



Truxton Academy Charter School
Family Handbook
2023-2024

Welcome

Welcome to Truxton Academy Charter School! We are so happy to have you join 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.
- Participate in family events. We love to have your family interact with our school family as often as you can.
- 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 newsletters from your child's classroom teachers. A monthly school wide newsletter will be sent out from our Head of School. We will schedule parent conferences and communicate through phone calls, emails, and notes home.

We are always open to suggestions as we partner in your child's education during their time at Truxton Academy Charter School.

Respectfully,

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>



Please review this Handbook with your child, sign and return the *Student Agreement* and *Parent as Partners* agreements on the last 2 pages of this Handbook.

Thank you.

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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 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, and the ethnic origin in 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 run according to 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 New York State regulations for Public Education Agencies including state 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:

- A Family Handbook

- A Back to School Night for parents
- Learning Showcases
- Field Lessons with Community Business and College Partnerships
- 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.
- A parent group which works with the school to support school initiatives

All families will receive regular communication from their child(ren)'s teachers and administrators. Parents and community members are welcomed as volunteers in classrooms, on field lessons, and in the cafeteria. Several local community businesses are excited to partner with classes for field lessons and to support Project Based Learning opportunities in our classrooms.

Academic Calendar 2023-2024

Instructional Staff Professional Development	
New Teacher Institute	August 14-18
Teacher Professional Development/ Team Building	August 21-31
Scheduled Screenings (For New Students Only)	August 30, 31 and September 5
Quarter 1 (44 Instructional Days, 2 Staff Development Day, 1 full day orientation days): September 5 - November 4	
Labor Day Holiday (No School)	September 4
All School Community Day	September 5
First Full day of school	September 6
Indigenous Peoples/ Columbus Day (No School)	October 10
Staff Development Day	October 13

Last day of Quarter 1	November 4
Report Cards Go Home	November 13
Quarter 2 (49 Instructional Days, 1 Staff Day): November 8 – January 24	
Parent Teacher Conference (No School for students)	November 9
Veterans Day (No School)	November 10
Thanksgiving Holiday (No School)	November 22 - 24
Winter Holiday Break (No School)	December 22 – January 1
School Begins in 2023	January 2
Martin Luther King Day (No School)	January 15
Last day of Quarter 2	January 24
Quarter 3 (48 Instructional Days and 1 Staff Day): January 25 – April 18	
Professional Development (no students)	January 26
Report Cards Go Home	January 31
Mid- Winter Recess (No School)	February 19 – February 23
Professional Development Day	March 15
Spring Break	April 22 - April 26
Last Day of Quarter 3	April 18

Report Cards Sent Home	April 22
Quarter 4 (45 Instructional Days and 1 Staff Day): April 19 – June 22	
Memorial Day (No School)	May 27
4 th Quarter Marking Period Ends	June 12
Juneteenth (No School)	June 19
Report Cards Go Home and Last Day of School	June 26
Staff Reflection and Planning Day	June 27 and 28

Faculty and Staff Directory 2023-2024

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

Kerryanne Schenck	Head of School	kerryanne.schenck@truxtonacademy.org
Patty Dawson	Executive Director	patty.dawson@truxontacademy.org
Heather Felter	Student Achievement Coordinator	heather.felter@truxtonacademy.org
Raina Barber	Administrative Assistant	raina.barber@truxtonacademy.org

Instructional Team

Michelle Gerace	Grade 5/6 Teacher	michelle.gerace@truxtonacademy.org
Jeanette Burghardt	Grade 4 Teacher	jeanette.burghardt @truxtonacademy.org
Doris Klein	Grade 3 Teacher	doris.klein@truxtonacademy.org
Gabrielle DeFranco	Grade 2 Teacher	gabrielle.defranco@truxtonacademy.org
Melissa Sweeney	Grade 1 Teacher	melissa.sweeney@truxtonacademy.org
Kayla Elliott	Grade K Teacher	kayla.elliott@truxtonacademy.org
Heather Boyden	PE/STEM Teacher	heather.boyden@truxtonacademy.org
Sheri Herlihy	Spanish Teacher/Math Interventionist	sheri.herlihy@truxtonacademy.org

