

Student and Family Handbook

2017-18



Charter School of Inquiry

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[Facebook.com/charterschoolofinquiry/](https://www.facebook.com/charterschoolofinquiry/)

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INTRODUCTION TO CHARTER SCHOOL OF INQUIRY (CSI)

Message from Head of School

We're so excited to share our wonderful school with you. We believe children learn best when they are doing, not sitting in a chair listening. That's why our curriculum is built around activities.

Children learn by doing – rolling their sleeves up, getting dirty, making mistakes and having fun. This is how meaningful learning happens. The kind of learning that lasts a lifetime. The kind of learning that drives the children to want to learn more, to want to work harder, to want to succeed.

As part of our inquiry approach, students at CSI explore many areas of African-American history and culture, in addition to world culture. No one lives in our world alone, and we believe that the **more we can learn from and understand all the world's cultures, the better** educated and more prepared we will all be to be successful in the world.

It gives me great pride to invite you to explore the many ways the Charter School of Inquiry is changing how the students of Buffalo learn and grow.

We hope this Student and Family Handbook provides you with useful information about the CSI. Feel free to call us, or visit us, if you have questions.

Sincerely,

Robert Fetter
Head of School

School history and design

The Charter School of Inquiry (CSI) is a Kindergarten through Grade 6 elementary school located at 404 Edison Street, near Eggert Road in the City of Buffalo. It was authorized by the New York State Board of Regents in 2014 and officially opened its doors in 2015.

The six founders – including educators, long-time advocates for children, and a researcher/evaluator– concerned about the number of low-performing schools in Buffalo - were determined to design a school that would become a beacon for high-quality education and a model for urban educational excellence in Buffalo.

The founders spent over a year working to design the Charter School of Inquiry. They pooled their own experiences in working with children, researched best practices, explored what children needed to know and be able to do to be successful in the 21st century, visited many high-quality schools to incorporate what works, and conducted a rigorous community outreach campaign to find out what the community felt was important in a school.

The following are the major design features of CSI:

Inquiry is CSI's method for teaching and learning. CSI's inquiry-based curriculum engages children in active hands-on learning that takes advantage of their natural curiosity. Like engineers and scientists, CSI children start with a question. They are challenged to answer the question or solve the problem by thinking critically, conducting their own research, working collaboratively and

presenting their findings. These are skills that educators and employers stress as the abilities children need for higher education and 21st century jobs.

High expectations for children with a challenging learning environment. CSI believes in our **children's ability to succeed at high levels**. Children are challenged with a rigorous and engaging curriculum and highly talented teachers who guide children through learning through a process of self-discovery.

Literacy. Children *learn to read* through third grade and then must *read to learn*. Reading is **critical to a child's success in school and is CSI's academic focus**. We strive to have every child become a proficient reader by the end of 3rd grade.

Warm and caring culture. **You'll see CSI's warm and caring culture everywhere...in the way we welcome parents and guests, our caring teachers in the classroom, the warm and inviting colors in our hallways, the way we reach out to parents to partner in their children's education, and** the sense of belonging you get when you are part of the CSI community.

Low teacher-student ratio. CSI has two adults - a certified teacher and a teaching assistant - in every classroom. A literacy coach and Intervention Specialists provide additional support for struggling students or students who need more challenging work. This ensures that children get the attention they need to reach their highest potential.

Every child has an individual instruction plan. **CSI frequently assesses children's progress in literacy (reading) and math and develops instruction plans based on each child's individual needs** to keep them on track for meeting grade-level goals. A well-defined system of intervention and **support is tailored to each child's needs by a team of instructional staff**.

African and African-American History and Culture are infused into all curriculum areas. African and African-American History and Culture are infused into all subject areas for all children in all grades all year long, not just in February during Black History month and not just in Social **Studies. CSI's founders wanted African-American** children, and indeed *all* children, to benefit from a better understanding of African and African-American peoples – their history, culture and contributions to the world. While CSI focuses on African and African-American history and culture, we also cherish and honor the history of *all* children.

Art, Music and Physical Education provided twice a week for all children. Evidence indicates that art, music and physical education contribute to better academic outcomes and the overall health and well-being of young children. Creating, interpreting and responding to the arts stimulates the imagination and encourages innovation and creative thinking in children. Music helps to develop spatial intelligence which helps children to visualize how elements fit together; this skill helps in solving math problems. In addition to the health benefits of physical education, physical education helps children learn self-discipline, judgment and goal-setting.

Extended day program. The CSI extended day program is scheduled from **3:30 pm to 5:20 pm** to give children more instructional time. Children get help with homework, tutoring, physical activity, computer time, and a variety of extracurricular activities. The extended day program is voluntary. Please note that there is no bus transportation available to take the children home at the end of the program. Parent must pick up their children.

