

Roosevelt Children's Academy Charter School

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September 2023

Dear Parent/Guardian, Students, Administrators and Teachers,

This 2023-24 Family Handbook (Handbook) for Roosevelt Children's Academy (RCA) is written as directed by the Board of Trustees. The Handbook is intended to provide parents, students, teachers and staff with important information about the day-to-day operation of RCA. We are hopeful you will have a better understanding of the procedures, rules, and policies after reviewing the contents. We urge all members of our RCA family to review this Handbook carefully. It will provide a reference for answering many questions you might have.

Mission Statement: The Mission of the Roosevelt Children's Academy is to prepare students to fulfill their potential and become productive members of society. RCA will provide a rigorous academic program that expands students' horizons and maximizes their abilities, and learning community that sets high expectations for our students, builds their confidence and self-esteem, celebrates their differences, encourages critical thinking, and fosters a love of learning

Vision: "Changing Expectations to Change Achievement". We see quality education as the best path for our children to grow and mature into responsible adults with heart, soul, judgment and wisdom. Each member of our educational family fosters respect, support, and encouragement. We promote increased parent involvement and participation. As a result, we anticipate that parents will join with staff and students to share in the responsibility of their child's education this will ensure that students meet or exceed New York State performance standards. As each member of our educational community sets high expectations for our students, we must also build each child's confidence and self-esteem, support individualized thinking, encourage critical thinking, and foster a love of learning.

We believe that children learn best when they have this broad base of support and accountability. RCA will, with the parents and community involvement, mold successful leaders for our global society as we strive to empower students, parent, and staff to reach their potential and become active participants in the life-long process of learning.

On behalf of the Board of Trustee, we thank you for entrusting your child to RCA and for your continued support, as members of our RCA family.

Sincerely,

Ella Portero

Ella Portero Director Public Relations/Engagement



**Roosevelt Children's Academy Charter School
Student and Family Handbook
2023-24**

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5/17/23 2023-2024 SCHOOL CALENDAR (ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL)

August 14, 2023	Administrators & Coaches Return to Work	August 15, 2022
August 21 – September 1, 2023	New Staff Return – Staff Development	August 22 – September 2, 2022
August 23 – September 1, 2023	Teachers Return to Work - Staff Development	August 24 – September 2, 2022
September 4, 2023	Labor Day (School Closed)	September 5, 2022
September 5, 2023	First Day of School	September 6, 2022
September 11, 2023	Open House (K-8) (5 p.m. – 8 p.m.)	September 8, 2022
September 20, 2023	Academic Night at Hofstra University (6 p.m.)	
September 25, 2023	Yom Kippur (School Closed)	September 12, 2022
September 28, 2023	Early Dismissal: 12 Noon Dismissal	September 26 -27, 2022
October 9, 2023	Columbus Day/Indigenous Peoples Day (School Closed)	September 29, 2022
October 12, 2023	Quarter 1 Progress Reports Available	October 5, 2022
October 23, 2023	After School Begins	October 10, 2022
October 26, 2023	Early Dismissal: 12 Noon Dismissal	October 17, 2022
November 6, 2023	Parent/Teacher Conferences (Noon Dismissal for Students) (1 p.m.-4 p.m. & 5 p.m.-8 p.m.)	October 27, 2022
November 7, 2023	Parent/Teacher Conferences (8 a.m. – 1 p.m.) No Students in attendance/Election Day	November 7, 2022
November 10, 2023	Veterans Day (School Closed)	November 8, 2022
November 15, 2023	Quarter 1 Report Cards Available	November 11, 2022
November 16, 2023	Early Dismissal: 12 Noon Dismissal	November 17, 2022
November 22 - 24, 2023	Thanksgiving Recess (School Closed)	November 18, 2022
November 27, 2023	Students Return To School	November 23, 2022
December 14, 2023	Early Dismissal: 12 Noon Dismissal	November 24 & 25, 2022
December 20, 2023	Quarter 2 Progress Reports Available	November 28, 2022
December 22, 2023	Noon Dismissal	December 8, 2022
December 25, 2023- January 1, 2024	Holiday Recess (School Closed)	December 23, 2022
January 2, 2024	Students Return To School	December 24, 2022- January 2, 2023
January 15, 2024	Martin Luther King Jr. Day (School Closed)	January 3, 2023
January 25, 2024	Early Dismissal: 12 Noon Dismissal	January 16, 2023
January 31, 2024	Quarter 2 Report Cards Available	January 26, 2023
February 9, 2024	100 th Day of School	February 2, 2023
February 19-23, 2024	Winter Recess (School Closed)	February 9, 2023
February 26, 2024	Students Return To School	February 20-24, 2023
February 29, 2024	Early Dismissal: 12 Noon Dismissal	February 27, 2023
March 11, 2024	Quarter 3 Progress Reports Available	March 14, 2023
March 14, 2024	Parent/Teacher Conferences (Noon Dismissal for Students) (1 p.m.-4 p.m. & 5 p.m.-8 p.m.)	March 16, 2023
March 21, 2024	Early Dismissal: 12 Noon Dismissal	March 30, 2023
March 29 – April 1, 2024	Easter Break (School Closed)	April 7, 2023 – April 14, 2023
April 10, 2024 – April 12, 2024	Grades 3-8 NYS ELA Assessment	April 17, 2023
April 12, 2024	Quarter 3 Report Cards Available	April 17, 2023 – May 26, 2023
April 15, 2024 – May 23, 2024	NYSESLAT Assessment (Speaking)	April 19, 2023 – April 21, 2023
April 18, 2024	Early Dismissal: 12 Noon Dismissal	April 27, 2023
April 22, 2024 – April 30, 2024	Spring Recess/Passover (School Closed)	May 2, 2023 – May 4, 2023
May 1, 2024	Students Return To School	April 21, 2023
May 7, 2024 – May 9, 2024	Grades 3-8 NYS Math Assessment	May 15, 2023 – May 26, 2023
May 13, 2024 – May 23, 2024	NYSESLAT Assessment (Listening, Reading, Writing)	May 23, 2023 – June 2, 2023
May 23, 2024	Quarter 4 Progress Report Available	May 24, 2023
May 23, 2024	Early Dismissal: 12 Noon Dismissal	May 25, 2023
May 24 & 27, 2024	Memorial Day Weekend (School Closed)	May 26, 2023
May 28, 2024	Students Return To School	May 29, 2023
May 31, 2024	Grade 5 & 8 Science Assessment Performance (Tentative)	May 30, 2023
June 3, 2024	Grade 5 & 8 NYS Science Written Assessment (Tentative)	June 5, 2023
June 14, 2024	Juneteenth Celebration	June 16, 2023
June 15, 2024	Graduation – Kindergarten, 5th & 8th at Hofstra University	June 17, 2023
June 19, 2024	Juneteenth (School Closed)	June 19, 2023
June 20, 2024	Students Return To School	June 20, 2023
June 25, 2024	Last Day of School for Students (Noon Dismissal) & Qtr. 4 Report Cards Available	June 22, 2023

SCHOOL VISION

As the first charter school on long island (est. 2000), Roosevelt Children's Academy (RCA) is committed to providing the best educational experience in Roosevelt.

Vision: "Changing Expectations to Change Achievement". At RCA we see quality education as the best path for our children to grow and mature into responsible adults with heart, soul, judgment and wisdom. Each member of our educational family fosters respect, support, and encouragement. We promote increased parent involvement and participation. As a result, we anticipate that parents will join with staff and students to share in the responsibility of their child's education this will ensure that students meet or exceed New York State performance standards. As each member of our educational community sets high expectations for our students, we must also build each child's confidence and self-esteem, support individualized thinking, encourage critical thinking, and foster a love of learning. We believe that children learn best when they have this broad base of support and accountability. RCA will, with the parents, community involvement and partnerships, mold successful leaders for our global society as we strive to empower students, parent, and staff to reach their potential and become active participants in the life-long process of learning.

MISSION STATEMENT

The mission of RCA is to prepare students to fulfill their potential and become productive members of society. RCA will provide a rigorous academic program that expands students' horizons and maximizes their abilities, and a learning community that sets high expectations for our students, builds their confidence and self-esteem, celebrates their differences, encourages critical thinking, and fosters a love of learning. RCA will provide a rigorous academic program that expands students' horizons and maximizes their abilities, and learning community that sets high expectations for our students, builds their confidence and self-esteem, celebrates their differences, encourages critical thinking, and fosters a love of learning

CORE VALUES

To meet the educational needs of our families, RCA has a very strong set of core values governing all areas of the school. Supported by instructional staff members and parents, our students will be competitive with other educational institutions and meet or exceed NYS educational standards.

RCA Core Values are:

Respect For Self and Community

Cultivate a Love of Learning

Achieve Academic Excellence

EDUCATIONAL PROGRAM

The RCA students, supported by instructional staff members and parents, will meet or exceed educational standards on all New York State (NYS) academic and achievement assessments. Students will also complete and successfully pass the academic school year in all subject areas. This will be accomplished by way of instituting the following main goals:

Professional Staff Development: In order to ensure that our students are receiving the best education possible, we need to have intensive professional staff development to keep our teaching staff "at the top of their game" with a focus on ever improving core skills and maintaining pace with new teaching methods and approaches. Through the appropriate instruction and enrichment of each student's innate talents and abilities, he/she will be challenged to meet high standards and reach personal academic potential.

Parent Involvement: Parents/guardians are our partners in education. Our collaboration with parents builds a trusting environment that cultivates the confidence necessary for students to aspire to the high expectations set forth by the teachers. By providing opportunities for increased parental involvement, communication through daily communication (written and phone calls), monthly newsletters, participation in events, we will encourage parents to share in the responsibility of their child's education.

Plans to Achieve Goals: The following are plans to ensure that we achieve our goals.

- Data Team meetings
- Grade level planning
- Use of data to drive instruction
- Academic Intervention Service (Known as Response to Intervention-RTI)
- Call/meet with the parents of students whose grades demonstrate jeopardy of failing or are failing. Work to develop an academic plan for success.
- Practice Assessments (Pre and post-test, prior NYS exams, etc.)
- After-school tutoring
- Saturday school
- ELA and Math workshops
- Communication through newsletters; informal meetings; community service program; civic projects
- Community partnerships and Supplemental resources
- Use of technology to enhance students' learning experience
- Projects and field trips that provide an opportunity for students to apply their knowledge in the real world
- Interdisciplinary curriculum
- Proper implementation of the Common Core Standards
- Center Base and Project Base instruction

Positive School Tone: When students, parents/guardians/teachers have a mutual respect for the school and adhere to its policies, the school can move forward to meeting its goals. School should be a place where everyone wants to come to learn.

An Early Educational Intervention Program: Starting with grades K students, RCA offers an instructional program that promotes school readiness in literacy, math, and social development. RCA has created a Response to Intervention Program (RTI) with staff members skilled in reading and math in order to focus the needs and intervention services of its Tier II and Tier III students. Several diagnostic systems have also been purchased that will assist with identifying the strengths and weaknesses of at-risk students. Every Tier II and Tier III student will receive consistent services in reading and math development assisted by the Academic Intervention Service (AIS) provided by the RTI staff. Tracking data will be provided for each student to ensure that appropriate growth is occurring. Board of trustees will be provided with reporting to monitor this data. The RTI team will share the results of this intervention program with the classroom teacher and parents to ensure a comprehensive response for each child.

More Time on Task: Students at RCA are in academically rigorous learning environments for longer school days and for an extended year. A relentless focus on the details allows students and teachers to spend more time on task.

A Standards Based Curriculum: Our academic program aligns with the Core Curriculum is research- proven and has demonstrated significant student achievement in reading, writing, and math.

Early and Frequent Assessments: RCA teachers know the power of assessing student progress and using data to track student performance. We identify students' academic needs early and adjust teaching strategies accordingly. This system of assessment allows us to respond with targeted immediacy.

A Team of Highly Skilled Teachers: The RCA teaching team receives ongoing professional development to build skills, adjust for the changes in the rigor of our academic environment and create and maintain a community of respect and collaboration with our staff and parents.

A Continued Community Partnership: We embrace students' parents and guardians as essential partners in the education of their children. As a result, we anticipate that parents will join with staff and students to share in the responsibility of their child's education. We engage families, college/university partners and the wider community to support RCA

College Internship: Through our extensive partnerships with Universities and Colleges in the surrounding communities, programs assign students to gain experiential skills tutoring RCA students with reading and math skills and school counseling activities on health and wellness.

