



NUASIN
NEXT GENERATION

2021-2022

Scholar and Family Handbook



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Letter from Executive Director

"The purpose of education, finally, is to create in a person the ability to look at the world for himself, to make his own decisions, to say to himself this is black or white...To ask questions of the universe, and learn to live with those questions, is the way he achieves his own identity."

-James Baldwin

Welcome Nuasin Community,

A heartfelt and well-earned welcome to the Nuasin Next Generation Charter School community! Our community, our scholars, our staff, and our school have endured, persisted through, and overcome a lot this year. We all must reflect on and acknowledge that, as a community and as a species, we have experienced a pandemic and changes to our lives that most of us have never imagined.

At Nuasin, we realize the purpose of education is to empower, enable, and unleash all the intellectual capabilities and leadership from our scholars. The talent, ability, and potential in our scholars in the Nuasin community (and communities around this country like our Highbridge Bronx community), has not only gone unrecognized but also stifled and deliberately held at bay.

At Nuasin, in partnership with you, the families of our scholars, we will empower our scholars to show their talent, to unleash their intellectual ability and to force this city, this country and our world to see us, know us, and acknowledge our identity.

Our task is not easy and is of ultimate importance. Fortunately for us, for this task we have assembled a team with supreme talent, unbridled passion, diverse perspectives, and a deep commitment to our mission. Together as a team we must constantly support, push, respect and love our scholars, ourselves, and our community because we know that is what we as a community need and deserve.

Our mission binds us as a community, and we always place our scholars and excellence at the forefront. Every single one of our scholars has the potential to change the world; the educational environment and intellectual skills that we provide them here at Nuasin Next Generation Charter School must give them that opportunity.

In Partnership,
Malik Russell

Mission

At Nuasin Next Generation, we believe in the unlimited talent and intellectual potential of our scholars and our community. We cultivate this talent and intellectual potential through a progressive education that focuses on deep exploration, thoughtful questioning, relentless curiosity, and critical thinking. Nuasin Next Generation Charter School implements a progressive K-12 educational program and an unyielding commitment to cultivating our scholars' innate intellectual talents to empower our graduates to achieve excellence in their postsecondary paths and make positive impacts on the broader community. Every single one of our scholars have the potential to be great and change the world, at Nuasin Next Generation we prepare our scholars for that opportunity.

Nuasin Next Generation Pillars

The Mission of Nuasin Next Generation stands firmly on the foundation of our three pillars: Rigor, Self-Advocacy, and Community. These three pillars are the guiding principles for our school and culture. Please find a deeper explanation of our pillars below.

Rigor:

We use the word “rigor” not in the stringent or inflexible sense, but in the sense of an unyielding need to challenge and push our students because we understand and believe in the potential, talent, and ability of our scholars and community. We challenge our scholars to build their confidence and help them realize what they can achieve.

Self-Advocacy:

Our scholars are empowered to advocate for themselves, their families, and their communities. As our scholars come to understand that their voices are valued and needed, they learn to advocate for themselves. Our scholars are seen and valued; they understand that not only do they have the right to express their opinions, views, and perspectives, but it is their obligation to do so.

Community:

Our scholars will embrace community and understand that as a member of a community you have certain inalienable rights, the right to be seen, the right to be heard, the right to be protected and the right to be loved and cherished. Our students will also learn of their obligations. As a member of a community, you have the obligation to respect, listen, support, and only want and assume the best in all others. Every member of our community must understand that they are active participants in the Nuasin community, and the community goes as we go.

Important Contact Information

Telephone

Parents/guardians may leave messages for administration and teachers at the school office. Parents/guardians can expect a return call from an administrator or teacher within one school day of leaving a message.

Email

In addition to the general voice mailbox, administrators and teachers may be contacted via email. In most cases, a staff member's address is his/her name.lastname@Nuasin.org

Mail

You may also write to the school administration if you have concerns or issues you wish to discuss. Please send your correspondence in care of the school office.

Malik Russell at ([Malik.Russell @nngcs.org](mailto:Malik.Russell@nngcs.org))

Kurt Davidson (Kurt.Davidson@nngcs.org)

The school posts documents on the school's website at: (<https://www.nngcs.org>)

Board of Directors/Trustees

Board of Director/Trustee meetings are open to the public and are posted on the school's website and the bulletin board located outside of the school. There is a public comment section on the agenda.

The Board of Directors/Trustees may be contacted by sending a letter to the Board Chairperson addressed to Aaron Bothner, Board President, ([Aaron.Bothner @nngcs.org](mailto:Aaron.Bothner@nngcs.org))

Records Access Officers

The Schools Record Access Officers under the New York Freedom of Information Law (FOIL) is Melissa Alston. She can be reached via email at, Melissa.Alston@nngcs.org. Please contact her at the school, should you have such a request.

Directory

K - 12

Role	Name	Email	Reach out to me for...
Executive Director	Malik Russell	Malik.Russell@nngcs.org	Overall School Feedback
Managing Director of Operations	Melissa Alston	Melissa.Alston@nngcs.org	Overall School Feedback
Co- Director of College Readiness	Jeffrey Lucia	Jeffrey.Lucia@nngcs.org	College Applications, FAFSA, Scholarships and Internships Questions
Co- Director of College Readiness	Austin Lahiff	Austin.Lahiff@nngcs.org	College Applications, FAFSA, Scholarships and Internships Questions
Director of Scholar Services	Liesl Hara	Liesl.Hara@nngcs.org	English Language Learner, Speech and Special Education Services Questions
Director of School Culture	Elizabeth Hillin	Elizabeth.Hillin@nngcs.org	Scholar Culture Questions
Manager of Business Operations	Kisha Perez	Kisha.Perez@nngcs.org	Overall School Questions
Manager of Talent Acquisition and Marketing	Claudia Ramos	Claudia.Ramos@nngcs.org	Marketing and Talent Acquisition Inquiries and Questions
Operations Associate-Technology	Andrew Groll	Andrew.Groll@nngcs.org	Technology Questions/Support

Operations Associate-Scholar Services	Dariana Cepeda	Dariana.Cepeda@nngcs.org	Busing, Field Trip, Lottery and Enrollment Questions and Proof of Enrollment
Office Assistant	Jomari Nunez	Jomari.Nunez@met.lha.net	Immunizations and Compliance

K - 8

Role	Name	Email
Principal	Kurt Davidson	Kurt.Davidson@nngcs.org
Assistant Principal K-2	Marcella Adams	Marcella.Adams@nngcs.org
Assistant Principal 3-4	Joi Culler	Joi.Culler@nngcs.org
Assistant Principal 5 - 8	Demetria.Houghton	Demetria.Houghton@nngcs.org
Dean of Instruction 5 - 8 (Humanities)	Sophia Ripple	Sophia.Ripple@nngcs.org
Dean of Instruction 5 - 8 (STEM)	Megan Whitehead	Megan.Whitehead@nngcs.org
Dean of Culture	Darius Hawkins	Darius.Hawkins@nngcs.org
Dean of Culture	Orville Morgan	Orville.Morgan@nngcs.org
Dean of Culture	Michael Guzman	Michael.Guzman@nngcs.org

9 - 12

Role	Name	Email
Acting HS Principal	Anthony Brown	Anthony.Brown@nngcs.org
Assistant Principal-Humanities	Rowena Capuno	Rowena.Capuno@nngcs.org
Social Worker	Betsy Cespedes	Betsy.Cespedes@nngcs.org
Dean of Scholars	Jason McNatt	Jason.McNatt@nngcs.org

Visitor Procedure:

At Nuasin Next Generation Charter School, we welcome school visitors. To maintain a safe and secure environment all visitors must sign in and show ID as they enter the school building at the main entrance located at the front of the building. Once the visitor has identified themselves, they will be given a visitors pass, visitor passes must be worn throughout the duration of the visit. Once a visitor has signed in at the school front office, the visitor will now be able to be a guest within the school's community. When the visitor is ready to leave the school, they will return the visitor's pass, and sign out.

Visitors, including parents/guardians, are not permitted to go to the classroom unannounced during school hours as this disrupts normal routine and instruction. Parents/guardians must also sign in and out, state whom they are visiting, state the purpose of the visit, and obtain a pass before proceeding to a classroom. Cooperation will enable the school to provide a safe and orderly learning environment for all scholars. Due to Covid-19 this procedure is subject to change.

School Calendar

2021-2022 School Event Calendar

July 2021

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

July

2 School Closed

6 First Day of Summer School

August

5 Last Day of Summer School

16-27 Teacher Training (PDI) All Teachers

27 2021-2022 Scholar Orientation

30-31 Kindergarten ONLY - Half Days, Parent Pick Up ONLY

30-31 Kindergarten ONLY - Half Days, Parent Pick Up ONLY

September

1 to 3 Kindergarten ONLY - Half Days, Parent Pick Up ONLY

6 Labor Day (No School Closed)

October

11 Indigenous Peoples' Day (School Closed)

12 Teacher Training Day (No students)

November

2 Election Day (Half Day for Scholars)

5 End of Marking Period 1

11 Veteran's Day (No students)

19 Virtual Parent Teacher Conference

24 Half day for Scholars

25-26 Thanksgiving Break (School Closed)

December

22 Half day for Scholars

23-31 Winter Break (School Closed)

January 2022

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

14 Teacher Training Day (No students)

17 Martin Luther King Jr. Day (School Closed)

25-28 January Regents Testing for CPA (TBD)

February 2022

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

4 End of Marking Period 2

18 Virtual Parent Teacher Conference*

21-25 Mid Winter Break (No Students)

March 2022

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

29-31 ELA State Test

April 2022

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1 End of Marking Period 3*

11-15 Spring Break (No Students)

11-29 NYSESLAT Testing Window

22 Virtual Parent Teacher Conference*

26-29 NYS Math Examination

May 2022

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

12 Teacher Training Day (No students)

13 Eid al-Fitr (School Closed)

30 Memorial Day (School Closed)

2-20 NYSESLAT Testing Window

24-31 8th Grade Science Testing Window

June 2022

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

End of Marking Period 4

15-24 June Regents Testing Window

28 Last Day of School

1-8 8th Grade Science Testing Window

Color Key

School is Closed

Teacher Training (No School for Scholars)

Testing Days

End of the Marking Period

Summer School

Start and End Dates of School

Virtual Parent Teacher Conference

Calendar Details

Fridays are half day/Dismissal at 1pm

Parent Teacher Conferences are Virtual

Testing Dates are not available at this Time

All dates are subject to change

Color Key	
	School is Closed
	Teacher Training (No School for Scholars)
	Testing Days
	End of the Marking Period
	Summer School
	Start and End Dates of School
	Virtual Parent Teacher Conference

Calendar Details	
	Fridays are half day/Dismissal at 1pm
	Parent Teacher Conferences are Virtual
	Testing Dates are not Available at this Time
	All dates are subject to change

Complaint Policy and Procedure

General Procedure

Any parent or guardian who has a concern about a school policy, academic grade, discipline decision, or anything else, is encouraged to contact the appropriate staff member at Nuasin Next Generation Charter School (“Nuasin” or the “School”) by telephone or email using the staff contact information found at the beginning of this Handbook. All staff members are committed to responding promptly to parent/guardian concerns. If an issue is not resolved promptly or satisfactorily, please contact the principal to further discuss the matter.

For grades K-8:

Principal Kurt Davidson/kurt.davidson@nngcs.org

For grades 9-12:

Acting Principal Anthony Brown/Anthony.brown@nngcs.org

Any individual or group may bring complaints or concerns of any kind to the principal. The principal will work to resolve conflicts fairly and informally, as quickly as possible. After reviewing the complaint, the principal will respond in writing, by telephone, or in person depending on the circumstance. If the Principal is unable to resolve the complaint to the individual or group’s satisfaction, or if the complaint is about the principal, the individual or group may bring their complaint to the Executive Director of Nuasin.

Executive Director Malik Russell

Malik.Russell@nngcs.org

After reviewing the complaint, the Executive Director will respond as quickly as possible and shall take such steps as the Executive Director deems necessary to resolve the complaint.

The Board of Trustees of Nuasin shall serve as the appeals body for any complaints that are not satisfactorily resolved and shall handle any complaint about the Executive Director. Complaints may be presented to the Board in an open meeting or in written form, by letter addressed to the Board of Trustees and sent to the school or via email to schoolboard@nngcs.org. The Board of Trustees shall investigate and respond to all complaints in a timely manner.

Procedure for Complaints under Section 2855 of the Charter Schools Act

Section 2855(4) of the New York Education Law (part of the New York State Charter Schools Act (CSA)) provides that any individual or group may bring a complaint directly to the Board of Trustees of MetLCS alleging a violation of the CSA, the School’s charter, or any other provision of law relating to the management or operation of the school. All such complaints should be in writing, by letter addressed to the Board of Trustees and sent to the school or via email to schoolboard@nngcs.org, and include the following:

1. The names, address, and phone number of the complainant.

2. A detailed statement of the complaint, including the specific provision of the school's charter or law that allegedly has been violated.
3. Relief sought by the complainant.
4. The response, if any, received from the school thus far.

