



# IMLCS

IMAGINE ME **LEADERSHIP** CHARTER SCHOOL

*Where Success Happens!*

**2021-2022**

## Parent-Student Handbook

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*~ IMLCS is designed to educate, guide and empower our students for success in high school, college and beyond by developing leaders, independent thinkers and productive citizens.*

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## **Mission**

Imagine Me Leadership Charter School (IMLCS) will provide a positive, nurturing environment along with an exciting, rigorous, academic and cultural program where boys learn to become responsible citizens, life-long learners, and community leaders. They will develop a sense of self by knowing who they are, and what they are expected to become, thus, allowing them to be confident and prepared to face the challenges in a competitive world.

## **Shared Vision**

Imagine Me Leadership Charter School (IMLCS) will endeavor to maintain an environment that encourages, supports and promotes individual and collective integrity in our collaborative effort to maximize learning potential. IMLCS is dedicated to creating an open environment that prepares Leaders to become productive contributors to a changing world. Teachers will facilitate and maximize Leaders access to their own education. Parents will be relentless in their active support of their children's education and collaborate with members of the Imagine Me Leadership Charter School to ensure success. Leaders will be dedicated to getting the best education possible and challenge all obstacles that are in their path until they achieve the goal of measurable achievement.

## **Guiding Principles Rigor, Relationships, Results**

Imagine Me Leadership Charter School operates with the following guiding principles:

### **A Rich and Rigorous Program**

Learning comes first at IMLCS. We set high academic expectations for both our Leaders and educators. We nurture our Leaders' love of learning to prepare them for successful careers in high school, college and beyond. Our rigorous academic program is aligned with the Common Core Learning Standards, New York State Learning Standards, New York City Scope and Sequence and is integrated across disciplines. Technology is used as a tool to enhance learning and fosters the 21<sup>st</sup>-century skills necessary to compete in the global market place. In addition to math and ELA, social studies, science, Spanish, art, music, and physical education are part of the IMLCS core curriculum.

We educate the "whole child" and offer multiple opportunities for artistic, athletic and other creative expressions within and outside the classroom. We offer fully equipped technology and science labs, art and music rooms, as well as recreational spaces—including an outdoor playground and track—for physical education. IMLCS promotes the physical, psychological and emotional health of all Leaders so they can succeed academically. A social worker, guidance counselor, and special needs teachers are available to assist individual Leaders. The school has a special needs inclusion policy, which integrates special needs Leaders in regular classrooms.

## **Richness:**

### **Supportive Learning Community**

IMLCS strives to create a strong sense of belonging, trust, and pride in our Leaders and the school community. Our small school size enables Leaders, families, teachers, and staff to know each other well and develop supportive relationships that foster academic success. School-wide meetings, class meetings, and assemblies promote consistent adherence to a school-wide Code of Conduct. Regular communication among stakeholders supports a strong learning community.

## **Results:**

### **Data-Driven Decision Making and Accountability**

At IMLCS, we ensure the high quality of our program by consistently monitoring Leaders progress through initial assessments, interim assessments, portfolio pieces, book responses, projects, writing samples, running records and classroom-based observations. Teachers use data to make curriculum and instructional decisions to meet the needs of individual Leaders. Regular feedback allows us to demonstrate accountability to Leaders and families.

## **Relationships:**

### **Innovative Partnerships**

IMLCS engages parents and community organizations as partners to support our Leaders' academic and social development. Parents are classroom volunteers, event coordinators and members of our dedicated Parent Teacher Association. IMLCS collaborates with numerous community and cultural partners. For example, the IMLCS Alumni Program provides graduates with ongoing support and concrete guidance through their high school years and as they prepare for college and careers. The Leadership Program provides activities and training that help to develop Leaders' social development.

### **Strong Family and Community Partnerships**

IMLCS engages parents and community organizations as partners to support our Leaders' academic and social development. The PTA is strong and vibrant and holds numerous social events during the school year including a Teacher Appreciation Day, Family Field Day and Scholastic Book Fairs. The Leadership adds on to the spirit of family community partnership by hosting the Principal's Breakfast, Dad's Breakfast, Parent Book Club, Family Game Night, Career Day, Science Fair and parent workshops. IMLCS partners with numerous community businesses and organizations that provide unique opportunities for Leaders to learn in and outside of the classroom.

### **A Title One Grant Supported School**

**Title I**, Part A (**Title I**) of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and **schools** with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

Title I, Part A Program - US Department of Education

<https://www2.ed.gov/programs/titleiparta/index.html>

## **ROLES AND RESPONSIBILITIES**

All members of the IMLCS community must work together to support the school and its Leaders. The staff of the school addresses the needs of Leaders, and also works with parents, guardians, and caregivers to create opportunities for our Leaders to be successful.

The **Board of Trustees** is responsible legally and financially for the school. The Board applied to the State of New York for the school's charter and is responsible for the long-term success of the school. The Board is made up of professionals and skilled-based representatives. The Board hires the school's Principal and holds the Principal accountable for the management of IMCLS. Board of Trustee meetings is subject to the Open Meetings Law, which requires that the meetings be publicly posted and open to the public. Minutes from the meetings are posted after they are approved and all meeting materials are public record. The Board also hears grievances that cannot be resolved at the school level <sup>1</sup>. The Board can be contacted at Board@IMLCSchool.org. A list of the members of the Board of Trustees can be found in the Appendix.

**School Leaders** are responsible for the day-to-day operation of the school. The team consists of a principal and an Executive Director. The school leaders promote the vision and mission of the school by cultivating and sustaining the best educational practices. These practices provide Leaders with a safe and effective learning environment. The leaders collaborate with teachers, parents, and community to further promote the mission of IMLCS.

**Parents, Guardians, and Caregivers** are the most influential person in a child's academic and social development. IMLCS expects parents/caregivers to adhere to the policies and procedures of the school. IMLCS views parents, guardians and caregivers as necessary partners in our endeavor to educate and nurture the whole child. IMLCS expects home-school collaborations to ensure each child's success. This home school collaboration will guarantee a unified partnership to meet the individual needs of our Leaders. It is our responsibility to provide accurate and current information regarding school policies and operation. We encourage parent feedback and input on school operations. Parent involvement is critical for the success of our school.

The **Parent Association ("PA")** is the school's parent/guardian organization. Its goal is to build relationships and a network of support between parents/ guardians and the community. The PA holds regular meetings on the 3<sup>rd</sup> Wednesday of every month and has a number of committees, which parents/guardians may join. Regularly scheduled meetings are posted on the school's website and in the monthly calendar.

**ROUTINES AND PROCEDURES**  
**Arrival and Dismissal**

	<b>Elementary</b>
<b>Grades</b>	Pre-Kindergarten – 8th grade
<b>Location</b>	818 Schenck Avenue
<b>Main Phone</b>	347.985.2140 (Virtual) 845.579.2472
<b>Building Hours</b>	7:30 am - 4:00 pm Monday – Fridays Imagine Me Leadership Charter School does not open until 7:30 am and does not provide supervision for Leaders who are dropped off early and left outside on/around the school grounds. Please schedule your Leader’s arrival time in a manner that secures their safety and immediate entrance into the school.
<b>Office Hours</b>	7:30 am – 4:00 pm
<b>School Day</b>	8:00 am – 3:00 pm
<b>Breakfast</b>	8:00 a.m. - 8:30 a.m.
<b>Start of School</b>	8:00 a. m.
<b>Dismissal</b>	3:00 p.m.

**ARRIVING AND DEPARTING SCHOOL**

Arrival/Drop Off: Leaders are expected to be in the school and ready to start their day by 8:00 am. Leaders in grades Pre-K – 2 that arrive at school after 8:15 am must be signed in at the security desk. Leaders in grades 3 -8 must get a late pass from the security desk. Leaders will not be admitted to class after 8:15 a.m. without a pass.

- **Arrival: School** is open for breakfast at 8:00 a.m. Leaders enter the building through the front door and proceed directly to their class. Breakfast is served from 8:00 am to 8:30 am in the classroom.
- **Dismissal:** Leaders are dismissed from school at 3:00 Monday through Friday. Please pick your child up at the designated dismissal time. IMLCS does not have the proper staffing to accommodate Leaders after dismissal. If a parent/guardian/caretaker is going to be late picking up a child due to an emergency, please notify the school as soon as possible by calling the main office.
- IMLCS children who ride the school bus will be escorted to the appropriate pickup location. Children can only be released to an individual identified in the Emergency Home Contact card. Pre-K- 2 parents and guardians must sign out their child at dismissal on the Dismissal Pick Up sheet. Parents must send a letter to the School office stating that they allow a Leader’s older sibling (18 years and above) to pick them up at dismissal. Any early pick-ups must be done by 2:30 pm.

**Early Release of Leaders to Parent:** Parents should make every effort to schedule their children's appointments after 3:00 pm to ensure that Leaders attend a full day of school. If a Leader does need to leave early, the school should be notified by 9:00 am that day. In order to pick up a child before the end of the school day, parents/guardians must sign in with the school security agent and then proceed directly to the school's main office. After completing the appropriate documentation, a school secretary will contact the child's teacher and have the child sent to the office. **Leaders will not be removed from the classroom to wait for a parent who is not in the main office or dismissed to a parent who is not waiting outside or in his/her vehicle. Leaders remaining in the school after dismissal beyond 5 pm without communication from a parent, will be taken to the 75<sup>TH</sup>precinct for parent retrieval.**

**Children can only be released to an individual identified in the Emergency Home contact card. All Emergency Cards must be updated at the beginning of the year and as needed. Please be certain to indicate all individuals that you trust to pick up your child in the event of an emergency or unforeseen event.**

#### **TRANSPORTATION**

Bus transportation is provided for Leaders to and from school based on each child's transportation zone. In the event that a child misses his/her bus in the morning, please alert the school administration. Promptly at 4:00 p.m. teachers and/or educational assistants are required to walk their "bus Leaders" to their designated bus stops. Expected behavior on the bus is identified on page 25. Due to Covid-19, the DOE is only providing morning transportation, and students will have to be picked up from school at the end of day.