Crystal Lyon	Teacher of the Arts	crystal.lyon@truxtonacademy.org
Jamie Smart	Rural Life Lab Teacher	jamie.smart@truxtonacademy.org
Brianna Gardener	Teacher's Assistant K	brianna.bovay@truxtonacademy.org
Tiffany Ackerman	Teacher's Assistant	tiffany.ackerman@truxtonacademy.org
Cindy Pratt	Special Ed Teacher	cindy.pratt@truxtonacademy.org
Katherine Shaw	School Social Worker	katherine.shaw@truxtonacademy.org

Support Team

Ashley Riehlman	Nutrition Program Director	ashley.riehlman@truxtonacademy.org
Shannon Seaward	Chef's Assistant/Custodian	shannon.seaward@truxtonacademy.org
Kris Smith	Operational Assistant	kris.smith@truxtonacademy.org
Steve Reed	Maintenance Engineer	steve.reed@truxtonacademy.org

Volunteer Coordinators

Kay Reakes	Volunteer Coordinator	kay.reakes@truxtonacademy.org
Jamie Smart	Volunteer Coordinator	jamie.smart@truxtonacademy.org

School Nurse*	Michele Carpenter	michele.carpenter@truxtonacademy.org
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* Michele Carpenter is the Homer Central School Nurse assigned to our school. Nurse Michele will be at Truxton Academy every Tuesday.

Our School Day

Instructional Hours 8:30 am - 3:30 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

8:20 am - 3:10 pm Instructional Day

3:10 pm - 3:20 pm Pack up and Bus Dismissal

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

3:10 pm - 4:00 pm Optional After School Enrichment Program - based on availability/times may vary

Our school day schedule is based on components of inquiry based learning and responsive instruction. This means that there is flexibility within the school day to explore student interests including opportunities for our teachers to specifically target students' strengths and needs. As much as possible, we incorporate outdoor time into the learning that happens during the day.

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

Any arrival after 8:45 am - Parent & student will enter through the front door to sign in. Students will be considered tardy unless a proper excuse is provided in writing.

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 - Busses 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 2pm 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 law, the following are legal reasons for 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**

*Note, NYS does require a doctor's note excusing your child for any absences over 3 consecutive days.

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

Visitor Policy, Parent, and Volunteer Sign-In, Home and School Communication, Parent Organization, Meal Program, Dress Code, Homework Policy, and Birthday Celebration Policy

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. A buzzer system at the main entrance will be used by all visitors to inform the office of the intent of the visit.

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. Additionally, teachers will send home a weekly newsletter to the parents of students in their class. The Head of School will send out a monthly newsletter notifying parents of school-wide news. School personnel are expected to reply to parents within 48 business hours via phone or email when the issue is not urgent. For more urgent issues the expectation for response time is within 24 hours.

Parent Organization

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. The group also hosts a facebook group for parents (<https://www.facebook.com/groups/truxtonacademycharterschool>)

Meal Program

Our school will serve Breakfast and Lunch and will adhere to federal income requirements regarding pricing of meals. All meals will be prepared on site using fresh local ingredients as much as possible. Menus for lunch and breakfast will be sent out regularly. Breakfast will cost \$1.50 and Lunch will cost \$3.75. Milk is available for purchase for \$0.50. The school does adhere to federal and state Free and Reduced Meal Program requirements. Families must apply for this program. We provide as much whole food locally sourced options to our students as we can. To help with our meal planning, we ask that families review the monthly menu shared on our website and in our newsletter. Students will sign up each morning in their classroom as a "bringer", "hot lunch" or "salad bar" participant that day. All students will receive a meal if they do not bring one even if they do not sign up ahead of time.

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.

