

ECHS

Scholar & Parent Handbook

Updated July 2025



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Greetings

Dear Parents/Guardians and Scholars,

Welcome to Equality Charter High School. All your hard work and focus have helped you arrive at this moment. We are proud to have you as a scholar and positive school community member.

Equality's role in our community is to prepare scholars for college and career success and to ensure they can sustain consistent, appropriate behavior and professional relationships in all aspects of adult life.

Scholar accountability and family support are vital to adolescent growth during the transition into Equality Charter High School. Equality will use relationships developed with scholars, families, community organizations, and programs to deliver our mission and sustain our role as a positive foundation for our scholars.

If you have specific questions, please do not hesitate to reach out:

Support Staff Contact Information

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Part I: Academics

School Calendar

Please [CLICK HERE](#) for access to the Annual School Calendar

Grading Policy

Scholars will be assigned grades in courses commensurate with their effort and academic achievements in the following categories:

- Classwork
- Participation
- Homework
- Assessments

The weighted averages of each category will depend on the course. Please see course syllabus for category weights.

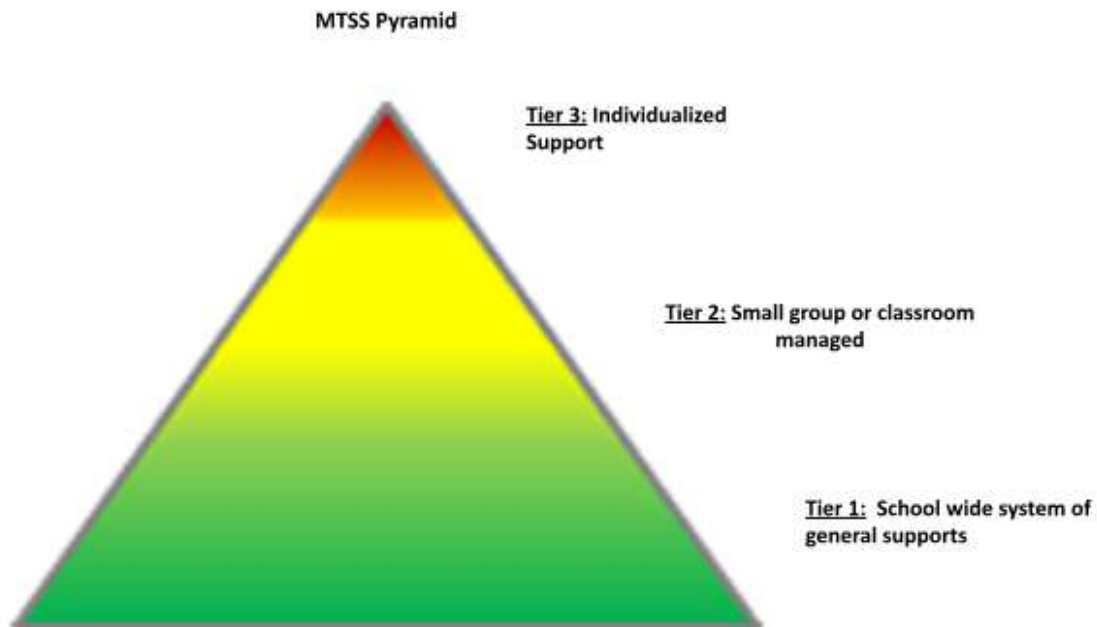
Academic Integrity

Scholars are expected to show integrity in meeting their academic requirements for all courses. Cheating or plagiarism is considered academic dishonesty and it undermines the trusting relationships between teachers and scholars. The use of artificial intelligence (AI) or other unauthorized resources to complete assignments, quizzes, or assessments, when not instructed by the teacher, is strictly prohibited.

This conduct is unacceptable and any scholar who engages in cheating or plagiarism will be subject, but not limited to the following:

- Receiving a zero on the graded assignment or having the assignment invalidated
- Engaging in a restorative meeting with the Teacher, Assistant Principal of Instruction/Assistant Principal of Culture, Director of Instruction, School Counselor, and Parent/Guardian
- Completing a reassessment
- Completing a restorative assignment or task

Part II: Our Approach to School Culture



What are Multi-Tiered Systems of Support?

MTSS blends the prevention-based, team-driven, data-informed decision-making practices of Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS), which explicitly require a multi-tier approach. Emphasis is on schoolwide, differentiated universal core academic and social-emotional instruction at Tier 1, Tier 2, and Tier 3, providing intensive and increasingly individualized interventions. MTSS is a systemic, continuous improvement framework in which data-based problem-solving and decision-making are used across all school areas to support all scholars' success. MTSS implemented with fidelity creates a responsive learning culture with high-quality, evidence-based instruction, intervention, and assessment practices designed to meet Scholar needs so that each Scholar receives the appropriate level of support. By blending RTI and PBIS systems, ECS will maximize the use of time to make decisions for scholars that are the most effective. Research has shown that schools implementing PBIS with fidelity have increased Scholar academic performance and graduation rates. RTI goes hand in hand with developing data-based interventions for scholars who require academic support.