Parent engagement. **CSI engages parents as full partners in their children's education helping to** create a collaborative culture and a unified set of expectations and behaviors between school and home. A Parent Association has been formed, and officers elected. One parent is selected by the Board of Trustees to serve as a voting member to add the parent voice to policy making decisions.

Mission

The Charter School of Inquiry is an innovative school where children achieve breakthrough outcomes by pursuing questions, thinking creatively, and learning together as a culturally-empowered community.

Vision

The Charter School of Inquiry will be a model for urban educational excellence.

Values

Within the Charter School of Inquiry Community:

- We achieve EXCELLENCE by setting high expectations, capitalizing on opportunities for growth and experience, and fostering continuous individual improvement.
- We cultivate STRONG CHARACTER by being honest and fair in our interactions and responsible for our words and actions.
- We demonstrate LOVE by creating a welcoming, inclusive community built on kindness, humility, and empathy.
- We EMPOWER EACH OTHER by nurturing development and encouraging resilience, curiosity, and imagination.

Board of Trustees

A charter school is a public school that has an agreement (contract) with New York State to provide a rigorous and innovative education to the children it serves. The Board of Trustees governs the school **by creating school policy, overseeing the school's alignment with the founders' vision and school charter, and ensuring academic excellence.**

Members of the CSI Board of Trustees:

Helene Kramer, Chair and Founder
Peter Dow, Vice-Chair and Founder
Patrick Miner, Treasurer
Deborah Porter, Secretary
Betty Evans – Founder
Jackie Roberson, Jr. – Parent Representative
Melissa Stadler, Community Member
Pamela Nicasastro, Community Member

A schedule of Board of Trustees meetings, generally held on the first Tuesday of the month at 4:45 pm in the CSI conference room, is on the CSI website. All meetings are open to the public.

SCHOOL SCHEDULE AND CALENDAR

School Hours

The school day hours are from 7:15 a.m. to 3:30 p.m. Instruction starts with the morning meeting at 8:00 am. Our Extended Day program is held afterschool from 3:30 p.m. to 5:20 p.m. except on early release days. The academic year will begin August 31, 2017 and ends June 28, 2018.

School Arrival, Dismissal and Emergency Closing Procedures

Morning Arrival

The earliest morning drop-off is 7:15 a.m. The doors do not open until 7:15. A free breakfast is available from 7:30 a.m. to 7:50 a.m. Due to the scarcity of parking, and to make the transition smoother at drop-off, a greeter will welcome your child into the building each morning. However, you are welcome to walk your child into the school building at any time. Students arriving before 7:50 am are to report to the cafeteria.

Afternoon Dismissal

All students must be picked up by 3:30 p.m. If your child needs to be picked up at a different time, **please provide the request in writing to your child's classroom teacher. We will also accept a** telephone call to the Office in case of emergency. A list of adults that may pick up your child must be provided to the office.

Early Departure

We encourage parents to schedule dental, doctor, and other appointments outside of the school hours. If parents must pick up their children early, they must notify the office through written notice, **an email to your child's teacher or by telephone. Any student leaving early must inform his/her** classroom teacher. For security purposes, students must be accompanied by a parent/guardian or other authorized adult and must sign out in the office prior to departure.

Emergency School Closing Procedures

Occasionally weather, and rarely other circumstances, may force cancellation of school. The Head of School or designee will notify the major radio and TV stations when school is closed or delayed (TV channels 2, 4 and 7 and WBEN radio). CSI will close when Buffalo Public Schools close (for inclement weather only). When in doubt, please check the CSI Facebook page and/or the CSI School Website (www.csicharter.org) or CSI Facebook page for updates.

When the school closes unexpectedly (for maintenance issues or other school emergency), the school will contact parents/guardians directly by phone, text message or email.

School Calendar (*the full school calendar is included in Appendix A*)

Parent-Teacher Conferences

1st Conference: November 29-30, 2017

2nd Conference: February 7-8, 2018

Holidays:

Thanksgiving November 24,2017- November 25, 2017

Christmas Break: December 25, 2017 - January 1,2018

Breaks:

Winter Break: February 19-23, 2018

Spring Break: April 2-6, 2018

Early Dismissal: (No extended day on early release days)

- 1st Early Dismissal: October 6, 2017
- 2nd Early Dismissal: November 3, 2017
- 3rd Early Dismissal: December 1, 2017
- 4th Early Dismissal: January 5, 2018
- 5th Early Dismissal: February 2, 2018
- 6th Early Dismissal: March 2, 2018
- 7th Early Dismissal: May 4, 2018
- 8th Early Dismissal: June 1, 2018

Extended Day Program

The Extended Day Program is voluntary and free or charge. Parents choose whether or not they want their child(ren) to participate. The purpose of the program is to provide a longer period of instruction for children, including homework help and remediation. It is also a time for children to be engaged in learning through extracurricular and educational enrichment activities. In order for children to get the intended benefits of the program, and to maintain eligibility for the program, we expect children to be in regular attendance for the full extended day session on all days possible within the school year.

