



Truxton Academy Charter School
Family Handbook
2025-2026

Welcome

Welcome to Truxton Academy Charter School! We are so happy for you to be part of our school family. It is a gift that we get to share our days with your children. Together we will create the best possible educational experience for our students and we are grateful you have chosen Truxton Academy Charter School.

We ask that, as parents, you:

- Communicate openly about your child(ren)'s needs through phone calls, emails, notes, and conferences. Please let us know your preferred method of communication.
- Notify us about changes in your life and routine that affect the way we communicate with you (new phone number, change in before or after school care, change in transportation, change in address, emergency numbers, family illnesses or issues, etc.) Let us know if these changes may impact your children so we can meet their needs.
- Participate in our school activities as much as you can! Volunteer in the classroom, join us on field lessons, help with the early morning or extended day programming. There are many opportunities and we welcome the help.
- Help with school fundraising and promotional events. It is a team effort to offer our students as many learning opportunities as we can.
- Give us feedback on how things are going for your child. We know we can always improve on how we meet the needs of our students and we rely on you to tell us what those needs are.

We will communicate regularly through weekly updates from your child's classroom teachers and a monthly school wide newsletter.

The Truxton Academy Team

Truxton Academy Contact Information

Physical Address: Truxton Academy Charter School
6337 Academy Street
Truxton, NY 13158

Mailing Address: Truxton Academy Charter School
PO Box 104
Truxton, NY 13158

Phone: (607) 842-6252

Website: www.truxtonacademy.org

Email: info@truxtonacademy.org

School - Family Connection Tool: ClassDojo

ClassDojo is an application that allows our teachers and families to come together to share school information, event information and our kiddos' most important learning moments through photos, videos, and messages. For more information: <https://www.classdojo.com/ul/p/addKid?target=school&schoolID=6157d9804325b4ce1a801608>
or

SCAN THE CLASS DOJO QR CODE



Please review this Handbook as a family. We are happy to address any questions or concerns.

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Our Mission, Statement of Non-Discrimination, Program Oversight

Truxton Academy Charter School will cultivate an enthusiasm for learning through a project-based curriculum that celebrates our rural life, environmental stewardship, and agricultural heritage. Integrating real world, student-centered learning, we will plant a strong foundation for future academic success.

We are dedicated to:

- Creating a school where all children feel safe to engage in learning and socialization
- Creating learning opportunities that help students apply learning to real-world situations
- Communicating regularly with families and welcoming families into our learning activities
- Creating opportunities for children to grow as whole people as we focus on academics and beyond
- Responding to student and family concerns with respect
- Collaborating with all stakeholders to create a supportive, respectful learning environment

NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS:

Truxton Academy Charter School (the “School”) admits students of any race, color, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national origin, or ethnic origin in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

Program Oversight

Truxton Academy Charter School is a public charter school authorized by the State University of New York Charter School Institute (“SUNY CSI”). The School is governed by a Board of Trustees. The Board meets monthly on the second Monday of the month at 7:00. All Board meetings are conducted in accordance with the New York State Open Meetings Law and are open to the public. The Board of Trustees is responsible for programmatic and fiscal oversight.

As a public charter school, we comply with all applicable New York State education laws and regulations, including state learning standards and testing requirements. We are authorized to serve any students who reside in New York State.

Family & Community Involvement

Our School Family connects students, families, teachers, and community members to ensure the optimal development of all. These connections provide positive support, attention, and learning success. We will communicate with and involve families and the community in a variety of ways, including:

- Family Handbook
- Family Events such as Back to School Night, Trunk or Treat, and Maplepalooza

- Learning Expos
- Field Lessons
- Opportunities for parents and community members to volunteer
- A School website and Facebook page to keep families and community members updated on school happenings, needs, and volunteer opportunities.
- School Community Association (“SCA”)- a parent and community group that supports Truxton Academy

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School Closed/Holidays

Professional Development/ Instructional Staff Only (no school for students)

First and Last Day of School

15 minute early dismissal drill

Students Days: 184

Snow Days: 3

Quarter 1 ends 11/7

Quarter 3 ends 4/10

Teacher Days: 194

Early Dismissal Days: 1

Quarter 2 ends 1/30

Quarter 4 ends 6/24

School Closed/Holidays

Professional Development (no school for students)

First and Last Day of School

15 minute early dismissal drill

School Holidays and Breaks	
September 3	First Day of School
September 22	Parent Information Night
October 10	15 Minute Early Dismissal (State Mandated)
October 13th	Holiday - No School
November 4th	Professional Development - No School
November 10th	No School for Students Parent Teacher Conferences
November 11th	Holiday - No School
November 26th - 28th	Holiday - No School
December 22nd - January 2st	Holiday Break - No School
January 19th	Holiday - No School
February 16th - 20th	Winter Break - No School
March 20th	Professional Development - No School
March 30th to April 3rd	Spring Break- No School
May 25th	Holiday - No School
June 19th	Holiday - No School
June 24th	Last Day of School

Faculty and Staff Directory 2025-2026

As a team, we greatly value family communication. Throughout the year if you have any questions, please do not hesitate to reach out directly to your child's teacher or a member of our team.

Administrative Team		
Scott Anderson	Principal	scott.anderson@truxtonacademy.org
Patty Dawson	Executive Director	patty.dawson@truxontacademy.org
Raina Barber	Administrative Assistant	raina.barber@truxtonacademy.org

To contact your child's teacher, please use ClassDojo or call 607-842-6252.

Our School Day

Instructional Hours 8:50 am - 3:10 pm

Office Hours 8:00 am - 4:00 pm

School Building Hours: 7:30 am - 4:00 pm

7:30 am - 8:20 am Optional Early Morning Program

8:00 am - 8:45 am Breakfast Available

3:00 pm - 3:10 pm Pack up and Bus Dismissal

3:20 pm - 3:30 pm Parent Pick-up

Arrival, Dismissal, and Attendance

Arrival:

Parent drop off

7:30 am - 8:20 am - Early Morning Program - drop off is at the cafeteria door in back of the school.

8:20 am - 8:45 am - Regular drop off - drop students off to enter on the playground side entrance.

After 8:45 am - Parents & students will enter through the front door to sign in. After 8:45, students will be considered tardy.

Buses

7:30 am - 8:20 am - Early Morning Program - drop off is at the cafeteria door in back of the school.

8:20 am - 8:45 am - Buses will drop students off to enter on the playground side entrance. Bus drop-off times are determined by school districts and do not count towards tardy designation for students.

Please note, we welcome all parents/guardians as visitors into our school. ALL visitors must enter through the front door to sign in and state the purpose of the visit during school hours. This applies for drop off or pick up as well.

Dismissal:

Students will follow their written dismissal plan unless the school is otherwise notified by a parent. Please notify the school by **2 pm** so we may plan accordingly. Students will only be allowed to leave with adults who are listed on their dismissal plan. School personnel may ask for the ID of anyone picking a student.

Parent pick up and Buses - Students will exit on the playground side entrance.

Attendance and Absences

School attendance is important. As our curriculum relies on project-based learning, many of the activities build upon one another. As much as possible, students need to be in school to maximize learning in this format. Please try to plan appointments and vacations during time periods that school is already closed.

We request a written excuse for absences. Please include the following information:

- date of the absence
- child's full name
- reason for the absence
- Parent/Guardian signature

In accordance with NYS Education law, the following are considered excused absences::

- Personal illness*
- Illness or death in family
- Remedial health treatment (doctor, dentist, etc.)
- Required court appearance
- Religious observance
- Approved music lessons
- Impassable roads or weather**

If we do not receive notification that your child will be absent, an email will be sent at 10:30 am to advise that they are not present.

*Note: Parents must provide a doctor's note to excuse any student absence lasting more than three consecutive days.

**Note, in the case that we are not closed, but your child's home district is closed, or you feel it is unsafe for you to transport your child to school, please notify us, and it will be considered an excused absence.

At-Risk, Chronic and Critical Absences

Regular attendance is essential to your child's academic success and overall development. Truxton Academy takes attendance seriously and follows a tiered response system when unexcused absences begin to impact a student's learning. Below is an outline of what families can expect as unexcused absences accumulate:

At-Risk: students who are absent 5–9% of the school year

- Our School social worker will reach out by phone to check in and collaborate with families to identify and address barriers to attendance.

Chronic: students who are absent 10-19% of the school year

- A formal attendance concern letter will be mailed home.
- The principal will contact the family to schedule a meeting.
- Retention may be considered.

Critical: students who are absent 20% or more of the school year

- A second formal letter will be sent home.
- A report may be filed with Child Protective Services (CPS) for educational neglect.
- Retention may be considered if attendance has significantly impacted academic progress.
- Students with 20 consecutive unexcused absences may be removed from enrollment.

If a family has difficulty making it to school for a meeting, or can not be reached, a home visit may occur with two or more school personnel to check on the family and seek solutions.

We are committed to working with families to ensure every child has the opportunity to succeed. If you are experiencing challenges that affect your child's ability to attend school, please reach out—we are here to help.

Visitor Policy, Parent, and Volunteer Sign-In

Any person entering the building during school hours must enter through the front door to report to the office, sign in, and receive a visitor's pass. To ensure the safety of students and staff, all doors to the building are locked.