What are the Essential Components of MTSS?

1. Team-Driven Shared Leadership
2. Data-Based Problem Solving and Decision-Making
3. Layered Continuum of Supports

4. Evidence-Based Practices

5. Family, School, and Community Partnering

Proactive Supports/Positive Incentives

Morning Welcome

Scholars will be greeted by the staff at the school's entrance, every morning upon their arrival. This will ensure their first interaction with staff is positive while providing a crucial opportunity to build relational capacity.

Classroom Greeting

All teachers will greet scholars with a welcoming demeanor at the entrance of their classrooms every period. Consistency is critical, as this will be the first interaction between scholars and teachers each period of the day. This interaction will act as a temperature gauge and set the tone for that period.

Visual Recognition Wall

Scholars and Staff exhibiting leadership and pro-social behaviors will be acknowledged monthly on a wall that uses our values as a guide to acknowledge and recognize both staff and scholars who consistently model our school-wide expectations and norms. This tangible affirmation process will complement the reward system and boost scholar and family morale.

Social Agreements

Together, teachers and scholars will develop social practices to meet expectations within the classroom. These practices do not supersede school-wide expectations. These expectations support Equality's behavior expectations and will be used as a redirection tool for teachers and a self-management tool for scholars to correct negative behaviors independently and appropriately.

Principal's List

Scholars who achieve an overall GPA 4.0 during any marking period during the school year will qualify. Scholars will be celebrated on an end-of-the-year field trip attended by the Principal and Assistant Principals.

Honor Roll

Scholars who achieve an overall GPA 3.0 during any marking period during the school year will qualify.

Reward System

Equality has a reward system that acknowledges and rewards scholars who display positive behaviors. The rewards system will be tracked using DeansList. A cultural report will be given to scholars reflecting their current behavioral status and total rewards points. Scholars who accumulate points for positive behaviors can earn rewards throughout the school year.

Extracurricular Programming

These programs empower our youth by connecting them to a community that promotes scholar-centered exploration of culture and life skill development. These programs include but are not limited to sports teams, social clubs, peer to peer support groups, academic clubs, school leadership programs, and other school-sanctioned activities.



Values & Expectations

ECS Values

ECS Core Values	
Value	Definition
Achievement & Progress	Demonstrating excellence and growth, academically, behaviorally, and social-emotionally
Integrity	Acting in ways that reflect strong moral principles and good character
Responsibility	Owning your actions and the expectations of your role - being accountable to your community
Self-Knowledge	Knowing your abilities, attitudes, and motives

Scholars' Daily Expectations

Equality scholars are expected to:

- Maintain acceptable conduct while on the public bus, school bus, during field trips, and at public bus stops located around school property
- Arrive at school with the intention to learn
- Be on time each school day
- Arrive to school in full uniform and within dress code
- Cooperate without contention; follow all directions from staff members and other adults connected to the school at all times
- Treat fellow scholars with kindness, dignity, and care
- Take care of school property and the belongings of scholars, staff, and community members
- Use acceptable language at all times
- Cooperate in keeping the school building neat and premises clean
- Be prepared with required materials and assignments for all classes

Dress Code

Equality Charter High School believes in a dress standard that is comfortable, appropriate, and conducive to learning. Our dress code will reinforce school unity and pride and will allow scholars to focus on education over attire. Our dress code applies to all scholars during all school days or school-sponsored events.

ECHS Dress Code Requirements:

	Tops	Bottoms	Footwear	Accessories	PE Uniform
Grades 2-12	Any ECS Logo Items from Flynn & O'Hara, The Gear Store, or provided by ECS.	Any vendor: ¹ <ul style="list-style-type: none"> • Colors: black, khaki, gray, or navy • Pants • Trousers • Slacks • 5-pocket pants • Cargo pants • Capris • Knee length shorts, such as dress shorts or cargo shorts 	Footwear must be closed-toed and have a full back. This includes sneakers, boots, or other shoes, as long as both the toes and heels are fully covered.	Any vendor: <ul style="list-style-type: none"> • Hair wraps²- any solid color • Stockings • Socks • Ties 	<ul style="list-style-type: none"> • Shirt: <ul style="list-style-type: none"> ◦ Flynn & O'Hara PE T-shirt ◦ Any ECS provided logo t-shirt • Bottoms: <ul style="list-style-type: none"> ◦ Flynn & O'Hara PE shorts or sweatpants ◦ <i>MS Only: Can</i>

¹This item can be purchased from Flynn & O'Hara or any vendor of your choosing.

² Here are two acceptable examples of hair wraps: [Example 1](#), [Example 2](#); note that hair wraps are different from bonnets (shower or sleeping cap).

