



Scholar & Family Handbook  
2021 – 2022

**Mission**

To educate self-motivated, productive, and critically thinking leaders who are prepared to succeed in a college preparatory high school, committed to serving others, and passionate about lifelong learning.

**Core Values**

At St HOPE Leadership Academy, we believe character is a precursor to academic achievement. Furthermore, we believe people of strong character seek to embody their core values in everything they do. At St HOPE Leadership Academy, every member of the school community (administration, faculty, scholars, and families) strives to realize the core values of HARLEM:

**Honor**

At St HOPE Leadership Academy, we honor each other, our school, our families, our community, and ourselves. We model this by treating ourselves and others with respect and empathy. From recognizing and honoring our identity and strengths and the identities and strengths of others, we seek to be true to ourselves and act with integrity and compassion. We honor the worth of people by accepting them as they are and building strong relationships that lead to lifelong learning and growth.

**Absolute Determination**

We honor our potential by setting goals for ourselves which we work towards achieving and surpassing through our community's guidance, support, and unwavering belief in our abilities. This commitment means we are neither too proud to ask for help nor too busy to offer it. Together we work toward individual and collective goals, and we are not deterred by obstacles. At St HOPE Leadership Academy, we believe in each other and encourage each other to reach ever higher because we are an interconnected community.

**Responsibility**

Striving towards positive change in our environment, our community, and for ourselves every single day is central to life at St HOPE Leadership Academy. We take responsibility for our learning, for our actions, and for the community by ensuring that our community supports everyone's learning and growth. At St HOPE Leadership Academy, we also assign ourselves the responsibility of helping others in order to cultivate the world we would like to see. Members of St HOPE Leadership Academy take responsibility for our school and world by cultivating and maintaining relationships through community building practices.

**Leadership**

Leaders can see the vision for a future that does not exist yet and motivate their community to make that future a reality. Therefore, leadership is at the core of our mission. We believe that one is never too young or too old to become a civic leader and an agent of change through community involvement and service. At St HOPE Leadership Academy, we know we possess the power to transform and improve our communities for the better and believe we have the obligation to do so. Every member of our community is a leader because they have the ability to dream and the capacity to influence themselves and others.

**Excellence**

At St HOPE Leadership Academy, we believe excellence comes from making mistakes and learning from them because it is not a static goal but a moving target. Regular feedback and reflection are tools our teachers and scholars readily utilize in order to continue to move towards this target. Our scholars excel as they make progress towards their goals and grow as learners, people, and community members.

**Mission**

At St HOPE Leadership Academy, we are committed to educating self-motivated, productive, and critically thinking leaders who are prepared to succeed in a college preparatory high school, committed to serving others, and passionate about lifelong learning. As such, we regularly reflect on our behavior, attitudes, work habits, and performance to measure our progress and keep them aligned with our mission.

## A to Z Guide for Scholars & Families

### Academic Integrity

Scholars are expected to adhere to honesty, trustworthiness and personal integrity at all times. Cheating, plagiarism or any other form of academic deceit does not align to our HARLEM values. . This includes giving or receiving information on an exam, test, quiz or other evaluation exercise in such a way that would be considered cheating. This could include copying from another scholar, bringing notes into the test, using a calculator or electronic device without the permission of the teacher, or similar unauthorized help. Using another person's ideas or statements without giving credit to the author is considered plagiarism. This could include not giving a proper citation in a research paper by crediting the source of information, the copying of another scholar's work and handing it in as one's own, the giving of one's work to another to copy or any other similar use of another's work.

The first time this offense happens, the teacher will notify the Assistant Principal and the scholar's parent(s) or guardian. The teacher and the scholar will have a restorative conversation in order to create a plan to repair the harm. This might include having the scholar redo the assignment or assessment and an additional collaborative project about academic integrity. If the scholar cheats or plagiarizes a second time, a conference with them, their parent(s) or guardian, teacher, and the Assistant Principal will occur. During that meeting, an Academic Integrity Contract may be created.

### Advisory

Scholars are assigned to an advisory group. Advisories meet on a daily basis with the same faculty member throughout the year. The focus of advisory is on social emotional skills and study skill development, college preparation, academic guidance, and character development through leadership and service. In addition to daily contact, a scholar's advisor will be an advocate for them and a primary contact person for a scholar and a scholar's parent(s) or guardian.

### Arrival

Scholars may arrive after 7:45 a.m. and must arrive before 8:05 a.m. At 7:45 a.m. scholars will enter at the St HOPE entrance and go to the cafeteria for breakfast. Breakfast will end promptly at 7:55 a.m., after which scholars will either walk to the gym and sit with their advisory or remain in the cafeteria with their advisory, and wait to be met by their advisor.

A scholar who arrives after **8:30 a.m.** must enter the front door and report directly to the Main Office where **they** will be given a late pass.

### Attendance

Scholars must attain the highest level of attendance with the specific goal of 95% attendance for the entirety of the school year. New York State Law requires that scholars attend school. Scholars and their parent(s) or guardian make a significant commitment when they choose to attend St HOPE Leadership Academy. Part of this commitment is doing whatever it takes to be successful and reach high academic standards, so it is crucial that we instill a strong work ethic and part of this is ensuring that scholars come to school each and every day on time and prepared to learn. Since attendance is critical to a scholar's immediate and future successes, we will respond immediately and appropriately to a scholar who accumulates unexcused absences. Our response to unexcused absences correlates with our response to a scholar who is consistently late to school.

Please refer to "Time Management."

- At the end of each quarter, for scholars who are on track to be chronically absent, a meeting may be setup between the scholar, their parent(s) or guardian, and a member of the Student Affairs and/or Leadership Team. The purpose of this meeting will be to create an individualized plan to support the scholar and their family while also improving their attendance in school. Scholars will select and be paired with a staff member who will be their adult advocate and check in with them at a frequency of their choosing.
- For scholars who are on track to be chronically absent after multiple quarters, an additional meeting may be setup and an improved plan may be developed. The scholar may be paired with a peer mentor in addition to their adult advocate.

A scholar is considered chronically absent when they have unexcused absences that amount to more than 10% of the academic year.

On rare occasions, an activity may conflict with a class period or school day. An absence, tardy, or early departure, accompanied by a note from the scholar's parent(s) or guardian may be recorded as excused for the following reasons:

- Personal illness or medical necessity  
*If a scholar is absent due to illness for more than 2 consecutive school days, a note from a physician is required to excuse the absences.*
- Death in the family
- Religious observance
- Legal and/or court matters directly involving the scholar
- School-sponsored activities in which the scholar has permission to participate

Upon return from an excused or unexcused absence, it is the scholar's responsibility to make-up all missed class work and homework. This scholar should consult with each of **their** teachers to make sure **they are** aware of all of the missed class work and homework. The time generally allowed to complete missed work is the number of days the scholar was absent. If a scholar is absent for one day, then **they** will have one day to make up any missed work. If this scholar needs assistance with completing the work, then **they** should inform **their** teachers that help is needed and arrange for a time before or after school to receive that assistance.