Field Placement: Provides education teaching candidates a range of opportunities to teach and learn at RCA.

Visits to Colleges: Annual visits to colleges and universities keep students focused on skills and academic preparation in high school that colleges require. School counselors and faculty help middle school students focus on academic preparation that high school requires.

Rich Extracurricular Activities: We offer afterschool programs and Summer School for additional enrichment and organize field trip opportunities that are aligned with classroom work to connect to the real world and build background knowledge.

Community Organization: We partner extensively with community organizations that have a vested interest in the success of our students. Career exploration and annual career day programs encourage students to pursue their career interests. Service projects teach students that serving others open their own hearts and minds. They develop character while building confidence and leadership skills.

SCHOOL HOURS

The Roosevelt Children's Academy day begins at 8:30 am and ends at 4:00 pm. Parents/Guardians are requested not to bring their children to school before 7:45 am.

Drop off begins at 7:45 am

Instruction begins at 8:30 am

Dismissal begins at 3:50 pm

School Day ends at 4 pm

After School Hours: 4 pm – 6 pm

ATTENDANCE

Attendance: Daily attendance in class is directly related to a student's ability to benefit from instruction through class participation and the completion of required assignments. Parents are responsible, under New York State Law, for the regular and punctual attendance of children between the ages of 6 and 16. Regular attendance and punctuality are important from the first day of school. Good attendance is essential for steady progress throughout a child's school career.

The State Education Department requires an accurate record of every child's attendance at school. Such records must show the specific cause of every absence. For this reason, all students are required to bring written excuses

from parents or guardians in every case of absence or tardiness, preferably on the day they return to school. If an excuse is not forthcoming, the absence will be considered not in compliance with the NYS education Law.

Absences: Should a student need to be absent for a period of time, a dated letter signed by the parent is required prior to the requested adjustment. The letter should include the specific date(s) of absence, a legible parent signature, the date of the letter, and should state the reason for the absence. The letter should be brought to the classroom teacher when the student arrives in the morning. It is our school policy to contact parents of all children who have been reported absent. When your child is absent, it would be helpful if you call the Office as this will eliminate the need to contact you at home or work.

Sickness/Illness: The more students and teachers are in school and ready to learn, the better opportunity we have to improve student achievement. Please keep your child home if he or she is ill. Doing so will help to minimize the potential exposure to other children and/or staff. To help a child fully recuperate they should be fever free for 24 hours before returning to school. Since we are in an environment where germs and viruses could spread, we need all potentially contagious children to be checked by a physician. If a child is absent for three (3) days or more due to illness, we require a doctor's note of clearance prior to your child returning to school.

Lateness/Tardiness: Keep tardiness and absence at a minimum. Please come directly to the Office window to sign your child in if he or she is late. You will also need to complete a tardy slip for your child. You will also need to complete a tardy slip for your child. Your child will be given a tardy pass to take to class. Please make every effort to schedule appointments outside school hours so that your child will not be late.

Early Dismissal: If your child is to leave school prior to the regular dismissal time. Please notify the school by sending a note with your child in the morning.

Should a student need to be excused early or change normal dismissal procedures, a dated note signed by the parent is required. Notes including specific date(s), legible signatures, and dated, should state the reason for the child's leaving school and are to be submit prior to a requested adjustment. Such notes should be brought to the classroom teacher when the student arrives in the morning. If the person who appears at the school to pick up the student is not listed as an emergency contact, the student will not be released.

Students will NOT be permitted to leave school premises or change bus stops without written permission. If emergency busing changes become necessary during the day, please contact the school before 2:00 pm.

When picking up your child, come directly to the main office to sign him/her out. Sign-out procedures must be adhered and photo identification must be shown by each individual picking up a child. If someone other than the child's parent/guardian is to pick up the student, they must be on the emergency contact form. If the person who appears at the school to pick up the student is not listed, the student will not be released.

Bus Permission/Student Dismissal Changes: If your child/children are going to a different location after school, please send in a note that morning. Your child will not be placed on the district school bus as instructed. Removing your child from the district school bus cannot be done by a phone call or during dismissal. If you pick up your child, please wait until dismissal. We have classes until the end of the school day, and it interrupts class time to call students to the office. If you have an early appointment, please send in a note that morning so we know that your child will be leaving early. We will call your child to the office when you arrive to sign the child out. If the person who appears at the school is not listed on the emergency contact sheet, the student will not be released.

CLASSROOM VISITORS

We welcome parent and community visitations to our school. Permission for all visitors to the classroom must be cleared through the principal/building leader. To protect and ensure the safety of the children in the building, all visitors are required to sign in and out on designated sign-in sheet in the main office and show identification.

Visitors include parents, children not registered at RCA, relatives, friends, volunteers, guest speakers or anyone not working at the school. All visits should occur outside of instructional time, unless prior arrangements have been made. If it is necessary to talk to faculty or staff member during school hours, be sure to phone the school first to schedule an appointment. We will arrange for the teacher to return your call or assist you with setting up an appointment during non-instructional periods. Calls will not be transferred to the classroom.

EMERGENCY CONTACT FORMS

Each year emergency contact forms are sent to all parents requesting emergency information to be used in case of student illness, injury or emergency school closings. This information is extremely important.

Parents should also include information for any adult who is authorized to pick up or transport their child. If the person who appears at the school to pick up the student is not listed, the student will not be released. Parents are asked to complete this form and to notify the school whenever any changes occur. Phone numbers/email addresses from the emergency contact form are specifically requested for addition to the RCA Data System. The school must be notified of any changes in contact information to update our records.

SCHOOL CLOSINGS

In the event the Board approves a school closure, due to inclement weather or other emergencies, an automated emergency announcement will be made and an alert will be posted on the school's website. In addition, School Closing/Delay Status will be updated on the following major television networks: Cablevision Long Island - Channel 12 and WNBC New York - Channel 4.

SCHOOL SAFETY AND EMERGENCY DRILLS

To facilitate an organized process to help prepare for an actual evacuation emergency, the school performs a variety of scheduled drills throughout the school year. These practice drills are to protect students in case of an emergency.

Emergency Evacuation: The principal will instruct the staff via the PA system that there is a situation where an emergency evacuation is required.

During these practice drills the principal or designee will make an announcement that signals the drill will be conducted. Upon activation of the exercise, all faculty, staff and students immediately follow the directions to exit the building, in an orderly fashion. Emergency evacuation exit route directions are displayed on the school's floor plans in each building. When the signal is given, all students, staff, and personnel) will exit the building. During drills, students are instructed to adhere to rules and wait for teacher directions. Students stand and walk quickly but orderly out the building. Teachers not assigned should assist with exits, checking stairways and bathrooms. In the event of an emergency evacuation, staff members should immediately turn off cell phones.

Lockdown drills are also practiced. Lockdown drills are means of practicing preparedness in an event of an intruder or criminal act. Generally, an announcement is given by the building leader or designee that the building is going on an immediate lockdown. All staff should assist in clearing all students and adults from the hallways and locking all classroom and office doors. Students should be escorted to the nearest classroom. No child or adult should exit a locked classroom or office until the all clear code is given. An "Alert code" indicates an

intruder alert. All staff should assist in clearing all students and adults from the hallways and locking all classroom and office doors. Students should be escorted to the nearest classroom. No child or adult should exit a locked classroom or office until the all-clear code/signal is given. RCA participates with our community policing partners to alert the school if there is an actual emergency event; participate in training (Situational Awareness Training) in safety measures to empower staff to be alert to safety situations and aware of other issues that affect school culture and student wellness. Designated staff assist in the dissemination of preventative methods as well as work proactively on other issues as they arise.

Evacuation Location: In the case of an emergency that requires evacuation, the evacuation location for Building 1: 105 Pleasant Avenue, is Memorial Presbyterian Church 189 Babylon Turnpike, Roosevelt, NY 11575. The evacuation location for Building 2: 201 Debevoise Avenue, is Centennial Elementary School located on 140 W Centennial Ave, Roosevelt, NY 11575. Situational Awareness Professional Development with Law Enforcement partners

CRISIS PLAN

We recognize the importance of protecting the health and safety of students/ staff, as well as ensuring the security and safety of school property with annual Situational Awareness professional development scheduled. To that end, we have developed an Emergency Response Plan (ERP) which is on file in the business office and on the School website www.rcacs.org.

HEALTH OFFICE INFORMATION

NYS law requires that all new entrants and all students entering K, 2nd, 4th and 7th grade must have a physical examination and immunizations submitted on the required NYS health examination form expanded in July 2019. However, for the 2019-20 school year your child's healthcare provider must complete all information on the current Health Appraisal Form (on both sides) and sign the form. The law was also expanded in September 2008 to include health screening for DENTAL health. Therefore, in addition to your child's physical examination a dental certificate is required. A copy of the physical examination must be on file in the Health Office in order to enter school on the first day. Health Appraisal Form and Dental Certificate form MUST be provided during the Registration process. These forms must be properly authorized

Physical information: The physical examination may be done within one year prior to the first day of school or within 30 days after the first day of school. If a physical examination will not be done until during the school year, written documentation of an appointment must be submitted to the Health Office within 30 days of the first day of the school year.

Dental Information: Effective September 1, 2008, all public schools must request a dental health certificate from each student at the times that health certificates are required. The provision of a dental health certificate for a student is not a required condition to attend school. Each school district's board of education or trustees must request that each student submit a dental health certificate to the principal (or principal's designee), within 30 days of entrance into the school district and within 30 days after entry into grades 2nd, 4th and 7th.

Immunization: New Entrants. In order to enter school on the first day, documentation must be provided that the following immunizations have been administered:

Two (2)) MMR immunization Three (3) DTP immunization
Three (3) Doses Oral Polio or four (4) doses immunized Polio,
Hepatitis B (three (3) shot series),
Varicella (Chicken Pox) two (2) shots

Immunization: Students in the 6th grade. NYS requires that students entering the 6th grade must receive an immunization containing tetanus toxoids, diphtheria and acellular pertussis (TDAP). Students who are in ten years old and in the 6th grade are in compliance until the age of eleven.

Immunization: Students entering 7th grade. All students entering 7th grade must have the MENINGOCOCCAL VACCINE. Please note, without this vaccine, students will not be permitted to begin school. Students who had a shot before may need a booster to begin school. Please check with your doctor.

Illnesses: Report all illnesses (viruses) to the Health Office. Children should stay home if they have any of the following illnesses: Strep Throat, Chicken Pox, Pink Eye, Head Lice, Pneumonia, Impetigo-rash. We require a doctor's clearance note prior to the students return school. Notices are sent home to notify families when these exposures occur. Student's confidentiality is maintained.

Pick up due to illness/injury or emergency: It is important to fill out the Emergency Contact Form completely and return to the school (see also General Permission Notes and Emergency Information above). This form should list all individuals authorized to pick up or transport your child. It should separately list, in the space provided, health information, health alert, email and the phone number(s) to receive automated emergency phone calls. The school must be notified of subsequent changes in contact information or medical related info. These important updates will be processed in the school's data system so that your child's data is maintained current and you can be contacted in an emergency.

Prescription Medications: Only the school nurse is permitted to administer a required prescribed medication. If your student is on prescription medication that must be administered during the school day, we must have permission in writing from both the parent and doctor and information signed into our medication log. The medication must be in an original container and have the dosage on it. Your child may not transport medication on the bus. Parents must bring it to school. Medications will not be sent home with the student.

Allergies: Any student with life-threatening allergies or serious medical conditions such as extreme asthma or diabetes should contact the school nurse two weeks prior to the start of school.

Nuts: We have students with severe food allergies that are life threatening, therefore, we must eliminate all nut or peanut products from our school. The allergic students can become deathly ill if they even smell or touch products that contain peanuts, peanut butter or peanut oil.

Please contact the Nurse if there are any questions: (516) 867-6202: Grade K-3 Ext. 8112 and Grade 4-8 Ext. 8323.

EXPECTATIONS FOR STAFF, STUDENTS, AND PARENTS

We adhere to the following expectations for students, teachers and parents.

What parents can expect from our school:

- School personnel will communicate regularly with parents concerning the school program
- Parents will be welcome in school and be provided with an opportunity to play a meaningful role in the home-school connection.
- School personnel will inform parents about all the academic and behavioral expectations

What the school expects from parents:

- Parents will send their children to school on time and daily (on a regular basis).

