

# **Opportunity Charter School**



## **Parent and Student Handbook 2011-2012**

Welcome to the 2011-2012 school year.

Education is a team effort.

With students, parents, teachers and staff members working together,  
we will make this a successful year  
for each student.

## Board of Trustees

Phil Pallone	Chair
Rob Zellner	Treasurer
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## Administration

**Leonard Goldberg**  
**Head of School/CEO**

**Marya Baker**  
**Principal**

**Michael Greene**  
**Assistant Principal**

**Shante Spivey**  
**Assistant Principal**

## **IMPORTANT PHONE NUMBERS**

Main Office.....212-866-6137  
x4060

Fax 212- 665-  
6436

Principal’s Office.....212-866-6137  
x4063

Cell 917-804-  
4846

Carrera Office.....212-866-6137  
x4113

Clinical Office.....212-866-6137  
x 4232

Guidance Office.....212-866-6137  
x4232

Nurse’s Office.....212-866-6137  
x1180

Dean’s Office .....212-866-6137  
x4060

Parent Coordinator.....212-866-6137  
x4264

**OCS Website: <http://www.opportunitycharter.org>**

## OCS 2011-2012 ACADEMIC SCHOOL YEAR CALENDER

### 2011

August 22 – Sept 7, Mon – Wed	Staff Training
September 5, Mon	Labor Day – School Closed
September 6, Tues	High School Schedule Pick Up
September 8, Thurs	OCS First Day of School
September 21, Wed 5:30-7:00pm	Back to School Night
September 29 – 30, Thurs – Fri	Rosh Hashanah – School Closed
October 10, Mon	Columbus Day – School Closed
November 8, Tues	Election Day – Staff PD Day (No students)
November 11, Fri	Veterans Day – School Closed
November 23, Wed	End of First Quarter/Students dismissed at lunch
November 24 – 25, Thurs – Fri	Thanksgiving Recess – School Closed
November 28, Mon	Second (2 <sup>nd</sup> ) Quarter Begins
December 7, Wed	Parent – Teacher Conferences (Evening)
December 8, Thurs	Parent – Teacher Conferences (Afternoon) (Noon Dismissal for Students)
December 23, Fri	Winter Recess Begins/Students dismissed at lunch
December 26 – January 2, Mon – Mon	Winter Recess

### 2012

January 3, Tues	Students and Staff Return to School
January 16, Mon	Martin Luther King, Jr. Day – School Closed
January 24-27, Tues-Fri	NYS Regents Exam-High School
January 30, Mon	End of Second (2 <sup>nd</sup> ) Quarter
January 31, Tues	Staff Professional Development Day (No Students)
February 8, Wed	Third (3 <sup>rd</sup> ) Quarter Begins
February 9, Thurs	Parent – Teacher Conferences (Evening)
February 20 – 24, Mon – Fri	Parent – Teacher Conferences (Afternoon) (Noon dismissal for students)
April 5, Thurs	Midwinter Recess
April 6 – 13, Fri – Fri	Third (3 <sup>rd</sup> ) Quarter Ends
April 16, Mon	Spring Recess – School Closed
April 17-18, Tues-Wed	Students and Staff return to School
April 23-24, Mon.-Tues.	Fourth (4 <sup>th</sup> ) Quarter Begins
May 23-June 1, Wed-Fri	State ELA tests Grades 6-8
May 28, Mon	State Math tests Grades 6-8
June 4, Mon	State Science Performance test Grade 8
June 13 – 21, Wed – Thurs	Memorial Day – School Closed
June 25, Mon	State Science Written test Grade 8
June 26, Tues	NYS Regents Exams – High School
June 27, Wed	Eighth Grade Graduation
	High School Graduation
	Last Day for Middle School – Half Day

## **VISION STATEMENT**

Opportunity Charter School (OCS) is a school that provides students, regardless of past academic success, the opportunity for a fresh start and the necessary academic skills for post-secondary success in college and work.

## **MISSION STATEMENT**

The Opportunity Charter School believes that all students want to learn and can be successful in their academic pursuits and that every student, regardless of special education classification or previous academic or behavioral difficulties, can achieve academic success. By providing an individualized, rigorous academic program in a positive, safe and supportive environment, OCS is able to motivate students to achieve levels of success that have eluded them in their past school experiences.

OCS believes every child has the right to an education, regardless of gender, race, culture, age or disability and provides a caring atmosphere that allows students and families of all cultures and languages to live in harmony with one another. OCS maximizes learning through a community-minded, student-centered approach so that each student will begin and end his/her day with success and confidence. Within the context of the school students are encouraged to strive towards their full potential - physically, creatively, socially and academically.

**OCS students meet our FIVE EXPECTATIONS when they are:**

*Tolerant*

*Responsible*

*Respectful*

*Cooperative*

*Hardworking*

## **Student Admissions**

Rebecca Reed

Middle School Guidance Counselor/Admissions Coordinator

Tel: 212-866-6137 ext. 4230

The Opportunity Charter School will not discriminate against any student based on race, ethnicity, national origin, gender, or disability or for any other basis that would be unlawful for a public school. The School shall be open to any student who is eligible under the laws of New York State for admission to a public school, and the school will ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and Section 2854(2) of the New York Education Law, governing admission to a Charter School. New students will be admitted

each year without regard to prior measures of achievement or aptitude, athletic ability, disability, ethnicity, race, gender or religion.

### **Enrollment Period and Admissions Lottery**

During the fall, Opportunity Charter School will make available applications for admission for the following school year. Families can meet with staff to review the expectations of the School. Interested families can submit applications beginning January 15<sup>th</sup> through April 1<sup>st</sup>. The lottery will be held during the first week of April.

If the number of applicants exceeds capacity, a random lottery conducted by an individual unaffiliated with the Opportunity Charter School will be used to assign spaces. The process is described below.

The following preferences will be honored:

- First preference will be given to returning students, who will automatically be assigned a space within the School.
- Second preference will be given to siblings of students already enrolled in Opportunity Charter School. For definition purposes, “siblings” are two or more children that are related either by birth, by means of the same biological father or mother, or by legal adoption.
- The third preference for admission is for students who reside in the district that the school is located in, Community School District 3.
- Finally, any remaining slots will be available to applicants residing outside District 3.

In the event that a lottery is necessary to determine enrollment, names will continue to be drawn after all available spaces have been filled in order to form a waiting list for each preference category for each grade level. This waiting list will be the only official, legal document identifying the names of grade-eligible students with applications to the Charter School. When vacancies arise, based upon the order of random selection from the lottery, we will invite students to attend OCS. The waiting list shall expire annually at the lottery drawing.