Home and School Communications

All students will have a folder for daily communication from school to home. This folder will be provided by the school. Teachers will post updates and pictures on ClassDojo weekly. In addition, there will be a monthly newsletter notifying parents of school-wide news. School personnel will reply to parents within 24 business hours via phone or email.

School Community Association ("SCA")

A parent organization works with the school on school community initiatives and allows a place for families to connect. The group will meet regularly and have a school representative present at meetings. All families are considered a part of the SCA. You are welcome to attend any meetings and events that you are able to. The group also hosts a facebook group for parents.

(<https://www.facebook.com/groups/truxtonacademycharterschool>)

Meal Program

Our school will serve breakfast and lunch that are free of charge to families because of the Universal Free School Meals program. All meals will be prepared on site using locally sourced fresh and local ingredients as much as possible. Menus for lunch and breakfast will be posted on Class DoJo and our website monthly. Students have the option to bring a healthy lunch from home, select to receive a hot lunch prepared by our chef, or enjoy our fresh daily salad bar.

The Nutrition Program at Truxton Academy uses a Point of Sale (POS) system for the cafeteria to efficiently manage our program, maintain meal counts and assist in mandated reporting. Students are issued a 3-digit Personal Identification Number (PIN) to be entered into a pin pad at the serving line for breakfast, lunch or milk purchases. Teachers will assist in entering their PIN while students work on remembering it on their own. This system also allows notation of allergies and other food medical concerns. **If your child has any changes in allergies or other medical concerns, please notify us.** This will alert our staff to help monitor their meals.

There is an option to purchase ice cream treats for \$1.50 on Fridays. Parents/Guardians may fund ice cream accounts in advance via MySchoolBucks or with a check payable to Truxton Academy Charter School. **We are unable to accept cash payments.** Any remaining funds for a particular student will be carried over to the next school year.

We recommend signing up with MySchoolBucks for easy management of your child's account. MySchoolBucks allows you to set up automatic payments, set daily/weekly spending limits and receive low balance alerts. You can download the App or visit <https://www.myschoolbucks.com/ver2/login/getma> to set up your account.

Parents should send in a healthy snack for their child for snacktime in the classroom. Please do not send high sugar foods of minimal nutritional value, such as chips or cookies. Candy is not a snack and we prefer it not be sent in with students as such. Classroom teachers will provide information on how snacks will be handled in each room.

Birthday Celebration Policy

Birthdays are an important time for many families to celebrate their children. At Truxton Academy, we have created a plan for birthdays to assist you in celebrating your child.. We understand that some families do not celebrate birthdays, and this is okay as well. Please let us know your preference for your child, and we will act accordingly.

If you would like to celebrate your child's birthday, please give your child's teacher one week's notice. We welcome parents to come in for birthday celebrations with their child. If parents choose to send in a treat to celebrate their child's birthday please check with your child's teacher for any food allergies that might be in your student's classroom.

Dress Code

Truxton Academy Charter School's Dress Code consists of clothing which is comfortable and allows students to participate in all school activities. Please be mindful of graphics on clothing as well. There should be nothing vulgar, suggestive of substance use or violence, nor anything that would denigrate any members of our Truxton Family based on who they are or what they may believe. The school leadership shall make determinations of whether an individual student's dress is causing disruption or interfering with the instructional process. The Parent/Guardian will be notified of a violation, and the student will be asked to modify their appearance. Hats are allowed and encouraged for outdoor activities, but should not be worn while indoors.

Students will go outside daily for recess and/or learning activities and should have weather-appropriate clothing and footwear. We go outside unless it is raining or below 20 degrees. Each student will have a locker assigned to them and can keep extra outerwear, rubber boots, and/or winter boots at school. ALL STUDENTS are encouraged to keep a change of clothes in their locker. Students will have Physical Education daily and will need shoes appropriate for athletic activity. Students need closed-toed shoes. No sandals, flip flops, or Crocs. They should not need to change shoes to run and play.

Homework Policy

Students are expected to read nightly. This can take the form of the parent reading to the child, the child reading to the parent, or a combination. All students should be reading for at least 20 minutes per day. Discussing what they are reading is a great way to help with comprehension. If you would like additional work for your child at home, please contact your child's teacher.

Health and Safety Information

Immunizations

In accordance with Section 2164 of the New York State Public Health Law, all students entering school are required to be immunized against Hepatitis B, diphtheria, polio, measles, mumps, rubella, and varicella. Failure to provide proof of the required immunizations or a valid medical exemption within 14 days of school entry will result in exclusion from school.

Immunizations for Grades K-2

- 3 doses of Hepatitis B (for all children born on or after 1/1/93 and those entering grade 7 after Sept. 1, 2000.
- 3-5 doses of diphtheria toxoid (usually administered as either DTP or TD) depending on age given.
- 3-4 doses of oral polio vaccine (OPV) or 4 doses of Salk vaccine (IPV) depending on age given
- 2 doses of MMR Vaccine (Mumps, Measles, and Rubella) vaccine.
- 2 doses of varicella (chicken pox) vaccine administered after the age of 12 months (for all children born on or after 1/1/98)

Students who have had measles or mumps disease must provide a signed certificate from a licensed physician verifying the diagnosis. Students who have immunity to any of these diseases must also submit proof of this via a titer. If this is not provided, the child must be vaccinated. Immunizations can be received from your family doctor, some pharmacies, or at the Public Immunization Clinic at the Cortland County Office Building located at 60 Central Avenue, Cortland. To attend this free clinic, you must first make an appointment by calling 607-753-5203.

Emergency Authorizations

Each child in the family needs to have an authorization for emergency medical care form signed and on file in the office. This form will allow us to obtain emergency medical care for a student should we not be able to contact you. This form is contained in the Welcome Packet and must be received by the start of school.

Physicals

Physicals are required for each child in kindergarten, first, second, third, fifth, seventh, ninth, and eleventh grade. A health certificate is required for each pupil from a physician. Additionally, an examination of any child may be required by the local school authorities at any time, at their discretion, to promote the educational interests of such a child (Education law, Section 903). We partner with Homer Central School District ("HCSD") for our student physicals. If your child requires a physical, you will receive notification from the school nurse provided to us by HCSD. Physicals done up to 12 months before school begins in September are acceptable for incoming students.

Hearing and Vision Screening

Each child will be given a hearing and vision screening each year. You will be informed if there are any problems. Height and weight records are also kept.

Medications

State law requires a signed permission slip from the parents and a written and signed request from the family physician indicating the frequency, dosage, and the name of the prescribed medication, when it is necessary for a child to take any prescription or non-prescription medications. A designated school representative may then

administer the medication during school hours. Parents must deliver the medication to school in the original, labeled container.

Physical Education and Recess Excuses

A child may be excused from Physical Education and/or recess for health reasons. A doctor's note specifying the reason and dates of restriction is required.. If the doctor's note does not include a date clearing the student to return to activity, an additional doctor's note authorizing the student to return to normal activity will also be needed. Parents may request a one day excuse without a doctor's note.

Injuries at School

Students sometimes suffer injuries on school grounds. All injuries should be reported immediately to the teacher and to the nurse/administrative staff no matter how slight or minor. Minor cuts and abrasions will be treated as first aid in the school nurse's office. If there are more serious injuries, parents will be contacted for referral to their child's pediatrician. In an emergency, parents, along with emergency medical personnel, will be contacted. The School will be responsible for obtaining medical care for the student at the time of injury if a parent is not available.

Illness at School

If a child is not feeling well, they will be sent to the nurse's office. The nurse or administrative staff will assess the situation by speaking with the child, taking their temperature, and observing any symptoms. If it is determined that the child should be sent home, the nurse or administrative staff will call their family. If the parents can't be reached, the School will call the emergency contact numbers provided by the family.

Extra Clothing

Accidents do happen! Please make sure your child has a change of clothes available at school. It can be left in their assigned locker. If a child needs a change of clothing (for whatever reason), one will be provided from what we have available. Their clothing will be sent home with them in a plastic bag. Please wash the school's clothing and return it to the school as soon as possible.

Emergency Management Plan

A detailed Emergency Management Plan, Truxton Academy's SAVE Plan, is on file in the school office. This Plan outlines procedures for responding to specific emergencies to ensure the safety of students and staff. The SAVE Plan is updated annually and provides for the training of all staff. On site, we have staff members who have been trained in CPR, first aid, and the use of the AED machine at all times. In case of an emergency that causes the School to close early, students will be dismissed according to the instructions provided on the School's Early Emergency Dismissal Form. This form is included in the Welcome Packet and must be completed and returned by the start of the school year. Please notify the School promptly of any changes to your child's dismissal plan.

Fire Drills and Lockdown Drills

We are legally required to conduct a minimum of eight (8) fire drills and four (4) lockdown drills during the school year. The fire drills involve the evacuation of all students, instructional, and non-instructional personnel from the building. All classroom teachers and students are instructed on the designated evacuation routes in the building. In the event of a drill or actual emergency, students are expected to follow directions, move quickly, and remain

orderly at all times. . Lockdown drills involve students holding in place within a designated area of the building. Students are supervised by our faculty and staff members during this time. Lockdown drills will ALWAYS be announced as a drill.