Parents/Guardians may fund meal accounts in advance via MySchoolBucks or with a check payable to Truxton Academy Charter School. We are unable to accept cash payments. Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any given day. 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. If your student has qualified for free or reduced meal prices, this information is noted in the system. The meal will be processed just as it is for all other students without any special indication to other students.

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.

Lunch Serving Times:

Kindergarten	11:00 am	Grade 3	12:01 pm
Grade 1	11:04 am	Grade 4	12:25 pm
Grade 2	11:57 am	Grade 5 and 6	12:32 pm

We do not provide snacks for students. Parents are welcome to send in snacks for their child. 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 which will allow for children to feel special and celebrated. 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 a week's notice so we can plan accordingly. We welcome parents to come in for birthday celebrations with their child. If parents choose to celebrate their child's birthday through a shared special snack, all snacks must be store bought and packaged by the store. Please check with your child's teacher for any food allergies that might be in your student's classroom. You can also contact Ms. Ashley for options that our cafeteria can provide for a fee. If a celebration is cost prohibitive, please let your child's teacher know. We don't want any child to not be celebrated.

Dress Code

Truxton Academy Charter School's Dress Code consists of clothing which is comfortable and allows students to participate in all school activities. Choices should be appropriate for the school day. Students' shorts and/or skirts should extend at least to a point located mid-thigh. Sleeveless shirts should have shoulder straps at least 3 inches wide and closed sides. Please be mindful of graphics on clothing as well. There should be nothing vulgar, suggestive of substance use or violence, nor that would denigrate any members of our Truxton Family based on who they are or what they may believe. The Head of School and/or Executive Director shall make determinations of whether an individual student's dress is causing disruption or interfering with the instructional process. 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. Hats should only be worn inside on designated days.

Students will go outside daily for recess and/or learning activities and should have weather appropriate clothing and footwear. Each student will have a locker assigned to them and can keep extra outerwear, rubber boots and/or winter boots at school. Students will have Physical Education daily and will need shoes appropriate for athletic activity. They may keep extra sneakers in their locker for Physical Education.

Homework Policy

The most comprehensive research on homework to date comes from a 2006 meta-analysis by Duke University psychology professor, Harris Cooper, who found evidence of a positive correlation between homework and student achievement, meaning students who did homework performed better in school. In addition, when there is an expectation that students have homework and complete homework, they are better prepared for returning to their home districts in 7th grade and they are better prepared for high school. We ask that parents talk with their children about what they do in school each day to help them learn to talk about their learning.

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.

Health and Safety Information, Emergency Authorization, Physicals, Health and Vision Screening, and Medications

Health and Safety Information

Immunizations

Under section 2164 of New York State Public Health Law, all children entering school must be immunized against Hepatitis B, diphtheria, polio, measles, mumps, rubella, and varicella.

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 or at a free clinic which is held in the County Office Building, 60 Central Avenue, Cortland. To attend this free clinic, you must first make an appointment by calling 607-753-5203.

Per New York State law, failure to comply within 14 days of entering the school will result in exclusion from school.

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 given to each child in kindergarten, first, second, third, fifth, seventh, ninth, and eleventh grades, unless a health certificate is provided for each pupil by his/ her personal 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 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. The parent must deliver the medication to school in the original, labeled container.

Physical Education and Recess Excuses, Injuries at School, Illness at School, Extra Clothing, Emergency Management Plan, Fire Drills, and Lockdown Drills

Physical Education and Recess Excuses

A child may need to be excused from Physical Education and/or recess for health reasons. A note signed by the doctor stating the dates and reason is needed for this. You may ask for your child to be excused for one day without a doctor's note.

Injuries at School

Students sometimes suffer injuries in the school or on the school grounds. Report all injuries immediately to the teacher and to the nurse no matter how slight and 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

A child who is not feeling well will be sent to the office. The nurse or administrative staff will evaluate what is happening by talking to the child, making note of the child's temperature, looking at the ear canal, etc. If the child needs to be sent home, the nurse or administrative staff will call the family. If the parents can't be reached, we will call the emergency numbers that the family has given us.

