



Truxton Academy Charter School

Family Handbook

2021 - 2022

Welcome

Welcome to Truxton Academy Charter School! We are so happy to have you and your family as part of our school family. Open communication is very important to us. We believe that together we can create the best possible educational experience for our children. We are thankful you have chosen to include Truxton Academy in your family.

It is a gift that we get to spend our days with your children and we look forward to working together as a team with you. 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.)
- Participate in our daily school activities as you are able (volunteer in the classroom, join us on field lessons, help with the early morning or extended day programming, etc.)
- Participate in family events
- Help with school fundraising and promotional events as you are able
- Give us feedback on how things are going for your child

We will communicate regularly through weekly newsletters from teachers and emails from the Head of School. We will also have parent conferences and communicate through phone calls, emails, and notes home.

We are open to your suggestions as we all work together to build a strong educational experience for all of our children. Please call any time with questions or comments at (607) 842-6252. We are excited to have you and your family as part of our school family and welcome you into our school and classrooms.

Truxton Academy Contact Information

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

Mailing Address: Truxton Academy Charter School
P.O. Box 104
Truxton, NY 13158

Phone: (607) 842-6252

Website: www.truxtonacademy.org

Facebook Page: <https://www.facebook.com/truxtonacademy>

Please review this Handbook with your children and then sign and return the Student Agreement and Parent as Partners Agreement on the last 2 pages (pg. 36 and 37) 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
- Working collaboratively with all stakeholders to create a supportive, respectful learning environment

Statement of Non-Discrimination:

Truxton Academy Charter School accepts all students regardless of race, color, national origin, ethnic origin, sex, gender, sexual orientation, religion, age, or disability.

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 and plans fundraising.

****Currently Board of Trustees meetings are accessible in-person and via Zoom.***

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 adults
- Learning Showcases
- Field Lessons and PBL Projects 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

*Note: These are plans in a typical year. These plans may be modified due to COVID-19

All families will receive a home visit (canceled due to COVID) from their child's teacher and 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 2021-2022

Instructional Staff Professional Development	
New Teacher Institute	August 18, 19, 20
Teacher Professional Development/ Team Building	August 23- September 3 (Week Days Only)
Screenings (For New Students Only) Home Visits (No home visits due to COVID)	August 30- September 3
Quarter 1 (44 Instructional Days, 2 Staff Development Day, 2 half day orientation days): Wednesday, September 1 – Friday, November 5	
Orientation Half- Days- For ALL students (no meals served)	Sept. 1st and 2nd 8:30 – 11:30
Instructional Staff Work Day	Friday, Sept. 3
Labor Day Holiday (No School)	Monday, Sept. 6
First Full day of school	Tuesday, September 7
Indigenous Peoples/ Columbus Day (No School)	Monday, October 11
Staff Development Day	Friday, October 22
Last day of Quarter 1	Friday, November 5

Report Cards Go Home	Wednesday, November 10
Quarter 2 (48 Instructional Days, 1 Staff Day): Monday, November 8 – Friday, January 28	
Veterans Day (No School)	Wednesday, November 11
Parent Teacher Conference (No School for students)	Friday, Nov. 12
Thanksgiving Holiday (No School)	Wed., Nov. 24 - Fri., Nov. 26
Winter Holiday Break (No School)	Friday, Dec. 24 – Friday, Dec. 31
School Begins in 2022	Monday, Jan. 3
Martin Luther King Day (No School)	Monday, Jan. 17
Last day of Quarter 2	Friday, Jan. 28
Report Cards Go Home	Friday, Feb. 4
Quarter 3 (44 Instructional Days and 1 Staff Day): Monday, January 31 – Friday, April 8	

Mid- Winter Recess (No School)	Monday, Feb. 21 – Friday, Feb. 25
Professional Development Day	Monday, March 21
Last Day of Quarter 3	Friday, April 8
Spring Break	Monday, April 11- Friday, April 15
Report Cards Sent Home	Friday April 22
Quarter 4 (47 Instructional Days and 1 Staff Day): Monday, April 18 – Thursday, June 23	
Memorial Day (No School)	Monday, May 30
4 th Quarter Marking Period Ends	Friday, June 17
Juneteenth (No School)	Monday, Jun 20
Report Cards Go Home and Last Day of School	Thursday June 23
Staff Reflection and Planning Day	Friday, June 24

