

# ***The Renaissance Charter School 2***

## ***FAMILY HANDBOOK***

### **“Developing Leaders for the Renaissance of New York”**

**• Please Note: This is an important document regarding the education of your child. Please have someone translate this document for you promptly.**

**• Spanish: *Esto es un aviso importante con respecto a la educación de su niño. Haga por favor que alguien traduzca este documento para usted puntualmente.***

**• French: *C'est une notification importante concernant l'éducation de votre enfant. Veuillez faire traduire à quelqu'un ce document pour toi promptement.***

**• Urdu: *ye aik important ittelaah taak education ka tumhari child please someone translate ye kaghazaat liye tum promptly have hai.***

**• Chinese (traditional): 这是一个重要的通知, 关于您的孩子的教育。请有有人为你翻译这份文件及时。**

**• Russian: Это будет важным извещением относительно образования вашего ребенка. Пожалуйста имейте кто-то перевести этот документ для вас проворно.**

**45-20 83rd Street • Elmhurst, NY 11373**

Telephone Number: (917) 242-3505

Fax Number: (929) 529-0080 School

Website: [rencharters.org/trcs-elmhurst/](http://rencharters.org/trcs-elmhurst/)

*Updated September 2024*

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## **ABOUT US**

### **Our History**

*The Renaissance Charter School 2* (TRCS 2) is a replication of *The Renaissance Charter School* (TRCS). TRCS 2 was granted its Charter in June 2017 under the authority of the New York State Education Department and The Board of Regents of The University of New York State. TRCS 2 is authorized as a K-6 and 9-12 school for its current charter term.

### **Our Mission**

“Developing Leaders for the Renaissance of New York” is the school’s motto. Underlying that motto is a belief in the power of the single individual and in the positive potential that exists within every human being. When that inherent potential is developed, or expressed, the world around the individual begins changing to reflect what is more positive and more value-creative. In this way, as we change ourselves, we change our environment. The school was founded on the belief that such a change, or renaissance, in just one person can lead to the rebirth of a community, a nation and ultimately humankind. Convinced that the most powerful force for positive change exists in aware, educated, humanistic young people, the founders named the school “The Renaissance School” and determined to help all of its students realize their potential for positive change. The mission of the school continues to be to develop leaders who through their own personal growth and commitment will help spark a “renaissance” in the larger shared community of New York City and beyond. Toward that goal the school fights aggressively for the happiness and success of each student helping prepare them to become humanistic leaders and global citizens who respect human rights, protect the environment, and advocate for peace and sustainability.

### **Our Core Values**

#### **Students develop best when they feel safe and known**

Renaissance 2 has created a supportive, stimulating environment where youth can flourish and achieve the highest academic standards in a small, family-like atmosphere. Its program enables students and families alike to enjoy a sense of continuity and stability as they progress through the school years. With an excellent faculty to student ratio, each student’s sense of belonging is strengthened. In this supportive environment where individual effort and hard work is encouraged every student can succeed.

#### **A diverse learning community that values respect and kindness, opens hearts and minds**

The TRCS 2 community reflects the cultural mosaic of New York with its staff and student body mirroring the spectrum of ethnic backgrounds, talents, and abilities that make the City so unique. In this multicultural setting students, working together in heterogeneous classes and small groups, learn to value diversity while developing interpersonal skills that will benefit them throughout their lives. Here, students build open and trusting friendships with each other. Staff members move beyond cooperation to collaboration and become mentors to students. Parents are valued and the various levels of the school communicate and interact with one another. This environment fosters the development of deep human bonds and nurtures the hearts as well as the minds of its children.

#### **The spirit of leadership is best transmitted through example**

Renaissance values the spirit of self-motivated and collaborative action. The school was started by a group of individuals who wrote and submitted a proposal for a new theme-based school without the backing of any prominent organization. The group’s determination to make the impossible possible has continued to be a bedrock principle of the school. TRCS 2 honors dreams and gives full support to any member of the community—whether student, staff, or parent—who generates an idea they want to carry to fruition. TRCS 2 is committed to not only develop students as leaders, but also to develop parents, teachers, and support staff as educators who will help revitalize and reinvent our educational system.

## **The forums within the school must be valued and protected**

TRCS 2 strives to be a dynamic village where all citizens participate with a collaborative spirit that is characterized by compassion and responsible dialogue. Teachers work together, classes are arranged in clusters, student voices are heard, parents volunteer, and decisions are made after thorough dialogue among many people. There are various forums where these important discussions take place: Board of Trustees meetings, Collaborative School Governance sessions, Cluster and staff meetings, the PA, Student Council, town hall meetings, the classroom, and at informal gatherings. It is only through participation in these forums that powerful and wise decisions can be made. By becoming full citizens of this village and participating in its forums students gain immeasurable benefit and prepare for life in the “real world.”

## **All school constituents must work together utilizing each others’ strengths and talents**

To foster communication, cooperation and collaboration among all its stakeholders, TRCS 2 adopted a multi-level Collaborative Leadership governance structure. It was designed to give voice to staff, parents and students; to develop new tiers of leadership; and to provide strong, independent oversight. The Board of Trustees, with staff/parent/community representatives, makes sure the school fulfills its Charter mandates, monitors fiscal integrity, and evaluates the performance of the school’s management team. The Collaborative School Governance Committee (CSG), with staff/ parent/student representatives focuses on the quality of life in the school and advises the Principal and SMT on issues that are relevant to the fulfillment of the mission of the school. The School Management Team (SMT), composed of the principal, assistant principals, and directors, serves as the Renaissance “vision keepers,” implementing these policies, handling day-to-day operations in Teaching and Learning, Instructional Support, Data and Accountability, Development, Finance and Operations, School Culture, Parent Engagement and Student Support. Staff members, equally involved in all aspects of school governance and administration, serve on various committees including Instructional Support, RTI, Academic Intervention, Admissions, Staff Recruitment, and Student Support. Staff leadership is further developed through Cluster Meetings, Learning Rounds and Data Teams led by Teacher Leaders to support initiatives proposed by these groups. Through these mechanisms the school’s governance structure helps foster a sense of ownership and a spirit that “I am Renaissance.”

## **Our School and Student Body**

TRCS 2 is a unique school that provides a very clear alternative for families. Its current student body is a rich mixture of diversity and talent reflecting the mosaic of New York and creating perfect soil for the development of leadership. TRCS2 Lower School will serve grades K-5 in SY 2024-25. TRCS 2 Middle School will serve grade 6 in SY 2024-25. TRCS 2 High School will serve grades 9 and 10 in SY 2024-25. Incoming kindergarten students must attain the age of five by December 31 of the year they enter school.

By design, the K-12 pattern has many advantages. It allows families to keep children of different ages in one school. It promotes a sense of continuity and eliminates the often stressful challenge of transferring to a new middle school or high school. It provides beneficial opportunities for multiple-age interactions with peer tutoring and cross-grade groupings. Some parents and students also find the focus on the study of New York as a unifying curricular theme lends consistency to the educational experience.

Located in Elmhurst, Renaissance serves families from Northwestern Queens and beyond. The school, enriched by a student body drawn from a wide variety of neighborhoods throughout the city, offers an increasingly rare opportunity for students to participate in a truly diverse community.

Renaissance addresses the individual needs of its students in a variety of ways:

- Curriculum with clear outcomes and differentiated instruction
- High quality Instructional Support Services program for students with IEPs, at-risk students, and English Language Learners
- Inclusion model of instruction for special needs students
- Assistive technology with ongoing support of trained professionals
- Student Support Team that focuses on students’ social-emotional well-being and students in crisis or exhibiting behaviors that impede learning
- A culture of developing teacher-empowered, teacher-led initiatives directly attuned to the needs of our students.

- A professional development program which employs reflective and collaborative practices to fine tune instruction so that it is aligned to assessments and standards
- Grade-level Intervention Teams to provide targeted assistance for students who need academic support
- Reading Specialists in each cluster for targeted reading intervention
- A K-12 learning experience that includes academic rigor, college preparatory courses, arts appreciation and mastery, leadership skills and humanistic values.

The school facility itself is located in an active and bustling neighborhood that many of our students call home. It features a state of the art building design, rooftop playground, spacious classrooms, a full-size gym, music room, a large cafeteria, and a science lab.

## **Our Parents, Families and PA**

Renaissance values the important roles that parents and family members play in the school's successful functioning and is strongly committed to parental involvement in all aspects of school life. Appointed and elected parent representatives are members of the Board of Trustees and also comprise the CSG.

The Parent Coordinator at TRCS 2 is a liaison between parents and The School. The Parent Coordinator communicates with parents and families to address various issues that arise during the course of a school year. The Parent Coordinator works with The School and the school community to coordinate activities and initiatives related to parent and family engagement.

Renaissance has an active Parent Association that is an integral, respected part of the school. The PA affords parents and families many opportunities to be involved. The primary goal of the PA is "to foster communication and collaboration between the parents and families of our children and the teachers and staff of TRCS 2 and to broaden parent's understanding of our school structure and curriculum." The Parent Association has several committees such as Fundraising and Parent Engagement.

## **Board of Trustees**

The Board of Trustees at The Renaissance Charter School 2 is composed of founding trustees, parents, and community members. The Board of Trustees determines whether the school is fulfilling the mandates of its charter, monitors the fiscal integrity of the school, and oversees the evaluation and performance of the principal. The Board's meetings are governed by the NYS Open Meeting Laws and therefore are open to anyone. Parents, guardians, and the community-at-large are encouraged to attend.

## **CSG (Collaborative School Governance Committee)**

The Collaborative School Governance Committee (CSG), with staff/ parent/student representatives focuses on the quality of life in the school and advises the Principal and SMT on issues that are relevant to the fulfillment of the mission of the school.

## **SMT (School Management Team)**

The SMT consists of the Principal, Assistant Principals, and Directors who implement the policies of The Board. The team handles the day-to-day operation of the school including: teaching and learning, instructional support services (special education), behavioral support, operations, communications, and development. The SMT is responsible for maintaining accountability to all of the charter goals, and for guiding the school through each charter renewal. The team meets frequently to share the joint responsibility for the oversight and development of the school and staff supervision. One of its main responsibilities is to be the vision keepers of the school, and as such is often involved in wider education advocacy to further the interests of our school.

## **GENERAL INFORMATION**

### **Important School Contact Information**

School Address: 45-20 83rd Street, Elmhurst, NY 11373  
School Telephone Number: (917) 242-3505  
School Fax Number: (929) 529-0080  
School Website: [rencharters.org](http://rencharters.org)

### **School Closings**

The Renaissance Charter School will generally follow New York City Public School Closings. Check the following TV and radio morning news programs:

Radio: WINS 1010 AM, WABC 770 AM, WCBS 880 AM  
Local TV: WCBS, WNBC, FOX, WABC (Channels 2, 4, 5, & 7)  
Cable TV: New York 1 (Channel 1)

These channels and stations will carry information about school closings in the case of inclement weather.

### **Class and Transition Times**

A schedule of this school year's class and transition times will be shared at the beginning of the school year.

### **School-Wide Communication**

The majority of messages will be sent by email rather than by paper flier. Please make sure we have an updated email address on file for you.

General school concerns should be addressed to our Parent Coordinator Maria Gutierrez at [mariagutierrez@rencharter2.org](mailto:mariagutierrez@rencharter2.org) or emailed to [info@rencharter2.org](mailto:info@rencharter2.org); someone in the main office will respond to you.

### **IMMEDIATE CONCERNS**

In the event of an immediate concern, our carefully developed communication protocol ensures that you are getting the most timely and accurate information. If you have a time-sensitive issue that needs to be addressed, it is imperative to follow the steps listed below to ensure a prompt response. Neglecting to do so may result in a delay.

1. Talk to your child's teacher first if the concern relates to classwork, grades, or classroom issues.
2. General concerns should be addressed to our Parent Coordinator Mara Gutierrez at [mariagutierrez@rencharter2.org](mailto:mariagutierrez@rencharter2.org) or emailed to [info@rencharter2.org](mailto:info@rencharter2.org); someone in the main office will respond to you.
3. If the issue is not resolved, talk to the respective Assistant Principal;
  - a. Lower School: Sara Hughes, [SaraHughes@rencharter2.org](mailto:SaraHughes@rencharter2.org)
  - b. Middle School: Sien Li, [SienLi@rencharter2.org](mailto:SienLi@rencharter2.org)
  - c. High School: Z Gao, [ZGao@rencharter2.org](mailto:ZGao@rencharter2.org)
4. If the issue is not resolved, contact the Principal Everett Boyd;
5. If the issue is not resolved, contact the Executive Director, Stacey Gauthier; and finally,
6. an issue can be brought before our Board of Trustees.