#### **FOOD AND BEVERAGES**

If a parent chooses to provide lunch, please note that Leaders are expected to eat healthy food choices that do not require the school to heat. Please note that IMLCS is a nut-free environment. Glass bottles, gum, and sugary drinks are also not permitted. Leaders may bring water to school.

#### **MEDICATIONS AND MEDICAL CONDITIONS**

The school nurse is the only person allowed to give medication to a student. If a child needs medication given to him on a daily basis, a parent/guardian must submit a completed a 504 Form (Medication Administration form) which must be filled out by a physician. This form must be filled out in order for a child to be administered or self-administer an epi-pen in the event of an allergic reaction. If your child has asthma and uses an inhaler, a 504 form must also be filled out and returned to the school and the child must keep an inhaler with him at all times during the school day. We also request that you send an extra inhaler to the nurse in case he runs out of medicine. **504 forms must be renewed each school year. IMLCS also requires parents to inform the school in writing of any new medical conditions or allergies that have been diagnosed**

**Please send a letter to your child's teacher, if your child has any medical condition that might interfere with schoolwork, behavior or safety during physical education, recess, or at any other time in the school day.**

## Letter to Parents from the School Nurse

Dear Parents,

Throughout your child's school years, there is always a need for school personnel and parents to communicate. Working together for our children's health, our goal is to provide an environment that promotes optimal wellness for all our Imagine Me Leaders. To accomplish that goal, full cooperation and communication between home and school are essential. By providing quality healthcare and encouraging open and clear communication, it is our goal that all students will be able to achieve their maximum learning potential.

The following list of Frequently Asked Questions from the school nurse is intended to help you make the fullest possible contribution to your child's success in school.

- **When should sick children stay home from school?**  
If your child feels too sick to go to school, please keep him home. Children should also stay home if they have symptoms of illnesses that they might be able to spread to others.
- **Does my child need to stay home when he just has a cold?**  
Most children with mild colds who have no fever and who feel well enough to go to school do not need to stay home. Most colds spread in 1-3 days before children show symptoms such as a runny nose or slight cough.
- **How long will my child need to stay home if he is sick?**  
Attached is a list that explains how long children should stay home after they become ill with excludable conditions.
- **What does my child need to come back to school?**  
The list below shows whether a **Medical Note** or **Parent Note** is required to return to school after exclusion for illness.
- **What about other activities?**  
Students with illnesses spread by close contact, like lice, ringworm, scabies, shingles, or staph or strep skin infections, may not be allowed to participate in physical education activities.



## **COVID-19 MANDATES**

### Social Distancing

Six Feet Pursuant to NYSDOH Guidance, schools must ensure that appropriate social distancing (i.e., 6 feet/barriers) is maintained between individuals while in school facilities and on school grounds (inclusive of students, faculty, and staff). Every classroom is designed to maximize space and distance between each student. Classroom furniture have been rearranged with floor markings to provide additional space.

### Face Coverings Required While in the School Building

Students, staff, and essential visitors are required to wear face coverings on campus, especially when social distancing is not possible. Students shall wear these face coverings during extracurricular activities, as well as on school buses. Students wearing face coverings from home must be school appropriate and shall not interfere with the school's dress code policy. Shields and masks with ventilators do not meet the DOH requirements for masks; therefore, they will not be deemed acceptable for face covering.

IMLCS will provide disposable masks to students and staff that forget or lose a mask during the school day. We are using vendors from the NYS Centralized Contracts provided by the Office of General Services. The masks will adhere to NYC DOHMH requirements.

Students must wear face coverings in each area, especially where social distancing is not possible. This includes a classroom if desks are not spaced at least six feet apart, as well as cafeterias, hallways, and other shared spaces. Teachers will work with students to provide designated "mask breaks," during which time students will be socially distanced.

Exemptions:

1. Students or staff must have a documented medical issue for which a face covering would cause impairment. Students who cannot tolerate a mask will be offered reasonable accommodations, if feasible.
2. Students will not be required to wear a mask during mealtimes.

### Programming Using the Cohort Model

Cohorts are groups of students, and sometimes teachers and staff that will stay together throughout the school day to minimize exposure for students, teachers, and staff across the school environment. The intention is for students and staff within a cohort to have limited physical proximity with others in the same cohort. This practice may help prevent the spread of COVID-19, by limiting crossover of students, teachers, and staff to the extent possible, thus:

- Decreasing opportunities for exposure to or transmission

- Facilitating more efficient contact tracing in the event of a positive case, and allowing for targeted testing, quarantine, and isolation of a single cohort in case of exposure
- All staff and teachers will assist "cohorts" students, to the extent practicable, to limit potential exposure to the COVID-19 virus.
- All staff and teachers will work to prevent intermingling between cohorts, to the extent possible (e.g., separation by appropriate social distancing, particularly if there are multiple cohorts in one area).
- All teachers and staff will make reasonable efforts to ensure that Cohorts are fixed, 'meaning contain the same students 'for the duration of the COVID-19 public health emergency.
- Teachers may instruct more than one cohort so long as appropriate social distancing is maintained.
- Pre-K and Kindergarten will have two classes each. Each class represents a cohort.
- First Grade will have two classes. Each class will be split into two groups to facilitate social distancing, but each class will represent one cohort.
- Second grade will have two classes. Each class will represent a cohort.
- Third and Fourth grade will have three classes each. Each class will represent a cohort.
- Fifth and Sixth grade will have three classes each. Each class will be split into two cohorts that will have instruction on alternating days.
- Seventh grade will have two classes. Each class will be split into two cohorts.

The instructional day will run from 8:00 am to 3:00 pm. The teachers will arrive at school at 7:30 am to prepare for the day. This will include temperature checks, hand washing, reminders of social distancing protocols, and preparation for student entry. 8:00 am-8:30 am students will receive wellness checks before entering the classroom (remotely or in-person). This will also include temperature checks, handwashing, and reminders of social distancing protocols throughout the day.

### Teaching Handwashing Hygiene and Respiratory Safety

Teachers and students will receive training and periodic refreshers on handwashing protocol and respiratory safety protocols. These protocols will be incorporated into the school's curriculum.

### Signage and Floor Markings

Signs Markings will be present throughout the school building to provide visual guidance for social distancing six feet. Markings will also be provided for directional movement and furniture positions.

## Lunch and breakfast served in the classroom

Imagine Me Leadership Charter School will rely on the New York City Department of Education (NYCDOE) School Food to ensure that service personnel follow DOH guidelines for health and safety. The school will train school staff and teachers as needed to reinforce the protocols adopted by food service and custodial personnel to ensure healthy, safe meals and the least disruption to the instructional day. This training will include proper hygiene maintenance in which students will wash their hands before breakfast/lunch and after. Each classroom will also have a contactless hand sanitizer for the students to reinforce this practice.

IMLCS will continue to provide school breakfast and/or lunch to all students on-site and remote with the "Grab and Go" system in place. For students on-site, IMLCS will provide meals while maintaining appropriate social distancing between students. Students do not need to wear face coverings when seated and eating as they will be appropriately socially distanced. To the extent possible, students will also be allowed to eat outdoors while continuing to observe social distancing practices.

Information regarding "Grab and Go" food distribution sites for remote learners will be communicated to parents via website, and other virtual tools.

## Ventilation

We have reorganized our classrooms to prioritize, placing students in classes with windows to increase and improve ventilation. Imagine Me Leadership Charter School will provide increased ventilation by opening windows and doors to the greatest extent possible. Each classroom and office space will be equipped with High-Efficiency Particulate Air (HEPA) filters. This will promote the maintenance of a healthy and safe learning environment for all individuals at IMLCS.

## Reduce Class Size and Room Utilization

Every classroom will be designed to maximize space and distance between each student. Classroom furniture will be rearranged to provide additional space.

## **School Exclusion List: A Quick Reference Parents**

Please keep your child home from school if he has one of the conditions or illnesses listed below. Call your child's school to let them know why your child is absent. Send the appropriate note when your child returns to school.

- **Chicken Pox/Varicella**

Children with chickenpox may return with a Parent Note once all of the sores and blisters are dried or scabbed over, or if there are no scabs, until no new sores, appear.

- **Diarrhea**

For *most kinds* of diarrhea (defined as 3 or more loose stools in 24 hours), students should stay home until diarrhea stops, or until a doctor clears the child to return to school. Your child can return with a Parent Note when diarrhea has stopped. Students of any age must have a Medical Note to return to school after having diarrhea that contains blood or mucus.

Students do not have to be excluded if the diarrhea is known to be from a non-contagious condition or if it continues after the child completes antibiotics for a diarrhea-causing illness.

A medically fragile child who needs help with toileting may be excluded for fewer than 3 episodes of diarrhea if his condition makes it hard for his caretakers to maintain sanitary conditions in the classroom.