		<ul style="list-style-type: none"> • Knee length skirts • Knee length skorts 			<i>also wear regular uniform bottoms</i>
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Vendor: [Flynn O'Hara Uniforms](#)

***NO JEANS, NO STRETCH FABRIC ATHLETIC PANTS, NO BACKLESS FOOTWEAR OR NON-ECS LOGO TOPS"**

- All scholars enrolled in ECHS are required to be in 100% compliance with the dress code on all scheduled entry days throughout the academic year.
- Scholars not in compliance with the dress code are subject to limited access to the school building until there is a uniform correction. Parents/Guardians will be contacted and asked to bring uniform items. If Parents/Guardian cannot provide their scholars with the uniform for the day, a loaner will be provided to them in exchange for a cell phone.
- **Any personal uniform issues must be communicated to a Dean by Parents/Guardian prior to the scholar's arrival at school.** The rectification plan and time frame must also be discussed. The scholar will wear replacement items for the duration of the rectification plan.

Arrival

Scholars will be welcomed into the school building for breakfast from **7:05 am to 7:35 am**. Scholars who are not joining us for breakfast are encouraged to arrive at school by **7:35 am** every day. All scholars are expected to be in their assigned class prepared for instruction at 7:45 am.

Dismissal

Most scholars will be dismissed at **2:54 pm** every day except on Tuesday. On Tuesdays most scholars will be dismissed at **2:22 pm**. Scholars who have mandatory academic interventions will be dismissed as assigned between **3:00pm** and **4:00pm**.

Hallway Pass

Scholars must have a digital pass created through DeansList in order to be in the hallway at any time during the school day, except during class transitions. All passes must include the originating teacher's name, date, time of departure, and return location as entered in the system. No passes will be approved during the first or last 10 minutes of the class period.

Bathroom Policy

Scholars must have a digital pass issued through DeansList in order to use the restroom or water fountain. Restroom and water fountain passes are not permitted during the first 10 minutes or last 10 minutes of each class period. Restroom passes are not permitted during class transitions.

Locker Room Policy

Locker room usage is for scholars who are participating in the scheduled physical education class. Use of these locker rooms are at the discretion of PE teachers and administrators. Improper use, including but not limited to vandalism or misconduct, can result in the closure of the locker room. **Use of photographic or video recording devices are not permitted while in the locker rooms.**

- **All scholars must purchase a personal lock for locker room lockers.**
- All scholars must store clothing and other personal items in the secured locker room locker during PE class.
- Missing items that are unstored or in an unlocked locker will not be investigated.
- Personal locks must be taken off the locker after their PE class is over.
- Any lock left on a locker in the locker room will be clipped.

Locker Room Behavioral Expectations

- Keep hands, feet, and all other body parts to yourselves.
- Keep all areas in the locker room clean and free of vandalism
- Keep all hands and feet inside of the windows
- Respect the personal space of other scholars while changing uniforms
- Change into full and complete uniform attire within the SIX minutes allotted for transition for the start of PE class
- Use safe and professional language at all times
- Keep music devices and speakers off and in secured areas
- Secure food and beverages in backpacks prior to entering the locker room
- Use group voices while communicating

Any scholar who is exhibiting any unsanctioned behavior in the locker room is subject to losing all locker room privileges.

Electronics Policy

All internet enabled electronic devices must be stored in the designated location at the start of each day and may be retrieved at the end of the individual scholars schedule as they exit the building. As per the newly passed Distraction Free Law, please see the ECS Distraction Free Policy and Storage/Discipline Policy below.

[ECS Distraction Free Policy](#)

[High School Storage Policy](#)

Equality will not investigate incidents of theft or damage involving scholar electronic devices. Electronic devices cannot be used or be made visible in any location, unless otherwise indicated by the school. Parents/Guardians will be notified the same day if an electronic device is confiscated from their child for unauthorized use. Scholars who do not comply or become insubordinate at any time are subject to further interventions and/or consequences.

Parents/Guardians should not call or text their child's cell phone during the day. In the event of an emergency, Parents/Guardians should contact the main office (718)-459-9597. Scholars who need to speak with their Parents/Guardian must request and a staff member will assist. A reported call from a family member on school grounds will not be an excuse for violating the electronic policy.

Locker Policy

All lockers on the school premises are the property of ECHS. These lockers are made available for use in storing school supplies and personal items necessary for use at school. These lockers are not to be used to store items which cause, or can reasonably be foreseen to cause interference with school purposes or an educational function or which are forbidden by state law or school rules. Misuse of lockers can result in a loss of locker privileges. Once you are assigned a locker, please use it and benefit from it!

Best Practice

- Lockers can be accessed at these specific times:
 - Before scholars' first scheduled period
 - Afterschool
 - Rare instances scholars may use lockers during instructional periods with a pass from their teacher

Lockers cannot be shared. This locker is assigned to you personally. Allowing someone else to share your locker (whether they have earned the privilege of using it, or not) is not allowed.