### **Board Meetings**

St HOPE Leadership Academy board meetings are open to the public and take place one Thursday per month from 6:30 – 8:00 p.m. Please contact the Main Office for specific dates or refer to the Board Calendar link on the school's website.

### **Bullying and Harassment**

The following definition of bullying is taken directly from:

<http://www.p12.nysed.gov/dignityact/documents/DASAGuidanceLocalImplementation.pdf>

Bullying has been described as an unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying can occur before and after school hours, in a school building or at locations such as on a playground or on the subway or sidewalk while a scholar is traveling to or from school, or on the Internet. Scholars who are bullied and those who bully others may potentially have serious and lasting problems. According to the United States Department of Education, bullying generally involves the following characteristics:

- An Imbalance of Power: Scholars who bully others use their power, such as physical strength, access to embarrassing information, or popularity, to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- The Intent to Cause Harm: Determining the intent of an individual who demonstrates bullying behaviors may be difficult. The perception of the person who is the target of those behaviors should also be considered.
- Repetition: Bullying behaviors generally happen more than once or have the potential to happen more than once.

At St HOPE, scholars are expected to promote the emotional safety of scholars and staff members. If a scholar engages in an act of bullying or harassment or instigation, then this scholar will be warned by the Behavioral Intervention Specialist. This scholar's parent(s) or guardian will also be notified, and the Behavioral Intervention Specialist will develop a contract between the scholar and the school, and in consultation with the parent. The contract will outline an intervention aimed at building the scholar's social emotional competencies. If a scholar engages in additional acts of bullying or harassment, then this scholar may be assigned an Out-of-School Suspension, not exceeding 5 school days. To support this scholar's social and emotional development, this scholar may participate in counseling. If a scholar continues to engage in additional acts of bullying or harassment, this scholar may be recommended for expulsion. Scholars must promote the physical and emotional safety of others by not engaging in unwanted bullying or harassing behaviors (abusive, obscene, offensive language, gestures, propositions, or behaviors intended to target or harm an individual or group based on race, color, origins, gender, age, religion, sexual orientation, class, or disability).

At St HOPE, we believe that prevention is key. In addition to explicitly teaching the above definition of bullying, advisors teach scholars to be allies rather than bystanders, teaching scholars the definition of these words and practicing various scenarios through which they might respond appropriately to bullying and harassment. An "Ally Form" is available in every classroom.

## A to Z Guide for Scholars & Families

### Community Service

Scholars are required to complete a minimum of 40 hours of community service each year, and progress towards their yearly goal is included in the scholar's report card each quarter. Scholars can accrue hours through participation in school- and community-based service activities.

Scholars can report completed community service hours to their advisor or the Director of Student Affairs.

### Cellular Phones

Scholars may not use a cellular phone in school. Each morning, scholars who bring a cellular phone to school will be required to turn it off and place it in a secure "Yondr" case **in their backpack**. The scholar will keep the "Yondr" **in their** bag, but it may not be visible during the school day. Each scholar, prior to exiting the building, will go to an administrator to have his or her "Yondr" case deactivated and turn in the case.

If a scholar refuses to put their cell phone in the "Yondr" case or is dishonest about the whereabouts of his or her phone, then the school may require the parent to pick-up the scholar's cell phone from school.

If a scholar's cell phone is visible during the school day, then the scholar may be required to turn in **their** cell phone to the Lead Behavioral Intervention Specialist each morning. It will be returned at the end of the school day. If this happens again, then the parent may be asked to pick up the phone from school.

Scholars should not use a cellular phone in school. Each morning, scholars will be asked to turn off their cellular phone and place it in their backpack.

If a scholar refuses to put their cell phone in their backpack or is dishonest about the whereabouts of their phone, then they will meet with a Behavior Intervention Specialist to determine the why and create a plan for how to better use their technology, especially if it negatively affects their participation in and performance during academic classes. If the problem persists, and if necessary, the parent(s) and/or guardian of the scholar may be contacted in order to include them in the modification of the plan.

### Communication

St HOPE Leadership Academy welcomes communication with families and encourages parents or guardians to contact us whenever they might have a question, concern or suggestion. In addition, families can count on hearing from our school regularly in the following ways:

- Weekly updates regarding scholar progress on Mission Mondays
- Weekly Digital Parent Newsletter;
- Phone calls and mailings about events and important news;
- Notes and phone calls from advisors, teachers, and staff members;

Communication is essential for supporting learning. Please help us keep our records up-to-date by informing the Main Office if your contact information changes.

In addition, all instructional and administrative personnel have cell phones to discuss issues as they may arise. Numbers are listed on St HOPE's website. Please note that teachers will not be available to speak on the phone during class. However, they are required to check their messages at least once a day and will return phone calls within one business day.

A scholar's parent(s) or guardian should contact **their scholar's ADVISOR** if they...

- Have concerns about their scholar's work habits;
- Have questions or concerns about social interactions;
- Have questions or concerns about their report card;
- Have not received a weekly grade report; and
- Have insight or knowledge about their scholar that may be helpful for the advisor to know.

A scholar's parent(s) or guardian should contact **their TEACHER(S)** if they...

- Their scholar says the work is not challenging them;
- Their scholar has questions or concerns about a particular assignment; and
- Their scholar is confused about a long-term project.

A scholar's parent(s) or guardian should contact the **MAIN OFFICE** if they...

- **Need to communicate information regarding attendance**
  - Their scholar will be or is absent;
  - Their scholar will be or is late;
  - Their scholar will be picked up early;
  - Their scholar will be absent for an extended amount of time;
- Want to schedule a visit;
- Have questions about school meals;
- Have questions about Metrocards;
- Need information about the uniform;
- Need help accessing Jump Rope; and
- Want To schedule an appointment with the Principal.

If you contact an employee of St HOPE and do not receive a response within one business day, or if their voicemail is "full," please notify the Main Office immediately.

### **Confidentiality Policy**

Personal information about individual scholars is considered confidential. We store this information in files that are located in a locked file cabinet. These records are only available to those staff members who work with our scholars. Files may not be removed from the building except when they are officially requested from another school.

A scholar's parent(s) or guardian has the legal right to inspect and review their child's file upon written request to the Director of Operations. A scholar's parent(s) or guardian also has the right to representation during any review of their child's record.