**Diarrhea from *Campylobacter*, *E. Coli*, *Giardia*, *Norovirus*, *Rotavirus*, *Salmonella* or *Shigella*:** Students of any age are excluded for one of these infections. Your child may return to school with a medical note for the following conditions: ***Campylobacter*, *E. Coli*, *Giardia*, *Norovirus*, *Rotavirus*, *Salmonella* or *Shigella*:** After Diarrhea stops.

### ***E. Coli***

For the most severe type of *E. coli* students of any age must be out of school until diarrhea stops and 2 lab tests taken 24 hours apart test negative for *E. coli* O157: H7.

### ***Giardia***

When diarrhea stops or child has taken antibiotics for at least 24 hours.

### ***Salmonella typhi (Typhoid fever)***

After 24 hours without diarrhea, if a doctor clears the child to return.

**Fever by itself**

Keep your child home for fever 101 degrees or higher by mouth or 100 degrees or higher if taken under the arm. Your child can return to school with a Parent Note when the fever is gone.

**Fever with Rash, Behavior Change or other Symptoms**

Students with a fever should be out of school if they have signs of severe illness such as a rash, change in behavior, earache, vomiting confusion, sore throat or irritability.

**German Measles/Rubella/3 Day Measles**

Keep your child home until 7 days after rash starts, he may return with a Medical Note.

**Head Lice**

Students with crawling lice or with nits (eggs) ¼ inch or closer to the scalp may be sent home ***at the end of the day if head-to-head contact with other children can be avoided. Otherwise, they may be excluded immediately.***

Your child may return with a **Parent Note** after his first treatment with a school-approved live removal product if there are no active lice crawling on your child's head. The school should check your child's scalp for any newly hatched lice 7 days after treatment. If any are present, your child will have to be treated again for lice in order to come back to school.

**Hepatitis A/Yellow Jaundice**

Children with acute hepatitis A may return with a Medical Note 1 week after the start of jaundice.

**Hib (*Haemophilus influenzae* Type B)**

Students with proven Hib infection need to be out of school until at least 24 hours after they complete their antibiotics. A Medical Note is required to return.

**Impetigo**

If your child has dry, honey-colored crusty sores that cannot be covered, he will be sent home at the end of the school day until 24 hours after starting antibiotics.

If the sores are weepy, oozing or wet or cannot be covered, the student will be sent home immediately. He may return after 24 hours of antibiotics if the sores have stopped oozing and are starting to get smaller.

A Medical Note is needed to return to school.

**Influenza or Influenza-Like Illness (ILI)**

A student with ILI or the flu will be excluded for a fever of 100 with cough and/or sore throat until he is fever-free for at least 24 hours without any fever medicines.

**Measles/Red Measles/10 Day Measles**

Children with measles can return with a Medical Note 4 days after the rash begins if they have no fever and feel well enough to participate in regular school activities.

### **Meningitis**

A student with signs of meningitis (high fever, a rash, stiff neck) must remain out of school until a healthcare provider says that the student may return.

### **Mononucleosis**

Children with “mono” can return to school when cleared by a Medical Note.

### **Mumps**

Children with mumps can return with a Medical Note 5 days after the beginning of swelling.

### **Pink-eye/Conjunctivitis**

Students whose eyes are red or pink, and who have eye pain and reddened eyelids, with white or yellow eye discharge or eyelids matted after sleep, may have Purulent Conjunctivitis. They should not be in school until they have been examined and treated. A Medical Note is required to return.

### **Rash**

Students who have a rapidly spreading rash or a rash with fever or behavior change are excluded from school immediately. A Medical Note is required to return.

### **Ringworm**

Students with ringworm of the scalp must remain out of school until they have begun treatment with a **prescription oral, antifungal medication**. Your child may return with a Medical Note.

Students with ringworm of the body may return with a Parent Note once they have begun oral or topical antifungal treatment unless the affected area can be completely covered by clothing.

### **Scabies**

Children with scabies should be out of the school until treatment/medication has been applied. A Medical Note is required to return.

### **Shingles**

Keep children home that have shingles lesions/blisters that cannot be covered. Your child may return with a Parent Note once the lesions are dried/scabbed.

### **Staph or Strep Skin Infections (includes MRSA)**

A child with a **draining sore, boil, or abscess** that cannot be covered, or with sores that ooze through and soak dressing, should remain home. He may return once the draining stops, or if the drainage (oozing) can be contained in the dressing so that no else comes into contact with the drainage. Because treatments vary, there is no requirement for numbers of hours on antibiotics.

### **“Strep Throat”/ Streptococcal Pharyngitis**

Your child with “Strep throat” can return to school with a Medical Note 24 hours after starting antibiotics if there is no fever.

### **Tuberculosis (TB)**

A child with TB should be kept home until the doctor treating the TB writes a Medical Note that says that the child is no longer contagious.

### **Whooping Cough/Pertussis**

Children with whooping cough can return to school with a Medical Note after completing 5 days of prescribed antibiotics unless directed otherwise by your school nurse.

### **Evidence/ Reporting of Bed Bugs**

Children can return to school with a note from a professional exterminating company verifying treatment of the home.

## **Attendance**

In order to foster a climate of high academic achievement, Leaders must develop habits that lead to consistent attendance and punctuality. Parents and guardians are important partners in instilling these behaviors.

**Punctuality:** The IMLCS school day runs from 8:00 a.m. until 3:00 p.m. The school is open for breakfast at 8:00 a.m. Parents or guardians should call the school main office by 8:00 a.m. to let them know if a child is going to be late. Leaders must bring a note explaining the lateness; a parent or guardian must sign the note. Lateness due to school bus delays will be excused. Excessive lateness will be documented and parents will be asked to attend a conference with the school administration if a pattern persists.

**Punctuality is part of promotional criteria. Excessive lateness will have a negative impact on academic performance and overall evaluation.**

**Absence:** Parents and guardians are discouraged from allowing Leaders to remain home due to inclement weather, transportation delays or for other reasons. In addition, families should make every effort to schedule conflicting events such as doctor visits outside of school hours. Parents should notify the school office before 8:00 a.m. if a child will be absent for all or part of the day. Parents or guardians will be called at home or work if we do not receive a call regarding absence in order to ensure that your child is safe.

After an absence, the Leader is responsible for meeting with his teachers as soon as possible regarding missed assignments.

**Family Death or Terminal Illness:** If there is a death, terminal illness or similar traumatic situation in a Leader’s family that may affect his attendance, emotional wellbeing and/or level of concentration, the child’s teacher or school administrator should be notified.

**Documenting Absences:** Leaders who have been absent from school must bring a note of explanation from their parents or guardian as soon as they return to school. If medical attention was required, a doctor's note must also be presented. An injury requiring a Leader to be absent for five consecutive days or more, contact the school guidance counselor or school social worker for support services. Our promotional standards include expectations for Leaders attendance. If your child fails to maintain a 90% attendance rate, he may be retained in the current grade. Excessive absences will be documented, and parents will be notified and summoned to attend conferences if a pattern of behavior persists. Please be advised that school personnel or city agency will visit your home.

An absence is documented if the parent provides a note. If an absence is due to illness and lasts more than three days or more, a note from a physician is also required.

**Abuse of documented absences will be addressed by school administration and city agencies.**

**Lateness and absences are handled in the following manner:**

<b>Range of Lateness</b>	<b>Range of Absences</b>	<b>Progressive Consequences</b>
<b>1-3</b>	<b>1-2</b>	Phone call home
<b>4-6</b>	<b>3-4</b>	Parent Letter/Contact (Phone or meeting)
<b>7-9</b>	<b>5-6</b>	Parent Contact (Phone or meeting) Mandatory meeting with the principal, guidance counselor and parent.
<b>10-12</b>	<b>7-9</b>	Mandatory meeting with the principal, guidance counselor and parent. Home visit-School or City Personnel
<b>13-16</b>	<b>10-14</b>	Home visit-School or City Personnel
<b>17-20</b>	<b>15-18</b>	Name is presented to the board
<b>21-24</b>	<b>19-22</b>	Retentions in grade

**Early Pick-ups:** Parents are discouraged from picking Leaders up prior to the end of the school day on a regular basis. Attendance credit for full days is given to Leaders who are in school from 8 am – 3 pm. Early pick-ups will be documented in regards to the amount of lost instructional time.

### **Truancy**

A Leader is truant if unexcused absences total ten (10) or more school days in a school year. If truant, the Leaders will be referred an ACS agent; or the principal may act as the school's attendance officer or may delegate that duty. The school's attendance officer investigates possible school attendance violations and takes other necessary actions to enforce compulsory education laws.

### **Family Vacations**

We encourage parents to plan vacations during school vacation time. If a parent decides to take a Leader out of school for vacation, the days are considered unexcused absences.



## **“Imagine Me Leadership Charter School Uniform Policy”**

We are a school community working collaboratively to ensure that our Leaders are ready for college and beyond!

### **“Dressing for Success”**

As you know, Imagine Me Leadership Charter School is a great school. Our Uniform policy is an outward reflection of the school’s identity and the standards we collectively expect. Additionally, Dressing for Success in their uniforms provides the Leaders with a sense of pride and purpose in their school. All Leaders are expected to wear the IMLCS uniform as stated below. For safety reasons, to protect all Leaders, all students must have a uniform to go outside for recess, school trips, school walks, etc.

