



THE EQUITY PROJECT (TEP) CHARTER SCHOOL

STUDENT & FAMILY HANDBOOK 2026-27

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LETTER FROM THE HEAD OF SCHOOL

Dear Students and Families,

I am pleased to provide you with our Student & Family Handbook for the 2026-27 school year. This handbook is your guide to TEP's most important policies and procedures. The policies and procedures are designed to ensure that your child's school is a safe, caring, supportive, and respectful environment, focused on the social, emotional, and academic growth and development of all TEP students.

Please read this entire handbook together with your child. To ensure your child's success at TEP, please help us to make sure that your child understands and abides by all of TEP's policies. As we enter this school year together, I would like to highlight 3 important ways in which you can help your child:

***Show Up Every Day:** We need your help in getting your student to school every day —this is the most important step in supporting your student's success in school. As Marshall Rosenberg said, "Your presence is the most precious gift you can give to another human being." So, families— please help your child succeed by ensuring that they are here every day (except when sick with a fever, vomiting, or as diagnosed by a doctor). Please do NOT schedule any family trips for when school is in session; taking your child out of school a few days before winter or spring break to go on vacation will result in an unexcused absence and can be quite disruptive for your child's education. Showing up *each and every* day is essential! Thank you for your support!

***Be on Time:** If your child rides the Yellow Bus, these will arrive at TEP on time. If your child gets to school another way, please make sure they are on time! The opening of the school day is very important: students can eat breakfast at school and need to be punctual to prepare for the exciting day ahead! For any anticipated tardy, we ask that you call your campus's main office and inform the school.

***Families - Participate and Volunteer at Our Family Events:** Your child's teachers and TEP staff members will be inviting you to various family events throughout the year. Almost all of these events will be in-person. These include opportunities to learn with your child in class for fun lessons, Coffee & Tea with the Campus Directors, after-school activities such as a math-game night or family read-a-thon, and special events including music concerts, sports games, and field trips. Please set a goal for yourself of participating in at least one TEP family activity this year and volunteering at another TEP event. Research shows that if you set a specific intention or goal, you are more likely to follow through!

My door is always open so please contact me at casey.ash@tepcharter.org with any questions, concerns, or ideas. Thank you as always for your continued support. I am excited to continue to work together with you to make TEP the best school possible for our students and families.

In partnership,



Casey Ash
Head of School

2026 – 2027 TEP SCHOOL CALENDAR for STUDENTS

IMPORTANT DATES		EC = Early Childhood (K – 1 st)	○ First Day of Trimester	■ No School
		ELEM = Elementary (2 nd – 4 th)	○ Last Day of Trimester	▲ Half Day
		MS = Middle School (5 th – 8 th)	◇ 100 th Day of School	
AUGUST 2026				
10	1 st Day of School			
SEPTEMBER 2026				
7	Labor Day (No School)			
OCTOBER 2026				
12	Indigenous Peoples' Day (No School)			
23	Last Day of Trimester 1			
26 – 30	Fall Break (No School)			
NOVEMBER 2026				
2 – 13	Fall Break, Continued (No School)			
16	First Day of Trimester 2			
17	Family-Teacher Conferences			
18	Middle School (Half Day for MS only)			
18	Elementary (Half Day for ELEM only)			
19	Early Childhood (Half Day for EC only)			
26 – 27	Thanksgiving (No School)			
DECEMBER 2026				
24 – 31	Winter Recess (No School)			
JANUARY 2027				
1	Winter Recess, Continued (No School)			
18	MLK Jr. Day (No School)			
FEBRUARY 2027				
2	100 th Day of School			
12	Last Day of Trimester 2			
15 – 26	February Break (No School)			
MARCH 2027				
1 – 5	February Break, Continued (No School)			
8	First Day of Trimester 3			
9	Family-Teacher Conferences			
10	Middle School (Half Day for MS only)			
10	Elementary (Half Day for ELEM only)			
11	Early Childhood (Half Day for EC only)			
26	Good Friday (No School)			
APRIL 2027				
22 – 30	Spring Break (No School)			
MAY 2027				
31	Memorial Day (No School)			
JUNE 2027				
18	Juneteenth (No School)			
22	Kinder & 1 st Grade Cub Paw Ceremonies (Full Day)			
23	2 nd , 3 rd and 4 th Grade Stepping Up Ceremonies (Full Day)			
24	8 th Grade Graduation (Half Day for 8 th Grade Only and Last Day for 8 th Grade)			
25	Last Day of School for Students (Half Day)			
	5 th , 6 th , 7 th Stepping Up Ceremonies (No School for 8 th grade)			

SCHOOL & STAFF CONTACT INFORMATION

EARLY CHILDHOOD (Grades K & 1): 212-328-1775

ELEMENTARY (Grades 2, 3, 4): 646-254-6451

MIDDLE SCHOOL (Grades 5, 6, 7, 8): 347-778-0601

ONE TEP LEADERSHIP TEAM		
Casey Ash	Head of School	casey.ash@tepcharter.org
Aaron Villela	Chief Executive Officer	aaron.villela@tepcharter.org
Kisis Cruz-Penalba	Chief Financial Officer	kisis.cruzpenalba@tepcharter.org
EARLY CHILDHOOD LEADERSHIP TEAM		
Stella Ma	EC Director	stella.ma@tepcharter.org
Xzavier Jackson	EC Assistant Director	xzavier.jackson@tepcharter.org
EARLY CHILDHOOD OPERATIONS TEAM		
Carolyn Gonzalez	EC Director of Operations	carolyn.gonzalez@tepcharter.org
Janeth Quintana	EC Operations Associate	janeth.quintana@tepcharter.org
ELEMENTARY LEADERSHIP TEAM		
Aisatou Toure	ELEM Director	aisatou.toure@tepcharter.org
Sadae Green-Diaz	ELEM Assistant Director	sadae.green-diaz@tepcharter.org
ELEMENTARY OPERATIONS TEAM		
Karthi Veeramani	Senior Director of EC-ELEM Operations	karthiga.veeramani@tepcharter.org
Chantal Hernandez	ELEM Operations Associate	chantal.hernandez@tepcharter.org
MIDDLE SCHOOL LEADERSHIP TEAM		
Anatea Carpenter	MS Director	anatea.carpenter@tepcharter.org
Andres Esguerra	MS Assistant Director / 7th Grade Social Worker	andres.esguerra@tepcharter.org
Harris Brown	MS Assistant Director / Math Teacher	harris.brown@tepcharter.org
MIDDLE SCHOOL OPERATIONS TEAM		
Julian Rivera	MS Director of Operations	julian.rivera@tepcharter.org
Stephanie Rojas	MS Operations Specialist	stephanie.rojas@tepcharter.org
MIDDLE SCHOOL ALUMNI ENGAGEMENT TEAM		
Kathryn McKenna	Director of Alumni & High School Success	kathryn.mckenna@tepcharter.org

Julianna Merino	High School Success Manager	julianna.merino@tepcharter.org
SCHOOL WIDE TEAM		
Uriel Reynoso	Director of Facilities & School Safety	uriel.reynoso@tepcharter.org
Bennett Fins	Executive Chef & Director of Food Services	bennett.fins@tepcharter.org
Lucitania Gonzalez	Director of Human Resources & Payroll	lucitania.gonzalez@tepcharter.org
Jenelsy Lopez	Finance Specialist	jenelsy.lopez@tepcharter.org
Nadezca Lopez	Finance & HR Associate	nadezca.lopez@tepcharter.org
Louis Rosario	Talent Acquisition Manager	louis.rosario@tepcharter.org
Vickiana Tejada	Student Enrollment & Talent Acquisition Specialist	vickiana.tejada@tepcharter.org
Sophia Senhaji	Special Assistant to the HOS & CEO	sophia.senhaji@tepcharter.org
Enelcida Morillo	Operations Fellow	enelcida.morillo@tepcharter.org
Amanda Rodriguez	Lead Student Support Specialist	amanda.rodriguez@tepcharter.org
SOCIAL WORK STAFF		
Monica Sarmiento	Director of Social Work & Family Engagement	monica.sarmiento@tepcharter.org
Yoana Duarte	Kindergarten Social Worker	yoana.duarte@tepcharter.org
Idalia Catalan-Fryer	Director of Attendance, Student Supports, and Engagement / 1 Grade Social Worker	idalia.catalanfrayer@tepcharter.org
Hazel Beatto	2 nd Grade Social Worker	hazel.beatto@tepcharter.org
Cindy Rosario	3 rd Grade Social Worker	cindy.rosario@tepcharter.org
Joanna Gonzales	4 th Grade Social Worker	joanna.gonzales@tepcharter.org
Marlene Saldana	5 th Grade Social Worker	marlene.saldana@tepcharter.org
Judith Javier	6 th grade Social Worker	judith.javier@tepcharter.org
Andres Esguerra	7 th Grade Social Worker / MS Assistant Director	andres.esguerra@tepcharter.org
Yarhissa Balbuena	8 th Grade Social Worker	yarhissa.balbuena@tepcharter.org
KINDERGARTEN STAFF		
Lauren Loisy	Kindergarten Teacher	lauren.loisy@tepcharter.org
Cherelle Davis	Kindergarten Teacher	cherelle.davis@tepcharter.org
Nasia Duke	Kindergarten Teacher	nasia.duke@tepcharter.org
Micaiah Fox	Kindergarten Teacher	micaiah.fox@tepcharter.org

Kennedy Garner	Kindergarten Teacher	kennedy.garner@tepcharter.org
Elisa Genao	Kindergarten Teacher	elisa.genao@tepcharter.org
Jasmyn Hanks	Kindergarten Teacher	jasmyn.ovalle@tepcharter.org
Onaika Mootoo	Kindergarten Teacher	onaika.mootoo@tepcharter.org
Ruth Robledo	Kindergarten Teacher	ruth.robledo@tepcharter.org
Grace Pressley	Kindergarten Music Teacher	grace.pressley@tepcharter.org
Shavon Richards	Kindergarten PE Teacher	shavon.richards@tepcharter.org
1ST GRADE STAFF		
Lillian Alvarez	1 st Grade Teacher	lillian.alvarez@tepcharter.org
Diamond Doe-Gaddy	1 st Grade Teacher	diamond.doe@tepcharter.org
Renee Chacon	1 st Grade Teacher	renee.chacon@tepcharter.org
ZaVon Glass	1 st Grade Teacher	zavon.glass@tepcharter.org
Jazzmine Jay	1 st Grade Teacher	jazzmine.jay@tepcharter.org
Autumn Joseph	1 st Grade Teacher	autumn.joseph@tepcharter.org
David Sak	1 st Grade Teacher	david.sak@tepcharter.org
Lyanne Silfa	1 st Grade Teacher	lyanne.silfa@tepcharter.org
Matthew Migliori	1 st Grade Music Teacher	matthew.migliori@tepcharter.org
Joseph Priestley	1 st Grade PE Teacher	joseph.priestley@tepcharter.org
2ND GRADE STAFF		
Jhadia Edwards	2 nd Grade Teacher	jhadia.edwards@tepcharter.org
Natalie Ferguson	2 nd Grade Teacher	natalie.ferguson@tepcharter.org
Bria Berrios	2 nd Grade Teacher	bria.berrios@tepcharter.org
Jennifer Kim	2 nd Grade Teacher	jennifer.kim@tepcharter.org
Shandre Brimmage	2 nd Grade Teacher	shandre.brimmage@tepcharter.org
Alexandria Lowery	2 nd Grade Teacher	alexandria.lowery@tepcharter.org
Sarah Dela Cruz	2 nd Grade Teacher	sarah.delacruz@tepcharter.org
Negetarian Thomas	2 nd Grade Teacher	negetarian.thomas@tepcharter.org
Gillian Lacey	2 nd Grade Music Teacher	gillian.lacey@tepcharter.org