The Board of Trustees will respond in writing to any complaint submitted in writing no later than 30 days from receipt of the written complaint. Depending upon the circumstances, the Board's first response to a complaint may be to advise the complainant as to the timeline for further review, investigation, and resolution of the complaint, rather than an immediate resolution of the complaint.

If the complainant believes that the Board of Trustees has not adequately addressed the complaint, the individual or group may then present the complaint to the school's charter entity, the Chancellor of the city school district of the City of New York (the "Chancellor"). The Chancellor may issue appropriate remedial orders involving any such complaint. The procedure for filing a complaint with the Chancellor can be found here:

<https://www.schools.nyc.gov/school-life/school-environment/get-help-at-your-charter-school/file-a-formal-complaint-at-your-charter-school>.

If the complainant believes that the Chancellor has not adequately addressed the complaint, the individual or group may then present the complaint to The Board of Regents of the University of the State of New York (the "Board of Regents"). The Board of Regents has delegated authority to handle complaints concerning charter schools to the Commissioner of Education. The Charter School Office of the New York State Education Department, on behalf of the Commissioner, will investigate complaints concerning charter schools that have been appropriately filed. Upon completion of the investigation of a complaint brought to the Board of Regents, a decision will be issued by the Commissioner, which may include a remedial order as appropriate.

The process for bringing a complaint to the Board of Regents can be found here:

<http://www.p12.nysed.gov/psc/complaint.html>

The complaint may be submitted via email to the Board of Regents at **charterschools@nysed.gov**, or by writing to the Board of Regents at the following address:

New York State Education Department

**Charter School Office
89 Washington Avenue
Albany, NY 12234
(518) 474-1762**

Bus Transportation:

Bus Transportation is only provided for scholars in grades K-6 who are eligible, or all scholars mandated through their IEP (subject to approval by the NYC Dept. Of Education), and eligible scholars in temporary housing (inquire in the main office for more information).

The purpose of school transportation is to provide safe, comfortable, and economical transportation for those scholars who live beyond the walking distance established by Nuasin Next Generation. Ridership is a privilege. Buses will not operate over roads that are not properly maintained, on private lanes leading from residences to the highway, or on roads where adequate bus turnarounds are not provided. The rules governing scholar behavior apply to all transportation provided by OPT. Bus service is managed by the Office of Pupil Transportation of New York City, not the school. All bus complaints are handled by the Office of Pupil Transportation and they can be reached at 718-392-8855 or on their website at <https://www.schools.nyc.gov/school-life/transportation/transportation-overview>.

the scholar. Parents will be responsible for the transportation for any scholar who have lost school bus transportation privileges.

Grade Level	Distance Code A: Less than 0.5 mile	Distance Code B: 0.5 mile or more, but less than 1 mile	Distance Code C: 1 mile or more, but less than 1.5 miles	Distance Code D: 1.5 miles or more
Grades Kindergarten, 1, and 2	Not Eligible	School Bus or MetroCard	School Bus or MetroCard	School Bus or MetroCard
Grades 3-6	Not Eligible	MetroCard only	School Bus or MetroCard	School Bus or MetroCard
Grade 7-12	Not Eligible	MetroCard only	MetroCard only	MetroCard only

Replacing a Lost MetroCard

Requests for the replacement scholar MetroCard must be completed in writing (either written request or e-mailed request) and addressed to the Operations Associate, in the main office. Lost metro cards take a minimum of one week to process/arrive from the OPT and must be logged before re-distribution.

Change Of Address, Email and or Phone Number

The Main office must be informed immediately if there is a change of home address, email address and or cell phone number as it is essential for school to be in contact in case of emergency or mailing purposes.

Academics

Rigorous Core Instruction

We are preparing our scholars to be competitive with the best of the best in New York and the world. Part of that preparation is having rigorous courses at all grade levels that get scholars on a college-ready pathway. We believe in providing scaffolds for our scholars to reach rigorous content rather than bringing content down. All scholars are entitled to be challenged, pushed, and enriched in all content areas.

Scholar Centered Learning

Scholars are at the center of all learning at Nuasin Next Generation. Scholar centered learning allows all learners to take a lead in their education. Teachers are meant to act more as facilitators rather than the holder of information. Teachers facilitate groups of scholars in rigorous discussions and set up their lessons to allow for scholars to make connections and go deeper into the content.

Literacy is the Foundation of Everything

Literacy and high-quality texts are at the center of all learning. By having culturally relevant texts that push scholar thinking, we can have effective academic spaces by ensuring literacy is embedded in various forms throughout every academic setting.

Progressive Learning

Progressive Learning is a pedagogical movement that emphasizes teaching children how to think rather than relying on rote memorization. It is the process of learning by doing, which is why here at Nuasin Next Generation the curriculum is more flexible and is influenced by scholar interest. Teachers are facilitators of learning who encourage scholars to use a wide variety of activities to learn. Also, progressive teachers use a wider variety of materials allowing for individual and group research and encouraging scholars to learn by discovery. Progressive education programs often include the use of community resources and encourage service-learning projects which gives scholars the opportunity to own their own academic learning.

Elements of the Education Program include:

Community Meetings/Circles (K – 8)

All K-8 scholars start their day with a Morning Meeting. This meeting sets the tone for respectful interactions and rigorous learning throughout the day. In addition, other classroom, or grade level community meetings, such as Town Hall Meetings, are planned throughout the month to allow teachers and scholars to celebrate, discuss, share, or reflect upon relevant topics impacting school members and the immediate school community.

Advisory Program (High School)

High School scholars are placed in an advisory program. With this program, the advisor serves as the primary point of contact between the school and family. The Nuasin Next Generation Charter School advisory program includes progress monitoring, family connections, and both academic and non-academic college preparation.

Portfolios

A portfolio is a collection of the scholar's work overtime. Portfolios document skill and academic achievement, capture a record of academic growth over time, and allow scholars to model individual responsibility by reflecting on their own work and progress. Portfolios may be built by each scholar throughout his/her school experience. They may include self-selected "best examples" of work in each content area quarterly. At the end of each year, a scholar may select one piece of work from each content area to keep as representative of progress or excellence in his/her work. We invite you to review the portfolio throughout the year and talk with your child about the items in the portfolio.

Culminating Projects

Scholars frequently can present their work within their classroom and school community – formally and informally. Scholars at all grade level, have culminating projects at the end of each semester or more frequently. These culminating projects are rooted in our core areas of rigor, self-advocacy, and community. Nuasin Next Generation scholars are effective communicators who effectively articulate their perspectives

Enrichment and Electives

Nuasin believes in the importance of scholars having exposure to not only high-quality and rigorous academics, but also exposure to and experiences in different art forms and enrichment activities.

Testing and Assessments

Nuasin use a variety of formal and Informal mechanisms to assess scholars progress throughout the year. These include curricular assessments, as well as norm referenced standardized tests and assessments required by the state to assess scholar knowledge and skills. In addition to formal assessments, Nuasin looks to the next generation with performance-based assessments and projects.

Homework

Scholars receive homework at all grade levels and in all subjects. The length of time for completion of this work will vary by grade level, subject, and teacher. However, the most important homework is reading for pleasure at home. Research shows that the highest achieving scholars are those who

devote leisure time to reading. Nuasin Next Generation Charter School believes in the power of reading for pleasure and the importance of tracking our reading.

Purpose: of Homework

- Allows scholars to practice, extend learning, and engage in new learning.
- Helps scholars learn how to organize and manage time.
- Helps scholars develop a range of research skills.
- Reaffirms the role of parents/guardians as partners in the educational process.

Making up Missed School Work

Quality instruction is delivered in the classroom and make-up work does not provide the same level of skill development or learning opportunities. If parents request missed work, scholars must complete missed homework and in-class assignments in a period equal to the length of the absence. For example, a scholar who has been absent for two school days will have two school days to make up missed class work and homework. Scholars who have missed any tests will also be expected to begin to take make-up tests on the first day after the make-up period ends.

It is the parents/guardians' responsibility to pick up make-up assignment packages and to make certain completed work gets back to the teacher by the designated due date. Provided at least one day of notification, teachers will do their best to prepare assignments for scholars who are unable to attend school due to an excused absence. In some cases, teachers will be unable to send homework as it is often impossible to replace instruction with take-home assignments. If there are questions about making up missed schoolwork, the teacher who has assigned the work should be contacted.

Teachers will further outline homework expectations during orientations and conferences.

Parents/Guardians, Scholar, and Teacher Conferences

We value the critical role that parents/guardians play in education. To provide more information to you about your child, teachers will schedule up to four conferences each year. At these conferences, parents/guardians will see work samples from each class and hear in greater detail about their child's successes and struggles. Grade3, scholars may take an active role in leading these conferences. Together, teachers, parents/guardians, and scholars will create scholar learning plans which include clear statements about current progress levels and goals for improving problem areas. In addition to quarterly conferences, a parent/guardian may request a conference at any time by contacting the teacher.

Report Cards and Mid Term Reports

For all scholars, Mid-Term Reports will be sent home halfway through each quarter. These reports provide an indication of what the scholars are doing halfway through the term and what they need to improve upon. It also provides a brief statement of what is being studied and what will be covered in the last part of the marking period.

At the High School level, Interim Reports will be sent home regularly.

Report Cards will be delivered and/or reviewed at parent/guardian-teacher-scholar conferences at the end of each quarter. If a parent/guardian is unable to participate in a conference, the school will work with him or her to set up another time to meet. These reports inform you as to your child's mastery of the state required subject matter and where your child needs to improve. The report card must be signed by the parents/guardians.

Additionally, Nuasin provides access to PowerSchool through the Parent Portal. The Parent Portal gives parents and scholars access to real-time information including attendance, grades and detailed assignment descriptions, school bulletins, and even personal messages from the teacher. Through this powerful communication tool, everyone stays connected: scholars stay on top of assignments and parents can participate more fully in their child's progress. Detailed letters will be sent home with instructions on how to access the portal.

Annual Grade Placement and Graduation Requirements

A scholar may be assigned to a higher-level class for instructional purposes based on assessments that show the scholar has mastered the content in the assigned class. Generally, scholars will be assigned to classes with their school-age peers to support their social development, unless the academic record or Individual Education Plan (IEP) indicates the scholar should be in a different grade.

Our goal is for every scholar to graduate from high school with at least one letter of acceptance from a four-year college. At the end of each high school semester, scholars will be notified of credits earned and the cumulative number of credits earned toward graduation. The scholars' course assignments will be based on courses completed and passed in the previous year. Scholar mastery of course content and earning required credits is the basis for promotion to the next grade (High School Only).

Nuasin Grading Policy

Grades will be based upon scholar achievement. Grades will be based upon mastery of concepts and skills. Scholars will have multiple opportunities to demonstrate mastery and to develop responsible work habits.

70% Assessment		30% Classwork	
<ul style="list-style-type: none">• Module Assessments• Mid-module Assessments• Common Assessments• Projects / Performances by a rubric• Writing Assignments		<ul style="list-style-type: none">• Notebook Checks• Reading Logs• Classwork Practice• Homework• Exit Tickets / Short Quizzes	
*Grading Scale			
A+: 98 -100	B+: 87 - 89	C+: 77 - 79	NY: <70
A: 93 -97	B: 83 - 86	C: 73 - 76	
A-: 90 -92	B-: 80 - 82	C-: 70 - 72	

Articulation of the retention policy for Lower School only

- Promotion decisions are made by the school principal based on multiple measures of scholars' readiness for the next grade level in English and math.
- Teachers review scholar work from the school year to identify scholars who may not be ready for the work of the next grade in English language arts and/or math, even with support. Scholars whose work shows they are ready for the next grade are promoted by the principal in June.
- If a scholar's work shows they may not be ready for the next grade level, the teacher(s) may refer the scholar to the promotion-in-doubt team. The principal makes the promotion decision based on multiple factors.

If your child is not promoted in June, your child is mandated for summer school. At the end of summer school, the school reviews the progress of the scholar, and the principal makes the final promotion decision. If you are not satisfied with the final promotion decision, you may write a letter to the principal of your child's school appealing the decision at the end of August. The appeal will be reviewed by the Executive Director, who makes the final decision.