Lockers must be well maintained and kept clean. This includes but is not limited to Excessive messiness, tagging or vandalism of lockers (inside or outside).

Transportation

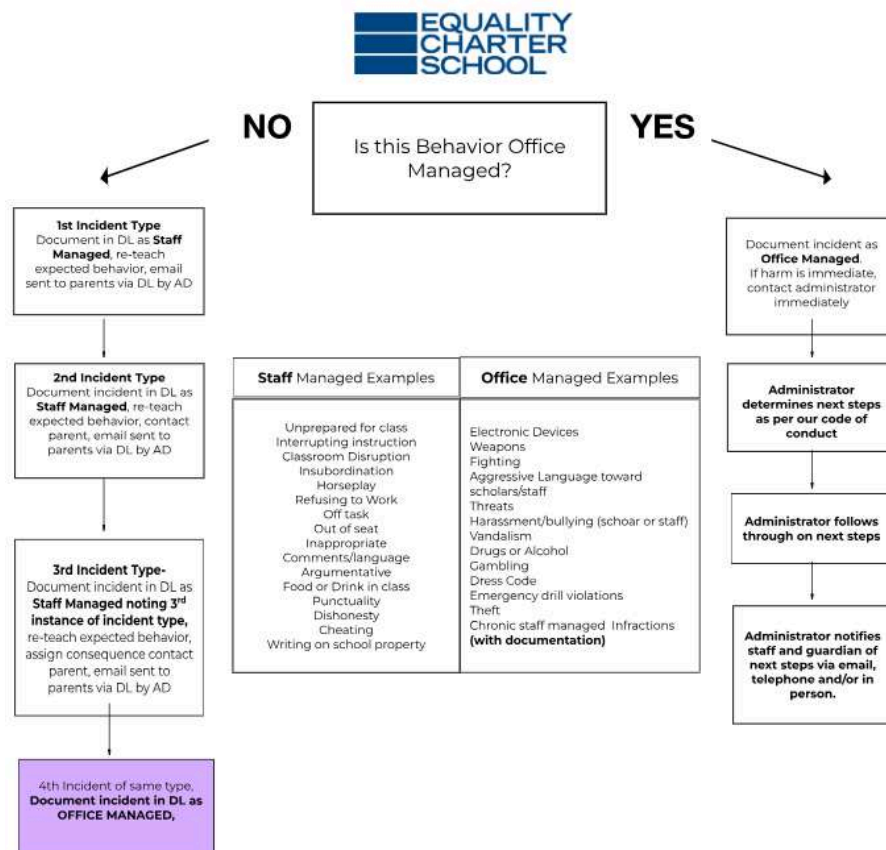
Equality Charter School is committed to providing safe and reliable transportation for all eligible scholars. The handbook below outlines transportation options, eligibility criteria, family responsibilities, and policies, in alignment with NYC DOE guidelines.

[ECS Transportation Guide](#)

[NYC DOE Transportation Guide](#)

Behavior Management

At Equality Charter High School, we believe that every scholar can succeed in a supportive and respectful environment. Our approach to scholar behavior and discipline is built on four core practices: **relational capacity**, **restorative practices**, **PBIS** (Positive Behavioral Interventions and Supports), and **progressive interventions/discipline**. **Relational capacity** means building strong, trusting connections among scholars, staff, and families so that everyone feels valued and understood. **Restorative practices** focus on repairing harm and restoring relationships when conflicts arise, rather than simply assigning punishment. Through **PBIS**, we actively teach, model, and celebrate positive behaviors to help scholars make thoughtful, responsible choices. Finally, our use of **progressive interventions/discipline** ensures that responses to behavior are fair, developmentally appropriate, and increase in intensity only when truly necessary—always keeping the goal of growth, reflection, and support at the center. Together, these strategies help create a safe, inclusive, and caring school community. The flow chart below shows how we progressively respond to behaviors at Equality Charter High School.



Behavior Data Tracking on Deanslist:

Observation

Used to document noteworthy scholar behavior patterns or incidents to increase staff-wide awareness and support. This is not a request for intervention.

Staff Managed Documentation

Used to record a scholar's behavior and the interventions being implemented and monitored by the reporting staff member. No immediate follow-up is expected from the Culture Team.

Office Managed Referral

Used when a staff member has attempted at least three interventions without success and is requesting direct support from the Culture Team. This referral should include a brief summary of attempted interventions and specific behaviors of concern.

Immediate Referral

For urgent incidents requiring immediate intervention. Contact the main office and request a Culture Team member be paged immediately. A DeansList referral should still be submitted after the situation is addressed.

Intervention Strategies

ECHS Interventions and Strategies consist of programs with intentional steps extended to scholars struggling with behaviors that are disruptive to themselves or the learning environment.