Nelson Ferrer	2 nd Grade PE Teacher	nelson.ferrer@tepcharter.org
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3RD GRADE STAFF		
Anthoanet Aquino	3 rd Grade Teacher	anthoanet.aquino@tepcharter.org
Kaelan Lynch	3 rd Grade Teacher	kaelan.lynch@tepcharter.org
Leah Ajasin	3 rd Grade Teacher	leah.ajasin@tepcharter.org
Genesis Vargas	3 rd Grade Teacher	genesis.vargas@tepcharter.org
Adel Elkafas	3 rd Grade Teacher	adel.elkafas@tepcharter.org
Marinel Vasquez	3 rd Grade Teacher	marinel.vasquez@tepcharter.org
Marsha Dupiton	3 rd Grade Teacher	marsha.dupiton@tepcharter.org
Anjaniece Wilson	3 rd Grade Teacher	anjaniece.wilson@tepcharter.org
Tom Tafejian	3 rd Grade Music Teacher	tom.tafejian@tepcharter.org
Joseph Moran	3 rd Grade PE Teacher	joseph.moran@tepcharter.org
4th GRADE STAFF		
Nico Kaplan	4 th Grade Teacher	nicolas.kaplan@tepcharter.org
Emerald Ware	4 th Grade Teacher	emerald.ware@tepcharter.org
Andre Woodley	4 th Grade Teacher	andre.woodley@tepcharter.org
Celai Busch	4 th Grade Teacher	celai.busch@tepcharter.org
Jayla Ross	4 th Grade Teacher	jayla.ross@tepcharter.org
Michael Debnam	4 th Grade Teacher	michael.debnam@tepcharter.org
Araceli Leon	4 th Grade Teacher	araceli.leon@tepcharter.org
Maria Del Valle	4 th Grade Music Teacher	maria.delvallebrin@tepcharter.org
Jacob Adames	4 th Grade PE Teacher	jacob.adames@tepcharter.org
5th GRADE STAFF		
Madeline Driscoll	5 th Grade ELA Teacher	madeline.driscoll@tepcharter.org
Yanessy Pena	5 th Grade ELA Teacher	yanessy.pena@tepcharter.org
Dyan Wright	5 th Grade ELA Teacher	dyan.wright@tepcharter.org
Ildemaro Gonzalez	5 th Grade Math Teacher	ildemaro.gonzalez@tepcharter.org

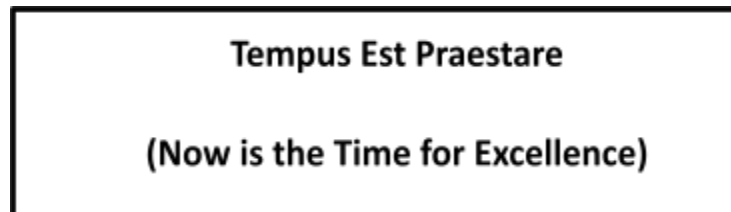
Giselle Jimenez	5 th Grade Math Teacher	giselle.jimenez@tepcharter.org
Brennan Lowery	5 th Grade Social Studies	brennan.lowery@tepcharter.org
Kaitlin O'Connor	5 th Grade Social Studies	kaitlin.oconnor@tepcharter.org
Kylah Blake	5 th Grade Science Teacher	kylah.blake@tepcharter.org
Kevin Urvalek	5 th Grade Music Teacher	kevin.urvalek@tepcharter.org
Kofi Wilson	5 th Grade PE Teacher	kofi.wilson@tepcharter.org
6th GRADE STAFF		
Travis Davis	6 th Grade ELA Teacher	travis.davis@tepcharter.org
Naima McFarland	6 th Grade ELA Teacher	naima.mcfarland@tepcharter.org
Victoria Shearer	6 th Grade ELA Teacher/Multilingual Learning Coordinator	victoria.shearer@tepcharter.org
Bartholomew Lockwood	6 th Grade Math Teacher	bartholomew.lockwood@tepcharter.org
Rachelle McDonald	6 th Grade Math Teacher	rachelle.mcdonald@tepcharter.org
Joshua Denton	6 th Grade Social Studies Teacher	joshua.denton@tepcharter.org
Natasha Martinez	6 th Grade Science Teacher	natasha.martinez@tepcharter.org
Alan Davis	6 th Grade Music Teacher	alan.davis@tepcharter.org
Joseph Carbone	6 th Grade PE Teacher	joseph.carbone@tepcharter.org
7th GRADE STAFF		
Rene Lantigua	7 th Grade ELA Teacher	rene.lantigua@tepcharter.org
Robert Napoli	7 th Grade ELA Teacher	robert.napoli@tepcharter.org
Omar Gomez	7 th Grade Math Teacher	omar.gomez@tepcharter.org
Michael Buckley	7 th Grade Social Studies	michael.buckley@tepcharter.org
Raphaella Gilbert-Francois	7 th Grade Social Studies	raphaella.francois@tepcharter.org
Sarah Boatwright	7 th Grade Science Teacher	sarah.boatwright@tepcharter.org
Tom Finn	7 th Grade Music Teacher	tom.finn@tepcharter.org
8th GRADE STAFF		
Azina Alexander	8 th Grade ELA Teacher	azina.alexander@tepcharter.org
Gabriel Olivo	8 th Grade ELA Teacher	gabriel.olivo@tepcharter.org
Michael Accardi	8 th Grade Math Teacher	michael.accardi@tepcharter.org

Dannielle Forsys	8 th Grade Math Teacher	dannielle.forsys@tepcharter.org
Paul Cumberland	8 th Grade Social Studies Teacher	paul.cumberland@tepcharter.org
Jannia Haibaoui	8 th Grade Social Studies Teacher	jannia.haibaoui@tepcharter.org
Andres Anderson	8 th Grade Science Teacher	andres.anderson@tepcharter.org
Hubert Mitchell	8 th Grade Science Teacher	hubert.mitchell@tepcharter.org
Rontae Angry	8 th Grade Music Teacher	rontae.angry@tepcharter.org
Jason Fitch	8 th Grade Music Teacher	jason.fitch@tepcharter.org
Alexus Stanley	8 th Grade PE Teacher	alexus.stanley@tepcharter.org
FACILITIES		
Uriel Reynoso	Director of Facilities & School Safety	uriel.reynoso@tepcharter.org
Aneuris Medina	Facilities Supervisor	aneuris.medina@tepcharter.org
Pedro Liriano	MS Facilities Lead / Custodian	pedro.liriano@tepcharter.org
Diogenes Perez	MS Handyperson / Facilities	diogenes.perez@tepcharter.org
Viviana Aquino	MS Facilities / Custodian	viviana.aquino@tepcharter.org
Geronimo Pimentel	ELEM Facilities / Custodian	geronimo.pimentel@tepcharter.org
Yoselyn Garcia	ELEM Facilities / Custodian	yoselyn.garcia@tepcharter.org
Antonio Marte	MS Facilities / Custodian	antonio.marte@tepcharter.org
SCHOOL SAFETY		
Alberto Camilo	ELEM School Safety Coordinator	albert.camilo@tepcharter.org
Johel Mendoza	MS School Safety Ambassador	johel.mendoza@tepcharter.org
KITCHEN		
Bennett Fins	Executive Chef & Director of Food Services	bennett.fins@tepcharter.org
Mohamed Turay	Sous Chef	mohamed.turay@tepcharter.org
Katherine Rosario	Assistant Chef	katherine.rosario@tepcharter.org
Luis Reyes	Assistant Chef	luis.reyes@tepcharter.org
Hander Hoyos	Kitchen Assistant	hander.hoyos@tepcharter.org
Vedwir Berrio	Lead Porter	vedwir.berrio@tepcharter.org
Tania De la Cruz	Kitchen Assistant	tania.delacruz@tepcharter.org

STUDENT SUPPORT		
Amanda Rodriguez	Lead Student Support Specialist	amanda.rodriguez@tepcharter.org
Lucy Henriquez	Senior Bus Specialist	lucy.henriquez@tepcharter.org
Michelle Nicasio	Senior Bus Specialist	michelle.nicasio@tepcharter.org
Rosalina Martinez	Senior Bus Specialist	rosalina.martinez@tepcharter.org
Luz Martinez	Senior Bus Specialist	luz.martinez@tepcharter.org
Paula Burgos	Senior Bus Specialist	paula.burgos@tepcharter.org
Tati Polonia	Senior Bus Specialist	tati.polonia@tepcharter.org
Helen Ferreyra	Senior Bus Specialist / Lunch Coach	heinllenft.ferreyra@tepcharter.org
Christelly Encarnacion	Lunch Coach	christelly.encarnacion@tepcharter.org

I. GUIDING POLICIES

A. CODE OF CONDUCT / OPERATING VALUES



TEP abides by the Latin phrase *Tempus Est Praestare* which means “Now is the Time for Excellence.”

At TEP, “good” is not the goal; we aim for excellence in all we do. Students, teachers, staff, and families have a unique opportunity to contribute to the school’s excellence at every level. Students are empowered to put forth their best effort every day to achieve success in academics, develop strong social connections, and act with honesty, integrity, and respect for all. TEP is focused on each child’s ability to do his or her personal best – the definition of excellence.

At **TEP Early Childhood / Elementary**, we exhibit our “CUB” values in all that we do. Each letter in CUB stands for a Latin word that describes one of our core values. To be a **TEP CUB**, students, families, and staff are expected to consistently embody these values:

C – Cura: Care & Curiosity

U– Unitas: Unity

B – Benevolentia: Kindness

At **TEP Middle School**, we grow from cubs into TIGERS. We exhibit our “TIGER” values in all that we do. Each letter in TIGER stands for a Latin word that describes one of our core values. To be a **TEP TIGER**, students, families, and staff are expected to consistently embody these values:

T – Tempero: Exercise self-control

I – Industria: Work hard

G – Gaudium: Rejoice in learning and life

E – Ex veritate: Tell the truth

R – Respicio: Be respectful

B. FAMILY INVOLVEMENT / FAMILY-TEACHER CONFERENCES

Families can support their children's education by:

- sending your child to school every day
- being familiar with the rules and policies of the school
- being responsible for their child's punctuality, uniform, physical and mental health, including adequate sleep, proper nutrition, and cleanliness
- partnering with school staff in educational and disciplinary matters
- communicating to appropriate school staff changes in home life that may affect student conduct, attendance, or performance
- taking an active part, when possible, in the activities and events of the school, including (but not limited to) field trips, class celebrations and volunteer opportunities within the school
- maintaining an active interest in the student's daily work by reviewing Google Classroom and making it possible for the student to successfully complete assigned homework
- signing up for ParentSquare, reading all communications from the school, and signing and returning items promptly when required
- remaining in communication with teachers, social workers, and school leadership as active partners in their child's growth and development
- leveraging school breaks to plan vacations and avoiding extended absences when school is in session
- (*Middle School only*) logging into Schoolrunner periodically to remain informed of their child's academic performance

Families/guardians are specifically required to inform TEP of any change in legal custody of the child, change of address, or change in phone numbers and provide documentation as needed.

Family Teacher Conferences:

There are two official Family-Teacher Conferences during the year. These take place at the beginning of the 2nd and 3rd trimesters on the specific dates listed on the school calendar contained in this handbook. 1st and 2nd trimester report cards will be distributed and reviewed at Family Teacher Conferences. (3rd trimester report card will be mailed or distributed at a school event).

Additional family conferences may be scheduled by families, teachers, or administrators whenever a need or concern arises. Teachers and staff are also available to communicate with families via ParentSquare or by phone or email.

C. ATTENDANCE & HOME-VISITS

- Students in Middle School (MS) are required to be present at school at 7:45 A.M. Breakfast will be available.
- Students in Early Childhood & Elementary (EC / ELEM) are required to be present at school at 8:00 A.M. Breakfast will be available.
- **If the student will be late or absent, the parent should notify the school by 7:45 AM by calling the main office at 347-778-0601 (MS)/646-254-6451 (ELEM) /212-328-1775 (EC) and leaving a message with (a) the student's name, and (b) the reason for the student's lateness or absence.**
- A written note by the family, guardian, or doctor (for illness) is required when the student returns to school.