**Disciplinary and school safety issues** should be first directed to our Dean of Students, Adiel Francis at [adielfrancis@rencharter2.org](mailto:adielfrancis@rencharter2.org)



If the issue is not resolved, contact Vincent Garelick, AP for Student Support and Safety, at [vincentgarelick@rencharter.org](mailto:vincentgarelick@rencharter.org).

**Questions about students' IEPs and special accommodations** should be directed to our AP for Special Populations, Shannon Wallace, at [shannonwallace@rencharter2.org](mailto:shannonwallace@rencharter2.org).

**Questions about school operations and our food service program** should be directed to our AP of Operations and Finance, Jessica Kim, at [jessicakim@rencharter2.org](mailto:jessicakim@rencharter2.org).

## COMPLAINT PROCESS

In the event that the Principal cannot resolve the situation, the following grievance procedures should be followed:

- Individuals should address their issue in writing to the Chairperson of the Board of Trustees (Dr. Monte Joffee at [montejoffee@rencharter.org](mailto:montejoffee@rencharter.org)).
- Once the committee reviews the issues, the matter will be referred to the appropriate person, cluster or committee for further investigation, mediation, action and/or recommendations. A report will be generated back to the Board's Grievance Committee for its recommendation to the full Board. The full board will vote on a decision.
- People who have had their grievances denied by the Board of Trustees will be notified in writing of their right to appeal the decision to the New York City Public Schools Charter Office at the Office of School Design & Charter Partnerships New York City Department of Education, 100 Gold Street, Suite 3500 New York, NY 10038; the Chancellor of the New York City Department of Education at 52 Chambers St-rm 320, New York, NY 10007, and the New York State Board of Regents at New York State Education Department, 89 Washington Avenue, Board of Regents, Room 110 EB, Albany, New York 12234.

## Contacting Staff

The faculty and staff at Renaissance believe that clear communication among all community members is key to a successful and supportive educational environment. Parents/guardians are encouraged to contact the school regarding matters that they feel might impact a student's education or well-being.

As a general rule, the first point of contact should be the child's teacher for academic and behavioral concerns. Parents can also contact Maria Gutierrez ([mariagutierrez@rencharter2.org](mailto:mariagutierrez@rencharter2.org)) for any concerns and to find out who the appropriate person is to address your concern. General concerns should be addressed to our Parent Coordinator Maria Gutierrez at [mariagutierrez@rencharter2.org](mailto:mariagutierrez@rencharter2.org) or emailed to [info@rencharter2.org](mailto:info@rencharter2.org); someone in the main office will respond to you.

Renaissance 2 has an automated phone system that provides voice mail for all staff members, and there is a staff directory on our website that provides staff email addresses. Teachers prefer email to voicemail; however, if you would like to leave a message, follow the automated phone instructions or call the Main Office and request the teacher's voice mail. Teachers will call back at their earliest convenience. It is the policy of the school to protect classroom instructional time by reducing, as much as possible, any unnecessary disruptions. Therefore, neither students nor teachers will be contacted or asked to leave the classroom during instruction except for an emergency.

Parents and Guardians must NOT call or text your child during the school day on their cell phone. If you have an emergency situation and need to speak with your child, please contact the main office and a staff member will assist you.

To contact teachers, call the Main Office and request the teacher's voice mail, or send an email using the information on the website staff directory. Teachers will call back at their earliest convenience. It is the intention of the school to maintain the integrity of instructional time in the class by reducing, as much as possible, unnecessary disruptions. Therefore, neither students nor teachers will be pulled from the classroom during instruction except for an emergency. Please be aware that email or written notes may be your child's teacher's preferred method of communication. Email addresses can be found at [http://www.renaissancecharter.org/about/contact/staff\\_directory](http://www.renaissancecharter.org/about/contact/staff_directory).

The New York State Education Department prohibits students from using cell phones and other communications devices while taking New York State assessments. Prohibited devices include, but are not limited to: cell phones; PDAs; iPods and MP3 players; iPads, tablets, and other eReaders; laptops, notebooks or any other personal computing devices; cameras or other photographic equipment; headphones, headsets, or in-ear headphones such as earbuds; or any device capable of recording audio, photographic or video content, or capable of viewing or playing back such content.

Test proctors, test monitors, and school officials have the right to collect cell phones and other prohibited electronic devices prior to the start of the test and to hold them while the test is being administered. Admission to the test shall be denied to any student who refuses to relinquish a prohibited device.

Some students with disabilities may use certain recording/playback devices provided that such an accommodation is specified in the student's IEP or 504 Plan. Prohibited devices further may be allowed if there is documentation from a medical practitioner on file at the school that a student requires such a device during testing. In all other cases, a student may not enter the exam room with any prohibited device.

### **Pick Up by Parent/Guardian**

Pick up for K-5 students at scheduled dismissal is regulated by The School and may change according to circumstances. The School will communicate these regulations before the commencement of each academic year and when regulations change. Students may be allowed to leave school on their own at dismissal, starting in 9<sup>th</sup> grade, with written permission from parents. If the student/s are not picked up by the parent/guardian, they are directed to wait in the Main Office, until a parent or guardian can be contacted. All students must be in a supervised program following their dismissal if staying after school. Under no circumstances can younger siblings wait for older siblings in an unsupervised area of the school. Waiting in the main office for an older sibling on a regular basis is also not allowed. You must make arrangements for your child to be in the after-school program, be picked up by a designated adult, or leave the school on their own.

### **Visitor Policy**

All visitors must sign in at the lobby security desk, present a picture ID and then report to the Main Office for further assistance. All visitors must have an appointment in order to meet with school staff.

### **School Calendar and Daily Schedule**

At the beginning of each school year, Renaissance issues its own calendar detailing key dates, events and information pertinent to the school. Renaissance generally follows the student calendar of the New York City Department of Education for half-days, holidays and breaks *with some variations*. The calendar appears on the school's website, [rencharters.org](http://rencharters.org). Other information regarding school operations including the daily student arrival/dismissal time, school bus procedures, drop off/pick-up procedures, etc., vary according to grade level and are communicated in other ways.

### **School Closings Policy**

The Renaissance Charter School 2 has a discretionary policy for school closings in the event of inclement weather or other emergencies. In the event of a school closure, parents and families will be notified in advance. Check the following TV and radio morning news programs for information about school closings: Radio: WINS 1010 AM, WABC 770 AM, WCBS 880 AM. Local TV: WCBS, WNBC, FOX, WABC (Channels 2, 4, 5, and 7). Cable TV: New York 1 (Channel 1).

### **Breakfast and Lunch Programs**

The Renaissance Charter School 2 is its own food service provider. Our kitchen staff provides a wide variety of fresh food daily in our cafeteria. Breakfast is available daily in the mornings, lunch is served during several different periods according to grade level. Renaissance 2 has been approved to participate in the Community Eligibility Provision (CEP) which allows universal free lunch to all students. Snacks are offered for free to all students. Food menus are prepared to provide healthy, nutritious and tasty meals. Soft drinks and sugary snacks are not provided or permitted. Children may bring a non-perishable lunch from home. Children will not be able to have sugary drinks

of any kind during the day. Additionally, any candy sent to school will be sent home at the end of the day. Drinks in glass bottles are not allowed, and all food carried in from the outside must be stored inside a back-pack or locker. No open drinks are allowed to be carried into the building.

Specific details regarding The School's breakfast, lunch, and school food program and schedule will be provided before the commencement of each academic year and when there is a change in these details.

## **Transportation**

### **Yellow Bus Service**

TRCS 2 will utilize the New York City Department of Education's Office of Pupil Transportation for school bus service for eligible K-6 and special education students and MetroCards for eligible K-6 students.

The bus driver is the source of authority on every school bus and all students must follow his/her directions and instructions. The potential for serious accidents is a very real consequence if the driver of a bus is constantly distracted by the misbehavior of students behind her/him. Students are to show respect and be polite to the driver at all times. Students are to remain seated with seat belts fastened during the entire bus ride. Students are the ambassadors of our school to the community and are expected to be courteous to all community residents while waiting for, riding on or exiting a bus. Students are not to yell, curse, insult, or "dis." Fighting or play fighting on the bus is strictly forbidden. Older students are expected to be role models for and nurture younger students. All general school rules apply on the bus. Violations that result in suspension on the school campus will also result in suspension on the bus. In addition, students who do not follow these rules will lose all or part of their bus privileges and face the consequences listed in other sections of the discipline code.

We expect our students:

- To follow the directions of the driver.
- To board the bus quickly and remain in their seats patiently while waiting for others to board.
- To wear a seat belt at all times.
- To stay in assigned seats facing the front of the bus at all times. Students may not sit on book bags or face sideways in seats. (As the bus approaches your stop, stay seated until the bus reaches a complete stop.)
- To keep all parts of your body in the bus and the aisle clear at all times.
- To refrain from throwing anything on the bus or out of the window.
- To talk in a quiet voice and only to the people near you.
- To refrain from taking glass containers on board the bus.
- To know that riding a school bus is a privilege that may be lost for failure to obey the rules.
- To be completely ready when the bus arrives. There must be someone at home when the bus drops children off.

Students cannot ride another bus or get off at a different stop unless this request is put in writing. Phone calls will not be accepted to arrange bus changes. Drivers will not let students on their buses or put them off at different stops without an authorized note. When requesting a bus change the note should include: the student's name, teacher, the reason for the different bus or bus stop, the date, and number that the parents can be reached at in case the request cannot be granted. This is for the safety of the students and the drivers. Drivers are not allowed to make stops that are not on their routes. They are not allowed to let students off at stops other than their designated stop.

### **MetroCards**

Renaissance provides student MetroCards for eligible\* students twice during the school year, at the beginning of each semester. If a student loses a MetroCard, there may be a delay of several days in obtaining a replacement. Therefore, students who travel by public transportation should always carry at least enough money to get home, in the event that their MetroCard is missing. If a student does require assistance regarding transportation, he or she should report to the Main Office.

*\*Students are determined to be "eligible" for busing or a metrocard by the NYC Department of Education's Office of Pupil Transportation, not by the school.*

## **Personal Items and Lost and Found**

Personal items must be kept on the student's person, or in their cubby or locker. Items left in common spaces or unattended may be lost or disappear. In order to safeguard possessions, students should leave unnecessary personal items, large amounts of cash, and electronics at home.

A Lost and Found is maintained in the office. Over the school year our staff finds many unmarked student belongings. Students are encouraged to keep their coats and other extra clothing in their cubbies, and to mark all their belongings for identification.

## **What to Bring and Not to Bring to School**

Students should always bring pencils, pens, paper and a folder for notices. Early grade classrooms are furnished with cubbies or desks to store personal items and lockers are provided for middle and high school students.

The following items are always prohibited: laser pointers, weapons of any kind (including pocket knives, razors, items with spikes), illegal and/or non-prescribed medications, tobacco, alcohol, glass containers, matches, lighters, stink bombs, spray paint and any other item that may jeopardize the health, welfare, or safety of the school community. We will confiscate all prohibited items and students will be subject to disciplinary action including suspension and expulsion. We will also contact the police as necessary.

Students are not permitted to take any medication on school property without having a 504 form on file with the Medical Office. This includes Tylenol, ibuprofen, cough medicine, Benadryl or other allergy medication and all prescription medications. If your child needs to take any medication for any reason, please contact the main office.

## **Admissions Policies**

The Renaissance Charter School 2 is a non-sectarian, public school. Renaissance 2 does not discriminate against any student on the basis of ethnicity, national origin, religion, gender, sexual orientation or disability. Admission to Renaissance 2 is determined according to guidelines that are specified in our Charter. Parents/Guardians interested in having their child attend TRCS 2 are strongly encouraged to attend an Open House.

Applications are available year round at the school and on our website. Renaissance 2 also participates in the NYC Charter School Online Common Application. Renaissance will conduct a lottery for openings in all eligible grades. Applications for these grades are automatically waitlisted and will be considered only if openings occur. Siblings of current Renaissance 2 students will be given priority. A lottery will be conducted if applicants exceed available seats. If seats become available after the initial lottery, a lottery of wait list applications will be conducted. Final acceptance of all students is conditional for kindergarten students upon the student turning 5 years of age no later than December 31 of the year admitted. Students applying for all other grades must submit copies of final report cards and/or transcripts from current schools and must meet the criteria for promotion to the grade for which they are applying. More complete details on the admissions procedures are available upon request.