Drills of this kind are carried out so that we know what to do if an emergency occurs, and all people will follow the safety protocol and instructions. When it is declared safe, staff and students will return to normal activity.

Discipline Policy

At Truxton Academy, we believe that mistakes are opportunities to learn. Our approach to discipline incorporates the Conscious Discipline approach with accountability through restorative action. As such, we approach discipline through the lens of building and maintaining strong relationships and being accountable to each other and our community to uphold our shared expectations.

We strive to ensure that consequences at Truxton Academy are opportunities to learn and take accountability for any harm caused. In most cases, this involves a meeting with all the students involved to determine what happened, why it happened, and what each party needs to do in order to resolve the conflict or problem. The consequences that follow the meeting are intended to be logical and focused on restoring the harm caused. In circumstances where the student is unable to remain safe or is unwilling to engage in the problem-solving process, the School will call their parent or guardian for support in resolving the issue. . If the issue cannot be resolved over the phone, the parent or guardian may be asked to come to school to work toward a solution in person. If no solution can be reached, , the student may be suspended from school to maintain a safe and calm learning environment.

Anti-Harassment

Truxton Academy is committed to providing a safe, supportive, and respectful learning and working environment free from unlawful harassment and retaliation. Harassment or retaliation based on race, color, religion, national origin, marital status, gender, gender identity, sexual orientation, or disability is strictly prohibited.

Any member of the school community, student, employee, or volunteer, who engages in such conduct will be subject to disciplinary action or other appropriate corrective measures. The administration will promptly and thoroughly investigate all complaints of unlawful harassment, whether formal or informal, verbal or written.

Any student, employee, or community member who experiences or witnesses harassment should report the conduct to the Principal.

NYS Dignity for All Students Act (DASA)

At Truxton Academy, no student will be subjected to harassment or discrimination by employees or students on school property or at a school function based on their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. Any student, employee, or volunteer who violates the School's DASA policy will be subject to disciplinary action or other appropriate corrective measures.

The School reserves the right to discipline students, consistent with the Code of Conduct, for harassment that occurs off School property when such conduct: (1) affects the educational process; (2) poses an actual danger to the health or safety of students within the School; (3) is reasonably believed to pose a danger to the health or

safety of student. This includes written or verbal harassment that materially and substantially disrupts, or is reasonably forecast to disrupt, the work, discipline, or educational environment of the School.

Dignity Act Coordinator (“DAC”)_

The School designates Scott Anderson as the Dignity Act Coordinator (“DAC”). The DAC is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex. The DAC will be accessible to students and other employees for consultation and advice.

Reporting and Investigating

Personnel at all levels are responsible for reporting harassment of which they have been made aware to their immediate supervisor. Any student who believes that s/he is being subjected to harassment, as well as any other person who has knowledge of or witnesses any possible occurrence of harassment, shall report the harassment to any staff member. A staff member who witnesses harassment or who receives a report of harassment shall inform the Principal, or their designee. The Principal, or their designee, shall promptly investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the School to investigate allegations of harassment.

Follow-up inquiries and/or appropriate monitoring of the alleged harasser and victim shall be made to ensure that harassment has not resumed and that those involved in the investigation of allegations of harassment have not suffered retaliation.

Material incidents of discrimination and harassment on School grounds or at a School function will be reported to the State Education Department as required by law.

No Retaliation

The School and its Board prohibit any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of harassment. All complainants and those who participate in the investigation of a complaint in conformity with state law and School policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

Title IX

Truxton Academy (the “School”) is committed to providing a safe, respectful, and inclusive learning environment for every student. In accordance with federal law Title IX of the Education Amendments of 1972 and New York State law, our School does not allow discrimination based on sex or gender. This includes protecting students and staff from sexual harassment or sexual violence in any form.

This policy applies to all members of our School community: students, families, staff, and volunteers. It also applies in all settings connected to the School, including:

- On School grounds,
- At School events, and
- In some cases, outside of School, if the School has responsibility for the situation or the people involved.

Notice of Non-Discrimination

Truxton Academy does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, ethnicity, age, disability, veteran status, genetic information, or marital status in the delivery of its education programs and activities. Pursuant to Title IX, this specific policy is limited in scope to instances of alleged discrimination *on the basis of sex*.¹ Alleged discrimination on basis other than sex falls under the School's anti-harassment policy. If any member of the School community has any questions or concerns with respect to this Policy and/or Title IX, he/she may contact the School's Title IX Coordinator and/or the United States Department of Education's Office for Civil Rights. The School's Title IX Coordinator is identified within this Policy and shall be available to answer all questions concerning this Policy.

The School's policy of non-discrimination in its educational programs and activities extends to employment and admission considerations.

Definitions

At School: In a classroom, all school common areas, on or immediately adjacent to school premises, on school property, on a school bus or other school-related vehicle, at a school bus stop, or at any school-sponsored or school-related activity or event, whether or not it is on school grounds.

Authorized Volunteer: Any person who 1) is not employed by the School, 2) does not receive any compensation from the School, 3) has undergone School-required criminal background checks, and 4) is permitted to provide services approved by the School to the community, including students, employees, and other partners.

Away from School: Any location not defined above as "At School", but remaining within substantial control of the School.

Complainant: Person who is alleged to be the victim of conduct that could constitute discrimination on the basis of sex and/or Sexual Harassment. For students under the age of majority, parents and legal guardians have the legal right to act on behalf of the student Complainant in Title IX matters.

Formal Complaint: A written document or electronic submission that either 1) is filed by the Complainant, or 2) is signed by the Title IX Coordinator, alleging Sexual Harassment against a Respondent and requesting that the School investigate the allegation of sex discrimination and/or Sexual Harassment.

At the time of filing, the Complainant must be currently participating in, or attempting to participate in, the education program or activity of the School. A submission from a Complainant must include the Complainant's physical or digital signature, or another indication that the Complainant is the individual submitting the complaint.

Respondent: A person who has been reported to be the perpetrator of conduct that could constitute discrimination on the basis of sex and/or Sexual Harassment. A Respondent can be another student, a teacher, an administrator, any other employee of the School, or a third party. Respondents will be presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance

¹ The decision in *State of Tennessee v. Cardona*, No. 2: 24-072-DCR (E.D. Ky. Jan. 9, 2025), President Trump's January 20, 2025 Executive Order and the Department of Education's February 4, 2025 "Dear Colleague" letter clarify that for purposes of Title IX, discrimination on the basis of sex means discrimination on the basis of being a male or female.

process.

Sexual Assault: Includes sexual misconduct that is attempted or perpetrated against a victim's will or when a victim cannot consent because of age, intellectual disability, or any other disability precluding the victim from forming consent. Sexual assault may involve, but is not limited to, actual or threatened physical force, use of weapons, coercion, intimidation or pressure, intentional touching of someone in ways that are unwanted, voyeurism, exhibitionism, exposure to pornography, and/or public displays of images that were taken in a private context or when the victim was unaware.

Sexual Harassment: : Includes, but is not limited to, degrading remarks, gestures, jokes, notes, graffiti, spreading rumors, indecent exposure, unwelcome touching, grabbing, pinching, or brushing against another in a sexual way. Unwelcome conduct on the basis of sex that satisfies one or more of the following: An employee conditioning the provision of an aid, benefit, or service of the district on the Complainant's participation in unwelcome sexual conduct (*quid pro quo* harassment); unwelcome sexual conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a Complainant equal access to the School's education program or activity (hostile environment); or Sexual Assault, dating violence, domestic violence, or stalking.

This policy is not intended to limit the School's authority to address conduct that does not fit the definition of sexual harassment, but that violates other school policy/ies or the student code of conduct. For example, conduct that constitutes harassment based on a protected category other than sex, or unlawful discrimination, hazing, or bullying, or any other violation of the student code of conduct or the School's workplace rules, will be investigated and addressed under applicable school policy and law.

Sexual Harassment of a Student by a School Employee

Sexual harassment of a student by a school employee includes, but is not limited to, both welcome and unwelcome sexual advances; requests for sexual favors; sexually-motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

- 1) A school employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct, or;
- 2) The conduct is of the type that reasonable person would determine is so severe, persistent, pervasive, and objectionably offensive that it affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or; creates an intimidating, threatening, hostile, or abusive educational environment.

Sexual Harassment of a Student (Including Harassment by Another Student)

Includes, but is not limited to, unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is of the type that a reasonable person would determine is severe, persistent, pervasive, and objectionably offensive that it effectively denies a Complainant equal access the School's education program or activity; or Sexual Assault, dating violence, domestic violence, or stalking.

Sexual Harassment of an Employee or Authorized Volunteer of School

The School adopts the definitions and conditions set forth in the School's employee sexual harassment policy as defined under governing New York law.

Sexual Violence: Includes, but is not limited to, isolated/individual instances of sexual misconduct and/or aggression, Sexual Assault, and/or rape. In cases of Sexual Violence, the perpetrator may be a stranger, acquaintance, friend, family member, or partner. Any instance of sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA).