- Absence notes are necessary for any missed days or classes.
- Any of the following qualify as an Excused Absence:
 1. Student illness (doctor's note required)
 2. Medical or dental appointments (doctor's note required)
 3. Death in the family
 4. Religious holidays of the student's faith
 5. Required court appearance or subpoena by a government agency
 6. School-sponsored or special events (conferences, state/national competitions)
 7. Participation in school-approved academic programming (e.g. pipeline programs)
 8. Special circumstances approved by school personnel
- Arrival after each campus's designated start time will be considered a Tardy or Lateness. The following qualify as an Excused Tardy:
 1. Late arrival of the Yellow School Bus (not the public bus or subway)
 2. Medical or dental appointments (doctor's note required)
 3. Special circumstances approved by school personnel
- If a student arrives after the campus's designated start time they must get a late pass from the appropriate office before entering the classroom.
- 3 Unexcused Tardies or 3 Unexcused Absences in a trimester may result in a family meeting
- Excessive absences (Excused or Unexcused) may put a student's promotion to the next grade in jeopardy. (Special circumstances, such as an Excused Extended Absence due to surgery or other medical reasons, will receive just and fair consideration.) **Students with attendance rates below 90% are considered chronically absent.**
- Vacation is NOT an acceptable excuse for an absence. Please do NOT schedule any family trips for when school is in session; taking a child out of school a few days before winter or spring break (or any other break) to go on vacation will result in an unexcused absence and a meeting with school leadership.
- If a student has a medical or other appointment, the student should still come to school for the duration of the day. We recommend scheduling these appointments for the early morning or late afternoon so students do not miss extended amounts of class time.
- Early Dismissal and any other dismissal changes **MUST BE COMMUNICATED TO THE MAIN OFFICE at least one hour prior to dismissal.**
- A request may only be made by contacting the main office; teachers or social workers will not be responsible for receiving this information.
- If it is less than one hour prior to dismissal, the dismissal change or early pick-up will not be accepted, and the family will proceed with the child's regular dismissal method.
- While we understand that early dismissal is sometimes necessary (e.g. an urgent medical appointment), we recommend as few changes as possible.
- This policy is designed to ensure the safety of all students as they depart campus and to minimize any miscommunication in a timely manner for all supervising adults (including but not limited to: TEP teachers, social workers, security, DOE bus drivers, main office staff, etc.)

D. INCENTIVES

The TEP community is committed to a proactive approach to behavior management that includes the following:

- Incentives and other positive supports to always encourage appropriate behaviors
- Clear rules and procedures for all times of the school day (breakfast, in class, hallway, after school, field trips)

- Relevant and immediate interventions for classroom disruptions that interfere with learning, including but not limited to, reflection, restitution and/or loss of privilege
- Student and family conferencing as needed to develop appropriate behavioral interventions that reinforce the connection between student choices and the impact on the greater community

Among the incentives offered at TEP are the following:

- Middle School Honor Roll recognizes individual students for outstanding achievement. There are four honor rolls each trimester:

Academic Content = "A" average for all subjects for the trimester (90% or higher)

Work Habits/Effort = "+" grade for work habits/effort in all subjects for trimester

Conduct = "+" grade for conduct in all subjects for trimester

Attendance = 0 absences and no more than 1 lateness for the trimester

There are also four Whole-Year Honor Rolls recognizing student achievement for the entire year:

Academic = "A" average for all subjects for the year (90% or higher)

Work Habits/Effort = "+" for work habits/effort in all subjects in all trimesters (one "check" allowed)

Conduct = "+" for conduct in all subjects in all trimesters (one "check" allowed)

Attendance = 0 absences for the year and no more than 1 lateness each trimester

Trimester Honor Rolls are announced at a Special Trimester Assembly. Students who are on one of the Trimester Honor Rolls receive special items that recognize their achievement. Whole-Year Honor Rolls are announced at the special Year-End Stepping Up Ceremony and students who are on one of the Whole-Year Honor Rolls receive a special award.

- **Middle School Principal's Lunch** is a monthly event in which students who have demonstrated exemplary conduct, outstanding effort, or excellent academic performance eat a special meal with the Head of School and Middle School Leadership. These honors also relate back to the core values of a TEP TIGER (*Tempero, Industria, Gaudium, Ex veritate, and Respicio*). Students are nominated by teachers and their grade level social worker for exemplifying one or more TIGER values.
- **ELEM *Cena con Las Señoras*** is a monthly event in which students who have demonstrated exemplary Cura, Unitas, and Benevolentia enjoy a special meal with the Campus Leaders. Students are nominated by teachers and staff each month for exemplifying one or more CUB values.
- **Attendance Awards** will be recognized by grade level celebrations (e.g. dance parties at dismissal) as well as prizes and certificates for individual students.
- **Other Privileges and Rewards** may also be earned by individual students and by whole classes, based on consistent positive behaviors as tracked by individual teachers and grade level teams. These incentives include special field trips, in-school celebrations, and book prizes.

E. DISCIPLINE

If a student is NOT embodying core CUB or TIGER values and is behaving in a manner that compromises their safety and learning, or that of others, the interventions listed in the tables that follow will be implemented. Interventions

are aligned in addressing and supporting the behavior noted and distinguished by different levels (e.g. Level 1, Level 2, or Level 3).

TEP is committed to immediate family notification of any short or long-term changes to their child's education program related to disciplinary action, including in-school suspension. Family involvement is valued in determining the best possible interventions to meet individual student needs.

TEP's Discipline Policy adheres to 3 guiding principles:

- 1 - TEP aims to create a positive culture that emphasizes success and motivates students to succeed.
- 2 - Strong classroom management is based on strong relationships between and among teachers and students. As such, disciplinary consequences at TEP should be relational; this means that consequences should promote relationship-building and repair (e.g. between a pair of students or between a teacher and a student). Consequences that do not have a relational component are not aligned with TEP's vision.
- 3 - TEP serves **all students**, no matter how challenging.

TEP MIDDLE SCHOOL DISCIPLINE PROTOCOL (GRADES 5-8)	
LEVEL 1 BEHAVIORS	INTERVENTIONS
Student is out of uniform	- Respective SW/teacher reaches out to family to bring uniform, if able - Student is sent to grade level representative to change into spare uniform - Meeting with family and SW for recurring infractions
Inappropriate behavior (e.g. talking) at assembly, hallway, or whole school event 3+ times	- Student serves 1 session of Practice (can include a restorative Zoom meeting with teacher after dismissal) - Student practices appropriate replacement behavior
Inability or refusal to follow class procedures after multiple reminders, including: - Getting out of seat - Talking at inappropriate times - Calling out - Making noises	- Student serves 1-2 sessions of Practice (can include a restorative Zoom meeting with teacher after dismissal) - Optional "phone call" home (includes texting with family) - Student practices appropriate replacement behavior - Meeting with family for recurring infractions. Involve SW as needed - Consider processing within SEL, as applicable
Discriminatory Language	- Student serves 1 session of Practice (can include a restorative Zoom meeting with teacher after dismissal) 1:1 discussion for 1st time infraction - Required phone call home (student repeats language to parent/guardian) - Mediation and apology (within advisory as applicable)

	Meeting with family and SW after 2nd infraction
Violating the food policy (e.g. gum-chewing, candy, seeds, any non-water beverage, etc.)	1st time: student is asked to put food away/dispose of it - Optional phone call home 2nd time: Lunch, P10, or After School Practice; must include contribution to the community's cleanliness (i.e. sweep a classroom, support with snack). - Mandatory phone call home and family can pick item up 3+ incidents: will result in confiscation of food item and Lunch, P10 or After School Practice or Zoom meeting with family and SW
First incident- Plagiarism Copying homework or in-class assignment	Practice/meeting with teacher to discuss ramifications of plagiarism Required phone call home - Re-do the assignment
Inappropriate language, name-calling, or taunting; or participation in an inappropriate verbal altercation	- Student serves 1-3 sessions of Practice (can include a restorative Zoom meeting with teacher after dismissal) Required phone call home (student repeats language to parent/guardian)
Roughhousing/Inappropriate Touch	- Student serves 1-3 sessions of Practice (can include a restorative Zoom meeting with teacher after dismissal) Required phone call home - Required psycho-education for inappropriate touch - Meeting with family and teacher for recurring infractions
Disrespect towards a teacher or supervising adult (rolling eyes, sucking teeth, attitude issues, acts of frustration)	- Lunch, P10 or After School Practice 1-3 days (can include a - restorative Zoom meeting with teacher after dismissal) - Required phone call home - Family Meeting if behavior doesn't improve - Meeting with family and teacher for recurring incidents. Include - SW as needed
Inappropriate use or ringing of cellphones/electronics (cellphones must be turned off and stored in lockboxes as per New York State Law - no exceptions)	1st incident: Teacher temporarily removes phone. Required call home. Item returned at the end of day. 2nd incidents: Item will be temporarily removed from the student's possession. Teacher calls family. Meeting with family. - For those who have committed repeated behaviors, a plan will be developed

	between faculty and family where student does not have access to the item during the school day as approved by Head of School/Director/Assistant Dir. (e.g. phone is dropped off upon entry to building)
Wearing hats at any time Wearing hoodies in the building (includes hoodies under uniform shirt)	Student is asked to remove hat or hoodie Hat/hoodie is temporarily removed from student's possession and held by teacher if student refuses Phone call home (includes texting with family) 1st incident - returned at end of day 2nd incident - picked up by parent/ guardian
Visiting locker during non-approved times	1 session of Practice - Review locker visit expectations - Organize backpack if this is the reason for locker visit - Review Level 2 protocol for recurring violation of visiting locker

TEP MIDDLE SCHOOL DISCIPLINE PROTOCOL (GRADES 5-8)	
LEVEL 2 BEHAVIORS	INTERVENTIONS
Flagrant Plagiarism/Cheating (can include repeat offenses of copying)	2-3 sessions of Practice or 1 day of ISS - Counseling with Social Worker - SW facilitates peer-to-peer mediation as needed - Meeting with parent(s), student(s), teacher and SW 1st incident opportunity to redo work 2nd incident- 0 on assignment
Leaving class without permission or failing to attend a class (e.g. "cutting")	- Call office/post 1 to inform that student walked out of class - Student will make up double the amount of class time missed (to be served during lunch practice, another period, before breakfast beginning at 7am, or after- school at the grade team's discretion).
Blatant/Extreme Disrespect of a Teacher or Staff Member (as approved by Director/Asst. Dir.) - Cursing at a teacher - Refusal to accept consequence - Malicious act of defiance	Optional removal from class to office 1-5 days combination of Practice sessions or Teacher Shadow - Suspension (TSS) or In School Suspension (ISS) - Meeting with parent(s), student(s), teacher and SW

	• Counseling with Social Worker (minimum of 3 sessions)
Extreme bullying (physical, verbal or cyber) • Persistent bullying OR • A serious act of bullying	• Immediate removal from class to office • 1-5 days combination- Practice sessions or In-School Suspension (ISS) • Counseling with Social Worker (minimum of 3 sessions) • Family meetings for student who caused harm and individual who has experienced bullying (either together or separately) • Public acknowledgement of offense (i.e. post an apology on social media where offense took place, apology in front of class, etc.) • SW facilitates mediation
Identity-Based Discrimination (e.g. race, nationality, gender, gender identity, religion)	• Removal from class • Meeting with family, student(s), person impacted, and SW • Targeted reflection project encompassing history, implications, and impact of using specific identity-based discriminatory language. • Follow-up meeting to review and present findings of reflection project with person(s) impacted, coupled with an apology. • If the exchange was a public one (e.g. in the classroom), the follow-up may include the presentation of findings to fellow peers. • 1-5 days combination of Practice sessions, Teacher Shadow • Suspension (TSS) or In School Suspension.
Theft/vandalism of the property of a teacher, student, or school (personal property or high value item which is property of the school) or theft of community property (i.e. local bodega)	• Immediate removal from class to office • 1-5 days of In-School Suspension (ISS) • 3-7 hours of community service • Counseling with Social Worker • Meeting with families, student(s), teacher and SW • GLT explores opportunities for community service or reparation
Physical altercation	• Immediate removal from class to office • 1-5 days of In-school suspension (ISS) • Counseling with Social Worker (minimum of 3 sessions) • Meeting with parent(s), student(s), teacher and SW