## **Class Trips**

Most of our students attend various field trips during the year to enhance their educational experience. The field trips are an integral part of the curriculum at The Renaissance Charter School 2 and connect to classwork and homework assignments that students receive. If a student is unable to attend a trip, she/he may be given an alternative assignment to compensate for the missed activity. This includes Rensizzle Week and Little Sizzle.

Participation in a class trip requires that students be attentive, responsible, and respectful to others, for the safety and well being of all concerned. If a student's behavior in school indicates that she/he is lacking in self control or the ability to follow directions, it may be necessary that a parent or guardian accompany the student on the trip or the student may be required to remain at school with alternative work.

Permission slips will be sent home before each trip and must be signed by a parent/guardian in order for the student to participate. If a student does not have a signed permission slip on the day of the activity, she/he must remain at school. The school should receive a parent or guardian's permission in writing.

## Change of Address

A student whose emergency contact information changes after the beginning of the school year must notify the Main Office immediately so that the change can be noted. It is essential that the school has accurate home addresses for mailings, and telephone numbers where parents, guardians, or emergency contacts can be reached. The official school records {computer ATS records} must also accurately reflect each student's current address, home phone number, and contact information (daytime phone numbers) for parents or guardians.

## Important School Events

- **Back to School and Curriculum Night** – Scheduled near the beginning of the school year, “Curriculum Night” provides families with the opportunity to meet with teachers who will be instructing their children. While the manner of presentation may vary across the grades, in every cluster, teachers briefly present a description of their class curriculum, as well as information about any requirements or supplies that students need. While “Curriculum Night” is not a time for parents to meet individually with all teachers, it is an opportunity to learn more and ask questions about our instructional program.
- **Parent-Teacher Conferences** – These events are preset times when parents can meet briefly and privately with teachers to discuss their child’s progress. Both evening and afternoon hours are provided for these conferences which are generally scheduled in November and March. If parents/guardians are unable to attend one of these events, or feel they need a longer meeting, it is suggested that they contact their child’s teacher. The teacher will schedule a meeting at an alternative time.
- **Family Conferences** – These conferences are scheduled individually with parents and families who may need an extended time to discuss their child’s progress. Many of the child’s teachers attend these meetings which may include student support and guidance personnel. Family conferences are intended to provide direct strategies for success and often result in specific plans.
- **Arts Showcases and Concerts** – All TRCS 2 students study an art discipline (visual arts and music)) during the school year and can exhibit or perform their work at various art showcases and concerts. These activities are scheduled throughout the school year and families are strongly encouraged to attend.
- **Other Important Events** – TRCS 2 fosters a culture of celebrating diversity and inclusion within the school community, with various events held throughout that are reflective of this culture. Some of these events include: Holiday celebrations, Multicultural Day, Academic Showcases, Rensizzle and Littlesizzle Showcases, Talent Shows, community clothing and toy drives, and various fund-raising activities sponsored by parents and students.
- **Parent Workshops** – Parent workshops that are planned from parent suggestions are held every year on such diverse topics as learning about the Fountas & Pinnell Leveled Reading System, how to talk with your child, online and social-network safety, your child’s social-emotional development, nutrition, arts subject-based workshops and continuing education workshops for adults. Watch out for the email announcements, and make sure you are receiving our online newsletter to find out more.

## ***SCHOOL CITIZENSHIP & CHARACTER DEVELOPMENT***

### **Student Responsibilities**

Renaissance is a village. A village prospers when there is community spirit built on trust and respect, and everyone takes responsibility for its safety and well-being. This is why there are school rules and guidelines that govern how members of the Renaissance 2 community work and live together. The rules governing student citizenship are based on several important ideas:

- One of a student’s most important rights is the right to learn. Any type of behavior that interrupts a student’s right to learn is unacceptable.
- A school must be a safe place, physically and emotionally. As members of the community, Renaissance 2 students are responsible for maintaining and protecting its safety.

- Students share the responsibility for improving the village – its facilities, its reputation, and its relationship with the community.
- Renaissance 2 is a school about leadership. Its students, having common sense and knowing right from wrong, are expected to take initiative and fulfill their responsibilities without being told to do so.
- Every adult at Renaissance 2 is here to support the education of the students. In that capacity, students should respect them equally as their teacher.
- In all disciplinary matters, students will receive notice and be asked to present in writing their version of the facts and circumstances leading to the imposition of disciplinary measures. Depending on the severity of the infraction, disciplinary responses include exclusion from extracurricular activities, suspension, and expulsion. Where appropriate, school officials will also contact law enforcement agencies.

## **Discipline Policy**

Renaissance is committed to being a school where students can learn and staff members can teach in a safe and secure environment. To accomplish this goal, students must assume responsibility for their behavior, realize that standards of behavior exist, and that there will be consequences if they violate these standards. The school's discipline policy, outlined on our [website](#), provides comprehensive guidelines to determine unacceptable behaviors and a range of permissible disciplinary measures to ensure consistency and equitable treatment for all students. The policy also enables teachers, student support staff, and administrators to exercise discretion and educational judgment. Because students, parents, and staff all have a role in maintaining a safe school it is imperative that good communication and cooperation exist between the school and the home. Parents, as active and involved partners, should become familiar with the Discipline Policy so that they can instill a sense of responsibility in their children. The Renaissance staff should inform parents about their child's behavior and nurture the skills the students need to succeed in school and society. You can find this policy posted on our website or you can pick up a copy from the main office upon request.

TRCS 2 will not tolerate harassment, bullying, or cyber-bullying. We adhere to the Dignity for All Students Act (The Dignity Act), passed into state law that became effective on July 1, 2012. Consequences are designed to be restorative and are assessed on a case by case basis. For individual questions, contact the Deans of Students. Details concerning The Dignity Act are available in "The Renaissance Student Support and Discipline Policy." All students are required to report any acts of bullying of which they become aware.

The standards set forth in the Discipline Policy apply to behavior exhibited in school during school hours; before and after school while on school property; while traveling to and from school; at all school-sponsored events; and on property outside the school when the behavior endangers the health, safety, morals, or welfare of the school community. Students are seen as representatives of Renaissance and as such their behavior reflects on the school as a whole.

## **Attendance**

Students are expected to attend class every day unless they are sick, have been officially excused, or are absent for recognized religious observances. Students who miss school are required to bring a note from their parent/guardian or health care provider explaining the absence. Work missed during the absence must be made up. If possible, parents should notify the school on the first day of their child's illness, especially if he/she has a contagious disease that might spread to other students. The school must be advised if the student will be absent more than three days. More than five absences per semester is considered excessive. Missing more than 10% of the school year is one factor considered when determining grade retention. Advance notice of absences for travel/vacations are still considered unexcused absences. Students hospitalized or convalescing at home for an extended period may possibly continue their work through a hospital school or homeschooling to avoid missing promotion to higher grade. Student Support can assist in arranging appropriate services.

To get early release for a medical appointment, a student must bring a written request in advance from the parent, guardian or doctor's office and must be picked up by a designated parent or guardian. Parents should try to schedule appointments after school hours to limit intrusion into their child's school day.

## Lateness to School

School is a preparation for the world of work. It is important that students be on time both for school and for each class during the day. If a student is late to school three or more days in one week, or five or more days in the period of one month, parents or guardians will be notified by the Student Support Team to determine appropriate action. Notifications are sent out daily by email through our Student Information System, PowerSchool. Students who are late to school for a legitimate reason, such as a medical appointment, should bring a note written by their parent, guardian, or physician.

## Dress Code

The Renaissance Charter School 2 expects that all students will dress in a way that is appropriate for the school day or for any school sponsored event. Student dress choices should respect the school's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Dress code enforcement must also be conducted respectfully and mindfully. Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code.

### 1. Students Must Wear\*, (while following the basic principle of Section 1 above):

- A **Shirt** (with fabric in the front, back, and on the sides under the arms), **AND**
- **Pants/jeans** or the equivalent (for example, a **skirt, sweatpants, leggings, a dress, shorts**, etc.), **AND**
- **Safe and seasonally appropriate footwear**

*\*Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress, but should not focus on covering bodies in a particular way or promoting culturally-specific attire. Activity-specific shoes requirements are permitted (for example, athletic shoes for PE).*

### 2. Students May Wear:

- Hats facing any direction. Hats must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff.
- Religious headwear
- Hoodie sweatshirts (wearing the hood overhead is allowed, but the face and ears must be visible to school staff). **However**, if a teacher or staff member asks you to remove your hoodie, you **must** comply, especially if it is pulled tight and covers your ears.
- Fitted pants, including opaque leggings, yoga pants and "skinny jeans"
- Ripped jeans, as long as underwear and buttocks are not exposed.
- Tank tops, including spaghetti straps; halter tops
- Athletic attire
- Shorts, skirts, or dresses above your fingertips, as long as your buttocks are not exposed.

### 3. Students Cannot Wear:

- Violent language and/or images.
- Images or language depicting drugs, alcohol, illegal activities and/or gang affiliations.
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized group.
- Any clothing that reveals visible undergarments, with the **exception of bra straps**.
  - Gym or athletic shorts under sagging pants are allowed.
- Swimsuits (except as required in class or athletic practice).
- Accessories that could be considered dangerous or could be used as a weapon.

- Any item that obscures the face or ears (except as a religious observance).

#### **4. Dress Code Enforcement**

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement. **Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation as outlined in Sections 3.**

Students in violation of **Section 3** will be provided three (3) options to be replaced and dressed more to code during that school day:

1. Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.
2. Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day.
3. If necessary, students' parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.

**If an individual violates the dress code three or more times, staff members will request/set a meeting with the student to discuss the violation.**

#### Guidelines for Staff:

- School staff shall enforce the school's dress code equally and fairly, without regard to the racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity of the student.
- School staff shall enforce the school's dress code equally and fairly, without regard to a student's transgender or gender nonconforming identity.
- School staff shall enforce the school's dress code respectfully and privately. Students should not be shamed or required to display their bodies in front of others (students, parents, or staff) in school. "Shaming" includes, but is not limited to:
  - asking students to account for their attire in the classroom or in hallways in front of others
  - calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others
  - accusing students of "distracting" other students with their clothing
- School Staff will limit the amount of educational time used to address dress code violations; they will attempt to use transition time to deal with any issues
- School staff will ask students to turn clothing inside out if it contains offensive language or content to minimize loss of instruction time.
- School staff will follow this dress code in all classrooms and common spaces, except when clothing choices inhibit safety or learning (such as science labs, or theater class). Classroom specific dress code rules are not allowed.

These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities, such as graduation ceremonies, dances and prom.

Students who feel they have been subject to discriminatory enforcement of the dress code policies should contact a member of the School Management Team.

#### **Cell Phone Usage**

Renaissance policy prohibits student use of cell phones or other electronic communication devices in the school during instructional time. This equipment, if seen or heard, will be confiscated. In case of an emergency, students



should get a pass to use the phone in the Main Office. Parents/guardians should not call their child's cell phone while he/she is in school. They should contact the Main Office and leave a message for their child.

## **Returning Books and other School Materials**

Most courses and classes require specific textbooks or reading materials. Students are required to return all borrowed books by the end of the school year. Students must replace any books that are lost or damaged, so that the school maintains a class set of books. Students must pay for textbooks that are lost or damaged, as well as other books that are not readily available. It is the student's responsibility to ensure that bar codes remain on books that were borrowed. If a student returns a book without a barcode, she/he will not be credited and must replace the book or (in the case of textbooks) pay the cost of the book in full.

In addition to books, most courses and classes require the use of a Chromebook and other forms of technology. Students are required to return Chromebooks and any borrowed technology by the end of the school year. All materials must be in working condition without cracks, missing keys, or other damage. Damaged computers may result in a replacement fee.

## **Student Lockers**

Lockers are available to high school students for the storage of clothing, books, and other belongings. The Renaissance Charter School 2 is not responsible for lost or stolen materials. We advise all students not to bring valuables to school. Students are aware that they should only bring and store school-appropriate materials and supplies in lockers, any suspicious, dangerous, or inappropriate substances may result in probation or even expulsion consequences.

Students are assigned lockers and locks at the beginning of the school year. Students must use only the lockers that are assigned specifically to them by the school. Students are advised to not tell anyone else their lock combination.