Families that have questions or concerns with a uniform should contact the Parent Coordinator.

### **The Uniform Needs for 2021-2022 School Year for Grades Pre-K-4**

- Solid Navy Blue /Oxford/Polo with school logo
- Charcoal Gray Pants
- Navy Tie
- Solid Navy Blue Cardigan
- V-Neck Long Sleeve or Short Sleeve Sweater
- Navy Blue Blazer
- Light Blue Dress Shirt (for assembly sessions)
- Solid Black Shoes/Black Sneakers (no lights, colored stripes, colored emblems, etc.)

### **The Uniform Needs for 2021-2022 School Year for Grades 5 - 8**

- Solid Light Gray /Oxford/Polo with school logo
- Dark Navy Blue Pants
- Navy Tie
- Solid Navy Blue Cardigan
- V-Neck Long Sleeve or Short Sleeve Sweater
- Navy Blue Blazer
- White Dress Shirt and Tie (for assembly sessions)
- Solid Black Shoes/Black Sneakers (no lights, colored stripes, colored emblems, etc.)

### **Parental Understanding:**

- Leaders must wear the school uniform every day; no exceptions, no excuses.
- Parents will be called when a Leader is not in uniform and asked to bring the appropriate uniform attire to school. Arrangements must be made.
- Leaders will be placed in an alternative area until the appropriate attire is brought to school.
- Leaders will not be allowed to attend trips if they are not in uniform.
- As per our Disciplinary Code, Leaders that do not adhere to the Disciplinary Code are subject to the following consequences:
  - Detention
  - Suspension
  - Expulsion

## Communication

**Monthly Parent Calendar:** A monthly parent calendar is sent home to inform parents of relevant school information and upcoming events.

**Phone Messages:** Please be aware that Leaders are not allowed to send or receive calls on cell phones during the school day. Teachers are not to be directly called or sent a text during the school day. Messages for teachers may be left with the administrative assistant in the main office. Messages will be forwarded to teachers during their lunch or team planning periods.

In the event of an emergency, please contact the school office and the message will be communicated to your child as soon as possible.

**Auto-Dialer Messages** – Throughout the year the school will use a School Messenger phone program that automatically leaves a message for every family on their phone. These messages are intended to get information out quickly about upcoming events, emergency situations or important reminders. Families must ensure that all contact information is regularly updated.

**Website** – A school calendar and other information can be found on the school website. Visit [www.imaginemeleadership.org](http://www.imaginemeleadership.org) for the latest pictures, updates, and news. The school's calendar is updated on a regular basis.

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**Below is a list of other forms of communication the school uses:**

- **Jupiter Grades**
- **Class Dojo**
- **Remind App**
- **Parent Association Meeting**
  - **Third Wednesday of the month at 6:15**
- **Parent Academy**
- **Flyers**
- **Text Messages**
- **Handbook**
- **Evening Events**
- **Email Blasts**
- **Zoom**
- **Ring Central (Main Office: 845-579-2472)**
- **Class Parent Representative**
- **Social Media**
  - **Facebook (facebook.com/imlcsbk)**
  - **Instagram (@imlcsbk)**

## **PARENT/CAREGIVER VISITS**

In-person visits are strongly discouraged, all meeting will take place over Zoom. Should there be a need for a school visit an appointment to meet with the school staff and principal must be made. All visitors must wear a mask and have their temperature checked before entering the building, as well as, complete an online wellness survey. Upon entering the building, individuals must have proper photo identification to show the security agent at the front desk. Please note that Leaders may be watching and listening to any conversation made in public at the school—including in the hallway, cafeteria, playground, or in front of the school. It is best to arrange a private conference to discuss personal matters.

**Parties in school:** Birthday parties are **not allowed** in school for Leaders. We will gladly announce your son's special day during morning Harambee.

## **SIGN IN PROTOCOL**

All visitors must wear a mask and have their temperature checked before entering the building, as well as providing proof of vaccination and complete an online wellness survey. All parents and visitors must present a photo-ID in order to sign in at the Security desk. (If the visit involves a Leader, the individual must be cleared via the Blue Card information in order to have access to the Leader.)

Once signed in, they will report to the main office to receive a pass to their destination. Once they have finished with their visit at their destination, all parents and visitors must return the pass to the main office and exit the building through the main entrance.

Our instructional time is incredibly valuable to us. In order to minimize instructional disruptions, we ask that all parents and visitors respect our protocols and verify appropriate times to visit our classrooms with the main office and classroom teacher.

Parents and guardians must schedule virtual appointments with teachers, staff, and administration to discuss any matters that require greater attention through the Grade Advisor.

## **Emergency Preparedness**

In the case of an emergency, parents can obtain information about IMLCS in the following ways:

- Read letters sent home with the Leaders
- Receive calls from the school's automated phone system
- Check the school's website: [www.IMLCS.org](http://www.IMLCS.org)

In the event of an emergency, the school administration and personnel will work in conjunction with the Department of Education administration, the New York City Police Department, the New York City Office of Emergency Management, and State and Federal agencies to ensure the safety and security of the Leaders and school staff.

## **LOCKDOWN**

### **Definition:**

Lockdowns are used when there is danger in or near the school and students and staff need to be protected from that danger. A lockdown involves securing doors and windows in an attempt to keep intruders from gaining access to staff and students. Normally it is best for the school emergency plan to have two lockdown options: (1) a preventative or 'soft lockdown' and a (2) full or 'hard lockdown'. Having two lockdown options allows flexibility to various emergency situations.

The preventative lockdown or soft lockdown normally entails the locking of doors and limiting travel within the building. As an example, students can be allowed to go to the bathroom, if needed, while classroom activities continue. A preventative lockdown might be appropriate when the police are chasing a suspect near a school or when there is an intruder on campus.

The full or hard lockdown might involve the cessation of all classroom activities and movement of students away from the windows and classroom doors. A full lockdown would be more appropriate for imminent danger such as an individual brandishing a firearm was observed in or near the school or if a hostage situation occurred in the school or near the school.

### **EMERGENCY CHANGES TO SCHOOL DAY**

On-site closures will incur if the emergency is facility-related. If the emergency is due to health, or inclement weather, we will transition to remote learning. Please refer to the IMLCS website under the School Calendar for additional information about school closings ([www.IMLCS.org](http://www.IMLCS.org)). This information will also be disseminated through our School Messenger system.

IMLCS will pivot to remote learning to provide continuity of instruction during emergencies including health, inclement weather, or facilities.

### **INCLEMENT WEATHER AND SCHOOL TRIPS**

School trips are an essential part of the school's curriculum and are scheduled throughout the year. From time to time, the weather is questionable. Trips will be canceled in the event of dangerous weather, but may still take place in inclement weather. Leaders should come to school dressed appropriately for the weather on days that there are trips.

Parents may be required to escort their son or provide a designated escort due to behavioral management needs.

### **ACCESS TO LEADERS RECORDS**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that establishes measures to appropriately protect the accuracy and security of Leaders education records. The FERPA procedure also ensures that parents and guardians of all Leaders are notified of their rights to access the school's Leaders records and that all requests are addressed in a timely manner.

## **FREEDOM OF INFORMATION POLICY**

IMLCS is subject to the NYS Freedom of Information Law (FOIL), which allows third parties to request certain information from the school. The school has a FOIL policy, which is posted in the office and is followed when information is requested in writing from third parties pursuant to FOIL. According to the policy, the school will respond to the requests within five business days, by making the information available; providing an approximate date for when the information will be available; or denying the request. If a written FOIL request is denied the individual may, within 30 days, make a written appeal to the IMLCS Board of Directors. The school will forward a copy of the appeal and the ultimate determination by the Board to the New York State Department of Education.

### **Please note that IMLCS will deny access to requested information on grounds including the following:**

- such access would constitute an unwarranted invasion of personal privacy,
- such access would violate either state or federal law,
- such records are compiled for law enforcement purposes,
- such records are inter-agency or intra-agency material which is not statistical or factual tabulation of data instructions to staff that affect the public, or a final policy.

## **Parental Partnership**

### **Parent Involvement Policy**

IMLCS has adopted a policy addressing the importance of parental involvement. In addition to existing policies and guidelines, IMLCS also recognizes the need for a policy that meets the requirements under Section 1118 of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)

Parents of Leaders are vital contributors to the education of their children. Accordingly, they are encouraged to participate in the development and structure of Title I activities and to be kept informed about programs in which their children belong. Moreover, they are to be kept informed of the academic progress their children make as a result of participation in these programs. Two-way communication between the school and home provides a sound base for a good partnership to ensure an effective educational program for all Leaders.

### **This Parent Involvement Policy is fulfilled as follows:**

1. Parents are notified in writing of their child's participation in school enrichment and remediation programs.
2. Early in the school year, parents are invited to meet the staff, learn more about school programs, ask questions and give suggestions. They learn how progress is measured and how they will receive feedback about their child's progress. Parents are also invited to attend parent-teacher conferences to discuss their child's individual needs and progress.
3. Efforts are made to assist parents in understanding federal and state academic expectations, state content standards, student performance standards, the school curriculum, and school expectations about assessment results.

4. Parents are encouraged to visit the school for volunteer training and information, actively volunteer in the life of the school, and attend meetings and events.
5. Efforts are made to accommodate parents with disabilities and with varying work schedules. Efforts are also made to provide information to parents in the language used at home (i.e. home language).