Sexual Violence Perpetrated Against a Student

Sexual violence perpetrated against a student of the School, regardless of the perpetrator, includes, but is not limited to, both welcome and unwelcome sexual advances; requests for sexual favors; sexually-motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when the student is caused to reasonably believe that he/she must submit to the conduct in order to participate in a school program or activity, or that a perpetrator will make an educational and/or School-related decision based on whether or not the student submits to the conduct.

Conduct constituting "Sexual Violence" need not be repetitive, persistent, or pervasive such that it affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or; creates an intimidating, threatening, hostile, or abusive educational environment.

Sexual Violence Perpetrated Against a School Employee or Authorized Volunteer

The School adopts the definitions and conditions as defined under governing New York law.

Supportive Measures: Non-disciplinary, non-punitive individualized services and/or accommodations offered, as appropriate and reasonably available, to individuals impacted by sexual harassment or other sexual misconduct. Supportive measures are available before or after the filing of a formal complaint or where no formal complaint has been filed. Supportive measures are designed to restore or preserve equal access to the School's education program or activity without unreasonably burdening any other party. They include measures designed to protect the safety of all parties and/or the School's educational environment, and/or to deter sexual misconduct.

Witness: An individual who may have seen conduct relevant to a Title IX formal complaint or a report of a potential Title IX violation, or who has other information related to a Title IX investigation.

Title IX Coordinator

The Title IX Coordinator's responsibilities shall include, but are not limited to:

- Coordinating the School's compliance with Title IX, including the School's grievance procedures for resolving Title IX Complaints;
- Drafting and publicizing procedures for reporting possible Title IX violations;
- Overseeing the School's prevention of and response to Title IX reports and complaints;
- Ensuring fair, equitable, and prompt resolution of complaints;
- Offering the Complainant and Respondent supportive measures with or without the filing of a Formal

Complaint, considering the parties' wishes with respect to supportive measures, and explaining to the Complainant the process for filing a Formal Complaint.

- Identifying and addressing any patterns or systemic problems revealed by such reports and complaints;
- Providing confidential (to the extent possible) written reports to the Superintendent/Head of School and the Board of Trustees as requested, but at least once every 4 months. If the Executive Director/Head of School and/or the School's Board of Trustees serves as a Title IX Decision-Maker or Appellate Decision-Maker, such reports shall exclude information on pending and ongoing matters. Reports shall be kept in a separate and secure Title IX file;
- Providing training to the School's employees, Authorized Volunteers, and other members of the School community with respect to Title IX and the School's implementation of this Policy.

The Title IX Coordinator shall understand and have knowledge of the Title IX requirements and the School's own policies and procedures on sex discrimination, anti-bullying, anti-retaliation, school place violence, and Sexual Harassment. The School requires that the Title IX Coordinator, Investigators, and decision-makers (including adjudicators) be free from any conflict of interest or bias, whether for or against Complainants or Respondents generally, or for or against an individual Complainant or Respondent. Any training materials for Title IX Coordinators, Investigators, adjudicators, and any person who facilitates an informal resolution process must not rely on sex stereotypes and must promote impartial investigations and adjudications of Formal Complaints of Sexual Harassment.

Each and every report or complaint filed with the School pursuant to Title IX or reasonably related to Title IX must be provided to the Title IX Coordinator to achieve his/her mission.

Effective upon adoption of this Policy by the Board of Trustees, the Title IX Coordinator shall be:

Scott Anderson
6337 Academy Street, Truxton, NY 13158
607-842-6252
scott.anderson@truxtonacademy.org

Prohibition of Sexual Violence and Sexual Harassment

Sexual Harassment and Sexual Violence, including but not limited to Sexual Assault, are strictly prohibited and will not be tolerated.

This prohibition applies to conduct:

- by a student against another student;
- by a student against a staff member;
- by a staff member against a student;
- by or among school employees;
- by or among Authorized Volunteers; and
- by or against any other person associated with the School.

The School is committed to a comprehensive, preventive approach that addresses the underlying causes of such behavior and fosters a safe, respectful school community that supports teaching and learning for all students and adults.

Grievance Process

To ensure the prompt and equitable resolution of Title IX complaints, the School has established the following grievance process. The School will apply the *preponderance of the evidence* standard when reviewing all complaints and investigations. Complainants may submit a written grievance to the School's Title IX Coordinator using the grievance form included as *Appendix A* of this Policy. The School will respond to all complaints promptly and in a manner that is not *deliberately indifferent*, meaning the response will not be clearly unreasonable in light of the known circumstances.

Initiation of Grievance Process

A formal grievance process is initiated when: (1) A Complainant submits a written statement alleging discrimination prohibited by Title IX to the Title IX Coordinator, or (2) The Title IX Coordinator receives a report of a suspected Title IX violation from another student, employee, volunteer, or other community member.

Investigation

Upon the Title IX Coordinator's receipt of a grievance or other complaint pursuant to this policy, or the Title IX Coordinator's initiation of the grievance process, a Title IX Investigator shall commence and conduct an investigation pursuant to the procedures set forth within this Policy. The Title IX Coordinator may serve as an Investigator, or may designate another trained Title IX Investigator from within or outside of the School to conduct investigations.

The Title IX Coordinator will provide written notice of the investigation to all parties. The notice will include, among other things, a copy of this policy and a sufficiently detailed description of the allegations. The notice will specify the identities of the parties involved, the conduct allegedly in violation of Title IX, and the date and location of the incident(s), if known.

Determination

Following the completion of an investigation, a Decision Maker, who is neither the Title IX Coordinator nor the Investigator, shall determine whether the Complainant was excluded from participation in, denied the benefits of, or subjected to discrimination on the basis of sex in any School program or activity.

Hearings are not required under Title IX for complaints involving elementary and secondary school students, and there is no right to a hearing under the School's standard grievance procedure; however, if a party requests a hearing, the Title IX Coordinator may, in their sole discretion, decide whether or not to grant the request, which is not subject to appeal.

After reviewing the Investigator's report and any submissions from the parties, and/or following a hearing if one is granted, the Decision Maker shall prepare a written report summarizing the findings, conclusions, and any required actions or remedies, and shall determine the appropriate parties with whom the report will be shared, including providing notice to the Complainant and Respondent. The Title IX Coordinator shall take all necessary steps to ensure that any remedies or corrective actions identified in the determination are implemented promptly and equitably and that the School otherwise complies with Title IX.

Appeals

Any party wishing to appeal the Decision Maker's determination must submit a written appeal to the Title IX Coordinator within ten (10) business days of receiving the decision. Appeals are permitted **only** for the following reasons:

1. A procedural irregularity occurred that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time of the original determination has been discovered and could affect the outcome; or
3. The Title IX Coordinator, Investigator, hearing officer, or Decision Maker had a conflict of interest or bias, either generally or with respect to an individual Complainant or Respondent, that affected the outcome.

The Title IX Coordinator will review any appeal submitted and determine whether the appeal meets one of the allowable grounds.

Upon receipt of a written appeal, the Appellate Decision Maker shall conduct an initial threshold review to determine whether the appeal is timely and whether it alleges one or more of the permissible grounds for appeal. If the appeal meets these criteria, the parties will be notified in writing and given the opportunity to submit a written statement addressing the issues raised on appeal. The School's Board of Trustees shall serve as the Appellate Decision Maker.

The Board of Trustees shall issue a written report within ten (10) business days of the deadline for submission of written statements by the parties. The report shall include notice to the parties of any further appellate rights.

To the extent possible, the School strives to complete all Title IX investigations and appeal processes in a manner that is reasonably prompt and equitable under the circumstances.

Reporting Responsibilities

The Title IX Coordinator shall establish procedures for reporting conduct that may violate this Policy and shall ensure that these procedures are **prominently publicized** to students, employees, volunteers, and parents. The procedures will explain how to submit a report and how the School will respond to such reports. Anyone who experiences, witnesses, or has information regarding conduct that is, or is reasonably believed to be, in violation of this Policy may file a report with the School.

All school employees *shall* report incidents of alleged violations of this Policy to the Title IX Coordinator as soon as they learn of or have actual knowledge of any conduct allegedly in violation of this Policy. Employees shall report all relevant details that the Complainant shared or that the employee observed, including, but not limited to, the names of the alleged Respondent and Complainant (including individuals who have allegedly been subjected to sexual discrimination and/or harassment but may not wish to file a Complaint), the date, time, and location of the alleged conduct, and the circumstances surrounding the alleged conduct. **A school employee's failure to report a violation of this Policy of which he or she has actual knowledge shall result in disciplinary action, including termination of employment.**

Students who witness alleged violations of this Policy, or parents whose children inform them of alleged violations of this Policy, shall report incidents to the Title IX Coordinator. Whether individuals who have been subjected to alleged Title IX misconduct choose to file a Complaint or not, they shall not be disciplined for failing to report an alleged violation of this Policy themselves. All reports from students or parents/guardians will be maintained in confidence to the extent possible.

Although the School cannot discipline or sanction parents or guardians who elect not to report violations of this Policy, the School **strongly encourages** parents or guardians who witness or receive information regarding a possible Title IX violation to contact the Title IX Coordinator as soon as practicable.