Students are responsible for the care and condition of their lockers. A student must use only the locker that he or she is assigned. They are not allowed to share or switch lockers. Lockers must be secured with a school-issued lock at all times. Lockers that are not secured, are shared or are switched, will be emptied and locker privileges will be lost. Because the lockers and locks are school property, school personnel, under the supervision of an administrator, have the right to search lockers at any time. If locker contents suggest illegal activity, school personnel reserve the right to notify NYPD.

At the end of the year, each student must empty their locker. Any possessions remaining in school lockers after the close of school in June will be disposed of as deemed appropriate.

Any student having difficulty with her or his locker should immediately report this problem to a Renaissance staff member.

## **Plagiarism**

At Renaissance, plagiarism is not acceptable and has serious consequences. Plagiarism means taking credit for work that is not one's own. It can include copying someone's ideas or essays word for word. Plagiarism also includes adding information from the Internet or other research sources to one's own work without giving proper credit or citation. Information that is not general knowledge, even if rewritten in one's own words, must be cited. Plagiarism is a serious offense in both higher education and in the work world, so it is important that students understand the magnitude of this infraction. In college, a student who is caught plagiarizing may even be asked to leave the school.

## **HEALTH AND SAFETY**

### **Health**

Renaissance considers the health and well being of all its students to be of central importance and is committed to creating a safe environment for them. There is a full-time nurse on staff to assist with medical issues. On-site vision screening is provided in the Fall to newly admitted students, at-risk students, and students referred by teachers, parents, or themselves. Annual physical, dental and vision examinations for all students are also recommended.

### **School Nurse**

The nurse, whose office is located on the 1st floor of the school, is responsible for providing medical attention but is prohibited by law to diagnose medical problems or to prescribe or dispense medications without a legally filed 504 form. Students who do not feel well should get a pass from their classroom teacher and go to the nurse. Students MUST have a pass to be admitted to see the nurse and are not permitted to stop in between classes. Failure to follow these procedures will be considered an unexcused class absence. Students are not permitted to call their parents from a cellphone to report an illness without first seeing the nurse. After entering the Nurse's Office, students must sign in and wait quietly. If it is necessary to send a student home, the nurse will contact the student's parent/guardian or emergency contact. Students under 18 cannot leave school without being accompanied by a parent, guardian, or designated emergency contact who is 18 years or older.

### **Medications**

Some students take medication during the day due to physical or emotional conditions. A 504 form (a written physician's order and parent permission form) is necessary for the nurse to be permitted to administer medication or for the student to self-administer medication during the school day. These medications must be given to the school nurse who keeps them in a safe place and dispenses them to students at designated times. Students must take the medication in the Nurse's Office and return the container to the nurse for safekeeping. The 504 form must be updated annually by parents or guardians and submitted to the nurse for ongoing medication needs.

### **Immunizations**

Students entering TRCS 2 must have a satisfactory physical examination with certification of immunization on file. The required immunizations change from year to year, so please check with the staff in the Main Office for updated information. Some students may be exempt from immunizations due to conscientious, religious or health considerations. Please contact the Main Office for information on immunization exemption.

#### **Required immunizations include:**

- DTAP, DPT, DT, TD (diphtheria-tetanus) – 3 doses
- OPV or IPV (Polio) – 3 doses
- Measles, Mumps, Rubella – 2 doses
- Hepatitis B (3 doses of pediatric hepatitis B vaccine OR for ages 11 – 15 only, 2 doses, at least four months apart, of Merck Recombivax HB adult vaccine. Documentation must clearly specify vaccine type and dose given.)
- Varicella (Chicken Pox) (all children born on or after January 1, 1994) – 1 dose

At the time of printing, these are the required immunizations. Please check with the staff in the Main Office for updated information. No child may attend school without proper immunizations. Some students may be exempt due to religious considerations. Please contact the Main Office for details on immunization exemption.

### **Change of Address**

A student whose emergency contact information changes after school begins must notify the Main Office immediately so that the change can be noted. It is essential that the school has an accurate home address for mailings and telephone numbers where parents or guardians can be reached. The official school records (computer ATS records) must also accurately reflect each student's current address, home phone number and contact information (daytime phone numbers) for parents or guardians.

## **Emergency Contact Form**

This form which is given to every student each year is extremely important because it gives Renaissance 2 instructions for contacting a student's family in case of an emergency. Parents should provide full and accurate information, including at least two (2) telephone contacts and an email address. If any information changes after the initial form is submitted, the school should be immediately notified so the record can be updated.

## **Elevator Access**

Students must have a written physician's order to use the elevator for medical reasons. An elevator pass will be issued for the duration of time medically necessary. It is imperative that students with elevator passes do not let other students ride with them on the elevator, unless an accompanying student has been designated by a Renaissance staff member to provide assistance.

The student must sign for the pass and is responsible for returning the pass to the nurse as directed. Any student who fails to return the pass or makes a copy of the pass may be subject to disciplinary consequences as determined by the Student Support Team.

## **Medical Excuses**

All students are required by state law to participate in physical education classes unless they provide a medical reason from their doctor for exemption. The following procedure applies when requesting a medical exemption:

1. The student must present the medical excuse (stating inclusive dates and limitations) to the nurse in advance of the period for which it was issued.
2. The nurse will provide a copy of the medical excuse to show to the physical education teacher.
3. The student will then attend her or his regularly scheduled physical education class, and the teacher will provide alternative work for the duration of the medical release.

No credit will be given for time missed and not covered by the medical excuse. A medical excuse does not erase a previously failing grade. A medical exemption from physical education does not provide credit toward graduation. Therefore, some other course must be scheduled to fulfill graduation requirements. Please note that parental requests or excuses require a doctor's verification.

## ***Safety***

### **Reporting Safety Concerns**

Students are urged to contact any adult about safety concerns. The student may do so verbally, through an incident report, or in an anonymous note. Renaissance has developed an incident report form that is available for completion by students, teachers, administrators and authorized staff members. The completed form, which may be anonymously written, can be given to any staff member or placed in the main office mailbox of The Dean of Students.

### **High School ID**

All high school students must have Renaissance ID cards that are provided at the beginning of the school year, and to newly admitted students throughout the year. If a student loses the ID during the school year, a replacement costs \$5.00. It is extremely important that students carry their IDs at all times. New York City schools are not all on the same schedule, so transit police may stop students while traveling to or from school.

### **Fire, Safety, and Lockdown/Intruder Drills**

Every student knows the seriousness of fire and safety drills. Students also know why we need speed, quiet, and order during any potential emergency. Students who misbehave during fire and safety drills are endangering the safety of others as well as their own, and will receive disciplinary action. Students are not to talk during any fire, safety, or lockdown drills. Due to the large number of students who leave and then re enter the building, there is a need for students to remain silent at all times from the beginning of the drill until they have re entered their

classrooms. They must remain quiet and orderly while exiting the building, waiting outside, and reentering the building to return to class. Students who do not follow these guidelines, or disregard the instructions of Renaissance staff will be referred to the Student Support Team. Students must remain with their group for the duration of a fire or safety drill. After a fire drill, if a student returns to the classroom late, this will be recorded as lateness to class.

## **Evacuation Plan**

In the case of a fire drill, or in the event of a real emergency, students will adhere to the school's evacuation plan. All students must leave the building immediately with speed, order, and silence. They must follow the instructions of school staff and assemble outside the building at one of the designated locations. In the case of a prolonged event, students should proceed to a designated safe haven, and await further instructions and assistance from authorized personnel.

## ***ACADEMIC PROGRAM and POLICIES***

Renaissance has a three-tiered curriculum—core academics based on compacted and effective delivery of standard-based instruction, project-based learning, and community involvement. Each tier is valued as a significant pathway for student learning. As an expanding school that will eventually serve students in Kindergarten through Grade Twelve, TRCS 2 has the unique ability to integrate subject matter from grade to grade and to take full responsibility for student learning. This allows expectations for student learning to remain high and consistent throughout the grades. It also enables better articulation and coordination between grades to take place. At Renaissance 2 all students are expected to maintain a strong work ethic and to strive to realize their full potential. Teachers are expected to provide interesting, relevant and challenging coursework, and to help every student succeed by differentiating instruction and employing varied teaching methods that address multiple learning styles and levels of ability. This wide array of innovative teaching methods makes Renaissance distinctive.

The study of New York City is a central theme of the Renaissance curriculum. Whenever possible teachers integrate its history, culture, geography and economics into the study of traditional academic subjects. New York City, with its diverse population, is a microcosm of the world. By gaining knowledge, understanding and appreciation of their own city, students will be more responsible citizens of New York. When firmly girded in their own community, they will be better equipped to become global citizens.

Social responsibility is another theme embedded in the Renaissance program as part of community involvement and leadership training. Students at all levels perform service within their classroom, the school and beyond.

## **K-6TH GRADE GENERAL CURRICULUM**

The early childhood program at TRCS2 is designed to educate the whole child through a holistic approach to learning. Children will feel supported to take risks and explore. Children in kindergarten and first grade will challenge themselves with rigorous "hands-on, minds-on" instruction. Through centers-based learning, children interact, play, and learn while keeping engaged and excited.

In these early and formative years of school, children forge friendships that will endure a lifetime. They learn to love school and value the learning process. The various approaches that will be used at TRCS2 incorporate all multiple intelligences such as visual, auditory and kinesthetic in order to reach every learner. We want TRCS 2 children to run to school each day with an eagerness to learn knowing they are loved and valued.

## **Literacy**

The literacy program is designed to help children build reading skills through motivating and engaging literature, a thorough phonemic awareness program, while increasing the students' reading comprehension strategies in fiction and non-fiction areas. Teachers carefully plan all lessons so that the instruction is differentiated and there is a strong emphasis on ongoing child/teacher conferences in reading and writing. Small groups are carefully crafted so that each skill is prioritized based on the group with children receiving focus on the right reading skill at the right time.

Our literacy program is a structured educational program designed to enhance student learning through targeted instruction and comprehensive support. It emphasizes personalized learning plans tailored to each student's needs, strengths, and areas for improvement. By integrating various subjects and skills, the curriculum promotes interdisciplinary learning, helping students make connections between different areas of knowledge. A strong focus is placed on developing essential skills such as critical thinking, problem-solving, and effective communication. The curriculum also includes mechanisms for providing additional support to students who need it, ensuring that all learners can succeed.

Writing is taught through a comprehensive approach that develops students' skills progressively while fostering a love for writing. Instruction is broken down into manageable steps, guiding students through the entire writing process from brainstorming and planning to drafting, revising, and editing. Regular writing workshops provide dedicated time for practice and often include mini-lessons on specific techniques or elements of style. Mentor texts—examples of high-quality writing—are used to illustrate various styles, genres, and techniques, helping students understand what makes these texts effective and inspiring their own writing. Additionally, instruction is differentiated to meet the diverse needs of students, with teachers providing individualized support and feedback to ensure each student can progress at their own pace.

Each day the children will participate in our Targeting Reading Intervention Program (TRIP). TRIP uses the Fountas and Pinnell guided reading approach designed to enhance students' reading abilities through tailored instruction. In TRIP, students are grouped into small, skill-level-based groups to receive focused, guided reading sessions with the teacher. This small group setting allows the teacher to provide personalized attention, addressing each student's specific needs and fostering a supportive learning environment. While some students engage in these guided reading sessions, others participate in a variety of independent or collaborative activities designed to reinforce reading skills. These activities might include silent reading, working on reading comprehension exercises, engaging in literacy games, or using technology-based programs to practice phonics and vocabulary. This structured, multi-faceted approach ensures that all students receive targeted instruction and practice, enabling them to develop stronger reading skills and a deeper love for reading.

## **Math**

The math program is an innovative educational initiative designed to enhance students' understanding and application of mathematics. Building on the success of previous math curricula, this program incorporates new strategies and resources to make math more engaging and accessible. It emphasizes a deep conceptual understanding of mathematical principles, encouraging students to explore and understand the 'why' behind the methods they use. The curriculum includes a variety of hands-on activities, visual aids, and real-world applications to help students connect mathematical concepts to everyday life. All lessons are taught in small groups, allowing for differentiated instruction tailored to each student's needs. The program also integrates technology, offering interactive tools and digital platforms to support individualized learning and enable students to practice skills at their own pace.

Math concepts and skills in this program are taught using three main components: models, conceptual understanding, and differentiated instruction. Models are used to help children make sense of problems and become better problem solvers. The use of models supports children so that when a difficult problem is encountered, the child is familiar with the correct way to visually represent the problem to solve it efficiently and accurately. Conceptual development is fostered through daily problem-based activities that are supported by step-by-step visual learning within small groups. This visual learning becomes a valuable asset for children as they increase their understanding of the topics covered in class. The step-by-step process equips children with the tools needed to learn how to read a problem and identify the necessary skills to solve it.