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 is on file in the school office and deals with specific emergencies. This plan is updated annually and provides for training of all staff. We have staff members on site who have been trained in CPR, first aid, and the use of the AED machine at all times. In case of an emergency in which school is closed early, students are to be dismissed following the instructions on the "Early Emergency Dismissal" Form. This form is part of our Welcome Packet and must be completed and returned by the start of school. Please keep us informed of any changes to this plan.

Fire Drills and Lockdown Drills

We are required by law to conduct a minimum of 8 fire drills and 4 lock down 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 are familiar with the route to take in evacuating the building. Students are expected to move quickly and in an orderly manner. Lock down drills involve students holding in place within a designated area of the building. Students are supervised by our professional faculty and staff members during this time.

Drills of this kind are carried out so that we know what to do if an emergency occurs and all people will leave the building as quickly and orderly as possible. When it is declared safe, staff and students will return to the building.

Student Rights and Student Responsibilities

Student Rights

All students have the right to:

- feel safe in the school environment whether it is in-person or online;
- take full advantage of the learning opportunities;
- work in an environment free from disruptions, chaos, discrimination, and harassment;
- respectfully express their opinions, ideas, thoughts, and concerns;
- have a healthy environment free from smoke, alcohol, and drugs;
- use school resources and facilities for self-betterment under appropriate supervision;
- expect courtesy, fairness, and respect from all members of the school community;
- be informed of all expectations and responsibilities;
- take part in a variety of school activities;
- have due process.

Student Responsibilities

All students have the responsibility to:

- be caring and honest and do their best to learn;
- respect the school community agreement, regulations, and policies;
- be sure that personal expression does not interfere with the rights of others;
- follow state law and school policies concerning substance abuse;
- respect and protect the personal and property rights of others and of Truxton Academy;
- treat all members of the community with full respect, fairness, and courtesy; and
- abide by all the expectations of the School and community.

Community Agreement and School-Wide Expectations

The Truxton Academy Charter School has very high expectations for students and makes sure that students are always within a safe, structured environment. The Truxton Academy Board and personnel expect our Conscious Discipline, Character Education and Family/Community Involvement programs to proactively build a positive School Family and create an environment of safe, respectful behavior. Parents are expected to review the school rules in this handbook with students. All community members are expected to be respectful to each other, and the learning environment, which includes learning spaces inside and outside of the school building. School community members will receive support to ensure they have the skills necessary for these positive interactions. Truxton Academy's School Commitment, Student Rights and Responsibilities are outlined below.

Please review this handbook with your child, sign and return the *Student Agreement* and *Parent as Partners* agreements on the last 2 pages and return to the school office as soon as possible.

We are the Truxton Owls! We agree to take care of ourselves, others, and our environment. In various learning spaces, this looks and sounds like:

Take Care of...	Playground	Indoor and Outdoor Classrooms	Dismissal
Yourself	<ul style="list-style-type: none"> -Play and have fun! -Bring a water bottle outside to stay hydrated 	<ul style="list-style-type: none"> -Work hard the whole time -Focus on your task Listen and follow directions -Stay in your learning space with your class -Ask for help if you need it 	<ul style="list-style-type: none"> -Pack up right away when it is time -Have all your belongings packed in your backpack -Clean up your space -Listen and follow adult directions -Walk to your bus or car -Wear your backpack and jackets
Others	<ul style="list-style-type: none"> -Be kind to each other -Voice level 2-4 -Keep your body to yourself -Include everyone who wants to play -Try playing with someone new 	<ul style="list-style-type: none"> -Voice level 1 when working -Voice level 2 when exploring or working with a partner -Voice level 3 when presenting -Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> -Voice level 1 -Keep your body and belongings to yourself
Environment	<ul style="list-style-type: none"> -Bring all your clothes, water bottle and belongings inside -Be kind to the playground toys -Pick up any trash you see -Be kind to plants, trees and insects in their habitats 	<ul style="list-style-type: none"> -Keep spaces clean -Take care of materials and furniture (Return things to their proper place) -Clean up after yourself (sort recycling, compost, and trash) and pick up any other trash 	<ul style="list-style-type: none"> -Clean up your space and locker -Close your locker quietly