- Parents will display a positive, supportive attitude toward school and the education of their children.
- Parents will make every effort to send children to school properly rested, fed and in RCA complete uniform.
- Parents will be active participants in their child's classroom, i.e., parent teacher conferences, Parent Group-meeting, discipline conferences, classroom events, other scheduled parent events.
- Parents will participate in school-wide cultural and Academic Events (Academic Night Program- Information about the school's performance and other data presented to families & staff).
- Parents visit school's website.
- Parents will review, complete, sign, date and return the Parent - Teacher- Student Compact (pg. 25).

What the school expects from students:

- Students will come to school on a daily basis prepared for classroom work
- Students will fulfill classroom expectations to the best of their ability by participating in class and completing all homework assignments on time
- Students will abide by all school rules and rules of conduct
- Students will respect school property and the personal property of others
- Students will respect themselves, their peers and the school staff

Interventions by Counseling/Guidance Team:

- Parent outreach
- Counseling team Intervention activities
- Counseling team parent conference
- NOTE: In addition to the Counseling/Guidance Team intervention activities please refer to RCA Discipline Policy for a range of possible disciplinary responses to be used by Teachers, Deans and Principals.

DISCIPLINE POLICY AND CODE OF CONDUCT

Our objective is to maintain a positive and safe learning environment. Please make sure students understand the procedures and rules of the school. Immediate intervention is required of any staff member observing inappropriate student behavior. When applicable, referrals for intervention will be made and parents will be notified. Appropriate records will be maintained by staff and repeated infractions may require a parent conference.

The Roosevelt Children's Academy Code of Conduct is a living document that governs the behaviors of students, taking into account the safety and well-being of students, faculty, and administration. The code is intended as a guideline for student conduct, recognizing that each student will be considered as an individual. All consequences are directed toward the betterment of the child and not strictly punitive. The staff at Roosevelt Children's Academy is committed to helping children develop self-control strategies that teach and encourage sound decision making. The ultimate goal of the school is to provide an environment that encourages children to become productive citizens.

There are a range of possible disciplinary responses to be used by Teachers, Deans, and Principals in addition to Guidance Counseling Team interventions.

In an effort to address behaviors that disrupt the learning community, we will exercise the range of disciplinary responses listed below. RCACS will take into consideration the student's age, maturity and previous disciplinary record as well as the circumstances surrounding an incident. We will also take into account the student's IEP, BIP and 504 Accommodation Plan, if applicable.

The behaviors listed below will be immediately addressed at RCACS using a range of possible and logical approaches to the matter. All consequences are in an effort to repair the harm done and introduce the student back safely into our learning community.

Students who have Individualized Education Programs (IEPs) or who have Section 504 Plans may receive consequences for the same violations of the Code of Conduct. However, in addition to the procedural protections described below which are accorded to all students in disciplinary matters, students with disabilities have additional protections guaranteed by federal and state laws. These special protections are described below.

Level One Behaviors (Minor behaviors)	
Infraction (Not limited to)	Range of Consequences
Dishonesty Disrupting learning Failure to follow directions Failing to be in one's assigned location Hitting, pushing, and other acts of aggression, etc. (depending on the age child and severity of the incident) Disrespecting members of the community (adults/students) Hurtful words Inappropriate use of cellphone/technology Leaving class Reckless behavior Scholastic dishonesty Skipping class/wasting time outside of class Threats Unsafe touches Possession of matches or lighter	"Fix it" (Repair the harm) Apology/Public Apology/Apology letter Community service Peer mediation/Conflict resolution Circle/small group Non-verbal redirection/correction Verbal redirection/warning Relocation (take a break/move seat) Step Out (Break in buddy room) Reflection space (inside/outside of room) Phone call home Loss of privilege Special assignment Detention Administrator-Teacher-Student Conference Parental Shadowing (full day or half day) Exclusion from a field trip In-school or out of school suspension, if behaviors have been repeated and other consequences have not been effective

Level Two Behaviors (Behaviors that can result in an in-school or out-of-school suspension)	
Infraction (Not limited to)	Range of Consequences
Bullying/Cyberbullying Hurtful words based on race, color, religion, ethnicity, national origin, gender, sexual orientation, weight, disability, physical appearance Fighting (including out of school fights that disrupt the learning environment) Hitting, kicking, and other acts of aggression, etc. (depending on the age child and severity of the incident)	In-school Suspension Out-of-school Suspension (Short-term)

Graffiti/Defacing property Group Violence Inappropriate use of cellphone/technology (depending on the type of inappropriate use) Reckless behavior (depending on the type of behavior) Tampering/Pulling fire alarm Threats Unsafe touches of a sexual nature Possession of matches or lighter Possession of a toy that may be mistaken for a weapon ¹ Possession of a weapon or a dangerous object that can be used as a weapon on school property, on a school bus or at a school function (See footnote 1).	
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Level Three Behaviors (Behaviors that could result in Long-term Suspension or Expulsion)	
Infraction (Not limited to)	Range of Consequences
Starting a fire Hitting, kicking, or other act of physical aggression that results in severe injury to another student or staff member Selling, using, or possessing fireworks or any explosive materials; Selling or transferring alcohol, drugs, or other controlled substances or drug paraphernalia on school property, a school bus or at a school function; Possession of a weapon or a dangerous object that can be used as a weapon on school property, on a school bus or at a school function (See footnote 1).	Out of School Suspension (Short-term) Out of School Suspension (Long-Term) Expulsion (Permanent Removal from School)

Special Rules with regard to fire-arms.

Bringing any weapon to school, or any dangerous object that can be used as a weapon, may result in long-term suspension or expulsion. In addition, a student who brings any firearm or explosive, to school will be referred by the Principal to law enforcement authorities.

Special Rules with regard Dignity for All Students Act (DASA)

¹ The Principal will use discretion in determining whether to seek an out of school suspension for possession of a toy gun or dangerous object. The Principal will consider whether there was intent to use the object to hurt or threaten others and whether an imitation gun is realistic looking, considering its color, size, shape, appearance and weight. See “Gun Free Schools” section below.

RCACS is committed to providing a safe and supportive environment for all students and all members of the School community. Acts of bullying and harassment are Level 2 Infractions that may result in in-school or out-of-school suspension. In addition, there are special provisions for dealing with DASA violations that are described on page 18.

Suspensions and Expulsion

Suspension: Suspension is the temporary removal of a student from the regular school program because his/her behavior presents a clear and present danger of injury to his/herself or others, prevents the orderly operation of classes or other school activities, or negatively affects the health, safety, and welfare of others.

Administration will proactively work with families and students to prevent a suspension or expulsion. Parents will receive notice in writing, by phone, or voicemail if a student is being assigned to suspension.

For severe or repeated violations of our community expectations, students may be assigned to in-school or out-of-school suspension. If a student is assigned in-school suspension, the student is not allowed to participate with classmates in any part of the school day. Classwork and alternative instruction will be provided and the student will be separated and supervised throughout the day. If a student is assigned to out-of-school suspension, he/she may not come to school for the period of the suspension, except for the designated time for alternative instruction.

Due Process for Short Term Suspension (five days or less)

Before suspending a student, the Principal will arrange for a preliminary review of reported misconduct, will notify the student of the allegations, and will provide the student with an opportunity to respond. The Principal or his/her designee will also notify parents of the suspension by telephone and in writing and will invite parents to an immediate informal conference to ask questions and present additional information. If the student's presence in school presents a continuing danger or an ongoing threat of disruption, the suspension will be effective immediately. The Principal or Chief Academic Officer (CAO) will make the final decision about the short-term suspension. The written notice to parents will provide information about the alternative instruction the student will receive while suspended.

Due Process for Long Term Suspension (six days or more) or Expulsion

Before a student is suspended for more than six days or considered for expulsion from school, the student has the right to a hearing before a hearing officer who is appointed by a designee of the Board Chair. Families may elect to waive the hearing. The hearing will take place within five days of the initial suspension. If the family needs more time for any reason, the parent may request to reschedule the hearing, but the student will continue to receive alternative instruction until the hearing is completed.

Written notice of the scheduled hearing will provide the parent/guardian with the details of the incident that gave rise to the suspension, the date and time of the suspension hearing, information about the student's right to have an attorney or advocate participate at the hearing, and information about the student's right to question witnesses and present evidence. The written notice will also include information about the alternative instruction the student will receive while suspended.

After a hearing officer is appointed, the hearing officer will contact the parent to schedule the hearing and answer any questions about the hearing process. At the hearing, the School will present evidence and witnesses to support the charges that are being reviewed and will also make a recommendation with respect to consequences. The student will also have an opportunity to present evidence and witnesses, to question the School's witnesses, and to provide a personal statement. The student has the right to be accompanied by parents or guardians, to be represented by an advocate or attorney, and to request a transcript or tape of the hearing record.

The hearing officer will first determine, based on the evidence presented, whether or not the student is guilty of violating the Code of Conduct. If the student is found guilty, the hearing officer will review the student's academic and disciplinary record, and parents and student will have an opportunity to present additional information which may be relevant to the consequences... The hearing officer will make a recommendation regarding the penalty which may include long-term suspension or expulsion.

A hearing officer may recommend expulsion (permanent separation of a student from the School) if the student is found guilty of a Level 3 violation of the Code of Conduct, as described above. A recommendation for expulsion may be made upon review of the School's recommendation, the student's disciplinary record, and any information presented by the student and parent or guardian. The hearing officer's recommendation will be presented to the Principal who will confirm or reject the hearing officer's recommendation or ask the hearing officer to consider additional information.

If the Principal confirms a hearing officer's recommendation for expulsion, the decision will be referred for review to the Board of Trustees which will review all cases in which expulsion is recommended. The Board of Trustees will consider the record of the hearing and will also provide the parent and student with an opportunity to present a written statement. The determination of the Board of Trustees will be final.

The Board of Trustees will notify Parents of the decision with regard to expulsion. Such notice will include instructions regarding enrollment of the student in a district or other SUNY CSI approved school, as well as the process and contact information that school will use to receive the student's records from our school.

Appeal

Any other suspension decision, whether for short-term or long-term suspension, may also be appealed to the Board of Trustees by contacting the Board Chairperson at (516) 771-4760. The appeal should be in writing and should include a statement of objections and a proposed resolution. A form for appeal will be provided on request.

If the Decision of the Trustees with respect to short-term suspension, long-term suspension, or expulsion is not satisfactory to the family, Parents may appeal to the school's authorizer, SUNY CSI, by emailing charters@suny.edu or by calling (518) 445-4250.

Alternative Instruction

Alternative instruction is live instruction which is inclusive of classroom assignments and assessments, provided by a teacher. During the time of an out-of-school suspension, the student, accompanied by a guardian, can come to the Culture Office for instruction. Students who attend alternative instruction will not be marked absent. While on suspension, in-school or out-of-school, students are not permitted to participate in any after school activities or events that are sponsored by the school.

Record Keeping

All suspensions and expulsions will be documented in writing including the student's name, description of incident, and disciplinary action taken. This will be recorded in the student's permanent record. A record will be expunged when the student moves on to high school, or may be expunged earlier at the discretion of the Principal.

Records will include the name of the student, a description of the behavior, the disciplinary action taken, the names of staff members involved in the incident, and the number of days a student has been suspended or removed for disciplinary reasons. Student records will be stored in locked cabinets and a record access log will be maintained listing all persons who reviewed the information and when such information was reviewed.

Discipline Provisions for Students with Disabilities

Students with disabilities have the same responsibilities as all other RCACS students but they also have special protections in disciplinary matters. In order to assure these special protections, the school will work closely with the Committee on Special Education and its own Section 504 Team.

If a student with an IEP is charged with a violation of the Code of Conduct that may result in a long-term suspension (more than five days) or a short-term suspension which brings the total number of suspension days for the student to more than ten during the school year, the School will refer the student to the Committee on

Special Education (CSE) for a Manifestation Determination Review (MDR). The MDR will take place after the suspension hearing (if the student is found responsible for the conduct which is the subject of the hearing) or immediately before the tenth suspension day in a series of short-term suspensions.

If a student who receives 504 accommodations is charged with a violation of the Code of Conduct, the Section 504 Team within the School will review the student's evaluations and Section 504 plan and will determine whether or not the conduct which is the subject of the disciplinary proceeding is a manifestation of the student's disability.

Consequences of Manifestation Determination Review

If the CSE's MDR Team or the School's 504 Team finds that there is a connection between the student's disability and the behavior that is the subject of the disciplinary proceedings the student will return to class, and the School and the CSE or Section 504 Team will work together with the student and his/her parents to develop a plan to address the behavior within the school or in another setting.