	• SW facilitates peer-to-peer mediation
Sexual Harassment (includes sexting)	• Immediate removal from class to office • Parent meetings for student who has caused harm and student who has experienced the harassment (either together or separately) • 1-5 days of In-school suspension (ISS) • Research based assignment on Sexual Harassment • Counseling with Social Worker (minimum of 3 sessions)
Possession of a weapon or an illicit substance • Drugs • Alcohol	• Immediate removal from class to office • Notification of local law enforcement • 3-5 days of In-School Suspension (ISS) • Counseling with Social Worker (minimum of 3 sessions) and possible referral to outside agency • Meeting with families, student(s), teacher and SW
Physical aggression towards a staff member (Assault is defined as intentionally attempting to cause or causing physical harm to another individual – hitting, pushing, punching, kicking, throwing objects).	• Immediate removal from class to office • Notification of local law enforcement (as necessary) • 3-5 days of ISS or TSS • 1-2 days of Alternate Schedule Suspension Schedule (see proceeding menu for consistent infractions) • Counseling with Social Worker and possible referral to outside agency • Meeting with families, student(s), teacher and SW • SW supports facilitation of restorative meeting with teacher
Recurring violation of visiting locker during nonapproved times (as noted on SIS)	• 2nd incident: Teacher escort to locker during P1 for 3 days • 3rd Incident: Lost locker privileges for 1 week - o Must include plan for phone drop-off and pick-up

ELEMENTARY CAMPUS DISCIPLINE PROTOCOL (GRADES 2,3,4)	
LEVEL 1 BEHAVIORS	INTERVENTIONS
Refusal to follow class procedures, which may include classroom rules about talking out of turn intentionally etc.	• Timed Practice (using timer) during next Brain Break. • After 3rd infraction in 1 day, Lunch Reflection: 10- 20 minutes. • Call to parent by supervising adult.
Tantrums--defined as outburst (disruptive to the whole class) lasting for 5 minutes or longer (after 2 weeks of school).	• Tantrum is timed by supervising adult • Lunch Reflection: 10- 20 minutes. • Call to parent by supervising adult.
Inappropriate or discriminatory language (indirect, not towards another person)	• Lunch Reflection: 10- 20 minutes • Call to parent by supervising adult; the student must

	tell the family member the word they said. • After second infraction; family is invited to meet with social worker to discuss the words used, discusses learned language, and strategies to prevent re-occurrence
Name-calling, or taunting; or participation in an inappropriate verbal altercation (direct, aimed at another person)	• Removal from the situation for 5 to 10 minutes (timed). Student stays in classroom. • Lunch Reflection: 10- 20 minutes. • Parent phone call (all parties involved) by supervising adult; student repeats name-calling language to parent/guardian Apology, moderated by teacher, during lunchtime. Social worker may support process.
Level 1 Physical Contact: Includes play-fighting/roughhousing, unintentional harm, minor contact [*See 'Level 2 Physical Contact' for difference between two levels.]	• Removal from the situation for 5 to 10 minutes (timed). Student stays in classroom. • Lunch Reflection: 10- 20 minutes. • After 3rd infraction in 1 week; Social Worker initiates Child Study Meeting (CSM) process. Goal chart and isolated seating may be proposed as an intervention with clear timeframes for re-integrated seating.
Disrespect directed towards a teacher or supervising adult that is not physical in nature (rolling eyes, sucking teeth, attitude issues, acts of frustration: stomping, throwing, etc.)	• Lunch Reflection: 10- 20 minutes. • Apology (with support from Social Worker if needed) during lunch. • After 3rd infraction in 1 week, becomes a Level 2 (see Extreme Disrespect). • After 3rd infraction in 1 week; Social Worker initiates CSM process.
Inappropriate behavior in the hallway/outdoor transition areas	• On 3.rd reminder in 1 day, student completes hallway practice during lunch reflection (10-20 minutes). • If behavior occurs when student is not with whole class (e.g. throwing out food), then student's hallway privilege is removed for 5 school days. • Parent phone call (supervising adult should make the call)
Inappropriate bathroom behavior	• Lunch Reflection: 10- 20 minutes. • Supervising adult will check the trailer bathroom before and after student use to ensure appropriate bathroom behavior is being followed. • Parent phone call (supervising adult should make the call).
Minor theft or minor vandalism, of school property (pens/pencils, toys, classroom materials intended for student use, sports equipment, school lunch, books, clipboards)	• Lunch Reflection: 10-20 minutes. • For stolen items: replacing stolen items (e.g. pencils) • For vandalism: cleaning / helping to repair the vandalized area. • Parent phone call (supervising adult should make the call) • After 2nd infraction becomes a level 2-Mandatory family meeting scheduled by social worker.

Bringing unauthorized personal toys to school	• 1st incident: Student puts toy away in backpack; teacher calls parent/guardian to ensure toy is not brought back to school • 2nd incident: Removal of item. Item is kept locked away in teacher's cabinet. • Parent phone call (supervising adult should make the call).
Possession of Technology including but not limited to cell phones, smart watches, tablets, etc. during all parts of the school day (i.e. on bus, recess, instructional and non-instructional periods, etc.) • Cellphones are discouraged, but, when necessary, they must be turned off and stored in students' bookbags- no exceptions	• 1st infraction: The technology is turned over to the teacher, stored in a lockbox, and returned at the end of the school day. - o Required contact to family: School staff would contact the family via phone call. - o Restorative conversation: School staff will facilitate a restorative conversation with student(s) • 2nd infraction: Removal: Electronic device(s) is temporarily removed by school staff. Electronic device(s) is picked up from the respective Social Worker or Main Office by parent/guardian.
Violating the food policy (e.g. gum-chewing, candy, shelled seeds, any non-water beverage, etc.)	• 1st offense: Food item is removed by teacher; teacher calls parent/guardian to ensure food item is not brought again. Food is returned to the student at the end of the day. • Repeated offenses (2 or more within 1 month period): Teacher informs Social Worker, social worker schedules an in-person family meeting to discuss food policy
Academic dishonesty / Cheating	• Lunch Reflection: Discussion regarding cheating & drawn or written reflection (10-20 minutes in length). • Student re-does assignment during lunch practice. • Parent phone call (supervising adult should make the call). • After 2nd offense become a level 2 infraction, with a mandatory family meeting facilitated by grade level social worker.
Out of uniform*	• <i>Supervising teacher should escort student to the main office where s/he will be given a substitute uniform. At the end of the day (during pack-up time), the student should be escorted back to the main office to change back into his/her clothes and to return the borrowed uniform items.</i> • <i>Social Worker call to parent/guardian to brainstorm solutions and prevent re-occurrence.</i>
Lateness*	• <i>Upon 3.rd lateness in a trimester, Social Worker will call family to brainstorm solutions and prevent re-occurrence.</i> • <i>Upon 6th lateness in a trimester, Social Worker schedules in person family</i>

meeting to create concrete plan to prevent re-occurrence.

**The above infractions are meant to be input in SIS for tracking purposes only. We recognize that being out of uniform and late to school is largely not a reflection of student choices.*

FOR CONSISTENT LEVEL 1 OFFENSES ESCALATED TO LEVEL 2—defined as 3 or more offenses with the same teacher or for the same behavior or 5 or more offenses in the TEP community within a 2-week period (as documented in SIS).

ELEMENTARY CAMPUS DISCIPLINE PROTOCOL (GRADES 2,3,4)	
LEVEL 2 BEHAVIORS	INTERVENTIONS
Leaving classroom or location without permission and with deliberate intent to flee or cause significant harm.	- Teacher immediately radios a Level 3. - Lunch Reflection: 30 minutes. - Mandatory family meeting scheduled by the social worker within 24 hours of incident.
- Extreme persistent bullying (physical or verbal or cyber) - Extreme discriminatory language (consistent or 1-off)	- Immediate removal from class to Social Worker space for a minimum of 30 minutes; discussion regarding bullying & drawn or written reflection. - Participate in a learning exercise to broaden perspectives around the impact of bullying and discrimination. 1-5 days combination of Lunch Reflection or In-School Suspension (ISS) - All families involved are notified immediately by Social Worker - Required family meeting (for family of offender) with Social Worker - Apology, moderated by Social Worker, during Recess or Flex Time. - Minimum of 1 counseling session with social worker.
Blatant/Extreme Disrespect of a Teacher or Staff Member (as approved by Principal or Asst. Principal) - Cursing at teacher - Refusal to accept consequence - Malicious act of defiance	- Optional: Immediate removal from class to Social Worker space for a minimum of 30 minutes; discussion regarding extreme disrespect & drawn or written reflection - Lunch Reflection: 30 minutes. - Required family meeting with teacher and Social Worker within 24 hours of incident. - Mandatory mediation between student and teacher led by social worker prior to re-integration. During mediation alternative strategy to express frustration are discussed.
Major theft or major vandalism of the property of a teacher, a student, the school, or the larger community (personal property or any high-value item)	- Lunch Reflection: 30 minutes. - For stolen items: replacing stolen items. - For vandalism: cleaning/helping to repair the vandalized area. - Required family meeting with Social Worker. - Minimum 1 follow-up counseling sessions with Social Worker

Physical altercation (i.e. fight)	• Immediate removal from situation to Social Worker space for a minimum of 30 minutes; if multiple students are involved, students 'cool down' occurs in separate space. • Social Worker notifies all families involved immediately. • Lunch Reflection: 30 minutes. • ALL available teachers meet with students to discuss how infraction affects community. • Peer mediation, led by Social Worker during Recess or Flex Time. Students may NOT participate in subsequent recess or flex time until mediation has been completed. • Required family meeting with Social Worker for all offending students within 24 hours.
Level 2 Physical Contact: includes intentionally hitting, punching, etc. <i>Does not include a physical altercation (fight), which is a different Level 2 offense</i> <i>Does not include Level 1 physical contact</i>	• Upon offense, student is removed from class to Social Worker space for a minimum of 30 minutes, discussion regarding inappropriate touching & drawn or written reflection • Required family meeting with Social Worker • Lunch Reflection: 30 minutes • Minimum 3 follow-up counseling sessions with Social Worker; possible referral to outside agency
Possession of a weapon or an illicit substance	• Immediate removal of weapon or substance from student • Family is called for immediate in-person meeting with Social Worker & Director or Assistant Directors. • Notification of local law enforcement as needed. • 1-5 Days combination Lunch Reflection or In School Suspension (ISS) • Minimum 3 follow-up counseling sessions with Social Worker; possible referral to outside agency.
Assault/physical aggression towards a staff member (Assault is defined as intentionally causing physical harm to another individual-hitting, pushing, punching, kicking, throwing objects).	• Immediate removal from situation to Social Worker space. The amount of time student is removed is decided in conference with Principal and/or Campus Leaders. • Family is called for immediate in-person meeting with Social Worker & Principal or Campus leaders. • Notification of local law enforcement as needed. • Campus Leaders work with staff member who was assaulted as well as Grade Team to determine a re-integration timetable and plan for the student prior to re-integration • 1-5 Days combination Lunch Reflection or In School Suspension (ISS) • Social worker leads mediation between staff member and student before student is re-integrated into class/bus.

FOR CONSISTENT LEVEL 2 OFFENSES: For consistent Level 2 incidents (defined as three Level 2 within a trimester) the Grade Level Teams must come together to discuss the individual student's case, conduct a family meeting, and develop alternatives to consequences listed in the discipline protocol for future incidents. The Grade Level Social

worker will notify the appropriate grade-level team and the Principal/Director/Assistant Director after the 3.rd Level 2 incident.

TEP EARLY CHILDHOOD DISCIPLINE POLICY (K-1)	
LEVEL 1 BEHAVIORS	INTERVENTIONS
Disrespect directed towards a teacher or supervising adult that is not physical in nature (rolling eyes, sucking teeth, acts of frustration, stomping, etc.)	- Teacher will speak with student in-the-moment to address the disrespectful words or action. - Student will make an apology (with Social Work support if needed) at a later time. - Lunch/choice time/recess reflection: 5-10 minutes. - Student completes reflection sheet for the family to sign. - Teacher calls the family if the behavior persists after the conversation. - After 3rd incident in 1 week, the incident becomes a Level 2 (see Extreme Disrespect). - After 3rd x incident in 1 week; Social Worker initiates CSMⁱ process.
Inappropriate behavior in the hallway	- Lunch/choice time/recess reflection: 5-10 minutes after 2nd incident. - Student completes reflection sheet for the family to sign. - Supervising teacher will practice with student how to walk in the hallways.
Inappropriate behavior in the bus	- Lunch/choice time/recess reflection: 5-10 minutes after 2nd incident. - Student completes reflection sheet with supervising staff member for the family to sign. - Bus monitor will practice bus expectations with student.
Inappropriate bathroom behavior	- If behavior occurs with the whole class or during independent bathroom trips, the supervising teacher will speak with the student and have the student practice the desired behavior. - If misaligned behaviors persist, then the student's independent bathroom privilege is removed for 5 school days. Student must be escorted to bathroom by co-teacher or SW/admin. Supervising teacher should inform the family.
Minor theft or minor vandalism, of school property (pens/pencils, toys, classroom materials intended for student use, sports equipment, school lunch, books, clipboards)	- For stolen items: family replaces stolen items (e.g. pencils) - For vandalism: student helps with cleaning and/or repairing the vandalized area. - Lunch/choice time/recess reflection: 5-10 minutes. - Student completes reflection sheet for the family to sign.