Differentiated instruction is designed to provide the right amount of support and challenge for each child. Children's needs are met through small groups and one-on-one math conferences with teachers. Teachers identify a child's strengths and needs to provide appropriate support. The curriculum evolves to allow for teachers to monitor progress on a daily basis. Additionally, the Math Daily 3 will be incorporated into the math block each day. The Math Daily 3 consists of three main components: Math with the Teacher (concept development), Math with the Assistant Teacher (applying concepts), and Math Games/Center Time. Similar to The Daily 5 used during the

literacy block, The Math Daily 3 allows children to develop a deep understanding of mathematical concepts, become proficient in all key areas, and most importantly, cultivate a true love of mathematics.

## **Social Studies**

The social studies curriculum is an innovative educational program designed to cultivate informed, engaged, and responsible citizens from an early age. This curriculum focuses on developing students' understanding of civic duties, social responsibilities, and the importance of community involvement. Through a blend of interactive lessons, hands-on projects, and real-world applications, students learn about government structures, the democratic process, and the impact of civic participation. The curriculum emphasizes critical thinking, problem-solving, and effective communication skills, encouraging students to analyze current events, engage in debates, and collaborate on community service initiatives. By fostering a sense of civic awareness and responsibility, the curriculum aims to prepare students to be proactive, thoughtful members of society who are equipped to contribute positively to their communities and the world at large.

## **Science**

The science curriculum is a dynamic and inquiry-based educational program designed to engage students deeply in the exploration of scientific concepts and phenomena. Grounded in the Next Generation Science Standards (NGSS), this curriculum fosters a hands-on approach to learning, encouraging students to ask questions, conduct investigations, and analyze data. Through interactive digital simulations, laboratory experiments, and collaborative projects, students explore topics ranging from life sciences and physical sciences to earth and space sciences. The curriculum emphasizes the development of scientific practices such as planning and carrying out investigations, constructing explanations, and engaging in argument from evidence.

The science curriculum integrates literacy and math skills seamlessly into its lessons, promoting interdisciplinary connections and strengthening students' overall academic proficiency. It also encourages critical thinking and problem-solving skills by challenging students to apply scientific knowledge to real-world scenarios. By fostering a deep understanding of scientific principles and practices, the science curriculum empowers students to become curious, informed, and scientifically literate individuals prepared to address complex challenges in the modern world.

## **Music**

Through active participation in musical activities that emphasize enjoyment and learning, primary students develop a deeper understanding of music as a valuable resource. They enhance their appreciation for the basic elements of music, such as rhythm, melody, tempo, harmony, form, and timbre. Students learn to read whole, half, quarter, and eighth note rhythm patterns through movement and rhythm exercises in various time signatures (4/4, 3/4, 6/8, etc.) and tempos. Additionally, they explore the different sections of the orchestra (strings, percussion, woodwinds, etc.) by playing classroom instruments like drums, maracas, glockenspiel, and boomwhackers, as well as through listening activities featuring pieces such as "Peter and the Wolf" and "Carnival of the Animals."

Students also develop an appreciation for music by studying composers from various genres, including Mozart (Classical), Woody Guthrie (Folk), Irving Berlin (Musical Theatre), and Duke Ellington (Jazz). The curriculum includes themes such as sacred music ("Go Make a Difference," "The Little Drummer Boy"), patriotic music ("God Bless America," "America the Beautiful"), human characters ("Oh! Susanna," "Billy Boy"), storytelling ("On Top of Old Smokey," "The Animal Fair"), musical theater ("Annie," "The Sound of Music"), and music from other cultures ("Frère Jacques," "Feliz Navidad"). Through these activities, students gain a well-rounded musical education that fosters both enjoyment and a deep appreciation for the art form.

## **Art**

The elementary visual art program is an integral part of the curriculum, enriching students' creativity while also enhancing their academic skills and cultural understanding. Through a diverse range of artistic activities and projects, students explore various techniques like drawing, painting, sculpture, and digital art. These activities not only foster artistic expression but also reinforce mathematical concepts such as geometry (shapes, symmetry) and proportion, as students apply these principles in their artwork.

Moreover, the program introduces students to a variety of artists from different cultures and historical periods. By studying famous artists and art movements, such as Impressionism, Abstract Expressionism, or Indigenous art traditions, students gain insight into art history and its cultural significance. This exposure broadens their worldview and encourages them to appreciate diverse artistic perspectives.

The visual art program also promotes interdisciplinary learning by integrating with other subjects. For instance, students may create geometric patterns inspired by Islamic art, illustrating connections between art and math. Additionally, collaborative projects and art exhibitions encourage teamwork and communication skills. Overall, the elementary visual art program not only nurtures students' creativity and self-expression but also enriches their academic experience and cultural awareness, preparing them to be well-rounded learners and engaged global citizens.

## **Mandarin**

The Mandarin program for elementary students is designed to introduce young learners to the richness of Chinese language and culture, starting from kindergarten and progressing towards proficiency by the end of high school. Beginning with basic vocabulary and pronunciation, the program gradually expands to include fundamental grammar structures and conversational skills. Students engage in interactive activities, songs, and games that make learning Mandarin enjoyable and accessible. As they advance through elementary grades, the curriculum incorporates reading and writing Chinese characters, exploring cultural traditions, and understanding societal norms.

The program emphasizes immersive learning experiences through activities such as role-playing, storytelling, and cultural celebrations, fostering a deeper appreciation for Chinese language and customs. Teachers use a variety of instructional strategies tailored to different learning styles, ensuring that all students can actively participate and progress. Throughout their educational journey, students build a solid foundation in Mandarin that prepares them for more advanced studies in high school and beyond. By the time they graduate, students are equipped with language skills and cultural knowledge that enable them to communicate effectively in Mandarin and engage meaningfully with Chinese-speaking communities globally.

## **Assessment**

At Renaissance students are assessed at an early age and then repeatedly throughout their education so their specific needs can be quickly identified and met. Student achievement is measured through both standardized tests and course grades. Students take all NYS mandated examinations beginning in grades 3 and 4. Students are assessed through the Fountas and Pinnell Leveled Reading Intervention System and screenings for speech, hearing, vision, and motor coordination. In all grades we utilize interim testing, such as the Achievement Network series of standards-based assessments, to help us gauge student progress during the school year. Various other comprehensive evaluations, such as NWEA national standards-based assessment are provided when necessary. Each student at risk has an individualized academic plan to set educational goals and record progress.

Anet assessments provide a valuable framework for grades 2 to 5, offering educators detailed insights into student learning and instructional effectiveness. These assessments are designed to gauge student proficiency in key academic areas such as reading, math, and writing, aligning closely with curriculum standards. By analyzing the data gathered from these assessments, teachers can pinpoint individual student strengths and areas needing improvement with precision. This data-driven approach allows educators to tailor their instructional strategies and interventions accordingly, ensuring that each student receives targeted support to maximize their academic growth.

Moreover, Anet assessments play a crucial role in professional development for teachers. By identifying trends and patterns across classrooms and grade levels, the data helps educators identify instructional best practices and areas where additional support may be needed. This reflective process empowers teachers to refine their teaching methods, incorporate effective interventions, and collaborate with colleagues to share successful strategies. Through ongoing analysis and discussion of assessment results, educators can continuously enhance their instructional practices and adapt to the evolving needs of their students.

Student performance in the classroom is evaluated in a variety of ways across the spectrum and is grade appropriate at each level. Each grading system assesses student strengths and identifies areas for improvement.

Designed to give a better understanding of the teacher's objectives and the student's progress, they help highlight additional support or enrichment a student might need. In the younger grades, teachers use a combination of narratives and skill/development checklists. Teachers in the middle and upper grades use different formats. A combination of similar criteria is used throughout to evaluate performance, or determine promotion including, but not limited to class work, homework, attendance, lateness, state, local and subject tests, other school instruments, and social/emotional readiness. Teachers confer with grade level teams to consider the student's overall performance and readiness for advancement.

The school year is divided into semesters and trimesters, depending on grade level. Report cards are distributed at the end of these periods. The specifics of how and when the reports are disseminated vary according to grade level and time of year. They might be sent home with the student, emailed, mailed, or given out at a scheduled conference. In the younger grades the report card must be signed and returned to the teacher. The dates of the marking periods for each school year and of Parent/Teacher Conferences are included on the school calendar. Timely reminders of these events are also sent home with students.

## **Homework**

Homework is given on a grade appropriate level and should be expected on most, if not all, evenings. Homework and after school projects are designed to reinforce classroom learning through practice and application; develop study skills and work habits such as time management; and help students connect their classroom learning with leisure activities and career centered interests. Students are expected to complete their assignments on time and parents/guardians will be notified if a student's assignments are habitually late, incomplete or unsatisfactory. When absent, families are expected to find out what assignments were missed. Parents can help their children avoid falling behind by communicating with their teachers and making sure they can contact another student for assignments, and by utilizing the various on-line options for posting homework and assignments. We also encourage our parents to help their children develop good study habits by creating a setting conducive to learning, talking with them about their schoolwork and activities, and making sure they have library cards so they can begin to develop reading as a lifelong pastime.

## **School Supplies**

Students need school supplies to use during the school year. Valuable instructional time is lost when a student is not prepared for a lesson; this may affect their performance and be reflected in the class grade. The supplies needed vary across the grades but at the beginning of the school year the teachers will provide a list of what is required in specific classes to each student. Often lists are posted on our website at the beginning of the summer to take advantage of summer sales. Parents/guardians are responsible for providing these and making sure that their children come to school prepared every day. (Families who have difficulty obtaining supplies should speak with their child's teacher or a member of the SMT.)

## **Authentic Work Policy**

At TRCS 2, we want and encourage students to produce their own work. We encourage parents and families to support their child's success in school, however we discourage parents and families from completing assignments and school work for their children. Early childhood education and elementary school is a time for students to develop an independent practice of learning and acquisition of knowledge. A student's ability to produce authentic work enables the student to grow, even if the work is less than excellent. Students learn from their mistakes when teachers are able to see them and correct them. Students also learn to value their own intellect and their ability to excel. These are important steps in developing the whole child and are essential to each child's long-term academic success.

## **Grading Policy**

The grading policy for TRCS 2 applies to in person learning; remote learning will be checked for completion. There is no indication on report cards whether a child attended school in person or remotely.



All students must meet the same learning standards for each grade. Teachers design and implement meaningful assessments and benchmarks to measure student progress in person and remotely.

All students are expected to complete their own work. Parents cannot complete their child's work. If an assignment's authenticity is questioned by the teacher, the child will be asked to complete the assignment again in person (if applicable) or via Zoom with a teacher or administrator present.

Students will receive numerical grades, level grades, and reading levels.

<b>Numerical Grades</b>	<b>Levels</b>	<b>Standards</b>
95 – 100	4	Meeting standards with distinction
80 -94	3	Meeting standards
65 – 79	2	Approaching standards
0 – 64	1	Not meeting standards

### **Report Card Distribution**

All report cards will be distributed electronically on the last day of each marking period.

### **Promotion In Doubt Policy**

Students who have attendance issues and are not progressing, as well as students who are not progressing with additional instructional support, are eligible to be referred by their teachers for promotion in doubt (PID).

Grade level teams will meet to discuss the students and the reasons why PID may be the right choice for the student. Teachers will show evidence. (Teams are composed of teachers of the student's current grade level and the grade level the student would be promoted to the following September.) Each team provides feedback regarding the evidence. The team makes suggestions for additional support.

During late April/early May the PID grade level team of teachers will meet again to revisit concerns, show additional evidence, and make a final decision regarding PID. Official letters are sent home via email.

The letters are prepared by the Assistant Principal, who will meet with parents to discuss the PID concerns within two weeks of receiving the PID letter.

Parents can accept or appeal the PID decision. If a parent chooses to appeal, they must follow the procedures outlined in the section of this handbook entitled **“Grievances.”**

## **HIGH SCHOOL CURRICULUM**

The Renaissance Charter High School has a rigorous academic program based on the expectation that each student, with guidance and support, can reach her or his highest level of academic achievement. Our focus is on creating an environment that will encourage all students to work towards the pursuit of higher learning and leadership positions after successful completion of high school. We believe this can be achieved if lines of communication remain open between students, their families, and our faculty. Students are strongly encouraged to seek staff support regarding any academic, social, or personal challenges that are interfering with their success in school.