If, upon review, the CSE's MDR team or the School's Section 504 Team determines that the student's conduct was not a result of his/her disability, the student may be disciplined in the same manner as a student without a disability.

Appeals

Parents may request an impartial review to challenge the CSE's manifestation determination. The student will remain in his/her current educational placement while the hearing is pending except under the following circumstances:

A student with an IEP or Section 504 Plan may be removed from school for up to forty-five days, whether or not the conduct is a manifestation of the student's disability, if a hearing officer finds that the student violated the Code of Conduct by bringing drugs or a weapon on to school property or by inflicting a serious bodily injury on another person. The student is then provided with educational services in an interim (temporary) alternative educational setting that is arranged in cooperation with the CSE

To request an impartial review, submit the request in writing to the CSE's MDR team or the School's 504 Team.

Students with disabilities have the following additional protections:

- If the CSE finds that behavior that is the subject of the disciplinary proceeding is a manifestation of the student's disability the School will work with the CSE to prepare a functional behavioral assessments and behavioral intervention plan that may include changes to the IEP;
- The School will provide the parent of the student with a link to the New York State Procedural Safeguards and will also provide a notice of IDEA rights to students whose parents have expressed concern about possible disability.

C. PERSONAL ELECTRONIC DEVICE POLICY

RCA prohibits cell phone / personal electronic device use by students during school hours. All cellphones will be placed in a secure lock box with the homeroom teacher. The cell phone will remain in the secure lock box throughout the school day. Families sign the cellphone form in acknowledgement of receipt of the policy and discussing the expectations and consequences with their child. Cell phones will be retrieved from the homeroom teachers at dismissal. Student signs for device. If a student has a cell phone on their person during the school day, it will be confiscated, and the student must pick the phone up from the principal's office. If this offense is repeated the cell phone will be held for pick up by the parent. RCA is not responsible for lost or stolen cell phones or electronic devices. Any student found using their cell phone or electronic device during school hours, field trips or school event will have the following actions taken.:

1st Violation:

- Consequence
- Device confiscated by RCA staff member.
- Device is brought to the principal's office.
- Device is stored safely by staff member.
- Principal notifies families of confiscation.

2nd Violation:

- Consequence
- Device confiscated by RCA staff member.
- Device is brought to the principal's office.
- Device is stored safely by the principal.
- Principal notifies families of confiscation.
- Parent picks up device from the principal

3rd Violation:

- Consequence
- Student is not permitted to bring device to school.
- Further incidents may result in Level III conduct infraction and subsequent consequences.
- In the event that a student refuses to provide cell phone:
- Student receives in-school suspension until a meeting is scheduled with family.
- Student will not be permitted to bring electronic device to school.

E. GUN FREE SCHOOLS ACT

Federal and State law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC§8921, and includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates this federal law.)

The following are included within this definition:

- Any device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury. Knives with a blade of two and half inches or more in length fall within this definition.
- Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive.
- The frame or receiver of any weapon described above.
- Any firearm muffler or firearm silencer.
- Any destructible device, which is defined as any explosive, incendiary, or poison gas, such as a bomb, grenade, rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or other similar device.
- Any weapon which will, or may readily be converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter.
- Any combination of parts either designed or intended for use in converting any device into any destructive device in the two immediately preceding examples, and from which a destructive device may be readily assembled.
- Any gun that uses air pressure or pneumatic pressure to fire a projectile (commonly referred to as a "bb gun" "pellet gun").

The Principal 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 consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Principal shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

F. OFF CAMPUS DISCIPLINE POLICY

At RCA, the discipline policy will be the same off of campus as it is on campus, including on the school bus or any other means of student transportation, and is applicable to all off-site trips as well as to stores that students may visit on the way to or from school. In that way, RCA will maintain a “door-to-door” discipline policy, which begins when students leave their home to come to school, and ends when they reach home or their final destination after school. These policies extend to acceptable use for social networking sites, including, but not limited to Facebook). Students are also responsible for following the school’s Code of Conduct and Disciplinary Policy when engaged in off-campus activities that impact the educational environment, such as through social media websites. Consequences for cyberbullying, for example, will be similar to those for bullying on campus.

G. TOYS AND HOBBY ITEMS AT SCHOOL

Children frequently bring dolls, stuffed animals, beanie babies, action figures, and other toys to play with at school, at recess times or on the bus. Sometimes card collections and other collectibles and displays are brought, either to show others, or perhaps, to make trades. Electronic toys other devices are also popular among children. These items are not appropriate for school or the bus and need to be left at home.

The school and school personnel will not assume responsibility for the loss, breakage, or theft of personal items; and school time cannot be spent attempting to retrieve, repair, or return equipment or to solve student disputes over them. When toys, games and electronic equipment are brought to school and become a nuisance, they will be confiscated and parents may pick up the item in the Principal’s office.

*Please note that any toy or look-alike weapon brought to school is prohibited under the Safe Schools Act and is punishable under the guidelines of our code of conduct. The school is not responsible for any lost items.

DIGNITY FOR ALL STUDENTS ACT (DASA)

Prevention is the cornerstone of the School’s effort to address bullying and harassment. The Board of Trustees recognizes that learning environments that are safe and supportive can increase student attendance and improve academic achievement. A student's ability to learn and achieve high academic standards, and a school's ability to educate students, is compromised by incidents of discrimination or harassment, including but not limited to bullying, cyber bullying, taunting and intimidation.

The Board of Trustees condemns and prohibits all forms of bullying, discrimination and/or harassment of students. Therefore, no student shall be subjected to harassment by employees or students on school property or at a school function; nor shall any student be subjected to discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, sex, or gender (including gender identity or expression), by school employees or students on school property or at a school function. In accordance with the Dignity for All Students Act (DASA), the School will strive to create an environment free of bullying, discrimination and/or harassment and will foster civility in the schools to prevent and prohibit conduct which is inconsistent with the School's educational mission including the management of the Dignity Act’s Civility Curriculum component. .

How will we support the Dignity For All Student Act (DASA) at RCA?

- Implement a civility curriculum and preventative programs in character education, leadership, anti-bullying/gang prevention, conflict resolution and kindness (Counseling Team).
- Implement a complaint, reporting and investigation procedure. The requirement will be consistent for staff.
- All teachers will incorporate the Civility Curriculum components/principles of the Dignity Act in their instruction. Topics like civility, citizenship, character education, tolerance, and respect as opportunities arise within their lessons.
- Incorporate DASA principles into our school wide Code of Conduct and discipline plan.
- Ideas for intervention, discipline and remediation with consequences will be incorporated.

How Can Parents Help?

- Support and encourage your child's academic improvement.
- Review code of conduct and reinforce school rules and rules of conduct with your child.
- Communicate with teachers and school personnel with a note or email with concerns.
- Reward your child's success.
- Attend/participate in Parent Conferences, Parent Group Meeting, Parent Teacher Conference, Annual Campuswide-**Academic Night** (held at partner Institution Hofstra University at 6 pm) and other events.
- Review RCA's website www.rcacs.org to access "**Parent Contact Form**". Complete the form with any questions/concerns. Or email info@rcacs.org. A response will be received within 24hrs. Contact the Board of Trustees by mail: Roosevelt Children's Academy 201 Debevoise Ave, Roosevelt NY 11575 Attn: P. Leconte CFO/COO.
- Monitor the progress of your child. daily check for completeness of your child's school work and projects.
- Remind yourself that RCA is **here to help**.

EVERY STUDENT SUCCEEDS ACT (ESSA); PARENTS' RIGHT TO KNOW

In compliance with the requirements of Every Students Succeeds Act (ESSA), RCA would like to inform you that you may request information about the professional qualifications of your student's teacher(s) and/ or paraprofessional(s). The following information may be requested:

Whether the student's teacher—

- has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
- is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you wish to request information concerning your child's teacher's and/ or paraprofessional's qualifications, please contact the Chief Operations Officer/Chief Financial Officer: Philip Leconte

In addition, at any time parents and family members can request:

- Information on policies regarding student participation in assessments and procedures for opting out, and
- Information on required assessments that include:
 - subject matter tested,
 - purpose of the test,
 - source of the requirement (if applicable),
 - amount of time it takes students to complete the test, and
 - time and format of disseminating results.

If you wish to request information concerning assessments qualifications, please contact the Chief Financial Officer/Chief Operations Officer.

EVERY STUDENT SUCCEEDS ACT (ESSA); PARENT INVOLVEMENT

RCA, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. RCA will support parents/families by providing help to parents to work with their children to improve their achievement level; fostering a caring and effective home-school partnership by disseminating monthly curriculum news, student progress reports to ensure that parents can effectively support and monitor their child's progress; providing assistance to parent in understanding NYS, Federal standards and assessments. RCA will provide opportunities for school staff and families to improve outreach and communication to build stronger ties between parents and other members of the school community.

COMPUTER USERS CODE OF CONDUCT

The following code of conduct for Computer users must be read and signed by all students and their parent(s)/guardian(s) before using computers in the Roosevelt Children's Academy Charter School. This list will be handed out to students. A form will be sent home for student and parent/guardian signatures and must be returned to the teacher.

As a computer user, I agree to follow the rules and code of ethics explained below.

I will use the school's computer for educational work only.

I will respect school property. I will not steal, deface, or vandalize school equipment.

I will not disturb others while working on school computers.

I will not view, send, or display offensive messages or pictures.

I will not make unauthorized copies of software found on school computers as I recognize that software is protected by copyright law.

I will not attempt to gain unauthorized access to programs.

I will not use anyone else's password or file.

I will not download or save information on the hard drives of any school computer without classroom instructor's permission.

DRUG AND SMOKE FREE ZONE

Our school is a Drug & Smoke Free Zone. Smoking tobacco, consumption of alcoholic beverages and illicit use of drugs and/or possession of any of these substances, are not permitted in school buildings or grounds.

USE OF RECREATIONAL AREAS

The recreational areas are open to use by Roosevelt Children's Academy Charter School students during school hours. Rules are discussed in each classroom. Students are expected to follow these rules whenever they are using the recreational areas.

BUS TRANSPORTATION

For purposes of transportation the district schools operate contract school buses for students who attend schools out of district and meet eligibility requirements. Therefore, the student's school district of residence is responsible for providing eligible students with transportation to and from school. To qualify for transportation New York State mandates elementary children (Kindergarten through eighth grade) should reside at least a minimum distance of two miles from the School to be transported to RCA. Applications for bus transportation must be submitted to the transportation department in the school district where you live by April 1st (NYS Law). **Note: The transportation request forms must be completed and submitted by the deadline each year even if your child already attends our school.** Follow the above procedure to apply for school bus transportation

Students riding on the district school buses are reminded that from the time they board a bus in the morning until they depart the bus in the afternoon, they are under the care of the school. All students are responsible for their conduct on a bus, as much as in the classroom. Remember, your driver has a big responsibility for safe transportations; students should conduct themselves in such a way that the driver may give full attention to the road.

Drills: Mandated bus drills are performed within the first few weeks of school. During the drills bus rules are posted in the front of each bus and reviewed with all students.

The bus driver will notify the school principal of reported incidents. Dean/Counseling team will contact parents/guardians with a courtesy note/call if their child needs a reminder about obeying these rules. Students abusing bus privileges during the school year will be reported to the building principal or designee who will contact the parent, and may result in a suspension of riding privileges for a period of time. Department of Transportation regulations require that school bus cannot transport any packages that do not fit on a student's lap and/or cannot transport any animals, insects, open containers with liquids, exposed food items, etc.

As it would be impossible to stop at every house in a densely populated area for the pickup or discharge of pupils, Bus Stops have been established. Throughout the district, certain points have been designated as bus stops. If a bus stop is located at or near your home, please see that your children are out at the pickup sufficiently early as to not cause delay in the busing schedule. We remind parents that supervision of the students is their responsibility until the students load the buses.

BOOKS AND EQUIPMENT

Students and their parents are expected to cover the costs of books, equipment or instruments, which are lost or damaged beyond the usual level of wear and tear.

FIELD TRIPS

Field trips are encouraged when they provide worthwhile learning experiences for students. A field trip is of value when it is an approach to a unit of work, an enriching experience related to the curriculum or as a culminating activity to a unit. Before a trip is organized, the trip should be reviewed with the principal and a Field Trip Approval form must be completed for approval by the board. Parents will be notified, well in advance, of all scheduled field trips. Students without written consent will not be permitted to attend the trip. After the field trip, students need opportunities to reinforce any learning derived from the trip. No child is allowed to attend a field trip, regardless of the destination, unless a permission slip, signed by a parent or guardian, has been submitted. The permission slip should give all pertinent information concerning date, time, place, and means of transportation. Students without written consent will not be permitted to attend the trip. There are times during the school year when the children will have the opportunity to participate in a walking field trip around the grounds of the school, to nearby libraries, or other local community resources. Parents are required to sign a walking field trip permission form each school year.

