



FAMILY HANDBOOK

SCHOOL YEAR 2016-2017

Teaching Firms of America
Professional Preparatory Charter School
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“The critical feature of a good school … is that it forces young people and their teachers, to practice, over and over again, the habits that make democracy conceivable. That … means selecting topics that have no yes/no, Google-able answer and pursuing them in ways that require us to listen to many views, to weigh evidence, to look for patterns, to conjecture, and to wonder why it matters.”

Deborah Meier

*Founder of Central Park East School
Author of “The Power of Their Ideas”*

“Plato defined a slave as one who accepts from another the purposes which control his conduct. This condition obtains even where there is no slavery in the legal sense … it is found wherever men are engaged in activity which is socially serviceable, but whose service they do not understand and have no personal interest in.”

John Dewey

Philosopher; Author of “Education and Democracy”

“To be truly educated [in the 21st century], a student must also make connections across the disciplines, discover ways to integrate the separate subjects, and ultimately relate what they learn to life …”

Ernest Boyer

Former Chancellor, State University of New York

“You may fill your heads with knowledge or skillfully train your hands, but unless it is based on high, upright character, upon a true heart, it will amount to nothing.”

Booker Taliaferro Washington

Founding President, Tuskegee University

PROFESSIONAL PREP SCHOOL HOURS

Monday to Thursday: 7:45AM - 4:15PM

Friday: 7:45AM - 12:30PM

Dear Families:

It is with great pride that we welcome you to Teaching Firms of America — Professional Preparatory Charter School community (or just “Professional Prep” for short!). This upcoming school year promises to be an exciting one for us all, from students to teachers to operations staff, and, we hope it will be for you as well.

We are pleased to present you our 2016-2017 Family Handbook. The purpose of this Family Handbook is to provide you with helpful information about day-to-day procedures at our school, to inform you about the core academic programs and philosophies, and share some of our important school culture elements.

It is our hope that this information will explain how we expect to prepare our students to become the future professionals who will lead our global society in the 21st Century. As you will see, our school is committed to providing a fun, community centered, culturally rich and relevant learning environment founded on cutting-edge research and exemplary methods of teaching and learning.

The Family Handbook provides information that explains how to measure your child’s progress, and what to expect from Family Conferences and progress reports throughout the school year. We describe some of our research based curriculum programs, each element of which reflects the content and methods of teaching that form the basis of teaching and learning at our school. Being familiar with these concepts and material will help you develop a better understanding of how we—staff, students and families—hold one another accountable for achieving our goals.

In this handbook, you will also find the following:

- Information about regulations regarding student records and parent access to these records
- Our school attendance and the promotion policy
- Information regarding special education inclusion
- Discipline and safety policies, as well as sample daily schedules
- Measures for student safety and our uniform policy
- Information regarding transportation to and from school
- A sample daily schedule
- Our uniform policy

You, the parents, play an important role in making this school great. We simply cannot achieve our goals without you. Please know that we encourage parent participation in all class programs and extracurricular activities.

As specific questions arise over the course of the year, please refer to this Family Handbook. If you cannot find your answer here, please feel free to call the school office, or your child’s teacher with any additional questions you may have.

We all share the highest expectations for the upcoming school year. We look forward to working together with you to make this year extremely successful for students, staff and families alike.

Pamoja,

The Partners Council

Brother Rafiq Kalam Id-Din, Brother Damien Dunkley, Sister Ardnas Rashid & Sister Alexandria Lee

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Mission

We are dedicated to preparing our students to become the future professionals (lawyers, doctors, scientists, entrepreneurs, etc.) who will lead our global society in the 21st Century.

Vision

We will provide a fun, ‘college-successful’, community-centered, culturally rich and relevant preparatory school experience to our students, where they will be nurtured, challenged and cultivated into highly intelligent, creative and critically thinking young leaders.

We are committed to creating an instructional environment that is student centered, data driven and mastery focused, where every teaching professional holds themselves and each other accountable for the school’s most important outcome: high student achievement.

We believe that in order to accomplish this mission and prepare our students to compete in the 21st Century global economy, we must provide them with a world-class education, one driven by extraordinary instruction offered by highly talented, diligent teachers. Entering the 21st Century, our nation’s economy has been such that those who possess a high level of academic achievement have flocked to careers in professional service industries, e.g., law, medicine, consulting, etc. We believe that schools must become educational enterprises that more closely resemble these professional service organizations in how they are structured, organized and managed if schools are to similarly compete for our nation’s top talent. By attracting and retaining top talent, Professional Prep will be in a position to provide our students with the world-class education they need to compete in the global economy. The charter school mechanism has provided us with the freedom and flexibility to re-engineer the school from the ground up and to prepare students for their future endeavors.

School Culture and Behavior Management Policy

Overall Philosophy

Our School Culture and Behavioral Management Policy is based on our holistic, student-centered approach, rooted in the cognitive theories of Constructivism and Choice Theory, and ultimately framed in the unique language of our Leadership Index Rubrics (please see attached). Together, these components provide the underlying rationale for the tailored decision making that occurs with respect to both major and minor behavior matters involving students.

Individualized and Student-Centered

We believe that Lead Teachers are best positioned to respond to the individual needs of students in each Schoolhouse (classroom), and thus our teacher-led leadership structure delegates to each lead teacher the authority to choose how to specifically implement the instruction around, and day-to-day management of the Leadership Index, as long as it is differentiated and done so in such a way that is consistent with the overall philosophy described above.

Schoolhouse Management

While all staff members share the collective responsibility of exhibiting and instilling in our students the core values embodied in our Leadership Index, the primary responsibility for purveying and managing school culture and student behavior should be vested in the individual Schoolhouses (i.e. classrooms), with the expectation that the vast majority of behavior issues will be addressed by Lead Teacher within each Schoolhouse. All teachers are directed to use a variety of strategies to identify a student's needs (the source of their behavior), and help develop a plan to enable the student to address the behavior (including, but not limited to calling parents, interviewing other involved students, creating opportunities for meditation and reflection, etc.). Teachers may engage the Dean of Students and/or members of her team to help determine and develop such responses and behavioral plans. Under such circumstances where behaviors are more serious (including but not limited to the causing of injury, tantrums, property damage, etc.), the Dean may inform one of the Partners (usually the Stakeholder Partner), and when necessary refer particularly serious matters to the response to intervention team (RTI) for review and follow up. The Dean may also determine whether a more serious action (e.g. suspension), needs to be taken. In making such determinations, the Dean contacts the parent or guardian and, if necessary, a parent meeting is scheduled, conducted and followed up. See "**Highly Disruptive or Unsafe Behaviors**" below for more information on the policy and procedures under such circumstances.