### **ACADEMICS**

**School Hours:** Monday - Friday 7:50 am– 3:10 pm

Each morning Middle School students assemble in the schoolyard. Breakfast is served between 7:30 am and 7:45 am. Middle school students are brought up from the cafeteria or the school yard by a staff member. During inclement weather, the students assemble

in the auditorium. Students are not allowed to come upstairs to the classrooms before 7:50 am. **Please do not drop off students before 7:30. We do not have staff available to supervise students who arrive that early.** All students are dismissed at 3:10 pm. Students involved in after-school activities are allowed to stay for specific programming as long as they have signed permission slips.

### **Overview of Curriculum**

All staff receives training in the Framework for Effective Instruction (FEI), which is the school's research-based instructional model for all lesson and unit planning. Using this framework, students hone their higher order thinking skills and adopt learning strategies to help them access content at all grade levels. Students are assessed using the Scantron Performance Series every nine (9) weeks in Reading and Math.

OCS provides a rigorous curriculum aligned to the New York State Standards with a particular emphasis on individualizing education to meet students' needs. For students who need acceleration and advanced curriculum, honors classes are offered. All high school classes focus on preparing students to pass the New York State Regents exams and getting students ready for college and career. For those who are struggling, the school offers remediation and additional instructional support throughout the school day and extended day programs. For instance, in the high school, there are extensive opportunities for credit recovery for students who need additional support to receive course credits. Online learning and independent studies are also offered to help students meet course requirements for graduation.

### **Report Cards**

Report cards are issued four times a year at the end of each of the following four quarters:

1 <sup>st</sup> quarter	November 23, 2011
2 <sup>nd</sup> quarter	January 30, 2012
3 <sup>rd</sup> quarter	April 5, 2012
4 <sup>th</sup> quarter	Mailed Out

Parents are asked to come into the school during report card distribution times to retrieve their child's report card and to meet with their child's teachers.

Parent-teacher conferences are an important part of the learning process as they give families the opportunity to have a formal and individualized discussion about the student's progress. Parents are encouraged to attend all conferences that are held.

## **Grading**

Below is a break-down of the grading system.

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	65-69
F	Below 65

## **Academic Probation**

Students not meeting academic requirements, such as failing two or more core content classes in a marking period, will be placed on academic probation for the quarter. During academic probation, students are required to meet with teachers to receive additional support with the material in the class in which they are failing. Students will be given a permission slip for a parent to sign. While on academic probation, students cannot participate in extra-curricular activities, such as sports, dance, or music, until they are able to meet the academic requirements.

## **Student Services**

### **Guidance and Extended Programs Department**

Becky Hamilton, Director of Guidance and Extended Programs

Phone: 212-866-6137 ext. 4112      Fax: (212) 665-7436

Email: [Becky.Hamilton@opportunitycharter.org](mailto:Becky.Hamilton@opportunitycharter.org)

The Guidance Department consists of a Middle School Guidance Counselor/Admissions Officer, one High School College Guidance Counselor who serves 11<sup>th</sup> and 12<sup>th</sup> grades, and one Guidance Counselor who serves 9<sup>th</sup> and 10<sup>th</sup> grades. Our Guidance department assists students with advising students on completing diploma requirements, preparation for college, college applications, arranging college tours, and financial aid.

The Extended Day Program at the Opportunity Charter School takes place directly after school and is an extension of the experience we cultivate daily within OCS. Through this program students continue to learn through a variety of activities and hands-on experiences.

Through credit recovery, tutoring, cheerleading, sports, dance, music, or theatre, the OCS Extended Day Program provides a safe and enjoyable environment for its students. The program offers students structured academic support and extracurricular time.

### **Carrera Program**

Michael Clements, Program Director

CAS Carrera Program and Opportunity Charter School Partnership

Tel: (212) 866-6137 ext. 4113 Cell: (347) 230-2048 Fax: (212) 665-7436

The Children's Aid Society (CAS) Carrera Program is a youth development program designed by Dr. Michael A. Carrera. The program conducts weekly in-school classes, providing comprehensive academic support that helps remove barriers to learning so that students can excel and be healthy and safe in their early adolescent development.

Students are provided with additional academic support and tutoring, along with individual academic plans designed to meet the needs of each student. In weekly "Job Club" classes students learn about the world of work, earn cash stipends, open their own individual savings accounts, explore career options, practice money management, learn job skills, and learn about starting a business.

Students attend weekly "Power Group" sessions in a group setting with licensed social workers who provide guidance and support for adjusting to middle school, improving social skills, and addressing issues that young people face today.

Students are instructed in "Family life and Sexuality Education" sessions with certified health teachers to better understand puberty, how to communicate better with parents, and how to resist peer pressure. In addition, the CAS Carrera Program and Opportunity Charter School Partnership offer parents Family Life/Sexuality Education classes. These classes aim for improved communication between parents and children in discussing matters of puberty and sexuality, while teaching young people to make healthy decisions.

The Carrera Program offers comprehensive medical and dental services to each student in grades 6 – 10, with parental consent, at no cost to the family. Students are also exposed to arts and sports programming which helps in developing fitness as well as developing a broader, well-rounded experience.

### **Clinical Department**

Rebecca Dickinson, Clinical Supervisor

Tel: 212-866-6137 ext. 4232

This department is comprised of a school Social Worker for each grade (6-12) and a Clinical Supervisor. Since OCS recognizes that social/emotional well-being is an important part of a successful academic experience, social workers provide services that support the student's ability to perform and function in the academic setting. Social workers meet mandated counseling requirements, provide general counseling support to

students and families, collaborate in the writing of educational plans, provide case management and referral services to students and families as needed and, in general, manage the health and wellness of the grade to which they are assigned. Social workers will conduct home visits periodically throughout the year.

## Family Involvement and Responsibility

### **Elise Williams**

Parent Coordinator  
212-866-6137 ext.4264

The role of the Parent Coordinator is to make it easier for parents to communicate with OCS and receive vital information. The Coordinator connects families to resources and programs that will help sustain a meaningful educational experience for all students. The Opportunity Charter School recognizes that family involvement is a critical component of education. Parents of OCS students are vital contributors in the education of their children. Accordingly, parents are encouraged to participate in the development of programs and activities and to stay informed about programs in which their students participate. It is through mutual understanding and close cooperation between the school and home that a student's academic success will thrive.

Two-way communication, both verbal and written, provides a foundation for a strong partnership between the school and home to provide an effective educational program for all students.

There are several scheduled events throughout the school year where students and families gather together to celebrate in the interest of increasing the value of education while building community spirit. Some of these include:

- Admissions Open Houses: OCS families are invited to come out to promote the school to prospective families seeking admission to OCS.
- Parents are able to participate in ongoing workshops held throughout the school year on a variety of topics.
- Advocacy Day: Parents are bused to Albany to show support for Charter Schools.
- The school displays its educational materials and curricula during Back to School Night in the fall, and at the annual Science Fair that is held each spring.
- Parent-Teacher Conferences: See the school calendar for dates.