Conversations between teachers, administration, parents and guardians about scholars, their specific educational concerns, or their past records are confidential. Information should not be shared with staff members or school community members that are not directly involved with the scholar. If an individual believes that this confidentiality has been violated, the individual should immediately bring their concern to the attention of the Principal. The Principal will review the situation and determine if the policy has been violated. If the principal determines that an individual has violated the confidentiality policy, they will be subject to disciplinary action.

### **Data-Driven Instruction**

In addition to the New York State ELA, Math, Earth Science Regents (8<sup>th</sup>) exams, St HOPE Leadership Academy will administer **NWEA Map assessments and** standards-aligned benchmark assessments throughout the year to constantly and consistently measure the progress of scholars. These tests will be given every six to eight weeks in the two core subject areas (English Language Arts and Mathematics).

### **Dignity for All Students Act (DASA)**

St HOPE Leadership Academy Charter School creates a safe and supportive environment for all community members; we abide by the New York State Dignity for All Students Act (DASA). This law seeks to "provide students with a safe and supportive environment from discrimination, intimidation, taunting, harassment, and bullying (including cyber bullying) on school property, a school bus and/or at a school function." Discrimination and harassment is prohibited by employees or scholars based on a person's perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex. To read the full Dignity for All Students Act, please visit: <http://www.p12.nysed.gov/dignityact/>

### ***DASA Coordinator***

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The Director of Student Affairs is the SHLACS DASA Coordinator. The DASA Coordinator is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression), sex, and any other characteristic protected by law.

### ***Reports and Investigations of Bullying, Discrimination and/or Harassment***

Any person who has been a victim or who knows of a potential incident of bullying, discrimination, or harassment is required to report it to the DASA Coordinator. School employees who witness harassment, bullying, or discrimination, or receive a report of such harassment, bullying, or discrimination must verbally notify the Director of Student Affairs or Principal no later than one school day after the employee witnesses or receives a report of harassment, bullying or discrimination. Scholars may make reports of harassment, bullying, or discrimination to the Coordinator in person or confidentially through other means such as a written note or letter.

After receiving a report of potential violation of the Act, the Coordinator will promptly investigate all complaints of bullying, either formal or informal, and take prompt corrective measures, as necessary. If, after an appropriate investigation, the School finds that this policy has been violated, prompt corrective action will be taken to end the harassment, bullying or discrimination, and eliminate any hostile environment. The Director of Student Affairs will promptly notify the appropriate local law enforcement agency if any harassment, bullying or discrimination constitutes criminal conduct.

The School will annually report material incidents of bullying, discrimination, and/or harassment which occurred during the school year to the State Education Department. Such reports shall be submitted in a manner prescribed by the Commissioner, on a date to be determined by the Commissioner.

### **Discipline**

Scholars are responsible for their actions and are expected to adhere to their Commitment to Excellence, in addition to expectations and regulations. “HARLEM in Action” is a road map or guide for behavior. If a scholar does not meet expectations, then this scholar’s teacher or a staff member will redirect their behavior and/or facilitate restorative next steps of which may include, but not limited to, collaborative projects co-created with the Director of Student Affairs.

In addition, the teacher will attempt a wide range of in-class interventions, as it is our ultimate goal to help scholars become more disciplined *within* the walls of the classroom, instead of *outside* the walls of our classroom.

*St HOPE Leadership Academy has the following expectations with regards to behavior:*

- Scholars are expected to promote the physical safety of scholars and staff members. If a scholar engages in an act, similar to play fighting, then this scholar may need to participate in restorative next steps of which may include, but not limited to, collaborative projects co-created with the Director of Student Affairs or Behavior Intervention Specialists, depending on the severity of the act and the number of times this scholar engaged in similar acts. The scholar and Director of Student Affairs may **also** develop a plan to help them make different choices in the future in order to repair the harm that has been done.
- Scholars are expected to respect the personal property of others. If a scholar steals another person’s personal property, then this scholar may be required to return the stolen property. In addition, the teacher may facilitate restorative next steps of which may include, but not limited to, collaborative projects co-created with the Director of Student Affairs or Behavior Intervention Specialist, or Out-of-School Suspension, depending on the severity of the act and the number of times this scholar engaged in similar acts.
- Scholars are expected to behave with respect towards-themselves and other members of our community. If a scholar does not behave with respect, then this scholar may be required to repair the harm that has been done via restorative next steps. In addition, depending on the severity of the act and the number of times this scholar engaged in similar acts, they may be required to complete a collaborative project facilitated by the teacher, Behavior Intervention Specialist, or the Director of Student Affairs.
- In addition, if a scholar is defiant, ignores or refuses to follow an adult’s instruction, then this scholar may be required to participate in restorative next steps which may include, but not limited to, collaborative projects co-created with the Director of Student Affairs. In rare cases, when the defiance is severe and threatens the safety of self or others, and depending on the number of times this scholar engaged in similar acts, only then punitive next steps like an Out of School Suspension might be considered.

- In addition, if a scholar pushes, shoves, or hits an adult, with the intent to harm the adult, then this scholar may be assigned an Out-Of-School Suspension or may be recommended for expulsion, depending on the severity of the act and the number of times this scholar engaged in similar acts.
- Scholars are expected to behave with respect towards themselves and other scholars. If a scholar fights with another scholar, regardless of whether this scholar started the fight and regardless of whether the fight occurred on school grounds and/or during school hours, and their intent was to cause harm to the other scholar, then this scholar may participate in a peer mediation or an Out-of-School Suspension, depending on the severity of the act and the number of times this scholar engaged in similar acts. In addition, this scholar may be required to repair the harm by participating in a restorative conversation, restorative conference, or peer mediation, depending on the nature of and reason for the fight and may be required to complete a collaborative project facilitated by the Behavior Intervention Specialist or the Director of Student Affairs. This scholar may be recommended for counseling and, if this scholar engages in additional physical altercations, then this scholar may be recommended for expulsion.
- In addition, if a scholar exits the building without permission during the school day, then this scholar may be recommended for an Out of School Suspension or expulsion, depending on the severity of the act and the number of times the scholar engaged in similar acts.
- In addition, if a scholar possesses or transfers a controlled substance, a weapon, or an object that could be used as a weapon or causes serious bodily injury, then this scholar may be recommended for expulsion.

The majority of scholars demonstrate our values both in and outside the classroom. To support scholars who have difficulty demonstrating our values, scholars can speak to our Behavioral Intervention Specialist, Guidance Counselor, Director of Student Affairs, the Assistant Principal, the Principal, or a teacher to develop a plan. We have several systems in place to support scholars including, but not limited to: Peer Mediation, Advisory, Counseling, Team Building, and Restorative Conversations

### **Dismissal**

Scholars are required to either exit the school promptly at 3:20 p.m. (1:15 p.m. on Fridays) or transition to their extended day program. Scholars who do not have permission to attend extended day are expected to walk home or be picked up from school promptly at 3:20 p.m. (1:15 p.m. on Fridays). Our extended day program ends at 4:30 p.m.

