learning goals.
6. Participate in internship workshops and complete all portfolio assignments.
7. Ask the Internship Supervisor for clarity about any assignments.

8. Talk to the Internship Coordinator and Site Supervisor about any problems
9. Follow all workplace rules and regulations and maintain confidentiality.

In turn, by signing the agreement, the site supervisor commits to:

1. Provide a meaningful, well-supervised internship experience that is commensurate with the student's capabilities and will enable the student to develop workplace skills and enhance his/her understanding of careers represented at the worksite.
2. Provide the student with an orientation to the job and worksite, including addressing safety and security issues.
3. Maintain a safe, healthy and hazard-free work environment that complies with all city, state, federal workplace safety laws and regulations.
4. Consult the Internship Coordinator immediately regarding any issues related to the internship.
5. Record attendance and sign the student's time sheet.
6. Be available to discuss student progress via telephone and/or on site visits by the program staff and to complete a student evaluation at the end of each cycle.

Finally, the Internship Coordinator's signature indicates that he/she will:

1. Work with the Site Supervisor and student to establish clarity about the learning objectives, responsibilities and expectations.
2. Communicate with the Site Supervisor on a regular basis and be available to address any issue or problems that arise.
3. Prepare students for work prior to the internship start date and provide ongoing support to help maximize learning and worksite performance.
4. Gather input from the Site Supervisor and the student in order to provide meaningful feedback and evaluation.

Attendance and Punctuality

As with school, students are required and expected to report to their internship sites on time every day. Once the student has been assigned, he/she must know the name and phone number of the Site Supervisor. If for any reason the student will be late for his/her internship or must be absent, the student must call the internship site to inform his/her supervisor of the reason for and length of the absence / lateness.

Site Monitoring

Daily

Once a student begins work, site monitoring and maintenance tasks are carried out by the Internship Coordinator. Daily calls are made to all Site Supervisors to:

- Check on interns' attendance and punctuality
- Answer any questions that the Site Supervisor may have;
- Monitor appropriateness of interns' work schedule, duties, activities, working conditions, etc.

Periodic

The Internship Coordinator makes regularly scheduled site visits to monitor interns on the job. During these visits, the Internship Coordinator meets one-on-one with students to ensure that their activities are fulfilling the requirements of the internship program and conditions outlined in the Student Learning Agreement, as well as with the site supervisor to answer questions and ensure that students are meeting expectations. The Internship Coordinator is responsible for gauging compliance with the Internship Program's guidelines and will ask specific questions and directly observe interns at work in order to gather sufficient information.

It is the school's practice to conduct internship site visits on a rotating basis through the following ten zones:

- Union Square to Battery Park building;
- Hunts Point building area;
- Downtown Brooklyn;
- East Harlem to Upper East Side;
- Pelham Parkway area;
- East Side to Sunnyside, Queens;
- South Bronx to Yankee Stadium;
- West Side; and
- East New York to Brownsville.

School Internship Coordinators also conduct unannounced "drop-in" visits, when appropriate (e.g. schools, daycare and certain social services agencies do not usually allow unannounced visits). The decision to make a "drop-in" visit is made on a case-by-case basis and is usually undertaken to assess in person, without advance notice, any problems or concerns reported by an involved party, including but not limited to the student, his or her parent/guardian or the Site Supervisor.

Timesheets

For each internship week, students must submit a completed timesheet detailing dates and times worked. This form must be signed by both the student and the site supervisor. Timesheet hours and supervisor signatures are verified. Forging supervisor signatures is grounds for termination for the internship site.

Students are responsible for handing in sheets on time!

- Timesheets are due Mondays by 2:00 PM.
- Timesheets turned in after Monday @ 2:00 will be processed the following week.
- Only one time sheet will be processed per week.
- Students absent from school for **any** reason will not have their timesheets processed that week.

This handbook contains examples of correctly and incorrectly completed timesheets. Please review them carefully. Timesheets improperly filled out or lacking proper signatures will not be processed.

Stipends

A note on stipends: Internships are provided to expose students to the world of work. As a result of this exposure, students enter the employment field after graduation in a better position for gaining employment than many other high school students. Additionally, students have experienced the "real world" in a setting in which their performance is directly related to their success on the job. Stipends are available to students not as a primary incentive to complete internship work but as an opportunity to be rewarded for exceptional commitment and achievement.