Faculty and Staff Directory 2021-2022

As a teaching 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. All of the teacher's email addresses are included here:

Instructional Staff:

Kayla Elliott (kayla.elliott@truxtonacademy.org)- Kindergarten
Marci Francis (marci.francis@truxtonacademy.org)- Kindergarten/ First Grade
Brianna Smith (brianna.smith@truxtonacademy.org)- First Grade
Jess Fallon (jessica.fallon@truxtonacademy.org)- Second Grade
Madysen Eckhardt (madysen.eckhardt@truxtonacadeemy.org)- Third Grade
Daniel Massarini (daniel.massarini@truxtonacademy.org)- Fourth Grade long term sub/ Teaching Assistant for 3rd and 4th grade
Jasminique Harris (jasminique.harris@truxtonacademy.org)- 1st and 2nd grade Teaching Assistant
Macy Boice (macy.boice@truxtonacademy.org)- Kindergarten and K/1 Teaching Assistant

Special Education:

Ashley Martin (ashley.martin@truxtonacademy.org)

Administrative Team:

Leaf Carmer (leaf.carmer@truxtonacademy.org)- Head of Operations/ Administrative Assistant
Jenny Hull (jennifer.hull@truxtonacademy.org)- Student Achievement Coordinator
Sara Petit-McClure (sara.petitmccclure@truxtonacademy.org)- Head of School
Lauri Guay (lauri.guay@truxtonacademy.org)- Part-time Administrative Assistant

School Nurse:

Tracy DeHart (tdehart@homercentral.org)- Homer Central School Nurse assigned to our school

Support Staff:

Ashley Riehlman (ashley.riehlman@truxtonacademy.org)- School Chef
Taylor Foster (taylor.foster@truxtonacademy.org)- School Nutrition Program Director
Shannon Seaward (shannon.seawrd@truxtonacademy.org)- School Custodian
Steve Reed (steve.reed@truxtonacademy.org)- School Maintenance

Our School Day

Instructional Hours 8:30 AM - 3:30 PM
Office Hours 7:30 AM- 4:00 PM

School Building Hours: 7:30 AM - 4:30 PM

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

8:00- 8:30 AM Breakfast Available

8:30- 3:10 Instructional Day including the following

- Morning Meeting
- ELA (reading and writing in English)
- Math
- Science/ Social Studies
- Recess
- Lunch
- Physical Education (35 minutes/ day)
- Spanish (30 minutes/ day)
- Project Time
- Music (30 minutes/ week)
- Makerspace Time (30 minutes/ week)
- Closing Circle

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

3:20- 3:30 Parent Pick-up

3:30- 4:30 Optional After School Enrichment Program (Mondays and Wednesdays, starting Oct. 4th)

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. All classes have a snack time during the day. As much as possible, we incorporate outdoor time into the learning that happens during the day.

Arrival, Dismissal, and Attendance

Arrival:

When students arrive at school, they will enter through the front door.

Buses will drive behind the school and drop students off on the side. Students will walk on the sidewalk and enter through the front door.

Parents dropping students off will drive behind the school in line with the buses to drop students off. Students will exit cars and walk on the sidewalk to the front door.

All students who arrive before 8:20 will go to the cafeteria for the early morning program. Students who arrive between 8:20 and 8:40 and are eating breakfast will be dropped off in the cafeteria. Students who arrive between 8:20 and 8:40 and are NOT eating breakfast will be dropped off on the side and enter through the front door to proceed directly to their classrooms. Students who arrive after 8:45 will need to be signed in at the front office and will be considered tardy.

- Bus drop-off times are determined by school districts and do not count towards tardy designation for students.

Dismissal:

Students will follow their written dismissal plan unless the school is otherwise notified by a parent. Students will only be allowed to leave with adults who are listed as approved pick up people. School personnel may ask for ID. Students being picked up by car or riding the bus will exit the front door.