Nuasin High School Grading Policy

Grades will be based upon scholar achievement. Grades will be based upon mastery of concepts and skills. Scholars will have multiple opportunities to demonstrate mastery and to develop responsible work habits. The lowest (overall) grade that a scholar can receive for any class is 5

50% Summative Assessment	50% Formative Assessment
<ul style="list-style-type: none"> • Regents-based Interim Assessments • Curriculum-based Assessments • Assessments • Projects • Performances by a rubric • Writing Assignments 	<ul style="list-style-type: none"> • Notebook Checks • Classwork • Homework • Exit Tickets • Quizzes

Grading Scale			
A+: 98 -100 A: 93 -97 A-: 90 -92	B+: 87 - 89 B: 83 - 86 B-: 80 - 82	C+: 77 - 79 C: 73 - 76 C-: 70 - 72	NY: <70

Letter Grade to Numerical Value Chart (Quality Points)				
Letter Grade	Numerical Grade	Standard Courses	Honors Courses	AP/Dual Enrollment Courses
A+	98-100	4.00	4.50	5.00
A	93-97	4.00	4.50	5.00
A-	90-92	3.67	4.17	4.67
B+	87-89	3.33	3.83	4.33
B	83-86	3.00	3.50	4.00
B-	80-82	2.67	3.17	3.67
C+	77-79	2.33	2.83	3.33
C	73-76	2.00	2.50	3.00
C-	70-72	1.67	2.17	2.67
D+	67 - 69	1.33	1.83	2.33
D	65 - 66	1.00	1.50	2.00
NY	64 & below	0.0	0.0	0.0
I	Incomplete	0.0	0.0	0.0

Nuasin High School Graduation Requirements

Nuasin High School follows the NYC DOE graduation requirements as a minimum for high school. In addition to the requirements listed below we also push all scholars to enroll in high level courses that ready them for college. These are as follows:

GRADUATION REQUIREMENTS

As of September 2019

Earning a Diploma in NYC

In New York City public schools, students can earn three types of diplomas: a local diploma, a Regents diploma, or an advanced Regents diploma. All of these diplomas are valid high school diplomas and can be used to demonstrate graduation or enroll in programs after high school, like college and the military. To earn a diploma, students must earn specific course credits (see table to the right) and pass specific Regents exams (see table on the reserve side).

Minimum Credit Requirements

All students must earn **44 total credits across specific subject areas** in order to graduate. Subject-area requirements vary by the type of diploma and may also vary if a student earns an endorsement. Ask your school counselor for more information about credit requirements.

Diploma Endorsements

Students may also earn endorsements to their diplomas. Endorsements recognize the successful completion of additional courses and exams in particular subject areas. Ask your school about the requirements for the following endorsements: Arts, Seal of Biliteracy, Career Development and Occupational Studies (CDOS), Career and Technical Education (CTE), Honors Designation, Mastery in Math, Mastery in Science, and the Service Seal.

Commencement Credentials

Students can earn two types of commencement credentials, which are not diplomas: the CDOS commencement credential and the Skills and Achievement commencement credential. Students who receive commencement credentials may continue to attend school until they earn a high school diploma or until the end of the school year in which they turn 21 (whichever occurs first). Ask your school counselor for more information about commencement credentials.

The following explains the credit break down in each grade.

Sophomore = 8 Credits

Junior = 20 Credits

Senior = Credits

Subject Area	Minimum Credit Requirements	
English Language Arts (ELA)	8	
Social Studies		
Global History	4	
U.S. History	2	
Participation in Government	1	
Economics	1	
Math		
Including at least 2 credits of advanced math, such as Geometry or Algebra II	6	
Science (including labs)		
Life Science	2	
Physical Science	2	
Additional Life or Physical Science	2	
Language Other Than English (LOTE)	2 for local and Regents diplomas	6 for advanced Regents diploma
Visual Art, Music, Dance, and/or Theater	2	
Physical Education		
Consistently throughout high school	4	
Health	1	
Electives	7 for local and Regents diplomas	3 for advanced Regents diploma
Total Credits	44	

Minimum Exam Requirements

All students must pass at least **five Regents exams** or State-approved alternatives to Regents exams in order to graduate. Subject-area requirements for exams vary by diploma type and endorsement (see table on the right). All students can earn a Regents or advanced Regents diploma. Some students, including students with disabilities, can graduate with a local diploma by earning different exam scores. Speak to your school counselor to learn more about Regents exams, State-approved alternatives, and these other exam flexibilities for students who meet specific eligibility requirements:

- Appeals to graduate with low scores on Regents exams
- Safety Net flexibilities for students with disabilities
- Exam waivers for transfer students
- Performance-Based Assessment Tasks (PBATs) for students at State-approved schools

Toward College & Career Readiness

Coursework, exam scores, and activities outside the classroom can support students in working towards their goals for after high school.

Coursework

Students can prepare for college-level work by taking higher-level courses in high school. These courses may include:

- 8-credit course sequence in math, including Algebra I, Geometry, and Algebra II
- 8-credit course sequence in science, including Living Environment, Chemistry, and Physics
- Advanced Placement (AP), International Baccalaureate (IB), and Honors courses
- Courses for college credit, such as College Now or CUNY Early College

Exams

High exam scores can help students avoid taking remedial classes in college. For CUNY, students may meet the college readiness requirement based on certain test scores. See the CUNY Testing FAQs (<http://bit.ly/CUNYReady>) to learn more.

Reading and Writing	Math
<ul style="list-style-type: none"> • English Regents score of 75+ • SAT I Verbal score of 480+ • SAT Critical Reading score of 480+ • SAT Evidence-Based Reading & Writing score of 480+ • ACT English score of 20+ 	<ul style="list-style-type: none"> • Common Core-aligned Algebra I or Geometry Regents exam score of 70+ or Algebra II/Trigonometry exam score of 65+ • Any math Regents exam score of 80+ <i>and</i> a passing grade in Algebra II/Trigonometry or a higher-level math course • Math SAT score of 500+ or SAT Math Section (March 2016 and later) score of 530+ • ACT Math score of 21+

Regents Exam	Local diploma (eligible students only)	Regents diploma	Advanced Regents diploma
English Language Arts (ELA)	55+	65+	65+
Social Studies <ul style="list-style-type: none"> • U.S. History • Global History & Geography 	55+ on one social studies exam	65+ on one social studies exam	65+ on one social studies exam
Math <ul style="list-style-type: none"> • Algebra I • Geometry • Algebra II 	55+ on one math exam	65+ on one math exam	65+ on all three math exams
Science <ul style="list-style-type: none"> • Living Environment • Earth Science • Chemistry • Physics 	55+ on one science exam	65+ on one science exam	65+ on Living Environment <i>and</i> one other science exam
Language Other Than English (LOTE)	<i>Not Required</i>	<i>Not Required</i>	65+ on one LOTE exam
+1 option <ul style="list-style-type: none"> • Any additional Regents exam • State-approved +1 option 	<i>Requirements vary</i>	<i>Requirements vary</i>	<i>Requirements vary</i>
Total Exams	5	5	9

As scholars at Nuasin Next Generation Charter High School, it is both our promise and our duty as a community to ensure that you are fully prepared to matriculate to and excel at the collegiate setting of your choice. As such, NNGCS fully integrates the following components as an integral part of your High School experience:

- **4-year plan:** All scholars at NNGCS will spend four full years in high school and graduate with a regents diploma that fully prepares them for the academic rigor and practices which they will experience once on a college campus. Scholars at NNGCS will approach their High School studies with the understanding that citywide diploma requirements are minimal expectations and not reflective of their vast capabilities.
- **Inquiry-based pedagogy:** All scholars at NNGCS will experience discussion-based coursework that places the thinking impetus on themselves as scholars to drive and further discussion based on their rigorous intellectual impulses. NNGCS scholars will graduate from high school equipped with the skills necessary to change the world as they see fit while continuing to be lifelong learners and leaders.
- **Exposure to all opportunities:** All scholars at NNGCS will, during their four years in high school, be exposed to the many different post-high school pathways available to them via a combination of collegiate visits, interviews, career days and college fairs. Scholars will begin to conceptualize their thoughts about themselves as scholars before they even begin their high school journey and will continue to refine these impulses as they grow and learn about themselves, their community and the world.
- **Individualized college guidance:** All scholars at NNGCS will have access to our college readiness program, within which they will have unfettered access to our college readiness team who will guide them on their journey from initial research to final matriculation decision and everything in-between. Scholars will graduate from NNGCS with a clear vision of not only their next step in their educational lives but how best to utilize it as they continue their personal journey. In 11th grade, students will begin to meet with college advisors to create preliminary college lists, draft a personal statement/college essay, and identify teachers to ask for letters of recommendation. Culminating in the fall semester of 12th grade, scholars will have a series of in-depth one-on-one meetings with college advisors to prepare, finalize, and submit college applications to a variety of postsecondary institutions. At Nuasin, we strongly believe that finances should not be a barrier to educational opportunities beyond high school. 12th-grade students will be given individualized guidance to gather materials to complete the Free Application for Federal Student Aid (FAFSA) and the New York State Tuition Assistance Program (TAP) along with a variety of other scholarship opportunities. Therefore, scholars will be able to apply to the following institutions free of charge:
 - up to 6 City University of New York (CUNY) colleges
 - up to 7 State University of New York (SUNY) colleges
 - up to 6 additional colleges listed on the CommonApp, CoalitionApp, or Common Black College Application

Taken as a whole, all of these elements of your high school experience will be crucial in ensuring that you are ready and able to take the necessary next steps that await you in the wake of your

high school graduation. Once again, it is our duty and promise to support you as both scholars and individuals, and only with rigorous bilateral agreement to these principles will we be successful in doing so.

After School

School's Out New York City (SONYC) at Nuasin Next Generation Charter School

Woodycrest Center SONYC at Met serves as a pathway to success for youth in 6th, 7th, and 8th grades. Structured like clubs, the model offers young people a choice in how they spend their time; provides rigorous instruction in sports and arts; STEM, Leadership and Literacy; and foster youth leadership development through civic service. Program is offered three hours each day, five days per week.

Woodycrest Center is committed to providing youth with a safe environment that promotes individual and community growth. Through participating in civic projects, internships, and College and work-readiness, young people are encouraged to develop leadership skills conducive to opportunities to make a difference for themselves, their families, and their environment.

Woodycrest Center sees youth as a fountain of knowledge and resources. Youth's perspectives and opinions are integrated into the development and implementation of the program. It is our commitment to provide youth with positive social norms. Our program policies and protocol ensure youth physical and psychological safety.

Woodycrest Center for Human Development, Inc's Mission Statement

Woodycrest Center for Human Development (WCHD), Inc. is a Bronx-based non-profit organization. Woodycrest Center's mission is to improve the quality of life for New York City youth and their families through educational, cultural, recreational, employment, leadership training, and counseling programs designed to offer positive and practical alternatives to the all-too-common obstacles of poverty, unemployment, substance abuse, dysfunctional families, crime, and despair. The agency's overall goal is to offer a safe and structured environment conducive to learning and dramatically decrease school failure, adolescent pregnancy, juvenile delinquency, substance abuse, violence, and other criminal behaviors among youth. WCHD Programs provide the community with leadership skills, academic development, social awareness, self-esteem, employment, job readiness, communication, and motivational skills that aid in group dynamics and community empowerment.

As concerned professionals in youth development, our philosophy is that we must begin to train youth early in his/her life to prevent school truancy, school dropouts, youth violence, academic neglect, and juvenile delinquency. WCHD provides direct services to assist economically and educationally disadvantaged children and their families. The agency is committed to preventing youth from falling into negative behavior patterns mentioned above; hence the agency only employs staff that demonstrates character and commitment to the full development of young people.

Response to Intervention (RTI):

Response to Intervention (RTI) is a multi-tiered approach to the early identification and support of scholars with learning needs. The RTI process begins with high-quality instruction and continuous monitoring of all children in the classroom.

Nuasin Next Generation Charter School provides support and early identification for all scholars who may exhibit learning and behavior needs. The common goal of Response to Intervention (RtI) is to help all scholars achieve high standards. The Response to Intervention (RtI) process begins with high-quality instruction and universal screening of all children in the general education classroom. This screening is performed through direct observation and collection of data. Once identified, struggling learners are provided with innovative interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel.

Some services include but are not limited to conferencing, small group work, individual check ins, behavior plans, differentiated and targeted questions, differentiated homework, and annotated texts. Progress is closely monitored to assess both the learning rate and level of performance of individual students. If a student is still struggling, they receive more rigorous and frequent intervention outside of the classroom in addition to interventions in the classroom. If there is no response to the interventions, the child might then be referred to the Committee on Special Education (CSE) for further testing and evaluation.

Response to Behavior (RtB):

Response to Behavior is a multi-tiered, data-driven, proactive, and systematic approach to providing additional support to students who are not responsive to school-wide behavior expectations.

This decision-making approach uses evidence-based behavioral practices to decrease disciplinary incidents and increase positive behavioral outcomes. It combines teaching with feedback on positive student behavior to reduce unnecessary discipline and promote greater productivity, safety, and learning.

Some services include but are not limited to conferencing, small group work, individual check ins, behavior plans, academic supports, mediation sessions, and at-risk counseling. Progress is closely monitored to assess both the learning rate and level of performance of individual scholars. If a scholar is still struggling, they receive more rigorous and frequent intervention outside of the classroom in addition to interventions in the classroom. If there is no response to

the interventions, the child might then be referred to the Committee of Special Education (CSE) for further testing and evaluation.