	- Supervising teachers contacts family. - After 2nd incident, the incident becomes a Level 2 with a mandatory family meeting held with the grade-level Social Worker.
Violating the food policy (e.g. gum-chewing, candy, shelled seeds, any non-water beverage, etc.)	1st incident: Food item is removed by teacher; teacher communicates with family to ensure food item is not brought again. Food is returned to the student at the end of the day. Repeated incidents (2 or more within 1-month period): Teacher informs Social Worker, Social Worker schedules a family meeting to discuss food policy. If this occurs after the Social Worker meeting, the family will meet with leadership.

TEP EARLY CHILDHOOD DISCIPLINE POLICY (K-1)	
LEVEL 1 BEHAVIORS	INTERVENTIONS
Academic dishonesty / Cheating	- Student re-does assignment during non-academic time. - After the 2nd incident, lunch/choice time/recess reflection: 5- 10 minutes. - Student completes reflection sheet for the family to sign. - After the 3rd incident, supervising teacher schedules a family meeting.

FOR CONSISTENT LEVEL 1 BEHAVIORS —defined as 3 or more instances of this behavior with the same staff member (or for the same behavior with other staff members) or 5 or more instances within a 2-week period (as documented in SIS). The grade level team must come together to discuss the individual student’s presentation and need, conduct a family meeting, and develop alternatives to interventions listed in the discipline protocol to support behaviors aligned with the TEP’s student values. The Grade Level Social worker will notify the appropriate grade-level team and campus leaders for consistent behaviors that are compromising a student’s safety and/or learning.

EARLY CHILDHOOD DISCIPLINE PROTOCOL (GRADES K-1)	
LEVEL 1 BEHAVIORS	INTERVENTIONS
Extreme bullying (physical or verbal, persistent bullying, or a serious act of bullying)	- Optional: Immediate removal from class to Social Worker space for a minimum of 10-15 minutes. - Student is immediately removed from class to Social Worker space for a minimum of 10-15 minutes. - Principal and campus leaders are immediately informed. - Student completes reflection sheet for the family to sign. - All families involved are notified immediately by Social Worker.

	• Required family meeting (for family of student causing harm) with Social Worker and teacher. • Student apology, moderated by Social Worker, during a non- academic block. • Minimum of 1 counseling session with social worker.
Blatant/Extreme Disrespect of a Teacher or Staff Member (as approved by Principal or Director): • cursing at a teacher • refusal to accept consequence malicious act of defiance	• Optional: Immediate removal from class to Social Worker space for a minimum of 10-15 minutes. • Principal and campus leaders are immediately informed. • Student reflection: 10-15 minutes. • Student completes reflection sheet for the family to sign. • Required family meeting with teacher and Social Worker within 24 hours of incident. • Mandatory mediation between student and teacher led by Social Worker prior to re-integration. During mediation, alternative strategies to express frustration are discussed.
• Major theft or major vandalism of the property of a teacher, a student, the school, or the larger community (personal property or any high-value item)	• Lunch/choice time/recess reflection: 10-15 minutes. • Principal and campus leaders are immediately informed. • For stolen items: student replaces stolen item(s). • For vandalism: student supports with cleaning / repairing the vandalized area. • Required family meeting with Social Worker and teacher. • Minimum 1 follow-up counseling session with Social Worker.
Physical altercation	• Immediate removal from situation to Social Worker space for a minimum of 30 minutes; if multiple students are involved, students 'cool down' occurs in separate space. • Principal and campus leaders are immediately informed. • Lunch/choice time/recess reflection: 30 minutes. • Social Worker notifies all families involved immediately. • Peer mediation, led by Social Worker during non-academic block. Students may NOT participate in subsequent recess or choice time until mediation has been completed. • Required family meeting with Social Worker and teacher for all students involved within 24 hours. • Minimum 3 follow-up counseling sessions with Social Worker; possible referral to outside agency. • Mandatory mediation between student and individual led by Social Worker prior to re-integration.
Level 2 Physical Contact: includes hitting, punching, deliberate intent to cause harm	• Upon incident, student is removed from class to Social Worker space for a minimum of 30 minutes. • Student reflection: 30 minutes. • Student completes reflection sheet for the family to sign. • Principal and campus leaders are immediately informed. • Required family meeting with Social Worker and teacher. • Minimum 3 follow-up counseling sessions with Social Worker; possible referral to outside agency. • Mandatory mediation between student and individual

	led by social worker prior to re-integration.
Possession of a weapon or an illicit substance	• Immediate removal of weapon or substance from student. • Principal and campus leaders are immediately informed. • Lunch /choice time/recess time reflection: 15-20 minutes • Family is called for immediate in-person meeting with Social Worker, Principal, and/or campus leaders. • Notification of local law enforcement as needed.
Consistent or extreme misaligned behaviors on bus (e.g. refusal to follow directions, physical contact).	• Second incident: Bus monitor and social worker supports student with completing a reflection sheet. • Third incident: Bus monitor with Social Worker support will contact family. • Fourth incident: Student will be suspended from the bus for 1 day. • Fifth incident: Student will be suspended from the bus for 3 days.

FOR CONSISTENT LEVEL 2 BEHAVIORS: For consistent Level 2 behaviors (defined as three Level 2 within a trimester) the grade level team must come together to discuss the individual student's case, conduct a family meeting, and develop alternatives to consequences listed in the discipline protocol for future incidents. The Grade Level Social worker will notify the appropriate grade-level team and campus leaders for consistent level 1 behaviors.

EARLY CHILDHOOD DISCIPLINE PROTOCOL (GRADES K-1)	
LEVEL 3 BEHAVIORS	INTERVENTIONS
Elopement out of the classroom (unsupervised)	• Teacher will radio a Level 3. • Principal and campus leaders will be immediately informed. • SW will call the family to schedule a meeting with family, teacher, principal/campus leaders.
Danger to self or others	• Teacher will radio a Level 3. • Principal and campus leaders will be immediately informed. • Social Worker will call the family to schedule a meeting with family, teacher, principal/campus leaders.

Harassment, Intimidation, Bullying and/or Cyber-Bullying

The Equity Project (TEP) Charter School expects all members of the TEP learning community (students, staff, and families) to treat one another with civility and respect and will not tolerate acts of harassment, intimidation or bullying against any individual person as well as any protected class of persons under the law. Like other disruptive or violent behaviors, this conduct interferes with an individual's ability to learn and the school's ability to educate its pupils in a safe environment.

TEP prohibits acts of harassment, intimidation or bullying against any person whether it is in person or from a distance ("cyber-bullying") through the use of any technology.

"Harassment, intimidation or bullying" is defined by TEP as any gesture or written, verbal or physical act that has the effect of harming a student, staff, or family member, and/or disrupting the orderly operation of the school by any of the following actions: intentionally damaging the student's property; causing reasonable fear for personal safety, insulting or demeaning a student based on race, color, religion, ethnicity, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory condition, or by any other distinguishing characteristic; that takes place in all places where a student, staff, or family member is within the jurisdiction of The Equity Project Charter School.

Severe Disciplinary Consequences

TEP's disciplinary interventions and consequences listed above are designed to be relational, so that consequences such as out-of-school suspension and expulsions are not utilized except under extreme circumstances or when TEP is required to do so by law.

Any TEP student may be considered for suspension or expulsion for (a) possessing a dangerous weapon or a controlled substance (including alcohol) on the school premises or at school-sponsored or school-related events, (b) physically assaulting a student or member of the educational staff on the school premises or at school-sponsored or school-related events, (c) repeated and fundamental disregard of school policies and procedures, and (d) destruction or attempted destruction of school property. A decision to suspend a student for up to 5 days will be made only by the TEP Head of School and only in the most extreme circumstances or when TEP is required to do so by law.

Suspension for more than 5 days or expulsion requires the approval of the TEP Board of Trustees. In the event that a TEP student is suspended or expelled, TEP administrators will immediately seek to ensure that the student receives instruction elsewhere pursuant to the provisions of Article 7 of the Family Court Act. This will likely involve assisting the student's family in finding an alternative placement.

A student subject to the following 2 disciplinary actions – (1) out-of-school

suspension or (2) expulsion – is entitled to certain rights pursuant to New York State Education Law Section 3214. When suspension in excess of five days is the appropriate response to student behavior, the student and their parent/guardian have additional rights by law. Briefly, these rights are: (a) to be given written notice as to the charges pending against the student, (b) to be represented by counsel, (c) to be afforded a hearing by the director or a designated hearing officer, (d) to present witnesses and other evidence on their own behalf and to cross examine witnesses against them, (e) to appeal the decision of the director after the hearing to the Board of Trustees, and (f) to appeal the decision of the Board of Trustees to the Commissioner of Education of the State of New York.

Special Disciplinary Safeguards for Students with Disabilities

Students with disabilities who incur a consequence such as ISS, Independent Study (or any other consequence that involves removal from class) will receive the same alternative education (i.e. work provided by teachers, teacher meetings with student to review material, etc.) provided to all other students who are similarly removed.

In cases where a student with a disability incurs a suspension that lasts more than 10 consecutive school days:

- The parent/guardian of the student will be sent a procedural safeguard notice that delineates the student's and family's rights. The school will notify the NYC Department of Education of the suspension immediately.
- School staff with knowledge of the incident and the student's prior behavior will participate in the Manifest Determination Review (MDR) meeting scheduled by the DOE. The purpose of this meeting is to determine if the conduct that led to the removal was a manifestation of the child's disability.
- The school will ensure that school staff will provide information to and participate in an IEP meeting to determine alternative education and services for the student.
- The school will ensure that the alternative education and special education services determined by the IEP team are actually implemented during the suspension.

In cases where a student with a disability incurs suspensions that last fewer than 10 consecutive school days but that add up to a total of more than 10 school days during the school year, the school will determine this to be a pattern that constitutes a disciplinary 'change of placement' if at least one of the following criteria has been met:

- The student's behavior that led to the suspensions is substantially similar across incidents
- The suspensions occur within a condensed timeframe (i.e. the suspensions are close in time to one another)

In cases where the school has determined that the suspensions DO constitute a pattern and that a disciplinary change of placement HAS occurred, the school will follow the same procedures documented above.

In cases where the school has determined that the suspensions do NOT constitute a pattern, the school will still hold a meeting with relevant school staff members (such as grade level teachers, the special education teacher, the special education coordinator, etc.) to determine and provide alternative education and special education services to ensure progress towards IEP goals and participation in the general education curriculum.

TEP may remove a student with a disability to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

- Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an SEA or an LEA.
- Knowingly possesses or uses e-cigarettes, illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA; or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA.

In cases where the school has removed a student with a disability to an interim alternative educational setting for not more than 45 school days, the school will follow the same procedures documented above.

II. ACADEMICS

A. CURRICULUM & DAILY SCHEDULE

TEP's Middle School curriculum consists of the following core subject areas:

- English Language Arts
- Social Studies
- Mathematics
- Science
- Music
- Physical Education/Health
- Social Emotional Learning

TEP's Early Childhood / Elementary curriculum consists of the following core subject areas:

- Literacy (CKLA)
- Math
- Music
- Physical Education/Health
- Social Emotional Learning

B. GRADES/PROGRESS REPORTS/REPORT CARDS

The purpose of grading at TEP is to provide a clear indicator of a student's progress toward mastery of state standards for a given subject area and grade level. Students will receive their report card after each trimester (3 times per year). Middle School students will be assessed on the following:

- Academic Content: Degree of Mastery and Progress Towards New York State Learning Standards
- Work Habits: Effort as demonstrated in Class Participation and Homework
- Conduct: Character, Citizenship, Respect, & Self

Elementary students will be assessed on the following:

- *Academic Content*: Degree of Mastery and Progress Towards New York State Standards
- *CUB Values*: Cura, Unitas, Benevolentia

Early Childhood Students will be assessed on the following:

- *Academic Content*: Degree of Mastery and Progress Towards New York State Standards
- *CUB Values*: Cura, Unitas, Benevolentia

Report card formats and grades vary depending on the student's grade level and campus. Your child's report card will include an explanation of your child's grades. Report Cards will include teacher comments and may include specific recommendations for intervention(s) to help the student improve.