Students attending The CHAMP after school program will be taken to the cafeteria.

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, the child's full name, and the reason for the absence must be in the note. This note must be signed by the parent/guardian of the child. In accordance with NYS law, the following are legal reasons for absences:

1. Personal illness
2. Illness or death in family
3. Remedial health treatment (doctor, dentist, etc.)
4. Required court appearance
5. Religious observance
6. Approved music lessons
7. 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.

*Note, we are aware that our current health pandemic may require some students to miss more school than they would have otherwise. Please communicate with the front office and your child(ren)'s teacher(s) to ensure your child is continuing to learn even during this challenging time.

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 report to the office to 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.

*Currently we are limiting visitors and volunteers due to the national health pandemic.

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 weekly email 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. To help with our meal planning, we ask that families look at the menu and sign up for the meals they plan on their child receiving from the school. We will send home a 2-week schedule to sign up for meals. This simply helps us limit food waste. All students will receive a meal if they do not bring one even if they do not sign up ahead of time.

We use the MySchoolBucks system to manage your child's meal account. Please sign up for them directly; there you can track the total, what your child is ordering, as well as make payments. There is a fee of \$2.75 per transaction to add money. If you continue to send in payments to the office, please note any and all bank fees will be due to the school immediately upon notification by the office.

Dress Code

Truxton Academy Charter School's Dress Code consists of clothing which is comfortable and allows them to participate in all school activities. Students will go outside daily for recess and/or learning activities and should have weather appropriate clothing and footwear. 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

In grades K-2, nightly homework will not be assigned for students attending in-person school. Research shows that homework like this is not the most effective way for students to master material. Students learn best when they have opportunities to discuss their learning and apply it to their lives. Rather than homework, teachers will make suggestions for practice activities or discussion ideas in their weekly newsletters. 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. Children benefit from being read to even once they can read to themselves. We suggest that parents and children read for an average of at least 20 minutes/ day, but we do not require you to time the reading as this takes away from the enjoyment and learning of the experience. If you need books to read at home, please let your child's teacher know. We have many books which can be borrowed from the school.

As we move into 3rd grade and above, there will be homework sent home for extra practice at times. All students should be reading for at least 20 minutes per day. Even at upper grades, students benefit from being read to, as well as reading on their own. Discussing what they are reading is a great way to help with comprehension.

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. We welcome parents to come in for birthday celebrations with their child. We will sing Happy Birthday and welcome parents or family members to read a favorite book or do an activity with the class if they would like.

Many families like to celebrate birthdays with food. Because we have students with food allergies, we have come up with 3 options for food if parents choose to celebrate their child's birthday through a shared special snack. We will not allow outside food to be shared for birthdays, and instead will offer the following snacks through our cafeteria. Please see the cost associated with each choice.

- Juice Pops: Each child would receive a juice popsicle- \$5 for a class
- Apple slices and caramel: Each child will receive a serving of caramel and apple slices- \$10 for a class
- Fruit Skewers: A mix of melon, grapes, and other fruits on a skewer- \$10 for a class

Please let your child's teacher know if and how you would like to celebrate your child's birthday with at least 2 days' notice so we can plan appropriately. If the cost is prohibitive, please let your child's teacher know. We don't want that to stop any child from being celebrated.

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

Health and Safety Information

COVID-19 School Plan

For this year, we are operating under specific health and safety plans due to the COVID-19 pandemic. Please review the complete re-opening plan along with all of the health and safety guidelines on our website (www.truxtonacademy.org). These plans are subject to change based on guidance from the County and State Health Departments and in response to our community need.

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 nurse's 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 now 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. The school nurse 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 nurse's 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.

*Please see the school reopening plan and other communication from the school for details about how the COVID-19 pandemic impacts our typical response to illness at school.

Extra Clothing

Accidents do happen! Please make sure your child has a change of clothes available at school. If a child needs a change of clothing (for whatever reason) they will be sent to the nurse's or Head of School's office. 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. **Any extra sweatpants (they fit many children), shirts, hats, coats, gloves, boots, underwear, or socks that you wish to donate would be appreciated. We can also use plastic bags.** Outerwear such as warm coats, snow-pants, hats, mittens, and boots are frequently in demand. Any outgrown ones that you can donate are appreciated and will be put to good use. Send these items to the front office.