### **Parent Teacher Association**

OCS encourages parents to become involved in the Parent Teacher Association (PTA). The OCS PTA meets monthly throughout school year. The PTA invites speakers to address parent issues, works with school staff to create workshops, and encourages parent-school collaboration.

The PTA officers for the 2011-2012 school year are listed below:

**President**- Ms. Shire Tribble [shiretribble@yahoo.com](mailto:shiretribble@yahoo.com)

**Vice-President**- Ms. Stacey Howard [plesurpowr@aol.com](mailto:plesurpowr@aol.com)

**Treasurer**- Nadine Watts [dineladyd@aol.com](mailto:dineladyd@aol.com)

We are also pleased to continue our Mother and Child dinner, Father and Child dinner, Father Breakfasts, Awards assemblies, and other opportunities for families to come and celebrate at OCS.

## **HOW PARENTS CAN HELP STUDENTS SUCCEED**

### **Guidelines for Parents**

#### **Reading is FUNdamental!**

- Parents should ensure that students read every day. Limit distractions such as television and video games and encourage them to unwind with a good book.
- Make sure students read for a **minimum** of 30 minutes **each** night. (The longer the better!)
- Encourage students to visit the library and to read books about topics that interest them.
- Emphasize that reading should be viewed as a delight rather than a chore.

#### **Support Academic Achievement**

- Create a routine. Establish a regular time and a quiet space for students to do homework.
  - Stay involved and informed. Make a note of upcoming projects, assignments, and exams. Make sure that students complete all assignments and are up to date at all times.
  - Check Teacherease at least once a week.
  - Check and sign your child's planner for daily homework assignments.
- \*It is easier to keep up than catch up!**
- The more parents care, the more students care. If a student is struggling with a subject or assignment, parents are encouraged to get involved and attempt to tackle it together. If the problem persists, contact the school for assistance.

#### **Encourage Proper Conduct**

- Encourage students to take responsibility and be accountable for their actions.
- Discuss the importance of following school rules and policies.
- Support the school's disciplinary actions. If a student is ever subjected to disciplinary actions at school, discuss the situation at home and develop a plan of action. Determine what changes need to be made to prevent additional occurrences.
- Remind students to follow the 5 OCS expectations at home and in their community.

- Remind students that any adult in the building can and should hold them accountable for their actions.
- Discourage the use of social networking sites. These sites can be extremely harmful to students and must be monitored on a daily basis if your child uses them.

### **Get Involved in the School Community**

- Respond to calls and correspondence from the school.
- Please make sure that all information submitted to school is accurate and received in a timely manner.
- Participate and volunteer at school events, especially parent-teacher conferences.
- Return all forms and permission slips on time.
- Ensure that students arrive to school on time and in full uniform each day.
- Notify the staff of any issues or circumstances that may affect a student's school attendance and/or performance. (Ex. death in the family, illness, etc.)

### **Personal Hygiene**

The personal grooming of each student should be in accord with the standards set by the uniform dress code. Students should be clean and neat when at school.

### **Planners**

All students are given planners to record their daily assignments, keep track of projects, help organize his or her school activities, and allow them hallway access (planners are used as passes). Please make sure your child brings his or her planner everyday and check the planner for notes from the teacher and daily assignments.

### **Parent Survey**

In an effort to identify the effects of our school wide parent/community involvement, the Department of Education (DOE) asks that all parents participate in a yearly survey administered in early spring of each year. The survey is an important tool for our school; it highlights our strengths and provides constructive feedback from parents. Our school is held accountable for the number of parents who respond. Parents are expected to complete one survey per child enrolled at the school.

For more information regarding parental involvement policies or NCLB in New York State, please visit: <http://www.emsc.nysed.gov/deputy/nclb/parents/parents.htm>. It is Opportunity's goal to support every family as we need their support to promote the academic success of our students.

### **Leaving Early Due to Illness/Release of Student to Adult**

A sick student under the age of 18 can only be signed out by a parent or guardian, who is identified on the emergency contact card and must show proper identification when picking up the student from school. A caregiver cannot give verbal permission over the phone for students to leave the building without being accompanied by an adult. If the senior social worker deems a student who is 18 yrs or older is physically able to safely leave the building, then the student can sign out of school when ill, however a caregiver must be notified prior to the dismissal. If no one is available to pick up the student, the student will rest quietly in an office.

- ❖ **We strongly encourage all medical appointments be scheduled for non school hours.**

### **Extended Family Vacations**

Extended family vacations are discouraged during the school year. All trips should be planned to coincide with days when school is not in session. Trips should never prevent a student from taking mandated State Tests. In the event of an absence, it becomes the student's responsibility along with the help of the parents, to complete all assigned work upon his/her return to school. Incomplete assignments will not receive credit. Students who miss an announced test during their absence will take the test when all missed work is completed.

### **Family Death or Serious Illness**

If there is a death or traumatic situation in the family that may affect the student's attendance please notify the Main Office immediately.

### **TeacherEase**

Parents are encouraged to sign up to receive TeacherEase information. Parents must have a valid email address to access this site. TeacherEase provides access to an electronic gradebook, email messages from teachers, and attendance records.

### **Parent-Teacher Conferences**

Parent-Teacher conferences will be conducted "face-to-face" at least twice each year.

In addition, parents are encouraged to inquire about their child's performance regularly during the school year. This continual monitoring will aid in strengthening the students progress. During the conference, teachers will review the student's progress and discuss strengths and any areas in need of support. Our goal is to make these conferences a positive experience for all.

### **Notification of Rights under the Family Educational Rights and Schools Privacy Act (FERPA)**

The Family Educational Rights and Schools Privacy Act (FERPA) affords parents certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day OCS receives a request for access. Parents should submit to the principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent believes is inaccurate or misleading. Parents may ask OCS to amend a record that they believe is inaccurate or misleading. They should write to the principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the administration decides not to amend the record as requested by the parent, the parent will be notified of the decision and they will be advised of their right to a hearing regarding the request for amendment.

Additional information regarding the hearing procedures will be provided to the parent when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the students education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by OCS as an administrator, instructor, or support staff member (including health or medical staff); a person serving on the Board of Trustees; a person or company with whom OCS has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist). A school official has a legitimate educational interest if the official needs to review an education record in to order to fulfill his/her professional responsibility.

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

Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue  
Washington, D.C. 20202-4605

OCS may release "directory information" without consent as required by Section 99.3. This may include, but may not be limited to, information such as the student's name,

address, telephone listing, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, photos/images, dates of attendance, and most recent educational institution attended. Parents wishing to prevent the release of such information about their child(ren) must submit a written request to the Main Office no later than October 1, 2010 or “of the given school year.”