We know that emergencies arise, but if there is a pattern of late pick-ups (one hour after dismissal or fifteen minutes after extended day), then the school may request a meeting and partner with the scholar and their family to find an alternate extended day program with longer hours.

### **Dress Code**

St HOPE Leadership Academy believes that a uniform helps to create a sense of community and camaraderie. Scholars must adhere to a school uniform and, at times, will be invited to wear clothes that honor their culture, their identity.

On days that a school uniform (Monday-Thursday) is required, scholars must wear

- Uniform navy blue pants
- School-issued grey St HOPE polo and
- Shoes that cover all toes and heels
- Optional: St HOPE fleece or sweatshirt with a St HOPE polo underneath and hood lowered;
- Optional: For religious reasons, scholars may request to wear long skirts;
- Optional: Head Coverings as long as the face and ears are visible. Head apparel which is part of a student's customary religious attire is permissible. All students must be identifiable by staff.

On True To You Fridays school uniform is not required, scholar must wear

- Bottom: Pants/sweatpants/shorts/skirts/dress/leggings that meet the below requirements;
- Shirts that meet that below requirements;
- Shoes that cover both toes and heels.

Clothes must be worn

- In a way such that genitals, buttocks, and nipples are covered with opaque (not see through or mesh) material.



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- Cover undergarments
- Cover areas from one armpit across to the other armpit, down to the mid-thighs (see images below).
- Tops must have shoulder straps.
- Rips or tears in clothing should be lower than the mid-thighs.

### **Clothing May Not have:**

- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of the same.
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class

If a scholar comes to school out of uniform or not meeting the above guidelines, they will meet with the Director of Student Affairs in order to identify the reasons for this and develop a plan in order to ensure dress code success in the future. Families will be contacted in order to include them in the plan and its execution.

***Notes or phone calls explaining why a scholar is not adhering to our standards of dress will not be accepted as an excused dress code violation but open communication is key in order to support all families and scholars.***

### **Exams and Assessment**

St HOPE Leadership Academy scholars will take all New York State exams, including English Language Arts (Grades 6-8), Mathematics (Grades 6-8), and Earth Science (8).

- New York State ELA Exam:
- New York State Math Exam:
- Earth Science Regents Exam for 8<sup>th</sup> Grade:

All scholars will take the New York State exams except in cases where the Individualized Education Plan (IEP) determines that such scholars cannot participate in **New York State ELA and Math** exams. In these instances, the New York State Alternative Assessment for Students with Severe Disabilities shall be administered as required by law. (

### **Expulsion**

St HOPE Leadership Academy believes that one of the major functions of education is preparation of youth for responsible citizenship. We foster a dynamic learning environment that reinforces self-discipline and the acceptance of responsibility. In addition, we work with scholars and families to provide a safe school environment that provides scholars with the opportunity to have a quality education.

To maintain an environment that will prepare St HOPE Leadership Academy scholars for responsible citizenship, the school has adopted and developed expectations, regulations, policies and procedures identified throughout this handbook. These policies, procedures, expectations, and regulations are outlined to give SHLACS teachers, staff members, and administration guidelines with disciplinary issues, and to give scholars and their parent(s) or guardians a clear set of expectations clarity regarding scholar behavior, as well as an understanding of the *consequences of misconduct*.

A scholar becomes eligible for expulsion if they demonstrate repeated or an extreme disregard for expectations and regulations. An expulsion is when a scholar is permanently removed from all school and educational programs. The Principal, administrator, teacher, or staff member may recommend a scholar for expulsion. However, the Principal has the authority to make the final recommendation. The Principal, upon making this final recommendation, will give the parent(s) or guardian written notice of the actions or incidents, the intent to expel, and the place, time and circumstances of the hearing.

If a scholar's conduct makes them subject to possible expulsion from St HOPE Leadership Academy, the Principal may make a recommendation to the Disciplinary Administrative Panel for expulsion (a 3-person panel consisting of SHLA Board members). During the expulsion hearing, the scholar and parent/guardian will be given an opportunity to contest the expulsion, which shall include the submission of evidence. Following the hearing and deliberations, this panel will send its recommendation to the Executive Committee of the SHLACS Board of Trustees. The final decision regarding the expulsion of a scholar is determined by a vote taken by this Executive Committee. Following their decision, the President of the Board of Trustees or designee will send written notice of the decision to expel, including the panel's finding of the facts, to this scholar's parent(s) or guardian.

St HOPE Leadership Academy suspension and expulsion policies and procedures comply with New York State Education Code and all other applicable laws and regulations and are made available to parent(s) or guardians. Suspension and expulsion policies and procedures are enforced fairly, uniformly, and consistently without regard to race, creed, color, sex, or any other prohibited classification.

### **FERPA**

The Family Education Rights and Privacy Act of 1974 (FERPA) requires the school to protect a scholar's privacy. SHLACS will not disclose any information from the scholar's permanent records except as authorized pursuant to FERPA, or in response to a subpoena, as required by the law. The parent or legal guardian of a scholar under 18 years of age, or a scholar 18 years of age or older, is entitled to access the scholar's school records by submitting a written request to the Principal or Director of Operations. Further information concerning the disclosure of scholar information and limitations on such disclosure may be found in FERPA and school district policy adopted pursuant thereto.

### **Field Trips\*\***

Field trips are an opportunity for scholars to learn outside of the classroom. Written consent from a scholar's parent(s) or guardian will be required for participation in all school field trips or activities off school grounds. Scholars must consistently exhibit our Values in order to attend field trips. Scholar participation will be considered on a case-by-case basis. While participating on trips, scholars are expected to embody St HOPE Leadership Academy values.

### **Freedom of Information Law (FOIL)**

It is our policy as required by the Freedom of Information Law (FOIL) to furnish to the public the information and records maintained by St HOPE Leadership Academy Charter School. A "record" is any information kept, held, filed, produced or reproduced by, with or for St HOPE Leadership Academy Charter School in any physical form whatsoever, including, but not limited to reports, statements, examinations, memoranda, opinions, folders, files, books, manuals, pamphlets, forms, papers, designs, drawings, maps, photos, letters, electronic documents, rules, regulations, or codes. A complete listing on FOIL policy and procedures may be requested from the School's main office.

### **Food and Drink**

Scholars may bring outside food or drink to school, but it must be stored in the scholar's backpack by the end of homeroom and should be visible during academic classes. If visible, the teacher will prompt scholars to put it away

Scholars may have water visible during the school day, but it must be in a water bottle.