Firmwide Resources

The Partners, Dean of Students and staff members on the Dean's team (including the Learning Specialists, social workers, etc.) are available to provide strategic and targeted consultation and support teachers and staff members in their work in managing and supporting the positive behavioral development of students in each Schoolhouse as they work through behavior and leadership development matters (including but not limited to the development of any behavioral plans or interventions). The Dean of Students is designated as the DASA Coordinator and shall investigate all incidents of harassment and/or bullying (including but not limited to cyber bullying) involving students.

Serious, Highly Disruptive or Unsafe Behaviors

Like our instruction, every behavior issue is handled and determined on an individualized basis. The goal for every behavioral engagement with a student is to help ensure the consistent display and mastery of the behaviors outlined in the "Awakened" and "Developed" categories of the Leadership Index rubrics, while simultaneously ensuring the health and safety of all students, staff and school property. For any serious behavioral act or display that is inconsistent, or in conflict with the behaviors in the "Awakened" and "Developed" categories of each Leadership Attribute Rubric (including, but not limited to those behaviors highlighted in the "Dormant" and "Awakening" categories of the rubrics), teachers and instructional personnel may utilize a variety of strategies to help support students to reflect and improve and align their choice of actions and behaviors. These strategies could include, but are not limited to:

- asking students to take time to use breathing techniques
- writing reflections
- adult mediated and supervised peace-making discussions and planning

- peer mediated peace-making discussions and planning
- phone calls to parents
- one-on-one or group reflection conversations (with classroom or Dean's Team staff members)
- self reflection/meditation time (either inside or outside of the classroom (including another classroom))

For serious, highly disruptive and/or unsafe behaviors (including but not limited to causing injury to self, another student or staff member, screaming, running from staff members, damaging school property, etc.), that either interferes with, or may interfere with the learning and instructional environment, or places at risk or harms themselves, another student, staff member or school property (as determined by a teacher, member of the Dean's team or other staff member), students may be referred to the Dean for consideration for a more serious action, including but not limited to:

- asking students to take time to use breathing techniques
- writing reflections
- adult mediated and supervised peace-making discussions and planning
- peer mediated peace-making discussions and planning
- phone calls to parents
- one-on-one or group reflection conversations (with classroom or Dean's Team staff members)
- self reflection/meditation time (either inside or outside of the classroom (including another classroom))
- suspension (short term or long term)
- expulsion

Suspensions & Expulsions

In the case of suspensions or expulsions, a member of the Dean's team will conduct an investigation of the matter, including speaking with all involved stakeholders (including and especially the student who is the subject of the suspension or expulsion). In every circumstance a student will be given the opportunity to be heard and provided with information about the behaviors/actions that have brought that matter up for consideration for suspension or expulsion. Depending on the severity of the incident, and the behavioral history of the student who is the subject of the suspension or expulsion consideration, the Dean will be presented with the information gathered from the investigation, along with a recommendation for suspension or expulsion. The Dean will make a determination based on a review of the record, as well as a direct conversation with the student who is subject of the suspension or expulsion consideration prior to making any determination of suspension or expulsion. In the case of expulsions, the Dean will be sure to talk with parents, guardians or caregivers before making any expulsion decisions.

The only exception to the above process is for students with an IEP—in these circumstances the Dean will further consult with learning specialists, teachers and other stakeholders in determining suspension or expulsion decisions for students with IEPs. Where the recommendation would be for an expulsion or a suspension that would exceed 10 days (except where the suspensions is for causing serious bodily harm), the Dean will notify the Partners that she will forward a request for an MDR to the CSE, as well as the student's parent, guardian or primary caregiver. The purpose of the MDR is to determine whether the subject behavior is a manifestation of the student's disability. Where appropriate the school's request for an MDR shall also include a concurrent request for the CSE and DOE to provide the student with services outlined in their IEP as required by law.

Where it is determined that the behavior is a manifestation of the student's disability, when appropriate we shall request an emergency review of the student's IEP to ensure that they are in the appropriate setting and receiving adequate services. If it is determined that our school is not the appropriate setting, we shall request for the CSE and DOE to provide the student with the appropriate setting and services aligned with their needs as required by law.

In any circumstance where a student with an IEP has been determined to cause serious bodily harm to a person at school, on our premises or at a school function, the student may be suspended from school for no more than 45 school days. In all such circumstances, the Dean shall notify the CSE and request that the CSE and DOE provide for the education services for the student as outlined in their IEP.

The School Bus

The Dean is the initial point person for any behavioral issues that occur on the school bus. The Dean informs the Stakeholder Partner of all significant behavioral matters from the school bus. Under most circumstances the Dean will make the determination of whether to contact parents. When serious incidents occur, or there is a consistent pattern of a student's unsafe choices, the Dean may determine whether a student will be suspended from the bus.

Students with IEPs

For students with IEP's, the Partners Council will consult with the Learning Specialist and Dean in making disciplinary decisions. See "Suspensions and Expulsions" above.

Provision of Alternative Education

In situations where students are removed from school for more than 10 days, we will work with the DOE and CSE to ensure the provision of appropriate alternative education and instruction as required by law.

Documentation

All serious behavior matters (including any behavior management plans established in conjunction with parents), will be documented and tracked by the Dean and reported to the Partners Council via the Stakeholder Partner.

Due Process and Compliance with Applicable Laws

All matters involving discipline of students (including, but not limited to matters involving suspension, expulsion, etc.) shall comply with all applicable federal, state and local laws and regulations, including, but not limited to affording appropriate and required due process to all stakeholders. This includes ensuring that in each instance where suspension for any length of time is potentially implicated or contemplated, that the student involved is given oral or written notice of the charges against her/him, and if s/he denies them, s/he is provided with explanation of the evidence against them and an opportunity to present her/his version.

Appeals

All disciplinary actions, including but not limited to suspension and expulsion decisions administered under this policy may be appealed to the Partners either orally or in writing. The Partners will review all documentation and/or testimonials, which may include but is not limited to interviewing the student who is the recipient of the disciplinary action, as well as any other stakeholder. The Partners will make a decision either to uphold, modify or reverse a disciplinary determination within 2 days, and shall provide notification of this decision to the student and their parent, guardian or primary caregiver orally or in writing.