All students are eligible to earn an hourly stipend for their internship work based on successful participation at an approved worksite. This stipend begins at \$1/per hour for all incoming students. As with all other aspects of life, Wildcat Academy believes that students who perform exceptionally deserve the opportunity to increase their stipend. Students who don't perform up to standards will have their stipend adjusted accordingly. The maximum stipend is \$5.00/ hour, and there is no minimum.

Stipend Amounts

Stipends are adjusted after each marking period. The current stipend policy is as follows:

| Report Card Averages | Hourly Stipend | Attendance (School and Internship) Adjustments |
|----------------------|----------------|--|
| Above 90 | \$5.15 | <i>Maximum stipend is \$5.00</i> |
| Above 85 | \$3.00 | Perfect* Attendance \$2.00/hour 3 or fewer total absences, lates, or early dismissals \$1.00/hour |
| Above 80 | \$2.00 | Perfect* Attendance \$2.00/hour 3 or fewer total absences, lates, or early dismissals \$1.00/hour |
| Below 80 | \$1.00 | None |

* Perfect Attendance = 0 lates, 0 early dismissals, 0 absences

Disciplinary Infractions

The school director reserves the right to adjust stipends based on other appropriate circumstances.

Stipend Examples

| | Report Card Average | Base Stipend | Attendance | Stipend Adj, | Other | Stipend Adj, | Total Hourly Stipend |
|-----------|---------------------|--------------|--|--------------|------------------------|--------------|----------------------|
| Student A | 78 | \$2.00 | 1 absence, 2 lates | \$1.00 | None | \$0.00 | \$3.00 |
| Student B | 68 | \$1.00 | Perfect | \$0.00 | None | \$0.00 | \$1.00 |
| Student C | 82 | \$3.00 | Greater than 3 total absences/lates/early dismissals | \$0.00 | None | \$0.00 | \$3.00 |
| Student D | 85 | \$3.00 | 2 absences, 1 late | \$1.00 | 3 discipline referrals | (\$3.50) | \$0.50 |

Stipend Distribution

- Stipends are distributed after 4:00 PM on Fridays.
- Students absent from school for **any** reason will not receive their stipends on the day of absence.
- Stipends are only available for pick up after 4:00 PM any day after the stipend has been issued.
- Stipend checks not picked up within a week are returned to the main office at John V. Lindsay Wildcat Academy, 17 Battery Place.

Internship Portfolios

In addition to preparing academic projects assigned during the internship week, students must complete in-class Career Development activities and produce an Internship Portfolio. The rating received on this collection of documents, writings, research results and activities will determine how many credits a student earns for an internship during a term (along with his/her attendance record and site evaluation results).

The Internship Portfolio has two components: the Daily Journal and weekly classroom activities. Each student's Internship Portfolio must contain the required components and number of activities to receive credit.

In order to track students' Portfolio progress, in-class facilitators monitor required internship portfolio activities. This interaction is intended to foster students' ownership of the work experience and help gauge progress towards program goals. In-class facilitators:

- Review the students' previous work week's daily journals
- Assist the students in completing class activities
- Maintain records of the students' journals and activities; and
- Assist students in maintaining their own records of journals and activities

A Facilitator Portfolio Planner is provided at the end of this guidebook and contains a list of required and optional activities, forms and information that staff facilitators should use to assist students in activity completion and keeping records of completed assignments.

Please note:

- To award credits toward graduation, JVL Wildcat Academy is required to maintain accurate records of internship and portfolio activity to ensure compliance with New York State Education Department regulations. Thus, it is essential that students submit journal entries and track activity completion in a timely and conscientious manner.
- Portfolio activities must be completed during school time. You must choose one activity per week and complete it during a weekly Career Development session or conduct research during your internship week and complete the write-up during the weekly school session.
- One activity must be completed each week of school attendance.

JVL Wildcat has also developed procedures and documents to help establish clear rubrics for assessing student portfolio work and awarding credit for student participation in the Internship Program. Please see the Rubric for Evaluating Internship Portfolio Activities in the appendix to this guidebook for further information.

Intern Recognition

Formal recognition is given to student interns in the form of the Intern of the Week award for exemplary performance in the Internship Program. Students who exhibit 100% attendance are also recognized. In addition, stipend adjustments are made at midterm and at the end of the term based on academic grades, attendance and positive internship evaluations. (See Stipend section above for details.)

Student Internship Evaluation

At the end of each internship term, the Site Supervisor is required to submit a Student Internship Evaluation Form. This form asks supervisors to assess student progress towards learning goals, provide feedback on skill development (as defined by the New York State Learning Standards) and rate overall job performance. The Site Supervisor must review this form with the student prior to submitting it to the school's Internship Coordinator for use in granting credit. The student and the site supervisor's signatures are both required.