The Extended Day Program is scheduled from 3:30 pm to 5:20 pm on all days when school is in session. Please note that children are released from the program at 5:20 pm and must be picked up at that time. As it puts a burden on the school and staff when children are not picked up on time, failure to pick up a child by 5:20 pm will result in dismissal from the Extended Day Program. If a child is not picked up by then and attempts to reach the parent/guardian are not successful, it may be necessary to contact additional resources to assist in transporting the child home.

Appendix B provides guidelines for registration, hours of operation, services and conditions that must be followed for a child to be admitted or to continue in the program.

***Please note here will be no extended day the day before any break!

COMMUNICATION

NOTE: **CSI uses the term “parent,” to mean biological parent, foster parent, grandparent, or legal guardian of a child enrolled at the school.**

CSI’s goal is to promote open lines of communication. We strive to keep communication flowing smoothly. If you are looking for information about an upcoming meeting, community activity, school performance, etc. check these sources:

- School monthly newsletter
- K-4 classroom communications
- School e-mails & calls
- CSI website (www.csicharter.org)
- CSI Facebook page (facebook.com/charterschoolofinquiry)

Parent-Teacher Communication

Parents are encouraged to communicate with their child’s teacher/s. Parents may reach teachers by e-mail, written notice or by phone after school. Each teacher has a voice mail box in which you may leave a message. The teacher will respond to your call or note as soon as possible.

Addressing Concerns

It is important that the lines of communication remain open with families to address concerns. If you **want to talk to your child's teacher, please schedule** a time with her/him. **It's difficult for the teacher to try and address your concerns during an unscheduled time, especially during teaching time, arrival or dismissal. Your child's teacher will be able to give you undivided attention once** classroom responsibilities have been completed. Teachers may not accept phone calls during school hours and may not read e-mails until the end of the school day. If there is an urgent matter, please contact the main office.

Parent-Teacher Conferences

Conferences may be held at the request of the parent/guardian or teacher at any time. Formal conferences will be held twice a year (see school calendar for dates). If you are unable to attend a scheduled conference, please call or send a note to reschedule.

Family Involvement

Partnerships among parents, teachers and children are essential to **your child's** success. Participation can take many forms. **Here's how you can be involved:**

Working with Your Child at Home: The most important way to help your child succeed is to show that you value their education. This means showing interest in their school day. Ask about what they did or learned. Ask them if they have homework and make sure they do it. Get them to bed on time. Read to them every day or let them read to you. Talk to them to build their vocabulary. Take them to the library to check out books or attend events. Support **the school's** rules and expectations. Attend school events. Join the Parent Association. These are just some of the many ways you can help at home.

Parent Association: Parents are encouraged to join the Parent Association, which meets once a month during the school year. Parents work together with the Head of School:

- To inform parents or guardians about the school and provide opportunities for families to get to know each other;
- To provide a direct line of communication between families and Charter School of Inquiry staff and leadership;
- To provide insight on the best ways to communicate with parents or guardians;
- To work in partnership with school administration and/or staff to identify school-wide issues and suggest possible resolutions;
- **To provide input on policies being developed by the Charter School of Inquiry's Board of Trustees, as requested;**
- **To offer suggestions to the Charter School of Inquiry's Board of Trustees about the need for new policies or revisions to existing policies;**
- To identify how parents or guardians can use their expertise, talents, and/or interests, to **enhance children's education;**
- To provide volunteers for Charter School of Inquiry events and to engage in fundraising activities, as needed;
- To participate in data collection activities conducted for purposes of continuous improvement;
- To aid in recruitment of students and families to the Charter School of Inquiry; and
- To otherwise promote the Charter School of Inquiry and help to strengthen it.

Board of Trustees-Parent Representative: The Board of Trustees, per its bylaws, includes one member who is the parent/guardian of a child or children currently enrolled in the Charter School

of Inquiry. The parent trustee is a full voting member elected by a majority of the Board of Trustees. If you are interested in serving on the CSI Board, please inform the Head of School.

Volunteering:

As a family member, you are an essential part of the Charter School of Inquiry community. Your input is welcome on all levels and volunteering is encouraged. Volunteer opportunities are plentiful. When volunteering in the school, please keep in mind the following:

- Arrange with the teacher ahead of time the specific time you would like to volunteer. If you are unable to keep your scheduled time, please let the school know.
- Younger siblings should not accompany a parent/guardian to school during his/her volunteer time.
- When in the classroom, please support the school philosophy and model the code of behavior students and staff follow school wide.
- Every student is entitled to his/her privacy. All school matters should remain confidential.