Special Education

The purpose of special education is to provide a free and appropriate public education to all children regardless of any disabilities. Special education is designed to ensure that students with disabilities are provided with an environment that allows them to be educated effectively.

Nuasin works alongside the New York City Department of Education Committee on Special Education (CSE) developing, implementing, and accounting for Individualized Education Plans (IEPs). Nuasin offers an Integrated Co-Teaching Inclusion Program, Special Education Teacher Support Services (SETSS), as well as a variety of Related Services, including Speech and Language Therapy, Occupational Therapy, Counseling, and Physical Therapy according to individual needs.

504s

Nuasin identifies and evaluates qualified scholars under Section 504 of the Rehabilitation Act of 1973 (as amended) to determine whether they are eligible for accommodations to participate in the school program on an equal basis with their non-disabled peers. A scholar is a qualified individual with a disability under section 504 if the scholar has a physical or mental impairment that substantially limits a major life activity. Scholars who may need such accommodations are evaluated by a school-based 504 team and, when approved by the parent the school will provide such scholars with accommodations pursuant to a written 504 accommodation plan (504 plan) that outlines the accommodations the scholar will receive. 504 Plans must be reviewed on an annual basis.

English Language Learner Support:

English language learners (ELL) need support in acquiring the English Language. They may also need support adapting to United States culture. ELLs bring a variety of knowledge to the classroom. It is important that we tap into what they already know to bridge gaps that they may have in specific content areas. Scholars who are deemed ELLs may arrive in the United States for the first time or they may have been born in the United States and speak a language other than English at home.

English as a New Language (ENL):

The ENL program emphasizes English language acquisition. Language arts and content-area instruction are taught in English using specific ENL instructional strategies. Students receive core content area and English language development instruction, which includes the use of the home/primary language as support and appropriate ELL instructional support to enrich comprehension. ENL support includes integrated ENL and stand-alone ENL classes.

5 levels of proficiency for ELL students

Entering- A large dependence on supports and structures to advance academic language skills and has not yet met the linguistic demands to demonstrate English language proficiency in various academic contexts.

Emerging- Has some dependence on support and structures to advance academic language skills and has not met the linguistic demands to demonstrate English language proficiency in various academic contexts.

Transitioning- Shows some independence in advancing academic language skills but has yet to meet the linguistic demands.

Expanding- Shows great independence in advancing academic language skills and is approaching the linguistic demands

Commanding- Has met the linguistic demands necessary to demonstrate English language proficiency at grade level.

NYSITELL and NYSESLAT

The NYSITELL (New York State Identification Test for English Language Learners) exam is administered to scholars upon initial entry into the NYC public school system after they have been interviewed by ELL staff. This exam is used to determine whether a scholar is eligible to receive ENL instruction and support.

The NYSESLAT (New York State English as a Second Language Achievement Test) is administered annually in the Spring to measure students' progress in their acquisition of the English language.

SIFE (Students with Interrupted Formal Education) Screener

During the initial interview process, particularly for students in the upper grades, if the new scholar is exhibiting gaps in grade level proficiency, they would be administered the SIFE screener by the ELL department. This screener is administered in the scholar's home language to provide information about literacy and math skills.

Our School Culture: The Nuasin Family

At Nuasin Next Generation Charter School, we are a family. We pride ourselves in the fact that the foundation of our school culture is relationships. We prioritize building meaningful relationships with our scholars, staff, and families, with the goal of truly getting to know our community's strengths, values, and needs. A restorative approach is used to continuously maintain and build upon these relationships to best teach the skills, address the needs, and develop the character of our scholars at Nuasin. With this restorative lens, we make sure to use our relationships to be a supportive presence while also establishing accountability and consistency in the lives of our scholars. Our values of Self-advocacy, Rigor, and Community are our guiding principles that instill and enhance this restorative approach within our family at Nuasin.

Our House System at Nuasin Next Generation

As a Family at Nuasin Next Generation Charter School, everyone belongs. We use our house system to infuse joy into our school and encourage team building and help create community. Wall practice and work to demonstrate all our house values: courage and leadership, love, dreams, and propensity to imagine a better society, and friendship and empathy. Demonstration of these skills are crucial as scholars navigate how to be their best selves, how to learn to advocate for themselves and think critically about the world around them, and how to prepare to be active participants in their broader community. As a K-12 school, we rely not only on our staff but our scholars to be the leaders in our building, and therefore, each house prioritizes specific skills to learn about, practice, and model for others.

More specifically, every staff member and scholar in K-12 is a part of one of our four houses: Amistad, Meraki, Oshun, or Shakti. Each house represents a different culture with a unique value. Amistad, derived from the Spanish culture, represents Friendship. Meraki, derived from the Greek culture, represents the Dreamers. Oshun, derived from the Yoruba culture, represents Love. Shakti, derived from the Indian culture, represents Courage. The purpose of our house system is to continue to build relationships within our family, while also allowing us to incorporate healthy competition, develop sportsmanship skills during team building opportunities, and implement mentorships and reading buddies.

Introduction/Overview of Disciplinary Policy

Preventive and Restorative Approach to Behavior Management

At Nuasin, keeping our school, our staff, and our scholars safe is our priority. We will continue to build healthy relationships proactively and strategically, while also keeping in mind we need systems that are developmentally appropriate and focused on re-entering the community, for if things don't go according to plan. Restorative practices are incorporated into every element of this plan, along with all our policies, systems, and interactions at NNG. The overall goal is for scholars to remain de-escalated and in class to have the best opportunity to learn.

Nuasin Next Generation Charter School is committed to providing an education that balances the cognitive, social, and emotional development of scholars. Teachers and staff support our scholars

in their capacity to engage collaboratively, focus on their academic and personal pursuits and contribute in meaningful ways to their community. For our scholars to grow into self-managed scholars and adults, it is essential that the school and parents work together to promote the high expectations for behavior established in the Nuasin Next Generation Code of Conduct (outlined below).

At Nuasin Next Generation Charter School, we make every effort to employ preventive and restorative practices and logical consequences to respond to behavioral infractions to avoid disciplinary practices that limit a scholar's time in the classroom. We attempt to avoid out of school suspension and expulsions but depending upon the infraction, there are times when a preventive or restorative response may not be appropriate, specifically when a serious safety risk is posed to scholars or staff. In response to most disciplinary infractions or conflict, the school uses a continuum of strategies that are restorative rather than punitive. School staff work with all scholars to encourage and foster new skills and improved behavior, recognizing that changing scholars' behaviors involves a range of recognition, guidance, and intervention. In the event of poor behavioral actions, all stakeholders who are impacted are involved in finding solutions to repair harm and restore relationships.

Circles at Nuasin Next Generation Charter School

1. **Community Circles:** Regular use of community circles within the instructional program of a school is a significant prevention and intervention strategy. The circle process enables a group to build relationships and establish understanding and trust, create a sense of community, learn how to make decisions together, develop agreements for the mutual good, resolve difficult issues, etc. The circle process is used regularly within our school, scholars daily join in circles in our advisory program or during morning circles, class circles and closing circles.
2. **Impromptu Restorative Circles:** Structured meetings focused on repairing harm that has occurred in our community. Scholar guardians are not required to be in attendance for impromptu restorative conferences but will receive follow-up about the conference. Whenever a scholar has received a behavior referral, one of the next steps will be an impromptu restorative circle involving the necessary staff/scholars.
3. **Formal Restorative Conference:** Involves more people, requires more planning and time, and is more structured and complete. Scholar guardians are usually required to either attend or dial into formal restorative conferences. Although a formal restorative process might have great impact, the primary goal of the formal restorative conference is to support the school community and to manage more major/ongoing conflicts and tensions by repairing harm and building relationships.

PBIS (Positive Behavior Interventions and Supports)

We have established a Positive Behavioral Interventions and Supports (PBIS) system at Nuasin. At Nuasin, we want to recognize scholars who practice the skills needed to represent our school community. Our Next Gen Bucks system is used to acknowledge those who are meeting and exceeding our expectations and demonstrating our values. Scholars can use their Next Gen Bucks to purchase scholar selected items at our school store. This system is connected to our behavior system to ensure we are balancing rewards, accountability, and learning using these systems working together. Next Gen Bucks are given out each day by staff for individual scholars who are meeting school expectations and demonstrating our school values. Scholars can only earn Next Gen Bucks; Next Gen Bucks cannot be taken away.

Scholars can use their earned Next Gen Bucks to purchase items at our school store every two weeks. If scholars receive three “yellow” referrals or one “red” referral (see detailed description below) within that two-week period, they are unable to use their Next Gen bucks at the store for that two-week period. However, every two weeks, we restart, and scholars have a new chance to continue to earn Next Gen Bucks and shop at the store/ and or earn rewards.

There is some differentiation at the HS level, where the behavior and referral system are the same, and there is still that intentional connection between behavior expectations and our PBIS system, HS scholars may earn different rewards, such as Nuasin swag/gear, tickets to an event, or privileges at school. Rewards may also be given during different time intervals than K-8 throughout the year.

Description of School’s Disciplinary Policy

Nuasin Next Generation Charter School Tiers and Supports

At Nuasin, we use a three-tiered approach to support scholars in making appropriate choices. All scholars benefit from Level One interventions which focus on building a healthy classroom and school community. Some scholars, who are not responsive to Level One interventions, will participate in Level Two interventions and support to correct behavior and prevent future incidents. Level Three intervention is reserved for the few scholars who do not respond to Level One and Two interventions and supports.

Three Tiers of Intervention

Tier One - Universal Interventions

As a part of our school practices and culture, these interventions are implemented with all scholars.

Examples:

- Clearly stated and visible expectations that are developmentally appropriate and realistic
- Classroom communities built through intentional teaching of social/emotional skills curriculum
- Acknowledgement of positive behavior and celebrations of scholar achievement and goal attainment

- Classroom management teacher proactive and least invasive intervention techniques
- Advisory, Morning Meeting or Community Circles, Some Impromptu Restorative Circles
- Town Hall meetings or Culture Blocks
- Positive behavior support and interventions (PBIS) - Next Gen Bucks and Rewards Store

Tier Two - Targeted Interventions

Due to specific strengths or needs of a whole group of scholars as identified through our behavior referral system, staff observations, family reports, RTB2 meetings, grade team meetings, or other sources of data.

Examples:

- Specific interventions for scholars who do not respond to universal (Level One) efforts, with the goal to reintegrate and welcome the scholar back into their classroom as quickly as possible
- Interventions that are part of a continuum of behavioral supports in schools
- Dean or Culture Team member offering additional support through push in support in the classroom, or engage in out of class interventions listed below
- **Yellow Behaviors** are behaviors that denote tier two interventions because they present significant or persistent disruptions to learning and the classroom culture of community and belonging. Please see the table below for examples of “yellow behaviors” and possible responses to those behaviors.
- “Yellow Referrals” written for tracking of Tier Two behaviors, these are entered and monitored in PowerSchool.
- Deans implement a restorative, a cultural, and a logical consequence to support learning and accountability with scholars following behavior incidents.
- Parent/Guardian conference
- Conflict resolution skill building
- Peer mediation
- Impromptu Restorative circles and Formal Restorative Conferences
- Written reflections
- Short-term behavioral progress reporting

The following chart of behaviors/ infractions is not exhaustive but provides examples of violations of the Code that may result in disciplinary consequences, including a combination of logical, restorative and culture consequence options. The chart may be modified from time to time or supplemented by Nuasin Next Generation Charter School upon advance notice to scholars and families.

Severity	Infraction	Restorative Consequence	Logical Consequence	Culture Consequence (Disciplinary Action)
YELLOW	Physical touching of another person Posing physical threat to self or others Inappropriate Behaviors toward adult Verbal aggression towards a staff member or scholar (cursing, name calling, mocking) Tantrum at a volume or severity that inhibits the flow of the class Bullying (including cyberbullying) Deliberately angering/annoying other Damage/Stealing Plagiarism or Cheating Refusal to listen to authority Avoidance of work completion Walking out of class without permission Misuse of Technology Persistent Disruption	Impromptu Restorative Conference (IRC) Restorative Conference (RC) Dean Swap- dean maintains class while teacher conducts IRC with scholar Dean, Teacher, Scholar IRC in Hallway Push In-Dean uses strategies to support teacher in moment Whole Class Reset- Dean reminds the class of teacher's expectations/ supports the teacher and remains until expectations are met.	Loss of class privilege Loss of school privilege Written reflection with dean Community Service Public apology Additional Academic Project Responsible to make up missed work Other (Teacher request)	Mandatory Family Conference Dean Time Out Confiscation of Item Office Hours After School Time
	Cut Class Present in a restricted area	<u>If persistent issue:</u> Impromptu Restorative Conference Restorative Conference	Loss of class privilege Loss of school privilege Written reflection with dean Responsible to make up missed work	Mandatory Family Conference
	Cell Phone Refusal	If phone is eventually given = None *If phone refusal causes harm to the relationship and the scholar walks away without giving up the phone, a restorative conference will be scheduled.	Loss of class privilege Loss of school privilege Written reflection with dean Additional Academic Project Other (Teacher request)	Use= Turn in to Dean / Family Coordinator for M.O Pick up at EOD (Scholar signs out) Refusal = Mandatory Family Conference (Guardian Phone pick up)

Tier Three - Intensive, Individualized Interventions

Due to specific strengths or needs of individual scholars as identified through our behavior referral system, staff observations, family reports, RTB2 meetings, grade team meetings, or other sources of data.