Take Care of...	Bus	Arrival	Cafeteria	Bathroom
Yourself	<ul style="list-style-type: none"> -Stay in your assigned seat 	<ul style="list-style-type: none"> -Bring all your belongings 	<ul style="list-style-type: none"> -Eating your lunch first, when you are 	<ul style="list-style-type: none"> -Wash hands with soap and water for

	<ul style="list-style-type: none"> -Follow directions -Find an appropriate, quiet activity 	<ul style="list-style-type: none"> -Backpack and jackets on -Follow hallway rules -Promptly get to class 	<ul style="list-style-type: none"> done you can talk with others -Fuel your brain by eating healthy food 	<ul style="list-style-type: none"> 20 seconds -Use 1 or 2 paper towels to dry your hands
Others	<ul style="list-style-type: none"> -Voice level 0 or 1 -Talk only to people close to you -Use kind, words, actions, and gestures -Keep hands, feet, and all objects to yourself 	<ul style="list-style-type: none"> -Voice level 1 indoors -Voice level 2 outside -Greet others with a friendly “Hello” or “Good morning” -Keep your body and belongings to yourself 	<ul style="list-style-type: none"> -Voice level 2 -Include everyone around you -Help friends at your table if they need help -Be mindful of allergies 	<ul style="list-style-type: none"> -Only 2 people in the bathroom at a time -Wait in line in the hall at a voice level 0-1 -Voice level 1 in the bathroom
Environment	<ul style="list-style-type: none"> -Keep belongings together and in your seat -Voice Level 0 or 1 -Take all items with you when you leave the bus 	<ul style="list-style-type: none"> -Voice level 1 -Put your belongings away neatly in your locker -Close your locker door quietly with nothing hanging out 	<ul style="list-style-type: none"> -Pick up after yourself -Limit your waste -Recycle -Compost or take home uneaten food 	<ul style="list-style-type: none"> -Flush the toilet -Make sure paper towels make it in the garbage -Save resources by using them wisely -Keep walls clean from writing or drawing -Tell an adult if the bathroom is messy

Hallway Expectations

1. Use walking feet in the hallway
2. Keep your bodies and objects to yourself
3. Use voice level 0-1 to respect others that are working

Voice Levels

0-silent, no noises or talking

1-whisper voice

2-regular inside voice

3-presentation voice

4-playground voice

Conscious Discipline, Character Development, and School Commitment

Conscious Discipline

Conscious Discipline is a positive, skill-based classroom management program that helps children and adults learn the skills needed to: resolve conflicts, enhance brain development, support self-regulation, strengthen and build respectful relationships. Children, staff, and volunteers will be welcomed into a positive, healthy School Family that sees everyone as caring, contributing members. Teachers and staff will warmly welcome students into the building and classrooms and help them succeed and accomplish their goals. Our School Family aims to build excitement for learning through a sense of belonging. Our work together reduces stress while creating an atmosphere of caring, encouragement and meaningful contributions. Safety, Connection, and Problem-solving are the core components of Conscious Discipline. Teachers and students learn and practice the following skills: Composure, Assertiveness, Encouragement, Choices, Empathy, Positive Intent, and Consequences.

Character Development

Children and staff will focus on positive character traits (e.g., honesty, respect, kindness) throughout the year. These character traits help all School Family members make strong choices. Teachers and staff members will encourage, reinforce and celebrate positive behavior and character traits throughout the school year. Older elementary students will be expected to model positive character traits for younger students. Resources will be sent home monthly to help families discuss these character traits with their children.