Change of Address / Emergency Contact Information

In order to effectively communicate with parents about their child, it is important that we have the most up-to-date contact information from you. Please let us know immediately of any changes in your address, phone number or emergency contact information.

SCHOOL POLICIES

School Uniforms

Charter School of Inquiry requires school uniforms to be worn daily. The Head of School has the option of suspending the school uniform policy on certain days at his discretion. All students must wear:

- Collared shirts (short or long-sleeve) in navy blue, light blue, or dark green. No logos allowed except the CSI logo.
- Pants, shorts, jumpers, skirts or skorts (tan, navy blue, dark green, or black).
- Sneakers at all times.

Attendance & Tardiness

We are here to provide the best possible educational experience for your child. We cannot do this if your child is not here. Just missing 10% of days during the school year, or approximately 2 days per month, will result in the loss of a month of instruction. Over the course of the 7 years a student may attend CSI, that would add up to almost a full year of instruction. Student achievement and growth depends strongly on good attendance.

Excused absences include illness, illness or death in the family, impassable roads due to poor weather, religious observances, or medical appointments. Students must have a signed note from the parent/guardian or a doctor explaining the reason for the absence. Otherwise the absence will be considered unexcused.

If you know your student is going to be absent or tardy, please contact Ms. Eaton in the main office at 833-3250.

See CSI's full attendance policy on the CSI website (www.csicharter.org).

Computer Use

Students are expected to use computers and iPads in a responsible manner under the supervision of a teacher or staff member. Access to school computers and iPads are a privilege that

necessitates the signing of the “Acceptable Use Policy Form” by the student and parent/guardian. Failure to follow the policy may result in loss or restriction of access to this learning resource.

Money, Toys and Electronics

Children should not bring money to school unless it has been authorized for a fieldwork or school activity and is labeled and given to the teacher. Toys, electronic games and other special treasures are easily lost or broken and should be left at home except when designated by the teacher. Electronic devices such as cell phones, iPads, iPods etc. are prohibited and will be confiscated if students are found using them during school hours.

Holiday Observances

At CSI, we focus on seasonal events that are inclusive to all cultures. For each season, teachers share literature about celebrations that take place around the world. This creates an awareness and appreciation of many different cultures. Parents who would like to visit and share stories, food or **artifacts about their cultures can make arrangements with their child’s teacher.**

Birthdays and Social Events

Each child’s birthday is a special day and will be acknowledged at school unless otherwise noted by the parents. Parents are welcome to send a special treat to share with classmates in **celebration of a child’s birthday. Please make arrangements with your child’s teacher ahead of time to have the right count and to identify food allergies in your child’s classroom. No party favors, candy or decorations should be sent.** If planning a party or social event outside of school, please be sensitive. To avoid hurt feelings, please do not distribute invitations in school. All party invitations should be extended outside of school, either by phone or mail.

Cafeteria and Food Service

CSI serves a free breakfast and lunch in the school cafeteria to all students every day at the same time with school staff. Teachers work with students to develop appropriate behavior and good manners in the cafeteria. Lunch may be brought from home if desired. A monthly breakfast and lunch menu will be posted on the CSI website.

Snacks and Special Dietary Needs

Any special dietary needs should be discussed with the school nurse as well as the classroom teacher. Candy, gum and snack food should not be brought to school.

CSI Discipline Philosophy & Policy

At the Charter School of Inquiry, we embrace the Responsive Classroom model. Responsive Classroom is an approach to elementary school education that emphasizes social, emotional, and academic growth in a safe school community. The social curriculum is as important as the academic curriculum, and social responsibility is an integral part of daily classroom life. The goal of Responsive Classroom is to optimize student learning. More information about the Responsive Classroom (RC) approach can be found on the RC website: <http://www.responsiveclassroom.org>

Key Components of Responsive Classroom

- Morning Meeting: Each class gathers together each morning at 8:00 AM to greet one another, share news, participate in an activity, and warm up for the day ahead. Timely arrival to school is extremely important so that all students have the opportunity to be an active participant in the development of their classroom community.