### **Anti-Harassment Policy**

OCS is committed to maintaining a learning and working environment that is free from unlawful harassment or retaliation based on race, color, religion, national origin, marital status, gender, sexual orientation, and/or disability. Any unlawful harassment or retaliation of a student or employee by a member of the school community is a violation of this policy. The administration will act to thoroughly and promptly investigate all complaints, formal or informal, verbal or written, of unlawful harassment based on color, race, religion (creed), national origin, marital status, gender, sexual orientation, and/or disability. OCS will discipline or take appropriate corrective action against any member of the school community who is found to have violated this policy. If you encounter such actions, you should contact the Principal.

### **Visiting the School**

Parents and visitors are always welcome to visit us. All visitors must show ID and report to the school’s Main Office (room 406) to sign in. Visitors will receive a Visitors pass indicating where they can go in the school. This procedure enables us to minimize disruption to our program and to ensure a degree of safety for our students. The office is open between 8:00 AM and 4:00 PM.

### **Personal Items**

OCS encourages students to leave personal belongings at home. The school does accept responsibility for the personal items of students lost or stolen at school. We will not reimburse students for personal items such as, electronics, money, or clothing items stolen out of bags, lockers, or outerwear.

### **Cell Phones and Electronic Devices**

Cell phones and other electronic devices (iPods, MP3 players, video games, etc.) will be confiscated if they are seen or heard during the school day. Any confiscated items will be returned only to a parent or guardian. Confiscated devices will be secured in Mrs. Baker’s office. OCS will not be held responsible for replacing lost or stolen electronic devices.

Should parents need to contact their children during the school day, they may call the Main Office at 212-866-6137x4060.



### **Immunization Requirements in New York**

**Students will not be allowed to attend school if proper health forms are not on file by the first day of school.** In order to maintain the health and safety of our students, all children must have the required vaccinations. Parents may request in writing a medical or religious exemption from immunization requirements (form available in the Main Office). The Principal or Clinical Office will then seek to obtain the consent of The Health Department of NY to recognize the exemption. Students who have a history of having mumps, measles, chicken pox, and rubella will be accepted only if confirmed by a physician and submitted in writing at the time of enrollment. New York State Law requires a physical examination report to be on file in the Health Office for all students. Health Examination Forms can be picked up at OCS Main Office, Room 406. All health forms are mailed out to new and returning students during the summer and returned by the first day of school.

### **Medication**

Only the school nurse can administer prescription or non-prescription medication during the school day, once written permission is received from a parent. Students who are required to take daily medication must submit form \*S504 signed by their physician. Students who have severe asthma must have form \*S504 on file in the Main Office in order to carry their inhaler with them during the school day.

**\* Form S504 is available in the Main Office.**

### **Special Education**

Shante Spivey, Special Education Supervisor and Assistant Principal  
Tel: 212-866-6137 ext.4230 Fax: 212- 665-6436

The Opportunity Charter School provides special education services to all qualifying students. Students with special needs have the right to a quality education appropriate to their needs, abilities and interests. Our instructional staff will participate in the development and implementation of appropriate instructional and socialization strategies. Our highly qualified staff, which includes teachers certified in Special Education, a Learning Specialist for every grade, and related service providers, help customize our instruction to meet the needs of our diverse student population. We offer inclusion classes, ICT class, and self-contained classes. Annual reviews are held at school with the entire team to support students.

### **REFERRAL PROCESS FOR SPECIAL EDUCATION SERVICES**

#### **Request For Referrals:**

The following people can make a request to the Committee on Special Education (CSE) for an evaluation:

- A staff member of the school or school district.
- The student's legal guardian/parent (new under IDEA 2004)
- A physician

- The school district or designee of a public agency who is responsible for providing education to a student with disabilities (new under IDEA 2004)
- A judicial officer
- The student him/herself, if over 18 years of age

*The Opportunity Charter School cannot decide on its own that a student needs special education services.*

### **The Individual Education Plan (IEP)**

An IEP is a written statement outlining an education program based on the unique needs of the student. The Committee on Special Education (CSE) in the student's school district of residence has the responsibility for developing an IEP. It is the responsibility of OCS to ensure the IEP is implemented. The services may be provided by the student's school district of residence, The Opportunity Charter School, and/or a provider who has been contracted with to provide services.

The school will comply with all legal requirements for students identified as having a disability. An Individual Educational Plan (IEP) will be provided classifying the disability, specifying goals, level of service, related services and the least restrictive placement for the student. Students with special needs will be educated within a general education setting and through one-on-one and small-group remediation as specified in a student's IEP. OCS will work with parents to ensure they are fully informed of their rights, procedures and responsibilities under Special Education law.

### **Annual Reviews/Triennials**

Special Education students are entitled to an annual review and a three-year re-evaluation with the Region 10 CSE. At these times, parents and teachers will evaluate the protocols appropriate for the student, as well as state recommended guidelines to produce the most desired educational outcome for the student. Parents are informed of their student's progress a minimum of four times per year at quarterly marking periods. Progress is also shared through telephone calls, written information/feedback, and personal contacts.

## **Policies and Procedures**

OCS Dean: Anthony Jones

OCS Assistant Dean: Roderick Phoenix

Tel: (212) 866-6137 x4060

### **Uniforms**

The Opportunity Charter School is a uniform school. OCS believes there are numerous benefits to students wearing uniforms, such as improved behavior and increased security, and a focus on academics rather than apparel. Students should wear their uniform with pride to represent OCS and respect its ability to prepare them to be productive citizens.

Students are required to wear their OCS uniform. The school logo should be clearly visible. Plain white polo shirts are acceptable as well. Students who abuse the uniform

policy will serve detention as determined by the Dean. We do not allow hats, beads, gang flags, “doo rags,” low-hanging pants, sweatshirts, sweatpants, jeans, or non-OCS colored sweaters and non-OCS shirts. Students who do not come in uniform are required to report to the Assistant Principal for Middle School, Ms. Spivey, or the Assistant Principal for High School, Mr. Greene. A phone call will be made home to parents notifying them that the student is out of compliance.

**Students will not be allowed to participate in any school related activities if they are not in uniform during the school day. *This also includes special events during the day.***

Uniforms may be purchased from:

**Flynn & O’Hara**

136 Westchester Square

Bronx, NY 10467

(718) 863-7561

You may also mail order uniforms from:

**JS Enterprises**

35 Patricia Lane

Syosset, NY 11791

Phone (516) 458-1254

### **Required Uniforms**

#### **OCS Middle School uniform:**

- Light color khaki pants or skirt
- White polo shirt with embroidered OCS logo or plain white polo shirt
- Burgundy cardigan sweater, sweatshirt, or hoodie with OCS logo

#### **OCS High School uniform:**

- White button-down collared shirt with OCS logo or plain white polo or button-down collared shirt
- Sleeveless gray vest with embroidered OCS logo
- Gray or black casual pants or skirt (**not** sweat pants, nylons, or jeans)
- Any vests, sweaters, cardigans, hoodies or burgundy sweatshirts worn during the school day must have a visible embroidered OCS logo.