School Climate and Culture: Dignity for All Students Act (DASA)

School Climate and Culture

The creation of an environment that is free from harassment, bullying and discrimination is fostered at TFOA both through the frameworks that guide our school practice and through the structures in place that support them. Central to this is our Leadership Index (see attached) that outlines a set of skills, behaviors, and characteristics TFOA expects that students and staff as leaders should all possess. Exposure, modeling, guidance, direct feedback, and explicit teaching of the Leadership Index in a wide variety of settings (classroom, lunch, recess, Family Meeting, arrival, dismissal, etc.) are proactive measures taken by TFOA to cultivate a harassment, bully, and discrimination-free environment. The Dean's Team (comprised of the Dean of Students, School Social Worker, Clinical Social Worker, Learning Specialist, and Sociologist of Education) primarily support this learning and ensure Teacher accountability in each of these contexts.

The Leadership Index describes a range of skills, behaviors, and characteristics that our students and staff are expected to practice and ultimately develop mastery over. Some of these include empathy (Banyan Tree), reflection (Sankofa), honesty (Ma'at), and confidence (Tama) See attached. TFOA also supports developing metacognitive processes within students by "observing, listening to and analyzing others point of view and using language that affirms and supports others". Staff refer to these skills, behaviors, and characteristics in a range of settings throughout the school day. The implementation of, and commitment to, culturally relevant pedagogy at TFOA supports students in learning to value their own identities and cultural heritage as wells as that of others. The utilization of a holistic approach provides that all adults in the building nurture the range of potentials (physical, emotional, social, civic) in each student.

If an incident of bullying or harassment occurs, an interdisciplinary approach is used which involves the Teachers, the Dean's Team, and the Partners, in order to collaborate and develop an appropriate response and behavior plan tailored to the needs of the specific students involved. This response may include referral to the Response To Intervention team (RTI) for review and follow up, meetings with the students' families, and in some cases, school discipline leading up to suspension.

Our School Culture and Behavior Management Plan (see attached) outlines this process and is distributed to all stakeholders including the families of each student at the beginning of each school year. This policy is under constant review and the most current version is included in the Family Handbook. If any updates are made mid-year, the new version of the policy is redistributed to all stakeholders.

Creating an Inclusive School Community: Sensitivity to the Experience of Specific Student Populations

The demographic population of TFOA is extremely diverse: 29 different countries are represented in our student body, socioeconomic status ranges from below poverty level to middle income, students possess a wide range of learning styles and abilities, and there are a variety of family compositions. Diversity is celebrated, acknowledged and discussed. Each of our classrooms is an inclusion co-taught classroom that accommodates a wide range of learning styles and needs. Students are aware of each other's strengths and challenges and work to support each other's growth. We have student accessible literature that provides further information on the disabilities that we serve in our community so that our students are best equipped to support each other. If a student expresses any lack of sensitivity to a specific student population, it is not only taken very seriously but it is treated as a learning opportunity.

School Personnel

Staff members are expected to have been trained in or have knowledge of DASA and actively implement measures in alignment with DASA in their classrooms. Additionally, staff receive various trainings and professional development courses provided by TFOA on the frameworks that support DASA being enforced at our school. The Partners Council, the Dean of Students, the Assistant Dean, the Clinical Director and the School Social Worker, work in collaboration to document and respond to any reports of abuse. Students and

parents both have complete access to this entire team via cell phone numbers, email addresses and our open door policy in which we communicate to families that they can come at anytime with or without notice or appointment. Students that are capable are always encouraged to write written reflections about any incidents that occur and work towards way to resolve a wrongdoing.

Our Employee Handbook specifically outlines process that staff members should engage in if they witness or experience any harassment, bullying or discrimination. Any incidents of the sort are investigated, documented in our student information system, documented in the School Environment and Educational Climate form and provided with responsive interventions.

The Dignity Act Coordinator

Identification and appointing the Dignity Act Coordinator (DAC)

The Dean of Students (licensed masters of social work) and Dean's Team (comprised of school social worker, clinical social worker, learning specialist, and sociologist of education) are primarily responsible for identifying and mitigating matters related harassment, bullying, discrimination, exclusion, bias, and aggression and reporting all incidences to Damien Dunkley. By identifying multiple DACs and using a team approach at TFOA, we are better equipped to respond to bias-based harassment (than by designating just one individual), and can increase the level of access, comfort and trust for students and personnel to speak about specific concerns related to harassment, bullying, and discrimination.

Accessibility

Students, personnel, and all other stakeholders are able to access the Dean of Students and Dean's Team during all school hours M-F. Although we currently do not have a dedicated email to address such matters, nor do we post in highly-visible areas or on our website ways to access DAC, the Dean of Students and Dean's Team are highly visible and accessible within the school and ensure to regularly reach out and educate all students and stakeholders on an ongoing basis how to access the Dean and the Dean's Team to discuss such matters.

Allegations of Student-to-Student Harassment and/or Discrimination

TFOA has created a personalized Code of Conduct and School Culture Behavior Management Policy that references NYS Education Laws, to ensure that the school investigates and appropriately responds in the same manner to student harassment, bullying, and discrimination. With regards to student discipline, we ensure to incorporate a progressive model that includes measured, balanced and age-appropriate remedies and procedures that make appropriate use of prevention, education, intervention and discipline, the nature and severity of the offending student's behavior, the developmental age of the student, the previous disciplinary measures used on the student, and the impact the student's behaviors had on an individual who was physically injured and/or emotionally harmed.

Investigating and Responding to Allegations of Staff-to-Student Harassment or Discrimination

TFOA employs a due process including provisions related to staff-to-student misconduct as outlined in the Employee Handbook and School Culture Policy.

Family and Parent Engagement: Communicating with the School Community

TFOA uses multiple means of communicating with the school community to ensure the Dignity Act becomes part of the fabric of the existing school culture. In addition, the Leadership Index, as part of TFOA school frameworks, has interwoven aspects of the Dignity Act to ensure we employ proactive measures to educate students how to help to foster a bully, harassment, and discrimination-free school environment and culture, and ensure student and personnel accountability. We employ several means to establish and have an ongoing relationship with all stakeholders including (but not limited to) the following: Parent Council for each Schoolhouse, school workshops for various stakeholder groups including but not limited to parents, students, faculty and staff, and community members, school website and facebook page, school questionnaires and surveys, and Sister's Keeper meetings. In addition, TFOA includes students in promoting positive and respective interpersonal relations using the following strategies: Family Meeting for students and any stakeholders interested in attending (held every Friday), integration of school culture and Leadership Index into every day curriculum,

displays of student work that promote interpersonal and intergroup respect, awards provided for students who demonstrate the strong practice of Leadership qualities.

Restorative Approaches and Progressive Discipline

TFOA uses a wide range of intervention measures to address discrimination and/or harassment, including, where appropriate, restorative practices, classroom problem-solving, conflict resolution, self-reflection exercises, and counseling, rather than over-relying on exclusionary methods of discipline, such as suspension or class removal. We adopt the philosophy that instances of wrongdoing and conflict can be a “teachable moment” and educate students on the importance of reflecting on their actions, taking accountability and attempting to repair their wrong doings if possible. In addition, families are often involved in the process to learn ways in which they can help reinforce these practices at home and to gain insight as to how other factors may be contributing to a student's wrongdoing so that an appropriate plan can be implemented to address the student's needs on a time-limited or ongoing basis.

Guidance for a Progressive Student Discipline Process

TFOA has established a code of conduct in the form of our School Culture and Behavior Management Policy that includes a due process and progressive student discipline process to ensure the safety of the school community. We have identified several successful alternatives to suspension or other forms of exclusionary discipline for student misbehavior that does not require removing the student from the school including: emphasizing behavioral expectations, collaborating with families, addressing root causes of misbehavior through counseling, using Sankofa rooms for written or verbal self-reflections and exploring way to work towards restoration, referral for additional services to address root causes, close in school monitoring which involves closer adult supervision and restriction of lunchtime, field trips, or recess activities. In addition, TFOA has guidelines for progressive measures to be taken in order to address classroom removal and/or school suspensions.

Internet Safety and Acceptable Use Policies

The Children's Internet and Protection Act

TFOA ensures safe and responsible use of the internet in accordance with the Education Law that includes protection measures that block or filter internet access to pictures that are: obscene, child pornography, or harmful to minors. An internet safeguard policy is included in the Employee Handbook and provided to all staff members upon hiring.

Guidance on Bullying and Cyber-bullying

Cyber-bullying

Although this is an infrequent occurrence at TFOA due to the age group of this student body, TFOA uses measures to address and/or discipline the student who has engaged in the harassment in addition to providing support to the targeted student. Disciplinary and supportive measures may include referral to counseling, restorative approaches, or as appropriate, suspension.

Educational Program Overview

Though Professional Prep's curricular program is grounded in the New York State Learning Standards, our approach to instruction will be unique. The core academic blocks of the traditional curriculum—ELA, Math, Science and Social Studies—will actually be taught in two long format integrated periods, where on the one hand we focus on the connections between Reading/Writing and Social Studies, and on the other hand the connections between Math and Science. As we look to pursue future certification as an International Baccalaureate Primary Years Programme School, our instruction will also be driven by a focus on inquiry-based, problem solving and critical thinking skills.

ELA - Reading and Writing

The team at Professional Prep is committed to developing a strong foundation in reading and writing through a balanced literacy approach that supports and develops pre-readers, emerging readers, early readers, and fluent readers. At the core we will use a Readers and Writers Workshop approach, as well as Reading Mastery's phonics program, to deepen the engagement of the typical standards and research-based curricular program for reading and writing. This program allows teachers to assess students routinely, to focus on skill acquisition, mastery, and address individual student needs. There is a focus on phonemic awareness, developing listening and identification skills, phonics, reading comprehension and vocabulary with the goal of grade-level accomplishment. In addition, our integrated writing program will teach students the traits and habits of independent writers.

Math

The emphasis of our math program is for students to develop:

- 1) strong conceptual understandings in mathematics
- 2) the ability to efficiently solve complex math problems using comprehensive procedures

We accomplish this through:

- * Morning Math Circle - This 15-minute morning block will be used to enhance math skills and concepts through real-world math connections and problem solving practice, such as calendar math, attendance graphs, weather, etc.
- * Math Block – TERC Investigations of Number, Data, and Space provides students multiple entries into a concept, with the use of the workshop model for concept introduction, and the use of manipulatives and blocks to construct meaning and to personalize understandings.

Science

We use the FOSS ("Full Option Science System") science program, which is aligned with the NY State Standards. It engages students in inquiry-based learning and allows students to construct an understanding of science concepts through their own investigations and analyses, using laboratory equipment, student readings, and interactive technology. Concepts introduced through investigations are supported and anchored by text. Homework is not typically given in science.

Social Studies

The focus of our social studies curriculum is for students to develop concepts, skills, and content necessary to be empowered, activated community members. We base our curriculum on the NY State Social Studies Frameworks and the NY State Core Curriculum. There are multiple opportunities for interdisciplinary connections inherent in the social studies. We make connections to student cultural heritage through social studies content, in keeping with our commitment to building linkages between home/heritage and school cultures. Homework is not typically given in social studies.

Spanish Language Arts

Professional Prep has a strong commitment to a bilingual education. Our Spanish Language Arts (SLA) program is designed to teach phonic skills in a developmentally appropriate sequence so that students develop reading fluency at a young age. This program will include: shared reading, daily phonics routines, spelling exercises, and a focus on word study. Our curriculum incorporates multiple learning modes and the arts for a rich, engaging experience.

The Arts

The community in Bedford-Stuyvesant has a rich cultural history that serves as a foundation for teaching The Arts. Community connections provide a richness and coherence to our school culture. Visual arts instruction follows the Blueprint for the Arts, an evolving curricular framework aligned to the NY State Standards. Dance, Music and Theatre Arts are addressed through integration into other content areas. Specifically, Music is integrated with Spanish Language Arts, and Theatre Arts with English Language Arts. Our program will help all students:

- * develop basic performance skill
- * attain competency in a variety of art-making media, such as painting, drawing, singing, instrumental music, dance and/or theatre
- * understand the value of the arts in shaping history and culture
- * be able to critically analyze art works from various time periods, and cultures

Health and Physical Education

Professional Prep is committed to developing the health and physical well-being of our students. Students will be able to make informed choices to maintain a healthy life through academic coursework in physical education, and health. We view exercise and athletics as a vehicle for teaching students important life and social skills. Health will be taught in conjunction with Physical Education. Students will have Health and Physical Education Class 4 days a week.

Homework / Independent Reading

Practice and independent work are important parts of the learning process. Teachers will routinely send work home for students to complete at home, which is designed to reinforce skills and concepts taught at school. Each student will have a "take home" folder that will contain homework and other notes.

Promotion Policy:

Our primary commitment to our students and families is that we pledge to engage all students in authentic learning throughout the school year. As such, our assessment of their progress through the development of the knowledge and skills we endeavor teach shall be similarly authentic, and thus our evaluation of student progress will be focused on a student's mastery of the Core Subjects areas **AND** Leadership Index skills and attributes. Only students who achieve "Awakened" (On-Grade Level) or higher in all Core Subject and Leadership Index areas by the conclusion of the school year are guaranteed promotion to the next grade level. Any student who does not at least achieve Awakened in each of these areas shall be at risk for retention. Our retention analysis and decisions shall be conducted on a case by case basis, and will take into account a student's reading level, growth and/or achievement in individual core academic knowledge/skills areas, growth and/or achievement in leadership index attributes, growth and/or achievement in any IEP goals, significant social-developmental concerns, etc. While no one area is alone determinative in each case, the most important question we will seek to answer is making retention decisions is whether or not a student can access the text and work at the upcoming grade level. Under circumstances where the answer to this question is that they cannot access the text and work at the upcoming grade level, retention will be more than likely to be determined to be the best and appropriate determination for a student.

Students who accumulate 10 or more absences in a school year shall be at risk for retention.

Attendance

Attendance at school is the most basic, and most important requirement for learning. In order for students to reach for their personal best, they must show up ready to learn and make the most of school each and every day. Needless to say, at Professional Prep, regular and timely attendance is required and expected. Our curriculum is rigorous, and it is essential for students to be in attendance DAILY, and ON TIME.

Student Attendance Tracking & Absences: Any day your child does not attend school is considered an absence. The school will keep records of all student absences. Student illness (with a doctor's note), a death in the family, religious holiday, are all considered absences at Professional Prep. While we still expect a call or note from a parent or doctor explaining the absence, the student is still considered and marked absent from school.

If a student misses school, a member from the Dean's Team will make reasonable efforts to contact family members by phone. Staff will explain the school's attendance policy and request the family's strong support in ensuring that the student be in school every day. This also helps ensure student safety so that no student ever gets lost and falls through the cracks. Like any educational institution we are mandated to contact the appropriate agencies when students are excessively absent.

1. Again, everyday that your child is absent, a member from the Dean's Team will be contacting a parent and/or guardian.
2. At the end of each month, if a student has missed 3 or more days of school, an attendance letter will be sent home indicating the number of days absent for the month, the students' attendance percentage for the month and TFOA policy in conjunction with the DOE attendance policy.
3. If a student has missed 3 consecutive days of school and the parent/guardian had not contacted any school personnel (Teacher, Dean's Team, Partners or Ops), a member of the Dean's Team will conduct a home visit.

Never Miss School for Appointments: Family members should schedule medical and dental appointments outside of school time (Fridays are particularly good under our schedule since we dismiss at 12:30pm every Friday). In the rare case when a student has a medical appointment during school, s/he should not be absent for the entire school day.

Early Dismissal: Students are expected to stay in school until the very end of the day (4:00 pm). Early pickups are disruptive to the learning environment. Since we are intently focused on academic and character development toward excellence, we will not release students prior to the end of the school day without prior notification. Unless in cases of a true emergency, the school will not disrupt classes to get a student early, and students will not be allowed to leave until the end of the school day. Parents will need to wait until the end of the full school day to pick up students. Parents should wait outside the school building (Lewis Avenue side) until the doors open for 4:00pm (12:30pm Fridays) dismissal.

Vacations. In order for us to accomplish our mission and prepare every student for success, they must first come to school everyday, ready to learn. This is not possible when they are often absent, or will be out of school for long periods of time. Thus it is our policy that it is not acceptable for a family to take a child on a vacation, etc. during the school year.

Pick-Up/Drop-off Policies and Procedures

Morning Drop-Off Location: Lewis Avenue Side Entrance

Students who do not ride the school bus are expected to be dropped-off to school on time every day. Doors on the Lewis Avenue side of the building will open promptly at 7:45am and will close by 7:55am each day. Each student must be dropped off at the door by a grown up directly to a Professional Prep staff member at the door, where you will be greeted with "Habari Gani!" or "Hetep". Students will be monitored on their way up stairs to the third floor where they will go directly to their teachers in their classrooms. We take the safety of our students very seriously and these steps will ensure that no student ever gets lost on the way to school.

Students who arrive on the school bus will be escorted off the bus and into the building by a Professional Prep staff member. Attendance will be taken before students exit the bus. Each day students who ride the bus must have an approved adult take the child directly to the bus stop and put them on when it arrives. Students will not be permitted to enter the bus on their own. Buses are permitted a window of 30 minutes to be late or early to each bus stop, so we ask parents/guardians to always err on the side of caution and arrive early to your child's assigned bus stop.

Tardy Arrivals

Definition of Tardy: Our doors open at 7:45 A.M. each morning. Students must arrive between 7:45AM and 7:55AM. Students arriving after 7:55AM are considered tardy. In cases when a school bus arrives late, those students arriving on that bus are not considered tardy.

It is extremely important that students arrive to school on time every day, ready to learn. Our day begins with a focus on literacy and leadership development, two of the biggest drivers for academic success and achievement. Students who are chronically late (or worse, absent) will routinely miss out on this critical instructional period. Please do your best to ensure that your child makes it to school on time and ready to learn every day.

Students who arrive after 8:00am will be officially "tardy" and will need a authorized grown-up to bring them up to our school's section of the 3rd Floor. At this point they will need to use the main Quincy Street entrance, and will need to present a proper ID before being permitted to continue up to our school's section of the 3rd Floor. Under no circumstances will the grown up be allowed to simply drop off the student at the main entrance at the security desk—the grown up will need to sign in at the main entrance and then bring the student up to the Professional Prep our main office on the 3rd Floor, where they will then sign our Tardy Log. This is the best way to ensure that all of our students arrive to us safely.

After dropping off a student, grown-ups will need to exit from the floor and the building directly. It is absolutely unacceptable and unauthorized for a grown up to go to any other area of the building without first checking in with security back at the security desk on the 1st floor. We understand that many of our families are alumni of PS308 and thus might feel the inclination to take an spur-of-the-moment tour of the building; however it is critically important that we advise against that as failure to follow this policy could result in a trespass violation and expose the grown up to criminal proceedings.

Afternoon Pick-up

Students who are picked-up by their parents or another authorized grown-up after school are expected to be picked up promptly at the end of the school day; pick up will happen directly from their child's classroom on the 3rd Floor. Grown-ups will use the Lewis Avenue entrance and will need to bring a valid ID to sign in in order to be authorized to continue up to our part of the 3rd Floor to pick up their child from their classroom. Professional Prep staff will be on hand to direct you. Doors on the Lewis Avenue side of the building will open promptly 4:15pm Monday thru Thursday (12:30pm Fridays).

At the classroom, grown-ups will enter in an orderly manner and check in with the classroom teachers to sign out their student. Again, we take student safety very seriously, and will only release students to grown-ups for whom we have written authorization on our Pick-up/Drop-off Authorization Form. Parents/Guardians should keep this list up to date with the main office.

In emergency situations where a parent/guardian cannot physically come into school to complete an updated Pick-up/Drop-off Authorization Form, parents will be allowed to email or fax in written authorization to the office. Only in the most extreme and urgent circumstances will parents/guardians be permitted to give such permission by phone, and even then they will be required to follow up and provide subsequent written authorization within 24 hours.

After picking up a student from their classroom, grown-ups will need to exit from the floor and the building directly. It is absolutely unacceptable and unauthorized for a grown up to go to any other area of the building without first checking in with security back at the security desk on the 1st floor. We understand that many of our families are alumni of PS308 and thus might feel the inclination to take an spur-of-the-moment tour of the building; however it is critically important that we advise against that as failure to follow this policy could result in a trespass violation and expose the grown up to criminal proceedings.

Each day students who ride the bus must have an approved adult meet the child directly at the bus stop when it arrives. Students will not be permitted to exit the bus on their own. Buses are permitted a window of 30 minutes to be late or early to each bus stop, so we ask parents to always err on the side of caution and arrive early to your child's assigned bus stop.

Late Pick-ups

We take late pickups seriously (all afternoon pick-ups that occur after 4:30pm will be considered late pick-ups). We are not a daycare facility, and when parents come late to pick up their children (or are not at the bus stop at the specified time), it makes the job of our already very hard-working teachers even harder. The school will log late pick-ups daily. Parents of students who have three or more late pick-ups in a trimester or six or more in a year may be required to have an in-person meeting with the Dean of Students. Students with excessive late pick-ups will be required to meet with the Partners Council and may lose out on the opportunity to participate in certain activities or exercise certain privileges. In general, late pickups are treated like tardies for awards, privileges, etc. An excessive and egregious pattern of late pick-ups may indicate abuse and neglect of the student and the school may have no choice but to engage its mandated reporting function to the appropriate social service agencies.

Early Dismissal

While it is critically important that students come to school on time and remain through until the end of the school day, we understand that from time to time there will be circumstances where a student needs to be picked up early. In such circumstances, families must call the main office prior to 11:00am to notify us and arrange for the specific time for pick-up. No early dismissals will be permitted after 3:00pm.

Only authorized grown-ups will be allowed to pick-up students. When arriving to pick-up students, grown-ups will need to enter through the main Quincy Street entrance, present a proper ID and sign in at security. Grown-ups will then need to sign-out their student in the Early Dismissal log in the Professional Prep main office or welcome desk on the 3rd Floor. Grown-ups will wait in the waiting area near the main office while a Professional Prep staff member goes to the classroom to bring the student up to meet the grown-up.

Updated Contact and Pick-up/Drop-off Authorization Information

It is very important that we have the most up to date contact information for you and the emergency contacts you've listed in your student's file. Please provide all updates in writing to the main office.

Exams and Quizzes

If a student is absent, he or she must make up any exams, quizzes, interim assessments, or other tests in a timely manner upon their return.

Communications

Family members are our partners in supporting students toward excellence. In order to be effective partners, we must communicate well, and often. The school's main number is 718-285-3787; our email address is info@tfoaprofessionalprep.org.

We will often send announcement or make important communications via phone calls, notes home through your child's take home folder. If you would like to visit your child's classroom, meet with a teacher, Operations staff member, or Dean of Students please arrange a time and date with that person directly. If you would like to meet with one or more of the Partners, you can either contact the Dean of Students or reach out to one of the Partners directly. If you are having trouble arranging a meeting time or date with anyone, please alert the Dean of Students by phone or in writing.

“One-Call-Now”

From time to time, we will utilize our automated calling system (“One-Call Now”) to send group messages to families. When “One-Call” makes the call, the school's phone number will show up on your phone; when you answer you will hear a message that begins, “This is a message from Professional Prep Charter School ...”

“One-Call” is a very useful way for us to get information to many families all at once and very quickly. For example, if a particular school bus is running behind schedule, we will send a message to contacts for students who ride that bus informing them of the delay. We will also use this service to inform families of school-wide events and announcements, from family-teacher report card conferences to Parents Council meeting days and times.

To the extent you want to remove a particular number from the “One-Call” automated system, you will be prompted to do so after a “One-Call” message has played. You may also contact the main office to request that a particular number be removed from the “One-Call” system (though keep in mind that at least one working contact number must be kept and updated for each student).

Nursing Services and Medication

There are nursing services on site in the K308 school building where we are located. However, it is always best to have your doctor or health center look into any medical problem that your child is experiencing. The nurse is responsible for checking all health records to be certain that each student is properly immunized. If your child requires medication during the school day, either the school nurse or a first-aid certified staff member can assist in the administration of basic medication. However, no medication can be administered with a completed 504 Form and the completion of the related "Administration of Medication" form required by the Department of Health. This applies to all medication, prescription and non-prescription.

Required Immunizations

Except on authorized and approved religious grounds, all parents/guardians are required to provide written confirmation of compliance with the following immunizations for their student. Students for whom this information is not submitted by the first day of school can be excluded from attending school until these records have been submitted.

Student File Requirements

All students are required to have the following information and documentation in their student files:

- Application Form (signed)
- Acceptance Form (signed)
- Birth certificate
- Proof of Address
- Immunization Records (completed and up to date)
- DOE Medical/Physical Examination Form
- 504 Form (for students with chronic conditions like asthma, diabetes, etc.) (if applicable)
- Emergency Contact Information (updated)
- New Student Questionnaire Form
- Pick-up/Drop-off Authorization Form (updated)
- Permissions Form (Field Trip, Community Directory, and Records Release)
- Home Language Questionnaire
- Receipt for Family Handbook (signed)
- Residency Questionnaire

School Bus Transportation

Busing to and from Professional Prep is provided by the NYC Department of Education. The Department of Education will generally provide busing for any student who lives between .5 miles and 3 miles from Professional Prep (though these guidelines change for students as they get older).

- Our expectations for behavior on the bus are consistent with our expectations at school. Students who break with community expectations will face consequences, including being suspended from the bus and the potential of being expelled from the opportunity to ride the bus.
- If an adult caregiver/parent is late picking up a student more than twice during the school year, the student will be suspended from riding the school bus for the remainder of the school year.
- All bus changes must be made by 12pm (Monday-Thursday), and by 10am on Fridays.
- Each student is assigned only one designated bus stop. We will not permit or approve daily changes to their assigned bus stop.
- If a student exhibits any unsafe or dangerous behavior (including, but not limited to taking off their seat belts, getting out of their seats, throwing objects, hitting, disrupting the bus driver in any way, etc.), that student may be suspended from the bus.
- Three or more bus suspensions in a school year may be grounds for expulsion from the bus.

Missing the Bus

Missing the bus is not an acceptable reason to miss an entire school day. Although students shouldn't miss the bus, each student should have a back-up plan for getting to school. Families should call the school immediately after the student misses the bus so that the school knows the situation and can help problem-solve.

Bus Complaints

Professional Prep does not manage or control the school bus service—the contract with the bus company is managed and supervised by the NYC Department of Education, and as such, complaints about late pick-ups, drop-offs, driver behavior, bus conditions, etc. should be reported to both the main office at Professional Prep and the NYC Dept of Education's Office of Pupil Transportation. Their customer hotline number is 718-392-8855. When you call this number you will need to provide the Professional Prep "OPT number" which is "84K406".

School Closings

In cases of inclement weather conditions (snow, tornado, etc.), public safety threat, etc., Professional Prep will follow the NYC Department of Education closing announcements for its building. Please listen to local radio and television stations. If New York City announces a delayed opening or a closing for its school buildings; Professional Prep will also be delayed or closed along the same conditions.

School Foods

School Lunch Program

Both breakfast and lunch are available at Professional Prep. All families will need to complete the school lunch form to participate in free or reduced price meals. Until this form is completed, families may be charged for the meals their student receives from NYCDOE School Foods.

This year families will be able to complete these forms online at www.applyforlunch.com. This process should be available August 15, 2011; and it is very, very fast. If you do not have access to a computer, you will have an opportunity to complete an online form using one of the computers in our offices on the first day of school (August 22, 2016).

It is VERY important that every family complete the form, even if you know that you do NOT qualify for Free or Reduced Priced lunch, or even if you plan to send your student with lunch everyday. We need 100% of our families to complete these forms if we are to ensure that we receive our full Title I funding from the Federal Government.

Families that do not qualify for free or reduced price lunch will be charged \$1.75 per day for lunch. They will be charged monthly and the bill will reflect how many lunches your child ate for that month.

If you have questions about the application, or school foods in general, you can call their helpline at 718-707-4400.

Finally, if you do choose to send your child with lunch, please keep in mind that we will not be able to refrigerate or heat your child's lunch. We also ask that you heed our Healthy Foods policy when it comes to preparing your child's lunch, and that you send only nutritious foods. Processed junk food is strictly prohibited—any such items (cookies, donuts, candy bars, chips, etc.) will be sent back home.

Healthy Food and Snacks Program

All students will have at least one healthy snack provided to them in their classroom daily by our school. Please make sure to let your child's teacher know if your child has any food allergies as fruit and vegetables change regularly to ensure students are getting the freshest, healthiest snacks possible. Some student favorites include apples, strawberries, carrot/celery sticks, pineapple, etc.

Families are also free to send a snack with their child if they like—however the snack still needs to comply with our Healthy Snack policy and consist 100% of real food, etc., like fresh fruits, vegetables, 100% fruit juice (not "fruit drink"), or Water (of course!). All unauthorized snacks will be returned home with the student un-opened.

Uniforms

All students must come to school in Professional Prep's uniform **every day**. If a student arrives to school out of uniform, the family will be called and asked to bring in a uniform before the student is sent to class. We have a required school uniform for several very important reasons:

- 1) Uniforms unite us as a community.
- 2) Uniforms reduce distractions and clothing competition.
- 3) Uniforms make us all equal.
- 4) Uniforms make a statement about school being a very important and special place.

Uniform Guidelines (School Year 2016-2017)

Our uniform will consist of the following:

1. Khaki pants/shorts/skort (Khaki-colored only; see attached picture for specific color; any brand is acceptable);
2. Black or Gold Polo Shirt (see attached picture for specific color; any brand is acceptable);
3. Black **sneakers** (see attached picture for specific color; any brand is acceptable).

Optional V-Neck Sweater Vest (cool weather only; see attached picture for specific color; any brand is acceptable).

All students should wear black sneakers every day; students may not change shoes for recess or physical education. The uniform must be worn every day, regardless of weather, unless parents and students have been advised otherwise in writing. Failure to wear the uniform will be considered a violation of our school's discipline policy.

Extra Clothes

All students must have a clean set of clothes at school (with this age group, it is always better to be prepared for bathroom accidents). Please bring the following on the first day of school: underwear, socks, uniform pants/shorts/skort, and a black or Yellow-Gold polo shirt (see uniform pictures above). All clothes must have the scholars name in the tag, and placed inside of a ziploc bag, also with the child's name on it. This change of clothes will be kept in each student's cubby.

Photo Opt-Out Procedures

I agree that the school records, photos and video of the student for whom I am submitting this application may be used by TFOA-Professional Preparatory Charter School and for studies at this charter school. In these studies, only aggregate outcomes, not individual students' outcomes will be reported.

For families who do not wish their children to be included in school photos, please see the main office for a "Photo Opt-Out Form".

Hours of Operation

Professional Prep operates from 7:45 am to 4:15 pm Monday through Thursday. School is dismissed at 12:30pm every Friday so that teachers have time to meet, plan, and receive training. This weekly staff development time is critically important and helps us to improve our skills as teachers and the school program as a whole.

Non-Academic Materials

Students should not bring to school anything unrelated to school. If a teacher or staff members sees a student with unauthorized, non-academic material, the item will be taken ("second chances" or warnings will not be given) and given to the item to the main office staff with a note saying which student had the item, what staff member took it, and the date it was taken. The main office staff will label items and keep them in a locked area. To get the item back, a parent will need to come to the office to pick it up during the hours of 8:00 AM to 4:15 PM. Items will not be returned directly to students.