All reports will remain confidential, to every extent possible. The School may, however, have a legal obligation to share information received during an investigation. For example, Truxton Academy is required to report known and suspected cases of child abuse to the Department of Children Youth and Families. The School may also have an obligation to report known or suspected violations of the law to law enforcement.

No individual who exercises their Title IX rights shall be subject to retaliation. Attempts and/or actions taken to intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in a Title IX investigation, proceeding, or hearing are prohibited under Title IX and this policy. Charges against an individual for code of conduct violations that do not involve sex discrimination or Sexual Harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or Formal Complaint of Sexual Harassment, for the purpose of interfering with any right or privilege secured by Title IX, also constitute impermissible retaliation. The School shall keep confidential the identity of Complainants, Respondents, and witnesses, except as may be permitted by the Family Educational Rights and Privacy Act ("FERPA"), or as required by law, or as necessary to carry out a Title IX proceeding. Complaints alleging retaliation may be filed according to the Grievance Procedures in this Policy. By filing a Title IX complaint, no student, employee, volunteer, or parent making such a report shall extinguish his or her right to file criminal or civil complaints concerning the same conduct.

Reports must be acted upon by those persons receiving the report and the Title IX Coordinator (upon receipt of a report), whether made orally or in writing. Knowingly filing false reports shall result in the taking of disciplinary measures.

Upon receiving a credible report of an alleged violation of this Policy, the School will take all necessary measures to ensure the safety all parties (e.g., separate the Complainant(s) from the Respondent(s); provide alternative schedules to one or both parties; offer support services to parties and/or witnesses as necessary, etc.) and will provide the Complainant(s) and the Respondent(s) and their respective parent(s) or guardian(s) with regular updates as to the status of the investigation.

The School shall implement appropriate interim supportive measures on a case-by-case basis and shall not rely upon any fixed rules related to any such measures. Supportive measures shall be designed to restore or preserve equal access to the School's education program or activity, protect student and employee safety, and deter sexual harassment. Examples of supportive measures include, but are not limited to, counseling, extensions of time or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, and other similar measures.

If/as appropriate, the School will provide Complainants with the contact information for available resources outside of the School, including but not limited to, victim assistance organizations, law enforcement, mental health services, legal assistance, and or counseling services.

Investigation

The Title IX Coordinator shall oversee all Title IX investigations at the School and may, in the Coordinator's discretion, serve as a Title IX Investigator. Depending on the nature of the alleged violation of this Policy, an investigation may include, but is not limited to conducting interviews with the Complainant and the Respondent; conducting interviews with witnesses; conducting interviews with the parent(s) or guardian(s) as necessary; reviewing law enforcement investigation documents, as applicable; reviewing student and personnel files; and gathering information from all other available outside sources.

A Title IX investigation can only commence once the Title IX Coordinator receives notice of the alleged violation of this Policy. Therefore, it is essential that school employees, students, parents, guardians, and/or Authorized Volunteers immediately report suspected misconduct as soon as practicable once they have actual knowledge about such misconduct.

When commencing an investigation that may lead to disciplinary action against a Respondent, the Title IX Coordinator shall provide written notice to the Respondent (and/or his/her parents/guardians) of the allegations constituting a potential violation of this Policy, including sufficient details with sufficient time to prepare a response before any initial interview. The written notice shall also include a description of the grievance process; a statement that the Respondent is presumed innocent until a determination of responsibility has been made; a notice of the Respondent's right to review evidence and right to an advisor; and the prohibition against false statements or providing false information during the grievance process.

All investigations shall be conducted impartially and in an adequate, reliable, and impartial manner. The designated Title IX Investigator shall analyze and document the available evidence to support reliable decisions, interview and objectively evaluate the credibility of parties and witnesses, synthesize all available evidence, both inculpatory and exculpatory, and take into account the unique and complex circumstances of each case. The investigation shall result in a written report summarizing the relevant exculpatory and inculpatory evidence.

Throughout the investigation, the Respondent and the Complainant shall be permitted to, at a minimum:

- Receive written notice in advance of any interview or hearing with sufficient time to prepare for meaningful participation;
- Have equal and timely access to all witness statements and other documents/reports gathered by the School during the investigation.
- Present relevant witnesses and evidence, including expert witnesses;
- Retain counsel, at the parties own expense;
- Request a hearing (available only at the discretion of the Title IX Coordinator)
- If a hearing is granted, parties may cross-examine witnesses as necessary.

Information gathered during the investigation shall be kept confidential to the extent possible. All evidence directly related to the allegations will be provided to the parties, or the parent(s) or guardian(s) of the parties and their advisors, as applicable, for inspection and review, and the parties will have ten (10) days to provide a written response to the Investigator. The Investigator will consider any such responses prior to issuing an Investigation Report.

After Truxton Academy has sent the Investigation Report to the parties and before reaching a determination regarding responsibility, the Decision Maker(s) must afford all parties ten (10) days to submit any written, relevant questions that they may wish to have asked of any party or witness. The Decision Maker shall review the parties'

written questions, and if he/she deems a question to be irrelevant, that question shall not be transmitted to its intended recipient. In such instances, the Decision Maker will apprise the questioning party in writing of the reason(s) the question was deemed to be irrelevant. If relevant questions are submitted, the Decision Maker will convey those to the intended recipient(s), provide each questioning party with each response, and may allow for additional, limited follow-up questions from each party. Follow-up questioning is not available as a matter of right, but may be permitted at the discretion of the Decision Maker.

The Decision Maker shall make all determinations using a “preponderance of the evidence” standard. If allegations are found to be credible, appropriate disciplinary sanctions, subject to the School’s due process procedures, shall be imposed. The School shall specifically inform the reporting party (and/or his/her parents/guardians) whether it found that the alleged conduct occurred, any individual remedies offered to the reporting party or any sanctions imposed on the responding party that directly relate to the reporting party, and other steps the school has taken to eliminate the hostile environment, if one was found to exist, and to prevent its recurrence, as appropriate.

Whenever conduct determined to meet the definitions of Sexual Violence and/or Sexual Harassment in this Policy also may have involved conduct that may violate state or federal criminal law, the police or other necessary agency(ies) shall be notified.

Option for Informal Resolution

Where appropriate, considering the nature of the allegations and facts involved, the Title IX Coordinator may offer the parties the option to pursue an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. All parties must voluntarily agree to pursue informal resolution after receiving a full written disclosure of the allegations and their options for formal resolution. The School will not offer an informal resolution process to resolve allegations that an employee sexually harassed a student.

Dismissal of Formal Complaint

The Title IX Coordinator will dismiss a formal complaint if the conduct alleged in the formal complaint: (i) would not constitute sexual harassment even if proved; (ii) did not occur on school grounds or at a school-sponsored activity; or (iii) took place outside of the United States.

The School may, in their discretion, dismiss a formal complaint or allegations therein if the complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein, if the respondent is no longer enrolled or employed by the school, or if specific circumstances prevent the school from gathering sufficient evidence to reach a determination.

If the Title IX Coordinator dismisses a formal complaint, all parties will be notified. A party may appeal the dismissal of a formal complaint by following the Appeals Process set forth in Section F(4) above. The complaint may also be referred for investigation and possible disciplinary action pursuant to other applicable School policies.

Disciplinary Sanctions

Students: Disciplinary sanctions any violation of this Policy may include, but are not limited to, loss of privilege to participate in extracurricular activities including athletics and school social events; loss of school bus transportation; assignment of additional school work or community service; and—depending on the extent of

involvement in the prohibited activity—suspension or removal from school.

Employees: Disciplinary sanctions for any violation of this Policy may include, but are not limited to, suspension, termination, or filing of criminal charges as warranted.

Volunteers/Parents: Disciplinary sanctions for any violation of this Policy may include but are not limited to, denial of access to school premises, school-related events, or school-sponsored events; suspension or termination of volunteer activities; or filing of criminal charges as warranted.

Prevention

The Title IX Coordinator shall ensure that students and staff are instructed on how to identify, prevent, and report violations of this Policy. The Title IX Coordinator, in conjunction with the Superintendent/Head of School and the Board of Trustees, shall also ensure that the School's health program and counseling services include the appropriate social skills training to help students avoid isolation and help them interact in a healthy manner. School staff shall model correct and courteous behavior to each other, to students, parents and to visitors. Abusive or humiliating language or demeanor shall not be accepted.

Enforcement Agencies

Nothing in this Policy is intended to prohibit or discourage individuals from contacting the applicable state and/or federal enforcement agencies with complaints or concerns, including but not limited to:

Office for Civil Rights
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-1475
Telephone: 202-453-6020
FAX: 202-453-6021; TDD: 800-877-8339
Email: OCR.DC@ed.gov

Equal Employment Opportunity Commission
33 Whitehall Street – 5th Floor
New York, NY 10004
Telephone: 1-800-669-4000
Fax: (212) 336-3790

Due Process for Parents and Students with regards to Suspensions and Expulsions

Procedures and due process for short-term suspensions

A short-term suspension refers to the removal of a student from the school for disciplinary reasons for a period of less than five (5) school days.