### **Semesters**

There are two credit-bearing semesters: the first runs from September through January; the second is from February through June. Credit will be earned at the end of each semester and students will receive official grades for each class. At the end of each semester, students will receive updated transcripts with their grades

and credits to date.

Students will receive mid-semester progress reports in November and March that assess their performance in each class.

- **Fall Semester:**
  - November – Students receive mid-semester progress reports.
  - January – Students receive end-of-semester transcripts with final grades and credits.
  
- **Spring Semester:**
  - March – Students receive mid-semester progress reports.
  - June – Students receive end-of-semester transcripts with final grades and credits.

It is each student's responsibility to know and fulfill the requirements for each class. For fall and spring semesters, danger-of-failure letters are sent out, as appropriate, in addition to the mid-semester progress reports and end-of-semester transcripts. It is the student's responsibility, with the support of parents/guardians, to follow up on these notices and take appropriate action. Teachers may also contact parents or guardians at any time during the semester to report academic or behavioral issues that are interfering with a student's success in class.

If a student is not doing well in a class mid-semester, he or she should immediately discuss this situation with the teacher and take appropriate action to ensure success at the end of the semester.

We strongly advise students to pay careful attention to class requirements, and regularly discuss their progress with their teachers. Parents and guardians are encouraged to attend all scheduled parent events: curriculum night, parent/teacher conferences, and grade meetings conducted by the College Office. Parents may schedule additional meetings with their child's teachers, as needed. When students fall behind and seem to be having trouble with their work, a teacher may schedule a case conference with a student and/or with a parent or guardian.

### **Grades**

In our high school, progress reports and transcripts reflect an assessment of scholastic performance. Our grading system (with the exception of pass/fail classes) is based on the 0.0 – 4.0 GPA system used in colleges. Grades allow us to assess the student's strengths and help identify areas where improvement is needed. Transcripts and report cards are designed to give students, parents, and guardians an accurate idea of the student's progress. Regular assessment of each student enables us to more readily provide students with extra help and to offer special projects to encourage their talents.

The passing grade is 2.0 (70%). At the end of each semester, teachers submit their final grades to the Main Office for entry into students' transcripts.

Teachers are available for conferences about a student's progress by appointment. It is most important that the lines of communication between students, parents, and teachers remain open.

### **Grading Scales for Student Work**

At the beginning of a high school course, each teacher informs the students about the requirements and grading policy of that course. Students must take responsibility for doing their work and earning grades that reflect their best effort. Our school is committed to providing a supportive environment and opportunities for students to get extra help if needed. It is important that students understand that grades are the result of their own determination and action, and not the whim of a teacher. The High School staff believes that every student can excel through effort and perseverance.

Teachers may use a variety of criteria to determine grades, including but not limited to performance on

classwork, homework, projects, and/or tests. During the semester, teachers assess and provide feedback to students in many formats, including written comments, 0 – 100 grades, 0.0 – 4.0 grades, or pass/fail. If students have questions about grading methods, they should ask their classroom teachers for clarification at the beginning of the marking period.

### Computation of Final Course Grade (for Transcript)

At the end of a course, teachers evaluate student work over the duration of a course. Based on the course's stated requirements and grading policy, teachers calculate the final (transcript) grade of each student. Final grades range from 0.0 – 4.0, with 2.0 as the minimum required to pass a class. All of the transcript grades earned by a student are averaged to determine that student's unweighted GPA.

A student's weighted GPA is determined by converting final grades to weighted grades, based on the difficulty of each particular class. Specific classes, labeled Honors or Advanced Placement, are weighted. Therefore, a weighted GPA reflects both a student's performance in a class and the level of difficulty of the course requirements. The chart below shows the conversion from unweighted to weighted grades.

4.0 Scale	100 Scale
4	100
3.93	99
3.87	98
3.8	97
3.73	96
3.67	95
3.6	94
3.53	93
3.47	92
3.4	91
3.33	90
3.27	89
3.2	88
3.13	87
3.07	86
3	85
2.93	84
2.87	83
2.8	82
2.73	81
2.67	80
2.6	79

2.53	78
2.47	77
2.4	76
2.33	75
2.27	74
2.2	73
2.13	72
2.07	71
2	70

Unweighted Grades Appear on Transcript; used to calculate unweighted GPA	Weighted Grades are used to calculate weighted GPA for Honors and AP Courses
4 . 0	4 . 5
3 . 7	4 . 2
3 . 5	4 . 0
3 . 3	3 . 8
2 . 7	3 . 2
2 . 3	2 . 8
2 . 0	2 . 5
0.0 – 1.99	0.0 – 1.99

### Courses Included in GPA

All Renaissance courses graded on a 0.0 – 4.0 scale are included in GPA calculations. The GPA calculation does not include grades determined on a pass/fail basis, grades transferred from other schools, or grades from

courses taken in summer school or online to make up credit.

Advisory, College Bound, Health, Global Lab, and Physical Education are graded classes and calculated in the GPA.

### **Class Rank**

Class rank is the position of a student relative to all other students in her or his graduating class. A student's class rank is based on the student's weighted GPA, computed to the nearest hundredth percentile. A student's rank is calculated at the end of the seventh semester. When two or more students are tied for the same rank, the next rank number will reflect the number of students in the tie. For example, if three students have a rank of 14, the next class rank is 17.

Grades in our school may be weighted to reflect the skill level and workload of each class. Courses are classified as Regular, Honors, or Advanced Placement (AP). Teachers will inform students when there is an option to do higher level work in a particular class. Because classes are weighted, a student's rank in the graduating class will reflect the level of difficulty of her or his coursework.

### **National Honor Society**

The National Honor Society (NHS) recognizes students who demonstrate academic achievement and the qualities of service, leadership, and character. Renaissance's chapter conforms to the NHS Constitution as set forth by the National Council. Students may be selected to join the National Honor Society in the tenth, eleventh, and twelfth grades. The process of selection and induction is outlined below:

Renaissance students are eligible for induction into the National Honor Society based on the following criteria:

- Scholarship: The student has a GPA of at least 3.0.
- Character: The student demonstrates exemplary behavior as a member of the Renaissance community, including academic integrity and good attendance.
- Leadership: The student shows that he or she participates in the academic community and is in a position of responsibility in extracurricular activities.
- Service: The student engages in service to her or his community, whether at the school, local, national, or international level.

The selection of each student member to the chapter is by a majority vote of the faculty council. The faculty council consists of five voting faculty members, and excludes the Principal.

- The chapter advisor is a sixth, non-voting member of the council.
- If additional faculty input is deemed beneficial, other members are invited to make comments, but the actual selection is made by the appointed faculty council.
- Candidates receiving a majority vote of the faculty council (three votes) will be inducted into the chapter. Membership is granted only to those students selected by the faculty council.
- Chapters are not obligated to share specific information concerning membership selection with parents or students.
- The Principal's designee shall be a part of an appeal process for non-selection or dismissal cases.

More information about the National Honor Society is available online at <http://www.nhs.us>.

## **Excelsior Honor Roll**

The Excelsior Honor Roll recognizes students who have achieved a cumulative GPA of at least 3.5. Membership in the Excelsior Club is determined at the end of each semester and all Renaissance high school students are eligible for inclusion based on their grades. Students in the club have their names posted on one of three honor rolls:

- Executive Excelsior Honor Roll: For students who have a cumulative GPA of 3.5 – 4.00.
- Excelsior Honor Roll: For students who have a cumulative GPA of 3.0 – 3.49.
- Principal's List: For students who have a GPA of 3:00 or higher for the current semester

## **Inclusion Model**

The Renaissance Charter School is committed to an inclusion model of instruction for special needs students. This model provides an opportunity for students to grow and learn in the least restrictive environment, a setting where students are not separated based on ability. All staff members equally share the challenge of helping every student meet recognized standards and her/his own potential. All students benefit from the coordinated efforts of parents, teachers, and support personnel in achieving their goals.

## **Supplies**

Students need school supplies to use during the school year. Valuable instructional time is lost when a student is not prepared for a lesson; this may affect her or his performance and be reflected in the class grade. All high school students must have writing instruments (pens and pencils); loose leaf paper; notebooks, folders, or portfolios as assigned by their classroom teachers; a dictionary; a thesaurus; a calculator; and a school planner. Parents/guardians are responsible for providing these. Lists will be given to each student at the beginning of the school year, and are posted at <http://www.renaissancecharter.org/parents.html/notices>.

Parents/Guardians: It is essential that your child come to school prepared every day. If you have difficulty obtaining supplies, please speak with your child's teacher or one of the High School Coordinators.

## **Homework**

Homework will be given on a grade appropriate level and should be expected on most evenings. Homework and after-school projects are designed to accomplish the following goals:

- To reinforce classroom learning through practice and application.
- To develop study skills, work habits and time management.
- To enrich student learning and help students connect their classroom experiences to leisure activities and career centered interests.

Students are expected to complete their assignments on time and are responsible for finding out what assignments are due if they are absent from class. Parents or guardians will be notified if a student's assignments are habitually late, incomplete, or unsatisfactory.

## **Class Trips**

Most of our students attend various field trips during the year to enhance their educational experience. The field trips are an integral part of the curriculum at The Renaissance Charter School, and connect to classwork and homework assignments that students receive. If a student is unable to attend a trip, he or she may be given an alternative assignment to compensate for the missed activity. If a student's family is experiencing economic hardship and cannot afford the cost of a trip, the student's parent should make a request for financial support from the Angel Fund by contacting the teacher organizing the trip, who will contact the Angel Fund committee. All direct communication regarding the request should be between the teacher and the parent or guardian, and the request should be made in a timely manner, before the deadline for full payment. If a student comes directly to a teacher with the request, the teacher should first contact the parent or

guardian (unless circumstances with the family prevent that) and then make the request of the Angel Fund.

Participation in a class trip requires that students be attentive, responsible, and respectful to others, for the safety and well-being of all concerned. If a student's behavior in school indicates that he or she is lacking in self control or the ability to follow directions, we may ask that a parent or guardian accompany the student on the trip. The student may be required to remain at school with alternative work, after consideration for all due-process rights.

Permission slips will be sent home before each trip and must be signed by a parent/guardian in order for the student to participate. It is important that students obtain signatures for their consent forms as soon as possible, not waiting until the last minute before a trip takes place. If a student does not have a signed permission slip on the day of the activity, he or she must remain at school. Parents are to submit written permission to the school by fax, or by hand.

## **Leadership Program**

The TRCS Leadership Program serves as a resource for our students to gain experience outside of their academic responsibilities. At TRCS we believe that leaders are people who actively take action to grow and help better themselves and the world. Thus, the Leadership Program exists to motivate students to find their own answers to two essential questions: ***how can I make the world a better place?*** and ***how can I contribute to the world when I am older?***

### **Leadership Program Requirements**

- All students in grades 9-12 are required to participate in a leadership, volunteer or internship program each semester of high school, either at or outside the school.
- 9th graders participate in in-house programs
- 10th graders participate in in-house or outside programs
- 11th and 12th graders SHOULD participate in outside school programs, but based on a case-by-case basis and approval by leadership coordinator

All students must submit all forms by the deadline set each semester and are required to:

- Attend a one-to-one conference with Leadership Coordinator to discuss interests and possibilities and get support on program applications;
- Submit an enrollment form/learning contract that references the program in which they will be participating;
- Keep track of hours in leadership programs using a log that must be turned in mid semester and at the end of the semester;
- Submit an online self-evaluation, which the coordinator sends out close to the end of each semester;
- Ask their program supervisor to fill out a supervisor evaluation survey for them at the end of the program.

At the end of each semester, students will receive a **Satisfactory** or **Unsatisfactory** mark on their transcript. To receive a Satisfactory mark, students must submit the necessary documents by the set deadlines. Failure to submit/complete any of the documents/expectations will result in an **unsatisfactory** grade. More information can be found on the [Leadership Program website](#).

## **Renaissance Arts Focus Sequence**

Arts enable us to access our thoughts, feelings, and perceptions and provide a vehicle for self-expression. The study of art entails focus, discipline, and perseverance by developing skills ranging from sensory motor coordination and public speaking to math and writing. Arts are a central part of the curriculum at The Renaissance Charter High School. Every high school student surveys an Art Focus at the beginning of freshman year, and chooses an area of focus at the end of freshman year. Students then concentrate on this discipline for the next two to three years. Students demonstrate their accomplishments each year during the spring semester in exhibitions and performances that are open to the public.