It is necessary to have adequate supervision for students on all field trips. Chaperones are needed on an adult to student ratio of 10:1 and maybe capped based on the guideline for the venue. The board of trustees encourages parents/guardians to go on field trips with their children. The Board prohibits the inclusion of any non-student (child) or adult not working at the school who is not in a parent/guardian relationship with a student, on any school sanctioned field trip. Principals have the discretion to deny certain student privileges (i.e. field trips) pending payments of outstanding school lunch bills. No student should be excluded from a field trip as punishment.

HOMEWORK GUIDELINES

Homework is an integral part of the learning process and is designed to help students learn by providing practice in the mastery of skills, experience in data-gathering, integration of knowledge and an opportunity to remediate learning problems. Also, it will provide an opportunity for the exercise of independent work and judgment. Parents please review homework daily for completeness. Specific expectations for each classroom will be brought home by your child in early September.

Homework will be introduced during the kindergarten year and is required in grades 1ST – 8TH. Homework will consist of additional academic practice and projects. The students are responsible for completing all assignments due. When absent, students are expected to complete any assignment/homework which teachers deem necessary. If a child will be absent because of a family commitment, please check in advance with the teacher about assignments that can be completed independently during that time. Holiday homework packets must be completed and returned to school as required. Specific information concerning expectations for each classroom will be brought home by your child in early September. Help your child be responsible for completing assignments by scheduling an allotted time period, in a quiet, well-lit area in which to work. Help your children to succeed, but they are expected to complete their own work.

MONTHLY EVENTS CALENDAR

A monthly event calendar will be prepared by the teacher, reviewed by the principal, approved by the board and sent home with students prior to the beginning of each new month. The school lunch menu should be sent home with the calendar. Your school principal is responsible for approving all plans and schedules for extracurricular activities and special events. Those activities and events approved by the Board of Trustees will be included on the monthly event calendar.

PARENT/TEACHER CONFERENCES

Parents and students are informed about what is expected in terms of academic performance, homework and behavior so they can assist their child in the learning process. They are also informed about their child's activities and academic progress in school so they know what is to be expected during parent conferences. Parent-Teacher conference days are scheduled twice per year. Afternoon and evening sessions are scheduled on the same day. All parents will be invited to meet with their child's teacher at the end of the first quarter of school year to discuss their child's progress. The first report card is also included with the conference meeting. We truly want to make your child's school life a rich and rewarding one. Help us to do so by attending scheduled conferences. Teacher attendance is mandatory. Please feel free to request other conferences at any time during the school year.

STUDENT PROMOTION AND RETENTION

In order for students to be promoted to the next grade level, they must have mastered all of the standards covered in their current grade. Parents will be notified early if a student is failing to make normal grade level progress. Academic warning letters notices are mailed home usually in January or February. During the parent/teacher conference in March the teacher will indicate whether the child is at grade level. Final notices are sent in late May that indicate a child is in doubt for promotion to the next grade. Factors affecting promotion include, but are not limited to: results on standardized tests that are below grade level, poor classroom work production including reading, writing and math assessments and/or attendance under 90%. If the school decides student retention is necessary, there will be a meeting with parents to discuss the steps that must be taken. Decisions on student retention is determined by the school's principal with approval by the board.

REPORT CARDS

The school year is divided into four 10-week quarters. Students will receive a report card at the end of each quarter. Report cards should be signed by the parent and returned to the classroom teacher for the first three quarters. Any student in danger of failing to meet promotional criteria must receive a Promotion in Doubt letter which will be provided by the principal, as approved by the board. Parents should have already been notified if there was any possibility the child would receive this letter. Students with unpaid debts maybe subject to final report card being withheld.

Report Card Schedule (2023-2024)			
Half Way Through Quarter	Progress Reports Go Home	End of Quarter	Report Cards to Home
9.05/23	10/06/23	11/09/23	November 18 th
11/13/23	12/15/23	01/26/24	11/15/23
1/29/24	03/06/24	04/09/24	04/12/24
4/10/24	05/20/24	06/25/24	06/25/24

END OF YEAR EXPECTATIONS AND ASSESSMENT

New York State (NYS) standardized tests are administered to help measure student progress in the areas of English Language Arts (ELA), Math, Science and Social Studies. Students in grades 3 through 8th grade are required to take the test. Students will be periodically assessed to determine mastery of material that is taught in ELA, Math, Science and social studies. The results of the assessment will help to identify students who may need extra assistance through academic intervention services with RCA's Response to Intervention Team (RTI).

ADMISSION, REGISTRATION AND WITHDRAWALS

Admissions: Any child qualified for admission to a public school, under New York State laws, may be admitted to a public charter school. New students are selected through a Lottery process. Applications are accepted throughout the year (on-line or in-person). The lottery, which is a system of random selection of applications that identifies students for admissions and generates the school's waiting list, is run on April 1. All students entering RCA must be registered in their school district of residence. The new students who have been notified of their selection from the lottery are also required to be registered at RCA by the stated deadline. Grade placement for students is at the discretion of the school, as approved by the Board. Please contact the Enrollment Office (516) 867-6202 Ext 8204.

Withdrawals: If your family is moving to another district or state parents are asked to notify the enrollment office and provide the name and location of the new school and the reason for the withdrawal. Parents must clear all student debts and return any books/materials and school computer/laptops equipment prior to the student's departure. Student records will be forwarded to the new school upon their written request.

Registration: New and currently enrolled students must re-apply on an annual basis for re-enrollment through the RCA registration process. Enrolled students returning for the next school year must be re-registered by the deadline. If you do not complete the re-registration process for your child by the stated deadline RCA may need to release your child's seat to the next student on the wait list.

STUDENTS IN TEMPORARY HOUSING

Identification of Students in Temporary Housing: Under the McKinney-Vento Act, it is the obligation of all districts to affirmatively identify all students in temporary housing. Therefore, it is the policy of this local educational agency, Roosevelt Children's Academy Charter School, hereafter referred to as RCACS, to determine whether there are students in temporary housing within the Local Education Agency (LEA) by using an enrollment/residency questionnaire to determine the nighttime residence of all newly enrolled students and all students whose address changes.

Not all students in temporary housing can be identified through social service agencies or shelters, as children may be sharing the housing of other persons, such as family or friends, due to loss of housing, economic hardship, or other similar reason. For this reason, RCACS uses an enrollment form/residency questionnaire that asks for a description of the current living arrangements of the child or youth in order to determine whether the child or youth meets the definition of a homeless child under the McKinney Vento Homeless Education Assistance Act (42 U.S.C. § 11434a(2)) ("McKinney-Vento") and New York Education Law § 3209(1)(a).4

In addition to using the residency questionnaire, RCACS will also contact our local department of social services (http://www.health.state.ny.us/health_care/medicaid/ldss.htm) to identify students in temporary housing, as well as the local runaway and homeless youth shelter (http://www.ocfs.state.ny.us/main/youth/runaway_homeless_services.pdf) and any other shelters located within the LEA boundaries to ensure all students in temporary housing are properly identified and served.

Definition of Homeless Child and Unaccompanied Youth: Pursuant to McKinney-Vento 42 USC § 11434a(2), Education Law § 3209(1)(a), and 8 NYCRR § 100.2(x)(1)(i) a homeless child is defined as: (1) a child who lacks a fixed, regular, and adequate nighttime residence, including a child or youth who is: (i) sharing the housing of other persons due to loss of housing, economic hardship or similar reason (sometimes referred to as "doubled-up"); (ii) living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; (iii) abandoned in hospitals; (iv) a migratory child as defined in subsection two of section thirteen hundred nine of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, who qualifies as homeless under any of the provisions of clauses (i) through (iii) of this subparagraph or subparagraph two of this paragraph; (v) an unaccompanied youth, as defined in section seven hundred twenty-five of subtitle B of title VII of the McKinney-Vento Homeless Assistance Act; or (2) a child or

youth who has a primary nighttime location that is: (i) a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the state or local department of social services, and residential programs for runaway and homeless youth established pursuant to article nineteen-H of the executive law; or (ii) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a child or youth who is living in a car, park, public space, abandoned building, substandard housing, bus or train stations or similar setting. An unaccompanied youth is defined as a homeless youth who is not in the physical custody of a parent or guardian. 42 USC § 11434A(6); 8 NYCRR §100.2(x)(1)(iii)(6)

RESPONSE TO INTERVENTION SERVICES (RTI)

New York State school districts must provide Academic Intervention Services (AIS) to all students who score below the established State performance level on State Assessments and/or who are at-risk of not achieving the State Learning Standards. Academic Intervention Services (AIS) are additional instructional and/or student support services which supplement the instruction provided in the general education program and assist students in meeting the New York State Learning Standards. Our Intervention Program at RCA is called Response to Intervention (RTI). Students will be scheduled to receive their services as needed. If your child is assigned to RTI, you will receive more detailed information about the services and periodic reports will be provided on progress.

504 POLICY

Section 504 of The Rehabilitation Act requires public schools to offer services and accommodations for eligible students with disabilities. These services help students with special health needs fully take part in school. Your child may be eligible for health services, educational accommodations, or both.

Health services are for students who need to take medicine (like insulin) or receive a special nursing treatment at school.

Educational accommodations are for students who need building, classroom or testing accommodations. For example, students with trouble hearing may need to be seated close to the blackboard. Other students may need breaks, or extra time to take tests.

Eligibility

Students qualify for 504 Accommodations if:

1. They have a physical or mental impairment, and do not have an IEP.
2. The impairment substantially limits at least one major life activity.

Physical or Mental Impairments

Some examples of physical or mental impairments are physical disabilities, health conditions, mental disorders, and learning disabilities.

- Short term impairments (like a broken leg) may qualify a student for 504 accommodations. This depends on the type of the impairment, how long it lasts, and how severe it is.
- Episodic impairments (like asthma) may qualify a student for 504 accommodations. Students are qualified if the impairment substantially limits a major life activity when it is active.
- Examples of Major Life Activities:
Caring for oneself, communicating, bending, breathing, doing tasks with one's hands, eating, focusing, hearing, learning, lifting, reading, seeing, sleeping, speaking, standing, thinking, walking, working.

Does your child have an impairment that prevents him from doing any of the life activities listed above? If so, your child may qualify for accommodations under Section 504. Once the correct forms are submitted to the school Special Education Coordinator, each student case is reviewed individually.

Procedure for Obtaining 504 Services

For medical disabilities: A parent or legal guardian must have a licensed, medical doctor complete a form describing the child's condition and the medical services that he/ she requires during school hours.

For physical or learning disabilities: A licensed medical doctor (for physical disabilities) or a trained evaluator (for learning disabilities) must complete a form describing the child's condition and the services he/ she requires. At RCA the form is identified as a Request for Section 504

Accommodations

Once the requisite form describing the child's condition is received by RCA's administration it will be transferred to that student's LEA (Local Education Agency) wherein a Section 504 Team Assessment Meeting will be convened by the district within 30 school days of receipt of the original written request for Section 504 services. The parent/ guardian must receive written notice of the Section 504 Team Meeting from the LEA at least five (5) days before the meeting date inviting them to attend. At that meeting, a member of the RCA instructional staff will also attend.

If the child is found to be eligible for services, the Section 504 Team will also decide what accommodations the student needs in order to participate in school. A Section 504 Accommodation Plan will be developed by the Team and it will be implemented at RCA. A finding of ineligibility requires the LEA to notify the parent/ guardian in writing on how to appeal the decision.

Appeals

Parents have the right to an impartial hearing review with respect to any decision of the Section 504 Team that involves the identification, evaluation, or placement of a student with a disability.

To request a hearing, contact The Roosevelt UFSD Pupil Personnel Services (516) 345-7850.

SPECIAL AREA CLASSES

All kindergarten through eighth grade students participate in special area classes including art, computer, library, music, and physical education.