The principal may impose a short-term suspension and shall follow due process procedures consistent with

applicable federal case law. Before imposing a short-term suspension, the principal shall verbally inform the student and their family of the suspension, how the student's actions violated the code of conduct, and the disciplinary action being taken. The student shall be given an opportunity to deny or explain the charges in the presence of their parent or guardian.

The principal shall immediately notify the parent(s) or guardian(s) in writing that the student may be suspended from school. The written notice shall be provided by personal delivery (email, by hand) or express mail delivery within 24 hours of the decision to impose suspension at the last known address(es) of the parent(s) or guardian(s). Where possible, the notification shall also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parent(s) or guardian(s).

The notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parent(s) or guardian(s) of their 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 parent(s) or guardian(s) if known by Truxton Academy to be other than English, to the extent practicable. At the conference, the parent(s) or guardian(s) of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of observers under such procedures as the principal may establish. The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.

Procedures and due process for long-term suspensions or expulsion

A long-term suspension refers to the removal of a student from the school for disciplinary reasons for a period of more than five (5) days. Expulsion refers to the permanent removal of a student for disciplinary reasons. This is the final level of correction.

Upon determining that a student's action warrants a possible long-term suspension or expulsion, the following procedure, consistent with applicable federal case law, will be followed:

- If necessary, the student shall immediately be removed from class and/or school.
- The principal shall verbally inform the student of how their actions violated the code of conduct and any associated evidence of those actions; where applicable, the student will have the opportunity to explain their side of the events.
- The principal shall immediately notify the parent(s) or guardian(s) of the student, in person or on the phone.
- The principal shall provide written notice that the school is going to commence a disciplinary hearing to the student and their parent(s) or guardian(s) by personal delivery or express mail delivery as soon as possible to the last known address of the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents and shall state that a formal hearing will be held on the matter which may result in a long-term suspension or expulsion. The notification provided shall be in the dominant language used by the parent(s) or guardian(s) if it is known by Truxton Academy to be other than English. The notice will state that at the formal hearing, the

student shall have the right to be represented by counsel (at the family's expense), present and question witnesses, and present evidence.

- The notice will also identify the date, time, and place for the formal hearing.
- The school will send the parent(s) or guardian(s) the evidence on which the school intends to rely and a list of witnesses it is considering calling. The parent(s) or guardian(s) should notify the school in a reasonable time in advance of the hearing if they seek any other potentially relevant documents. The school reserves the right to make changes to both its witness list and the evidence it introduces.
- An audio transcript of the formal hearing will be created and made available to all parties upon request.

For a long-term suspension or expulsion hearing, Stuart Young or their designee shall serve as the hearing officer and preside over the hearing. For an expulsion hearing, the hearing officer will be a board member or their designee. A written decision will be issued within five (5) school days after the formal hearing to the student and their parent(s) or guardian(s).

Appeal

An appeal of the decision of the principal may be made to Executive Director, Patty Dawson, who will make their decision based solely upon the record before them. All appeals must be in writing and submitted to Patty Dawson within ten (10) calendar days of the date of the principal's decision. Patty Dawson will issue a written decision within ten (10) business days of receiving the appeal. The final decision of Patty Dawson may be appealed to the Board of Trustees.

Special Circumstances Regarding Discipline for Students with Disabilities

The Special Education Discipline Policy of the Truxton Academy Charter School for any student with a disability will be consistent with the Individuals with Disabilities Education Act ("IDEA"), its implementing regulations and applicable New York State law respecting students with disabilities. Truxton Academy will cooperate with the Committee on Special Education ("CSE") of the student's district of residence as necessary to ensure compliance with all applicable laws and regulations.

Generally, a student with, or suspected of having, a disability may be disciplined in the same manner as his/her non-disabled peers as set forth above. However, when a student is suspended for more than 10 days, or on multiple occasions that, in the aggregate, amount to more than 10 days in a school year, additional safeguards are in place to ensure that the student's behavior was not tied to or was a manifestation of his/her disability. An exclusion from school for a period greater than 10 days, as described in this paragraph, is considered a change in placement.

A student whose Individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective, or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to an infraction, the matter will be immediately referred to the Committee on Special Education ("CSE") for consideration of a change in the guidelines.

If a student identified as having a disability is suspended during the course of the school year for a total of 8 days, the School will contact the CSE for reconsideration of the student's educational placement. Such students shall not be suspended for a total of more than ten (10) days during the school year without the specific involvement of the CSE of the student's district of residence prior to the 11th day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to notification and involvement of the parent(s) or guardian(s).

The Truxton Academy Charter School will work with the CSE to ensure that it meets within 7 days of notification of any of the following:

- The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days;
- The commission of any infraction resulting from the student's disability; or
- The commission of any infraction by a student with a disability, regardless of whether the student has previously been suspended during the school year, if, had such an infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of 10 days.

When a change of placement of greater than 10 days is proposed, a manifestation team consisting of:

- Someone from the CSE who is knowledgeable about the student and can interpret information about the student's behavior generally;
- The parent/guardian; and
- Relevant members of the student's CSE IEP team (determined by the parent and CSE) shall convene immediately, or no later than 10 days after the decision to change placement, to determine whether the conduct was a manifestation of the student's disability.

In the event of a proposed short-term or long-term suspension or expulsion of a student with disabilities, Truxton Academy will follow the notice procedures described above for students without disabilities. The notice to the parent/guardian will advise that the CSE has been notified. The notice will state the purpose of the CSE meeting and the names of the expected attendees and indicate the parent/guardian's right to have relevant CSE members attend.

The manifestation team must review the student's IEP together with all relevant information within the student's file and any information provided by the parent/guardian. If the manifestation team concludes that the child's behavior resulted from his disability, the manifestation team must conduct a functional behavioral assessment ("FBA") and implement a behavioral intervention plan ("BIP") to address the behaviors giving rise to the conduct, unless an FBA or BIP was made prior to the student's violation of school rules giving rise to the suspension, in which case each should be reviewed and revised, if necessary, to address the behavior. A student whose IEP includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is concern for the health and safety of the student or others, if those guidelines are followed with respect to a specific infraction, the CSE may consider a change in the guidelines.

Moreover, the student must also be returned to his or her original placement (i.e. the placement from which he/she was removed), unless: (a) the parent and district agree to another placement as part of the newly created

or revised BIP, or (b) in cases where the child:

- Carries or possesses a weapon to or at school, on school premises, or to or at a function under the jurisdiction of the State or local educational agency;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency; or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency. The Committee on Special Education shall determine an appropriate Interim Alternative Educational Setting (“IAES”), which shall not exceed 45 days.

If a student does not currently have an IEP, but prior to the behavior which is the subject of the disciplinary action, the School has a basis of knowledge that a disability exists, the student’s family may request that the student be disciplined in accordance with these provisions.

Alternative Instruction

Students who are suspended will be provided with alternative instruction. Arrangements will be made between the school and each individual family on a case-by-case basis. In cases of suspension, alternative instruction by qualified staff will be offered within 24 hours of any suspension. Such instruction can be at a location and time of the school’s choosing, so long as each is reasonable and the student has notice of it. The school can choose to provide tutoring to a suspended student at the school, the student’s home or some other reasonably accessible location, either during the school day or before or after school hours. Alternative instruction means actual instruction as opposed to simply giving homework or assigning self-study. The quality of the instruction will be designed to allow the student to keep pace with schoolwork, receive all assignments and assessments, and generally advance with the curriculum. When appropriate, the student may be assigned a project designed to address the conduct that gave rise to the suspension.

During long-term suspensions, the school may also seek to place the student during the term of the suspension in any alternate education program that is operated by the student’s school district of residence. For a student who has been expelled by the school, the means and manner of alternative instruction will be the same as for a student who has been suspended. Alternative instruction will be provided until the student is enrolled at another accredited school, or is otherwise participating in an accredited program, including any alternative education program operated by the student’s school district of residence, to the extent the provision of such services is required by law. As above, the school may seek, where appropriate, to place the student in an alternative education program operated by the student’s school district of residence either through agreement with the school district or by operation of law.

If the suspension of a student with a disability is upheld, the student, at the school’s sole discretion, may be placed in alternative instruction, or be required to remain at home during the duration of the suspension, but not for a period of time greater than the amount of time a non-disabled student would be subject to suspension for the same behavior. A suspended elementary school student will be assigned to alternative instruction for direct instruction for a minimum of two hours per day for each missed school day. The School will assign staff to develop alternative instruction that will enable the student to complete required coursework and make sure that the student progresses toward his/her IEP goals. If Truxton Academy believes it is unable to accommodate the provisions of the student’s IEP, it will immediately contact the CSE to convene a meeting to remedy the situation.

The School will coordinate with the student's general education teachers to ensure that the coursework and homework is gathered and provided to the student. During alternative instruction, the School will ensure all assignments are taught, reviewed, and submitted to the general education teacher in a timely fashion. In addition, when appropriate, the student may be assigned a project designed to address the behavior that gave rise to the suspension.

Bus Policy

Busing to and from school will be done through the students' home districts. Truxton Academy students are expected to behave in accordance with the policies of the individual districts. School district transportation personnel may communicate issues directly to the parents and/or to the administration of Truxton Academy.