**STUDENTS ARE NOT IN UNIFORM IF THEY ARE WEARING JEANS !  
FRIDAY IS NOT A JEANS DAY!**

## **Code of Conduct**

OCS uses the NYC Discipline Code as the basis of the Code of Conduct.

These rules govern the conduct of students on all properties of the Opportunity Charter School. These rules are not intended to limit, but rather will exist in conjunction with, any other codes of conduct established for the school.

OCS uses a four-step process to address behaviors:

1. Friendly re-direction
2. Concerned re-direction
3. Behavior Team Intervention
4. Referral to the Dean

If a student still struggles meeting expectations after the four-step process is used, then the student will be escorted to an Assistant Principal's office to process the situation. If the challenging behavior continues, the Principal will be notified and will meet with the student.

The Opportunity Charter School utilizes a referral form as a tool to indicate and/or track student behavior. Data from referrals is electronically stored in our Teacherease database and used to develop behavior plans for students in need of additional support.

In disciplinary matters, students will have the opportunity to present their version of the situation, which caused them to violate the code of conduct to the staff member imposing disciplinary sanctions. They are asked to write down their statement as a way to get to the true account of what happened during the incident. Depending on the severity of the infraction, disciplinary sanctions include, but are not limited to:

- Staff conversation with student
- Parent notification and/or administrative meeting
- Detention
- Suspension (Short or Long Term)
- Exclusion from activities
- Expulsion

## **Positive Behavior Intervention System (PBIS) & Therapeutic Crisis Intervention**

The OCS system of behavior management includes PBIS. In using PBIS, the school focuses on creating and sustaining school-wide classroom and individual systems of support which will improve the students' ability to behave appropriately and meet school-wide expectations.

We ask students to adhere to the school's five (5) expectations (Tolerance, Responsibility, Respect, Cooperation, and Hard Work). Students who repeatedly do not comply with these expectations will face appropriate disciplinary action.

As students meet these expectations, the school recognizes them by rewarding them with a "Positive Behavior Support" card. Students collect these cards and may exchange them for items in the school store. Students are nominated by staff and recognized as "Students

of the Week” and receive a pizza party. They are acknowledged throughout the year in other ways as well.

OCS trains all staff members in Therapeutic Crisis Intervention, (TCI), a crisis prevention and behavior management system. TCI allows the school to provide structure while ensuring the safety and trust of all staff and students, while also promoting social, emotional and academic growth.

Behavior specialists who are trained in TCI are positioned throughout the school to assist teachers and students. Their intervention helps students return to a normal state of functioning as quickly as possible.

**Deans’ Office:** Some behaviors will lead to a student being referred to the Dean’s Office. Such behaviors include, but are not limited to:

- Throwing objects in class
- Fighting physically or intense verbal interaction
- Threatening to hurt someone

### **Student Searches**

School lockers, desks, and other such items belong to the school and are not the private property of students. Therefore they may be confiscated and inspected as deemed necessary by school officials. School administrators will search students if there is reasonable suspicion that a student possesses illegal property or substance. School Safety officers, local authorities, and parents will then be notified.

Periodically, the NYPD conducts random, unannounced school-wide electronic scans. During these scans, all electronics and any other inappropriate items, will be confiscated by school officials or the NYPD. These confiscated items will be returned at the end of the day from the Principal’s office or will be returned from the police precinct office.

### **Prohibited Conduct:**

*The Opportunity Charter School does not allow its students or parents to:*

- Willfully cause physical injury to any other person, or threaten to use force which would result in injury
- Physically restrain or detain any other person
- Damage or destroy school property
- Steal school property
- Disrupt the learning environment which prohibits other students from learning
- Threaten the safety of any person or persons on school property
- Possess, use or distribute alcohol, drugs or drug paraphernalia
- Possess any firearms, knives, clubs or any item that the legal system would

- Attempt to assault any student or staff member
- Vandalize school property causing minor damage
- Cheat on exams or quizzes, or commit plagiarism
- Use forged notes or excuses
- Steal, attempt to steal, or possess property known by the student to be stolen.
- Commit extortion
- Gamble
- Trespass on school property
- Use inappropriate language
- Engage in sexual harassment
- Make a false bomb threat or pull a false emergency alarm
- Possess tobacco or alcohol
- Possess a weapon
- Use any electronic device during school hours

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

- *The withdrawal of authorization to remain on school property.*
- *Arrest; student suspension or other disciplinary action.*

### **Suspension**

Certain infractions are serious enough that OCS may suspend a student for a short time (1-5 days). If the infraction is serious enough, a long term suspension may also be imposed and OCS may refer the student to the police.

#### **Infractions that may lead to suspension are:**

- Attempting to assault any student or staff member
- Vandalizing school property causing minor damage
- Endangering the physical safety of another by using or threatening another in a way that makes the victim fear that he will be hurt
- Behaving in such a way that the school or classroom is disrupted and/or the health, safety, welfare, or morals of others are endangered
- Failure to follow directions, or follow disciplinary sanctions
- Stealing, attempting to steal, or having property that the student knows is stolen
- Committing extortion
- Sexually harassing others—either by touching or by making sexually suggestive remarks
- Making a false bomb threat or pulling emergency alarm
- Possessing alcohol
- Consistently disobeying school rules

### **Long Term Suspension/Expulsions**

Long-term suspensions are reserved for very serious offenses, which are listed below. The principal may take into account the student's disciplinary record and the

circumstance of the incident when deciding what type of suspension to impose. OCS may choose to refer the student to the police or to expel them.

**The following behaviors will result in long term suspension of a student if he/she is found to:**

- Possesses, uses, attempts to use, or give/transfer any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object that a student would have no reasonable use for at school
- Commits arson, or attempt to start a fire on school property
- Possesses, sells, distributes or uses any alcoholic beverage, controlled substance, fake controlled substance, or marijuana on school property or at school-sponsored events
- Assaults student or staff member
- Causes physical injury to another person
- Vandalizes school property in a way that causes major damage
- Does anything which the school officials can reasonably decide deserves a long-term suspension

**Firearms**

A student who brings a firearm to school or found with one in their possession at school will receive a 45-day suspension up to and including expulsion.

Also, school safety and the local law enforcement authorities will be notified.

- The principal may, on a case-by-case basis, modify the requirement to expel if they do so in writing and accordance with the Federal Gun-Free Schools Act of 1994.
- If a student is younger than 16 when they have the firearm, the principal will refer the student to a “presentment agency” for a juvenile delinquency proceeding.
- Any student who is 16 or over when they have the firearm will be referred to the appropriate law enforcement officials (this also applies to students who are 14 or 15 who qualify for juvenile offender status).