## **Academic Excellence: Curriculum**

IMLCS is dedicated to providing its Leaders with a rigorous academic curriculum that is experiential and addresses the individual needs of the Leaders. The curriculum is aligned to the Common Core State Standards. Developmentally appropriate, the curriculum emphasizes mastery of reading, writing, math, science and social studies. Music, movement, physical education, and art are an integral part of the curriculum. Basic skills are linked to analytical thinking and creative problem solving through hands-on learning and real-world experiences. Instruction is integrated among subjects. Technology is incorporated into the curriculum to enhance instruction and learning. Early in the fall, there are separate curriculum nights for the Lower and Middle School that provide an overview of the different subject areas studied throughout the school year.

**Reading, Writing and Language Arts:** Foundational to every Leader's success is the ability to read, write and communicate effectively. The English Language Arts (ELA) curriculum is designed to produce highly literate Leaders who are proficient readers and strong writers. Leaders who master the ELA curriculum are prepared to read for deep understanding and to effectively communicate ideas and information through writing and speaking. There is a high emphasis on non-fiction reading and writing from grades k through 8. They are also taught to listen actively and critically to generate new ideas based on what they encounter both inside and outside the classroom.

**Math:** To provide Leaders with the mathematical skills they will need in everyday life as well as in the rigors of high school and post-high school mathematics, IMLCS has developed a strong mathematics curriculum that emphasizes communicating, computational and procedural skills, making connections, reasoning and proofing, problem-solving, and using representations. Leaders learn to represent and communicate ideas through graphs, mathematical terms, models, signs, symbols, and writing. Leaders learn mathematics through mathematical practices based on the Common Core State Standards.

**Science:** IMLCS has developed an engaging science curriculum that encourages Leaders to participate actively in scientific inquiry while developing scientific literacy. When participating in the inquiry, Leaders describe objects and events, ask questions, construct explanations, test those explanations against current scientific knowledge, and communicate their ideas to others. Leaders are engaged in science labs through inquiry and hands-on activities. Leaders' scientific knowledge is developed in the areas of The Nature of Science and the Living Environment.

**Social Studies:** The Social Studies curriculum is based on New York State standards and covers social, cultural and historical issues that are age-appropriate. Leaders focus on their own life experiences in kindergarten, starting with a "study of self" which requires them to collect and document information about themselves and their families. As Leaders progress through grades, the focus shifts to the community, starting with a study of Brooklyn, and then progressing to the history of New York City and New York State, culminating in the upper elementary grades with a study of different cultures around the world.

- **Health and Physical Education:** The physical education curriculum focuses not only on the development of basic physical skills but also on nutrition, body awareness and safety in order to develop life-long physical fitness skills and healthy lifestyles. Physical Education is also integrated into other core subjects taught at IMLCS.

## **Grading Policy**

1. Students should be given grades each marking period based on the following criteria:
  - 40% - Exams/Tests**
  - 20% - Projects**
  - 15% - Class Participation**
  - 15% - Homework**
  - 10% - Notebooks**
- **Report Cards and Progress Reports**
  1. IMLCS will operate on a schedule of 4 grading quarters. Report cards and weekly progress reports will be released electronically on a quarterly and weekly basis.
  2. The report card information will be released at the end of the following terms:
    - a. 1<sup>st</sup> Term: August to October
    - b. 2<sup>nd</sup> Term: November-January
    - c. 3<sup>d</sup> Term: February-March
    - d. 4<sup>th</sup> Term: April-June

### **Academic Excellence: Leaders Support Services and Special Education**

It is the goal of IMLCS to provide educational opportunities for all Leaders. It is the school's obligation to provide appropriate educational opportunities to all Leaders with disabilities, as defined under the Individual with Disabilities Education Act (IDEA) and state regulations.

### **Rehabilitation Act of 1973- Section 504 (General Education)**

Section 504 of the Rehabilitation Act of 1973, 29 USC 794 (sometimes referred to as 504) prohibits discrimination against individuals with disabilities solely on the basis of their disability. Upon initiation of the 504 processes, parents will be provided the 504 Procedural Safeguards and Parent/Leaders Rights, which contain complaint and due process procedures. If you have Section 504 questions, please contact the school's principal who has been designated as the 504 Coordinator. The Section 504 Coordinator is responsible for investigating and resolving complaints.

### **The Individual Education Program**

Every Leader identified as having a disability will be provided an Individual Educational Program (IEP) specifying goals, level of service, ancillary services and the least restrictive placement. Prior to the opening of school, registration forms are reviewed to identify current IEPs from previous schools attended. The parents are fully informed of their rights, procedures, and responsibilities under special education law. Decisions regarding an IEP are made by an IEP team, which includes general and special education providers, administrators and parents.

### **Committee on Special Education (CSE) Meetings**

Meetings of the CSE of the Leader's district of residence are required either to develop or review an IEP.

### **Educational Placement of Leaders with Disabilities**

The school is committed to educating Leaders in the least restrictive environment in order to meet their educational needs as determined by the Leader's IEP team.

### **Parent Participation**

Parents have the expressed right to participate in all meetings dealing with the evaluation, identification and educational placement of their child. Information concerning a child will be requested of his/her family during the IEP process, and the parent/guardian will be invited to participate in all IEP meetings.

## **School's Leaders Responsibility:**

### **Homework & Nightly Reading**

#### **Homework:**

Homework is an important part of a Leaders' overall learning experience and is a component of a Leaders' grade from grades Pre-K-8.

Homework is designed to review and reinforce skills learned at school. Homework is given on a daily basis; there are no study halls in which to complete homework at school.

#### **Suggested Nightly Reading and I –Ready Time Guidelines:**

The following are the suggested guidelines for daily reading at home:

- Grades Pre-K-5 20 to 30 minutes

**Every Leader is expected to spend additional time reading independently and practicing multiplication, division, addition and subtraction math facts.**

Oral reading and/or independent silent reading with response: Leaders should be reading and responding to their independent reading. Please make sure they are taking home books at their appropriate independent reading level.

- Pre-K through 1<sup>st</sup> Grade - 15 - 20 minutes
- 2<sup>nd</sup> Grade - at least 20-25 minutes
- 3<sup>rd</sup> through 8<sup>th</sup> Grades - at least 25-60 minutes

**Help with Homework:** Parents are an invaluable aid to the completion of homework. Ask your child to show you what he is learning. Your active participation may have a



profound effect on your child's attitude towards homework. When you provide the necessary support and encouragement, most children will rise to the occasion and do their best on their assignments.

## **Benefits of Homework for the Leaders:**

- Responsibility – Doing homework every day at the same time helps develop responsibility and prepares children for responsibilities they will face as adults.
- Reinforcement – Homework helps children understand that learning doesn't stop when the school bell rings.
- Self-confidence -- Children become confident by mastering structured tasks.
- Accomplishment – Taking pride in homework assignments helps children experience the satisfaction of a job well done.

## **LEADERS RESPONSIBILITY: CODE OF CONDUCT IMLCS Behavior Management System: A.R.M.O.R.**

### **Be Articulate, Responsible, Motivated, Outstanding and Respectful!**

#### **INTRODUCTION**

IMLCS Leaders have a right to exceptional education, one that requires a purposeful school climate as well as a safe and supportive community. IMLCS has developed a Code of Conduct to define behaviors that promote a productive learning environment. The Code is designed to help Leaders understand and accept responsibility for their behavior and actions, and teach them to cultivate a serious academic environment. The Principal reserves the right to modify any policy at any time.

The IMLCS Code of Conduct contains specific rules and regulations relating to Leaders behavior and discipline. It is important that parents, guardians, and caregivers review all school rules with their children and emphasize the importance of the rules for building a safe and positive school environment. Not only are Leaders expected to adhere to the school's Code of Conduct, but they also are expected to report others who violate the Code. In particular, Leaders must report threats, possible fights, and other dangerous situations as soon as possible to a teacher or administrator.

It is the responsibility of both parents and staff to teach Leaders behavior that is appropriate for a learning environment. IMLCS promotes a positive behavior management program. Teachers seek to teach and reinforce the positive behavior of individuals and groups. Emphasis is placed on praising and encouraging positive appropriate behaviors instead of reprimanding Leaders. Behavior management systems may change according to class culture and Leaders grade level. Each teacher will have specific classroom expectations and policies for dealing with behavior problems, which will be communicated at the beginning of the year. When behavior issues arise, teachers assess the problem and clearly communicate the school's expectations and consequences for Leaders behavior.

## Teaching and Learning

Imagine Me Leadership Charter School will provide multiple ways for students to participate in learning and demonstrate mastery of state standards in-person and remotely. All students will receive rigorous instruction from teachers with the use of materials provided by IMLCS. Lessons are planned and implemented to engage students while increasing their critical thinking skills and social-emotional development.

### Modes of Instructional Delivery

1. Blended: Students participate in both in-person and remote instruction. Students go to the school buildings for in-person instruction on some days, and continue their learning from home remotely on the other days of the week. Teachers will instruct a class that is evenly divided into two pods (A & B). Pod A will report to school on Monday and Tuesday. Pod B will report to school on Wednesday and Thursday. Teachers will instruct both pods remotely on Friday. Teachers will report to the school building 5 days a week, except if you have been approved for a medical accommodation to work this school year remotely.
2. Live instruction: Students are interacting with a teacher and classmates synchronously in real-time. Live classes happen both in-person and remotely.
3. In-person: Physically in the building, on-campus working with a teacher, and a set cohort of classmates. Students will receive instruction from a teacher in the school building.
4. 100% Remote: Students are only learning from home, remotely. Remote classes are a mix of live-streaming classes and synchronous, where students work with a teacher and classmates in real-time and independent, asynchronous work using Google Classroom, Jupiter Grades, and other learning materials.
5. Asynchronous Learning: Students complete assignments and tasks independently using Google Classroom or another online learning solution.
6. Synchronous: Students are “in class” (virtually or in the classroom) with a teacher live in real-time on Zoom or another video conferencing platform.