Gun-Free Schools

Federal and state law require expulsion from school for a period of not less than one year for a student who is determined to have brought a weapon, such as a firearm, to the school, or to have possessed a weapon at school. The school leadership may modify such expulsion requirements on a case-by-case basis. "Weapon" as used in this law includes firearms and explosives. The school leadership shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding. Any action taken by criminal justice or juvenile agencies will be in addition to, and independent of, discipline imposed by the school.

Truxton Academy Distraction-Free School Policy (Cell Phone Policy)

In accordance with New York State law and the FY26 State Budget, Truxton Academy Charter School is committed to fostering a distraction-free learning environment. To support student engagement and academic success, Truxton Academy prohibits the use of internet-enabled personal devices by students during the school day on school grounds.

Policy Guidelines

Prohibited Use:

Students may not use internet-enabled personal devices (e.g., cell phones, smartwatches, tablets, etc.) during the school day, including transitions, lunch, and recess, unless an exception applies.

Authorized Exceptions:

Use of devices may be permitted under the following circumstances:

- Required by an IEP or Section 504 Plan
- For healthcare need with documentation
- In the event of an emergency
- On a case-by-case basis

Use of Devices on campus:

If a student uses a device on campus without permission, the device will be given to the administration until a parent or guardian can pick up the device at school.

Family Communication:

Parents and guardians may contact the main office in the event of an emergency or urgent need to communicate with their child. Written information about this policy and communication procedures will be provided to families annually.

Students may contact their parents by requesting a pass to go to the main office and using the telephone provided. A pass will be issued but is contingent upon the reason for the call and what is happening in the classroom at the time. The issuance of a pass is within the exclusive discretion of school staff.

Device Storage:

Students must turn off devices and keep in their locker at the start of the school day. Students must turn in devices upon arrival; devices will be stored securely and returned at dismissal.

Devices may not be switched back on or used until after dismissal. Truxton Academy will ensure devices that are confiscated are stored safely. Truxton Academy is not responsible for lost, stolen, or damaged devices.

For more information, visit: www.ny.gov/distractionfree

School Policies with Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights & Privacy Act of 1974 and implementing regulations (“FERPA”) is a Federal law designed to protect the privacy of a student’s education records and is administered by the Student Privacy Policy Office (“SPPO”) in the U.S. Department of Education (“Department”). 20 U.S.C. § 1232g; 34 CFR Part 99. FERPA applies to educational agencies and institutions (e.g., schools) that receive funding under any program administered by the Department. As a public charter school, Truxton Academy adheres to FERPA.

Truxton Academy recognizes the need to safeguard the confidentiality of personally identifiable information regarding its students, including students with disabilities, in accordance with FERPA, the Individuals with Disabilities Education Act (“IDEA”), and their implementing regulations.

For purposes of this notice:

- “Parent” includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian.
- “Eligible student” means a student who has reached 18 years of age or is attending a postsecondary institution.
- Both custodial and noncustodial parents have the same rights under FERPA unless the school has evidence of a court order, a legally binding document, or state law to the contrary. “Education records” is defined as those records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution. “Educational agency,” for purposes of this notice, means Truxton Academy. For all students, the educational agency maintains education records that include, but are not limited to:
 - Personally Identifiable Information (“PII”) is confidential information that would make a student’s identity easily traceable, including Social Security numbers (SSNs) and any student ID or user account information that could allow access to educational records without a password or PIN.
 - Directory Information is a category of PII contained in a student’s education record that is

generally not considered harmful or an invasion of privacy if disclosed. At Truxton Academy, Directory Information may include, but is not limited to: the student's name, address, telephone number, email address, photograph, date and place of birth, grade level, enrollment status, participation in officially recognized activities and sports, dates of attendance, degrees, honors, awards received, the most recent previous educational institution attended, and a student ID, user ID, or other unique personal identifier used in electronic systems that cannot be used to access records without a password or PIN. SSNs, in whole or in part, will not be used for this purpose.

Truxton Academy has designated the following information as directory information:

- Name
- Address
- Phone number
- Email address
- Dates of attendance
- Photograph
- Grade Level
- Participation in activities sponsored by the school

If you do not want Truxton Academy Charter School to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify Truxton Academy in writing by September 25th of the current school year.

FERPA grants parents of students and eligible students certain rights regarding educational records. Parents at Truxton Academy have the right to:

- Inspect and review the student's education records within 45 days of a request.
- Request the amendment of education records
- Consent to the disclosure of personally identifiable information from educational records, except as provided by law
- File a complaint with the U.S. Department of Education

If a parent requests to inspect and review records by submitting a written request to the Principal, Truxton Academy will respond without unnecessary delay and in no case more than 45 days after the request. The school will:

- Make copies of records for parents to take
- Make arrangements for parents to come to school to review records
- If a request is pending, Truxton Academy will not destroy any records until the parents review them.
- Share records that pertain only to the child of the parent requesting.
- If records contain information about other children, those parts will not be shared.

If a parent requests an amendment to any specific part of their child's educational record, by submitting a written request specifying the portion of the record to be changed and the reason, Truxton Academy will:

- Decide within a reasonable amount of time, whether to amend as requested
- If denied, Truxton Academy will notify the parents of their right to a hearing. Hearings will be conducted in accordance with FERPA by an impartial hearing officer, with an opportunity for the parent to present evidence.
- If, after the hearing, the decision remains not to amend, the parent has a right to insert a statement into

the record on the contested information or stating why they disagree with the decision

Consent Defined

Before personally identifiable information (PII) from a student's education records is disclosed, the parent or eligible student must generally provide signed and dated written consent. A valid consent must:

- Specify the records that may be disclosed;
- State the purpose of the disclosure; and
- Identify the party or class of parties to whom the disclosure may be made.

Disclosures Without Consent

FERPA permits disclosure without consent to school officials with a legitimate educational interest.

- A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a member of the school board; a person or company with whom the school has contracted to perform a special service (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee (such as a disciplinary or grievance committee) or assisting another school official in performing their tasks.
- A school official has a legitimate educational interest if they need to review an education record in order to fulfill their professional responsibilities.

Truxton Academy to disclose records, without parent or eligible student consent, if the disclosure meets certain conditions. Examples include disclosure:

- To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the U.S. Secretary of Education, and State and local educational authorities for audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs;
- To another school in which the student seeks or intends to enroll (or is already enrolled, if related to the student's transfer);
- In connection with financial aid for which the student has applied or received;
- To state and local authorities pursuant to a State statute concerning the juvenile justice system and the system's ability to effectively serve the student whose records are being disclosed;
- To organizations conducting studies for or on behalf of the school disclosing for the purposes of administering predictive tests, administering student aid programs, or improving instruction;
- To comply with a judicial order or a lawfully issued subpoena; and
- In connection with a health or safety emergency.

Truxton Academy also maintains a record of each request for access to, and each disclosure of, PII from student education records, as required by law. This record is available for inspection by parents and eligible students.

If parents want to file a complaint, it must be submitted within 180 days of the alleged FERPA violation. Parents who wish to do so, may file a complaint at the following address:

Student Privacy Policy Office (“SPPO”)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920
Phone: 1-800-USA-LEARN (1-800-872-5327)

Procedures for Locked Storage/Secure Handling of Student Files

All student records will be kept in a locked filing cabinet in the school main office. The Principal, Executive Director and Administrative Assistant have the keys to these files. Additionally, electronic copies of some student files are kept in a secure shared google drive folder which only the Principal, Executive Director and Administrative Assistant have access to. Health information is stored in a locked cabinet in the Nurse's office. Only the Principal, Executive Director, Administrative Assistant and Nurse have access to these records.

List of Persons with Access

- Scott Anderson: Principal
- Raina Barber: Administrative Assistant
- Michele Carpenter: Homer Central School District School Nurse assigned to Truxton Academy
- Patty Dawson: Executive Director

List of Records Maintained

- Name
- Parent’s name(s)
- Contact information
- Proof of age
- Proof of residency
- Gender
- Race/ethnicity
- Records of grade
- Health information
- Special Education Records

Annual Notification of Rights of Parents

Parents will be notified of their rights under FERPA annually in the Family Handbook.

Confidentiality Policy for School Employees, Protection of Pupil Rights Amendment (PPRA)

Confidentiality Policy for School Employees

Employees will keep all information about students confidential and only release records and information to parents and guardians of individual students or those who the parents and guardians have given permission to access school records. All employees and regular volunteers are required to sign a confidentiality agreement to this effect.

Protection of Pupil Rights Amendment (PPRA) Notice

The Protection of Pupil Rights Amendment requires the Truxton Academy Charter School to notify and receive prior written consent from parents for student participation in any surveys or research, experimental programs, testing, analysis, or evaluation dealing with the following information: political affiliations; mental or psychological problems of the student or the student's family; religious affiliations and beliefs; sex behavior and attitudes; illegal, anti-social, self-incriminating and demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized, privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or income (other than required by law to determine eligibility for a program). The School is required to make these materials or surveys available for inspection by parents in advance to allow them to decide whether to consent or opt out.