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 which parents must return to school prior to school beginning.

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.

*This year, due to the COVID-19 pandemic, we will practice the lockdown drill differently, but will still have the drill and instruct the students on what to do should there be a true emergency.

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 the 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.

Parents and students will review the Handbook, sign the Student/Parent Agreements (pg. 38 and 39), and return them 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	Bus	Arrival	Cafeteria	Bathroom	Hallway
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of...					Expectations
Yourself	-Stay in your assigned seat -Follow directions -Find an appropriate, quiet activity	-Bring all your belongings -Backpack and jackets on -Follow hallway rules -Promptly get to class	-Eating your lunch first, when you are done you can talk with others -Fuel your brain by eating healthy food	-Wash hands with soap and water for 20 seconds -Use 1 or 2 paper towels to dry your hands	<ol style="list-style-type: none"> 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
Others	-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	-Voice level 1 indoors -Voice level 2 outside -Greet others with a friendly "Hello" or "Good morning" -Keep your body and belongings to yourself	-Voice level 2 -Include everyone around you -Help friends at your table if they need help -Be mindful of allergies	-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	-Keep belongings together and in your seat -Voice Level 0 or 1 -Take all items with you when you leave the bus	-Voice level 1 -Put your belongings away neatly in your locker -Close your locker door quietly with nothing hanging out	-Pick up after yourself -Limit your waste -Recycle -Compost or take home uneaten food	-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	

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 of it. 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 pair with our Conscious Discipline Curriculum to 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.

Our Conscious Discipline And Character Development Curriculum 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 Agreements on page 38 and 39 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 in a school office, 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 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

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 adhere to the policies of these 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:
 - o making copies of records for parents to take
 - o 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
- 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, 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 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 and Administrative Assistant have access to. Health information is stored in a locked cabinet in the Nurse's office. The Head of School and Nurse have keys to this cabinet.

List of Persons with Access

- Sara Petit-McClure: Head of School
- Leaf Carmer: Administrative Assistant
- Tracy DeHart: Homer Central School District School Nurse assigned to Truxton Academy

List of Records Maintained

- Name
- Parent's name(s)
- Contact information
- 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, 2021. 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 and sports 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 Head of School would be the appropriate staff member. If needed, the two parties involved may request mediation from the staff member's immediate supervisor. If the complaint is not resolved within a week, the process will move to Step 2.
2. Discuss the complaint with the staff member's immediate supervisor.
If a solution is not found between the two parties involved, it should be taken to the staff member's immediate supervisor for discussion including use of mediation as necessary. If the original complaint was with the Head of School and discussion has not worked, move to Step 3. The process continues through the ranks until the complaint has been discussed with the Head of School. If the complaint has not been satisfactorily addressed after talking with the Head of School, move to Step 3. This should occur no later than 2 weeks from the original complaint.
3. Submit the complaint in writing to the Head of School.
The Head of School may speak to all parties involved to resolve the issue through discussions with the parties involved. Otherwise, within one week, the Head of School will give a written decision concerning the complaint, including the reasons for the decision.

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. 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. 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: [Name of 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.

Student Agreement

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, in-person or virtually.
- 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), in audience

with, _____(Parent/guardian name), hereby declare

on this date, _____(Today's date), that I have read, understand,

and agree to all terms of the Truxton Academy Charter School Family Handbook. We will make every

effort to uphold the terms of this agreement.

Student Signature: _____Date_____

Parent or Guardian Signature: _____Date_____

Administrator Signature: _____Date_____

Parents As Partners Agreement

Parents As Partners Agreement

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

- Actively participate in school activities, such as Parent-Teacher Conferences.
- 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 if attending in-person
 - Completes school work and attends virtual meetings if attending virtually..

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.

Parent's Name: _____

Parent's Signature: _____ Date _____

IMPORTANT

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.

Revised 2021.09.18