**Expulsion**

*Very serious offenses warrant expulsions. These offenses include:*

- Possession of firearm and weapon such as a knife
- Physically or sexually assaulting a staff member or student
- Possession or selling drugs

**Due Process**

- The Principal will immediately send a written notice to the parent/legal guardian, stating that the student is to be suspended from school, describing the incident, and stating that a formal hearing (Principal Determination Review) will be held. This notice will be either personally delivered or sent certified or express mail to the family’s last known address within 24 hours. The Dean will also notify the parent by telephone, which will be logged.

- At the formal hearing, the student has the right to be represented by a lawyer, question witnesses, and/or present evidence.
- The Principal has the right to either personally run the meeting or designate a school official to conduct it.
- A parent may challenge the decision by following the complaint process.
- The student may be found guilty at the hearing. If so, the Principal will determine the additional disciplinary consequence, which may be additional suspension or expulsion. If the student is determined not to be guilty, then the suspension ends and the school develops a behavior plan to help the student re-enter the school community.

### **Other Disciplinary Measures**

OCS may impose other disciplinary measure than those above. In addition, there may be behaviors that were not listed above that the appropriate school staff may decide need addressing. Some of those measures might be:

- **Behavior Contract:** School staff may write a behavior contract with a team that may include any combination of parent, student, teachers, teaching assistants, behavior managers, social workers, and/or administrators. The contract will describe the behavior and its triggers, define the expectations for the student, and the consequences for breaking the contract. Entering into such a contract is voluntary.
- **Detention:** A student may be detained before, during or after school in detention after a parent has been contacted and they have no objections.
- **Loss of School Privileges:** After we have informed the parents, the school may suspend a student from participating in any or all extracurricular activities. It is the parents right to ask for an informal meeting with administration.
- **In-School Short-Term Suspension:** We may remove a student temporarily from the classroom and place them in the Dean's office, where the student will receive substantially the same kind of education the student was receiving in class. It is the parents' right to ask for an informal meeting with the principal or teacher involved regarding the suspension.
- **Suspension from School Transportation:** OCS code of conduct must be adhered to at all times, including during transport to and from school. Any violation of the code of conduct will be reviewed by the principal on a case by case basis to determine appropriate disciplinary action. If this means that a student cannot come to school because they do not have the appropriate public or private transportation available, we will make arrangements for the student to receive alternate instruction.

### **Discipline of Students with IEPs**

A student, who has an Individualized Education Plan (IEP) prior to the behavior that results in a suspension, has certain protection and rights under IDEA (the Individuals with Disabilities Education Act):

**Written Records:** OCS will keep written records of all suspensions and expulsions of students with disabilities, including the student's name, a description of the behavior, the disciplinary action taken, and a record of the number of days the student has been suspended or removed.

**Referral to the CSE:** As soon as a student has been suspended for a total of ten (10) days, we will refer the student to the Committee on Special Education in Region 10 so that they can investigate.

- OCS may not suspend a student with a disability for more than ten days during a school year without involving the CSE, because on day 11 the suspension may be considered a change of placement.
- Your notice and involvement: The CSE must follow its ordinary policies and procedures when notifying and involving the parent.

**OCS will notify the CSE within 7 days if we learn that:**

- A student with a disability was previously suspended for the maximum allowable number of days.

**Provision of Services during Suspension for a Student with Disabilities:**

Students suspended for more than ten days will be provided with services by a certified special education teacher so they can be included in the curriculum and meet the goals of the IEP.

Some students, whether they have an IEP or not, may pose a threat to the safety of students and staff and will be instructed off-site at a tutoring facility.

**Due Process**

A meeting at the CSE (an MDR, or Manifestation Determination Review) is required when a student has been removed from OCS for more than ten days in a school year, or when starting a removal that is a "change of placement." In this hearing, the CSE determines whether or not the student's behavior is due to his/her disability. If the CSE determines the incident is a manifestation of the disability, then the suspension will be revoked. If it is not a manifestation, then the child can be disciplined as a general education student.

At this meeting, the CSE may:

- Develop a behavioral assessment plan (including a functional behavior assessment and behavior intervention plan, both of which must be done by the CSE).
- Review a previous plan.
- Work with the school, when there is not a change of placement, to review the assessment plan and change it if necessary. If even only one member of the CSE

## **Appeals Process**

A parent may request a hearing to challenge the CSE's findings about the connection between the student's disability and the behavior. If a hearing is requested, the student will remain at OCS until the hearing is completed and a new determination is made. However, if your child's suspension is due to weapons or drugs, OCS can suspend the student to our Interim Alternative Education Setting even during the appeals process either until the hearing or the term of the suspension is completed.

## **Bathroom Passes (Middle School and High School)**

Bathroom passes are not distributed during first and last period. Bathrooms are locked during these times. During other periods, passes may be distributed, with the exception of the first and last 10 minutes of the period.

## **Attendance**

Katherine Martinez  
Attendance Secretary  
Tel: 212-866-6137 ext.4064

Regular attendance is mandatory, and is important to a student's success in school; it establishes good work habits and self-discipline. Students who are not in attendance will not receive credit for their classes, will not be allowed to participate in extra curricular activities, and will be placed on academic probation.

## **Absenteeism**

In order to meet the instructional classroom time requirement established by the state, **students who have more than (5) unexcused absences in high school will not pass the marking period.** Middle school teachers will determine whether or not students will fail the marking period with more than five (5) unexcused absences. The Parents of students who are consistently late or absent, will be called in for an attendance meetings. Students who have missed more than 10 consecutive days or 20 days per semester without a verified excuse may be reported to ACS for educational neglect and a meeting will be held with the administration.

Students who are absent due to doctor's appointment must present a note on doctor's stationary signed by the doctor. Please make every attempt to schedule appointments after school. It is the parent's responsibility to report student's absence to the school office before 8:00 a.m. on the day of the absence. The answering machine will be available before and after school hours for anyone who needs to leave a message. A written excuse signed by a parent must accompany the student upon return to school and be handed in to the attendance secretary in room 406, the Main Office. Three or more

unexcused consecutive absences will result in referral to the appropriate social worker for further action.

**Excuse notes must contain the following:**

- ◇ Reason for lateness/absence.
- ◇ Date and time the note was written.
- ◇ Phone number where the parent can be reached at the time the student signs in.
- ◇ Signature of a parent/guardian.

***All notes must be submitted the day the student returns to school.***

If there is a death in the family or a hospital stay for the student due to illness, then a notification from the family must be submitted to the Main Office.

**Tardiness**

All students are expected to be at school by 7:50 am each day. Students who arrive late to school will need to receive a late pass from the Dean before going to their classroom or provide an excuse signed by a parent/guardian. We believe that learning to be punctual is an important ingredient to success at school and in life.

Tardiness due to a verified family emergency or other circumstance deemed acceptable will be excused with documentation. Students who are late and have not been excused are expected to remain after school for detention.