### Meaningful Student Interaction: Remote and Blended Instruction

As the education systems across the country adjust to remote learning, the use of PDF, educational videos, and online instructional programs, IMLCS recognizes that those tools will not be enough. Therefore, educators will have to be intentional in their interaction with students and families to ensure that they are engaging with students in a meaningful and productive way. Best practices such as these foster effective instruction and promote student success. Below are some tools and strategies that are employed to promote meaningful student interactions:

- Implementation of meaningful feedback to students
- Strong teacher presence
- Peer collaboration
- Well planned instruction ( remote and in-person)
- Frequently monitored student assignment submission
- Online assessments

- Data-driven instruction
- Documented student participation (online forum, chat log, or discussion thread)
- Student-initiated email or responses to teacher email
- Phone communication between school staff and families
- Additional evidence of participation as determined by the principal

The IMLCS remote and in-person instructional program prepare all students to be successful throughout the school year. Both forms of learning give students the skills needed to succeed in their present grade and beyond. The goal of IMLCS is always to sustain student growth and provide equity throughout the learning process.

The teacher roles and responsibilities are continually guided by academic state standards and the social-emotional needs of students. School leaders and teachers collaborate to monitor the progress of all students by, selecting educational materials, developing curriculum, and to use data to drive instruction.

### Student Expectation during Remote Instruction

Students are expected to arrive to each class on time, come ready to learn and engage in online lessons. Zoom and Google Classroom are used for students to access remote instruction. All students are expected to follow Zoom Etiquette while developing mastery of content.

- Students engage in synchronous (Live Interactions) and asynchronous (pre-recorded lessons or independent learning) throughout the day.
- Delivery of Instruction will take the form of a whole group and small group.
- Academic core subjects will meet in 45 - 90-minute blocks to allow plenty of time for teacher instruction, question and answers, discussion, classwork, and student presentation.
- The schedule consists of instruction and tasks in the core subject areas and includes elective classes.
- Teachers will communicate daily the instructional flow of the day with the day's learning targets with the corresponding activities and tasks.
- Every student will regularly connect with their teacher(s) to discuss progress and feedback.
- Teachers, families, and caregivers work as a team, anchored in partnership.
- Teachers will continue to monitor, report, and record each student's progress towards learning goals and the Next Generation Learning Standards.  
Students will be encouraged to demonstrate critical problem solving, collaboration, communication, and creativity in their academic skills.

## Social-Emotional Learning and Mental Health Monitoring

All students will attend Advisory Classes in-person and remotely for character development social-emotional support. The Advisory classes are taught by our School Culture Team ( School Culture Coordinator, School Counselor, and Grade Advisors).

### School Culture Team: Roles and Responsibilities

**School Culture Coordinator:** Supervise special education services, IEP implementation, family engagement around IEPs, and at-risk related services. Support all teachers, school counselors, and grade advisors with ( SEL) curriculum, specific student needs, and family needs, while also responding to the evolving needs of all stakeholders. They will also respond to the evolving needs of teachers and families while leading and collaborating with the School Culture Team in effectively supporting stakeholders' social-emotional and mental health.

**School Counselor:** facilitate individual and group counseling, peer meditation, teach students' skills to manage emotions, and form a trusting relationship with families to support students' social-emotional growth. They also provide training for families, staff, and teachers on self-care, crisis intervention, and stress management.

**Grade Advisor:** Support teachers with implementing peer mediation, behavioral expectations, and attendance compliance. Acts as a liaison between family/school with frequent communication. Provide students with community-building initiatives, conflict-resolution strategies, and prepare families on how to implement these strategies at home. Facilitate advisory classes that focus on the 7 Habits of Highly Effective People by Stephen Covey:

- Be Proactive, Begin with the End in Mind
- Put First Things First
- Think Win-Win
- Seek First to Understand, Then to be Understood
- Synergize and Sharpen the Saw

The School Culture Team will collaborate with teachers and families on lessons and curriculum. School Culture Curriculum focuses on strategies students can use to understand their emotions, show empathy for others, and cope with stress. Armed with Social-Emotional Learning strategies paired with character education, our students develop the skills to become their best selves. Whether in-person or remote, lesson activities will engage students and families in developing the skills needed to express the emotions of self while also understanding others' feelings. Classroom teachers and staff will receive ongoing professional development on character education, social-emotional learning, trauma-informed pedagogy, and mindfulness. We will continue to have our virtual Monthly School-wide Assembly to promote social-emotional learning, community value while also providing incentives for academic effort.

## Social-Emotional Learning (SEL) Activities

- Morning Meeting Check-ins: Emotional daily class check-ins; across all grades ( Pre-K - 8th)
- Weekly lessons focused on empathy, emotions, perspective-taking, conflict resolution, peer collaboration, and character education
- School Culture Team and teachers have problem-solving conversations with students as conflicts or challenges arise among peers
- 6th & 7th graders have the opportunity to mentor and collaborate with elementary school students during advisory, morning meetings, and lunch.
- Across grades, students engage daily with the same cohort to participate in community building activities, peer collaboration, Social-Emotional Learning, and brain breaks.
- School Culture Team have direct outreach to families via phone or email to support transitions (from Elementary, Middle, and High School).

## CONDUCT

### Non-Negotiable Rules of Behavior

1. Leaders must complete their Wellness Survey before entering the building and enter with an appropriate mask.
2. School Leaders community talk begins at **8:00 a.m.**
3. Leaders must be seated in their classrooms at **8:05 am.**
4. Each Leader must come to school each day **prepared** with their assigned textbooks, notebooks, pencils/pens, the teacher assigned supplies and completed assignments.
5. The **school uniform** must be worn every day. The school uniform is mandatory.
6. Cold weather attire may include the IMLCS sweater or IMLCS vests that are part of the school uniform. Hooded sweatshirts, hats, coats, excessive jewelry/accessories, or any clothing that brings attention to one's anatomy are unacceptable attire within the school building during any part of the school day including lunch and gym. Letters from parents/guardians DO NOT excuse your child from wearing the uniform. The letter will be an indication to the administration that the parents/guardians are aware that your child is in violation of the IMLCS Uniform Policy and the IMLCS Discipline Code and that you are aware of the consequences.
7. A written explanation from a parent/guardian must be given to the classroom teacher for each **lateness and absence.**
8. Leaders will not **leave the school building**, unescorted or without permission, during their assigned school hours.
9. **Students** will not **fight, use profane language, or disrupt instruction.**
10. **Students** will **respect** each other and each other's property. Students will not **touch inappropriately** or **take or use other people's property** without permission.
11. Leaders will respect **school property**. Defacing or destroying furniture, doors, walls, bathroom stalls, or windows is prohibited.
12. Leaders will only eat in designated areas unless otherwise directed. Gum, candy, sunflower seeds, and other forms of **junk food** are not to be brought into the school building. All junk food will be confiscated and will not be returned. **Glass bottles are not allowed.**
13. Leaders must not use **cell phones, computerized games, toys, playing/trading cards, etc.** in the school building. All electronic devices, toys, and cards will be confiscated and will only be returned to the parents/guardians or to the Leaders with written acknowledgment by the parents/guardians of the confiscation and the request to return the confiscated item to the Leaders. **The school assumes no responsibility for the damage, loss, or misplacement of such items.**

## IMLCS Bus Expectations

IMLCS Leaders are expected to behave in a safe and respectful manner. Leaders must follow the expected guidelines of behavior expressed in our **Non-Negotiable of Behavior** and our **Behavior Management System**. Violations of IMLCS behavioral expectations include:

- Malicious or willful behavior that endangers the safety of others (pushing, shoving, kicking, spitting, hitting)
- Blatant defiance (failure to comply with instructions from school personnel on a serious or important issue)
- Threats towards fellow students
- Use of profanity or other inappropriate language directed at others
- Fighting
- Bullying
- Throwing objects in a manner that endangers other Violations of our behavioral expectations on the school bus will be deemed as Level 5 infractions and will result in Level 5 Consequences, including:
  - Suspension from the bus
  - In-school suspension
  - Restitution (of stolen or damaged property)
  - Exclusion from school activities

Repeated violations of IMLCS behavioral expectations (2-5 instances) on the bus may result in the following Level 6 Consequences:

- Long term suspension off of the bus
- Expulsion from the bus
- Restitution
- Contacting police



## IMLCS DISCIPLINE CODE & BEHAVIOR MANAGEMENT GUIDE

To ensure that our school culture fosters student learning in a safe environment, we have implemented a School-wide Discipline Code and Behavior Management Guide. The Behavior Management Guide focuses on building positive relationships and correcting behavior through problem solving and consistent consequences. This 3-level system, outlined below, provides clear information about how misbehavior will be appropriately addressed in all circumstances.