Examples:

- Dean or Culture Team member offering additional support through push in support in the classroom, or engage in out of class interventions listed below
- **Red Behaviors** are some specific behaviors that denote tier three interventions because they create an unsafe space or pose a serious safety risk for the scholars and staff within our community. Please see the table below for examples of “red behaviors” and possible responses to those behaviors.
- “Red Referrals” written for tracking of Tier Three behaviors, these are entered and monitored in PowerSchool.
- Deans implement a restorative, a cultural, and a logical consequence to support learning and accountability with scholars following behavior incidents.
- Increase in social skills building and development strategies to address need areas
- Interventions involving targeted behavioral intervention plans
- Counseling check in

- Family Conferences
- Scholar may be assigned to an afterschool restorative session
- A restorative assignment related to incident or recurring behavior
- Targeted behavioral goal plans
- In-school suspension
- Out of school suspension
- When extreme circumstances warrant expulsion.

The following chart of behaviors/ infractions is not exhaustive but provides examples of violations of the Code that may result in disciplinary consequences, including a combination of logical, restorative and culture consequence options. The chart may be modified from time to time or supplemented by Nuasin Next Generation Charter School upon advance notice to scholars and families.

Severity	Infraction	Restorative Consequence	Logical Consequence	Culture Consequence (Disciplinary Action)
RED	Weapons/ Drugs Gambling Fighting Inappropriate Sexual Behavior/ Sexual Harassment <u>**Toward a Scholar or Adult With Intent To Harm**</u>	Restorative Conference	Loss of class privilege Loss of school privilege Written reflection with dean Community service Public apology Additional Academic Project Responsible to make up missed work Other (Teacher request)	Suspension Meeting (ISS, OSS)
	Sexist, Homophobic, Racist Comments, Repetitive or Egregious Verbal Aggression (Demeaning/ Derogatory) Egregious or Repetitive Physical Aggression Egregious Damage/ Stealing of property <u>**Toward a Scholar or Adult With Intent To Harm**</u>	Impromptu Restorative Conference (Informal meeting with Scholar and Staff member) Restorative Conference (Formal 5 question meeting held with all parties involved + RC Mediator) Teacher/ Scholar Action Plan (TSAP)		Suspension Meeting (ISS,OSS) Mandatory Family Conference Dean Time Out (ISS for remainder of class) Office Hours After School Time

Code of Conduct

At Nuasin Next Generation Charter School, we want to ensure that there is a fair and consistent Code of Conduct (“Code”) so that scholars know what is always expected of them. We have developed a school-wide discipline system that recognizes scholars for positive behavior, while ensuring that appropriate disciplinary action is taken when scholars do not adhere to the Code.

Scholar disciplinary offenses are those actions or inactions that violate the School’s Code or interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the school community, or threaten the integrity and stability of the school itself.

- **A disciplinary offense may occur while the scholar is:**
 - **at school, whether remote or in person, and/or on school grounds.**
 - **participating in a school-sponsored activity, whether remotely or in person.**
 - **walking to or from school or a school-sponsored event.**
 - **walking to or from, waiting for, or riding on school-provided or district-provided transportation; or**

- walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity conducted off school grounds.
- School-related disciplinary offenses may also include misconduct outside the school, including texting, e-mailing and/or activity on social media, when such behavior can be demonstrated to negatively affect the school learning environment or to endanger the school community.

School administration will use their professional judgment in determining which disciplinary action(s) will be most effective in dealing with the scholar's misconduct, considering the following factors:

- The scholar's age and maturity level.
- The nature and seriousness of the behavior and the circumstances/context in which the behavior occurred.
- The scholar's previous disciplinary record.
- The effectiveness of other forms of discipline.
- Information from parents/guardians, teachers and/or others, as appropriate.
- The scholar's Individualized Education Plan (IEP), Behavioral Intervention Plan (BIP), and/or 504 Plan, if applicable.
- The scholar's attitude; and
- Other relevant factors.

When a scholar does not meet behavioral expectations and a violation of the School's Code has occurred, clear and consistent disciplinary action will ensue, and other consequences as further described below.

When required, school administration will contact law enforcement authorities.

**Weapons include firearms and other dangerous weapons, such as butterfly knives, switchblade knives, daggers, martial arts weapons, metal knuckles, air guns, and stun guns, Taser devices or other items deemed dangerous by law or by the school. If the school confiscates a firearm or other dangerous weapon, it will be given to the local police. The school will use its discretion with regards to other items, such as small knives or look-alike toys. Anything which may cause harm to another person, such as by expelling a projectile, will be considered a weapon. We strongly suggest that nothing be brought to school which might be considered a weapon, to increase safety for all and to avoid any misunderstandings.*

Gun Free Schools Act Policy

Federal and state laws require the expulsion from School for a period of not less than one year of a scholar who is determined to have brought a firearm to the School, or to have possessed a firearm at school, except that the Executive Director may modify such expulsion requirement for a scholar on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended).

Any such expulsion must comply with the Individuals with Disabilities Education Act and its implementing regulations, for a scholar with or presumed to have disabilities. “Firearm” as used in this law is defined by 18 USC§ 921(a) and includes firearms and explosives.

The Executive Director shall refer to the criminal justice or juvenile delinquency system any scholar who brings a firearm or weapon to the school. “Weapon” as used in this context shall mean any device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than two and half inches in length.

Afterschool Support/Restorative Sessions

An after-school session might be used for a scholar to work on missed classwork that did not get completed because the scholar was avoiding the work or engaged in an action that did not allow him/her to complete classwork. A scholar may also be asked to stay after school to complete a restorative conversation or assignment with a teacher, culture team member or administration. All decisions regarding afterschool will be made by the principal or designated school leader. Pick-Up: The school will notify a scholar’s parent/guardian of the date and time the Afterschool Session will occur. K-6th grade scholar’s parent/guardian will be responsible for picking up their scholar **promptly** at the end of school sessions. Unless otherwise requested by a parent/ guardian, 7th-12th grade scholars may walk home independently when after school sessions are complete.

In-school Suspension

A scholar may be assigned to spend concentrated time in In-school Suspension if shorter sessions have not proved effective.

The scholar is removed from her/his normal class(es) and assigned to another room in the school for some period in accordance with the needs displayed by the scholar. The scholar will do her/his class work in the assigned room with academic support and behavioral support from a teacher. This will also be a time for restitution, such as writing a letter of apology or having restorative conversations with all parties involved in the incident. The length of these sessions is determined by scholar need and it is not related to “putting in time” as in more traditional approaches.

The principal or designee will contact the parents/guardian of the child immediately to inform them of the incident and, if appropriate, to request their support in implementing restorative sessions. A letter will be sent home to inform the parent/ guardian of the incident that occurred and the amount of time that will be spent in in-school suspension.

The principal or designee, teacher and parent/guardian may determine other logical consequences that will restore relationships and the classroom environment upon the scholar ’s return to the classroom.

Procedures and Due Process for Short-Term Suspension

A short-term suspension refers to the removal of a scholar from Nuasin Next Generation Charter School for disciplinary reasons for a period of up to ten (10) days. This includes in-school suspension.

The [Principal] may impose a short-term suspension and shall follow due process procedures consistent with applicable federal case law. Before imposing a short-term suspension, the [Principal] shall notify the scholar orally of the charges against him or her. If the scholar denies the misconduct, the [Principal] must provide an explanation of the evidence against the scholar. The scholar shall be given an opportunity to deny or explain the charges against him/her that led to the suspension. The [Principal] shall immediately notify the parent(s) or guardian(s) in writing that the scholar may be suspended from school. The written notice shall be provided by personal delivery or express mail delivery within 24 hours of the decision to impose suspension, at the last known address(es) of the parent(s) or guardian(s). Notification also shall be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parent(s) or guardian(s).

The notice shall provide a description of the incident for which suspension is proposed and shall inform the parent(s) or guardian(s) of their right to request an immediate informal conference with the [Principal and Director of School Culture]. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parent(s) or guardian(s). At the conference, the parent(s) or guardian(s) of the scholar and the scholar shall have the opportunity to present the scholar's version of the incident and to ask questions of complaining witnesses under such procedures as the [Principal] may establish. The notice and opportunity for an informal conference shall take place before the scholar is suspended unless the scholar's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.

An appeal of the decision of the [Principal] may be made to the Executive Director., if the decision made by the Executive Director needs to be appealed, the parent(s) or guardian(s) may make a second appeal to the Board of Trustees which will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the Board within ten (10) calendar days of the date of the [Executive Director]'s decision, unless the parent(s) or guardian(s) can show that extraordinary circumstances precluded them from doing so. The Board of Trustees will issue a written decision within ten (10) business days of receiving the appeal. Final decisions of the Board may be appealed to the school's authorizer:

The procedure for filing a complaint with the Chancellor can be found here:

<https://www.schools.nyc.gov/school-life/school-environment/get-help-at-your-charter-school/file-a-formal-complaint-at-your-charter-school>

Procedures and Due Process for Long-Term Suspensions or Expulsion

A long-term suspension refers to the removal of a scholar from Nuasin Next Generation Charter School for disciplinary reasons for a period of more than ten (10) days. This includes in-school

suspension. Expulsion refers to the permanent removal of a scholar from school for disciplinary reasons. This is the final level of correction.

Upon determining that a scholar's action warrants a possible long-term suspension or expulsion, the following procedure, consistent with applicable federal case law, will be followed:

- The scholar shall immediately be removed from the class or the school, as needed.
- The scholar shall be informed of the charges and the evidence for those charges; where applicable, the scholar will have the opportunity to explain his or her side of the events.
- The principal shall immediately notify the parent(s) or guardian(s) of the scholar, in person or on the phone.
- The principal shall provide written notice that the school is going to commence a disciplinary hearing to the scholar and his or her parent(s) or guardian(s) by personal delivery or express mail delivery as soon as possible to the last known address of the parent(s) or guardian(s). Such notice shall provide a description of the incident which resulted in the suspension and shall state that a formal hearing will be held on the matter which may result in a long-term suspension or expulsion. The notification provided shall be in the dominant language used by the parent(s) or guardian(s) if it is known to be other than English. The notice will state that at the formal hearing, the scholar shall have the right to be represented by counsel, present and question witnesses, and present evidence.
- The school will set a date, time, and place for the formal hearing, which shall be set forth in the written notice described above.
- An audio transcript of the formal hearing will be created and made available to all parties upon request.

The [Executive Director], or his/her designee, shall serve as hearing officer and preside over the hearing. When the [Executive Director] does not serve as hearing officer, the designated hearing officer shall provide a report to the [Executive Director] which shall be advisory only, and the [Executive Director] may accept or reject all or part of it. A written decision will be issued within five school days after the formal hearing to the scholar and his/her parent(s) or guardian(s).

An appeal from the written decision may be made to the Nuasin Next Generation Charter School Board of Trustees, which will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the Board within ten (10) calendar days of the date of the written decision, unless the parent(s) or guardian(s) can show that extraordinary circumstances precluded them from doing so. The Board of Trustees will issue a written decision within ten (10) business days of receiving the appeal. Final decisions of the Board of Trustees may be appealed to the school's authorizer:

The procedure for filing a complaint with the Chancellor can be found here:

<https://www.schools.nyc.gov/school-life/school-environment/get-help-at-your-charter-school/file-a-formal-complaint-at-your-charter-school>

Provision of Instruction During Removal

Nuasin Next Generation Charter School will ensure that alternative educational services are provided to a scholar who has been suspended or removed to help that scholar progress in the general curriculum of Nuasin Next Generation Charter School. Alternative instruction for suspended scholars will be of sufficient duration to enable a scholar to cover all class material, take all tests and quizzes, keep pace with other scholars, and progress to the next grade level. All suspended scholars are entitled to receive alternative instruction commencing within 24 hours of the suspension or expulsion. Alternative instruction dates and times will be listed on the scholar's suspension letter. All scholars will be provided with a minimum of two hours per day of alternative instruction.

For a scholar who has been expelled, alternative instruction will be provided in like manner as a suspended scholar until the scholar enrolls in another school or until the end of the school year, whichever comes first.

Instruction will take place Where One or more of the following individuals will provide instruction: teacher, teacher aide, or a tutor hired for this purpose. Please note that whoever administers this instruction will meet all certification requirements as stipulated in Section 2854(3) (a-1) of the New York State Education Law.