Art: The study of art develops creative thinking and is a necessary preparation for a wide variety of professions needed by today's society. In order to encourage and continue these creative processes, art classes provide each student with opportunities to develop an understanding of art history and to develop techniques, skills and confidence to meet the challenges of the future. Students participate in Art classes at least once per week. Students cover topics such as Native American art, famous artists and their art, art techniques, media examples, clay marble mazes, crayon resist mosaics, and rain sticks. An end of year art event is held for RCA families/

Computer: Students are scheduled for a weekly computer class. A technology specialist or assistant is available to help with special projects and routine maintenance. The computers and tablets in the lab are fully networked and Internet ready. The Windows platform is used.

Library: Students utilize the library service and check out books frequently. Classes are provided for students and general topics covered are literature appreciation, leisure reading, research, and information problem solving skills. Activities include story time, creative dramatics, and exploration of award winning titles, book location skills, catalog and reference book use. Use of the Internet and other electronic reference skills are also covered.

Music: Students will attend a music class generally each week unless they are assigned to intervention classes during this period. Topics and activities covered include singing, movement, dancing, instrument playing, listening, creating music through composition, multicultural music, patriotic and holiday music, composers, basic music history, folk dancing, instrument, creating instruments from recycled materials, styles of music, e.g., jazz, blues, ragtime, folk, classical, and rock-n-roll. An annual music event is scheduled for our RCA families.

Health and Physical Education: Classes are scheduled for students 3 times per week. Instructional physical education means the required physical education program, which has as its foundation planned sequential learning experiences for all students. Units covered throughout the year by PE teachers include cardiovascular fitness, gymnastics, basketball, cooperative games. Health education means instruction in understanding, attitudes and behavior in regard to the several dimensions of health. This instruction relates to nutrition, health & wellness, alcohol, tobacco and other drugs, safety, mental health, dental health, sensory perception, disease prevention and control, environmental and public/consumer health, first aid, and other health-related areas. Monthly newsletters are sent home promoting nutrition, healthy eating and physical activity for families w.

UNIFORM CONTRACT – STUDENT DRESS CODE

The Board of Trustees approved change in RCA's uniform policy, which eliminates "RCA Acronyms" on gym uniforms. This provides our families greater flexibility to purchase uniform items at any store. The school requires a common color and style of clothing. Students must be in full compliance of regulation white shirts, blue bottoms (pants/skirts etc.) and solid blue ties. See below.

Student Uniform Dress Code. The Roosevelt Children's Academy is a uniform school since est. 2000. School uniform must be worn every day, regardless of weather, unless parents and students have been advised otherwise in writing by the Building Leader. Failure to wear the uniform will be considered a violation of our school's discipline policy. If a student arrives to school out of uniform, parents/guardians will be called and requested to bring in the proper uniform. Infractions will also be issued for not adhering to uniform policy and will be subject to discipline, up to and including both in-school and out-of-school suspension. School uniforms are required for several very important reasons:

- Uniforms unite us as a community. When you look at a group of students in uniform, it is a powerful visual statement of our community. Students make a commitment that when they put on their uniform, they are agreeing to live up to the school's high expectations.
- Uniforms reduce distractions and clothing competition. Often students spend more time discussing and evaluating what others are wearing or not wearing than they spend focusing on learning. Wearing uniforms eliminates this distraction. We all have the same mission. We are all going to college. We all come to school looking the same way.
- Uniforms look professional. Students look neat when they arrive to school with shirts tucked into their pants. The students come mentally prepared for school and "dressed for work." Failure to comply with school's uniform policy will result in disciplinary action.

Uniform Rules:

- There are no do-rags, hair scarves, hats, or bandanas allowed in the building.
- Hair should be groomed before entering the school building.
- Pants must be worn at the waist
- Student should be in uniforms daily regardless of weather, unless parents and students have been advised otherwise in writing by the Building Principal (i.e. dress down day). Failure to wear the uniform will be considered a violation of our school's discipline policy. See also Uniform Contract.

Religious Clothing and Headgear:

Students have a right to determine their own dress within the parameters of the RCACS policy on school uniforms and consistent with religious expression, except where such dress is dangerous or interferes with the learning and teaching process.

If there is a question regarding whether clothing or headgear is representative of religious expression, parents should contact the Principal.

The first three times a student is out of full uniform, the parent/guardian will be contacted by phone to bring in the correct uniform to the school. Each time after the third offense, if a student is out of full uniform, the parent/guardian will be contacted by phone, to bring in the correct uniform. The student will also serve a lunch detention for the uniform infraction. Continued/habitual infractions may result in an in-school suspension.

Girls:

Shirts:	White Oxford or Polo Shirt (long or short-sleeved)
Skirt/Jumper/Skort or Pants:	Navy Blue and must end below the knees (No leggings or fitted pants)
Tie:	Solid Navy blue cross tie
Sweaters:	Navy or White (no fleece/sweatshirts or hoodies);
Tights/Socks:	Solid white or navy blue (no leggings, prints or designs)
Shoes:	Solid brown, black or navy shoes (sneakers on gym days ONLY) *(No UGGS, Ankle/Knee or Boots, No high heeled or platform shoes)

Boys:

Shirts:	White Oxford or Polo Shirt (long or short-sleeved)
Pants:	Navy Blue
Tie:	Solid navy blue
Sweaters:	Navy or White (no fleece/sweatshirts or hoodies)
Belt	Solid brown or black
Shoes:	Solid brown, black or navy shoes (sneakers on gym days ONLY) *(No Boots)

Physical Education Uniform:

T-Shirt:	Solid navy blue or white
Pants:	Solid navy blue sweat pants (No leggings)
Sweatshirt:	Solid navy blue pull-over or zipper
Sneakers:	Any color

Please label all sweaters, cardigans, sweatshirts, and pull over for identification purposes in the event item is misplaced.

*During time of inclement weather, boots may be worn to school, in which students can change into the appropriate footwear, before the start of the school day.

SCHOOL MEALS PROGRAM

Roosevelt Children's Academy participates in the National lunch, breakfast and snack program. The school manages a food service program that offers a nutritious well-balanced breakfast/lunch for children that meets the requirement on nutrition and federal regulations. In addition to the breakfast and luncheon menu, the program offers milk, juice, snacks and a variety of fresh fruits and vegetables. A Health & Wellness Committee is established. PE teachers are mandated members on the committee. RCA promotes nutritional and physical education by offering at each grade level (K-8) standards based program that provides the students with the necessary skills and knowledge to promote their understanding of nutrition and protect their health. This will be achieved through health education classes, science, classroom activities, other specials activities and the food service program.

Family Meal Application Form: ALL parents are encouraged to submit the annual Free and Reduced-price Meal Application Form. Free and Reduced Price Meals are available to families who believe they may qualify. If your family chooses to apply, please complete the form as soon as possible. You will be notified by mail of your child's eligibility for meals/status. Students are considered paid status until the application is processed and eligibility is determined.

The forms can be obtained from any campus from the Receptionist. During the month of August, you will be mailed the current year School Meals Application. Please return all completed forms promptly to designated campus/site front office. This will determine your child's meal status for the year.

- Only complete one application per family. The information you give will be used to determine or prove your child's eligibility for free or reduced-priced meals. Upon approval the designation of the Meal Code Status (Free, Reduced-price or Full Paid) will be determined. The information may also be used for other state or federally funded school benefits.
- If, at time of registration, your child has never been in a public charter school before you are encouraged to fill out a preliminary form to determine your child's status.
- If your child's Code Status is Reduced or Full Paid, you will be billed for meals consumed. You will be notified of your child's Meal Code Status. Payment notification will be mailed monthly. Please remit payment promptly. A receipt will be provided for all payments received.

Terms of the Meal Charge Policy Will Apply: Students whose parent/guardians reflect a delinquent account of 30 days or more will be submitted to school principal for assistance in collecting payment. Principals will also work with the parents of withdrawing, transferring and/or graduating students to collect all negative balances prior to the students last day in school. Principals have the discretion to deny certain student privileges (i.e. field trips) pending payments.

Our students are ready to learn. While teachers can teach children about food and nutrition, and other school personnel in direct contact with the student may notice behavior indicating under nourishment (such as irritability, listlessness, complaints of headache or stomach ache, absenteeism), we believe parents are a critical and willing force to improving a child's health. It is the parent/guardian's responsibility to provide the means for their student to be properly fed and ready to learn.

How will parents support the National Schools Meals Program at our school?

- Complete the Family Meal Application Form and encourage students to have their healthy meals daily.
- Parents can put what children learn in the classroom into action at home and in school.
- Visit the School food section on the school's website to review monthly menus, healthy meals solutions (videos etc.) for Kids and Parents. Review together.
- Practice food safety. Food items should be free of all nuts, peanut butter and nut oil products. These items cause severe food allergies that are life threatening.
- Encourage healthy snacks as birthday party foods.
- Review physical education (PE) teacher health education lessons with your child as well as the PE monthly newsletters on healthy suggestions and encouraging good nutrition and activities with children.
- Participate in the Summer Meals Program (Roosevelt Library, Roosevelt School District).

MEAL CHARGE POLICY

The purpose of this policy is to address the need for schools participating in the Food and Nutrition Service National School Lunch Program and School Breakfast Program to institute and clearly communicate a meal charge policy. Neither state rules nor federal regulations require the service of meals to paid or reduced price students without payment. All students are eligible to apply for free/reduced meal benefits. No student is allowed a free and reduced price meal without a current approved family meal application on file. Students who qualify for free meals or pay the full or reduced price cost of a reimbursable meal receive the nutrition they need to stay focused during the school day.

Payment Responsibility for Reduced/Paid Full Price Meal Applicants:

It is the parent/guardian's responsibility to provide the means for their child to be properly fed and ready to learn. In order to do this, parents have three options: Complete the free/reduced family application to determine eligibility of meal benefits (free, reduced or pay full), pay the monthly student lunch bill or send a lunch from home. RCA Families are encouraged to pre-pay for their children's meals via cash, money order or personal check. Otherwise students are expected to pay for their meal on a monthly basis.

In the event a student does not have their payment, our Board of Trustees has adopted the following policy for K-8th grades: All charges must be paid within five days of monthly billing. Notification letters will be sent home with the student for unpaid balances on the fifth day.

Delinquent accounts of 30 days and more will be submitted to school principal for review and assistance in collecting payment. Principals will also work with withdrawing, transferring and/or graduating students to collect all negative balances prior to the students last day in school.

Principals have the discretion to deny certain student privileges (such as field trips) pending payments of outstanding school lunch bills.

The principal will schedule a parent meeting to resolve the unpaid balance.

Payment is expected to be made within 10 days of above meeting.

If the account continues delinquent after 10 days, the receptionist will make a follow up call for payment.

Student with account in delinquent status may not charge more than 3 regular meals.

After which students will lose their meal charge privilege but may choose to make a cash payment for a meal.

If deemed necessary, the receptionist will perform an additional follow-up with the parent/guardian to notify cash payment is required.

If a family is experiencing financial difficulty, please contact the school at (516) 867 6202 and we will discuss other options. Families may find that they are eligible for free and reduced meals by submitting a new family application for free or reduced priced meals.

CHILD NUTRITION WELLNESS PROGRAM

The Child Nutritional Program will:

- Participate in the National Breakfast, Lunch and Snack programs.
- Participate in the National Summer Feeding Program.
- Meet the State requirements on Nutrition and Federal regulations; offer a variety of fresh fruits and vegetables; foster an environment where the teachers are encouraged to develop a training program of physical activity and child nutrition; reach out to the parents with newsletters on helpful suggestion encouraging good nutrition and activities with their children.
- Ensure all snacks and party foods meet an approved list of Healthy Items.

Food Safety: Foods brought into the school must be prepared in a recognized state as a legal food service establishment or your school food service. No Home prepared food items allowed. Store bought food items must be free of all types of nuts and nut oils. Food Services preparation areas will be restricted to food service staff and authorized personnel.

Nutritional and Physical Activity Promotion: RCA supports healthy eating habits of students by offering at each grade level a standards-based program that provides the students with the necessary skills and knowledge to promote and protect their health. This will be achieved through the food service program, healthy food preparation methods, encouraging the consumption of fruits, vegetables, whole grains, and low fat/fat free products, providing instructional educational information in science classes and health education classes, encouraging healthy eating and physical activity, and making training available to the teaching staff to effectively deliver quality nutrition education.

Instructional Physical Education (PE): The required physical education program has as its foundation sequential learning experiences for all students. Units covered throughout the year by PE teachers include cardiovascular fitness, gymnastics, basketball and cooperative games. All students will receive a PE class, taught by certified PE teachers who will deliver the foundation planned sequential learning experiences for all students that meet the NYSED mandates and aligns to the NY Standards.