Level	Description	Disciplinary Action	Possible Disciplinary Actions
	<ul style="list-style-type: none"> <li>• Meeting behavior expectations.</li> </ul>		
<b>1</b>	<ul style="list-style-type: none"> <li>• Repeated minor to moderate impulsive misbehavior that disrupts the class.</li> <li>• Failing to wear the required school uniform.</li> <li>• Classroom unpreparedness (no homework, notebook, pens, pencils, etc.)</li> <li>• Failure to complete or hand-in an assignment.</li> <li>• Failure to follow classroom rules (including keeping mask in place, adhering to Covid-19 protocols, chewing gum; eating/drinking in class; excessive talking during a lesson; using inappropriate language, etc.)</li> <li>• Failure to follow explicit instructions.</li> <li>• Bringing prohibited equipment or material to school (cell phone, iPod, etc.)</li> </ul>	<p><b>TEACHER</b> will utilize one or more of the following options at his or her discretion:</p> <ul style="list-style-type: none"> <li>• Immediate intervention by the teacher</li> <li>• Teacher conference with the student</li> <li>• Parental Call</li> <li>• Parental conference</li> <li>• Student Removal Form</li> <li>• Referral to an Administrator- or Grade Advisor (following immediate Interventions 1-4 above. Anecdotal records to be provided to the Principal)</li> <li>• Parental conference with student, teacher, parent, Guidance Counselor, Grade Advisor and administrator.</li> <li>• Referral to Student Study Team.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning or reprimand.</li> <li>• Withdrawal of Privileges (recess, classroom jobs, club, etc.)</li> <li>• Behavior Contract</li> <li>• Detention</li> <li>• Counseling</li> <li>• Alternative placement while waiting for a parent to bring uniform</li> <li>• Parent contact</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Any repeated Level 1 Disruption</li> <li>• Engaging in behavior causing interruption of class instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Anecdotal recorded by a staff member</li> <li>• Detailed write up delivered to the administrator</li> </ul>	<ul style="list-style-type: none"> <li>• In school mandatory Parental Conference with Administrator</li> </ul>

	<ul style="list-style-type: none"> <li>• Leaving classroom without permission (be sure to notify the main office as soon as a child leaves the room without authorization); Failing to stay with the class during transitions</li> <li>• Disruptive classroom/hallway behavior</li> <li>• Open defiance to authority</li> <li>• Lying to school personnel.</li> <li>• Sharing inappropriate pictures or materials with other students.</li> <li>• Creating a risk of injury to self or others by recklessly engaging in the behavior.</li> <li>• Willful disobedience</li> </ul>	<ul style="list-style-type: none"> <li>• Grade Advisor meets with the student, possibly other students and/or teacher</li> <li>• Grade Advisors carefully records the infraction on the student's anecdotal record</li> <li>• Parental notification by Grade Advisors and parental meeting with Administrator</li> <li>• Disciplinary action is taken</li> <li>• The teacher is informed of the action taken.</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative Placement for a designated period of time during the school day.</li> <li>• Out of school suspension</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Vandalism; Defacing/Destruction of school or personal property.</li> <li>• Stealing/Being in possession of the stolen property.</li> <li>• Inappropriate language directed at teachers.</li> <li>• Using slurs based on race, ethnicity, or sexual orientation.</li> <li>• Fighting; Play-fighting; Intimidating/Bullying behavior; Abusive language.</li> <li>• Creating a risk of injury to self or others by recklessly engaging in a behavior.</li> <li>• Making sexually suggestive comments; Sexual Harassment- MUST be reported IMMEDIATELY to the Principal.</li> <li>• Continued minor or moderate impulsive or intentional misbehavior after receiving Level 2 disciplinary action.</li> <li>• Hitting or threatening any IMLCS adult</li> </ul>	<p><b>TEACHER</b> will contact the parent/guardian by phone or schedule a meeting. In addition, the teacher will utilize one of the following options at his/her discretion:</p> <ul style="list-style-type: none"> <li>• Lunch detention</li> <li>• After-school detention</li> <li>• Loss of classroom privileges for the day and next day.</li> <li>• Counseling</li> <li>• Exclusion from school activities/trips</li> <li>• Community service</li> </ul>	<p><b>GUIDANCE COUNSELOR</b> completes a Behavior Corrective Action Plan with teacher, parent, and Leaders.</p> <p><b>SCHOOL ADMINISTRATION</b> will enforce at least one of the following options:</p> <ul style="list-style-type: none"> <li>• Out-of-School suspension</li> <li>• Removal from school until a formal medical evaluation is completed</li> <li>• Payment for damage</li> <li>• Exclusion from school activities/trips</li> <li>• Expulsion from school</li> </ul>

## DESCRIPTION OF POSSIBLE CONSEQUENCES

- 1. Verbal Warning:** Leaders are informed that their conduct is not conducive to learning and are warned not to continue the conduct. Continuing the conduct will result in more severe consequences.
- 2. Parent Contact:** Teachers call, e-mail or write to parents to inform them of their child's behavior and discuss appropriate remedies and/or consequences.
- 3. Alternative Placement:** If a Leader repeatedly disrupts the learning environment, the Leaders may be removed from class at the discretion of the teacher. The Leaders will be sent to the Grade Advisor's office, an Administrator's office, or another classroom. They will remain there until such time as the Administrator instructs the Leaders to return to class.
- 4. Parent Conference:** Parents or guardians may be required to attend one or more conferences at the school where they will work collaboratively with teachers and staff to address individual Leaders' behavior.
- 5. Behavior Contract or Corrective Action Plan:** A behavior contract or Corrective Action Plan may be developed for Leaders who regularly violate the Code of Conduct and require consistent monitoring to modify their behavior. The Behavior Contract/Corrective Action Plan will clearly describe expected behaviors and be signed by the Leaders and a parent or guardian. Leaders will carry the contract with them and have it signed by each teacher during the day. The Leaders will take home a daily progress report or behavior chart, which will be signed by the parent. Teachers or administrators to determine whether it remains necessary will review the Behavior Contract/Corrective Action Plan and Leaders progress on a regular basis.
- 6. Loss of Privileges:** Leaders who exhibit negative behaviors will face the loss of privileges, including access to extra-curricular programs, field trips, special events (e.g. Field Day), and ceremonies (e.g. moving up ceremonies, rites of passage).
- 7. Warning of suspension:** Leaders may be sent home with a notice that serves as a warning of suspension. Those leaders that have any infraction shortly after a warning of suspension will receive an out-of-the-building suspension.
- 8. Out of the building suspension:** IMLCS may require Leaders to remain at home with an instructional packet to be completed and submitted upon return. A parent conference will be convened upon return to school to discuss behavioral expectations and modification next steps.
- 9. Expulsion:** Expulsion will be reserved for any Leader whose conduct is of such character as to constitute a continuing danger to the physical wellbeing of other Leaders and/or the staff or are regularly disruptive to the learning process. It applies to Leaders who show no evidence of desiring to change problem behaviors such as continued and willful disobedience or open defiance of authority. Leaders subject to expulsion are those who have not responded to other forms of discipline and support, such as behavior modification plans, detention, suspension, advisor support, parental involvement and/or counseling.

## **INFRACTIONS AND CONSEQUENCES**

While we have potential consequences along with the behavioral infractions, the Executive Director and/or Principal have the discretion to determine the consequences for each behavioral infraction.

### **SUSPENSION AND EXPULSION**

The Principal may suspend a Leader if his behavior threatens the safety and integrity of the school community. Where there are serious breaches in the discipline policy, Leaders will be suspended from school for one to five days by the Executive Director or Principal. Causes for suspension include (but are not limited to) the following violations:

- Fighting or physical assault of another Leader or IMLCS faculty or staff member
- Sexual harassment or assault of another Leader or staff member
- Verbal assault or threat of teacher, staff member, or another adult at school
- Taking or attempting to take money or property from another Leader or bullying another Leader by means of threats, intimidation, force or fear
- Constant disruptive behavior or continued and willful disobedience
- Excessive disrespect
- Open defiance to authority
- Vandalism of school property
- Extensive unexcused absences
- Possessing, using, selling or dispensing illegal substances such as drugs, alcohol, cigarettes or firecrackers (any illegal substances will also be reported to the police as required by law)
- Stealing
- Repeated disciplinary policy infractions
- Possession of a weapon

## **EXPULSION**

A Leader whose conduct constitutes a danger to the physical well being of other Leaders and/or the staff may be expelled from school. There is zero tolerance for bringing a gun or weapon to school or assault on an adult. Expulsion also is warranted if a Leader has not responded to all other forms of discipline and support, including detention, suspension, and counseling. Expulsion must be approved by the school's Board of Trustees, which also may hear a family's appeal of such a determination.

## **DISCIPLINE FOR SPECIAL EDUCATION LEADERS**

IMLCS's disciplinary policy, as regards any Leaders with a disability, will be in accordance in all respects with the Individuals with Disabilities Education Act (IDEA). IDEA protections apply:

When an IMLCS Leader with an IEP violates the code of conduct and is removed then the following procedures apply:

### **I. SHORT-TERM REMOVALS**

IF the removal is 10 or fewer consecutive school days AND 10 or fewer cumulative school days in a school year, then IMLCS:

- May remove the student; AND
- Must provide services to student similar to students without disabilities.
- Must provide the Student with due process consistent with Goss v. Lopez.  
See 34 CFR § 300.530(a), (b), (d)(3); Goss v. Lopez, 419 U.S. 565, 576-583

### **II. CUMULATIVE REMOVALS**

If the removal is more than 10 cumulative school days in a school year, but not more than 10 consecutive school days, then IMLCS:

Must first determine if the previous removals in conjunction with the current removal constitute a pattern of removal. IMLCS will consider the following factors to determine whether a pattern exists:

- whether the series of removals total more than ten (10) school days in a school year;
- whether the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in disciplinary action; and
- if the behavior is substantially similar, to the student's behavior in previous incidents that resulted in disciplinary action; and
- if the behavior is substantially similar, whether there is a pattern by considering additional factors such as the length of each prior removal; the total amount of time the student has been removed from school; the proximity of the removals to one another.