Two credits in the arts are required by New York State for high school graduation. Students who complete a Renaissance Arts Focus sequence receive four credits, two of which fulfill the arts requirement and two of which can be counted as elective credits. Students may need special supplies for arts classes. These items will be specified by the course instructor.

## **Physical Education and Health Education**

At The Renaissance Charter School, we place great importance on each student's physical, mental, and emotional well-being. All students must successfully pass physical education classes for all four years of high school and successfully complete one credit of health in order to graduate. Failure to pass a gym or health class may require a student to attend summer school or may delay graduation. In order to participate in gym, students must come to class prepared. Students must have the following items: change of shirt (T-shirt); shorts (with no pockets); sweats (for outdoor wear); sneakers; deodorant; a hand towel; and a combination lock. Students who do not participate in gym for more than four days in one semester (because they have unexcused absences or are unprepared) will NOT pass this class.

High school students coming to the gym must change their clothes in the respective gym bathrooms. They must report to the gym, prepared for class. Students are not allowed to leave the gym during class at any time without permission of the physical education teacher. A water fountain is provided inside the gym for student use.

A combination lock for PE class may be necessary because students are responsible for locking up their belongings during class in the gym-lockers provided. Renaissance is not responsible for any lost or stolen belongings. For safekeeping, students are advised not to share their lock combinations with their classmates. It is important that students remove their locks at the end of class to accommodate the next class; locks that are not removed may be cut.

Participation in a PSAL sport enables students to develop their athletic ability and skills. If needed, a student can use participation in a PSAL sport to earn elective credits (0.5 credits for each sport per semester). However, participation in PSAL cannot be used to make up physical education credit.

Students are not permitted in the gym at any time without faculty supervision. Students are advised not to bring money, jewelry, or valuables to physical education classes. The school is not responsible for the loss of personal property; however, losses should be reported to Student Support for tracking purposes.

## **PROMOTION AND GRADUATION GUIDELINES**

### **Promotion Requirements**

Students must satisfactorily complete course work before they will be promoted to the next grade. This includes passing the Regents or RCT exams at scheduled times throughout the year. See below for more information about exams and coursework required for promotion and graduation. High school schedules are designed whenever possible to match the skill level of the student. Parents/guardians should speak with teachers regularly to be aware of their child's progress.

### Schedule of Credits and Class Standing:

Students will be considered as freshmen, sophomores, juniors, seniors, and fifth-year seniors based on the credits listed below. *Students must satisfactorily complete course work before they will be promoted to the next grade.*

### According to the Charter of TRCS:



Requirements for promotion to each grade are outlined in the table below:

<b>Class Standing</b>	<b>Number of Credits Required (minimum)</b>	<b>Credit Distribution</b>	<b>Regents Exams Required (minimum)</b>
Sophomore (second year)	11	2 English 2 Social Studies 2 Math 2 Science 1 Foreign Language 1 Art 1 Phys Ed .5 Health	1 Math Regents or 1 Science Regents
Junior (third year)	22	4 English 4 Social Studies 4 Math 4 Science 2 Foreign Language 2 Art 2 Phys Ed	1 Math Regents 1 Science Regents 1 Global History Regents
Senior (fourth year)	33	6 English 6 Social Studies 6 Math 6 Science 2 Foreign Language 2 Art 3 Phys Ed at least 2 elective credits	1 Math Regents 1 Science Regents 1 Global History Regents 1 English Regents 1 US History Regents

Students must have successfully completed all required classes and passed all required Regents exams (or RCT tests if eligible) and have a minimum of 44 credits to graduate.

\*This chart reflects the credits required by New York State.

<b>Grade Level</b>	<b>Credits Required</b>
Freshman	0 – 10.99
Sophomore	11 – 21.99
Junior	22 – 32.99
Senior	33+
44 credits and five Regents exams (list) are required for graduation	

### **Graduation Responsibilities**

In order to receive a diploma, students must complete the following:

- Meet state credit requirements for graduation.
- Clear all financial obligations, including senior dues, book reimbursements, and any other expenses.

Students who wish to participate in Commencement must attend all rehearsals unless they have an excused absence. Students who do not wish to participate in commencement may obtain their diploma, after commencement, from the school Registrar. The school reserves the right to deny student participation in commencement based on unacceptable conduct.

## Graduation Requirements

It is imperative that each student knows, understands, and fulfills New York State graduation requirements. All students should be aware of the status of their progress towards fulfilling these requirements.

Students in New York State must earn 44 course credits and pass required Regents exams in order to graduate. Each credit represents 80 hours of instruction. For courses that meet every day of the week, one credit (80 hours) is completed in one semester. For courses that meet less frequently, in one semester students will earn a fraction of a credit, depending on the number of hours of instruction.

The requirement to walk in a TRCS graduation ceremony is: fulfillment of all graduation requirements by the end of August of your senior year. **NOTE: The minimum number of credits required to walk is subject to change based on summer school availability, if needed.**

## Diploma Requirements

High school graduation requirements in New York State have changed, so a student's date of entry into the ninth grade will affect her or his requirements to obtain a diploma. Students are required to pass the following Regents with a 65: English, Global History, US History, Mathematics, and Science. All English Language Learners must pass the Regents English Exam to receive a regular high school diploma. However, if they enter the U.S. in ninth grade or later, they may take other required Regents examinations in their native languages if the translated exam is available and if the test is taken within three years of their entering the U.S. The other required Regents examinations are available in Spanish, Chinese, Russian, Haitian-Creole, and Korean. For students who enter a New York State school after the ninth grade, Regents requirements vary depending on date of entry; these students should immediately speak with the school Registrar.

## Diplomas

At Renaissance, there are three types of diplomas that may be conferred on graduating seniors: Local Diploma (if eligible), Regents Diploma, and Advanced Regents Diploma. The "with honors" designation is added to either Regents Diploma option for students with an average score of 90 or more on all required Regents exams.

## Local Diploma

We follow the guidelines set forth by the Board of Regents of the New York State Department of Education (NYSED). Please, refer to the NYSED website for information about Local Diploma eligibility:  
<http://www.nysed.gov/curriculum-instruction/diploma-types>

## Regents Diploma

To receive a Regents Diploma, students must earn at least 44 credits:

- 8 in English
- 8 in Social Studies
- 6 in Mathematics
- 6 in Science
- 2 in Foreign Language
- 2 in Arts

- 4 in Physical Education
- 1 in Health
- 7 Elective credits, which may include additional courses in academic subjects.

In addition, students must pass Regents exams with a score of at least 65. Each student must pass Regents exams in English, Math, Global History, U.S. History, and Science.

NOTE: Colleges look for applicants working towards a Regents Diploma, so it is important for students to focus on this goal.

### Advanced Regents Diploma

Students must fulfill the following requirements to receive an Advanced Regents Diploma: score 65 or above or more on their Regents exams, earn at least six credits in a language other than English and pass a Regents Comprehensive Assessment in that language, pass two or more Regents exams in science (at least one course should be in life science and one in physical sciences), and pass an additional Regents exam in math. Students have the option to complete five credits in the arts instead of the additional language requirement.

The table below outlines the requirements for Regents and Advanced Regents diplomas:

<b>Subject</b>	<b>Regents Diploma</b> <i>(65 passing score)</i>	<b>Advanced Regent Diploma</b> <i>(65 passing score plus additional courses and Regents exams)</i>
English	8 credits (R)	8 credits (R)
Social Studies*	8 credits (2R)	8 credits (2R)
Science **	6 credits (1R)	6 credits (2R)
Math	6 credits (1R)	6 credits (2R)
Language other than English	2 credits	3 credits (1R)
Physical Education	4 credits	4 credits
Health Education	1 credit	1 credit
Arts	2 credits	2 credits
Electives	7 credits	7 credits
<b>TOTAL</b>	<b>44 credits</b>	<b>44 credits</b>

(R) Regents exam required

\* *Social Studies Course Requirements: 4 credits in Global History plus Regents exam, 2 credits in U.S. History plus Regents exam, 1 credit in Government, and 1 credit in Economics.*

\*\**The distribution of science courses for each grade vary from year to year. Regents requirements are based on the courses offered.*

### Schedule of Credit Distribution (Per Year)

<b>English</b>		
English 1A/B.	9th grade	2 credits

English 2A/B	10 <sup>th</sup> grade	2 credits
English 3A/B	11 <sup>th</sup> grade	2 credits
<i>Regents test in January of 11<sup>th</sup> grade – if not taken previously.</i>		
English 4A/B.	12 <sup>th</sup> grade	2 credits

<b>Math</b>		
Integrated Algebra	9 <sup>th</sup> grade	2 credits ( <i>Regents test</i> )
Geometry	10 <sup>th</sup> grade	2 credits ( <i>Regents test</i> )
Algebra/Trigonometry	11 <sup>th</sup> grade	2 credits ( <i>Regents test</i> )
Math course*	12 <sup>th</sup> grade	2 credits ( <i>Regents test or AP Exam may apply</i> )

\* There are three math courses available for seniors, based on their level of achievement in math.

<b>Arts</b>		
Drama, Music, or Studio Arts 1A/B	9 <sup>th</sup> grade	1 credit
Drama, Music, or Studio Arts 2A/B	10 <sup>th</sup> grade	2 credits
Drama, Music, or Studio Arts 3A/B	11 <sup>th</sup> grade	2 credits

<b>Science</b>		
Science course*	9 <sup>th</sup> grade	2 credits - ( <i>Regents test</i> )
Science course*	10 <sup>th</sup> grade	2 credits - ( <i>Regents test</i> )
Science course*	11 <sup>th</sup> grade	2 credits - ( <i>Regents test</i> )
Science course*	12 <sup>th</sup> grade	2 credits - ( <i>Regents test or AP Exam may apply</i> )

\* Science Requirements: This includes one course in life science, one course in physical science, and a third course in either life or physical science.

<b>Spanish</b>		
Spanish Language*	9 <sup>th</sup> grade	1 credit
Spanish Language*	10 <sup>th</sup> grade	1 credit
Spanish Language**	11 <sup>th</sup> grade	1 credit (AP exam, or Regents-Other than English)
Spanish Language**	12 <sup>th</sup> grade	2 credits (AP exam, or Regents-Other than English)

\*Spanish course varies based on student proficiency.

\*\*AP Spanish offered as an option for juniors and seniors.

\*\*\* Second Language Requirements: Instead of additional language studies, students may complete 5 credits in the arts.

College Bound		
College Bound 1A/B	9th grade	1 credit
College Bound 2A/B	10th grade	1 credit
College Bound 3A/B	11 <sup>th</sup> grade	1 credit
Senior Seminar	12 <sup>th</sup> grade	2 credits

Social Studies		
Global Studies 1A/B	9th Grade	2 credits
Global Studies 2A/B	10th Grade	2 credits - ( <i>Regents test</i> )
American History 1A/B.	11th Grade	2 credits - ( <i>Regents test</i> )
Economics	12 <sup>th</sup> Grade	1 credit
Government	12 <sup>th</sup> Grade	1 credit

Health and Physical Education		
Physical Ed. 1A/B	9th grade	1 credit – 0.5/semester
Physical Ed. 2A/B	10th grade	1 credit – 0.5/semester
Physical Ed. 3A/B	11th grade	1 credit – 0.5/semester
Physical Ed. 4A/B	12th grade	1 credit – 0.5/semester
Health	9th grade	0.5 credit
Health	12th grade	{0.5 credit

### Valedictorian/Salutatorian Designation Policy

In order to be considered for Valedictorian or Salutatorian honors, students must earn at least half of the academic credits required for graduation at Renaissance. In addition to this 22-credit requirement, students must continue to study at Renaissance for at least one semester of their senior year to be considered for Valedictorian or Salutatorian honors. These honors are presented to students with the highest cumulative GPA earned at Renaissance. Cumulative GPAs are rounded off to the nearest hundredth percentile for comparison. There may be co-Valedictorians and/or co-Salutatorians if there is a tied GPA.

### Awards Conferred to Seniors

Several awards are presented to graduating seniors. Some awards may be presented to students during the graduation ceremony, but most awards are given to students with their final transcripts, and/or conferred during Senior Awards Night, an event that may take place in June, before graduation. On this night, students, parents, and school faculty gather to celebrate the achievements of each senior. Students receive awards for

their accomplishments in areas such as academics, leadership, community service, the arts, and sports, as well as for their contributions to the school community.