Health education instruction will incorporate understanding attitudes and behavior in regard to the several dimensions of health. The instruction relates to nutrition, mental health and wellness, alcohol/ tobacco/other drugs, safety, dental health, sensory perception, disease prevention/ control/other health related areas.

SchoolFood and other reporting. Monthly PE newsletters are sent home promoting nutrition, healthy eating and physical activity. PE teachers participate on the School Wellness/Safety Committee with Principals providing reporting of committee activities to the Board of Trustees.

Mental health is a critical part of the overall health and well-being and is important throughout the life cycle; affecting thinking and learning, feelings and actions influencing healthy decision making. Education on the importance of mind body connection and the several dimensions of health, including mental health, and the relation of physical and mental health, will enhance students understanding, attitudes and behaviors that promote health and well-being. Counselling Team coordinates mental health activities for students/families and participates on the School Wellness/Safety Committee.

PARENT – STUDENT – TEACHER COMPACT

The vision of Roosevelt Children's Academy (RCA) is to impart responsibility to all of its family members—the students, their parents, the teachers and the administration. We believe that children learn best when they have this broad base of support and accountability. The school-family partnership will reinforce lessons from school and home, allowing students to achieve academically and develop socially.

TEACHERS: It is the responsibility of the teacher to create meaningful, well-planned lessons for the students in order to motivate creative thinking among life-long learners.

I pledge to provide a challenging and academically rigorous program of study for students in my classes.
I will expect the best my students can offer and will, in turn, offer the best that I can be.
I will keep open lines of communication with parents/guardians and community resources.
I will maintain and keep current individual student records/folders and will make these available for parent review.
I will be available for enrichment activities as much as possible.

STUDENTS: In order to achieve your potential and succeed at RCA, you must consistently demonstrate disciplined behavior and diligent work habits. You must work with your parents/guardians and teachers to develop your talents and abilities, and to pledge yourself to abide by the following school rules:

I will come to school every day, on time, and prepared for the day's work with notebook, pens, pencils, books, and completed homework.
I will come to school every day dressed in the school uniform. I will not wear hats or other head coverings in the building. I will leave at home all food, gum, toys, radios, and other item.
I will never possess, bring to school, or use any weapons or illegal substances.
I will give my undivided attention to my teachers.
I will follow directions the first time they are given.
I will resolve any problems and differences with others by talking and without recourse to violence. I will always treat others and their property with respect.
I agree to abide by all classroom rules.
I will be responsible for my education, and make sure that I do not interfere with my friends' education.

PARENTS: Your daily support of your child and your participation in our school community will help your child realize the importance of education. We ask that you pledge to do all you can to assist us in ensuring that you child receives the best education possible. We urge you to read and discuss this contract with your child, and pledge yourself to do the following:

I will completely fill out and return my child's emergency contact information form and family meal/lunch forms in a timely manner. I will also contact the school immediately with changes to my contact phone number or address.
I will make certain that my child comes to school every day in uniform, on time, prepared to work, and without any inappropriate items.
I will provide my child with a note explaining any absences or lateness upon his/her return to school.
I will maintain a continuous dialogue with staff and administration by replying promptly to all letters, messages, notes, and telephone calls from the school. I will attend parent-teacher conferences, academic night and other functions that relate to my child's education.
I will encourage my child to respect himself/herself and to respect others and their property.

I will make certain that my child prepares and studies for all tests, quizzes, and exams by providing my child with ample quiet time and space to complete assignments.
I will review homework daily and give assistance when necessary.
I will speak with my child daily in a positive manner about school, ask questions regarding his/her progress, inquire about activities/events, and help him/her develop with my guidance.

We have read this contract and agree to abide by the responsibilities outlined herein.

(Student Signature) (Parent/Guardian Signature)

(Teacher Signature) (Date)

APPENDIX 1: COMPLAINT POLICY

In accordance with requirements of § 2855(4) of the Education Law, any individual or group may bring a formal complaint to the Board of Trustees alleging a violation of the provisions of this article, the charter, or any other provision of law relating to the management or operation of the school.

If, after presentation of the complaint to the Board of Trustees, the individual or group determines that the Board has not adequately addressed the complaint, they may present that complaint to the State University of New York Trustees through the Charter School Institute, which shall investigate and respond. If, after presentation of the complaint to the Charter Schools Institute, the individual or group determines that the Charter Schools Institute has not adequately addressed the complaint, the complainant may present the case to the Board of Regents, which shall investigate and respond. The Charter Schools Institute and the Board of Regents have the power and the duty to take remedial action as appropriate.

Please see the “formal complaint” section below for the step-by-step formal complaint process.

Although any individual or group may bring a formal complaint as discussed above, RCACS has established an **informal complaint process** to expeditiously resolve matters in question. **Complaints that do not involve a suspected violation of RCACS’ charter or charter law should be addressed through the informal process described below.**

Informal Complaint Process

Informal complaints, such as problems with assigned teacher or classes, and issues with grades, promotion, and retention and do not involve violations of law or charter.

The Roosevelt Children’s Academy Board of Trustees encourages students and parents to discuss their concerns and complaints through informal conferences with the appropriate teachers, principal or other campus staff.

Often, issues or complaints can be resolved informally and do not need to involve the formal complaint process described below. Where appropriate, you may wish to use the informal approach, which may result in a more timely resolution of the issue and which is also suited to dealing with issues that do not involve a violation of the charter or law. Even issues involving a violation of the charter or state law may be resolved informally, and you may wish to use this avenue before making a formal complaint. Using the informal process does not prevent you from using the formal complaint process later.

Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

The complainant must follow the following steps:

1. **Step One. Teacher:** Contact the child’s teacher in writing or verbally.
2. **Step Two. Principal:** If unsatisfied with the response or if the complaint does not concern the child’s teacher, he/she can contact the principal and/or Chief Operations Officer/Chief Financial officer (COO/CFO). The principal and/or COO/CFO, at his or her discretion, may require that the complaint be submitted in writing. The principal and/or COO/CFO may also, at his or her discretion, conduct an investigation into the complaint.
3. **Step Three. Board of Trustees:** If the complainant is unsatisfied with the response of the principal, a written complaint can be submitted to the Board of Trustees by filing a written complaint form (see attached) or submitting a form online at the school website www.rcacs.org (Parent Contact Form). The Board of Trustees will make every effort to respond to the complaint in a timely manner, not to exceed 30 business days. To help ensure a thorough and timely response, the complaint should include: (i) a detailed

statement of the nature of the grievance, (ii) what response, if any, was received from the principal and/or teacher; (iii) copies of any correspondence between complainant and the principal and/or teacher; (iv) what action or relief the complainant is seeking; and (v) the complainant's name, address and telephone number.

Formal Complaint Process

A Formal Complaint is a complaint made when the law or charter is violated. Families making a formal complaint do not have to follow the informal process and can file a complaint directly with the RCACS Board of Trustees.

All formal complaints must be submitted in writing to the Board of Trustees, either via mail at: Chairman of the Board Trustees c/o Roosevelt Children's Academy Charter School, 201 Debevoise Avenue, Roosevelt, NY 11575 or via the parent contact form on the school website www.rcacs.org.

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 thus far.
- What specific action or relief you are seeking.
- Contact information for you: name, address, email address, telephone number.

Every effort will be made to respectfully address the matter to the satisfaction of the individual or group who present the complaint. The Board, as necessary, shall direct the principal and/or COO/CFO or other responsible parties to act upon the complaint and report to the Board. The Board of Trustees will respond to the complaint within 45 days of receipt of the formal written complaint or the date of the next meeting of the Board of Trustees, whichever is sooner.

If, after presentation of the complaint to the Board of Trustees, the complainant determines that the Board has not adequately addressed the complaint, the complainant may present the complaint to RCACS' authorizer, the Charter Schools Institute at State University of New York (SUNY).

Directions for appealing to the authorizer

You must have a written copy of the school decision on your complaint to SUNY. Please complete the [SUNY Formal Complaint Form](#) and email to charters@suny.edu or mail it to the Institute at: 353 Broadway, Albany, NY 12246. If you have questions about the SUNY formal complaint appeals process, you may leave a message at (518) 445-4275 and an Institute staff member will return your call.

Directions for appealing to the State Board of Regents

If you are still not satisfied with the outcome after going through the first three levels of the complaint process, you may write to the State Board of Regents. Complaints must be submitted in writing 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: Roosevelt Children's 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 Charter Schools Institute

- Copies of all relevant correspondence between you and the School and you and the Charter Schools Institute. (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.

Roosevelt Children's Academy Formal Complaint Form

Date: ____/____/____

Name of Person Bringing Complaint: _____

Student Name: _____ Grade _____

Telephone# _____ Email (if available) _____

Provide a detailed statement of the nature of your original complaint including the date and individual to whom you spoke to.



Charter Schools Institute
The State University of New York

FORMAL COMPLAINTS – APPEAL TO SUNY

Subdivision 2855(4) of the New York Education Law, which is part of the NY Charter Schools Act of 1998, provides a parent, as well as any other individual or entity (such as a contractor or school district) who believes that a charter school has violated a term of its charter or applicable law relating to the management or operation of the charter school, with an opportunity to complain formally to the charter school education corporation's board of trustees and seek relief. The charter school education corporation is the legal entity that operates the school and may operate more than one school.

If the education corporation board of trustees, or a person or entity it has designated to handle complaints, does not satisfactorily address the issue, you may appeal the decision to the SUNY Charter Schools Institute (the "Institute"). Please remember, the Institute only reviews complaints that were first brought to the education corporation board of trustees.

We provide this form for the convenience of persons bringing appeals. You can write up your own complaint but it should contain all of the information requested below. Please answer all questions as best you can. If the space provided is too limited, attach an additional sheet(s).

Please complete this form and email to charters@suny.edu. Alternatively, please mail the form to:

SUNY Charter Schools Institute
353 Broadway
Albany, NY 12246

Please be sure to attach copies of all correspondence between you and the school and any evidence related to your complaint.



SUNY FORMAL COMPLAINT FORM

Date: ____/____/____

Name of Person Bringing Complaint: _____

Address: _____

Telephone No.: _____

Email address (if available): _____

Name of Charter School: _____

1. Provide a detailed statement of the nature of your original complaint including the law or provision of the charter that you allege has been violated, if known.

Please attach any evidence related to the complaint.

2. Have you transmitted your complaint, in writing, to the charter school education corporation's board of trustees or a person or entity it has designated to handle complaints in accordance with the school's complaint policy? YES / NO (circle one).

Please attach a copy of the correspondence.

3. Did the board of trustees or its designee respond, in writing, to your complaint? YES / NO (circle one).

If NO, you must wait for the board to respond.

If YES, please attach a copy of the board's response, and go to #4.

4. Has the school taken all the actions noted in its response? YES / NO (circle one).

If, in your opinion, the school has not taken all the actions noted in the response, what aspect(s) of its actions have not been sufficient?

5. Describe specifically the action or relief you are now seeking.

SIGNED _____ DATE _____

Please be sure to attach copies of all correspondence between you and the school and submit the completed form together with any attachments to: charters@suny.edu, or:

SUNY Charter Schools Institute
353 Broadway
Albany, NY 12246

APPENDIX 2: FREEDOM OF INFORMATION LAW (FOIL) POLICY

FREEDOM OF INFORMATION LAW (FOIL) POLICY

This policy sets forth procedures that are designed to enable Roosevelt Children's Academy Charter School to comply with the New York State Freedom of Information Law ("FOIL"). The school's rules and regulations regarding how the public may obtain records are set forth below this policy.

Requests for Public Access to Records

Requests for public information must be in writing and submitted (by mail or email) to the school's Records Access Officer who shall be designated by the School Chief Operations Officer (COO)/Chief Financial Officer (CFO). The Records Access Officer will respond to all requests within five business days. The response will be in writing and will indicate either (a) that the request is being granted or denied, or (b) an approximate anticipated date when the request will be granted or denied, which shall be reasonable under the circumstances of the request.

Denial of Access to Records

If the person requesting information is denied access to a record, he or she may, within 30 days, appeal such denial to the School Chief Operations Officer or his or her designee. Upon timely receipt of such an appeal, the school will, within 10 business days of the receipt of the appeal, fully explain, in writing, the reasons for further denial or provide access to the record(s) sought. The school also will forward a copy of the appeal, as well as its ultimate determination, to the New York State Committee on Open Government.

In the event an appeal for records is denied, the person requesting the information may bring a proceeding for review of such denial in pursuant to Article 78 of the Civil Practice Law and Rules.