Students who cut school will be written up and referred to the Dean for corrective action. Staff members will make phone calls home to notify the parents. After three reported cuts, students will be given a full day of detention. The student will serve that detention at a time determined by the Dean.

**Lunch**

Middle school and 9<sup>th</sup> grade students do not go outside for lunch. Middle school students have lunch 6<sup>th</sup> period. 9<sup>th</sup> grade students who have successfully maintained honor roll during the first semester with a G.P.A. of 3.0 and above along with a low number of referrals, will be able to go out for lunch the second semester. They are not allowed to go outside to eat lunch, and they cannot order food or have food brought to them during lunch. Students are only allowed to eat lunch in their classrooms if it is a celebration lunch that the teacher has arranged. Students who are in 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade are allowed to go outside for lunch. Their lunch period varies depending on their schedule (4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, or 7<sup>th</sup>). They may also bring food into school to eat in a designated classroom or in the cafeteria during the assigned lunch period. Students who return to school late after lunch, will have their lunch privileges revoked. Parents can request through the Dean or Principal to keep their child inside for lunch. Students are not allowed to eat their lunch inside the classroom while class is in session. All food is to be discarded or stored in backpacks or lockers before classes resumes.

**Incidents that Occur Offsite**

Our primary concern is to keep all students safe while they are in school. OCS has policies and procedures in place to ensure that each student will be safe during school hours and while on school property. However, the school is not responsible for students who seek out harmful situations while offsite for lunch or at other times when they are not directly on school grounds. Students who fail to conduct themselves as positive representatives of OCS may be subject to disciplinary action if the incident creates disruptions in the schooldays, even if the incident occurs off school grounds. For instance, fights between students or between students and community members that occur off school grounds can have a serious impact on school safety. The school is within its right to discipline students for these incidents. OCS will always works in collaboration with parents on these matters.

### **Recess**

During Recess, students must participate only in fair play. Games that are abusive or demeaning are not permitted. All students are to remain in the designated recess area only, and in clear sight of the supervising staff member. Students are not allowed to use playground equipment prior to the beginning of the school day or following dismissal.

### **The following rules have been established for the safety of all students:**

- Students are expected to stay within the boundaries of the play area.
- Climbing of any sort is not allowed.
- No play involving tripping, wrestling, hitting or throwing another to the ground is permitted.
- Throwing snowballs, stones or other objects is prohibited.

In order to ensure the safety of our students, The Opportunity Charter School has adopted the following policy regarding students leaving before the end of the school day. OCS does not tolerate bullying in any form.

### **Metrocard Distribution**

Students receive Metrocards based on the information provided on ATS. The address provided by parents will determine whether students receive a half-fare or full-fare cards. Students receive cards on the first day of school and must sign for the card upon receipt. Students are not allowed to have multiple cards at one time. If a student loses a card, then a new card will be issued as quickly as possible. However, the school only receives a certain amount of cards and cannot supply cards for students who repeatedly lose their cards.

### **Field Trips**

Whenever students are traveling away from school, they are subject to the same rules, regulations, and appropriate behavior as required at school. They are expected to fulfill the OCS expectations and represent the school at all times. Signed OCS permission slips must be on file with the teacher for each student for each field trip. We cannot accept

verbal confirmation in lieu of the signed permission slip. Walking trip forms for short walks around the community are signed at the beginning of the year.

### **Personal Gifts to Staff Members**

Working with our students and seeing them succeed is reward enough for our staff. We know that families love to show their appreciation during holidays and at the end of the year. Please note: Staff members can accept handmade gifts that can be publicly displayed. However, we cannot accept gifts that would indicate a personal relationship with a student, make other staff or students feel uncomfortable, or obligate the staff member or student in anyway.

### **Hearing and Vision Screening**

Our students receive special health services through the Health Department. These services include vision and hearing screenings.

## **Complaints**

Any individual or group may bring complaints to the Administration of the Opportunity Charter School or The Board of Trustees. Complaints can be submitted at anytime. Emergency issues will be dealt with in an as-needed basis. Every effort will be made to respectfully address each matter to the satisfaction of the individual or group that presented the complaint.

If a complaint alleges violations of applicable New York State and/or Federal law, or the School's Charter, the administration's determination will be provided, in writing, if necessary, to the individual or group that presented the complaint, along with a copy of the current appeals process.

### **How to make an informal complaint about a child's education:**

1. If you have a complaint about a child's school, which you would like to resolve informally, we encourage you to speak with your child's teacher, guidance counselor, assistant principal or principal. The Parent Coordinator at the school also may be helpful in resolving your problem. It's best to tell someone at the child's school about your complaint as soon as possible so the appropriate staff members can work to address the issue in a timely manner.
2. If the principal or other members of the school's staff are unable to resolve your complaint, or if you would like to file a formal complaint with the DOE, please follow the steps described below. Please note if the child is a student with a disability and you have an unresolved special education issue you may call 311 and request to speak to the Special Education Call Center. The Special Education Call Center staff will work with you to resolve your issue

**How to file a formal complaint:**

The Chancellor has established the following regulations, which contain specific complaint and appeal procedures that you may use. These regulations can be found online at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>. Hard copies of these regulations may be obtained from the child’s school or from the Office for Family Information and Action (OFIA).

**Student’s Commitment**

By signing below, I \_\_\_\_\_(Print Name) acknowledge that I have reviewed the Opportunity Charter School Parent and Student Handbook.

**As a member of the Opportunity Charter School student body, I make the following commitments:**

- I will arrive to school no later than 7:50 a.m. every day that school is in session.
- I will remain at school until the end of each school day.
- I will wear appropriate uniform attire each day.
- I will not violate the OCS Code of Conduct.
- I will come to school with all necessary materials every day.
- I will be honest at all times.
- I will be respectful of all staff and fellow students at all times.
- I will make a strong effort at all times and will seek help or guidance when necessary.
- I will be responsible for my own behavior.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Parent/Guardian Commitment**

By signing below, I, \_\_\_\_\_(Print Name) acknowledge that I have reviewed the Opportunity Charter School Parent and Student Handbook with my

child and agree that my child and I will adhere to the rules and regulations of the school at all times.

As an Opportunity Charter School parent, I make the following commitments:

I will ensure that my child arrives to school on time and in full uniform each day.

I will ensure that my child is in attendance each day that school is in session.

I will support my child's success by getting involved in school activities and programs.

I will ensure that my child does not violate the OCS Code of Conduct.

I will attend Parent Teacher Conferences.

I have read, and fully understand the rules, policies, and procedures set forth in the handbook.