Self-Reflection

After multiple interventions have been exhausted, Scholars who require removal from class will be assigned an alternative learning space (ALS) where they will complete a self-reflection. This document will contain the supportive interventions taking place along with a corrective behavioral plan.

Behavioral Agreement

The behavior agreement is a simple positive-reinforcement intervention that is widely used by teachers to change Scholar behavior. The behavior agreement spells out in detail the expectations of Scholar and teacher (and sometimes Parents/Guardian) in carrying out the intervention plan, making it a useful planning document.

Commitment to Classroom Instructional Time

As part of the Social Contracts built within each classroom, every scholar is expected to be present and wholeheartedly participate during instructional time. Scholars who miss any amount of instructional time may be asked to make up the time missed during lunch. They will be issued a written commitment they must adhere to.

Alternative Learning Space (ALS): Is an alternative intervention to after school detention and suspension. The intention of ALS is to remove the scholar from the environment of struggle to assess and identify the barriers to effective learning and functioning. ALS will function in the same capacity as an in-school-suspension with scholars being assigned in a range from one class period to multiple days.

Individualized support from Culture Team members will instill scholars with the ability to independently process situations promoting increased self-awareness, developed emotional regulation, and effective conflict resolution skills.

Community Service: is an intervention program that encourages accountability. Community service assignments allow scholars to reflect on their lack of insight by focusing on their strengths rather than their needs. Scholars are provided with a constructive, collaboratively proactive means of repairing the grievances caused by his/her conduct. Accepting responsibility for their actions and using their improved understanding in a manner that promotes community knowledge and/or awareness has the potential to improve the scholar's overall sense of self-worth amongst their peers.

Peer Mediation: is an intervention program that empowers scholars to develop the skill of self-regulation individually and with their peers. Peer mediation creates a space that teaches scholars to manage conflicts constructively. The process of peer mediation teaches scholars to monitor their own behavior, assess situations, make judgments as to which behaviors are appropriate, and master the procedures and skills required to engage in expected behavior.

Detention: is a disciplinary response devised as a means to address egregious or chronic issues where scholars have been unresponsive to interventions/strategies and are still disruptive to the teaching and learning environment. Detentions provide reflective learning experiences for scholars who have violated our school behavioral standards. These issues include, but are not limited to tardiness, non-compliance to uniform policy, defiance, disrespect, failure to complete work, and cutting class. Detention is scheduled after school.

Individualized Strategies: Approaches that allow administration and staff to individualize interventions and consequences based on a scholar's pattern of behaviors. These individualized techniques include, but are not limited to self-regulation strategies, social-emotional groups, conflict resolution training, relationship building exercises, and leadership development.

Tiered Interventions

This guide displays examples of our intervention processes used to deter behavioral misconduct and promote a conducive learning environment for all. Misconducts not found in this guide are covered in our Code of Conduct. Equality Charter High School reserves the right to use any intervention we deem appropriate in response to any

disruptions to the learning environment or the creation of an unsafe learning environment for any scholars or Equality staff.

Scholars who exhibit physical aggression of any kind understand Equality will use Crisis Prevention & Intervention techniques to diffuse the incident and ensure all parties are safe. This may result in your child being restrained or expeditiously removed from an unsafe environment.

ECHS Tiered Interventions

Levels of Support	Examples of Disruptive Behavior	Interventions	Consequences
Level 1 MINOR INCIDENT <i>Staff Managed</i>	<ul style="list-style-type: none"> • Walking around class without permission • Inappropriate laughter • Loud or Excessive talking • Drumming on desks • Playing with objects not related to instruction time • Refusal to do work • Sleeping/Head down in class • Eating food or drink in classroom • Inappropriate language/Cursing (<i>Not directed at staff</i>) • Throwing any objects in class • Talking back to the teacher in a disrespectful manner • Being on an unrelated website during web-based learning • Drawing in class/Not paying attention • Lateness • Electronic device misuse • Other minor disruption 	<ul style="list-style-type: none"> • Redirection • Private conference • Phone call home • Seat Change • Parent meeting with Scholar • Alternative assignment • Tier 1 Support • Classroom Commitment 	<ul style="list-style-type: none"> • Loss of Privilege • Detention
Level 2 CONTINUOUS MINOR INCIDENTS <i>Staff Managed</i>	<ul style="list-style-type: none"> • Chronic /Repetitive minor incidents • Repeated disruption of the learning environment • Repeat electronic devices misuse • Insubordination (<i>Due to emotional outburst</i>) • Skipping Class • Walking out of class without permission • Repeated Lateness/Absenteeism • Dress code violation • Play Fighting • Academic Dishonesty 	<ul style="list-style-type: none"> • Phone call home • Parent meeting with Scholar • Progress sheet • Refer to Culture Team (Office Managed Referral) • Tier 1/ Tier 2 Interventions 	<ul style="list-style-type: none"> • Loss of Privilege • Restorative assignment • Detention • Electronic Confiscation