### **Grievance Policy**

The process for a parent or guardian to raise concerns is as follows:

1. The parent or guardian raises their concern directly to the person involved.
2. If the issue is not resolved, they may bring their concern to the individual's supervisor.
3. If the issue is not resolved, they may bring the concern to the Principal.
4. If the issue is not resolved, then they may put their concern in writing and give it to the Principal or a member of the Board of Trustees, who will forward it to a member of the Grievance Committee of the Board of Trustees. This committee is composed of at least two people and will not include the Principal.
5. The Grievance Committee will investigate the concern and respond to the parent or guardian in writing. The Grievance Committee will provide the Board of Trustees with a report at the next Board of Trustees meeting.
6. If the issue is not resolved, then they may put their concern in writing and give it to the school's authorizer, the New York City Department of Education. To do so, they can fill out the NYC DOE-Authorized Charter School Complaint Form, which can be accessed at: <https://www.schools.nyc.gov/docs/default-source/default-document-library/charter-school-complaint-form-english> Upon completing the form, they can email it to: [charterschools@schools.nyc.gov](mailto:charterschools@schools.nyc.gov).

Guidance around when a formal complaint is justified is available at the following link:

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

### **HARLEM in Action**

## **A to Z Guide for Scholars & Families**

HARLEM in Action” is how we, as an entire school community, live out our HARLEM values, both in our community and our world. We believe that Honor, Absolute Determination, Responsibility, Leadership, Excellence, and Mission place value on our individual and collective strengths, talents, and dreams to create an environment of mutual growth and support. We set Community Agreements that allow each of us to show up as our most authentic selves. We hold each other and ourselves accountable for upholding our Community Agreements by celebrating the moments we live up to them and supporting each other in moments we fall short. The examples below are some of the ways in which we as a community live out these values.

### **We demonstrate Honor by...**

- ...accepting the inherent worth of ourselves and others.
- ...treating ourselves and others with dignity and respect.
- ...building strong relationships with one another.

### **We demonstrate Absolute Determination by...**

- ...believing and encouraging ourselves and others.
- ...embracing mistakes as learning opportunities.
- ...taking positive risks as we work towards our goals.

### **We demonstrate Responsibility by...**

- ...creating community agreements that foster a positive school culture.
- ...upholding and reflecting on our agreements to uplift our community.
- ...participating in restorative conversations and circles to honor and rebuild relationships.

### **We demonstrate Leadership by...**

- ...positively influencing ourselves and others.
- ...dreaming of a future that does not yet exist.
- ...promoting personal, family, and community well-being.
- ...identifying solutions for personal and social problems to promote personal, family, and community well-being.

### **We demonstrate Excellence by...**

- ...acknowledging that goals are not static but a moving target.
- ...setting and reflecting on our goals and action plans.
- ...providing and receiving feedback to help us achieve our goals.

### **We demonstrate Mission by...**

- ...celebrating and cultivating the excellence within our community.
- ...raising awareness and dismantling the system of oppression and injustice.
- ...engaging in lifelong learning to develop our authentic self.

## **Headphones**

Scholars must put headphones away prior to entering the building. Headphones must remain away throughout the school day and can be confiscated if visible inside the building. Personal headphones may be allowed during independent work to listen to videos or other media that might support the curriculum, at the direction of the teacher.

## **Human Rights Policy**

St HOPE Leadership Academy brings together a diverse group of individuals. We are guided by the principle that respect and consideration for all individuals is foremost in all school activities. It is unlawful to discriminate against any individual based on ethnic origin, race, color, religion, sex, ancestry, nationality, sexual orientation, age, or physical/mental disability. SHLACS wishes to stress that it is the responsibility of every member of the SHLACS community to observe and uphold the principles of equal opportunity as they affect staff, faculty and scholars in all aspects of school life. It is the responsibility of every member of the SHLACS community to promote actively appropriate workplace behavior. Any form of coercion or harassment that insults the dignity of others or impedes their freedom to work and learn will not be tolerated. Any such form of coercion or harassment will result in appropriate discipline, up to and including expulsion.

## **Incident Reports**

Any incident involving a scholar will be documented. If it is health-related, the nurse will contact the parent(s) or guardian; in the event that the parent(s) or guardian cannot be reached, the nurse will send a report home with the scholar.

## **Mandated Reporting**

Members of the St HOPE Leadership Academy staff are known as “mandated reporters,” in compliance with New York State Law. If a member of the staff suspects that a child is being abused or neglected they are obligated to report their suspicion to the Administration for Children’s Services (ACS). Signs of abuse or neglect may include, but are not limited to the following: patterns of lateness or absences from school, consistently unkempt or dirty, or signs of physical abuse.

## **Meals**

Breakfast and lunch will be available and lunch is provided free of charge to all scholars.

Any food allergies are honored with documentation from a scholar’s family doctor. Scholars may bring food for breakfast, lunch, or snack from home. The school reserves the right to supplement food items deemed unhealthy with healthier alternatives.

Scholars may not bring meals that need to be heated or refrigerated.

Eating is permitted only at designated times and in designated areas. This is extremely important due to new COVID regulations.

## **Medical and Immunization Information**

All scholars must be immunized, in compliance with New York State law. Scholars who do not have proper immunizations will be denied access to St HOPE Leadership Academy until the immunizations are administered.

A scholar’s parent(s) or guardian is asked to alert their child’s teacher with information about any allergies from which their children suffer. A scholar’s parent(s) or guardian is also asked to advise the school administration if they grant permission to take their child to a hospital in the event of an emergency during school hours.

St HOPE Leadership Academy’s nurse and *licensed practical nurse under the direction of the school nurse* are authorized to dispense prescribed medications only if the scholar’s parent(s) or guardian submits signed documentation from a doctor. Over-the-counter medication may be administered if accompanied by written consent from the scholar’s parent(s) or guardian.

SHLACS will adhere to the following procedures for the storage and dispensing of medication:

- A parent or guardian must request, in writing, that the medication be administered during school;
- Only an adult should deliver the medication to school;
- Medication should be in its original container and be labeled with information, including the name of the drug, dosage, time for the dose, scholar’s name, and the name of the prescribing doctor;
- Information should be provided regarding the safe use of the medication, including side effects, toxicity, possible drug interactions, and expected outcomes;
- Pills will be counted and locked up as soon as they are delivered; and
- Medication will be placed in a locked storage unit that is attached to a wall.

## **Mission Mondays**

Scholars review a grade report during Advisory each Monday reflecting current grades and progress towards standards mastery. The weekly grade report and WOOP goal sheet are reviewed by a scholar’s advisor, with **them** present. Each weekly grade report, together with the WOOP sheet, is then sent home for a scholar’s parent(s) or guardian to review.