I understand that I, not the school, am responsible for the behavior and actions of my child.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### OCS Bell Schedule 2011-2012

<b>Period</b>	<b>Time Begins</b>	<b>Time Ends</b>
1st Period	8:04	8:54
2nd Period	8:58	9:48
3rd Period	9:52	10:39
4th Period	10:43	11:36
5th Period	11:40	12:33
MS Homeroom	12:37	12:43
6th Period	12:47	1:32
7th Period	1:35	2:21
8th Period	2:24	3:10

# The Opportunity Charter School Commitment to Excellence

## OCS SCHOOL STAFF

Leonard Goldberg	CEO/Head of School
Marya Baker	Principal
Michael Greene	Assistant Principal
Shante Spivey	Assistant Principal/ Special Education Supervisor
Emily Samuels	Director of Development
D. O'Brien	Executive Assistant to Head of School
E. Davidson	Assistant to Principal
E. Williams	Parent Coordinator

### TEACHER

A. Mutzel  
S. Eichenberg  
A. Texeira  
D. Infante  
M. Douglas  
V. Polanco  
B. Cozzali  
N. Seabrook  
C. Richards  
V. Yeats  
E. Cramm  
A. Joseph  
B. Helpard  
S. Nobels  
S. Flam  
V. Dandridge  
D. Conway  
M. Estanislao  
A. Nicolosi  
C. Freire  
N. Ramsammy  
J. Heim Mueller  
V. De La Cruz  
L. Cregier  
S. Rodriguez  
M. Hopkins  
E. Crispell  
L. Emmanuel  
G. Robles  
C. Barrett  
R. Kent  
R. Rosen  
A. Radcliffe  
N. Davis  
C. Glover  
B. Kelts  
E. Harz

### SUBJECT AREA

ELA 6  
ELA 6  
ELA 7  
ELA 7  
ELA 8  
ELA 8  
HS Health  
Science 6/7  
MS Science  
Math 7/8  
Math 6/7  
Math 6/7  
Math 7/8  
Social Studies 6/7  
Social Studies 7/8 /PBIS Coach  
HS Social Studies  
HS Social Studies  
HS Social Studies  
HS Social Studies  
HS Science  
HS Science  
HS Science  
HS Science  
HS Science  
Spanish I/II  
Spanish I/II  
HS Math  
HS Math  
HS Math  
HS Math  
HS Math  
HS English  
HS English  
HS English  
HS English  
Art  
Technology  
Physical Education /Athletic Director  
Physical Education

E. Blatti	Music
K. Belgrod	ESL
M. Kelley	English Intensive
R. Provenzano	Assistant Teacher
D. Brumfield	Assistant Teacher
E. Wagner	Assistant Teacher
G. Dolley	Assistant Teacher
W. Curtis	Assistant Teacher/ Art Teacher
G. Gunnings	Assistant Teacher
C. Chandler	Assistant Teacher
P. Richards	Assistant Teacher
R. Taylor	Assistant Teacher
S. Taylor	Assistant Teacher
E. Johnson	Assistant Teacher
S. Georgiou	Assistant Teacher
C. Olivieri	Assistant Teacher
J. Pizzini	Assistant Teacher

**SPECIAL EDUCATION DEPARTMENT**

312A	G. Roth	Learning Specialist/Consultant Teacher 6 <sup>th</sup>
312A	S. Dailey	Learning Specialist/Consultant Teacher 7 <sup>th</sup>
312A	T. McDowell	Learning Specialist/Consultant Teacher 8 <sup>th</sup>
312A	J. Facey	Learning Specialist/Consultant Teacher 9 <sup>th</sup>
312A	T. Webber	Learning Specialist/Consultant Teacher 10 <sup>th</sup>
312A	F. Block	Learning Specialist/Consultant Teacher 11 <sup>th</sup>
312A	J. Marcu	Learning Specialist/Consultant Teacher 12 <sup>th</sup>

**CLINICAL DEPARTMENT**

421	Rebecca Dickinson	Clinical Supervisor
421	S. Austin	Social Worker 6 <sup>th</sup> Grade
421	C. O'Toole	Social Worker 7 <sup>th</sup> Grade
421	R. Weiss	Social Worker 8 <sup>th</sup> Grade
421	S. Jackson	Social Worker 9 <sup>th</sup> Grade
421	P. Lovell	Social Worker 10 <sup>th</sup> Grade
421	G. Montalvo-Edwards	Social Worker 11 <sup>th</sup> Grade
421	N. Bilal	Social Worker 12 <sup>th</sup> Grade

**GUIDANCE AND EXTENDED PROGRAMS DEPARTMENT**

421	Becky Hamilton	Director of Guidance and Extended Programs
421	K. Vazquez	Program Assistant/Guidance and Extended Programs
421	R. Reed	MS Guidance Counselor/Admissions Coordinator
421	F. Jacques	Guidance Counselor - 9 <sup>th</sup> & 10 <sup>th</sup> Grades
421	B. Thomas	Guidance Counselor - 11 <sup>th</sup> & 12 <sup>th</sup> Grades

**SUPPORTIVE DISCIPLINE AND STUDENT ACCOUNTABILITY** \*certified TCI trainers

406	Anthony Jones*	Dean of Students/ PBIS Coach
406	Roderick Phoenix	Assistant Dean/ PBIS Coach
	K. Davis*	Behavior Specialist
	C. Haywood*	Behavior Specialist
	J. Marshall	Behavior Specialist
	D. Simmons	Behavior Specialist
	J. Smith	Behavior Specialist

A. Rodriguez

PBIS Assistant

**CARRERA PROGRAM**

421	Michael Clements	Program Director
421	N. Barrow	Social Worker, 10 <sup>th</sup> Grade
421	M. Lowek	Social Worker, 9 <sup>th</sup> Grade
421	B. Stern	Social Worker, 8 <sup>th</sup> Grade
421	M. Whitsett	Social Worker, 7 <sup>th</sup> Grade
421	E. Kirby	Social Worker, 6 <sup>th</sup> Grade
411A	M. Lajara	Medical Advocate
411A	S. Lassiter	Dance Instructor
411A	D. Mallory	After School Tutor
419	J. Clayton	Special Ed Consultant Teacher
417	D. Hardie	Special Ed Consultant Teacher
411A	A. Rogers	Health Teacher
411A	S. Bass-Holt	Health Teacher
411A	M. Dorman	Health Teacher
411A	T. Hines	Tutor
411A	D. Mahal	Tutor
411A	D. Teague	Job Club Coordinator
411A	D. Pilgrim	Job Club Coordinator
411A	J. Parris	Community Organizer

**ASSESSMENT AND ACCOUNTABILITY**

406	Aaron Hawn	Director of Assessment and Accountability
406	T. Yabusaki	Assistant Dir. of Assessment and Accountability
406	K. Martinez	Attendance Secretary

**FINANCE AND OPERATIONS**

404	Grayce DiGiovanni	Business Manager
404	M. Schillinger	Executive Assistant to Business Manager
406	A. Rivera	Operations Supervisor
404	O. Astakhova	Senior Accountant
406	P. Torres	Administrative Assistant
406	A. Green	Main Office Secretary
	B. Headley	School Aide
	R. Banegas	School Aide