Discipline for Scholars with Disabilities

In addition to the disciplinary procedures applicable to all scholars, the following procedures are applicable to scholars with disabilities. A scholar not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior that is the subject of the disciplinary action, has a basis of knowledge – in accordance with 34 C.F.R. § 300.534 – that a disability exists shall also be disciplined in accordance with these provisions. Nuasin Next Generation Charter School shall comply with Sections 300.530-300.537 of the Code of Federal Regulations and the following procedures, except that if the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

Nuasin Next Generation Charter School shall maintain written records of all suspensions and expulsions of scholars with disabilities including the name of the scholar, a description of the relevant behavior, the disciplinary action taken, and a record of the number of days a scholar has been suspended or removed for disciplinary reasons.

Scholar s whose IEP includes a Behavioral Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the scholar or others if the BIP is followed with respect to the infraction, the matter will immediately be referred to the appropriate Committee on Special Education (CSE) for any consideration of changes.

A scholar identified as having a disability shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the scholar's district of residence prior to the eleventh day of suspension, because such suspensions may be a change in placement.

In considering the placement of scholars referred because of disciplinary problems, the CSE of the scholar's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

Nuasin Next Generation Charter School will ensure that the [Administrator and/or special education teacher and/or general education teacher] will attend all meetings regarding their scholars initiated by the CSE of the scholar's district of residence. These meetings could be relating to the development and implementation of behavioral intervention plans, initial referrals, change in service, or annual reviews, Manifestation Determination Reviews (MDRs), among other things.

Provision of Services During Removal

Nuasin Next Generation Charter School will place scholars in an interim alternative educational setting as appropriate and mandated by 34 C.F.R. §§ 300.530 and 300.531.

Scholars removed for a period of fewer than ten cumulative days during the school year will receive all classroom assignments and a schedule to complete such assignments during the time of their suspension. Provisions will be made to permit a suspended scholar to make up assignments or tests missed because of such suspension. The school also shall provide alternative instruction to assist the scholar, so that he or she is given full opportunity to complete assignments and master the curriculum, including additional instruction, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the scholar to progress appropriately in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the scholar's special education teacher, shall make the service determination.

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the scholar to progress appropriately in the general curriculum and in achieving the goals of his or her IEP. The CSE of the scholar's district of residence will make the service determination.

During any removal for drug, weapon, controlled substance and/or seriously bodily injury offenses pursuant to 34 C.F.R. § 300.530(g), services will be provided to the extent necessary to enable the scholar to progress appropriately in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the scholar's district of residence.

Additional Due Process (MDR)

If discipline that would constitute a change in placement is contemplated for any scholar with a disability, the following steps shall be taken: (1) no later than the date on which the decision to take such action is made, the parent(s) or guardian of the scholar with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 C.F.R. § 300.504; and (2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the scholar's district of residence and other

qualified personnel shall meet and review the relationship between the scholar 's disability and the behavior that is the subject of the disciplinary action.

If, upon review, it is determined that the scholar 's behavior was not a manifestation of his or her disability, then the scholar may be disciplined in the same manner as a scholar without a disability, except as provided in 34 C.F.R. § 300.530(d), which relates to the provision of services to scholars with disabilities during periods of removal.

A scholar 's parent(s) or guardian(s) may request a hearing to challenge the manifestation determination. Except as provided below, the scholar will remain in his or her current educational placement pending the determination of the hearing.

If a parent or guardian requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to drugs, weapons, controlled substance and/or serious bodily injury offenses, the scholar shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent or guardian and the School agree otherwise.

Scholars with a 504 Plan and “Deemed to Know” Scholars

Regarding disciplinary actions, including suspension or expulsion, the Section 504 rights of charter school scholars with disabilities are the same as other scholars with disabilities.

When addressing discipline for scholars with disabilities, including scholar s with 504 plans or those who are “presumed to have a disability,” Nuasin Next Generation Charter School will comply with applicable legal requirements governing the discipline of a scholar for misconduct.

Attendance

Attendance at school is the most basic requirement for learning. Our curriculum is rigorous and demanding, and every day is essential for scholars. For scholars to reach their personal best, they must show up on time and make their strongest effort at school each day. We do understand that sometimes trains are delayed/cancelled, traffic builds up, or family circumstances keep scholars from arriving on time. In such cases, we ask that parents please call ahead to the front desk, to inform the necessary adults that scholars will be late for school. If you are unable to get through to the front desk, please text/call your scholars' grade level Dean.

Arrival

The school day for K-8 starts promptly at 8:00am. K-8 scholars are offered breakfast before school begins between 7:30 and 7:59am. The school day for High School scholars starts promptly at 8:30am. Breakfast is offered for high school scholars before the school day between 7:45-8:14am. School doors open for scholars no earlier than 7:30am. For scholar safety, please ensure the timely arrival and departure of your scholars to and from school.

When scholars arrive at school, they should walk directly to their classroom or the MPR, as designated by school staff. If classroom doors are not yet open, scholars should sit and wait in the area designated by the school staff. Teachers who arrive early do so to prepare for the school day and are not available to supervise scholars.

Dismissal

Unless your child takes a school, bus or stays for an after-school program, please plan for your child to be picked up on time. Dismissal for K-8 scholars begins at 3:30 Monday-Thursday and 12:55 on Fridays. Dismissal for High school begins at 4:03 Monday- Thursday and 1:00 on Fridays. We are unable to supervise scholars left at the school after dismissal. In special exceptions, parents must call the main office by 2:30pm for an early pickup or dismissal.

The school may file a report with family/social services if an authorized person does not pick up the child, including a scholar who has lost bus privileges. The police or other appropriate authorities may be called to pick up scholars who are left at the school repeatedly or for an extended period.

Absence

Our goal is for every scholar to attend school every day. Every minute of every day counts and is a learning opportunity. The more time a scholar is in school the more they can learn. Regular attendance in classes is of vital importance if a scholar is to succeed in school and be prepared for college. Absences for any reason hinder learning and should be avoided. Missed school time will be considered only "excused" only when official documentation (for example, a doctor's note, court document, or death certificate) is submitted to the main office in support of the absence, and only for the following reasons: to miss school are religious observances, illness, a death in the family, or a family emergency. Half day absences are recorded and will be counted as part of the total days present or absent for the year.

Attendance will be taken daily. Scholars must be present during their expected school hours to be counted as present for the entire school day. Half day absences are recorded and will be counted as part of the total days absent for the year.

Please notify the school office via phone, email, voicemail, or letter if a scholar must be absent from school for any reason. Upon return to school, the scholar must submit to the teacher a note of explanation signed by a parent/guardian. All absences must be documented at the school through a written/typed, signed letter from a parent/guardian and/or a doctor's note. Excused absences are only those where documentation is submitted from a physician, all other absences will be considered an "unexcused" absence. Any missed school time that is not supported with official documentation will be considered unexcused.

The school may notify the parent/guardian that a scholar needs to be picked up early. This may be because of illness or another emergency. The scholar should be picked up within one hour of the notification, and the appropriate early dismissal or absence policy will apply. Therefore, all families must have a plan in place as to who will pick up a child early when necessary.

Late Arrivals (Tardies)/Early Departures

The academic day starts at 8:00am for K-8 and 8:15 for 9-12th. Scholars who arrive at or after 8:02 (k-8) or 8:17 (9-12) are considered late for the school day. All scholars are expected to be at school promptly for the beginning of classes. Arriving late to class or leaving early interferes with important teaching and learning and disrupts the classroom environment. It is the responsibility of parents/guardians to ensure that scholars are at school on time and depart on time every day.

A scholar who arrives tardy after the designated school start time must go directly to the office to check in and bring any signed note from a parent/ guardian or doctor they may have, explaining the reason for being tardy.

Repeated late arrivals or early departures may result in loss of privileges and disciplinary action. Repeated late arrivals or early departures may also render the scholar truant pursuant to state/local statutes and require the school to report to state/local officials. Truancy can result in sanctions and legal prosecution of responsible parents/guardians by state authorities.

A scholar will be released for an early dismissal only to an authorized parent/guardian or other person designated in writing by the parent/guardian to be authorized to pick up the child. Parents/guardians must make such arrangements in advance. Upon arriving at the school, the parent/guardian must go to the school office to sign out their child. Scholars will be dismissed from the main office. Teachers cannot dismiss scholars directly from the classroom. A parent/guardian may never go directly to a classroom.

If a parent or guardian does not have legal rights to pick up or visit a child, the school must be given a copy of legal documents attesting to this fact. Without such valid legal documents, all parents/guardians are assumed to have equal rights to make decisions regarding their child's education, receive information, to pick up the child, and to participate in school activities.

Chronic Absenteeism

Chronic absenteeism is linked with low academic engagement, poor scholar performance and increased risk of high school dropout. A scholar who misses 10% or more of school days, regardless of whether the absences are excused or unexcused, is considered chronically absent.

A scholar who is chronically absent may not be able to advance to the next grade level and may need to attend after schoolwork sessions, enroll in summer school to get caught up on missing work and grade level content, and/or may lose the opportunity to attend school events, afterschool activities and school teams.

When scholars are chronically absent, a tiered response will also be used to support and work with families, offering leveled attendance interventions as absences / tardies continue to be a concern or barrier to the scholar's learning. The school staff will always assume the best and try to work with the families to:

- a. Inquire why scholars have been chronically absent
- b. Ask that any legal paperwork to excuse current and back-dated absences be brought into school
- c. Work with families to problem solve around chronic absences
- d. Provide an overview for what scholars can do to get back on the academic track towards mastery.

****As is required by NY state law, Nuasin Next Generation staff members are designated as "mandated reporters." While we always assume the best about our families, this means that Nuasin Next Generation staff members are required, by law, to report any instances or suspicions of chronic absenteeism due to guardian negligence/abuse to Child Protective Services and/or local authorities.***

Leaving Campus Without Permission

All Nuasin Next Generation staff members are responsible for the safety and well-being of our scholars from the time they enter the building, until the time they are dismissed. As such, one of the most potentially dangerous situations that can arise in a school is scholars leaving the building without permission. If a scholar leaves school without permission, Nuasin Next Generation Administrators will utilize necessary lockdown protocols until the scholar has been located and is verified to be safe. Except for field trips, special events, and 8th grade lunch, scholars are not permitted to leave campus once they are inside the building. Leaving campus without authorization will result in a consequence hearing, with the potential outcome of suspension from school and/or school-based activities.

Dress Code/Policies and Procedures

Nuasin Next Generation Dress Code

Nuasin has a mandatory dress code for all scholars. The dress code puts the focus on academics, not fashion, and creates a sense of school pride and belonging which are important components of our school culture. We ask that families work with school staff to support and enforce the dress code.

Directions on where and how to order uniforms will be provided during parent/guardian orientation.

Some schools may slightly alter the code below. See your principal for more information.

	K - 4	5 – 8	9 – 12
Tops			
	Burgundy Polo with school Logo uniform shirts Optional Gray Cardigan	Black Polo with school Logo uniform shirts Optional Burgundy Cardigan	White or Burgundy T-shirt with school Logo
	Optional Grey Cardigan or Cardigan	Optional Burgundy Cardigan	Optional Grey Blazer
Bottoms			
	Black Pants Black Skirts Leggings as pants are not permitted.	Medium Grey Pants Medium Grey Skirts Leggings as pants are not permitted.	Black pants Black Skirts Leggings as pants are not permitted.
Shoes	Solid Black or White Sneakers or Black Dress Shoes *Open toe shoes or Crocs are not allowed. *	Solid Black or White Sneakers or Black Dress Shoes *Open toe shoes or Crocs are not allowed. *	Solid Black or White Sneakers or Black Dress Shoes *Open toe shoes or Crocs are not allowed. *
PE	Dress code for Physical Education classes		
	N/A	N/A	Appropriate athletic wear of scholar's choosing. Sneakers with safe and proper laces MUST be worn.

Other Dress Code Guidelines

Jeans, athletic pants, fatigues, cargo pants, excessively baggy, torn, or stone washed pants are not to be worn at school. Denim material is not to be worn at school.

Scholars are permitted to bring backpacks for their school supplies. Backpacks are kept in the classroom or the scholar's designated locker/storage area. Scholars will have access to their backpack at the teacher's discretion.

Hats, scarves, hoodies, bandanas, and head coverings may not be worn in the school building, unless for religious or medical reasons and with prior approval of the principal. Any other decorative hair accessories that the principal deems to be distracting may not be worn at school.

Athletic caps, visors, athletic-style headbands, and sunglasses may not be worn inside the school.

If scholars are not in uniform, the school may provide a shirt, and or pants call the parent/guardian so that appropriate apparel may be brought to the school. Failure to follow the dress code policy will result in a meeting with parents to determine the support needed to comply with this policy. Non-conforming items, clothing, jewelry, etc. removed from scholar may be held by the school. Parents/Guardian may be required, upon request of the school or teacher, to retrieve scholar items that do not follow the dress code from the school office. It is the scholar /parent/guardian's responsibility to retrieve any items that were removed from the scholar in violation of the Scholar Dress Code or other school policy. At the end of the year, any remaining items that have not been claimed will be disposed of or donated.