Conscious Discipline and character development focus on building intrinsic motivation in students as we build a strong school community for learning. Our *School Commitment - Student Rights and Responsibilities* are outlined below. Please review and sign the Student/Parent Agreement and return them to the School office as soon as possible.

School Commitment

1. **Safety** – We will always protect the safety, interests, and rights of all individuals.
2. **High Quality Education** – We will do whatever it takes to nurture and strengthen our students' knowledge, creativity, and character as we prepare them to excel academically, socially, and physically.
3. **Support and Respect** – We promise to respect, appreciate, and support every student. We will work together with parents for the benefit of all the children.
4. **Communication** – We promise to communicate regularly with parents about children's progress in person and by phone.
5. **Civility** – We believe that we are on the same team and we will conduct ourselves respectfully and professionally in our communication with parents and children.
6. **Fairness** – We will address all issues consistently and fairly. We will keep parents informed promptly when students are disciplined or deserve recognition for accomplishments.

NYS Dignity for All Students Act, Discipline Policy, and Explanation of Learning Opportunities

NYS Dignity for All Students Act

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.

Discipline Policy

Our Discipline Policy is based on our creation of our School Family using the Conscious Discipline program we are implementing. When students make choices that are not contributing to our school community, we view this as an opportunity for learning to occur. At Truxton Academy Charter School, behavior is seen as a form of communication and we believe that students' needs are being expressed through their behavior. We have a plan for responsive learning opportunities which will be chosen depending on the behavior and need of the child at the time of the given behavior. Some of the Learning Opportunities, which will be employed to help students learn from their behaviors and make strong choices, are explained below.

More intensive supports will be put into place in the case of more severe needs. The focus of all responses to behavior is building and strengthening our School Family and therefore involves connecting with and meeting the needs of students especially when they are struggling. Our focus on community guides our discipline policy and response to students' behavior. Separating and segregating students casts them out of our community and damages their development emotionally and socially. Because of this, consequences such as suspension (in-school or out of school) and expulsion will only be used in very extreme cases with a clear plan for continuing educational opportunities and purposeful reintroduction to the community. The school administrator will make the final determination if these consequences are warranted in specific cases. The plan for continuing educational opportunities and reintroduction to the community will be made with input from school personnel and family members of the student.

Explanation of Learning Opportunities:

Refocus: When students are struggling behaviorally, it is often a sign of a struggle academically, socially, or emotionally. The school provides space for these students to take a break and refocus. This break can be student initiated or teacher suggested, but should not be seen as a punishment. Rather it is an opportunity for the child to regroup before returning to the situation that was challenging for them.

Conflict Resolution Conversation: When two or more children have a conflict, they will be guided through a conversation to solve the conflict. In all cases, the child who feels they were harmed will speak and the one who did the harming will listen. If both children feel they were harmed, they will take turns being the speaker and the listener and both will be expected to come to an agreement to fix it.

Parent Contact and Student Support Plan: If a child is struggling in school, the teachers and parents will work together to determine what the challenges are for the student and create a plan to support the student.

Reconciliation: Students are responsible for their actions and the impact they have on others. Students may be asked to articulate how he/she will act differently to their classmates and teachers in the future to support the School Family and learning community.

Reparations: Students may be asked to compensate those affected by their inappropriate behavior (e.g. make amends, replace damaged property).

Student/Parent/Teacher Conference: Parents are integral partners in helping support a child who is struggling in school. By coordinating strategies to help students in learning appropriate behavior, we increase the likelihood of success.

Behavioral Contract: A behavioral contract may be developed for students who benefit from consistent monitoring to learn positive behavior. It will clearly describe expected student behaviors and require parent and teacher signatures as well as a plan for helping the student learn the behavioral skills they need.

Other Potential Consequences

In-School Suspension: Used only for serious issues which cannot be resolved with the learning opportunities above. Students spend the school day supervised by a staff member, working on their schoolwork as well as working with teachers or administration on a plan to make stronger choices. The student and family would be involved in a plan for how the student will successfully re-enter their classroom community with support needed to make strong and safe choices. Parents, student, teacher, and administrator must sign an agreement to stick to the plan and provide the support needed for the child to be successful when returning to class.