See 34 CFR § 300.530(d)(4), 300.536; 34 CFR § 300.11(c)(1) through 34 CFR § 300.11(c)(2).

IF there is NO PATTERN, THEN IMLCS

- May remove the student; AND
- Must determine and provide special education services so the students continue to make progress towards the goals on the student's IEP and continue to participate in the general education curriculum.

If there is a pattern, see Section III (“Long Term Removals”)

### III. LONG-TERM REMOVALS

IF the removal is for more than 10 consecutive school days, OR

IF there is a pattern of removals (see Section II, “Cumulative Removals”),

THEN a “disciplinary change of placement” has occurred, and the following actions must be taken:  
Services:

- When the student is removed, then
  - The CSE, which includes relevant personnel from IMLCS (including the Student’s teacher), determines the special education services so the student continues to make progress towards the goals on the student’s IEP and continues to participate in the general education curriculum; AND
  - IMLCS will determine the alternative site that implements the services recommended by CSE during the disciplinary change of placement.

See 34 CFR §§ 300.530(c), (d)(1), (d)(2), (d)(5), 300.531, 300.536. New York State Charter School Office Guidance on Charter Schools and Special Education at Q&A No. 8, found online at <https://sites.ed.gov/idea/regs/b/e/300.530/d>.

Actions:

- Sends notice of discipline and procedural safeguards notice (“PSN”) to the parents and immediately notifies DOE in writing;
- DOE sends a manifestation determination review (“MDR”) scheduling notice and PSN to the parents;
- The suspension hearing must occur prior to the MDR.
- MDR must occur within 10 school days of the earlier of either (a) actual removal, or b) the decision to remove the student.
- Accordingly, the suspension hearing must be scheduled and held immediately after the conduct in question to allow the MDR to occur within 10 school days of the earlier of either (a) actual removal, or (b) the decision to remove the student.
- MDR Team, including DOE, parent, and relevant IEP team members of the Charter School (such as the student’s teacher, etc.) must review the student’s file and determine if the conduct was a manifestation of the student’s disability.

See 34 CFR §§ 300.503, 300.504, 300.530(e); *Goss v. Lopez*, 419 U.S. 565 (1975); New York State Charter School Office Guidance on Charter Schools and Special Education at Q&A No. 8, found online at <https://sites.ed.gov/idea/regs/b/e/300.530/e>.

Manifestation Determination Review:

The manifestation team must consider all relevant information pertaining to the behavior including:

- Relevant information in the student’s file, including evaluations and the student’s IEP or Section 504 Accommodation Plan, any Functional Behavioral Assessment (“FBA”) or Behavioral Intervention Plan (“BIP”);
- Teacher observations; and or Relevant information supplied by the parents of the student

- The manifestation team shall determine that the conduct is a manifestation of the student's disability if:
  - The conduct in question was caused by or had a direct and substantial relationship to the student's disability; OR
  - The conduct in question was the direct result of IMLCS's failure to implement the IEP. The MDR team does not have to determine that ALL services were not provided, but rather only those in relation to the behavior that is the subject of the disciplinary action.
- If the manifestation team finds the answer to either of these questions is "yes," the behavior must be considered a manifestation of the student's disability. See 34 CFR § 300.530(e).

IF the behavior that led to removal was NOT a manifestation of the student's disability,  
THEN IMLCS:

- May remove the student; AND
- Must implement the services recommended by the CSE during the length of the disciplinary change of placement. See 34 CFR § 300.530(c), (d)(1), (5); 300.531; 300.536. IF the behavior that led to removal WAS a manifestation of the student's disability, THEN:
- The Charter School must return the student to the original charter school placement, unless:
  - If the misconduct involved weapons, illegal drugs, controlled substances, or serious bodily injury, in which case IMLCS may remove the Student for up to 45 days in an alternative site while providing services recommended by the CSE; OR
  - The parent and DOE agree to a change of placement.
  - The CSE and the Charter School remedy deficiencies in IEP and implementation of IEP, respectively; The CSE conducts an FBA and develops/modifies the BIP;

The Charter School implements the BIP. See 34 CFR § 300.530(e), (f), (g).

## Right of Due Process

IMLCS recognizes every student's right to be heard via due process should they face any misconduct charge.

Should a student face a charge that could result in a suspension of 10 days or less (Goss vs. Lopez), this process involves the following:

- . The student and parent will be given oral or written notice of the charges.
- Should the student deny them, an explanation of the evidence the authorities have will be presented to the student and the parent.; and an opportunity to present the accuser's version will be given.

Should a student face a charge that could result in a longer suspension or an expulsion, due process involves the following:

- A notice of the charge shall be given in writing.
- The student shall be given the opportunity to be heard.
- The student shall be given the opportunity to secure counsel, to confront and cross-examine witnesses supporting the charge, and to call his own witnesses to verify his version of the incident.

Should a parent wish to appeal the suspension or expulsion of a student due to behaviors that resulted in the disciplinary action not be a manifestation of the student's disabilities, they are to adhere to the formal complaint procedures:

- A written complaint is submitted to the Chair of the Board of Trustees who will then forward the complaint to the Grievance Committee.
- The Grievance Committee meets within seven business days after receiving the written complaint. During or within five business days after a Committee meeting, all parties affected must have the opportunity to be heard by the Committee. When the Committee does not meet, the affected parties will have an opportunity to present to the Board prior to the Board rendering a decision.
- The Grievance Committee writes up a recommendation and forwards it to the Board of Trustees at large. At the next full meeting, the Board will act on the complaint.

### **Protocol for Parent/Guardian to School Communication**

- During the course of the school year, situations may arise that require the parents/guardians of our students to contact District staff. To assure a prompt response, the following protocol has been established to provide guidance regarding whom parents/guardians should address their questions and/or concerns. It is the Board's hope that by following this process, the school leadership will be able to best meet the needs of students, parents/guardians, and staff. By encouraging proactive communication, we endeavor to increase collaboration and understanding with the ultimate goal of supporting what best meets the students' needs, while also balancing the needs of the school and the district. It is recommended that parents/guardians should first contact the individual closest to the source of the question. For example, the child's teacher is the most appropriate person with whom to speak regarding a question about his or her school progress, classroom behavior, and educational program as he is most familiar with the child. Parents/guardians should seek assistance from the Building Principal if further guidance is needed. Depending on the situation, the Principal may refer parents/guardians to a specific department or person.



## **Formal Complaint to the Board of Trustees**

The Executive Director and Principal will seek to resolve any individual's informal complaint to that person's satisfaction promptly, courteously, and without the need for Board intervention. However, any individual may submit a written complaint for Board attention to the school's office, which will promptly forward that complaint to the Board Chair. The Board will consider the complaint and respond in writing within a reasonable period of time to the complainant. The school's authorizer does not handle appeals of informal complaints, or formal complaints that do not involve a violation of law or the charter.

Complaints alleging a violation of the provisions of the New York Charter Schools Act or other law or of the school's charter may be brought to the Chair of the Board of Trustees, who will submit them to the Grievance Committee for consideration. The Committee or members of the Committee will then make non-binding recommendations to the Board concerning the disposition of a complaint. The Board will consider the Committee's recommendation and render a decision. To file and process a grievance, the following procedure must be followed:

- A written complaint is submitted to the Chair of the Board of Trustees who will then forward the complaint to the Grievance Committee.
- The Grievance Committee meets within seven business days after receiving the written complaint. During or within five business days after a Committee meeting, all parties affected must have the opportunity to be heard by the Committee. When the Committee does not meet, the affected parties will have an opportunity to present to the Board prior to the Board rendering a decision.

The Grievance Committee writes up a recommendation and forwards it to the Board of Trustees at large. At the next full meeting, the Board will act on the complaint.

The Board will provide the complainant with a written determination. Any individual dissatisfied with the response of the Board of Trustees may bring a further complaint which alleges a violation of the charter, charter law or any other provision of law relating to the management or operation of IMLCS to its authorizer, the Chancellor of the NYC DOE and thereafter, if dissatisfied with the response of the Chancellor's Office, to the Board of Regents, NY.

## **State Grievance Guidelines**

Subdivision 2855 (4) of the New York State Education law provides that any individual or group who believes a charter school has violated its charter, the New York Charter Schools Act of 1998, or any other law relating to the management or operation of the charter school, can bring a complaint to the charter school's Board of Trustees (the "School Board"). If the individual making the complaint, after presenting the argument to the School Board, is unsatisfied with the School Board's response, then he or she has the right to present the complaint to the entity, which authorized the charter school (the "Charter Entity").

The Charter Entity, upon being presented with a complaint, has the right to issue remedial orders when appropriate and necessary. If the complainant, after presenting a complaint to the Charter Entity, feels that the Charter Entity has not adequately addressed the complaint, he or she may bring the complaint to the Board of Regents, which also has the right issue remedial orders.

# Imagine Me Leadership Charter School

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