Parents will receive notice and an opportunity to opt their children out of: any non-emergency, invasive physical exam or screening administered by the School unnecessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Conflict Resolution

The Truxton Academy Charter School Board of Trustees recognizes that during the process of managing an elementary school, areas of concern regarding school management, teacher interaction or curriculum controversy may occur. Each and every concern will be handled in a courteous manner, respectfully and promptly. The Board will encourage open lines of communication on a regular basis to inform stakeholders of any changes and/or events involving the school.

Recognizing that conflicts will still occur occasionally, concerns will be directed as follows:

We encourage any concern to be brought to your child's teacher's attention quickly, including the following information:

- What happened, or what is the problem?
- Who was involved?
- Where did the problem occur?
- When did the problem occur?
- Why did the problem occur?
- What is an acceptable solution(s)?

Truxton Academy Charter School is committed to using communication to solve issues. Swift response and open dialogue should reach a satisfactory resolution to all involved. If this is not the case, protocol for investigating the matter further will follow.

1. Discuss the complaint with the staff member that has direct responsibility for the problem.

Within 48 hours, the complaint will be directed to the staff member involved to resolve the problem through discussion. If needed, the two parties involved may request mediation from the principal. If the complaint is

not resolved after meeting with the staff member and the principal, the process will move to Step 2. In the case of violation of laws or issues with school-wide policies, the Principal and Executive Director should be notified directly.

2. Submit the complaint in writing to the Executive Director

If a solution is not found between the parties involved, the Principal will ask for a written complaint to submit to the Executive Director. The Executive Director will work with the parties involved to find a resolution.

The written complaint should include when the complaint occurred, who was involved and details of the complaint. The Executive Director may speak to all parties involved to again attempt to resolve the issue through discussion. The Executive Director will give a written decision concerning the complaint, including the reasons for the decision. The matter will be considered closed. If you feel the complaint has still not been satisfactorily addressed, proceed to our Formal Complaint Process.

Formal Complaint Process

Section 2855 (4) of the NYS Charter Schools Act provides a formal complaint process for use by individuals (including parents) or groups who believe that a charter school has violated a term of its charter, a provision of the NYS Charter Schools Act, or any other provision of law relating to the management or operation of the charter school.

The law outlines a three-step process for complaints regarding charter schools, as follows:

1. The parent sends the complaint to the school's board of trustees.
2. The parent sends the complaint to the school's charter entity/authorizer.
3. The parent sends the complaint to the Board of Regents.

Truxton Academy Charter School's policy and procedure is as follows:

1. Submit the complaint in writing to the President of the Board of Trustees.

Upon receiving the written complaint, the President shall request copies of any written communications between the complainant and the school regarding the complaint. The President will convene a Resolution Committee of the Board of Trustees (with at least 3 people) that shall meet within 10 working days to review and discuss the issue. Those involved in the complaint shall have a right to attend the meeting.

The Resolution Committee will investigate and conduct reviews to ensure compliance with the law. Truxton Academy Charter School and the specific individuals involved will cooperate to the fullest extent with the review. After full investigation, the Resolution Committee shall report to the Board of Trustees for consideration. The Board shall decide on the matter by majority vote and shall respond in writing to the person issuing the complaint no later than 60 days from the receipt of the complaint.

2. Submit the complaint in writing to SUNY Charter School Institute.

If the Board of Trustees' written decision is not sufficient, the complaint may be submitted in writing to the SUNY Charter School Institute, the authorizer of the Truxton Academy Charter School. The Formal

Complaint Form can be found at: <http://www.newyorkcharters.org/contact>. The SUNY Formal Complaint Form can be emailed to charters@suny.edu or mailed to the Institute at: SUNY Charter School Institute, 353 Broadway, Albany, NY 12246.

3. Submit the complaint in writing to the NYS Board of Regents.

If, after first following the complaint process with the School and the School's Charter Entity/Authorizer, you believe that the Charter Entity/Authorizer has not adequately addressed your complaint, you may then bring your complaint to the NYS Board of Regents following the process described below. Please note that the law requires that you bring your complaint to the School's board of trustees and then to the Charter Entity/Authorizer before bringing it to the Board of Regents.

Bringing a Complaint to the Board of Regents

The Board of Regents has delegated the authority to the Commissioner of Education to handle complaints brought to the Regents concerning charter schools. All complaints brought to the Board of Regents/Commissioner concerning charter schools must be submitted in writing to the State Education Department's Charter School Office, either via mail at: Charter School Office, NYS Education Department, 89 Washington Avenue, Albany, NY 12234, or via email to: charterschools@nysed.gov.

The subject line of the email should read: Complaint: Truxton Academy Charter School

The contents of the letter/email should include:

- A detailed statement of the complaint including the provision of the School's charter or law that you allege has been violated.
- What, if any, response you received from the School's board of trustees (and the School's Charter Entity in the case of schools not authorized by the Board of Regents).
- Copies of all relevant correspondence between you and the School and you and the Charter Entity if applicable. (You should maintain copies of all correspondence and materials for your own files.)
- What specific action or relief you are seeking.
- Contact information for you – name, address, email address, telephone number.

Investigation of a Complaint brought to the Board of Regents

The Charter School Office, on behalf of the Commissioner and the Board of Regents, will conduct any investigation that it determines necessary and appropriate regarding complaints that have been appropriately filed concerning charter schools. This investigation may include contacting the School and the relevant Charter Entity concerning the complaint, providing a copy of the complaint to the School and the Charter Entity, and requesting additional information or materials from you and/or the School.

Upon completion of the investigation of a complaint brought to the Board of Regents, a decision will be issued by the Commissioner, which may include a remedial order as appropriate. A copy of the Commissioner's decision will be provided to you, the School and the Charter Entity as applicable.

SECTION 504 PLANS

Each school year, Truxton Academy Charter School identifies and evaluates qualified students under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) who may require accommodations to participate in Truxton Academy Charter School programs on an equal basis with their non-disabled peers. Students who may need such accommodations are evaluated by a school-based 504 team. With parental approval, students who are determined to have a physical or mental impairment that substantially limits one or more major life activities and are otherwise qualified to participate in school programs are provided accommodations through a written 504 Accommodation Plan (“504 Plan”) that outlines the specific accommodations the student will receive. The 504 team determines which accommodations are necessary for the student to access programs and services equally. 504 Plans are reviewed at least annually and may be revised as needed. Parents are notified of 504 meetings, evaluations, and decisions, and have the right to participate in the development of their child’s 504 Plan.

The Individualized Education Program (“IEP”)

Students determined by the CSE to have a disability under the federal Individuals with Disabilities Education Act (“IDEA”) are provided with special education and related services under an Individualized Educational Program (“IEP”). The IEP is a written statement that outlines an education program based on the unique needs of a student with a disability. The CSE in the student’s school district of residence is responsible for developing an IEP. It is the responsibility of Truxton Academy to ensure the IEP is implemented. The services may be provided by the student’s school district of residence, Truxton Academy Charter School, and/or a provider with whom the school has contracted to provide services.

The School will comply with all applicable legal requirements for students identified as having a disability. Students with special needs will be educated within a general education setting and through one-on-one and small-group remediation as specified in a student’s IEP. Truxton Academy will work with parents to ensure they are fully informed of their rights, procedures, and responsibilities.

Compliance with the Child Find Requirements of IDEA

Truxton Academy will comply with the federal Child Find requirements (34 CFR §300.111), which require schools to have in place a process for identifying, locating and evaluating students with disabilities. 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 Individualized Education Program, or referral to the CSE of the student’s district of residence. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist and a disability is suspected, the student will be referred to the CSE of the student’s district of residence for an evaluation.

Compliance with Data Reporting Requirements of the IDEA

In accordance with 34 CFR §300.645, the School will submit annual reports to the New York State Education Department (NYSED) detailing the number of students with disabilities it serves, the nature of each student’s disability, and each student’s educational placement and setting. For reports that are the responsibility of the student’s district of residence, the School will provide any necessary data to the district in a timely manner and will comply with 8 NYCRR §119.3, which specifies requirements for the “Charter School Report Card,” including information related to students with disabilities.

The School will submit the following annual reports by the dates required.

The special education staff, in collaboration with the Principal, is responsible for the accurate collection, maintenance, and reporting of all data regarding students with disabilities. All reports will be submitted to

NYSED and, where applicable, to the student's district of residence, in accordance with federal and state requirements.

MCKINNEY-VENTO ACT

New York's Education for Homeless Children and Youth program provides support to ensure that homeless children and youth who live in temporary housing have equal access to the same free, appropriate, public education - including public preschool - provided to other New York children, with the opportunity to meet the same challenging state content and student performance standards. Some examples of temporary housing include:

- Sharing the housing of others due to loss of housing, economic hardship or other similar reason,
- Living in motels, hotels, trailer parks, camping grounds,
- Living in emergency or transitional shelters,
- Abandoned in hospitals,
- Living in a public or private place not designed for sleeping,
- Living in cars, parks, abandoned buildings, bus or train stations, etc.
- Migratory living in circumstances described above

Every school district, BOCES, and charter school is required to have an LEA liaison whose duties include the removal of barriers to the enrollment, attendance, and success of homeless children and youth in school. Reach out to the Principal to be connected with the McKinney-Vento liaison for your school.