Each grade report is available on Jump Rope via an online Student and Parent Portal. If you have a question about a grade on the grade report, please contact the teacher directly by attending the teacher’s office hours, calling the teacher’s school phone or by emailing the teacher.

## **Out-of-School Suspension**

Out-of-School Suspension is one of the consequences in the *Consequence Hierarchy* and typically lasts between one (1) and five (5) days but, depending on the severity of the act and the number of times this scholar engaged in similar acts, **their** suspension may last longer. A scholar’s membership in the school community may be temporarily suspended if **they** demonstrate a repeated or extreme disregard for our **expectations** and regulations stated in the “**Prevention and**

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**Intervention Framework,** “HARLEM in Action” and “Discipline” sections of this handbook. Typically, the Director of Student Affairs or Lead Behavioral Intervention Specialist will make a preliminary recommendation for a suspension, with the final authority resting with the Principal.

A scholar’s parent(s) or guardian will be informed of the suspension both orally and in writing within 48 hours of the action that led to the suspension. A scholar is guaranteed an explanation of the events or incidents that led to the suspension, and **they are** guaranteed an opportunity to question or challenge this explanation of events or incidents before an objective party.

If a scholar is suspended, then this scholar’s parent(s) or guardian is expected to attend a post-suspension meeting with the Director of Student Affairs or Lead Behavioral Intervention Specialist to outline a plan to support this scholar and ensure their future success. This scholar’s parent(s) or guardian will be able to attend the meeting via phone call, video call, or in person. They may also request a time outside of school hours if it conflicts with their work schedule.

### Parent Volunteer Opportunities

A scholar’s parent(s) or guardian is expected to complete 30 parent involvement hours at the school per year, and this expectation can be met in the following ways:

- Communication: Hours spent speaking with your scholar’s teachers, reading and/or responding to communication from the school, and/or attending parent conferences.
- Volunteerism: Hours spent volunteering for St HOPE Leadership Academy in some capacity.
- Learning at Home: Hours spent reading with your scholar, helping with homework, r and/or reviewing your scholar’s weekly progress reports.
- Community Involvement: Hours spent forwarding the mission and vision of St HOPE Leadership Academy, including but not limited to: recruitment, attending athletic events, attending assemblies, attending special events.

Families are invited to set up regular visits to the school and/or their scholar’s classroom. To setup a visit, please email: [wwarden@sthopeharlem.org](mailto:wwarden@sthopeharlem.org).

### Prevention and Intervention Framework

As scholars transition to middle school and prepare to attend and succeed in a college preparatory high school, we strive to coach them on how to be leaders of their own academic and social emotional learning. In order to do this, we hold the central beliefs of Restorative Justice in Education around Respect, Dignity, and Mutual Concern. Members of our community create a just and equitable learning environment by nurturing healthy relationships and repairing harm and transforming conflict.<sup>1</sup> This requires that scholars, teachers, and staff feel safe and accepted inside our community. To create this environment, teachers implement a series of strategies and interventions.

- *Preventive Supports:*
  - Scholars practice gratitude and mindfulness during advisory.
  - Scholars engage in social emotional education during advisory focused on building character through the Character Strong curriculum.
  - Scholars regularly participate in informal restorative conversations
  - Scholars build a personal social emotional toolkit to use when needed.
  - Scholars participate in community-building circles
  - Teacher engage in and implement various in class strategies
    - Clear Classroom Expectations, Routines, and Procedures
    - Circulation
    - Calm Redirections
    - Positive Narration
    - Nonverbal prompts
    - Informal Restorative Conversations
    - Flexible Seating
    - Brain Breaks
- *Interventions*
  - Counselor and Teacher Led Peer Mediations

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<sup>1</sup> Adopted from Katherine Evans & Dorothy Vaandering, *The Little Book of Restorative Justice in Education* (New York, NY, Good Books, 2016), pg 37

- Restorative Dialogues (5Ws)
- Restorative Projects
- *Intensive Interventions*
  - Reintegration Circle
  - Formal Restorative Conference
  - Restorative Circles
  - Grade-Team Led Interventions
  - Formal Restorative Conference with Family

### **Promotional Policy**

Scholars must complete the required coursework and meet the following criteria to be promoted from their present grade to the next:

- Attain grade level proficiency and/or one year's growth in core subjects (English Language Arts, Math, Science and Social Studies) as measured by NWEA MAP exams and mastery of grade-level standards;
- Attain one year of language growth for one year of instruction for English Language Learner's;
- 95% or above attendance;
- 40 hours of community service.

### **Report Cards**

In addition to a weekly grade report, scholars will receive a quarterly report card. The school year is divided into four quarters with scholars receiving report cards on the following dates:

- Quarter 1 report cards will be distributed via Parent-Teacher-Scholar Conferences, typically held the first week of November.
- Quarter 2 report cards will be distributed via Family Conferences, typically held during the first week of February.
- Quarter 3 report cards will be mailed home at the end of Quarter 3, typically the middle of April.
- Quarter 4 report cards will be mailed home at the end of Quarter 4 after the conclusion of the academic year.

### **Restorative Practices**

St HOPE Leadership Academy is a school committed to restorative practices. Scholars participate in the following proactive restorative practices: Every other Friday, scholars participate in community-building circles, and scholars regularly participate in informal restorative conversations. Scholars may participate in the following reactive restorative practices: circles to repair harm or wrongdoing, restorative conversations to repair harm or wrongdoing, and restorative conferences to repair harm or wrongdoing. Restorative practices are present in our classrooms, our interactions in the hallways, and our disciplinary practices.

Ted Wachtel, President of the International Institute of Restorative Practices, defines restorative practices in the following way: "We view restorative justice as a subset of restorative practices. Restorative justice is reactive, consisting of formal or informal responses to crime and other wrongdoing after it occurs. The IIRP's definition of restorative practices also includes the use of informal and formal processes that precede wrongdoing, those that proactively build relationships and a sense of community to prevent conflict and wrongdoing.

### **Right to Appeal**

A scholar or the scholar's parents/guardians may appeal any response imposed upon a scholar for their school related *offenses*. Appeals must be made first in writing at the school level, and should be directed to the Principal. The Principal or designee will attempt to resolve the appeal with a written response within ten school days. After appeal at the school level, if further appeal is desired, the scholar or their parent/guardian may appeal to the SHLACS Board of Trustees. If any appeal is denied, the scholar, their parent/guardian may place a written rebuttal to the action in the scholar's file.

### **School Closings**

If the New York City Department of Education is closed, St HOPE will also be closed.