- Rights Creation: Students help create classroom rights that allow all members of the classroom community to reach their learning goals.
- Interactive Modeling: Students are explicitly taught to notice and practice expected behaviors in order to demonstrate and internalize them.
- Positive Teacher Language: Adults use carefully selected, respectful words and tone to promote active learning and self-discipline.
- Collaborative Problem-Solving: Strategies such as conferencing and role-playing are used to help students solve problems and resolve conflict.
- Logical Consequences: Adults respond to misbehavior in a way that respects children, guides them to recognize the effects of their actions, and helps them develop internal controls.
- Classroom Organization: The physical space is carefully structured in ways that encourage independence, cooperation, and productivity.
- Guided Discovery: Materials are introduced in a way that encourages discovery and creativity.
- Academic Choice: Teacher-structured choices are provided to students to help increase motivation, self-direction, and learning.
- Working with Families: Family partnerships are essential. Families are invited to **share insights and are collaborative partners in their child's education.**

Student Discipline within the Responsive Classroom and Cooperative Discipline Models

All students are expected to adhere to the CSI Code of Conduct. We expect students to respect the rights and privileges of others and accept responsibility for their own actions and the consequences of their behavior. Our approach, first and foremost, is to be proactive:

- Establish a calm, peaceful, and orderly environment for learning.
- Give students the opportunity to be capable, connected, and contributing members of the school community.
- Teach and help children to develop self-control and self-discipline.
- Teach children to be responsible members of a democratic community.
- Promote and model respectful, kind, and healthy interactions.

When responding to misbehavior, we aim to:

- Help children become aware of their actions.
- Help children become aware of how their actions can bring positive and negative consequences to themselves and others.
- Use respectful strategies to stop misbehavior and restore positive behavior as quickly as possible.
- Preserve the dignity of every child.

Other information pertaining to student discipline may also be found in our Code of Conduct.

Transportation Policy

The Charter School of Inquiry (CSI) uses the transportation services of the Buffalo Public School District and , therefore os guided by the Buffalo Public School (BPS) Transportation Program. policy directives.

The purposes of the transportation program are to transport students to and from school within the boundaries of the City of Buffalo, consistent with fiscal responsibility, to transport them for extracurricular activities, to transport them on field trips, and to transport those requiring special services.

The Charter School of Inquiry is committed to providing safe and efficient bus transportation for students who qualify under the Buffalo Public Schools Transportation guidelines, and will make every effort to assist parents in accessing services.

Although we make every effort to ensure the safety of students on the bus and at arrival and dismissal time at school, we appreciate your assistance in order to ensure the safety of your children when walking to and from the bus stop. Remember that all Kindergarten children **MUST** be met at the bus stop, in addition to all children who are dropped off at their house or at a day care drop off.

Promotion and Retention

CSI Promotion Policy

All students are expected to meet or exceed rigorous academic standards in performance-based core curriculum, aligned to the Common Core Learning Standards, and NGSS to be promoted to the next grade and, ultimately, to be prepared for college and careers.

The CSI Board of Trustees is dedicated to meeting the educational needs of all students in a safe learning environment. Decisions regarding promotion and retention are based on state law and criteria defined in CSI school policy.

All students at CSI are held to specific criteria that define promotion. Those criteria exist in the areas of:

- Meeting the grade level Common Core Learning Standards for Literacy, Science, and Mathematics.
- Students are required to have 90% annual attendance;
- Comprehensive classroom assessments that include portfolios, samples of student work, anecdotal notes, teacher assessments and observations.
- Progress reports and benchmark assessments (Fountas & Pinnell Assessment, Primary Assessment of Literacy Skills, Aimsweb Assessments ELA and Mathematics, Science portfolios with student work samples, and State Test scores in grade 3 and above).
- New York State English as a Second Language Assessment Test (NYSESLAT)
- Summer school work, when applicable.
- Goals & mandated criteria on Individualized Education Program (IEP)
- Length of time spent in the United States School System

CSI reserves the right to make a decision for promotion or retention when standardized test scores do not match previous student achievement as seen through portfolios, anecdotal notes, or teacher assessments as defined by the promotional criteria. Promotional decisions for Grades 3-6 cannot and will not be solely based on State test scores!

The above criteria apply to the following groups of students in the following ways:

- A.** English proficient general education students

- a. Grades K-2: Consideration of Grade level progress of all applicable criteria. Promotion decision is made by the Head of School.
- b. Grades 3-6: Consideration of Grade level progress of all applicable criteria and State Test Scores. Promotion decision is made by the Head of School.

B. English Language Learners (ELLs)

- a. Grades K-2: Consideration of language development; limited English proficiency alone is not the sole basis for retention; consideration of Grade level progress of all applicable criteria. Promotion decision is made by the Head of School.
- b. Grades 3-6: Consideration of number of years enrolled in the United States School System; consideration of Grade level progress of all applicable criteria, NYSESLAT and State Test Scores. Promotion decision is made by Head of School.

C. Students with Disabilities receiving special education services

- a. Grades K-2: Consideration of Grade level progress of all applicable criteria, mastery of IEP goals. Promotion decision is made by Head of School.
- b. Grades 3-6: Consideration of Grade Level progress, mastery of IEP goals, IEP promotional criteria, State test scores. Promotional decision is made by Head of School.