Internship Credit

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.

Changing Internships

Occasionally, students decide to change internships during the term. This can be accommodated during two select time periods.

1. One Week before the term begins
2. Mid-term Week

In order to change an internship, a student must submit a written request to the Internship Coordinator during the time periods described above. Students not doing this will not be permitted to change internships.

Losing an Internship

When a student is "*fired*" from his/her internship, he/she must submit a self-evaluation regarding to the internship termination. After the self-evaluation is submitted to the Internship Coordinator, the student must undergo a mandatory intervention course in which professional behavior and skills are reinforced. Only after completion of the intervention course, the student will be eligible to participate in another approved internship. No credits are awarded for terminated internships.

Personnel

Please note: JVL Wildcat publishes a comprehensive Personnel Manual that supplies staff with specific information relating to employment at the school, including:

- Personnel Policies
- Benefits
- Evaluations and Problem-Solving Procedures

All Wildcat staff members are expected to sign a certification of receipt and understanding of this Manual upon employment. Copies of this guidebook are available to non-staff members upon request.

Overview

Wildcat Academy is an Equal Opportunity/Affirmative Action Employer that will offer equal employment opportunities to individuals seeking to work in the school regardless of race, color, creed, national origin, age, sex, disability, marital status, sexual orientation or religious affiliation. Wildcat will comply with all aspects of the Memorandum of Understanding between the Board of Education and the United Federation of Teachers.

The school administrators are responsible for the hiring of teaching staff. The chief administrator and the principal screen applications, interview candidates and, when deemed necessary, arrange for a model lesson and follow-up interviews. Before accepting a position, the prospective teacher meets again with the chief administrator for an orientation that specifies school philosophy, history, and expectations for staff members.

To be eligible to apply for a posted position, candidates must meet the position's minimum hiring specifications and must present a minimum of three verifiable references that support qualifications for the job. All potential school employees will undergo fingerprinting by the NYC Department of Education.

In accordance to Education Law, the number of uncertified teachers who satisfy the requirements imposed by Section 2851(2)(g) or 2854(3)(a)(1) of the Education Law and are employed by this proposed charter school will not exceed 30 percent of the school's teaching staff, or five teachers, whichever is less. The remaining teachers employed by Wildcat Academy will be certified in accordance with the requirements applicable to other public schools.

Teaching Philosophy

Wildcat Academy teachers are expected to apply an "all students can learn" attitude to the classroom. Utilizing theories ranging from differentiated learning to multiple intelligences, Wildcat teachers are expected to draw upon the existing strengths of students to benefit the classroom. This philosophy runs concurrent with the school's policy of heterogeneous grouping, in which students of varying backgrounds and levels of academic achievement are grouped together in order to best take advantage of individual learning styles and response to individual teaching styles. Wildcat Academy firmly believes that an environment of cooperative learning is imperative

as we prepare our students for a 21st century society in which diversity is a reality rather than a mandate.

The Wildcat Teacher uses any means necessary in the classroom to elicit quality products from students. Examples include learning portfolios, oral reports, journal writing and small group assignments.

In particular, Wildcat believes that writing is the gateway to literacy and all learning; therefore, all students produce meaningful writing products in each and every course to produce a deeper understanding of the curriculum. In addition to 12 hours of offsite assignments per term for each course, students are expected to complete 4, 6, 8 or 10 page research projects in language arts class.

Wildcat seeks teachers with a diverse range of life experience, so that students can have different role models in the classroom. Additionally, this breadth contributes to meaningful and enthusiastic lessons that act contagiously to excite students about learning.

Professional Development

Wildcat Academy is committed to developing, maintaining, assessing and continuously improving a program of professional development to: (a) strengthen instruction; (b) improve teachers' knowledge of content, state learning standards and performance indicators; (c) build teacher capacity to work effectively with students and with the parents and families of students; (d) ensure that teachers are proficient in the collection, analysis and use of student data to improve instruction and student outcomes; and (e) foster a supportive cooperative professional environment in which teachers work cooperatively with peers in a school wide community of learners. Professional development will be tailored to address specific student needs identified through analysis of student data and to address specific needs and gaps in the knowledge or skills of teachers. The professional development program will be results-based, data-driven and standards-based. The goal of the professional development program is to provide teachers and other instructional staff with an array of opportunities to increase their knowledge of content and methodology and to improve their teaching practice.