If the New York City Department of Education is open but we determine it is not safe for our families to commute, we will use the following means to make this announcement:

- St HOPE Facebook Page  
*If you haven't done so yet, "Like" St HOPE Leadership Academy on Facebook and receive frequent updates.*

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- Email

*If you don't receive a weekly email newsletter from the school, please email ([mpersenaire@sthopeharlem.org](mailto:mpersenaire@sthopeharlem.org)), and you will be added to the weekly email distribution roster.*

- Phone Call

*If you didn't receive a phone call, call the Main Office (212-283-1204) and update your preferred contact phone number for these phone calls.*

- St HOPE Website

*This announcement, and other news items, are prominently displayed on our website. Bookmark it: [www.sthopeleadershipacademy.org](http://www.sthopeleadershipacademy.org).*

### Student Support Services

St HOPE Leadership Academy is committed to creating an inclusive learning environment that facilitates academic and social success. SHLACS has a team of specialists who are here to help scholars succeed. Support services include:

- English Language Development Program
- Special Education Services
- Counseling
- Academic Interventions

St HOPE Leadership Academy will provide these services for a scholar when deemed necessary to help this scholar succeed in school, and, if applicable, in accordance with a scholar's Individualized Education Plan (IEP).

### Suspension

A scholar's membership in the school community may be temporarily suspended if **they** demonstrates a repeated or extreme disregard for our **expectations** and regulations stated in the "**Prevention and Intervention Framework**" and "HARLEM in Action" sections of this handbook. Typically, the Director of Student Affairs or Lead Behavioral Intervention Specialist will make a preliminary recommendation for a suspension, with the final authority resting with the Principal. Suspensions will generally be between one (1) and five (5) days but, depending on the severity of the act and the number of times this scholar engaged in a similar act, **their** suspension may last longer.

A scholar's parent(s) or guardian will be informed of the suspension both orally and in writing within 48 hours of the action that led to the suspension. A scholar is guaranteed an explanation of the events or incidents that led to the suspension, and **they are** guaranteed an opportunity to question or challenge this explanation of events or incidents before an objective party.

If a scholar is suspended, then this scholar's parent(s) or guardian is expected to attend a post-suspension meeting with the Director of Student Affairs or Lead Behavioral Intervention Specialist to outline a plan to support this scholar and ensure their future success. This scholar's parent(s) or guardian will be able to attend the meeting via phone call, video call, or in person. They may also request a time outside of school hours if it conflicts with their work schedule.

#### *Disciplinary Policies for Scholars with Disabilities*

Scholars with disabilities sometimes are involved in behavior that may require disciplinary action, such as suspension from school. In the case of minor misbehaviors, there may be little difference between the disciplinary consequences for special education scholars and their general education peers.

St HOPE Leadership Academy will maintain written records of all suspensions and expulsions of scholars with a disability including the name of the scholar, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a scholar has been suspended or removed for disciplinary reasons.

As per federal law, St HOPE Leadership Academy reserves the right to suspend a scholar with a disability for up to 10 school days or less for violations of school expectations, without parental consent, in accordance with the expectations and procedures set out in this handbook. During this period of time, the school will not provide any IEP services, as it would not provide services to a non-disabled scholar who is similarly suspended.

Scholars with disabilities recommended for suspension beyond 10 school days receive services and additional protections and procedures not available to their general education peers. Upon recommendation for a suspension in excess of 10 school days, the school will immediately notify the scholar's parent/guardian and the local Committee for Special Education, CSE 10, including a copy of the suspension notice sent to the scholar's parent/guardian. Notification to parents will include the

procedural safeguards notice. Within 10 school days of the suspension decision, the IEP Team must conduct a manifestation determination review meeting (MDR) to carefully make several judgments regarding the behavior in questions. As a charter school, MDRs for scholars attending St HOPE Leadership Academy are led by the local district representatives at the Committee for Education 10 (CSE). If the outcome of the MDR is that the behavior was not a manifestation of the scholar's disability, then the IEP Team must determine the educational services the scholar will receive while subject to discipline. If the IEP Team determines that alternative instruction is required, St HOPE will provide alternative instruction through certified general and special education teachers. The alternative instruction will occur during or after the school day at the school, the scholar's home, or the nearest public library and will total a minimum of two hours per day. This alternative instruction will continue for the duration of the time the scholar is suspended.

Scholars with disabilities may be assigned to an interim alternative educational setting for up to 45 school days for special circumstances, including weapons, illegal drugs, or controlled substances violations or when substantial evidence reveals that an injury to the scholar or others is substantially likely to take place if the scholar remains in the current placement.

When a scholar is recommended for an IAES, St HOPE Leadership Academy will work with the Committee on Special Education to convene an IEP Team meeting. The IEP team decides where the setting will be and how the scholar will continue to progress in the general curriculum, receive services needed to meet IEP goals and any services needed to prevent the behavior from recurring. The IAES is paid for by the school and is equivalent to what would be afforded to a general education scholar. If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons, illegal drugs, or controlled substances violations or when substantial evidence reveals that an injury to the scholar or others is substantially likely to take place if the scholar remains in the current placement, the child 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 and St HOPE Leadership Academy agree otherwise.

#### *Long-Term Suspension and Alternative Instruction*

A scholar may be suspended for more than 10 consecutive days (up to 30 days) for special circumstances, including weapons, illegal drugs, or controlled substances violations or when substantial evidence reveals that an injury to the scholar or others is substantially likely to take place if the scholar remains in the current placement. As all of the above special circumstances may be grounds for expulsion, the purpose of the long-term suspension is to determine if expulsion is recommended and to permit adequate time for the expulsion hearing to take place. For any long-term suspension, St HOPE will provide alternative instruction through certified general and special education teachers. The alternative instruction will occur during or after the school day at the school, the scholar's home, or the nearest public library and will total a minimum of two hours per day. This alternative instruction will continue for the duration of the time the scholar is suspended.

#### **Time Management / Tardy to School**

Scholars must arrive at school by **8:05 a.m.** Since time management is crucial to scholars' future success, we will respond immediately and appropriately to scholars who are late to school.

- If a scholar is chronically late, a meeting may be setup between the scholar, their parent(s) or guardian, and a member of the Student Affairs and/or Leadership Team. The purpose of this meeting will be to create an individualized plan to support the scholar and their family while also striving to arrive on time. Scholars will select and be paired with a staff member who will be their adult advocate and check in with them at a frequency of their choosing.
- If a scholar continues to be chronically late for multiple quarters, the scholar may be paired with a peer mentor in addition to their adult advocate.

A scholar is considered chronically late when they unexcused lateness that amount to more than 10% of the academic year.

#### **Transportation**

St HOPE Leadership Academy contracts out transportation services to the New York City Department of Education. We participate in the MetroCard program, but yellow bus service is not available. Eligibility to receive transportation is determined by the New York City Department of Education and is based on a scholar's age and geographic proximity to SHLACS.