D. Students that aren't responding to the Intervention

If, after interventions in the general education classroom, the student continues to experience difficulty, school personnel may refer the child for a special education evaluation. Referrals for determination of eligibility for special education services may be initiated by:

- School personnel (including general education teachers, special education teachers, counselors, administrators, etc.);
- **Child's parent(s) or legal guardian(s);**
- Any other person involved in the education or care of the child.

The official referral begins the formal process of determining eligibility for special education services. Once a referral is provided, the school must obtain consent from the parent(s) or legal guardian(s) to begin the evaluation phase of the referral process.

Announcement of Promotion-in-Doubt/Retention

Families are notified orally and in writing of possible retention through parent teacher conferences. The first indication of possible retention will be indicated at the end of the second marking period. Families may be required to meet with the teachers and administrators to set goals for the student in this situation. If the student does not demonstrate improvement by June of the school year, they are identified for Retention for the following school year. Retention meetings are scheduled for the families to meet with the CSI Administration in June.

Appealing the Decision for Retention

A family that disagrees with a June promotion decision is required to submit a written appeal to the

Head of School by August prior to the beginning of the new school year. The Head of School will consider all relevant criteria for promotion and make a final decision for the new school year. The Head of School can involve members of the CSI Board of Trustees to review the appeal.

Academic Promotion Benchmarks

The list below includes all CSI school-wide assessments used in determining promotion. The chart outlines the expected benchmarks for each assessment, at each grade level.

Assessment Title	Testing Period	Grade Level	Goal
<i>Fountas & Pinnell Assessment System</i>	4x per year	K-6	All K-6 students who are enrolled at CSI will perform as follows on the end of the year administration of the Fountas & Pinnell Assessment System:
		K	Reading: Level A-D , Accuracy Rate: 95-100% Comprehension: Satisfactory. Student should be at a level D by EOG.
		1	Reading: Level E-I , Accuracy Rate: 95-100% Comprehension: Satisfactory. Student should be at a level I by EOG.
		2	Reading: Level J-N , Accuracy Rate:90-100% Comprehension: Satisfactory. Student should be at a level N by EOG.
		3	Reading: Level O-Q , Accuracy Rate:90-100% Comprehension: Satisfactory. Student should be at a level Q by EOG.
		4	Reading: Level R-T , Accuracy Rate:90-100% Comprehension: Satisfactory. Student should be at a level T by EOG.
		5	Reading: Level U-W , Accuracy Rate: 95-100% Comprehension: Satisfactory. Student should be at a level W by EOG
		6	Reading: Level X-Y , Accuracy Rate: 95-100% Comprehension: Satisfactory. Student should be at a level Y by EOG
<i>ELA & Math Aimsweb Assessment</i>	4x per year	K-6	All K-6 students who are enrolled at CSI will perform as follows on the end-of-the year administration of the ELA & Math Aimsweb Assessments.
		K-6	All K-6 students will perform average level of mastery on the ELA & Math assessment.
<i>Response to Intervention Literacy Skills (RTI)</i>	4x per year	K-2	All K-6 students who are enrolled at CSI will perform as follows on the end-of-the year administration of the Response to Intervention Literacy Skills.
		K	Must reach mastery benchmarks for each subtest.
		1	Must reach mastery benchmarks for each subtest.
		2	Must reach mastery benchmarks for each subtest.



Attendance Promotion Criteria

The chart below outlines the attendance rate for every CSI student for grade level for promotion.

Grade Level	Attendance Expectation for Entire School Year
Kindergarten	<p>90% Attendance</p> <p>Students who are absent 20 times within a school year are considered to be Promotion In Doubt and will face Retention if absence results in academic deficiencies such that the student does not meet the grade level benchmarks for promotion. If students are achieving at grade level and attendance is poor student will be promoted to next grade level.</p>
First Grade	
Second Grade	
Third Grade	
Fourth Grade	
Fifth Grade	
Sixth Grade	

Retention

Administration and Teachers will work collaboratively to determine retention based upon individual student needs. Parents and student will be notified by the end of the second trimester if they are being considered for retention.

SAFETY AND SECURITY

Security at front entrance

For the safety of the students and staff, school personnel must know who is in the building at all times. The doors are locked at all times. All visitors must be buzzed into the front foyer of the main office to sign in and out before and after each visit.

Visitors Policy

CSI welcomes parent and family visits to the school. Throughout the year there are visitations from many other organizations including the State Education Department, the New York Charter Schools Institute, and the CSI Board of Trustees. CSI welcomes and encourages the visitation of parents, family and guardians of all CSI students.

The open-door classroom policy will be in effect Monday through Friday between the hours of 8:30 am and 3:00 pm. The time is designated for observation of your child in his/her classroom only. If a conference is needed by the parents/teacher, it must be scheduled and notification must be given to the Head of School. When entering the building, all visitors must report to the office to sign in and be given a **visitor's pass**. **You must wear** this pass for the duration of your visit.