Out of School Suspension and Expulsion: Truxton Academy will only suspend students for the most serious incidents. In all cases, parents will be informed and must attend a conference with the Head of School and teacher(s). In the event that a child is suspended or expelled, an alternative instructional setting will be established no later than the day after the suspension or expulsion is effective.

Due Process for Parents and Students with regards to Suspensions and Expulsions, and Special Circumstances Regarding Discipline for Students with Disabilities

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

Truxton Academy will not suspend, nor change the educational setting of, any students without notifying parents. Parents will be notified in writing of the consequence and reason for it. Parents have the right to a hearing with counsel if they disagree with the decision of the school with regards to disciplinary consequences. For suspensions less than 5 school days, this consists of an informal conference with the Head of School where there is an opportunity for the student, or parents, to explain the actions taken. Notice of suspension and opportunity for an informal conference will take place prior to the suspension as long as the student's presence

does not pose a threat to others in the building. This informal conference will include the complaining parties only when appropriate.

For suspensions of longer than 5 school days, students have the right to a formal hearing with representation. The Head of School, if not directly involved with the action leading to suspension, will act as a hearing officer or will appoint an impartial hearing officer. The Board of Trustees will have the final say based on the recommendations shared by the hearing officer with respect to the disciplinary actions taken. This hearing will be recorded.

Special Circumstances Regarding Discipline for Students with Disabilities (or assumed to have a disability for discipline purposes)

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 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.

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 Head of School 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 one hour per 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 and Gun-Free Schools

Bus Policy

Bussing to and from school will be done through the students' home districts. Truxton Academy students are expected to behave in accordance with the character of a Truxton Owl as outlined above and to be sure to

adhere to 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 Head of School may modify such expulsion requirements on a case-by-case basis. “Weapon” as used in this law includes firearms and explosives. The Head of School 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.

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

Family Educational Rights and Privacy Act (FERPA)

FERPA is a Federal law that is administered by the Family Policy Compliance Office (Office) 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.

FERPA gives custodial and noncustodial parents alike certain rights with respect to their children's education records, unless a school is provided with evidence that there is a court order or State law that specifically provides to the contrary. Otherwise, both custodial and noncustodial parents have the right to access their children's education records, the right to seek to have the records amended, the right to consent to disclosure of personally identifiable information from the records (except in certain circumstances specified in the FERPA regulations, some of which are discussed below), and the right to file a complaint with the Department. The term "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.

FERPA generally prohibits the improper disclosure of personally identifiable information derived from education records. Thus, information that an official obtained through personal knowledge or observation, or has heard orally from others, is not protected under FERPA. This remains applicable even if education records exist which contain that information, unless the official had an official role in making a determination that generated a protected education record.

Under FERPA, a school is not generally required to maintain particular education records or education records that contain specific information. Rather, a school is required to provide certain privacy protections for those education records that it does maintain. Also, unless there is an outstanding request by a parent to inspect and review education records, FERPA permits the school to destroy such records without notice to the parent.

Parents at Truxton Academy have the right to:

- Access the child(ren)'s education records to review and inspect
- Seek to have the records amended
- 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 school records, Truxton Academy will comply and schedule a time for the parent to view and inspect records within 45 days of their initial request by:

- making copies of records for parents to take
- making 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.
- sharing 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, Truxton Academy will:

- Decide within a reasonable amount of time, whether to amend as requested
- If the decision is made to not amend, Truxton Academy will notify the parents of their right to a hearing
- If after a hearing, the decision is still not to amend, the parent has a right to insert a statement into the record

Truxton Academy will not disclose information from student educational records without consent that includes:

- which records may be disclosed
- the purpose of disclosure
- the party to whom the information is being disclosed

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:

Family Policy Compliance Office
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, List of Persons with Access, List of Records Maintained, and Annual Notification of Rights of Parents

Procedures for Locked Storage/Secure Handling of Student Files

All student records will be kept in a locked filing cabinet or closet in the school main office. The Head of School, 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 Head of School, Executive Director and Administrative Assistant have access to. Health information is stored in a locked cabinet in the Nurse's office. Only the Head of School, Executive Director, Administrative Assistant and Nurse have access to these records.