The Wildcat Academy will conduct regularly scheduled in-service training sessions. The objective of these training sessions is to foster continuous enhancement of the instructional staff's teaching skills and to promote peer-to-peer dialogue regarding best practices and research-based teaching strategies. At these meetings, feedback will be ongoing and reciprocal. At each staff meeting, current research articles that are pertinent to the student population will be discussed.

In addition to the above-discussed training, teachers and other instructional staff will be encouraged to attend professional conferences beyond those offered by the school. They will also be encouraged to visit other similar programs. The professional development program will also facilitate the development of peer mentorships that enable veteran staff to mentor new staff.

All professional development activities will be research-based and consistent with the findings, principles and process in the National Staff Development Council's Standards for Professional Development and the National Partnership for Excellence and Accountability in Teaching's

Improving Professional Development: Research-based Principles (2001). The principles that will guide the development and implementation of the School's professional development activities are:

- Professional development is a continuous process that is conducted in the long-term and in a sustained manner. To this end, the professional development program will support face-to-face training with ongoing technical assistance. The professional development program will also be sustained through the establishment of a peer-based learning community.
- Professional development will result in improved student achievement and developmental growth, and in the enrichment of teaching and the improvement of learning. All professional development activities focus on student-centered instruction, adapting instruction to address student needs and implementing strategies to impact student achievement and developmental growth.
- Professional development consists of activities that are job-embedded, inquiry-based and incorporate current beliefs about teaching and learning. All professional development activities focus on practical, research-based strategies and practices for improving education for students at risk of personal failure due to poor attendance, disruptive behavior, criminal activity and poor academic achievement. The professional development model recognizes that educators learn most effectively when they are able to practice new skills in safe peer-supported environments and in the classroom. Training will include hands-on learning activities and will enable participants to practice new skills in cooperation with peers. It will also help participants develop skills, behaviors, strategies and resources that can be incorporated immediately into instruction.
- Professional development will address specific school needs identified through a careful analysis of multiple measures. Training will employ a cooperative learning model that incorporates participant input regarding specific school needs. Training and technical assistance will help participants integrate new strategies, skills and resources into the school's educational initiatives.
- Professional development will be aligned with NYS learning standards and performance indicators.
- Professional development will be modeled after learning experiences considered valuable for adults. The professional development model incorporates effective, research-based strategies into both content and delivery. The model is data-driven and designed to help participants understand of the research and theory that support the effectiveness and appropriateness of each new strategy, skill, activity and resource. The model employs multiple best practices in professional development, including a cooperative learning model, establishment of a peer-based learning community and ongoing technical assistance.

Student performance and teacher evaluations will serve as tools to assess the effectiveness of the School's professional development programs and activities, and to identify and address specific needs for additional training and technical assistance.

Participation in School Governance

While Wildcat Academy staff will be formally represented before the Board of Trustees by the chief executive officer, the UFT representative and one other teacher, they are free to participate at public meetings of the school, serve on ad hoc committees, and meet with/make recommendations to the Board of Trustees or administration individually. All meetings are open to the general public.

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 work 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, 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 2010-11:

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. Parental outreach may also be conducted through home visits by a school official and an interpreter.

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.

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, 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.

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 9:15 will be marked as arriving late. Students entering the building or not in classrooms at 9:15 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 will 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. Preliminary plans are in place that will enable a student to swipe his/her ID card when arriving and departing some internship sites. 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.

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.

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. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may established. 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/rdonlyres/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 submit 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.

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) shall comply 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. This will be done, if possible, through a contractual arrangement with the district to supplement the level of health services mandated to be provided by the district to the Charter School in accordance with §2853(4)(a) and §912 of the Education Law.

Staff

The Wildcat Academy may seek to employ a nurse either on staff or through contract to supervise the disbursement of medication, the treatment of students who are ill, the treatment of students who are injured, and to train faculty and staff in first aid, including but not limited to, cardiopulmonary resuscitation (CPR). The nurse will additionally be responsible for all record keeping and correspondence related to these responsibilities.

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.

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.

Food Services

Wildcat Academy currently contracts out to the New York City Department of Education Office of Nutrition and Food Services for food services. The school reserves the right to negotiate with other food service providers, initiate its own program, or continue to work with the current provider.

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.

Any and all food service subsidy revenues received from the Federal and State meal programs are used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose.

Wildcat Academy has its own food service facilities, including kitchen and cafeteria accommodations. Absent these facilities, however, the school will ensure that food services are provided to students directly in the classroom or in other suitable common areas in arrangement with the Office of Nutrition and Food Services.

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 8-12 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.