C. PROMOTIONAL CRITERIA

The following three categories are considered in student promotion to the next grade:

- Attendance – Students absent 18 or more days in one academic year may be considered for retention (special consideration will be given for extended absence due to serious illness).
- Classroom Content Grades – Middle School students who do not pass all classes with a final grade of 70% or higher (A, B, or C), or show Sufficient Progress (S) may be considered for retention. Early Childhood / Elementary students who are below grade-level in the key promotional standards in any subject may be considered for retention.
- New York State Standardized Assessments – Students in Grade 3 or higher who do not score level 3 or higher on the NY State ELA, Math, Science or Social Studies exam may be considered for retention.

D. HOMEWORK & MAKE-UP WORK

All homework (including homework handouts) is posted online on the students' Google Classroom.

To ensure a strong family-school partnership, families are strongly encouraged to check their child's Google Classrooms daily. In this way, parents and guardians can help ensure that their child is completing their homework every night.

Make-up Work Policy

- Students are responsible for collecting any work they have missed from their teacher(s).
- Missed work must be turned in within 48 hours after the student returns, unless specific arrangements have been made with the teacher.

E. FREEDOM OF EXPRESSION (INCLUDING INTERNET USE POLICY)

Speech: All TEP students have the freedom to speak, write and meet freely with others in accordance with the First Amendment to the U.S. Constitution, unless there is a reasonable expectation that student expression will cause a material and substantial disruption of school activities or invade the rights of others. There are limits to students' right to express themselves. Students may not:

- Engage in any activity that disrupts the orderly operation of the school
- Use obscene or vulgar language that could be offensive to others
- Issue verbal or written threats
- Use offensive language referring to elements of individual identity (sexuality, race, religion)

Dress Code: Students will wear the official TEP uniform as described in the TEP Uniform Policy. Any permissible accessory to the TEP uniform that students choose to wear (ex. sneakers) must be respectful towards other students and the overall learning environment.

Cyber speech: Blogs and websites have the same protection under the Constitution as freedom of speech. In addition, the following rules apply to the school environment:

- A student may not say or write anything about a school official, teacher, or other student that the student knows – or should know – is not true and/or injures someone's reputation; that may be considered libel or slander.
- If students express themselves online as a part of a class, their speech has less protection as a first amendment expression.
- Use of the internet on school-owned computers will be restricted by filtering software designed to protect minors from inappropriate cyber content.

Written Expression: Students are allowed to distribute an independently-produced newsletter or leaflet after school and not on school grounds, as long as it is not indecent and it does not materially and substantially disrupt school activities. TEP Charter School reserves the right to place limits on the time, place and manner of how students distribute written material. If students are putting out an official school paper, school officials can appropriately limit speech if it infringes upon educational decorum.

This section on Freedom of Expression & Internet Use Policy was written using information and language found at <http://family-law.lawyers.com/Freedom-Of-Expression-In-Schools.html> on 7.27.09.

F. TEP TECHNOLOGY ACCEPTABLE USE POLICY

The Equity Project (TEP) Charter School provides its students with information technology resources for enriching students' educational experience. These resources include laptops, iPads, software, Wi-Fi internet, and Google Apps for Education accounts. This access requires users to act responsibly and adhere to legal standards, Department of Education policies, and the TEP TIGER and CUB values.

The resources provided by TEP are intended primarily for school-related, educational purposes. Access to these resources is a privilege. The school maintains the right to review student accounts and immediately suspend or terminate any user account suspected of inappropriate use.

Digital Citizenship Guidelines for Students and Families:

- Respect the rights of copyright owners. If internet-based resources specify acceptable use or copyright permission, the user should follow the expressed requirements.
- Students have 1st Amendment rights to free speech. However, a school has the right to limit student speech that disturbs the learning environment. School websites, email, and discussion groups are for educational use and are not considered public forums for debating ideas.
- Don't get scammed and avoid spam. Don't trust links or web pages sent by strangers. Never reply to spam (unwanted advertising sent by email). Use the "report spam" button to get rid of spam.
- Families should consistently monitor the use of their children's use of technology, including social media, and place parental restrictions on apps as appropriate.

Google Apps for Education (GAPE) Accounts:

TEP provides eligible students with Google Apps for Education (GAPE) accounts, which includes Gmail email address (ex. juan.duarte@student.tepcharter.org). GAPE also includes free, web-based programs such as calendars, documents, and collaboration tools. GAPE runs on an Internet domain owned by TEP and is intended for educational use. Accounts are accessible at home, the library, or anywhere with Internet access. Families share TEP's responsibility of monitoring their child's use of GAPE outside of TEP.

- Privacy. TEP maintains access to student account information and email for monitoring purposes.
- Limited personal use. Students may use GAFE for personal projects, but may not use them for: Unlawful activities, commercial purposes or personal financial gain (ex. running a business or trying to make money), publishing of offensive content (ex. cyberbullying), or misrepresentation of the school, staff, or students
- Safety
 - o Students may not post any personal information (ex. last names, addresses, and phone numbers, etc.) info about themselves or other people.
 - o Students will inform a TEP staff member if they receive any message that is inappropriate or makes them feel threatened or uncomfortable.
 - o Students are responsible for the use of their individual accounts and should make all efforts to keep their account and password private

Activities that Specifically Violate TEP's Acceptable Use Policy:

- Intentional damage to hardware/software, or the creation or distribution of viruses, etc
- Creating or sharing threatening, offensive, or abusive language or content via email, social media, etc.
- Only students and staff are permitted internet access at TEP.
- Downloading and/or installation of any software including, but not limited to, executable files, games, MP3 files or players, video files, zip files
- Connecting personal electronics (ex. laptops, cell phones, iPads, etc.) to the internet at TEP.

ARTIFICIAL INTELLIGENCE (AI) AT TEP

AI tools may be used at School only for legitimate and purposeful educational, professional, or operational purposes and in accordance with TEP's Artificial Intelligence (AI) policy. No member of the School community may use AI in a manner that violates the law or School policy.

TEP will abide by NYC's prohibition of AI use by students. TEP believes that all educational tools should support meaningful educational objectives and should not unnecessarily replace learning experiences that students need to develop independently.

Submitting AI-generated work as one's own when AI use is prohibited or restricted constitutes a violation of TEP's academic integrity expectations. Depending on the assignment and circumstances, students may be required to:

- Disclose their use of AI;
- Identify how AI was used;
- Provide prompts or other documentation;
- Demonstrate their understanding of the submitted work; or
- Complete the assignment again without AI assistance.

Students are responsible for the content they submit, even when that content was generated or assisted by AI.

Students shall be taught that AI-generated information is not necessarily accurate. Students should be encouraged to question, evaluate, fact-check, and appropriately cite information obtained through AI tools. This is part of helping students' develop critical thinking.

Students shall not use AI to impersonate, deceive, threaten, embarrass, harass, or harm another member of the school community. The creation or distribution of manipulated images, audio, or video depicting students, staff, or other individuals without appropriate authorization is prohibited when such use violates School policy, privacy rights, or applicable law.

G. TEP SOCIAL MEDIA POLICY FOR STUDENTS

SOCIAL MEDIA AND WEBSITE USAGE:

- In accordance with the law, TEP has the right, but not the duty, to inspect, review, or retain electronic communication created, sent, displayed, received or stored on User's personal computers, electronic devices, networks, internet, electronic communication systems, and in databases, files, software, and media that contain school information and data.
- Also, in accordance with the law, TEP has the right, but not the duty, to inspect, review, or retain electronic communication created, sent, displayed, received or stored on another entity's computer or electronic device when Users bring and use another entity's computer or electronic device to TEP's campus.
- The above applies no matter where the use occurs whether brought onto TEP property, at a TEP event, or connected to the TEP network, or when using mobile commuting equipment and telecommunications facilities in protected and unprotected areas or environments, directly from home, or indirectly through another social media or internet service provider, as well as by other means. All actions must be conducted in accordance with the law, assist in the protection of TEP's resources, ensure compliance with this Policy, its administrative regulations, or other TEP policies, regulations, rules, and procedures, social media and internet service providers terms, or local, state, and federal laws.
- TEP will cooperate to the extent legally required with social media sites, internet service providers, local, state, and federal officials in investigations or with other legal requests, whether criminal or civil actions.
- Users must immediately report any violations or suspicious activities to the Head of School, and/or designee. Conduct otherwise will result in actions further described in the Consequences for Inappropriate, Unauthorized and Illegal Use section found in the last section of this Policy, and provided in other relevant TEP policies and regulations, rules and procedures. If a User believes there is a conflict in the requirements they are to comply with they must bring the matter to the attention of their supervisor, teacher, or administrator who will in turn assist the User.

CONSEQUENCES FOR VIOLATION OF THE TEP SOCIAL MEDIA POLICY:

- General rules for behavior, ethics, and communications apply when using social networking systems and information, in addition to the stipulations of this Policy and its accompanying administrative regulations. Users must be aware that violations of this Policy, accompanying administrative regulation(s), or other TEP policies, regulations, rules or procedures, or statutes, regulations and laws or unlawful use of social media systems and information, may result in loss of access and a variety of other disciplinary actions, including but not limited to, warnings, usage restrictions, loss of privileges, in-school suspensions, and other laws and/or legal proceedings on a case-by-case basis. This Policy, and its accompanying administrative regulation, incorporate all other relevant TEP policies.

REGULATIONS:

- Students are responsible for their own behavior when communicating with social media and will be held accountable for the content of the communications that they state/post on social media locations. Use good judgment. Students are responsible for complying with the TEP's conduct requirements. Students may not disrupt the learning atmosphere, educational programs, school activities, and the rights of others.
- In addition, students may be required to also comply with policies, administrative regulations, rules and procedures at the entity and/or program in which they are assigned or in which they participate. If a student believes there is a conflict in the requirements (s)he is to comply with (s)he must bring the matter to the attention of their teacher, who will in turn assist the student.
- This Administrative Regulation applies to all TEP environments, whether the social media is used on TEP property, or beyond TEP property (including but not limited to, at a third-party's contracted property).
- In addition to the regulations provided in the TEP Social Media Policy, some guidelines include but are not limited to the following. TEP reserves the right to determine if any guideline not appearing in the list below constitutes acceptable or unacceptable social media use.

- o Students should state/post only what they want the world to see. Students should imagine their families, teachers, and administrators seeing their social media. Essentially, once a student shares something it is likely available after they remove it from the social media and could remain on the internet permanently.
- o Students should be cautious when they use exaggeration, colorful language, guesswork, derogatory remarks, humor, and characterizations. This makes it difficult for readers to determine the seriousness of the statements/posts.
- o Students must not promote illegal drugs, illegal activities, violence, and drinking.
- o Students should stay informed and cautious for new problems in the use of social media.
- o Students should comply with the rules that have been established for the School District's educational social media when they use it.

III. SCHOOL ENVIRONMENT

A. UNIFORMS (INCLUDES PHYSICAL EDUCATION)

All students are expected to adhere to the following standard of dress while on campus or while attending an off-campus school sponsored activity. All final decisions regarding appropriateness of the uniform, headwear, shoes, or appearance in general, are left to the discretion of the school's leadership team.

Middle School Uniform:

TEP will provide each Middle School student with the following:

- 2 TEP blue short-sleeve polo shirt
- 1 TEP blue long-sleeve polo shirts
- 1 TEP sweater (for new students only)

TEP Middle School students must also wear khaki pants, skirts, or length-appropriate shorts (not provided by TEP). Khaki is defined by TEP as a light tan or beige solid color (no dark tan, browns or greens, and no patterns). Beige or light tan jogging pants are not khakis and are not part of TEP's uniform.