Level 3 MAJOR INCIDENT or CONTINUOUS MAJOR INCIDENTS <i>Office Managed</i>	<ul style="list-style-type: none"> • Aggressive behavior • Bullying • Intimidation • Insubordination (<i>Intentional</i>) • Minor Vandalism • Repeat of a Minor 	<ul style="list-style-type: none"> • Private conference with Dean/Asst. Dean • Behavior Plan • Conflict Resolution • Peer mediation • Tier 2/ Tier 3 Interventions • Referral to internal support for Scholar 	<ul style="list-style-type: none"> • School Community service • Detention • Restorative Meeting (informal/formal conferences)
Level 4 SHORT TERM SUSPENSION (10 days or less) or IN-SCHOOL SUSPENSION	<ul style="list-style-type: none"> • Physical Altercation • Verbal Aggression • Creating or contributing to an unsafe environment • Bullying/Cyber-bullying • Gambling • Vandalism • Theft • Possession or Use of flammable material • Under the influence of Drugs or Alcohol • Derogatory Language or Cursing at a Staff member • Tobacco products 	<ul style="list-style-type: none"> • Restorative Meeting • Parent/ Dean/ Scholar Conference • Referral to internal and/or external support for Scholar and parent • Behavior Plan • Additional MTSS Tier 3 Support(s) 	<ul style="list-style-type: none"> • In-School Suspension • Short Term Suspension (10 days or less)
Level 5 SUSPENSION or EXPULSION	<ul style="list-style-type: none"> • Physical Assault • Weapons • Possession of, or Under the influence of drugs and alcohol • Sexual harassment • Drug Paraphernalia 	<ul style="list-style-type: none"> • Referral to internal and or external support for Scholar and parent 	<ul style="list-style-type: none"> • Short Term Suspension (10 days or less) • Long Term Suspension (<i>more than 10 days</i>) • Expulsion

*This is only a **guide**. There may be circumstances that dictate escalated consequences for **ANY** behavior at every intervention level. This will be determined by Dean or Administration staff.*

Dignity for All Scholars Act

New York State's Dignity for All Scholars Act (The Dignity Act) seeks to provide the State's public elementary and secondary school scholars with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function. Equality embraces and follows the Dignity Act.

Dignity Act Coordinator ("DAC") The Assistant Principal of Culture serves as our official Dignity Act Coordinator, LaShawna.Jones@equalitycs.org. The DAC will : be trained to handle human relations in the areas addressed by the Dignity Act (race, color, weight, national origin, ethnic group, religion, religious practice, disability, economic status, sexual orientation, gender, and sex). The DAC serves as the point person for all Dignity Act issues at Equality and works to ensure that all scholars are provided with a safe, supportive, and positive school climate free from harassment or discrimination on any of the bases described above and generally. Any incident of harassment or bullying may be reported to the DAC, the Executive Director, or to the Principal. Reports should be made at the earliest possible time. Staff members who witness or become aware of any incidents of harassment or bullying must report it to *the Principal within one day*.

Reports and Investigations of Discrimination and Harassment Scholars should report violations of the Code of Conduct and Dignity Act Policy immediately to the Executive Director, Principal, DAC or Social Worker. This is true whether the Scholar is a victim of bullying, cyberbullying, harassment, coercion, isolation, or intimidation. The school will investigate all complaints of harassment and discrimination and take prompt corrective measures, as necessary. Complaints will be investigated in accordance with applicable policies and regulations. If, after an appropriate investigation, the school finds that this policy has been violated, corrective action will be taken in accordance with school policies and regulations, the Discipline Code, and applicable laws and regulations. The school will not retaliate against any person who reports or participates in an investigation into inappropriate, prohibited conduct or violations of the Dignity Act Policy.

Attendance Policy

Equality Charter High School will make every effort to assist families if attendance is an issue. Scholars who do not attend school daily and at the scheduled time run the risk of not meeting Equality's academic standards, failing classes, and therefore not being promoted and/or making timely progress toward graduation. Scholars who are absent from school cannot attend or participate in school sporting events, dances, or any other school-sponsored activities occurring on the day of the absence unless the school has given advance permission.

Absences

Attendance Intervention Plans will be implemented to support scholars who have reached our chronic absenteeism thresholds:

- **1 unexcused absence** - Any day a scholar is absent the parent or guardian will receive a phone call home informing them of the absence
- **3 unexcused absences** - Scholar will meet with Dean/ Asst. Dean and Social Worker to discuss preventative measures. Dean/Asst. Dean will conduct phone conference with Parent/Guardian and review scholar driven prevention plan
- **5 unexcused absences in a term** - Parent/Guardian, and scholar will meet with an instructional team representative, School Counselor and Social Worker to review further interventions including an Attendance Intervention Plan
- **10+ unexcused absences in a school year** - Parent conference will be held at the school with Administration, scholar, instructional team representative, School Counselor, Social Worker and Director of Culture. The administration will discuss the next steps which may include ACS reporting.
- **18+ unexcused absences in a school year** – Scholar will have missed at least 10% of allotted instructional days. Parent conferences will be held at the school with the Principal, Director of Culture, Social Worker, and School Counselor. The administration will discuss the next steps which may include disenrollment from Equality.