Before leaving the building, please report back to the office, sign out and return your visitor's pass. This is for the safety of all students



Fire drills

Fire drills at regular intervals throughout the school year are required by law and are an important safety precaution. Students are familiarized with the routine at the start of the school year. Students are required to leave the building promptly and in a quiet, orderly manner. All visitors in the building must exit the building also.

Maintenance of Public Order on School Property

The following rules shall govern the conduct of students, teachers, staff, licensees, invitees, and other persons, whether or not their presence is authorized, on all property or facilities operated under the auspices of the charter school.

These rules and penalties are not to be considered exclusive or to preclude in any way the prosecution and conviction of any person for the violation of any federal, state or local law, rule, regulation or ordinance, or the imposition of a fine or penalty provided for therein.

Additionally, these rules and regulations should not be construed to limit, but rather exist in conjunction with any other codes of conduct established for the school, such as a disciplinary code and/or bill of student rights and responsibilities.

Prohibited Conduct: No person, either singly or in concert, shall:

1. Willfully cause physical injury to any other person, or threaten to use force that would result in such injury.
2. Physically restrain or detain any other person, nor remove such person from any place where he or she is authorized to remain, except as necessary to maintain the established educational process.
3. Willfully damage or destroy school property, nor remove or use such property without authorization.
4. Without permission, express or implied, enter into any private office or classroom of an administrative officer, teacher, or staff member.
5. Enter or remain in any building or facility for any purpose other than its authorized use or in such a manner as to obstruct its authorized use by others.
6. Without authorization, remain in any building or facility after it is normally closed, nor without permission enter any building or facility prior to its normal opening.
7. Refuse to leave any building or facility after being required to do so by the Head of School or an authorized administrative officer or his or her designee.
8. Willfully obstruct or interfere with the free movement of persons and vehicles.
9. Deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures, and meetings or deliberately interfere with the freedom of any person to express his or her views, unless such disruption is necessary to maintain order of the educational process.
10. Possess on school property any rifle, shotgun, pistol, revolver, knife, chain, club or other weapon, whether or not the person has a license to possess such weapon. Further, it is the duty of the Head of School to inform the police of the presence or use of any such weapon or implements used as weapons on school property.
11. Commit acts that threaten the safety and welfare of persons on school property.
12. Violate any federal or state statute or regulation, local ordinance or school policy.
13. Possess, use or distribute alcohol, drugs or drug paraphernalia.
14. Harass or coerce any person.



15. Refuse or fail to comply with a lawful order or direction of a school official in the performance of his or her duty.
16. Distribute or post on school property any written material, pamphlets or posters without the prior approval of the Head of School.

Penalties and Enforcement:

Penalties for violations of these rules include, but are not limited to:

- Withdrawal of authorization to remain upon school property
- Ejection
- Arrest for students, suspension or other disciplinary action

For school employees, dismissal or other disciplinary action. Staff members are required to report known violations of these rules to the Head of School and to make reasonable efforts to stop the prohibited conduct. The Head of School is responsible for the enforcement of these rules.





Appendix B

Extended Day Policy

The Charter School of Inquiry (CSI) offers an Extended Day Program from 3:30 pm to 5:20 pm on all days when school is in session. The Extended Day Program is part of the core design of CSI; its primary purpose is to provide a longer period of instruction for children, including homework help and remediation. It is also a time for children to be engaged in learning through extracurricular and educational enrichment activities. For children to get the intended benefits of the program, and to maintain eligibility for the program, we expect children to be in regular attendance for the full extended day session on all days possible within the school year.

CSI's Extended Day Program is voluntary and free of charge. Parents choose whether or not they want their child(ren) to attend. However, rules of the program, including regular attendance, must be adhered to for a child to attend. This policy provides guidelines for registration, hours of operation, services and conditions that must be followed for a child to be admitted to the program or to continue in the program.

EXTENDED DAY PROGRAM POLICIES

Registration

All children attending the Extended Day Program must be registered prior to the start of the school year. For children who are enroll at CSI in the middle of a school year, an Extended Day Application must be completed. All forms, once completed, must be returned to the school before a child can attend the Extended Day Program

Transportation. Bus transportation is available in the morning to bring children to school, and in the afternoon to bring children home from the regular day program if they meet the distance or special needs requirements for eligibility. Bus transportation is *not* available to bring children home from the Extended Day Program.

Hours/Days of Operation

The school calendar will be followed in all instances. **There will be no Extended Day Programs on holidays, snow days, teacher development days, or days when school is dismissed early due to inclement weather.** The hours of operation are from 3:30 until 5:20 p.m. Children are released from the program at 5:20 pm and must be picked up by that time. As it puts a burden on the school and staff when children are not picked up on time, **failure to pick up a child by 5:20 pm will result in dismissal from the Extended Day Program.** If a child is not picked up by then and attempts to reach the parent/guardian are not successful, it may be necessary to contact additional resources to assist in transporting the child home.