Compliance with the Child Find Requirements of IDEA

Nuasin Next Generation Charter School will comply with the federal Child Find requirements (34 CFR §300.111), which require schools to have in place a process for identifying, locating, and evaluating scholars with disabilities. Scholar s enrolling for the first time in a New York public school will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the child may need a specialized or Individualized Education Program, or referral to the CSE of the scholar's district of residence. Other scholars will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the scholar. Should the problems persist, and a disability is suspected, the scholar will be referred to the CSE of the scholar's district of residence for an evaluation.

Non-Discrimination

Nuasin Next Generation Charter School welcomes all scholars equally. All scholar s will be treated as individuals and different treatment based on race, color, national origin, disability status, sex, sexual orientation, religion, or any other characteristic protected by local, state, or federal law will not be tolerated. Anyone who feels that he or she has been treated differently on any such basis should speak with a [counselor/social worker], who will apprise the Principal and Director of School Culture of all reports. Anyone who raises any concerns of discrimination on any basis will be free from retaliation for raising such a concern.

Dignity for all scholars Act Policy

Nuasin Next Generation Charter School is committed to providing a safe and productive learning environment in which all scholars are treated with respect and dignity. In accordance with New York State’s “Dignity for All scholars Act” (“DASA”), Nuasin Next Generation Charter School will promptly address incidents of harassment and/or discrimination of or by any scholar enrolled at the school. This includes bullying, taunting, or intimidation in all their myriad forms.

Policy Definitions:

“*School property*” means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus, as defined in section 142 of the vehicle and traffic law.

“*School function*” means a school-sponsored extracurricular event or activity.

“*Harassment*” and “*Bullying*” shall mean the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that (a) has or would have the effect of unreasonably and substantially interfering with a scholar’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a scholar to fear for his or her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a scholar; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Acts of harassment and bullying shall include, but not be limited to those acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. For the purposes of this definition the term “threats, intimidation or abuse” shall include verbal and non-verbal actions.

“*Cyberbullying*” shall mean harassment or bullying as defined above, where such harassment or bullying occurs through any form of electronic communication.

Scholars’ Rights

No scholar shall be subjected to harassment or bullying, including cyberbullying, by employees or scholars on school property or at a school function. Additionally, no scholar shall be subjected to discrimination based on the scholar’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, by school employees or scholars on school property or at a school function.

Nuasin Next Generation Charter School’s Disciplinary Policy and Code of Conduct prohibits harassment and bullying, and scholars who engage in such behavior will be disciplined as set forth in the Code of Conduct. Further, the School reserves the right to discipline scholars, consistent with our Code of Conduct, who engage in harassment or bullying of scholars off school property under circumstances where such off-campus conduct:

1. affects the educative process.
2. endangers the health and safety of SCHOOL scholars within the educational system; or
3. is reasonably believed to pose a danger to the health and safety of school scholars within the educational system.

This includes written and/or verbal harassment which materially and substantially disrupts the work and discipline of the school and/or which school officials reasonably forecast as being likely to disrupt the work and discipline of the school materially and substantially.

Dignity Act Coordinator (DAC)

Nuaslin Next Generation Charter School has designated the Director of School Culture at [the school/each campus] to serve as the Dignity Act Coordinator (DAC) [for that campus]. The DAC is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex.

The names and contact information for the DACs are posted on the school's website and are as follows.

Elizabeth Hillin /Director of School Culture/elizabeth.hillin@nngcs.org/718-893-0640

The DAC will be accessible to scholars and other employees for consultation and advice.

Nuaslin Next Generation's Approach to Educating scholars on DASA [OR DASA at Nuaslin Next Generation Charter School]

to be provided by Nuaslin Next Generation Charter School

At Nuaslin Next Generation Charter School, we proactively address anti-bullying education by focusing on building strong and healthy relationships with and among our scholars. In addition to this foundational work, through our belief that social-emotional learning is as important as the academic curriculum, we support scholars' social-emotional learning through a multi-modal approach. Depending on grade level, this approach is inclusive of daily advisory and/or class circles, with an emphasis on developing skills for self-advocacy, communication, mindfulness, social/self-awareness, and proactive small-group work. Additionally, our counseling team leads and supports teachers in leading explicit social-emotional learning curriculum through our Second Step and SOARs Curriculums for our scholars during our weekly culture blocks and class circles. We take each act of bullying, cyberbullying, or harassment very seriously and handle each situation on a case-by-case basis, making sure to include all parties who have been harmed and those who have done the harm. We include staff, scholars, and families in this restorative process to address the harm, and develop a plan for learning, accountability, and re-entrance into the community when appropriate.

Reporting and Investigating

All Nuaslin Next Generation Charter School staff members are responsible for reporting harassment, bullying or discrimination of which they have been made aware to their immediate supervisor. Any scholar who believes that s/he is being subjected to harassment, bullying, or discrimination, as well as any other person who has knowledge of or witnesses any possible

occurrence of harassment, bullying or discrimination, shall report the harassment, bullying or discrimination to any staff member, the DAC, or to the Principal. A staff member who witnesses harassment, bullying or discrimination or who receives an oral or written report of harassment, bullying or discrimination shall promptly orally notify the Director of School Culture and Principal not later than one school day after witnessing, or receiving a report of, such acts and shall file a written report with the [Executive Director not later than two school days after making such oral report.

The Principal and Director of School Culture shall promptly investigate the complaint and take appropriate action, including as necessary, referral to the next level of supervisory authority (e.g., the Executive Director or the Board of Trustees) and/or other official designated by the Board to investigate allegations of harassment, bullying or discrimination. When an investigation reveals any such verified harassment, bullying or discrimination, the school will take prompt actions that are reasonably calculated to: end the harassment, bullying or discrimination; eliminate any hostile environment; create a more positive school culture and climate; and prevent recurrence of the behavior. Any such actions shall be consistent with Nuasin Next Generation Charter School's Code of Conduct, which [describe how Nuasin Next Generation Charter School disciplines scholars]. Follow-up inquiries and/or appropriate monitoring of the alleged harasser and victim shall be made to ensure that the harassment, bullying or discrimination has not resumed and that those involved in the investigation of allegations of harassment, bullying or discrimination have not suffered retaliation.

Material incidents of discrimination and harassment on school grounds or at a school function will be reported to the State Education Department as required by law.

The [Executive Director shall promptly notify law enforcement authorities when the School Leader believes that any harassment, bullying, or discrimination constitutes criminal conduct.

No Retaliation

Nuasin Next Generation Charter School prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of harassment, bullying or discrimination. All complainants and those who participate in the investigation of a complaint in conformity with state law and School policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

Distribution of Policy

Nuasin Next Generation Charter School shall distribute a written or electronic copy of this Policy to all employees, scholars, and parents/guardians at least once during every school year.

Search and Seizure

For the safety of scholars and everyone in the Nuasin Next Generation Charter School community, school property that is assigned to scholars, including lockers and desks, remain the property of the school. scholars, therefore, have no expectation of privacy in these areas. School authorities will make an individual search of a scholar's bag, backpack, desk, lockers, and person

only when there is reasonable suspicion to believe that a scholar is in the possession of an item which is prohibited on school property, or which may be used to disrupt or interfere with the educational process. Searches will be conducted under the authorization of the School Leader or his/her designee. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from scholars' desks, bag, backpack, lockers, and person by school authorities.

Scholar Telephone/Cell Phone Use Policy for Nuasin Next Generation

At Nuasin, our cell phone policy is created to allow us to focus on scholars' safety and academic rigor in the school building. Scholars deserve an opportunity to be fully present to focus on their learning. Because of this, as an overall expectation, scholars are not allowed to use any telephones past the main lobby. Scholar cell phones must be powered off during the entire school day. Scholars may neither receive nor make calls, text, nor use applications on a cell phone during school hours. Scholars not following the expectations of this policy will result in the confiscation of the device and return to a parent/guardian. As a K-12 building, there are some differentiated expectations around cell phone use for scholars, described below.

K-5th: Cell phone use is not allowed past the main lobby. Cell phones should remain powered off and kept in the scholar's backpack or left home for the school day.

6th-8th grade: Cell phone use is not allowed past the main lobby. Cell phones should remain powered off and kept in the scholar's backpack or left home for the school day. 6th-8th grade scholars can use their cell phones at lunch and in the MPR, only.

9th-12th: Cell phone use is not allowed in the classroom. Cell phones should remain powered off and kept in the scholar's backpack or locker during class. CPA scholars may use their cell phones during non-academic class time or advisory (Ex. Homeroom, Transitions, Lunch, Dismissal)

This is a privilege for 6th-12th grade and safe cell phone expectations must be practiced to continue to earn cell phone use during these designated times during the school day. (Ex. No recording, Cyberbullying, Negative messages through apps, calls, or text.

The school is not responsible for the loss, theft, or damage to any device, even one which has been confiscated. Any confiscated devices must be claimed by the parent or guardian of the child after the first infraction. Repeated infractions may result in the scholar not being permitted to bring a phone to the school.

The following is a tier of responses when cell phones are used outside the designated times listed above:

- 1st Infraction: Warning given to scholars.
- 2nd Infraction: The cell phone will be held until the scholar comes to retrieve it from the Dean of Scholars at the end of the day. The scholar will also sign out their phone upon retrieval, acknowledging their phone was confiscated and returned.

- 3rd Infraction: Confiscated and returned to a parent/guardian only.
- 4th Infraction and beyond: Confiscated and returned to parent/guardian. A restorative conference takes place among the scholar, family, school culture staff, administration, any additional appropriate staff, or scholars.

Technology Policy

Electronic communications systems extend the learning experience beyond the classroom and school by allowing scholars to access a wide array of information and resources on local, national, and international networks. Learning how to electronically communicate and navigate through the wealth of information located on both public and private networks requires informational literacy skills that support scholar achievement in the 21st century.

Technology Policy Terms and Conditions

This policy governs the access and use of all means and methods of electronic communications including but not limited to phones, voice mail, electronic mail, mail, computers, handheld devices, and the use of the internet sent by or received by a member of community (staff, scholar, volunteer, family member) using Nuasin Next Generation communication and computer systems (“Systems”). All information transmitted, received, or stored using these systems may be the property of Nuasin Next Generation. Nuasin Next Generation reserves the right to monitor its systems and the content, including all emails. No user should have any expectation of privacy regarding use of the electronic communications systems, such as content of emails sent and received, or websites visited.

The following Terms and Conditions apply for any user of Nuasin Next Generation electronic communications systems:

- **Use of electronic communications systems is for educational purposes only**
- **Electronic communications with others will be respectful and courteous**
- **Copyright laws and intellectual property rights will be obeyed**
- **Privacy of personal name, phone number, address, passwords will be maintained**

Nuasin Next Generation will use its best efforts to prevent a virus or a hacker accessing the system, but because methods of intrusion are always evolving, Nuasin Next Generation cannot guaranty this will not happen

Nuasin Next Generation provides laptop computers and other devices to faculty and staff members for school-related business as a productive tool, curriculum tool, and for research and

communication. It is not intended as a replacement for any computer that may be personally owned.

Guidelines For Appropriate Use of Technical Devices owned by Nuasin Next Generation

- **Resources should primarily be used for educational purposes**
- **Devices should not be loaned to anyone externally of Nuasin Next Generation**

Liability for Loss, Theft or Damage

- It is the scholar’s responsibility to take appropriate precautions to prevent damage to or loss/theft of the laptop computers or any other technical devices owned by Nuasin Next Generation
- Scholars may be responsible for certain costs to repair or to replace any tech devices owned by Nuasin Next Generation if the damage or loss is due to negligence, intentional misconduct, or noncompliance with the technology policy. Users will not be held responsible for computer problems resulting from regular school use.
- In any case of theft or loss tech devices owned by Nuasin Next Generation please contact the school’s main office

Support and Services

- In general, support will only be provided to tech devices that are on campus.
- Users experiencing technical problems should contact the main office and may need to return the device to the school where services such as hardware repair, or software installs may occur
- The school’s tech associate will secure the services needed to maintain or repair the device should its operation be impaired by a component failure or normal wear and tear.

If you have technology questions or issues. Please call one of the following numbers. Please ensure to follow the call availability listing.

Schedule	Phone Number
Monday-Friday 7:30am-4:30pm	1-813-820-4007
Monday-Friday 7:30am-4:30pm	1-917-809-8511

Smoke & Tobacco Free Campus Policy

The school and its campus are smoke free. No individuals, including staff, are to be using any type of tobacco products on the campus at any time, inside or outside. Electronic cigarettes are also prohibited.

Fees or Charges Owed to the School

All amounts owed by parents/guardians to the school for damage Chromebooks, late pick-up charges, schoolbook replacement, or any other reason must be paid promptly and in full. The school will continue with collection notices until the amount owed is paid in full.