Early Childhood / Elementary Uniform:

TEP will provide each Early Childhood / Elementary student with the following:

- 1 TEP orange short-sleeve polo shirt
- 1 TEP button down long-sleeve polo shirts
- 1 Tie (Bowtie **OR** Cross Tie)
- 1 TEP sweater (for new students only)
- 1 TEP Oxford long-sleeve collared shirt

TEP Early Childhood / Elementary students must also wear navy blue pants, navy blue shorts or a navy blue skirt (not provided by TEP).

TEP students may not wear/bring any of the following items:

- No bandanas, sweat bands, or hair wraps; exceptions will be made for religious attire and special events.
- No excessive or distracting jewelry
- No crocs, shoes with heels over 1 inch, sandals, flip flops, or open footwear.
- No pants which leave undergarments or skin exposed, including ripped jeans
- No gang- affiliated paraphernalia or iconography (beads, bookbags, and school supplies)
- No hooded sweatshirts under or over TEP shirts. Hoodies may not be carried or worn in class at any time.
- All undershirts (long sleeve and short sleeve), tights and leggings must be solid white, black, navy blue or khaki
- No shorts or skirts above the knee

P.E. Uniform

- Students will be required to wear sneakers (cross-trainer preferred or a low-heeled sneaker).
- To prevent injury to self or others, students are prohibited from wearing jewelry during P.E.
- Students wearing dresses or skirts should wear shorts underneath to support movement.
- Students wearing skirts are expected to wear shorts under their uniform to allow for activity.

If a student arrives at school out of uniform, the family will be contacted. If the family cannot bring the uniform item to school, the student will be given a substitute article of clothing to wear to class. For students who are out of uniform repeatedly, their family may be contacted for a meeting with the Social Worker, Director, Assistant Director, or Head of School. The family may be asked to purchase an additional uniform item to keep at school.

B. HALLWAYS

- Students at TEP Charter School will walk in an orderly fashion in the hallways and follow teachers' directions as they move from one class to another. Students will minimize disruptions by walking quietly and by keeping their hands and personal belongings to themselves.
- Teachers and school staff will guide students from one class to another until students have demonstrated appropriate understanding and accountability of hallway procedures.
- Students who demonstrate inappropriate hallway behavior will be supported through the implementation of interventions outlined in TEP's discipline policy.
- School staff and visitors will respect TEP's hallway rules, both during school hours and at after-school events.

C. CELL PHONES & OTHER INTERNET-ENABLED DEVICES

TEP's cell phone and electronic device policy is aligned with New York State's Distraction Free Schools Law. **This law restricts the use of smartphones and other internet enabled personal devices, including smart watches, on school grounds for the entire school day (from "bell to bell").** In specific circumstances, students may be permitted to use cell phones or other internet-enabled devices for a designated and approved educational purpose. The use of these devices during school hours at TEP will be otherwise prohibited.

If family members need to contact their student during the school day, they can and should contact the main office at their student's campus:

Early Childhood: (212)328-1775

Elementary Campus: (646)254-6451

Middle School Campus: (347)778-0601

Families can also reach out to teachers, social workers, or the main office via ParentSquare.

In the event of any lockdown or school emergency, TEP will contact all families via ParentSquare.

Students that need to contact families during the school day can also do so through their grade level social worker or via the phones in the main office.

Cell Phones:

Students are discouraged from bringing cell phones to school. Other internet-enabled devices (e.g. smart watches, tablets, laptops, game consoles) are not permitted on school premises. The school is not responsible for loss or theft of a cell phone or any other personal electronic device.

If a family chooses to allow their child to bring a cell phone to school, the following rules apply:

- No cell phones may be used during the school day, unless in specific, designated and approved circumstances as approved by TEP staff.

- All cell phones will be collected at the beginning of the school day in students' breakfast rooms.
- All cell phones must be turned OFF.
- Cell phones will be stored in safe and secure lock boxes for the duration of the day.
- Cell phones will be returned to students during the final period of the day or before their departure.
- Students that arrive after breakfast will safely store their cell phone in a secure lock box in the main office and retrieve it at the end of the school day.

Use of a cell phone or other internet-enabled device during the school day:

If a student is using a cell phone or other internet-enabled device during the school day:

- The item will be removed from the student's possession.
- The student's parent/guardian can retrieve the device from the main office at the end of the school day.
- For repeated instances, the student will have to leave the device at home or with school administration upon entering campus each day.

D. CLEANLINESS (CLASSROOMS, BATHROOMS, OUTSIDE, OTHER)

At TEP, we pride ourselves on having a clean, safe, and healthy learning environment. Cleanliness represents respect and appreciation for our school and its community. Students and teachers demonstrate cleanliness by:

- Keeping their personal space and property clean and organized.
- Maintaining socially appropriate personal hygiene and appearance.
- Washing hands prior to consuming foods and after using the bathroom to avoid spreading communicable disease.
- Helping others maintain a clean and safe environment.
- Placing all trash and recyclables in the appropriate containers.
- Making a communal effort to keep our classrooms, bathrooms, walkways and common areas clean and cooperating with school personnel in achieving this goal.
- Promoting cleanliness in the Washington Heights and Inwood community by placing trash in proper receptacles.

E. COATS/BOOKBAGS/TEXTBOOKS/OTHER SCHOOL MATERIALS

- Coats, jackets, and hoodies will not be worn in class. These will be stored on hooks in the classroom or in a locker for middle school students. These items may be worn in inclement weather during transition time between classrooms.
- Students must bring their bookbags / backpacks to school every day.
- Bookbags / backpacks must be maintained in a neat and organized fashion.
- All students will be issued appropriate books / materials for each course.
- Students will return any issued books and materials at the end of the school year or at the teacher's request.
- Students will maintain issued books and materials in good condition (coverings for books are acceptable as long as they are not vulgar or offensive). Students are responsible for damage beyond reasonable wear and tear. Students must pay for or replace lost materials.

F. FOOD (BREAKFAST, LUNCH, SNACK)

At TEP, we believe in providing nutritious food and promoting healthy living, as proper nutrition can have a positive impact on students' performance. The food provided by the TEP Café is carefully selected to provide meals that are healthy, interesting, and delicious. We encourage all students to participate in TEP's food program and understand that, at times, families may want to provide meals and/or snacks for their children.

THE HEALTHY FOOD INITIATIVE: Our healthy food policy teaches students about what it means to eat good food and live healthy lives; we achieve this through educational opportunities and by discouraging junk food into school.

***Please note, for the health & safety of our community, we are a nut-free school.**

APPROVED FOODS	NON-APPROVED FOODS
Breakfast ✓ Oatmeal ✓ Yogurt ✓ Bagel ✓ Fruit Lunch ✓ Sandwiches (cold cuts, vegetables, cheese) ✓ Home cooked meals (rice, beans, meat, soup) Snacks ✓ Fruits and vegetables ✓ Crackers and cheese ✓ Fruit Granola Bars / Oat Bar /Cereal Bar ✓ Applesauce ✓ Pretzels ✓ Yogurts ✓ <i>Special treats: Students may be served school provided sweet treats on special occasions, such as themed or incentive celebrations.</i> Drinks ✓ Plain milk ✓ Water ✓ Ensure/Pediasure (meal replacement)	Breakfast/Lunch - xx Fast food - xx Donuts/Muffins Snacks - xx Chips (cheese doodles, potato chips) - xx Candy(chocolate, fruit gummies) - xx Cupcakes/cakes/cookies/pastries/donuts Drinks - xx Drinks that contain caffeine - o Coffee - o Tea - o Soda - xx Drinks containing high fructose corn syrup - o Flavored milk (chocolate, strawberry, vanilla) - o Sunny Delight (high in sugar content) - o Arizona/Snapple (high in sugar content) - o Iced Tea (high in sugar content) - o Juice (high in sugar content) - o Soda (high in sugar content)

Breakfast:

- Breakfast will be served in the Café at the MS each morning starting at 7:00 AM for students who participate in early arrival. Standard breakfast time at the MS will run from 7:30 – 7:50 a.m. Breakfast will be served in the classroom each morning at 7:45 AM (EC/ELEM).
- Attendance at breakfast is mandatory; however, eating is optional if the student has already eaten at home.

Lunch:

- Lunch is typically served between 10:30 AM and 1:30 PM (1:15 PM?) according to the student's schedule.
- Students will sit during lunch, talk respectfully (no yelling) and request special permission to leave the table (i.e., for restroom or drink).
- Recess and classroom games may take place during the lunch period, as determined by the lunch teacher.
- Table Captains will help to monitor that students are seated and behaving properly and are cleaning up as needed.

PM Snack:

- Snack will generally be distributed before dismissal each day.

G. STUDENT BIRTHDAY PARTIES

Student Birthday Parties are NOT celebrated at the Middle School.

At the Elementary School, student birthdays are celebrated on campus at the end of each month. These celebrations recognize students whose birthdays fall during that month (Note that the August celebration will include both July and August birthdays). These celebrations happen within the classroom during the normal school day.

At the Early Childhood program, student birthday parties are celebrated once per month with an-end-of-month celebration for all students whose birthdays fall during that month. (Note that the June celebration will include both June and July birthdays). The celebration will occur during students' lunch block and will last between 20 and 30 minutes.

- Families of students are encouraged to attend the celebration that includes their child's birthday.
- Families have the option of signing up to bring one of the items on the class party item list. To avoid excessive food, we kindly request that families do NOT bring extra items that are not included on the class party item list. We also ask that families do not bring soda.
- All items must be store-bought with a visible ingredient label to ensure that ingredients don't contain foods to which students may be allergic.
- The class party item list will include up to 3 items that will be used for goody bags for each student. *We kindly request that families do NOT bring additional goody bags to distribute.*

H. MUSICAL INSTRUMENTS

Many students will earn the privilege of playing a musical instrument during music class. Some students will earn the opportunity to take TEP instruments home.

- Students will be given very specific instructions on how to care for their instruments. Students are responsible for keeping instruments safe and in good condition.
- Repairs of damage done to a TEP Instrument caused by improper handling or student behavior will be the responsibility of the student and family.

IV. INTERACTING AS A COMMUNITY

A. ARTS & ATHLETICS GROUPS & CLUBS

Two to three days per week during the last period of the school day, all students in the Middle School participate in fun Arts & Athletic Groups and Clubs led by TEP teachers. A select number of students will also participate in afterschool Arts & Athletics Clubs led by TEP teachers at the Early Childhood and Elementary Campuses.

- Arts & Athletic Groups include competitive sports teams, musical ensembles, arts groups, debate team, and Student Council. Students try out or audition for these A & A groups.
- Middle School Clubs are extracurricular activities designed to be fun and develop a sense of community. Clubs are open to all students who are not in a Special Group. At the beginning of each trimester, each student ranks their preferences from a list of the various clubs being offered; each student is then assigned to one of their top choices. Examples of clubs include sports, art, chess, film, social service, and dance.

B. ASSEMBLY & COMMUNITY CIRCLE

Students attend school-wide assemblies (sometimes called Community Circle in the Early Childhood and Elementary grades) on an occasional basis. Assemblies include the presentation of trimester honor rolls, special guests and presenters, and student performances. Students are expected to participate in assembly activities while adhering to proper etiquette. Students may lose the privilege of attending assemblies if they do not maintain appropriate conduct in alignment with CUB and TIGER values.

C. FIELD TRIPS/OFF-CAMPUS EVENTS/SCHOOL BUS

As representatives of the TEP community, TEP students are expected to adhere to all school rules and policies regarding exemplary behavior and appropriate dress whether on campus or off campus.

At times, TEP students will have the opportunity to learn beyond the school campus. Field trips are intended to enhance learning and are considered an extension of the classroom.

- If any trip off campus requires use of public transportation, students are expected to conduct themselves in an exceptional manner, as a positive reflection of TEP.
- Students will follow specific teacher instructions and policies established by any facility that is visited.
- Students at TEP will always respect, listen to, and remain with family chaperones, tour guides, bus drivers, or other guests of the venue.
- Students that do not meet expectations may require a family chaperone to participate in a trip.
- Family members who are invited to chaperone an off campus TEP field trip MUST attend a chaperone training led by a TEP staff member each year. Exceptions will be made on a case-by-case basis.