**Sixth graders**, who live in Manhattan and live one mile or more from the school site, are eligible for free transportation. Free transportation may mean a full fare metrocard. Sixth graders who live between half a mile and a mile from the school are eligible for Half Fare transportation, which consists of a Half Fare MetroCard to be used on city buses. Scholars who live less than half a mile from the school site are not eligible for free transportation.



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**Seventh and eighth graders**, who live in Manhattan and live one and a half miles or more from the school site, are eligible for free transportation. Free transportation means a full fare . Scholars who live between half a mile and a mile and a half from the school are eligible for Half Fare Transportation, which consists of a Half Fare MetroCard to be used on city buses. Scholars who live less than half a mile from the school site are not eligible for free transportation.

**All scholars** living in a borough other than Manhattan are eligible for full-fare metrocards.

**Loss of Metro Cards:** Requests for a replacement metro card must be completed in writing and given to the St HOPE Leadership Academy's Operations Manager, who then submits this request to the New York City Department of Education. Please note that they, not St HOPE, will replace the lost metrocard if deemed replaceable.

### Visitors

Visitors to the school must sign in at the Main Office located in Room 111. Visitors must wear a Visitor's Pass and be escorted to their designation by a school official. Scholars are generally not permitted to have guests visit the school. If a scholar wants to have a guest, written permission from the Principal is required prior to the guest's visit.

### What Not to Bring

Scholars may not bring the following items to school:

- Sunflower Seeds
- Personal basketballs, footballs, soccer balls, or other sports equipment
- Lighter or Matches
- Glass Bottles
- Excessive sums of money
- Real, toy, or model weapons including water guns and plastic or pocket knives
- Portable electronic devices not used for instructional purposes
- Illegal or hazardous substances
- Electronic devices including, but not limited to, portable video games and music players
- Any other items deemed inappropriate, distracting or detracting from the learning environment

Scholars may not use a cellular phone in school and it may not be seen or heard by an adult. In addition, scholars may not bring other electronic devices including, but not limited to, PSPs or other video games and music players. If an adult sees or hears one of these items, they may confiscate it. The first time this occurs, it will be returned to the scholar at the end of the school day and the scholar's parent(s) or guardian will be notified by a school official. Any additional time this occurs, the confiscated item will be returned to the scholar's parent(s) or guardian.

### **Our Commitment to You**

We fully commit to St HOPE Leadership Academy Charter School in the following ways:

1. We will hold high expectations for all scholars, parents, and each other and foster a sense of pride, respect, and teamwork in our words, deeds, and actions.
2. We will make every effort to “be the constant, not the variable” in our scholars’ lives.
3. We respect diversity and protect the interests and rights of all individuals, creating a safe and caring space for all of our scholars to learn.
4. We will help scholars, staff, faculty, parents, community members, and visitors feel welcome by focusing on excellent customer service and treating one another with kindness, courtesy, and respect.
5. We will meet and talk regularly with parents, providing them with updates on the progress of their child(ren) and make ourselves available to scholars and parents, and any concerns they might have.
6. We will always strive to be the best teachers we can be and do whatever it takes to prepare our scholars to excel in college and in life.
7. We will lesson plan, unit plan, and work with colleagues to design and implement the best classroom teaching experiences possible.
8. We commit to ongoing professional development and constant learning to ensure we continue to refine our craft and learn the best practices that will ensure all of our scholars learn at high levels.

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### Student Commitment

I fully commit to St HOPE Leadership Academy Charter School in the following ways:

1. I will HONOR our school by respecting the facility and helping to keep it clean.
2. I will HONOR my classmates, the staff, and visitors by treating them with kindness, courtesy, and respect.
3. I will always behave HONORABLY to protect the safety, interests, and rights of all individuals in the classroom. This also means that I will always listen to all my St HOPE Leadership Academy Charter School teammates and give everyone my respect.
4. I am ABSOLUTELY DETERMINED to be the best learner I can be. This means I will not take shortcuts. I will come to school every day prepared to learn and will work, think, and behave in the best way I know how.
5. I am RESPONSIBLE for my own behavior. When I make a mistake, this means I will tell the truth to my teachers and do what I can to make it right.
6. I will arrive at St HOPE Leadership Academy Charter School every day by 8:05 AM (Monday-Friday) and, if necessary, I will dedicate time beyond the school day to LEADERSHIP and learning, I will make EXCELLENCE a habit by putting forth my best effort toward my fellow scholars and my learning. I will take charge of my own learning by making sure I get help, asking questions in class or after class, and completing my homework.
7. I will uphold the MISSION of St HOPE Leadership Academy by following its policies and regulations as explained in this student-parent handbook or I will be subject to disciplinary action.
8. I will show EXCELLENCE by following the St HOPE Leadership Academy Charter School dress code.

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Scholar Signature

**Parent(s) or Guardian Commitment**

I fully commit to St HOPE Leadership Academy Charter School in the following ways:

1. I will help create a safe space for all St HOPE Leadership Academy Charter School families, scholars, and staff by HONORING the diversity found in the school and the community.
2. I am ABSOLUTELY DETERMINED to do whatever it takes to help him or her to learn.
3. I will be **RESPONSIBLE for** making sure my child arrives at St HOPE Leadership Academy Charter School every day by 8:05 AM (Monday-Friday) and, if necessary, I will make arrangements so my child can dedicate time beyond the school day to learning, including after school, and summer school.
4. I understand that my child must follow the St HOPE Leadership Academy Charter School expectations as explained in this student-parent handbook to protect the safety, interests, and rights of all individuals in the classroom. I, and the school, am RESPONSIBLE for the behavior and actions of my child.
5. I will be RESPONSIBLE for meeting and talking with my child's teachers on a regular basis and make myself available to my child and the school. This also means that if my child is going to miss school, I will notify the school as soon as possible, and I will read carefully all the papers that the school sends home to me.
6. I will support other parents, scholars, and the staff by LEADING, volunteering and supporting school initiatives and activities.
7. I will support my child's pursuit of EXCELLENCE in the best way I know how. I know there are no shortcuts in preparing for college and life
8. I will support my child's pursuit of EXCELLENCE by making sure my child follows the St HOPE Leadership Academy Charter School dress code.
9. I am DRIVEN by the MISSION of St HOPE and will partner with the teachers and staff to help my child excel in school, both academically and behaviorally.

**We, as student, parent/guardian, staff, faculty and administration, acknowledge that only by keeping these commitments as individuals will the mission of St HOPE Leadership Academy be realized.**

Scholar's Name:

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Parent Name

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Parent Signature

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Parent Email

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Optional: Please provide the most reliable way to contact you (Cell, Email, Home, etc.).