List of Persons with Access

- Kerryanne Schenck: Head of School
- 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.

FERPA Directory Information Opt Out

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 25, 2023. 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

Confidentiality Policy for School Employees, Protection of Pupil Rights Amendment (PPRA) Notice, Conflict Resolution, and Formal Complaint Process

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 our 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. In the case of violation of laws or issues with school-wide policies, the Executive Director should be notified. If needed, the two parties involved may request mediation from the Head of School. If the complaint is not resolved within a week, the process will move to Step 2. If the original complaint was with the Head of School and discussion has not worked, move to Step 2.

2. Discuss the complaint with the Executive Director.

If a solution is not found between the two parties involved, the Head of School will take the complaint to the Executive Director for discussion including use of mediation as necessary. If the complaint has not been satisfactorily addressed after talking with the Executive Director, move to Step 3. This should occur no later than 2 weeks from the original complaint.

3. Submit the complaint in writing to the Executive Director.

Submission 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. Otherwise, within one week, 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: 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 and Investigation of a Complaint brought 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.

Truxton Academy Charter School

Student Agreement

As a student of Truxton Academy, I understand and agree that I am responsible and will demonstrate it by:

- Showing consideration for the rights and feelings of others, being careful not to hurt them physically or make them feel bad.
- Speaking to others respectfully.
- Respecting my property and the property of others.
- Always asking permission before I borrow other people's things, and returning them promptly and in good condition when I am finished.
- Attending school regularly.
- Doing my best in my schoolwork, and letting others do their best.
- Asking for help if I do not understand.
- Not bringing any prohibited items to school.
- Keep the school building and grounds clean and tidy.
- Working collaboratively with peers and school staff to solve problems

I, _____ (Student name), hereby declare that I understand and agree to abide by the Truxton Academy Charter School Family Handbook.

Signature: _____ Date: _____

I, _____ (Parent/Guardian name), hereby declare that I reviewed this information with my child to ensure they understand and agree to abide by the Truxton Academy Charter School Family Handbook.

Parent/Guardian Signature: _____ Date: _____

Truxton Academy Charter School

Parents As Partners Agreement

As partners in the educational process, parents are asked to:

- Actively participate in school activities when available to do so.
- Schedule and attend Parent-Teacher Conferences when recommended or needed.
- Telephone the school when the student will be absent or tardy.
- Notify the school office of any changes of address or important phone numbers.
- Inform the school of any special situation regarding the student's well-being, safety, and health.
- Complete and return to school any requested information promptly.
- Read school notes and newsletters to support a child's education.
- Work collaboratively with teachers and school staff if a problem arises.
- Set appropriate rules, times, and limits so that your child:
 - Has a full night's sleep on school nights.
 - Arrives at school on time and is picked up on time at the end of the day.
 - Completes school work timely and to the best of their ability.

As a community based school, we request all parents plan to volunteer for a minimum of 25% of requested volunteer opportunities. Family participation and partnering with schools is scientifically proven to lead to student achievement. We understand that every family has unique circumstances and we are happy to build a partnership with you that allows you to participate in the most productive way possible.

As a parent/guardian of the above student, I have reviewed the Family Handbook and will do my best to ensure that I comply with all rules and regulations.

I, _____ (Student name), hereby declare that I

understand and agree to abide by the Truxton Academy Charter School Family Handbook.

Signature: _____ Date: _____

IMPORTANT NOTE:

Progress reports and report cards given during the year will be considered a form of notification in regards to students' progress and grades. It is a parent's responsibility to contact teachers with any concerns about the student's achievements/grades.