Parental Communication

- Parents/Guardian must contact the school when a scholar is absent
- Parents/Guardians must submit medical and/or legal documentation within 24 hours of scholar return. **Handwritten notes will be approved at the discretion of the Principal or an Assistant Principal.**

When a scholar is absent without medical notice for either ten consecutive days or ten days in a semester, the School may conduct a home visit or may notify ACS of possible educational neglect. If a scholar is absent for the first five days of school or at least 10 consecutive days without contacting the school to explain his or her absence(s), that scholar will be considered to have withdrawn from Equality Charter High School and will be unenrolled from the school.

Escalation of consequences including, but not limited to child welfare calls to the NY State Central Registry.

Lateness

All scholars who arrive late to school will automatically receive a phone call home. Any scholar arriving after 8:15 am will be assigned a same-day after school detention. Scholars arriving late to class will be issued a response from the teacher. This may include but is not limited to:

- Afterschool commitment
- Phone call home
- Request for parent meeting
- Daily check in sheet

Commitments would be held during **lunch or after school**. Scholars who are tardy and do not comply with classroom commitments are subject to discipline referrals and consequences. **Scholars who arrive at school after 11:00 am without proper documentation may not be granted automatic access to regular school programming.**

Further response from administrators may be issued if lateness issues are not resolved.

Definition of Terms

Excused Absence: Scholar presents a doctor's note or other official note from a therapist, court, ACS, etc. explaining or verifying scholar's absence. Scholars who observe religious holidays recognized by the New York State Commissioner of Education or other holy days not recognized on the Department of Education calendar may be excused based on parent's request in writing prior to the date of observance. Handwritten notes from Parents/Guardians are subject to approval at the discretion of the Principal or Director of Culture. While the absence is excused it is the responsibility of the scholar to obtain all make-up work from teachers for any absence.

Unexcused Absence: Scholar is absent from school WITHOUT a note from a doctor, legal official explaining/verifying scholar's absence, or WITHOUT Parent/Guardian Handwritten note approved by the Principal or Director of Culture. The scholar will not receive credit for being in class but is still responsible for making up all homework, tests, and notes or missed work, although credit for this work will not be given.

Part III: Extracurricular/Athletic Information

High School Academic Eligibility

The 5+1 Rule - The 5+1 Rule-A Scholar must pass five credit-bearing subjects (not five credits) and physical education, if taken, in the most recent final marking period (January or June). An eligible Scholar must pass five credit bearing subjects and physical education the marking period closest to December 1st or April 15th to continue his/her eligibility. Schools on cycle marking systems shall use the final grade of the cycle closest to January 31st and June 30th for determining final grades at the end of the term. Schools on cycle marking systems shall use the grades of the cycle closest to December 1st in the fall term and April 15th in the spring term for gaining or maintaining eligibility.

Credit/Semester are as follows:

ELA	1 Credit
Math	1 Credit
Social Studies	1 Credit
Science	1 Credit
LOTE	1 Credit
Elective	1 Credit
Health/Art/Music	1 Credit
PE	Mandatory Pass

- Entering freshmen (first year in grade 9) are academically eligible until the 2nd report card is issued.
- If two Physical Education classes are taken, at least one must be passed.
- The date all report cards are issued in a school at the end of a marking period shall be the official date for determining eligibility.
- At least three of the five subjects passed must be major subjects (English, Mathematics, Social Studies, Foreign Language or Science).

- A Scholar may substitute one non-credit remedial class for which a passing grade has been given for one of the minor subjects in the 5+1 rule

If a Scholar is failing to meet the HS requirements they will be "Benched" or "Suspended" with the "Probation" option.

Scholar Requirements when on Probation: During this time period, the Scholar will be required to attend meetings with the Athletics Coordinator or Program Coordinator throughout the next marking period. They may attend up to 60% of practices/rehearsals for each week and cannot attend games or performances. Halfway through the term, if the scholar athlete's grades are eligible, they can attend all practice and games but cannot leave early from school or play in the game.

Removal from Probation: Once a Scholar has their grades back to the requirements they will become eligible. The earliest this may happen is halfway through the term.

Summer School:

Grades that are earned in summer school, and accepted by Equality, shall be counted as grades for the previous June and August.

School-Wide Athletic/Extracurricular Attendance Requirements

In order to maintain eligibility within a marking period, a scholar must maintain a minimum of **90%** school attendance in the marking period used for eligibility evaluation. *The 90% attendance requirement is not cumulative.*

Attendance must be done at each rehearsal/practice and games. Parents/Guardian must be notified immediately if a scholar is not present. **Any afterschool**

Commitment/Detention overrides any sports activity whether it is a practice or a game!