A parent/guardian who is unable to pay a debt promptly and in full may speak with the Director of Operations to plan to set up a payment schedule. All payment schedules must be approved by the principal in writing.

School Books and Resources

Your child is loaned textbooks for use at no cost. Other learning tools may be loaned to the scholar as well. Scholars may not write in their books unless told to do so. All books, equipment and other loaned materials must be returned in good condition at the end of the year. The child's parents/guardians must pay the replacement cost for any book, computer, or other loaned materials that is lost, stolen, or returned to the school in poor condition

Scholar Records

Every legal guardian is required to complete and submit enrollment forms as part of the registration process. For assistance in completing these forms call the school's office.

Copies of all scholar records will be maintained on-site at the school in a private and secure location. Parents/guardians may request a copy of their child's records at any time by completing the required form available from the school office. Parents/guardians should also obtain a copy of their child's records from all previous schools attended and forward these records to our school. If parents/guardians do not have such records, we will request that a release form be signed so that the school may request past records directly from other schools the scholar attended. The parent/guardian must allow for the transfer of records before the child may be enrolled in our school. If the scholar is age 18 or older, he/she must request the records.

Virtually all information pertaining to scholar performance, including grades, test results, and disciplinary records, is considered part of the scholar's confidential educational records. Release is restricted to:

- **The parents/guardians—whether married, separated, or divorced—unless parental rights have been legally terminated and the school is given a copy of the court order terminating these rights. Federal law requires that, as soon as the scholar becomes eligible (generally at age 18), control of the records goes to the child. However, the parents/guardians may continue to have access to the records if the child is a dependent for tax purposes**
- **The scholar if he/she is age 18 or older**
- **Staff members who have a “legitimate educational interest” in a scholar's records. Such persons would include school leaders, school staff members working directly with the scholar (such as teachers, counselors, and diagnosticians), or an agent of the school, working directly with the scholar (such as a medical consultant)**
- **Various governmental agencies or in response to a subpoena or court order**
- **A school to which a scholar transfers or in which he or she subsequently enrolls**
- **Release to any other person or agency, such as a prospective employer, or for a scholarship application, will occur only with the parents/guardians' permission**
- **Photographs or videos of scholars may be used by the school or by Lighthouse Academies for publicity and marketing purposes. *See below.***

Unless the school is notified otherwise, Directory information (*i.e.*, a child's name, address, telephone number, photograph, date, and place of birth, honors and awards, participation in extracurricular activities, including school athletics, current grade level, and dates of attendance) may be released without seeking prior permission from the child/parent/guardian. Each academic year, families will be notified of their right to refuse release of their child's Directory information. Please contact the school office if you would like your child's directory information to remain confidential

Health and Wellness

Scholars' health and safety is very important. The following information describes the precautions taken to protect the wellbeing of all scholars. If your child has any specific health, safety, or security needs, please inform the principal in writing so that appropriate accommodations can be made. Medical documentation may be required to accommodate a health issue.

Food Service

We offer a cold breakfast and hot lunch service. We also offer snack for scholars in grades K-3 on Mondays, Tuesdays, Wednesdays, and Thursdays.

All scholars receive free meals in our schools. However, it is extremely important that on a yearly basis, every parent fills out the Family Income Survey to ensure that we remain eligible for full school free meals.

Scholars are also welcomed to bring lunch to school that meets the school's guidelines for healthy snacks. Absolutely no candy, gum, chips, or soda are allowed in the lunchroom/school since we are part of the Federal Lunch Program and promote healthy eating. Please do not send these types of items in your child's lunch. Please do not send any glass bottles or glass containers in a scholar's lunch.

If special food precautions are necessary for your child, please notify the school office, classroom teacher, or school nurse

In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating based on race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (Voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employee.

Immunization Requirements

At the time of registration, all scholars must file record of all state required immunizations and vaccinations with the school. Scholars may lose their place at the school if written proof of all required immunizations is not provided on time.

Vaccination Variances

We will comply with State Public Health Law concerning any exceptions to the vaccination rule. Vaccination variance requests must be made in writing, indicating the reason for the vaccination variance request.

Medication

The school must be informed of any prescription medication that a scholar is required to take at school. To dispense prescription medication to scholar s, the school must receive a written order

from the scholar's doctor and a medication administration form signed by the scholar's parents/guardians. Scholars may not bring their own medicine to school and may not keep their own medicine in their backpack, classroom or elsewhere. This includes over-the-counter medication. A medication administration form may be obtained from the school office to be used with any type of medicine.

Please notify the school if special medicinal requirements are necessary for your child.

Scholar with Food Allergies and or Chronic Illness

If your scholar has a life-threatening allergy or chronic illness, please notify the school nurse and Main office.

Parents/guardians are asked to provide annually, the Allergy Anaphylaxis Emergency Care Plan for scholar with a diagnosed allergy. This is the basis for scholar emergency care plans for school. For

Sick Scholar Protocol

Dear Parents and Guardians,

To ensure the safety of all scholars and staff, Nuasin Next Generation Charter School will continue its enhanced safety protocol. As a parent, you are expected to take your child's temperature every day before they get on the bus or are dropped off to school. Additionally, for your scholar to gain entrance to the building, daily for their hybrid days, you must fill out the Health Screener and receive a confirmation of clear to come to the school building every day that your scholar is expected to remote in person in the school building.

A scholar who is sick will not be able to perform well in school and is likely to spread the illness to other scholars and staff. We suggest planning for childcare ahead of time so you will not be caught without a comforting place for your scholar to stay if he/she is ill.

Our school policy states that you should not send your scholar to school if he/she has:

- **Fever in the past 24 hours**
- **Vomiting in the past 24 hours**
- **Diarrhea in the past 24 hours**
- **Chills**
- **Persistent Cough**
- **Shortness of Breath, difficulty breathing and/or Chest Pains**
- **Sore throat**
- **Loss of Taste and/or Smell**
- **Fatigue**
- **Muscle Aches**
- **Headache**
- **Nausea and/or Vomiting**
- **Congestion or Runny Nose**
- **Strep Throat (must have been taking an antibiotic, with proof provided to the school upon return, for at least 24 hours before returning to school)**
- **Bad Cold (with a very runny nose or bad cough, especially if it has kept the child awake at night)**

If your scholar is sent to school with one of the above-mentioned symptoms or if your scholar becomes ill at school and the school nurse determines your scholar is too sick to benefit from school or is contagious to other scholars, you will be called to come and pick up him/her home from school. The expectation is that you pick up your scholar, once you have been contacted, within 2 hours of the notification. Please ensure that your emergency contacts and authorized pick-up lists are completely updated with the main office to ensure that you have flexibility with who can pick up your scholar in the case of an emergency.

Please be sure that arrangements can be made to transport your scholar home from school and that childcare is available in case of illness if authorization to return to school is not granted by the Manager of Business Operations.

If your daytime or emergency phone number changes during the year, please notify the health office at 718-893-0640.

These guidelines are meant to serve the best interests of all the scholars in our school. Depending on the symptoms your scholar exhibits, your scholar may be mandated by the school to not return for a period outlined by the school by the MBO, if you do not have a doctor's note with such information.

If you have questions or concerns, please do not hesitate to call the main office.

Sincerely,



Melissa Alston
Managing Director of Operations
Nuasin Next Generation Charter School

Safety and Security

Emergency Drills & Evacuation

There will be regular fire, tornado, and other emergency/evacuation drills at the school throughout the school year. Please reinforce with your child the importance of following staff directions during these drills.

Electronic Surveillance

In circumstances where it is deemed necessary to further protect the health, welfare, and safety of scholars, staff, and visitors, and to protect school and scholar property beyond protection provided through other less invasive alternatives, the school may use video/electronic surveillance systems in the school, on all school property, and in all vehicles owned, operated, contracted, or used by the school.

Nuasin Next Generation Charter School Parents' Bill of Rights for Data Privacy and Security

Parents (including legal guardians or persons in parental relationships) and Eligible Scholars (scholars 18 years and older) can expect the following:

1. A scholar's personally identifiable information (PII) cannot be sold or released for any Commercial or Marketing purpose. PII, as defined by Education Law § 2-d and the Family Educational Rights and Privacy Act ("FERPA"), includes direct identifiers such as a scholar's name or identification number, parent's name, or address; and indirect identifiers such as a scholar's date of birth, which when linked to or combined with other information can be used to distinguish or trace a scholar's identity. Please see FERPA's regulations at 34 CFR 99.3 for a more complete definition.
2. The right to inspect and review the complete contents of the scholar's education record stored or maintained by an educational agency. This right may not apply to Parents of an Eligible Scholar.
3. State and federal laws such as Education Law § 2-d; the Commissioner of Education's Regulations at 8 NYCRR Part 121; FERPA at 12 U.S.C. 1232g (34 CFR Part 99); Children's Online Privacy Protection Act ("COPPA") at 15 U.S.C. 6501-6502 (16 CFR Part 312); Protection of Pupil Rights Amendment ("PPRA") at 20 U.S.C. 1232h (34 CFR Part 98); and the Individuals with Disabilities Education Act ("IDEA") at 20 U.S.C. 1400 et seq. (34 CFR Part 300); protect the confidentiality of a scholar's identifiable information.
4. Safeguards associated with industry standards and best practices including, but not limited to, encryption, firewalls and password protection must be in place when scholar PII is stored or transferred.
5. A complete list of all scholar data elements collected by NYSED is available at www.nysed.gov/data-privacy-security/scholar-data-inventory and by writing to: Chief Privacy Officer, New York State Education Department, 89 Washington Avenue, Albany, NY 12234.
6. The right to have complaints about possible breaches and unauthorized disclosures of PII addressed. (i) Complaints should be submitted to Nuasin Next Generation Charter School by mail to the Data Protection Officer at 180 West 165th Street Bronx, New York, 10452; by email to Dpo@nngcs.org or by telephone at 917-809-8410. (ii) Complaints may also be submitted to the NYS Education Department at www.nysed.gov/data-privacy-security/report-improper-disclosure, by mail to: Chief Privacy Officer, New York State Education Department, 89 Washington Avenue, Albany, NY 12234; by email to privacy@nysed.gov; or by telephone at 518-474-0937.
7. To be notified in accordance with applicable laws and regulations if a breach or unauthorized release of PII occurs.

8. Educational agency workers that handle PII will receive training on applicable state and federal laws, policies, and safeguards associated with industry standards and best practices that protect PII.

9. Educational agency contracts with vendors that receive PII will address statutory and regulatory data privacy and security requirements.

Nuasin Next Generation Charter School FERPA Notification of Rights

The Family Educational Rights and Privacy Act (FERPA) affords parents and scholars who are 18 years of age or older (“eligible scholars”) certain rights with respect to the scholar’s education records. These rights are:

1. The right to inspect and review the scholar’s education records within 45 days after the day Nuasin Next Generation Charter School receives a request for access.

Parents or eligible scholars who wish to inspect their child’s or their education records should submit a written request to the principal that identifies the records they wish to inspect. The principal will plan for access and notify the parent or eligible scholar of the time and place where the records may be inspected.

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

Parents or eligible scholars who wish to ask Nuasin Next Generation Charter School to amend their child’s or their education record should submit a written request to the principal, clearly identifying the part of the record they want changed and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible scholar, the school will notify the parent or eligible scholar of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible scholar when notified of the right to a hearing.

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

One exception, which permits disclosure without consent, is disclosure to School officials with legitimate educational interests. A School official typically includes a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Nuasin Next Generation Charter School Board of Trustees. A School official also may include a volunteer, contractor, or consultant who, while not employed by the School, performs an institutional service or function for which the School would otherwise use its own employees and who is under the direct control of the School with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or scholar volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, scholar, or other volunteer assisting another School official in performing his or her tasks. A School official typically has

a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a scholar seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the scholar's enrollment or transfer. The school will make a reasonable attempt to notify the parent or scholar of the records request.

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

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

Disclosures that Nuasin Next Generation Charter School may make without parental consent:

FERPA permits the disclosure of PII from scholar's education records, without consent of the parent or eligible scholar, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible scholar, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible scholars have a right to inspect and review the record of disclosures.

Nuasin Next Generation Charter School may disclose PII from the education records of a scholar without obtaining prior written consent of the parents or the eligible scholar –

- To other School officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions.
- To officials of another school, school system, or institution of postsecondary education where the scholar seeks or intends to enroll, or where the scholar is already enrolled if the disclosure is for purposes related to the scholar's enrollment or transfer.
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible scholar's State. Disclosures under this provision may be made in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by

them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met.

- In connection with financial aid for which the scholar has applied or which the scholar has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the scholar whose records were released.
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer scholar aid programs; or (c) improve instruction, if applicable requirements are met;
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible scholar if the scholar is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met.
- To appropriate officials in connection with a health or safety emergency.
- Information the school has designated as "directory information" if applicable requirements are met.
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a scholar's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the scholar in foster care placement; and
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions.