



**Expand the Possible. Own the Future.**

# **PARENT HANDBOOK**

## **2015-2016**

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New York, NY 10035  
212-427-7900**

**[www.storefrontacademy.org](http://www.storefrontacademy.org)**

**Principal: Mrs. Alexis Thomason**

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*\*All policies included in this handbook are subject to change without notice.\**

## **History and Mission and Contact Information**

***“It Takes a Village”***

**African Proverb**

### **History**

Storefront Academy is a private independent, tuition-free school in Harlem committed to providing a comprehensive education to children with varied academic strengths from preschool through 8<sup>th</sup> grade. Our work is grounded in the conviction that every child deserves the opportunity for an excellent education. Storefront Academy Harlem, formerly know as The Children’s Storefront was founded in 1966 by Ned O’Gorman, who developed the school based on a deep commitment to heal, liberate and educate. It is accredited by the New York State Association of Independent Schools (NYSAIS).

**Mission**

Storefront Academy seeks to provide children of varied academic strengths quality educational opportunities, preparing them academically, socially and emotionally to become critical thinkers, high-achieving students and well-rounded individuals. Working in partnership with families and community members, Storefront Academy instills a powerful sense of self, and gives its students the tools to own the future and create meaningful adult lives.

**Core Values**

RESPECT-not judging others, being kind and considerate, not touching other’s property.

RESPONSIBILITY- being prepared (ex., doing one’s homework, reporting to class on time), not blaming others for one’s actions.

CONCERN FOR OTHERS- helping others in need (academically or emotionally), making everyone feel accepted and included, practicing selfless behavior

DILIGENCE- working hard all the time (ex., reading at home each evening; putting forth one’s best effort in class consistently)

PERSEVERANCE- pushing oneself to success despite difficulties and challenges

HONESTY- telling the truth (no matter what), approaching everything with integrity

**Closing Statement**

**“Always remember how special you are and how powerful you can become, through hard work and dedication and perseverance. Always remember that because you are IMPORTANT, you are STRONG - we are a COMMUNITY and we are the STOREFRONT.”**

**Storefront Academy Harlem Leadership Team Contact Information**

Name	Title	Building /Floor	Email	Ext
Alexis Thomason	Principal	70- 1st floor	<a href="mailto:athomason@storefrontacademy.org">athomason@storefrontacademy.org</a>	135

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Audra Jimenez	Director of Counseling and Student Support Services	70- 3rd floor	<a href="mailto:ajimenez@storefrontacademy.org">ajimenez@storefrontacademy.org</a>	136
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### **Storefront Academy Harlem Faculty Contact Information**

<b>Name</b>	<b>Title/Subject</b>	<b>Building /Floor</b>	<b>Email</b>	<b>Ext</b>
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Elwira Pociеча	3rd Grade	61- 2nd floor	<a href="mailto:epociecha@storefrontacademy.org">epociecha@storefrontacademy.org</a>	211
Helen Hanson	4th Grade	70- 1st floor	<a href="mailto:hhanson@storefrontacademy.org">hhanson@storefrontacademy.org</a>	119
Angela Marrero	5th Grade	70- 3rd floor	<a href="mailto:amarrero@storefrontacademy.org">amarrero@storefrontacademy.org</a>	118
Christian Urchioli	6th Grade / Math	70- 2nd floor	<a href="mailto:curciuoli@storefrontacademy.org">curciuoli@storefrontacademy.org</a>	122
Trayshia Rogers	7th Grade	70- 2nd floor	<a href="mailto:trogers@storefrontacademy.org">trogers@storefrontacademy.org</a>	123
TBD	8th Grade	70- 3rd floor		133

### **Storefront Academy Harlem Specials Teachers & Staff Contact Information**

Name	Title/Subject	Building /Floor	Email	Ext
Margaret Chute	Science	70- 3rd floor	<a href="mailto:mchute@storefrontacademy.org">mchute@storefrontacademy.org</a>	134
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Renardo Pope	Recess Coordinator	70- common room	<a href="mailto:rpope@storefrontacademy.org">rpope@storefrontacademy.org</a>	101
Latosha Rowry	Art	61- 3rd floor	<a href="mailto:lrowry@storefrontacademy.org">lrowry@storefrontacademy.org</a>	233
Lindsey St. Onge	Music	70- common room	<a href="mailto:lstonge@storefrontacademy.org">lstonge@storefrontacademy.org</a>	102
Ms.Dixon	SETTS Provider	70- 2nd Floor		
Krystyne Mancuso	Speech & Language Provider	70- 2nd Floor		
Taylor Booth & Nureen Wohl	Social Work Interns	70- 3rd floor		137
Patty Sacks	Volunteer Social Worker	70- 3rd floor		137

## **Admissions**

Storefront Academy Harlem enrolls students in our UPK program through the DOE applicant matching process which is based on each applicant's residence, socio-economic status and sibling preference. In grades K-8 we accept students for openings by interview only.

There is no academic testing for admission to Storefront Academy Harlem. We evaluate the potential fit between student applicants, our mission and the current make-up of the class for which the student is applying to. Admission to Storefront Academy Harlem is very competitive as we average 15-30 applicants per open seat in grades K-8, and many families reapply each year before an opening becomes available. Siblings and faculty member's children have priority although admission is not guaranteed. Our goal is to serve children who face obstacles in their acquisition of a quality education and who represent a diverse range of academic abilities. We therefore accept students with IEP's and special learning needs as long as we can adequately meet those needs.

In order to be considered for an open seat in grades K-8, candidates must fill out a new application form and bring in any required information. Siblings have priority although admission is not guaranteed. Faculty members' children have priority although admission is not guaranteed.

Applications are available at the school and on our website at [www.storefrontacademy.org](http://www.storefrontacademy.org) and are accepted year round.

## **Educational Program**

### **Educational Philosophy**

The Storefront's dual mission is to *Educate* and *Empower* our students. Storefront Academy Harlem prepares it's students for all possible academic settings, with a focus on boarding and independent day schools, as well as select parochial and specialty public schools. We strive to produce students whose educational and life choices are limitless. We introduce the goal of high school placement to our students from very early in students' education and want every one of our students to be prepared in a way that ensures that they will be able to enroll in the high school and ultimately the college of their choice.

Our educational program teaches the whole child. We focus on six **Core Values: Respect, Responsibility, Concern for Others, Diligence, Honesty and Perseverance**. We believe these Core Values are the foundations to success. We encourage active learning, creative thinking and the acquisition of foundational literacy and numeracy skills. Our focus is on personal values, as well as academic achievement, and is balanced with a belief that it is critical for our young people to build a practice of community service. We want our students to develop an understanding of responsibility to the greater world and to become leaders of the future.

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### **The School Day**

The students at Storefront Academy Harlem are greeted by their teachers, administrators, and peers as they enter their respective buildings and head to their classrooms at 8:15 each morning. Parents and caregivers are also welcome to enter classrooms alongside their children until 8:25 for our Open Classrooms portion of the day. After parents and caregivers help their children get settled in, they say good-bye at 8:30 and the day gets under way. The school day officially runs from 8:30 a.m. to 3:45 p.m.

Every classroom begins the day with morning meeting, a time when the classroom community gathers together to share the day's plan or reflect on events from the previous day; or perhaps the day begins with an enrichment class, which might include: art, creative movement, dance, yoga, fencing, science, music, or library.

Every day is a full one and includes instruction in reading, writing, word study, math, science, social studies and sometimes conflict resolution. We are a balanced literacy school and spend almost half of the instructional time each day on literacy instruction, believing that a love of books and critical thinking skills are among the most important skills for our students to acquire. However, our most creative portion of the instructional day comes from our learning together through project-based work in social studies and science. Projects grow out of the Next Generation Science Standards, the NYS Social Studies Scope and Sequence, the passion of our faculty and our students demonstrated interests. Our class projects emphasize collaborative work and real-world experiences, provide opportunities for authentic inquiry and student-directed learning, and integrate academic goals from all subject areas. Guided by teachers and encouraged to bring new ideas to life, students and teachers discuss, debate, research, interview, investigate, share, listen, and draw conclusions across all subjects.

Healthy food choices, understanding where our food comes from and living a life full of physical movement and exercise are considered an important part of educating the whole child at the Storefront. Students share lunch and snack time together each day. Lunch is provided by the school and is served family style, giving children the opportunity to participate in preparation and cleanup. Snacks are contributed to each classroom through a family snack calendar in Pre-K and Cluster 1. Each day, students participate in at least 20 minutes of unstructured or structured gross motor time in Cluster 2 and 3, and 40 minutes in Pre-K and Cluster 1 . We structure our school day so that it is developmentally appropriate as our students mature with is from grades Pre-K to 8. We ensure that they are supported as they develop a strong sense of self, through a balance of academic and character building pursuits.

Classroom teachers end the day with a closing circle or meeting. This gathering involves a few minutes of reflection on the day, celebrations of small successes, announcements and preparation for the day ahead.

See Below for a sample daily flow of the day for each Cluster.

Cluster 1- Grades K-2

Period	Minutes	Activity	Purpose(s)	Examples
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1	15	<b>Morning Meeting</b>	<ul style="list-style-type: none"> <li>• To build community through discussion</li> <li>• To establish expectations for the day through established routines</li> <li>• To practice interactive writing</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions to address social /Emotional</li> <li>• Calendar routines</li> <li>• Sharing summer/weekend experiences</li> <li>• Morning message constructed with students (use SS/Science topics)</li> </ul>
	90	<b>Foundations (30 min)</b>	<ul style="list-style-type: none"> <li>• To develop print knowledge, alphabet awareness, phonological awareness, decoding, vocabulary, fluency and spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Letter- keyword sounds</li> <li>• Sentence and syllable frames</li> <li>• Keyword puzzles</li> <li>• Magnetic letter tiles</li> <li>• Sky write/Letter formation</li> <li>• Writing and Drawing</li> </ul>
2		<b>Shared Reading (20 min)</b>	<ul style="list-style-type: none"> <li>• To provide children with an enjoyable reading experience</li> <li>• To teach children explicit foundational skills</li> <li>• To gain: <ul style="list-style-type: none"> <li>• o familiarity and fluency</li> <li>• o sight words</li> <li>• o word solving</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Can include: Big book, chart, Smart Board text, poem, supplemental texts from content areas in Social Studies and Science</li> <li>• Same text can be read 3 times a week</li> <li>• May include teaching point for reading workshop</li> </ul>

			<p>strategies</p> <ul style="list-style-type: none"> <li>To develop deeper understandings and comprehension strategies</li> </ul>	
3		<p><b>Independent Reading and Guided Reading with Conferring and Recording (20 min)</b></p>	<ul style="list-style-type: none"> <li>To model and demonstrate reading strategies</li> <li>To provide strategies, skills and practice to increase reading comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Children read independently on independent level</li> <li>Children partner read at independent reading level</li> <li>Children read with teacher support in a guided session on instructional level</li> </ul>
		<p><b>Literacy Stations (20 min)</b></p>	<ul style="list-style-type: none"> <li>To develop independent work skills</li> <li>To encourage critical thinking skills</li> <li>To practice reading foundation and comprehension skills</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Stations:</li> <li>Big Book Station</li> <li>Word Work/ABC station</li> <li>Writing Station</li> <li>Partner Reading Station</li> <li>Computer Station</li> </ul>
4	45	<b>Lunch/Recess</b>		
5	20	<b>Interactive Read Aloud</b>	<ul style="list-style-type: none"> <li>To listen to fluent reading</li> <li>To develop listening/talk skills</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to make connections with the text</li> <li>Books that support/develop</li> </ul>

			<ul style="list-style-type: none"> <li>• To expose students to close comprehension (rich text)</li> <li>• To provide opportunities for rigorous discussion of complex texts</li> </ul>	<p>understandings of unit topics</p> <ul style="list-style-type: none"> <li>• Actively practice grand conversations to promote higher-level thinking</li> </ul>
	25	<b>Writing</b>	<ul style="list-style-type: none"> <li>• To inform, entertain and persuade</li> <li>• To develop writers in various genres</li> <li>• To study craft</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Informational and Procedural</li> <li>• Opinion</li> <li>• Poetry</li> </ul>
6	45	<b>Math</b>	<ul style="list-style-type: none"> <li>• To acquire and apply math knowledge, skills and concepts at deeper level</li> <li>• To engage students in a problem solving approach to mathematics using multiple techniques</li> <li>• To develop appreciation of the power of math in everyday life</li> <li>• To use math language</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete- pictorial- abstract approach</li> <li>• Number sense</li> <li>• Computational strategies</li> <li>• Drawing and mental Math</li> </ul>
7	45	<b>Specials</b>	<ul style="list-style-type: none"> <li>• Music</li> </ul>	

			<ul style="list-style-type: none"> <li>• Art</li> <li>• Movement</li> </ul>	
8	45	<b>Social Studies Projects &amp; Science Labs</b>	<ul style="list-style-type: none"> <li>• To develop inquiry skills that promote higher order thinking and increased depth of knowledge</li> <li>• To increase intellectual engagement</li> <li>• To foster deep understanding through the development of a hands-on, minds-on and 'research-based disposition' towards teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Social Studies project-based learning</li> <li>• Hands-on Science Inquiry (Delta Science)</li> </ul>

Cluster 2- Grades 3-5

Period	Minutes	Activity	Purpose(s)	Examples
1	20	<b>Morning Meeting</b>	<ul style="list-style-type: none"> <li>• To build community through shared, oral and written</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of a current issue</li> <li>• Class chants and cheers</li> </ul>

			<p>information about respect and resolutions</p> <ul style="list-style-type: none"> <li>To discuss events that will be happening during the day – school or class news</li> <li>Morning Math Routines</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving as a class</li> </ul>
	90	<p><b>Reading Workshop Minilesson (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Excerpt of text –(part of a text that helps to support your teaching point)</li> <li>Read Aloud</li> <li>Shared Reading Mentor Text</li> </ul>	<ul style="list-style-type: none"> <li>To develop reading skills</li> <li>To build content knowledge</li> <li>To gain: familiarity and fluency deeper understandings</li> <li>listening strategies</li> <li>To develop partner discussion</li> </ul>	<ul style="list-style-type: none"> <li>Includes your teaching point for reading workshop</li> <li>Not a full reading of the text</li> <li>Includes links to Social Studies and Science</li> </ul>
2/3		<p><b>Independent Reading with Conferring, Recording and Reading Response Notebooks (40 Minutes)</b></p>	<ul style="list-style-type: none"> <li>45 minutes of sustained reading to build stamina</li> <li>To set goals with students</li> <li>To teach students to respond to literature and discuss their thinking/ strategy use in a weekly</li> </ul>	<ul style="list-style-type: none"> <li>2 guided groups daily (25 minute) and at least 2-3 individual reading conferences daily</li> <li>2 additional times weekly to meet with guided groups during book clubs</li> <li>Book Clubs:</li> </ul>

			letter to the teacher (formative assessment)	Students do the reading for the book club outside of school. They have discussions and analyze the text -2x/ per week for 30 minutes
		<b>Guided Reading or Reciprocal Reading (20 minutes per group 2x/ week)</b>	<ul style="list-style-type: none"> <li>To provide strategies and skills to increase reading comprehension</li> </ul>	
4	45	<b>Math</b>	<ul style="list-style-type: none"> <li>To acquire and apply math knowledge, skills and concepts at deeper level</li> <li>To engage students in a problem solving approach to mathematics using multiple techniques</li> <li>To develop appreciation of the power of math in everyday life</li> <li>To use math language</li> </ul>	<ul style="list-style-type: none"> <li>Concrete-pictorial- abstract approach</li> <li>Number sense</li> <li>Computational strategies</li> <li>Drawing and mental Math</li> </ul>
5	45	<b>Lunch</b>		
6	45	<b>Specials</b>	<ul style="list-style-type: none"> <li>Art</li> <li>Music</li> <li>Movement</li> </ul>	
7	45	<b>Writing Workshop</b>	<ul style="list-style-type: none"> <li>To inform, entertain and persuade</li> <li>To develop writers in various genres</li> <li>To study craft</li> </ul>	<ul style="list-style-type: none"> <li>Narrative</li> <li>Informational and Procedural</li> <li>Opinion</li> <li>Poetry</li> </ul>

8	45	<b>Social Studies Projects &amp; Science Labs</b>	<ul style="list-style-type: none"> <li>To develop inquiry skills that promote higher order thinking and increased depth of knowledge</li> <li>To increase intellectual engagement</li> <li>To foster deep understanding through the development of a hands-on, minds-on and 'research-based disposition' towards teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Social Studies Projects 2x/per week</li> <li>Science Labs (Delta Science) 2x/per week in 3<sup>rd</sup> grade</li> <li>Science Class 3x/ week in 4<sup>th</sup> &amp; 5<sup>th</sup> grade</li> </ul>
Flex Block	20	<b>Interactive Read Aloud/ Spelling &amp; Academic Vocabulary</b>	<ul style="list-style-type: none"> <li>To develop listening skills and comprehension (rich text)</li> <li>To develop a verbose vocabulary to aid in comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Books that support/develop understandings of Unit topics/genres</li> <li>Teacher models a think aloud based on a focus of the week in reading (without stopping the flow of the text too much)</li> <li>Text is then used to support teaching points later in the week</li> </ul>

Cluster 3- Grades 6-8

Period	Minutes	Activity	Purpose(s)	Examples
1		<b>Homeroom/</b>	<ul style="list-style-type: none"> <li>Complete</li> </ul>	

	15	<b>Morning Meeting</b>	<p>Attendance</p> <ul style="list-style-type: none"> <li>• Uniform Check</li> <li>• To build community through shared, oral and written information about respect and resolutions</li> <li>• To discuss events that will be happening during the day – school or class news</li> </ul>	
	90	<b>Reading Comp Reciprocal Reading</b>	<ul style="list-style-type: none"> <li>• To develop reading skills</li> <li>• To build content knowledge</li> <li>• To develop partner discussion</li> <li>• To provide strategies and skills to increase reading comprehension</li> <li>• To gain: <ul style="list-style-type: none"> <li>○ familiarity and fluency</li> <li>○ deeper understandings</li> <li>○ listening strategies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Includes your teaching point for reading workshop</li> <li>• Not a full reading of the text</li> <li>• Includes links to Social Studies and Science</li> </ul>
2		<b>Grammar &amp; Academic Vocabulary</b>	<ul style="list-style-type: none"> <li>• To build skills in grammar and usage, sentence structure and syntax</li> </ul>	



			<ul style="list-style-type: none"> <li>• Explicit instruction in academic vocabulary</li> </ul>	
		<b>Independent Reading Book Clubs</b>	<ul style="list-style-type: none"> <li>• 45 minutes of sustained reading to build stamina</li> <li>• To set goals with students</li> <li>• To teach students to respond to literature and discuss their thinking/ strategy use in a weekly letter to the teacher (formative assessment)</li> <li>• To practice listening, reading, speaking and writing cooperatively and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>• Book Clubs: Students do the reading for the book club outside of school. They have discussions and analyze the text -2x/ per week for 30 minutes</li> </ul>
3		<b>Writing</b>	<ul style="list-style-type: none"> <li>• To inform, entertain and persuade</li> <li>• To develop writers in various genres</li> <li>• To study craft</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Informational and Procedural</li> <li>• Opinion</li> <li>• Poetry</li> </ul>
4	45	<b>Science</b>	<ul style="list-style-type: none"> <li>• To build inquiry skills aligned to NGSS</li> <li>• To develop competence in</li> </ul>	Science Inquiry (Delta Science)

			the scientific method	
5	45	<b>Lunch</b>		
		<b>Recess</b>		
6	45	<b>Specials</b>	<ul style="list-style-type: none"> <li>• Art</li> <li>• Music</li> <li>• Dance</li> </ul>	
7	45	<b>Social Studies Projects</b>	<ul style="list-style-type: none"> <li>• To develop inquiry skills that promote higher order thinking and increased depth of knowledge</li> <li>• To increase intellectual engagement</li> <li>• To foster deep understanding through the development of a hands-on, minds-on and 'research-based disposition' towards teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Social Studies project-based learning</li> <li>• Hands-on Science Inquiry (Delta Science)</li> </ul>
8	45	<b>Math</b>	<ul style="list-style-type: none"> <li>• To acquire and apply math knowledge, skills and concepts at deeper level</li> <li>• To engage students in a problem solving approach to</li> </ul>	<ul style="list-style-type: none"> <li>• Concrete-pictorial- abstract approach <ul style="list-style-type: none"> <li>○ Number sense</li> <li>○ Computational strategies</li> <li>○ Drawing and mental Math</li> </ul> </li> </ul>

			<p>mathematics using multiple techniques</p> <ul style="list-style-type: none"> <li>• To develop appreciation of the power of math in everyday life</li> <li>• To use math language</li> </ul>	
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**Extended Day**

The school offers an Extended Day program as an extended academic intervention for students that need further academic support. This program takes place Mondays, Tuesdays, Thursdays and Fridays from 3:45 p.m. to either 5:00 p.m. or 5:45 p.m. This time period allows for both structured tutoring, homework help, as well as an opportunity to participate in enrichment activities after a busy school day that nurtures the whole child. Students can join a team league, learn keyboard or capoeira, or take a visual arts class. Enrichment offerings in the Extended Day program change each year.

**Homework**

Homework is designed to reinforce the skills that are taught in the classroom, to help students process a deeper understanding of subject concepts and to promote habitual study habits that they will need in order to be successful in high school, college and beyond. Homework is given at each grade level in different increments. All homework should be neat, completed and submitted at the time it is due. Reading each night is mandatory for all grades as a way to ensure that students have sufficient time spent reading books independently on their reading level.

**Report Cards**

Storefront Academy has two semesters, with four marking periods and two Parent-Teacher Conference days. Parents must attend their child’s Parent-Teacher conference in order to receive their report card. Storefront Academy Harlem assesses students on both their academic progress and their social-emotional growth resulting in a report card and character growth card. Parents should contact their child’s teacher or the school at any time if there are concerns about grades, homework or social-emotional development. Teachers will also contact parents immediately if there are concerns about a student’s progress. Online parent log-in to our electronic gradebook means parents always know how students are progressing throughout the semester.

**Testing and Promotional Criteria**

Storefront Academy administers the following assessments:

- Measures of Academic Progress (MAP) Test- Annual Interim and Summative Assessments

- F&P Benchmark Assessments- Assess students independent and instructional reading levels
- Unit Assessments in all subjects
- Running records and writing benchmarks

We do not use standardized test scores alone to determine student promotion criteria; we also look at progress through a child's classroom performance, and their individual growth over time. We believe a comprehensive picture of student progress is important to keep in mind. However, if it is clear that a student is performing below expectations or not making progress, the student will be referred for academic support services, recommended to be retained in grade level or referred for evaluation by the Committee on Special Education (CSE) to diagnose the problem.

### **Academic Intervention Services**

Storefront Academy is a school that teaches to a broad range of abilities. We believe every student is unique and has special needs and unique gifts. For this reason we have an Response to Intervention program in place to support each student where they are. When a student is struggling to succeed academically or behaviorally, the student will be referred to the Child Study Team for intervention services at the school. If such services prove unsuccessful, the student will be referred to the CSE to create an Individual Education Plan (IEP) aligned to their needs. Storefront Academy currently offers individual and small group tutoring through the Reading Room and Extended Day program, intervention blocks in reading and math; SETTS services, speech and language therapy, and counseling.

If a child is experiencing academic or emotional difficulties, we help parents through the process of obtaining evaluation and/or support services in the community. However, it is the responsibility of the parent to follow through on such referrals. There are times when a student's needs exceed the resources of The Storefront. In these instances, we work alongside parents to decide if The Storefront is the appropriate setting for that child.

Occasionally parents disagree with the need for services or evaluations. It is important for parents to work with the school to ensure their child's success.

### **Summer School**

Storefront Academy offers summer school for students needing extra support. The school invites children entering grades 1 – 7 to meet together for five weeks. We believe that these extra weeks help students to maintain their growth into the next school year. For some students, the extra attention in very small groups can help them to make great strides academically and developmentally. When invited, Summer School is mandatory.

### **Textbooks/Library Books**

Every student receives a number of textbooks and workbooks each year. Storefront Academy does not charge for these books. Each student is responsible for his/her books. They must be kept covered and treated carefully. It is important for students to have the books they need to be prepared for class. If a student loses a book, Storefront Academy will send a replacement fee notice to the parent or guardian.

Students have library once a week. In Cluster 1 & 2, students visit the library, enjoy a read aloud borrow 1-2 books at a time and must return them the following week in order to borrow

more. In Cluster 3, students use the library for research and references. Students do not borrow books in Cluster 3.

**Social Emotional Supports**  
**“ Be the Change that you Want to See in the World”**  
**Mahatma Gandhi**

**Social Emotional Learning (SEL)**

Our Social Emotional Learning program was developed within the context of our mission, Core Values, and the Responsive Classroom guiding principles. Storefront Academy’s Core Values are: Respect, Responsibility, Concern for Others, Diligence, Honesty and Perseverance.

We believe that children’s social emotional well-being is a fundamental component of their learning. According to the Collaborative for Academic, Social and Emotional Learning (CASEL), social and emotional learning refers to “the processes through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” The integration of thoughtful work in this area in schools results in positive attitudes by students about themselves and learning, and it serves to prevent social emotional challenges, such as bullying.

At Storefront we promote social emotional learning as early Pre-Kindergarten and continue to do so throughout the years as students move through each Cluster, with differing implementation across each program. In our Universal Pre-Kindergarten (UPK), SEL occurs within the context of the classroom community, routines and learning environment, with the addition of specific lessons that focus on the development of social emotional skills. In Cluster One, Two and Three, there is a significant focus on these skills at the beginning of each school year as classroom communities are established; specific lessons addressing major components of social emotional learning are incorporated throughout the year. Concepts from these lessons are revisited throughout the year. Additional lessons are chosen based on each classroom’s culture.

Finally, an important part of social emotional learning at our school is recognizing the role of the staff in students’ social emotional development, which occurs within the context of relationships. Positive staff-student relationships are an integral part of promoting social emotional well-being at the Storefront. Children’s strong sense of well-being allows them to reach out to others in the community with empathy and compassion.

**Family & Parent-School Communication**

At Storefront Academy Harlem we believe that families who are actively involved in their child’s education are partners in helping to achieve our mission. One important piece of this family and parental involvement is the communication between school and home. We expect each family to cooperate fully with our policies and respect the decisions made by Storefront staff members and administration. We encourage you to ask questions and make comments regarding your

children. Full cooperation is expected once decisions are made in relation to the education of your child. If family contact information changes you must notify the Front Office.

### **Family Nights:**

Each month families are provided with the opportunity to meet other families and participate in parent workshops together. When families build relationships with one another and school staff it promotes a the free flow of ideas and problem solving and all involved gain new insights in how to best support our children, obtain greater resources, and can develop school support systems.

### **Peer Mediation & Conflict Resolution:**

7th and 8th grade students are trained as peer mediators to help their peers problem solve during recess. Peer Mediators also help students within the lower grades to resolve conflicts that they are having with their peers. Conflict resolution lessons are offered during the class curriculum of Pre-K through 5th grade.

### **Student & Family Support Team:**

Students are supported by a team of school counselors made up of the Director of Counseling and Student Support Services, two interns and a volunteer Licensed Social Worker. Students will receive supportive individual and group services as part of the regular school program. Families will be contacted if it has been identified that students can benefit from weekly ongoing individual or group counseling by the support team or an outside of school resource. The Support Team also maintains a list of resources and services that can be helpful to families in need of accessing help from the community.

## **Student Conduct Code** “Discipline develops self- discipline”

### **Core Values:**

Our Core Values of **Respect, Responsibility, Perseverance, Concern for Others, Diligence and Honesty** form the basis of all our expectations of children. When students don't adhere to these values while they are at school there are consequences for their actions. Our goal is to hold our students to high standards of proper conduct, attitude and effort. We also use teachable moments and positive reinforcement in order to make each adult-child interaction help to build a child's sense of confidence.

Teachers and school staff enforce discipline policies. We work together to try to resolve discipline issues by talking to the student, having time-out, calling parents to set up a meeting, and speaking to the Principal. If the child's behavior persists or becomes excessive, we look for ways to help the child be successful. This would include counseling, an evaluation and referrals to outside help. The Principal, classroom teachers, the Academic Intervention Services Coordinator and the Director of Counseling and Student Support Services all work together to help find ways to support our students. It is always in the best interests of the child when the family and school can work together towards a successful school experience.

Our enforcement of the discipline code is adjusted to the ages of children, special needs of children, and the needs of each child. We believe that young children need time and understanding to learn the rules, behaviors and conduct that are appropriate for school. We teach our children to understand the rules for various classroom activities, playground activities and etiquette. We are committed to treating each child with respect, acknowledging their feelings and affirming them.

### Incentives and Rewards

Each week during assembly, students are rewarded for hard work and exemplary behavior. Each Preschool student to whom this applies is recognized as a “Friend of the Week,” and Lower School students receive “Student of the Week” honors. Upper School students are awarded Effort and Academic Honor Roll. Additional awards are also given for attendance. Each quarter students who have earned honors for exemplary achievement and behavior are invited to a celebratory field trip with the Principal.

### Unacceptable behavior

Students who exhibit the following behaviors, therefore violating Storefront Academy’s Core Values will receive age-appropriate consequences. Repeated violations will require a family conference to address the issue. Continued violations may lead to suspension or expulsion.

- Disrespect of teachers, staff, and/or other adults. This includes: rolling eyes, sucking teeth, smacking lips, insubordination, cursing, talking back, etc.
- Disrupting class
- Not completing class work or homework
- Not cooperating, refusing to participate
- Not showing concern for others. This includes teasing, ostracizing their peers, or arguing with other students
- Not being in uniform
- Not being prepared for class
- Leaving the classroom without permission or not reporting to class on time during the school day
- Vandalism or disrespect of school property
- Physical altercations of any kind

### In- School Consequences

For Cluster 1 & 2 include:

- A color change on the behavior chart
- A time out in the cool down corner
- A written reflection assignment
- A time out in a buddy classroom
- Recess detention
- A send-out to the Principal’s office
- A parent phone call

For Cluster 3 include:

- A written reflection assignment
- A time out in a buddy classroom
- Recess detention
- A send-out to the Principal's office
- A parent phone call
- Detention
- Mandatory homework help to make up missing assignments
- Confiscation of personal property (such as cell phones or inappropriate media)

### **Suspension:**

Students who exhibit the following behaviors, are therefore violating Storefront Academy's Core Values and will receive a suspension. Repeated violations resulting in suspension will require a family conference to address the issue. Continued violations may lead to expulsion.

- Vandalism, bullying, lying, loss of control, physical altercations with other students, temper tantrums, swearing, spitting and expression of physical intimidation.
- Stealing property, cheating, lying to staff, plagiarism.
- Leaving school grounds.

### **Expulsion:**

Students who exhibit the following behaviors, are therefore violating Storefront Academy's Core Values and will receive an immediate expulsion. Storefront Academy will help the family explore other school options.

- Posing a physical threat to anyone at school. That includes possession or use of a weapon and biting.
- Possession or use of drugs, alcohol or tobacco.
- Possession or sharing of pornographic media.

### **Probation:**

There are three kinds of probation at Storefront Academy Harlem:

**Attendance Probation:** Excessive absences and/or lateness will result in the student being placed on the attendance warning lists and may escalate to probation. If the situation does not improve, the student may not be invited back the following year. This applies to the Extended Day program as well. Chronic late pick-up will result in permanent expulsion from the program.

**Behavior Probation:** Behavior in the classroom which creates disruption and disturbance, keeping the rest of the class from learning will result in the student being put on Behavior Probation. If the situation does not improve the student may be asked to leave the school. In the Upper School, an excessive number of detentions, mandatory parent conferences and/or suspensions will result in the student being placed on behavioral probation.

**Academic Performance Probation:** Storefront Academy Harlem expects every student to be completing homework, attending required tutoring sessions, required summer school and completing their class work. Students who do not perform as expected and/or students, who fail more than one class for the year, will be placed on Academic Performance Probation. If the



situation does not improve, the student may not be invited back the following year, or may be asked to leave the school.

## **School Policies** **“Dress for Success”**

### **Dress Code/Uniforms:**

Uniforms will be provided by the following company. Please visit their website and create a user account with your child’s name and select the items to purchase.

#### **To Order Uniforms Contact:**

**Flynn O’Hara Uniforms**  
**136 Westchester Square**  
**Bronx, NY 10461**  
**718-863-7561**  
[www.flynnohara.com/register](http://www.flynnohara.com/register)

All students must adhere to our dress code/uniform as per Storefront Academy’s school policy. Students are required to arrive to school in uniform everyday of the school year unless it is a School Spirit Day which will be announced in advance. Consequences for students not wearing a uniform are as follows:

- Parents will receive a warning, via phone call or letter about their child not arriving to school appropriately dressed.
- Students in Cluster 3 will be sent home and are expected to return the next day and in the future in proper uniform attire.
- If families are having difficulty acquiring the necessary uniform they must contact the school to discuss an action plan.

#### **Dress Code Details**

- Storefront Academy logo t-shirts are the only t-shirts acceptable in dance/movement.
- Children without sneakers or the appropriate t-shirt will be marked unprepared for dance/movement.
- Shoes/boots can not have heels higher than 1.5 in.
- Only small earrings and necklaces that can fit underneath the school uniform can be worn.
- Tongue and nose piercings are not allowed in school.
- Hoods and hats must be removed while inside the school building.
- School uniforms must fit properly, be clean and neat.
- Excessively tight clothing is not allowed.

#### **Cell Phones & Computers:**

Students are not allowed to use cell phones during the school day or during after school activities. Cell phones must be off and put away. If a staff member sees or hears a cell phone, he or she will confiscate the phone and it will be given to the front office for parent/ guardian pick up. Repeated offenses will result in detentions and suspensions.

Students are encouraged to turn off and place their cell phones in their lockers during the school day. As an option, the students can give their phones to a staff member in the main office to lock up and store safely. In order to prevent possible theft, we absolutely discourage students from keeping their phones in their book bags, desks, or coat pockets.

#### Phone Usage

- Students are allowed to use office phones only with permission from the faculty or staff.
- Children are allowed to call home each morning to check in or let parents know they arrived.
- We do not allow children to call home on their own when they are in the process of working through a discipline incident. Faculty and administration need time to complete the process and will determine when parents are to be notified.
- On occasion, a teacher will ask a child to call home as part of the discipline process; letting parents know about a situation is part of the process.

#### Computer Usage

- Students cannot use a computer without a supervising teacher.
- Students do not use computers without staff permission.
- Privacy: students may not open other students' work or access teacher work ever.
- Avoid plagiarism: credit all sources, do not copy verbatim without citing your source.
- Respect for equipment is essential; no graffiti, or careless handling of machines or other equipment will be tolerated. Any damages will be the financial responsibility of the parent.
- No internet use without direct teacher supervision is allowed.
- Students do not use their names, personal emails, home addresses or phone numbers on sites.

**\*Failure to abide by these policies will result in consequences based on Student Conduct Code.**

#### **Lockers**

Cluster 3 students are assigned a locker. It is the student's responsibility to provide a combination lock for his/her locker. Key locks are not allowed. The student must give a copy of the combination to his/her homeroom teacher. Storefront reserves the right to search lockers at will. Any search will be monitored by the Principal. At the end of the year, the locker must be cleaned out and the lock removed. If a lock is left on a locker, the school will remove it and items may be discarded.

#### **Attendance Policies:**

##### Absences and Lateness

We believe that students need to have consistent attendance in order to be successful at school. Our policy states that students are allowed only 10 absences a year. When a student has missed more than 10 days, we ask parents to call us and explain the situation. Families will

also receive monthly attendance letters for students who have a combined late/absence total of 5 for the month. These letters will be added to the student's permanent file. We work with families when there are medical or crisis situations that have created excessive absence situations. If a doctor's note or other documentation is provided to the front office in a timely manner, the absences may be excused.

Excessive absences, regardless of whether they are excused or not excused, may result in your child being placed on Attendance Probation. ***As a school, we reserve the right to either ask a child to repeat a grade or not to return to the school if they have missed an excessive number of school days.***

Parents must call the office and leave a message before 8:30 a.m. if their child will be absent. Messages will be checked each morning and calls will be made to parents of any child who is not in school and whose parent has not left a message.

#### Breakfast

Breakfast will be served free of charge in the Cafeteria beginning at 7:30am. We encourage parents to stop in and enjoy breakfast with their children each morning. Cluster 1 Students must have a parent accompany them to breakfast. They may not be left unsupervised in the Kitchen.

#### Arrival

**School starts at 8:15 a.m.** - students must report to class by 8:30 a.m. or they are late. All late students must see the school secretary and obtain a late pass before they will be allowed into their classroom. **Between 8:15 a.m. and 8:25 a.m.** is Open Classroom time where parents can come into class and talk and visit with teachers.

#### **Arrivals: Preschool/Kindergarten/Grade 1**

- Please walk your child to his/her classroom. Do not leave children on the sidewalk. If you need to leave your child in the lunchroom, be certain to have another parent, adult or older student who is responsible walk him or her to class.
- Help to remove outer clothing and hang it in the student's cubby (Preschool classroom).
- If your child is enrolled for the first time, please be prepared to spend some time with him/her in the classroom.

#### **Dismissal**

- For the safety of your child, he/she will be released only to the persons whose names have been given to us by you as being authorized to pick them up.
- No one under 14 years of age will be allowed to pick up your child. We must have written permission if a sibling is an authorized pick-up person.
- We cannot make changes to the list of authorized persons based on a phone call. Your child will not be released to an unauthorized person. You must notify us in writing of any changes in authorizations. The Storefront will not use cabs to send children home.
- Students in homework help or other after-school activities must be picked up promptly.
- Students in grades 5 – 8 are allowed to travel home on their own.

- The school is not responsible for students who stay on the block after being dismissed.
- Students may not leave school grounds or go to the store before or after school programs begin. We provide a snack each day and expect students to stay on school grounds.
- Students are not allowed back into the school building once they have been dismissed.

### Transportation

Students who are required to take the bus or train to school will be issued a MetroCard. MetroCards will be issued twice a year. The first will be issued in September and will be valid September through February. The second MetroCard will be issued in February and will be valid from February through June. We follow the Office of Pupil Transportation's eligibility standards. Your child is issued only two MetroCards per year. Please assure their MetroCard is not lost. In the event your child loses their MetroCard he/she may have to wait 1 ½ months before receiving a new card. You will be responsible for all travel costs incurred until the replacement card arrives.

### No Shows

Our staff will make every effort to locate you and let you know if your child has not been picked up. We call all emergency numbers, people who have permission to pick up your child and family contacts. If we cannot find or reach you within a reasonable amount of time, we move to the next steps which may include taking children who have not been picked up to the police precinct.

### Vacations

No children are allowed to take vacations during the school year other than those scheduled in our school calendar, without written permission from the Principal. Any child that does so may be asked to leave the school. Do not buy tickets or make travel arrangements until you have received permission for absences on non-vacation days, as permission will not be given except for emergency situations.

### Re-enrollment

Each spring a letter goes home to students who are in good standing inviting them to return the following year. A student who is not in good standing may be invited to return under certain conditions or may not be invited to return. Parents must return their re-enrollment form by the deadline or their slot will be considered available for a new admission. The Principal will meet with every student's family who is not in good standing.

### **Nutrition and Wellness:**

Storefront Academy is a peanut and seafood free school, so we ask that no snack or home brought lunch contain seafood, peanuts or peanut oil. At Storefront Academy nutrition and helping students to make healthy food choices is a major value that we take into account when planning our menus. All Storefront Academy children participate in the school lunch program.

We make a great effort to keep the fat, sodium, and sugar contents of our food low and to encourage our students to have a broad palate by trying diverse foods.

The school menu, which is posted on our website, allows for substitutions for a medical need that would prohibit a child from consuming a specific food. Our chefs cater to the dietary needs of each of our students. We therefore do not allow lunch to be brought from home unless there is a documented medical reason for bringing lunch from home on file. Parent's who have a child with special dietary needs must complete the **Dietary Restriction/Food Allergy Report Form** and return it to the Front Office.

The students at SAH work diligently to grow fruits and vegetables in our garden. We often use the fresh fruits, veggies and herbs that our children plant in our recipes in the Kitchen. We also have several partnerships with food justice organizations which bring fresh produce to our school so that students can experience vegetables that are in season that don't typically end up on the dinner table.

### Cafeteria Rules

Before entering the cafeteria, students must line up in single file. Students will enter one at a time. Each student is to sit quietly until all children are served and the cafeteria monitor gives the signal to talk.

### Student Records

Student records are kept in the main office and are available to parents. Copies will be made upon request. Records include report cards, admissions information, medical information and standardized test results.

We will release a student's records upon written request by a parent or guardian. Transcript requests must be made 48 hours in advance. School verification letters must be requested 24 hours in advance. Please contact the Front Office for information and requests.

## **Parent Participation and Responsibilities**

**“Parent Involvement is a necessity not a luxury”**

Alexis Thomason, Principal

### **Parent Responsibilities**

At Storefront Academy, the partnership of parents, teachers, students and administration is unique and important. When we all work together, we have the ability to make an enormous difference for our students. Building a relationship of trust and support is crucial to our success. We count on each parent to be an advocate of the school and a supporter of her/his child's education. We welcome parents' comments, constructive criticism or general feedback, and we encourage parents to be open to hear the information we share with them. When parents

support the goals of our core values, school policies, and guidelines for student conduct it helps their children to make the choices needed for them to succeed at Storefront and in life. We expect each parent to fulfill her/his parental responsibilities listed below, as well as to aid their child in fulfilling her/his responsibilities as they attend Storefront Academy.

### **School Meeting Attendance**

Parents are expected to attend school meetings that pertain to their child with the understanding that they will receive important information, resources, relationship building opportunities and the educational support for their child's success. Important meetings that will be held during the year include but are not limited to: Curriculum Night, Parent/Teacher Conferences, Parent Advisory Committee Meetings, HS Placement meetings, and Family Nights/ Parent Workshops. Check the calendar to make sure you do not miss these critical parent meetings.

### **Parent/Teacher Conferences**

These conferences are held twice a year, one in the fall and one in the spring. This is a time for teachers and parents to exchange information, touch base and set goals. Parents will receive their child's report card and talk about the progress, that student has made so far. Parents will also have the chance to meet with their child's counselor if they are receiving counseling services at this time. However, please note you may arrange for additional meetings with your child's teacher or counselor as needed during the academic year. Please contact the school to discuss scheduling appointments or addressing any concern as they arise.

### **Parent Advisory Board**

Membership in the Parent Advisory Board (PAB) is open to all parents and guardians. The Parent Advisory meets with the Principal once a month for input on curriculum, programs, fundraising ideas, general discussions and topic-specific meetings. All parents are welcome to attend meetings each month and participate in all parent-sponsored activities.

### **Parent Volunteers**

During the academic school year there are many events, field trips, classroom activities and school wide initiatives that parents can volunteer to help with. Please review your monthly calendars and contact the front office to find out how you can get involved. Storefront Academy welcomes dedicated and involved parents who would like to give back to our community of thriving learners and invest their time, expertise, and/or simply make a kind gesture.

### **Parent Visitation**

Storefront Academy has an open door policy for parent visits. It is best to plan a convenient time with your child's teacher about when you will be visiting, however, impromptu visits are allowed. When arriving at the school you must check in at the front office. It is important for us to know who is in the building and where for safety reasons.

Should a situation arise where parent visits are creating disruption in the classroom or are affecting the climate of the classroom, Storefront Academy reserves the right to limit a parent's

opportunities to be in the classroom. Parents who are visiting should not have meetings with the teacher during classtime or interrupt the flow of the class schedule.

### **Parent Grievance Procedure**

Should you have grievance about your child's teacher, classroom activities, school procedures or other issues of concern, we encourage you to talk with members of the school community to resolve it immediately. We ask the parents to follow these steps in the event of a problem with a staff member or policy.

1. Any parent who is dissatisfied with or has questions regarding class operation or related matters must make the initial request for a conference with the lead teacher. The issue would not be considered a grievance at this point unless the person receives an unsatisfactory response.
2. In the event a satisfactory settlement is not reached on an informal basis, a meeting with the lead teacher and an administrator will be set up.
3. If a satisfactory settlement still has not been reached the parents/guardian can then meet with the Principal. At this point we hope we will reach a satisfactory settlement. We would like to settle all issues at the school level however, parents/guardians have the right to call or write the Executive Director if they cannot reach an acceptable resolution with the Principal.

## **Health and Safety**

**"When safety is first, you last"  
"It's a good sign if safety is on your mind"**

### **Medical and Immunization Requirements**

It is important for Storefront Academy community to maintain a healthy environment.. Every year students must have an up-to-date physical and immunization form turned in to the front office. We follow state requirements for immunizations.

#### **Illness**

Children who are severely ill will be asked to go home. No child will be sent home until the school has determined that someone will be home to care for the child. Sick is defined as having a temperature above 99 degrees, vomiting, diarrhea or nasal discharge that indicates an infection. Any child having a rash or open sores will be asked to stay home until it is determined that they are not contagious by a doctor. Parents are informed of any contagious disease

exposure in a classroom. Children who have been sick should be free of fever for 24 hours before returning to school. Please let us know if your child is going to be absent by contacting the school's Front Office by 8:30 a.m. If your child has been diagnosed with a contagious disease be certain to inform us so that we can notify other parents to take precautions. Children who are absent because of an illness must bring in a doctor's note when they return to school in order for it to be excused.

### **First Aid**

First aid is administered by trained staff members as needed. Any medical emergencies are directed to the nearest hospital. Medicine is only given when a doctor's note, permission and original bottle of medicine are provided. **No medication is administered without a parent's written permission.** This includes Benadryl, asthma pumps and over-the-counter medicines such as Tylenol. It is the school policy that children do not self-medicate. Students may keep inhalers or medications in the school office or with a teacher and take their dose in the presence of the front office associates, an administrator or classroom teacher. All medical information is considered confidential and shared with staff only on a need to know basis. **NO MEDICATIONS will be administered at school, unless approved by the Principal.** Families with children requiring inhalers and epipens must communicate with the main office to develop a plan.

### **Lice/Ringworm**

If it is determined that a child has lice, the parents are informed and given information on the procedures for treatment. Every child in that child's class and any siblings of that child will be checked. Parents will be informed of the check. No child who has had lice can return to school until determined to be free of lice by the Principal. Children with ringworm must return with a doctor's note that they have been seen and medication has been administered.

### **Injury/Incident**

All incidents and injuries are reported to the school administration. When a student suffers an injury during the school day, a staff member (usually one who has witnessed the incident) fills out an incident/injury form. The parent or guardian is notified by phone and a copy of the form is sent home to the parent or guardian.

### **Emergency Phone Numbers**



It is required that you give the school your phone number at work and an emergency number of a neighbor or relative in case you cannot be reached. Notify the office if these phone numbers have changed in order to keep the information up to date.

### Child Abuse

Storefront Academy is adamantly and unalterably opposed to any form of child abuse. It is the policy of the Board of Trustees to cooperate actively and fully with federal, state or local authorities in the investigation of any and all allegations, complaints or charges of child abuse involving children participating in any programs operated or funded by Storefront Academy. New York State Law and New York State Department of Social Services Licensing Regulations require that all the instances of suspected child abuse be reported to appropriate New York State authorities. All staff members are considered Mandated Reporters and will adhere to this requirement.

### Snow Days

In the event of severe weather or snowstorms, we follow the lead of the Department of Education. However, in some instances we will close school even when public schools are open if transportation delays pose a safety hazard or hardship for families. We also cancel after school on days of severe weather and encourage families to pick students up early to make it home safely.

### Closing Thoughts

**“Storefront Academy is an amazing place. As we learn and grow together, we are creating a school that feels like a family. A caring community, dedicated to the success of our students, we work hard, play hard and try to take care of each other. As a community of learners, we are always trying to improve and grow. We look forward to your participation in the Storefront Academy community and embrace your dedication to the educational success of your child(ren).”**