Snack

A nutritious snack is available each afternoon. If your child has a food allergy that should be clearly indicated on the application form. If a food substitution is necessary, written documentation from a physician is required.

Absences

Parents should contact the school if a child will not attend the Extended Day Program on a regularly scheduled day. Please send a note to the student's teacher, contact the main office, or leave a message



with the school prior to Extended Day hours. As noted above, regular full attendance in the program is expected.

Behavior Management

Children are expected to comply with all regular school rules and regulations in addition to the School's Discipline Policy. Discipline will be handled by the Extended Day Team Leaders or by the Head of School.

The basic policy includes methods such as talking to the child about the problem, removal of the child from the group, use of positive redirection whenever possible, limiting privileges, and/or consulting with parents. Parents contacted about behavior problems are encouraged to collaborate with staff in assuring the elimination of inappropriate behavior. One of the goals of our behavior process is to help children develop self-discipline, understand the consequences of their behavior, and give them choices whenever possible.

Limits are set on behavior in order to provide a safe and caring environment where children can play and learn. Limits are set for three primary reasons: 1) to prevent children from injuring themselves or others; 2) to prevent the destruction of property, materials, or equipment; 3) to help children learn respect for themselves, other children, and adults.

Since attending the Extended Day Program is a privilege, a child may be immediately suspended or dismissed from the program if the child's behavior during the regular school day or during the Extended Day program is determined to be detrimental to the child or to the well-being of others in the program. All adults, including parents, are expected to model the desired behavior that is set forth in CSI's Code of Conduct.

A child who is dismissed due to behavior issues may no longer be eligible to attend the Extended Day Program for the remainder of the school year.

Academic Support and Enrichment

The Extended Day Program is an academic support and enrichment program offered to all students. At no cost to families, participants will have structured homework help, attend events, learn from community partners, and enjoy literacy and Character Education initiatives.

Opportunity is given for children to work on homework during extended day time. However, it is still the responsibility of the parent to ensure that a child's homework is completed.

Illness

If a child has symptoms of illness or signs of a communicable disease, he/she will be isolated from the other children while the parents are contacted and asked to pick up the child within an hour of notification. A parent's failure to pick up a sick child may result in a child's dismissal from the program. Any contagious illness may require a doctor's note for re-admission. Staff is expected to instruct children on State Regulations for washing hands as posted in an effort to reduce contagious illness. A child who is absent from school during the school day, or who has been picked up due to illness, may not attend the Extended Day Program that day.

Medication

Students are not permitted to take medication during the Extended Day program.



Medical Emergencies

In the event of a medical emergency that cannot be handled by the staff, EMT personnel will be called, as well as the Parent or Guardian or Emergency Contact Person. **It is imperative that each parent provide to the school current contact numbers so that they can be reached in the event of an emergency involving their child.**

Bathroom Accidents Policy

Children are given scheduled group bathroom breaks and individual ones when requested. If your child has a bathroom accident we will call you. You will be expected to pick up your child or arrange for pickup within one hour.

Sign Out Procedure

Parents **must** sign out with the date and time for their child each day. A child will be released only to the person(s) (minimum 18 years of age) designated by the parent/guardian on the enrollment form. Once a child is signed out by a parent/guardian the Extended Day Program is no longer responsible for that child. Failure to properly sign in or out may result in dismissal.

Checking Identification

No child will be released from the Extended Day Program to anyone who is not on the list of people authorized to pick up the child, unless the parent or guardian calls or writes a note authorizing such a pickup. While Extended Day Staff will come to recognize parents or guardians who are authorized to pick up their child, anyone who picks up infrequently (even if authorized on the child's application) should be prepared to present identification.

Parent/Guardian Under the Influence of Drugs or Alcohol

Extended Day Program staff cannot release a child to a person who is suspected to be under the influence of drugs or alcohol. The staff will contact the Head of School or Extended Day Coordinator if this occasion arises. The program coordinator will notify emergency individuals listed on the application form to arrange a safe ride home for the child and parent. If the parent/guardian does not cooperate and insists on removing a child from the program, school staff will call proper authorities.

Weather/Emergency Closings

Weather conditions sometimes worsen during the day after children have arrived at school. If early dismissal is necessary, local radio and television stations will make the announcements. **If school is closed or dismissed early because of weather conditions, the Extended Day Program will not operate that day.**

If school is dismissed for any reason during the school day, the Extended Day Program will not operate. **It is important to keep the school updated with current contact information.**

If the weather becomes hazardous after 3:00 p.m., parents are encouraged to pick up children within 30 minutes of notification.