Suspended Scholars

In or Out-of-School Suspended scholar-athletes are not eligible to participate in any tryout, practice, scrimmage, or contest during a suspension.

Scholar-athletes serving an In-School-Suspension must attend the practice, scrimmage, or contest however may not participate.

Scholars with Disabilities

Eligibility for SWDs will be evaluated in alignment with their IEP. Before an SWD is removed from sports or extra curricular activities, the Director of Scholar Services should be notified to determine the appropriate next steps.

Lost/Stolen Items

ECS is not responsible for any lost or stolen items. Coaches should make a sweep of all areas to make sure no scholars left any items. Coaches are discouraged from “holding” items for athletes.

Complaints

Any informal or formal complaint by Parents/Guardians should be made in writing to the Athletics Director.

Team Travel

Teams use mass transportation to all games. A travel consent form must be signed by the Scholar-athlete and Parent/Guardian to be eligible to play. Weekend travel will be agreed upon by coaches, players, and Parents/Guardian.

Part IV Technology

Computer Use

Families signed the technology/computer agreement when you enrolled your child. You can find a copy of the [Computer Usage Agreements](#) here.

2024 - 2025: Equality Charter High School

Behavioral Agreement

At Equality Charter High School we believe in the power of choice. We provide our scholars with the opportunity to build real-world pro-social and professional skills that translate into positive higher education and career decision making. In order to maintain our academic and behavior expectations, we create a positive, safe, and nurturing environment conducive to learning. This type of learning community fosters leadership, responsibility, and respect within our scholars and staff. As such, any scholar who takes actions or engages in behavior that is disruptive to the learning environment or endangers the safety/health of scholars and/or staff will be subject to disciplinary consequences and interventions including, expulsion from Equality Charter High School.

Scholars who are considered a health and safety risk will be dismissed early for a “cooling off” period after Parent/Guardian notification takes place. Parents/Guardian who are not able to pick up their child will allow for early dismissal by default pending the results of an incident inquiry.

Rights and Responsibilities:

I know I have the right to:

- Not be judged or labeled by my behavior
- Be in a positive, safe and supportive learning environment, free from discrimination, harassment, and bigotry;
- Know what is considered appropriate behavior and what behaviors may result in disciplinary interventions or consequences;
- Be counseled by members of the professional staff in matters related to my behavior as it affects my education and welfare within the school;
- Voice my concerns in an appropriate manner if I do not agree with a request or decision;
- Due process in instances of disciplinary action for alleged violations of school regulations for which I may be suspended or expelled.

I agree to:

- Come to school on time every day
- Greet any staff member who offers a salutation
- Refrain from bringing alcohol and controlled substances on school grounds including all school sponsored events
- Appear for each of my classes at the start time, ready to begin work
- Be prepared with required materials and assignments for all classes
- Show respect and maturity when interacting with all members of the learning community

- Be accountable for my own behavior
- Respectfully and wholeheartedly participate in behavior interventions
- Attend detention when assigned
- Inform the Culture Team or any other Equality staff member of potential conflicts or altercations
- Resolve conflicts peacefully through mediation and conflict resolution
- Avoid fighting inside and outside of the school
- Avoid any behavior that endangers the welfare of school or the neighboring community
- Behave respectfully and cooperate without contention when a staff member gives direction
- Take responsibility for my personal belongings and any other property owned by Equality that I may use or encounter
- Dress appropriately in full Equality Charter High School uniform daily
- Refrain from bringing items which may have any signs of gang affiliation (e.g. scarves, bandanas, hats, etc.) and refrain from using gang signs, calls, chants, movements or handshakes
- Refrain from using electronic devices (e.g. cell phones, media players, video games, etc.) during school hours
- Share information with school officials that might affect the health, safety or welfare of the school community
- Refrain from any behavior which disrupts the learning environment
- Follow rules and expectations in the Equality Charter High School Scholar Handbook & Code of Conduct

I am fully aware of my rights and responsibilities as described in the attached page and agree to follow the rules and expectations outlined in this contract, the Equality Charter High School Scholar Handbook & Code of Conduct. In addition, I am aware that failure to comply with those rules and expectations may result in further disciplinary actions.

Scholar Name: _____

Date: _____

Scholar Signature: _____

PARENT SECTION

Parent engagement and support is crucial during our behavior intervention process. Parents/Guardian must have up to date contact information on file and an emergency contact for instances where they are not available via phone or email during the school day.

I have received a copy of the Equality Charter High School Scholar Handbook & and was given access to the Code of Conduct and carefully read this contract. I understand the expectations of Equality Charter High School and the behavior that is required from my child.

Parent/Guardian Name: _____ Date: _____

Parent/Guardian Signature: _____