TFOA PROFESSIONAL PREP CS CALENDAR SY2016-17

July 2016						
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31						

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May 2017						
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June 2017						
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Key:
■ (No school)
■ (Half-day)
■ (Lottery)

■ (School Closed)
■ (Staff Summer PD)

■ (1st Day of School)
■ (Last Day of School)

Important Dates

July 1-15	SCHOOL CLOSED
July 18- Aug 19	<u>Summer PD-July 18</u> (School Office Open)
Aug 22	First Day of School
Sept 5-6	No School (Labor Day)
Oct 10	No School (Columbus Day)
Nov 8	No School (Election Day)
Nov 11	No School (Veteran's Day)
Nov 24-25	No School (Thanksgiving Break)
Dec 19- Jan 2	No School (Winter Break)
Jan 16	No School (Dr. Martin Luther King Jr. Day)
Feb 20-24	No School (Mid-Winter Break)
Mar 28-30	ELA State Test
Apr 3	Lottery
Apr 10-18	No School (Spring Break)
May 2-4	Math State Test
May 24- Jun 2	Science Performance Test (4 th Grade)
May 29	No School (Memorial Day)
Jun 5	Science Written Test (4 th Grade)
Jun 23	Last Day of School for Students* (Half-Day) (*Move-up Ceremony/ Community Cookout)
Jun 30	Last Day for Staff

tudes	Reflective	Self-confidence	Empathy; Respectful communication & interaction	Focused	Inquirer / Explorer	Principled
cale	1	2	3	4	5	6
mbol	Sankofa: Adinkra symbol of a bird that "go back and take" ("Sankofa/fo/back, fo/take)! Associated Akan proverb, "Se who were if hal wasankofa b'henyi," which translates "It's not wrong to go back for that which have been forgotten."	Tana: Talking Drum	Banyan Tree	Djed: The Spine as Energy Center	Her-em-akhet: Sphinx	Feather/heart on Scales of Ma'at Method for weighing souls after death
abolic aning	Importance of Learning from the past	Own and wield one's Word-Sound-Power !	Divided we fall, together we stand, just as roots support a tree	Facility in accessing one's Mind-Body Connection	Human head, animal body; ability to control one's nature as well as call on its power	Maintaining morality leaves one's light as a feather
netic cept	Memory	Syllogistic-logic	Connection	Self-control	Experimentation	Integrity
acter/ ership ills	- develop Point of View: express points of views about likes/dislikes, - express more conflicting thoughts and feelings, - courtesy-civility-forgiveness	- develop positive self image, differentiate and compare points of view, explore identity components	- learn to take different points of view, appreciate diversity, friendship, creativity-artistic expression	- connect situations-actions-emotions, control emotions, self-motivation, explore ways to deescalate conflicts	- seek understanding of the use of power in society, - seek to practice and advocate for about civil/human rights	- respect for the environment, sense of equality-fairness, explore ways to take action against social injustice, explore responsibilities of group membership
tions	- identifies mistakes, listens without interrupting, - repeat accurately what they previously heard (instructions from teacher, what a fellow student said, etc.), - recall and describe accurately what they previously did, - recall and describe accurately what they previously observed, - accurately restate previous action performed or observed.	- uses phrases like, "I will try," "I can...", expresses pride in self, family, community and cultural heritage, greets others with confidence, makes eye contact when speaking and listening, projects voice, firm posture	- shares personal feelings and opinions with others, positively comments or affirms the feelings and opinions of others in the schoolhouse, shares and expresses support for another's ideas, perspectives, opinions within schoolhouse, takes turns, makes space for others to participate in conversation, participates enthusiastically in class discussions, uses words like friend, brother, sister, and connecting phrases, expresses gratitude for the participation, help, support of others, being positive, affirming and supportive of others, acts as peacemaker	- takes responsibility for actions and choices, uses choice language like "I chose to... I am stomaching", uses connecting phrases, identifies disconnecting behaviors and words in themselves and used by others, uses breathing techniques to calm, soothe, and regulate emotions, exhibits actions highlighted in other spheres of the leadership index,	- takes risks, attempts and perseveres during challenging tasks, observes, listens to and analyzes others points of view and experiences, identify and explore multiple ways of overcoming obstacles, asks questions for clarity and understanding, expresses alternative viewpoints and ideas, uses tools and process for collecting data	- tells the truth in spite of potential consequences, makes choices that are fair, keeps promises, serves/generous with others, resolves conflicts peacefully, "reflect, choose, act", does the right thing even when is looking, makes choices that show honor, apologizes and forgives others,
D Skills	observing, listening, remembering, comprehension	affirming self expression, expresses pride in self and capacity	respecting the opinions and views of others, developing and maintaining friendships, developing positive relationships with others, confidently sharing one's viewpoint and traditions with others	choosing positive behavior or strategy, visualizing Quality world, gross/fine motor skills, breathing/control of tension, practice connecting behaviors	analysis, scientific method, courage, imagination, predicting, comparing contrasting, cause and effect, problem solving	synthesis, Codes of conduct, med and resolving conflict, reflection forecasting
o Theme	Where are we in place and time?	Who are we?	How do we express ourselves?	How do we regulate our behavior?	How does the world work?	How do we share our world?
ledge: inant ought cess	- Memory/Reflection on specific actions	Knowledge of personal, family, and community culture	- Affirming positive relationships	- The only behavior we can control is our own (the only person who can make you do anything is you); Every action/behavior comes from a choice	- Infinite potential and capacity of the mind, Questions, Failure and mistakes are necessary for learning and growth, The experience of others is a source for learning and growth	- Our thoughts, words, and action have an impact on the feelings of ourselves and others, Your character manifests whether or not others are around, Positive leaders have "good character"; character is defined how we treat ourselves & others school-house, community, & pla
ership file: Kid age"	- Shows sensitivity towards the needs and feelings of others. - Reflects on personal thoughts and choices.	- Knowledgeable of themes that have global relevance. - Knows and expresses confidence in self and personal/cultural history.	- Respects the views, values, and traditions of other cultures. - Considers a range of point of views.	- Understands the importance of physical and mental balance and well-being.	- Approaches unfamiliar situations with courage and has the independence to explore new ideas and strategies. - Defends beliefs in actions.	- Has a sound grasp of the principle moral reasoning. - Has integrity and honesty.