### **Scholarship Nominations**

Renaissance nominations for scholarships are made through the College Office in consultation with other Renaissance staff. Students are nominated for scholarship consideration based on the following criteria:

- Academic accomplishment – To be considered for nomination, students must have a cumulative GPA of at least 3.0. If a student has a GPA lower than 3.0, he or she may still be considered if all other criteria are outstanding.
- Academic integrity – It is important that any student nominated for a scholarship has made academic achievements based on her or his own effort, and not through plagiarizing the work of others. Any student caught plagiarizing will be deemed ineligible for scholarship nominations.
- Leadership ability – Scholarship sponsors frequently look for students who are leaders. Leadership is synonymous with involvement. If a scholarship is based on leadership criteria, Renaissance staff members will only nominate students who have demonstrated leadership ability through extracurricular activities and community service.
- Citizenship – Nominees must demonstrate exemplary citizenship as members of the Renaissance community. Students with a record of discipline infractions, or with a history of disrespectful and/or disruptive behavior, will not be nominated by Renaissance staff for scholarship consideration.
- Consistency – Nominees must exhibit consistency in all of the areas listed above. Consistency in academics means that the student's work reflects a history of dedicated effort and accomplishment over time and across disciplines. Consistency in leadership means that the student has participated in and contributed to the Renaissance community on an ongoing basis. Consistency in citizenship means that the student has demonstrated qualities of character that include integrity, responsibility, and respect toward all Renaissance community members continuously while in high school.
- Attendance – Nominees must have a minimum of 95% attendance during their enrollment in high school, and maintain their attendance at this level or above for the duration of the nomination process.

The College Office reserves the right to withdraw a nomination based on a student's performance in any of the areas listed above.

### **COLLEGE PREPARATION**

The Renaissance Charter School sets high academic standards so that students can successfully pursue a path in higher education. Renaissance has a four-year multi-approach College Bound program that supports students in developing leadership skills, scholastic ability, and self-awareness. The program addresses the needs of each grade as students go through the college preparation process.

### **Examinations for College/Program Admissions**

In addition to the Regents exams necessary for graduation, there are several types of examinations that colleges may require for admission. In addition, outside academic programs and scholarship sponsors sometimes request exam scores to determine scholarship eligibility. Types of college/program admissions exams include: PSAT/NMSQT, SAT I, ACT, and SAT IIs.

Students should check college catalogs in the College Office or online to determine which tests are required by the colleges they are considering. Test information is available in the College Office.

Each of these exams requires a fee. The College Office has a limited number of ACT and College Board fee waivers available for eligible students; interested students should consult with a college advisor.

## **PSAT/NMSQT**

This test is a preparation for the SAT and in the junior year is a qualifying test to determine the candidates for National Merit Scholarships. The PSAT tests critical reading skills, mathematical reasoning, and writing skills. PSAT scores are NOT requested by colleges for admission. The test is administered in October at The Renaissance Charter School. Sophomores take the PSAT to assess their strengths and weaknesses, and to become familiar with the exam. Both tenth and eleventh grade scores may be used to determine eligibility for outside academic programs. For further information, visit [www.collegeboard.org](http://www.collegeboard.org).

## **SAT Reasoning Test (SAT I)**

The SAT I tests critical reading skills, mathematical reasoning, and writing skills. Some colleges require SAT I scores as part of their admissions requirements. For more information and to register, visit [www.collegeboard.com](http://www.collegeboard.com). Information is available in the College Office.

## **ACT**

The ACT assesses a student's general educational development and her or his ability to complete college-level work. Some colleges require ACT scores as part of their admissions requirements. Students should check the admissions requirements of specific schools. The ACT tests achievement in English, math, natural sciences, and social studies. An optional writing section is available. Students can register on-line at [www.act.org](http://www.act.org). For more information about the ACT, go to [www.act.org](http://www.act.org).

## **Special Tests for College Credit**

### Advanced Placement Tests:

These tests are given to students in various subject areas and are usually administered in May. College credit and grades can be earned for acceptable scores, at the discretion of the college or university. Students are strongly encouraged to take AP exams whenever possible because these tests indicate a student's ability to handle challenging coursework, and colleges consider this in selecting students. Information regarding registration for these tests is available in early spring. Visit [www.collegeboard.com](http://www.collegeboard.com) for further information.

## ***SERVICES FOR STUDENTS***

We believe that students can develop when they feel safe and supported, and are challenged to do their best. Teachers often instruct students for more than one year. This enables teachers to better know the individual abilities and needs of each student and more effectively provide instruction. The following services are available to students.

The Renaissance Charter School 2 is committed to an inclusive model of instruction for special needs students. This model provides an opportunity for special needs students to grow and learn in the least restrictive environment and for general education students to develop their leadership skills.

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

This is an educational plan created by a multidisciplinary team consisting of at least an educational evaluator, psychologist, social worker, parent, related services providers, and classroom teacher under the auspices of the Committee of Special Education (CSE). The team discusses results of the various evaluations, classroom observations and parent input. Based on the profile developed, the IEP includes the type of classroom placement, related services and modifications (testing, promotion, etc.). This plan is then implemented by the school.

## **Section 504**

This is a regulation under federal Rehabilitation Act (1973). It allows for “leveling of the playing field” for people with disabilities to prevent discrimination due to disability. For schools, this process allows for emergency modifications in various aspects of school life, such as testing modifications, elevator pass, etc.

## **English Language Learners/Multi Language Learners (ELL/MLL)**

TRCS 2 offers services for English Language Learners and Multi Language Learners using structured English language immersion so that they achieve proficiency in English as quickly as possible. TRCS 2 ensures that ELL/MLL students will not be excluded from curricular and extra curricular activities based on an inability to speak and understand the language of instruction, and also that ELL/MLL students will not be assigned to special education because of their lack of English Language proficiency.

## **Special Education Program at TRCS 2**

The Special Education Program at TRCS 2 is overseen by The Director of Special Populations, who is responsible for ensuring that all students with IEPs receive their mandated services during the instructional day. These services include the written description of each student’s program as well as the related services that are required as per their IEP.

Currently, there is at least one Integrated Collaborative Teaching (ICT) class per grade level. As the school expands, the growth plan includes adding one ICT class per additional grade level. Each class is staffed with a certified Special Education teacher and General Education Teacher, who teaches in collaboration to a heterogeneous class that includes students with IEPs and students without IEPs. The ICT model has a proven record of producing high achievement among all students.

Related services, as required on a student’s IEP, are provided by qualified agencies that are contracted through the NYC DOE in coordination with The Committee for Special Education. These related services include occupational therapy, physical therapy, speech and language therapy, and counseling.

## **Response to Intervention and Support for At-Risk Students**

These students are generally identified by their general education teachers as being in need of additional services. This is not a substitute for services mandated under an IEP (ICT); it is solely to serve as a supplementary and, in general, short term intervention. For ongoing support, the Committee on Special Education (CSE) of the Department of Education (DOE) must refer a student who has failed to respond sufficiently to intervention for evaluation.

## **Counseling Services and Guidance**

Our school currently has a social worker and a mental health counselor who provide counseling for children who have been identified for the service and who have the consent of parents. There is extra support delivered by counseling interns and practicum students from partnering graduate universities. The mental health professionals also support social emotional learning for the entire school population.

Mandated counseling for students with IEPs is provided by counselors who are contracted through the NYC DOE, and their related service agency providers.



For a first appointment with the social worker, students may be referred by a teacher or parent, or they refer themselves. Parents must sign a consent form for subsequent appointments or ongoing counseling. If students need to see the school social worker or school counselor during class hours, it is important that they first notify their teacher in person. The teacher will provide a pass.

- Study classroom behaviors, behavior plans, and advisories to support individual student needs. This support includes meetings with parents and with teaching and learning to provide professional development to staff in related matters.
- Collaborate with deans to investigate incidents to determine the appropriate consequences for students who violate the school's discipline code. This includes investigating all occurrences of disciplinary infractions, determining and implementing consequences on a case-by-case basis, including suspension and expulsion if deemed necessary.
- Collaborate with all teaching and student support staff to deliver restorative practice circles at Tier 1, Tier 2, and Tier 3 levels.

## **High School College Bound Program**

The primary role for our College Bound Counselors is to provide academic and career advice and support. The secondary role is Social-Emotional Learning, although this is embedded in their work.

## **The Student Support Team**

Student Support (SST) was established to, among other things:

1. Provide support for students to help prevent discipline code infractions. This support includes: Behavior Plans, Advisories, support to individual students, support to parents and legal guardians ("parents") through conferences and parent meetings, working with teaching and learning to provide professional development to staff in related matters.
2. Investigate incidents and determine the appropriate consequences for students who violate the school's discipline code. This includes: Investigating all occurrences of disciplinary infractions, determining and implementing consequences on a case-by-case basis, including suspension and expulsion when deemed necessary.
3. Assist The SMT with both in- and out-of- school suspensions.
4. Conduct Child Studies in cooperation with the classroom teacher and grade level teams.

## **The At-Risk Population**

The students in this program are identified by their general education teachers as being in need of receiving additional educational services (i.e. tutoring, modified instruction, smaller groupings, etc) in order to meet the immediate need of their general education class. This in no way is to substitute for services mandated under an IEP (i.e. ICT). This is solely to serve as a supplement and, in general, is a short-term intervention.

## **Tutoring Program**

The students in this program are identified as in need of tutoring through interim assessments and classroom progress monitoring. This program is a short term supplement to the regular class providing students with targeted academic support. This program promotes academic success through small group and individual instruction with the focus on the mastery of the skills and content areas within a specific subject.

## **Suspension Program – Alternative Instruction**

When, in the course of the school year, a student is in need of either in-school or out-of-school suspension, the educational component or alternative instruction for the suspension may be conducted in another designated location in the school.

## **Supervision of in-school suspensions:**

When a student is in need of either in-school or out-of-school suspension, the educational component of this suspension is conducted by a member of the SMT .

If the SMT determines that all or part of the student's suspension is to be served in-school, a representative of the team will make arrangements for the appropriate physical placement of the suspended student. Suspended students who stay in school will be under the supervision of a member of the SST and will be provided a safe place to complete class assignments and school work.

In the case of an out-of-school suspension, the student will be given a scheduled time to attend school for supervised academic instruction. The student must remain with the staff member who is supervising the instruction unless directed otherwise.

Please note that in the event of suspension, students will be provided with applicable assignments and materials from their scheduled classes. During a suspension, students will be permitted to take any examinations required for their scheduled classes.

## **Grade Level Teacher Teams**

The general education teachers meet frequently with other teachers in grade level meetings to discuss students, coordinate cross-classroom collaborations, and develop curriculum. These meetings may also include short discussions on specific issues concerning particular students. Lengthier discussions known as "child studies" may also take place. Child studies include a review of the student's academic history, family history, classroom observations and current academic issues.

Based on the recommendations developed at the grade level meetings certain action plans are put into place. These include at-risk services, tutoring, counseling (parental consent is required), informal behavior plans (i.e., without CSE involvement) and outside referrals (e.g., medical). A recommendation may be made to perform an evaluation, or vision and hearing screenings. A referral to the CSE for comprehensive evaluation may also result from the cluster group's efforts.

## ***GRIEVANCES***

Individuals with grievances should first speak with the staff member directly involved with the situation. If the issue is not resolved after this discussion, the matter should be referred to a member of the SMT. If the matter is still not resolved after the SMT member's intervention, it will be referred to the Principal. In the event that the Principal cannot resolve the situation, or is not the appropriate person to hear the grievance, the following procedures will be followed:

- Individuals should address their issue in writing to The Executive Director of The Renaissance Charter Schools (Stacey Gauthier, [sgauthier@renaissancecharter.org](mailto:sgauthier@renaissancecharter.org)).
- Should this not result in a satisfactory resolution, individuals should address their issue in writing to the Chairperson of The Board of Trustees (Dr. Monte Joffee, [mjoffee@rencharter.org](mailto:mjoffee@rencharter.org)).
- People who have had their grievances denied by the Board of Trustees will be notified in writing of their right to appeal the decision to the New York City Public Schools Charter Office at the Office of School Design & Charter Partnerships New York City Department of Education, 100 Gold Street, Suite 3500 New York, NY 10038; the Chancellor of the New York City Department of Education at 52 Chambers St-rm 320, New York, NY 10007, and the New York State Board of Regents at New York State Education Department, 89 Washington Avenue, Board of Regents, Room 110 EB, Albany, New York 12234.