Yellow Bus & Public Transportation

For safety reasons, students who use public transportation or ride the yellow school bus each day will remain seated, speak quietly (when allowed), respect the driver and other persons of authority, and adhere to all bus safety rules. Student Bus Safety Monitors (EC and ELEM campuses only) will assist in monitoring to ensure that students comply with bus safety rules. Inappropriate behavior of any kind on the bus will be subject to TEP disciplinary policies, including suspension and/or removal from the bus.

D. INTERACTING WITH THE PUBLIC/VISITORS TO SCHOOL

TEP Charter School believes that there are many potential benefits which can result from increased interaction with visitors and the general public. The Head of School shall have the authority to determine which visits are permitted as well as the discretion to set any appropriate conditions for such visits. Guidelines for Visitors to TEP:

- All visitors, including parents, shall sign in with campus School Safety and report to the school office when arriving at, or leaving, the school premises.
- All school visitors must comply at all times with school regulations and directions from school personnel.

V. FORMAL COMPLAINT PROCESS

TEP pledges to provide a cooperative and comfortable community in which all parties share mutual respect, dignity, and security. There are two categories of complaints: (a) allegations of violence, harassment or misconduct against a TEP staff member and (b) other conflicts.

A. ALLEGATIONS AGAINST A TEP STAFF MEMBER

TEP pledges to provide a cooperative and comfortable community in which all parties share mutual respect, dignity, and security. TEP aims to prevent and forbids all forms of violence and harassment against any employee, student, parent, visitor, guest, or candidate for employment.

It is essential that any allegation of violence, harassment, or other misconduct made against a staff member in our setting is dealt with fairly, quickly, confidentially, and consistently, in a way that protects the victim, supports the person who is the subject of the allegation, and restores community relations. TEP pledges to investigate all allegations of misconduct with respect, objectivity and efficiency. The Head of School/Director/Assistant Director overseeing the allegation will use their best efforts to ensure that a thorough investigation leads to a just and effective resolution. The Head of School/Director/Assistant Director is expected to lead the investigation and resolution process using their best judgment, with consideration of two principal concerns: (1) causes of harm, and (2) appropriate treatments and consequences. To reach these aims, TEP has adopted the following guidelines to deal with misconduct that may occur within its purview:

1. **REPORTING:** TEP encourages individuals to report allegations of violence, harassment or other unwelcome conduct as soon as possible after misconduct occurs. Allegations should be reported to the Head of School, School Director, or Assistant School Director. A few notes regarding reporting:
 - I. **Imminent Harm:** If you or someone for whom you are advocating is in danger or has been a victim of physical violence or threats of violence, **immediately report** the conduct to the Head of School, School Director or Assistant School Director. This includes threats by employees, students, or visitors. Reports should be as specific and detailed as possible. If the allegation includes abuse or other criminal conduct, the Head of School or Directors will immediately engage the proper law enforcement authorities.
 - II. **Allegation Involving Students:** If an allegation involves conduct towards a student, the parents or caregivers of the child or children will be informed as soon as possible by the Head of School, Campus Directors, or Social Worker. In addition, the child's designated Social Worker will conduct an assessment, and consult with the parents or caregivers to create an immediate and ongoing treatment plan.
2. **DOCUMENTATION:** Once an allegation has been reported, the Head of School or Director to whom it was reported will begin careful, confidential, and consistent documentation. The Head of School /Director/Assistant Director will oversee the documentation of the entire process. This will culminate in a clear and comprehensive summary of the allegation made, details of how the allegation was investigated and resolved, and a note of any action taken and decisions reached.
3. **INFORMING THE ACCUSED:** The Head of School/Director/Assistant Director overseeing the allegation will inform the accused person(s) about the allegation as soon as possible. However, the Head of School/Director/Assistant Director may use his/her judgement to decide that in some cases

communication with the accused person(s) must wait until the Head of School/Director/Assistant Director has consulted with other authorities to determine what information can be disclosed to the accused person.

4. **INVESTIGATION:** If no person is in immediate danger, the Head of School/Director/Assistant Director will consult with the parties involved, appropriate school leaders, or relevant agencies to conduct a comprehensive and confidential investigation. To determine whether the allegation is substantiated, unfounded, or demonstrably false, the Head of School/Director/Assistant Director and other parties will investigate the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred. Throughout the investigation, confidentiality will be maintained and no reprisals or retaliation will be allowed to occur as a result of the good faith reporting of allegations.
5. **OUTCOMES:** At the conclusion of a thorough investigation and after consulting with TEP school leaders, the Head of School/Director/Assistant Director will determine if the accused employee is guilty of the misconduct alleged against them. The resulting consequences will depend on the type of misconduct and the surrounding circumstances. Any employee determined to be guilty of misconduct toward a student, or other criminal conduct, may also face consequences served by relevant legal authorities.
 - I. Unsubstantiated Allegation: If the allegation is judged to be unsubstantiated, then the consequential course of action is to be determined and documented by the Head of School/Director/Assistant Director, who will make this determination after consulting with relevant school leaders.
 - II. Unwelcome Conduct: In any case where an allegation of inappropriate conduct is substantiated, the Head of School/Director/Assistant Director will consult with relevant school leaders to determine how best to support the v person/people impacted and accused person(s) through strategies including but not limited to counseling, mediation, or treatment from external providers.
 - III. Violence & Harassment: In any case where an allegation of violence or harassment is substantiated, then the guilty employee shall be subject to consequences determined by the Head of School/Director/Assistant Director, who will make this determination after consulting with relevant school leaders. The possible outcomes depend on the nature and circumstances of the allegation and the evidence and information available, and include but are not limited to, warning or reprimand, suspension, or termination.

B. CONFLICT RESOLUTION

There are some conflicts that arise that do not necessarily fall into the category of an “allegation” against a staff member. Our approach to these conflicts is an expression of our shared commitment to provide the best learning environment for our students. We are collectively able to do so by creating and sustaining a rigorous and pleasant professional culture for our colleagues and ourselves. All parties involved are expected to carry this intention into our approach to conflict, with empathy for one another and an eye for solutions.

In the event of a persistent problem or dispute between staff, students, or student families, any party to the conflict may initiate an informal and/or formal mediation following a process such as the one described below. Careful documentation and communication is key to a successful process.

In order to resolve conflicts with respect and efficiency, all persons are expected to maintain high sensitivity to timeliness and confidentiality throughout the resolution process and thereafter. This applies most significantly in the initiation of next steps, in the exchange of information, as well as in any counsel parties may seek.

1. **Informal Mediation:** Make a good faith effort to work with the adversarial party/parties to the dispute to resolve the conflict within 30 days of an incident. This effort will consist of problem identification, possible solutions, selection of resolution, process for implementation of resolution, and a schedule for follow-up. At this stage in the resolution process, no documentation is necessary.
2. **Conflict Documentation:** If the issue is not resolved after a good faith attempt as outlined above, you may seek assistance and advice from the Head of School, designated as Mediator, by submitting a written letter. The letter must be submitted within 5 business days of your most recent meeting with the parties in dispute. The letter will articulate in detail the problem and the course of action pursued, in accordance with the procedure for Informal Mediation outlined above. This document must also provide explanation of outcomes, why the issue has yet to be resolved, and the need for a Mediator's intervention.
 - In the event that the Head of School is one of the original parties in dispute, the Chief Executive Officer, the School Director, the Assistant Director, or an otherwise mutually agreeable third party, may serve as Mediator. The letter is to be submitted to whomever serves as Mediator.
 - Important Note: The date upon which the letter is submitted to the Mediator closes the Informal Mediation process and initiates the Formal Mediation process.
3. **Formal Mediation:** Within 5 business days of receiving a letter, the Mediator will notify all parties to initiate the mediation process. The Mediator will use their discretion, with consideration to the preferences of those parties involved, to determine the format for the mediation process. The Mediator will work with parties in dispute to author new possible solutions, selection of resolution, process for implementation of resolution, and a schedule for follow-up.
4. **Arbitration by the Board:** If the issue is not resolved after a good faith attempt with the Mediator, you may submit a second letter, this one addressed to the Board of Trustees, within 5 business days of the most recent meeting from Formal Mediation. This document will detail the problem and the course of action pursued, through Informal Mediation and Formal Mediation. The report will also explain why the conflict remains open and merits intervention by the Board. At the discretion of the Board, the proposed solution will be binding for all parties involved.
5. **Appeal to the NYC Department of Education:** If the issue is still not resolved after engagement with the Board of Trustees, the parties involved may appeal to the NYC Department of Education. If a conflict is to be brought to the NYCDOE, the parties in dispute should file a complaint with the school's Charter Authorizing Team within the NYCDOE. Any complaint filed to the Charter Authorizing Team must comply with the NYCDOE's protocol, which can be found here:
<https://www.schools.nyc.gov/school-life/support/get-help-at-your-charter-school/file-a-formal-complaint-at-your-charter-school>
6. **Resolution:** A conflict will be considered resolved once a resolution is drafted and signed by all parties in dispute and the Mediator. OR, if the conflict requires arbitration by the Board or the NYCDOE, then the conflict will be considered resolved once the Board or NYCDOE provides notice of its decision to all parties.

VI. HEALTH & SAFETY

During the 2025-26 school year, TEP continues to implement important health and safety policies, aligned to NY State guidance, including those that address vaccination requirements, and any regulations related to COVID-19. All TEP students and families are responsible for abiding by these health and safety guidelines. Note that TEP continually updates these policies and procedures; students and families are responsible for abiding by the most up to date TEP health and safety policies at all times.

A. SCHOOL NURSE

The following services are offered by the nurse's office:

- Emergency first aid and/or CPR is provided with referrals to appropriate persons
- Maintenance of student health records and emergency notification cards
- Processing of accident reports
- Dispensing of physician approved medications
- Monitoring of student injuries

Every effort will be made to contact the parent/guardian in the event of an emergency requiring medical attention. In the event of an emergency requiring medical attention for a student, if the parent/guardian cannot be reached or if the school determines that delay would be dangerous for a child's health, the school's staff members will secure the necessary medical treatment for a child.

B. MEDICATIONS

Students who require medication during school hours must bring the Medication Administration 504 form, completed by a physician, to the School Nurse.

- Nonprescription medications (e.g. aspirin-free pain relievers, cough lozenges, etc.) will be administered only with written parent/guardian authorization and under unusual circumstances.
- Students (who meet minimum age and other requirements) who are severe asthmatics may carry their inhaler with them during the school day, with a prescribed medication form on file with the nurse.
- The School Nurse will administer medications when:
 1. The medicine is prescribed by a physician.
 2. The medicine is in its pharmacy container with written directions.
 3. Written permission from the parent/guardian is on file.

C. FIRE & EMERGENCY DRILLS

- Fire and other emergency drills are designed to ensure the safety and preparedness of the TEP community. TEP will meet or exceed all local and state requirements regarding the number of drills each year.
- Students should become familiar with exit directions that are posted in each classroom.
- Students must move quickly, silently and in an orderly manner, and follow directions of staff.
- Fire and other evacuation drills will be periodic under a variety of weather conditions.
- Students will periodically practice lockdown drills to simulate the procedures in an emergency situation. Families will be notified in the event of a lockdown drill.
- Students will periodically practice bus safety drills and procedures.

D. EMERGENCY CLOSING INFORMATION

TEP will typically follow the NYC DOE's cancellation of in-person classes for all NYC public schools. While students will not attend school in person on these days, TEP will aim to provide remote asynchronous instruction for up to 2 days. If there are more than 2 Inclement Weather Days, TEP will need to add another in-person learning day to the school calendar.

Parents may check www.tepcharter.org, ParentSquare, or TEP social media accounts to find out about closings/delays.

HANDBOOK AGREEMENT FORM

We have received, reviewed, and understand the TEP Student & Family Handbook. As students and parents/guardians, we will work together to support and abide by the ideals and regulations outlined in this document.

Hemos recibido, revisado y entendido el Manual para Estudiantes y Familias de TEP. Como estudiantes y padres/madres/guardianes, trabajaremos juntos para apoyar y seguir los ideales y regulaciones descritos en este documento.

Signature of Student
Firma del Estudiante

Name of Student
Nombre del Estudiante

Signature of Parent or Guardian
Firma del Padre o Guardián

Name of Parent or Guardian
Nombre del Padre o Guardián

Date / Fecha: _____

Please sign and return this form to the Main Office.
Por favor firme y devuelva este formulario a la oficina principal