The school may deny access to requested records or portions thereof for one or more of the following grounds:

The records are specifically exempted from disclosure by state or federal statute.

- Such access would constitute an unwarranted invasion of personal privacy.
- The records, if disclosed, would impair present or imminent contract awards or collective bargaining negotiations.
- The records are trade secrets or are submitted to the school by a commercial enterprise or derived from information obtained from a commercial enterprise and which if disclosed would cause substantial injury to the competitive position of such enterprise.
- The records are compiled for law enforcement purposes and which, if disclosed, would interfere with law enforcement investigations or judicial proceedings, deprive a person of a right to a fair trial or impartial adjudication, identify a confidential source or disclose confidential information relating to a criminal investigation or reveal criminal investigative techniques or procedures, except routine techniques and procedures.
- The records, if disclosed, would endanger the life or safety of any person.
- The records are inter-agency or intra-agency materials that are not statistical or factual tabulations of data, instructions to staff that affect the public, or a final policy or external audits.
- The records constitute examination questions or answers which are requested prior to the final administration of such questions.

- Disclosure of the records would jeopardize the school's capacity to guarantee the security of its information technology assets, such assets encompassing both electronic information systems and infrastructures.
- The records are photographs, microphotographs, videotape or other recorded images prepared under authority of section eleven hundred eleven-a of the vehicle and traffic law.

Required Records

Roosevelt Children's Academy Charter School shall maintain the following records and information:

- A record setting forth the name, public office address, title and salary of every officer or employee of the education corporation
- A reasonably detailed current list, by subject matter, of all records in the Education Corporation's custody or possession

Fees

Roosevelt Children's Academy Charter School may charge a copying fee of \$.25 per photocopy not in excess of nine inches by fourteen inches or the actual cost of reproducing any other record.

Location

Records shall be available for public inspection and copying at: Roosevelt Children's Academy Charter School, 105 Pleasant Avenue, Roosevelt NY 11575

Hours for Public Inspection

Requests for public access to records shall be accepted and records produced during all hours regularly open for business. These hours are: 8:00am to 4:00pm

Public Notice

A notice containing the title or name and business address of the Records Access Officer and appeals person or body and the location where records can be seen or copies shall be posted in a conspicuous location wherever records are kept and/or published in a local newspaper of general circulation.

Severability

If any provision of this policy or the application thereof to any person or circumstances is adjudged invalid by a court of competent jurisdiction, such judgment shall not affect or impair the validity of the other provisions of these regulations or the application thereof to other persons and circumstances.

Public Access to Records of Roosevelt Children's Academy Charter School Rules and Regulations

Purpose and Scope

The people's right to know the process of government decision-making and the documents and statistics leading to determinations is basic to our society. Access to such information should not be thwarted by shrouding it with the cloak of secrecy of confidentiality.

These regulations provide information concerning the procedures by which records may be obtained. Personnel shall furnish to the public the information and records required by the Freedom of Information Law, as well as records otherwise available by law.

Any conflicts among laws governing public access to records shall be construed in favor of the widest possible availability of public records.

Designation of Records Access Officer

The School Chief Operations Officer/COO is responsible for insuring compliance with the regulations herein, and designates the following person as records access officer:

Ella Portero
Roosevelt Children's Academy Charter School
105 Pleasant Avenue, Roosevelt NY 11575

The records access officer is responsible for insuring appropriate school response to public requests for access to records. The designation of a records access officer shall not be construed to prohibit officials who have in the past been authorized to make records or information available to the public from continuing to do so.

The records access officer shall insure that school personnel:

1. Maintain an up-to-date subject matter list.
2. Assist persons seeking records to identify the records sought, if necessary, and when appropriate, indicate the manner in which the records are filed, retrieved or generated to assist persons in reasonably describing records.
3. Contact persons seeking records when a request is voluminous or when locating the records involves substantial effort, so that personnel may ascertain the nature of records of primary interest and attempt to reasonably reduce the volume of records requested.
4. Upon locating the records, take one of the following actions:
 - Make records available for inspection; or,
 - Deny access to the records in whole or in part and explain in writing the reasons therefor.
5. Upon request for copies of records:

- Make a copy available upon payment or offer to pay established fees, if any; or,
 - Permit the requester to copy those records.
6. Upon request, certify that a record is a true copy; and
 7. Upon failure to locate records, certify that;
 - Roosevelt Children’s Academy Charter School is not the custodian for such records, or
 - The records of which Roosevelt Children’s Academy Charter School is a custodian cannot be found after diligent search.

Location

Records shall be available for public inspection and copying at:

Roosevelt Children’s Academy Charter School, 201 Debevoise Avenue, Roosevelt NY 11575

Hours for Public Inspection

Requests for public access to records shall be accepted and records produced during all hours regularly open for business. These hours are 8am to 4pm.

Requests for Public Access to Records

A written request (by mail or email) may be required, but oral requests may be accepted when records are readily available. If records are maintained on the internet, the requester shall be informed that the records are accessible via the internet and in printed form either on paper or other information storage medium.

A response shall be given within five business days of receipt of a request by:

1. informing a person requesting records that the request or portion of the request does not reasonably describe the records sought, including direction, to the extent possible, that would enable that person to request records reasonably described;
2. granting or denying access to records in whole or in part;
3. acknowledging the receipt of a request in writing, including an approximate date when the request will be granted or denied in whole or in part, which shall be reasonable under the circumstances of the request and shall not be more than twenty business days after the date of the acknowledgment, or if it is known that circumstances prevent disclosure within twenty business days from the date of such acknowledgment, providing a statement in writing indicating the reason for inability to grant the request within that time and a date certain, within a reasonable period under the circumstances of the request, when the request will be granted in whole or in part; or
4. if the receipt of request was acknowledged in writing and included an approximate date when the request would be granted in whole or in part within twenty business days of such acknowledgment, but circumstances prevent disclosure within that time, providing a statement in

writing within twenty business days of such acknowledgment specifying the reason for the inability to do so and a date certain, within a reasonable period under the circumstances of the request, when the request will be granted in whole or in part.

In determining a reasonable time for granting or denying a request under the circumstances of a request, personnel shall consider the volume of a request, the ease or difficulty in locating, retrieving or generating records, the complexity of the request, the need to review records to determine the extent to which they must be disclosed, the number of requests received by the school, and similar factors that bear on the ability to grant access to records promptly and within a reasonable time.

A failure to comply with the time limitations described herein shall constitute a denial of a request that may be appealed. Such failure shall include situations in which an officer or employee:

1. fails to grant access to the records sought, deny access in writing or acknowledge the receipt of a request within five business days of the receipt of a request;
2. acknowledges the receipt of a request within five business days but fails to furnish an approximate date when the request will be granted or denied in whole or in part;
3. furnishes an acknowledgment of the receipt of a request within five business days with an approximate date for granting or denying access in whole or in part that is unreasonable under the circumstances of the request;
4. fails to respond to a request within a reasonable time after the approximate date given or within twenty business days after the date of the acknowledgment of the receipt of a request;
5. determines to grant a request in whole or in part within twenty business days of the acknowledgment of the receipt of a request, but fails to do so, unless the school provides the reason for its inability to do so in writing and a date certain within which the request will be granted in whole or in part;
6. does not grant a request in whole or in part within twenty business days of the acknowledgment of the receipt of a request and fails to provide the reason in writing explaining the inability to do so and a date certain by which the request will be granted in whole or in part; or
7. responds to a request, stating that more than twenty business days is needed to grant or deny the request in whole or in part and provides a date certain within which that will be accomplished, but such date is unreasonable under the circumstances of the request.

Subject Matter List

The records access officer shall maintain a reasonably detailed current list by subject matter of all records in its possession, whether or not records are available pursuant to subdivision two of Section eighty-seven of the Public Officers Law.

The subject matter list shall be sufficiently detailed to permit identification of the category of the record sought.

The subject matter list shall be updated annually. The most recent update shall appear on the first page of the subject matter list.

Denial of Access to Records

Denial of access to records shall be in writing stating the reason therefor and advising the requester of the right to appeal to the individual established to determine appeals, who shall be identified by name, title, business address and business phone number.

If requested records are not provided promptly, as required by these regulations, such failure shall also be deemed a denial of access.

The following person shall determine appeals regarding denial of access to records under the Freedom of Information Law:

Philip Leconte
Chief Operations Officer/COO
Roosevelt Children's Academy Charter School
201 Debevoise Avenue, Roosevelt NY 11575

Any person denied access to records may appeal within thirty days of a denial. The time for deciding an appeal by the individual designated to determine appeals shall commence upon receipt of a written appeal identifying:

- the date and location of requests for records;
- a description, to the extent possible, of the records that were denied; and
- the name and return address of the person denied access.

A failure to determine an appeal within ten business days of its receipt by granting access to the records sought or fully explaining the reasons for further denial in writing shall constitute a denial of the appeal.

The person designated to determine appeals shall transmit to the [Committee on Open Government](#) copies of all appeals upon receipt of appeals. Such copies shall be addressed to:

Committee on Open Government
Department of State
One Commerce Plaza
99 Washington Avenue, Suite 650
Albany, NY 12231

The person designated to determine appeals shall inform the appellant and the Committee on Open Government of its determination in writing within ten business days of receipt of an appeal. The determination shall be transmitted to the Committee on Open Government in the same manner as set forth above.

Fees

There shall be no fee charged for inspection of records, search for records or any certification pursuant to these rules and regulations.

Fees for copies may be charged, provided that the fee for copying records shall not exceed \$.25 per page for photocopies not exceeding 9 by 14 inches. The fee for photocopies of records in excess of 9 x 14 inches shall not exceed the actual cost of reproduction. Roosevelt Children's Academy Charter School has the authority to redact portions of a paper record and does so prior to disclosure of the record by making a photocopy from which the proper redactions are made.

The fee that the school may charge for a copy of any other record is based on the actual cost of reproduction and may include only the following:

1. an amount equal to the hourly salary attributed to the lowest paid employee who has the necessary skill required to prepare a copy of the requested record, but only when more than two hours of the employee's time is necessary to do so; and
2. the actual cost of the storage devices or media provided to the person making the request in complying with such request; or
3. the actual cost to the school of engaging an outside professional service to prepare a copy of a record, but only when the school's information technology equipment is inadequate to prepare a copy, and if such service is used to prepare the copy.
4. When the school has the ability to retrieve or extract a record or data maintained in a computer storage system with reasonable effort, or when doing so requires less employee time than engaging in manual retrieval or redactions from non-electronic records, the school shall be required to retrieve or extract such record or data electronically. In such case, the school may charge a fee in accordance with paragraphs (1) and (2) above.

The school shall inform a person requesting a record of the estimated cost of preparing a copy of the record if more than two hours of a school employee's time is needed, or if it is necessary to retain an outside professional service to prepare a copy of the record. The school may require that the fee for copying or reproducing a record be paid in advance of the preparation of such copy. The school may waive a fee in whole or in part when making copies of records available.

Public Notice

A notice, in the form below, containing the title or name and business address of the records access officers and appeals person or body and the location where records can be seen or copies obtained shall be posted in a conspicuous location wherever records are kept and/or published in a local newspaper of general circulation.

Severability

If any provision of these regulations or the application thereof to any person or circumstances is adjudged invalid by a court of competent jurisdiction, such judgment shall not affect or impair the validity of the other provisions of these regulations or the application thereof to other persons and circumstances.

PUBLIC NOTICE

**YOU HAVE A RIGHT TO SEE PUBLIC
RECORDS**

The amended Freedom of Information Law, which took effect on January 1, 1978, gives you the right of access to many public records.

Roosevelt Children's Academy Charter School has adopted regulations governing when, where, and how you can see public records.

The regulations can be seen at all places where records are kept. According to these regulations, records can be seen and copied at:

Roosevelt Children's Academy Charter School
201 Debevoise Avenue, Roosevelt NY 11575

The following officials will help you to exercise your right to access:

1. School officials who have in the past been authorized to make records available
2. Records Access Officer(s):

Ella Portero
105 Pleasant Avenue, Roosevelt NY 11575

If you are denied access to a record, you may appeal to the following person:

Philip Leconte
Chief Operations Officer/Chief Financial Officer (COO/CFO)
Roosevelt Children's Academy Charter School
201 Debevoise Avenue, Roosevelt NY 11575

APPENDIX 3: FERPA POLICY

Roosevelt Children's Academy Charter School Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the Roosevelt Children's Academy ("School") receives a request for access.

Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the school principal or appropriate school official, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202