AECI 2 PANTHERS

The New York City Charter School for Computer Engineering & Innovation

2026-2027 Student and Family Handbook

Student Disciplinary Code & Code of Conduct

For a digital copy of the student handbook scan the code below:

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AECI 2 Charter School Mission:

The mission of AECI 2 is to create a rigorous college prep academic program that provides students with a foundation of the necessary skills, knowledge and practical experience to pursue a path leading to college and/or a career in the computer, engineering or innovation industries.

I. GENERAL INFORMATION

Contact Information
111 East 164th Street
Bronx, New York 10452

School Hours
Monday through Friday: 8:00AM to 4:00 PM

Main Office Number: 646-741-7470

School Website: http://aeci2charterhs.org/

Change of Address and Phone

Schools must occasionally contact parents during the school day. It is very important that parents keep the school informed of changes to your address and/or phone numbers. When the address or telephone number changes for a student, parent/guardian and/or an emergency contact, the student must immediately report the change to the Main Office.

Parents must have a phone number at which they can be reached for emergencies on record. AECI 2 cannot take responsibility for failure to contact parents in an emergency when a parent does not keep the school informed of proper phone numbers. If a parent refuses to give the school a proper contact phone number, the student may be asked to withdraw.

AECI 2 Avenues for Decision Making and Advisory Committees:

Board of Trustees

The Board of Trustees meets monthly and is responsible for determining and setting all policies for AECI 2 School. Board meetings are public and parents are encouraged to attend. Check the monthly calendar for meeting dates and times.

School Administration

The Principal is responsible for all day-to-day school operations. The administrative team, composed of the Principal, Assistant Principal(s), School Counselors, the Director of Operations, and the Athletic Director meet regularly to address the needs of the AECI 2 school community.

Parent Teacher Association

The Parent Teacher Association (PTA) meets monthly. Parents are strongly encouraged to be active members of the school community. The Parent Teacher Organization is the voice of the parents and provides communication between the home and the school. It is not easy to be a parent; the Parent Association provides excellent support.

Student Government

Students annually elect class representatives and school officers in order to have a voice in the school.

Leadership Team

The school's leadership team is composed of administration and other staff members whose purpose is to serve as an advisory council to the school in all matters.

School Committees

There are a variety of school committees that are composed of staff members, and sometimes parents and students. These committees meet regularly, or as needed, to assist the school in planning and implementing activities that enhance school communication and programs. Such committees are: Academic Committee, Data Committee, Pupil Personnel Committee, Social Emotional Learning (SEL) Committee, etc.

Attendance

There is a strong connection between attendance and student academic performance. Therefore, it is most important that students are absent for only the most serious and unavoidable reasons. In accordance with New York State and New York City law, student attendance and punctuality are monitored in every subject, every day.

Attendance in school and in each class is recorded. Students under 18 years old **may not** leave early without a parent/guardian. In the event of an emergency, students must be picked up by a parent or guardian in the main office and signs them out.

Excused absences are outlined below and must be verified in writing by a parent or guardian, doctor, or court official. This written note must be given to the Main Office where it will be kept on file. Excused absences are:

- Personal illness
- Death in immediate family
- Religious observance
- Required attendance in court
- Emergency dental or emergency medical appointments
- College visits for seniors only with prior approval of school and parent

An excused absence does not include an extended vacation. Extended vacations are unexcused absences.

All other absences are unexcused and may result in disciplinary action, according to the Code of Conduct.

An absence does not excuse students from completing assignments. Students are responsible for obtaining and completing all assignments missed during absences. Students who need assistance must attend tutoring. If a student is going to miss school for 3 or more days (for an excused absence), his/her counselor must be contacted to arrange for his/her class work to be collected.

Students are expected to attend and be in the classroom listed on their student schedules. A student may only miss a class with the teacher's/staff-member's/administrator's permission or due to a severe emergency. Failure to obtain a teacher's permission is considered "cutting" (truancy) and the appropriate disciplinary action will be taken. No student should ever leave the school building without permission of the school administration.

An AECI 2 student is expected to attend school daily. If your child is out of school for illness or some serious matter, you must call the school by **8:00 AM**. Students are **required to bring a note** to the Main Office on the day of their return, before school begins, explaining the reason for their absence. This information will be maintained in the student's attendance folder.

Student attendance is monitored regularly. Parents/Guardians of students will receive notification of excessive absences. Examples of notification are phone calls, letters, and progress reports indicating problematic attendance.

The AECI 2 Charter School and the New York State of Education requires a student attendance of **93%** for the school year. If a student has excessive absences the parents/guardians and student must meet with the Attendance Review Board. Excessive absence will result in a notification to the Administration for Children's Services (ACS) and may lead to the student being placed on academic probation.

Attendance Review Board (ARB)

The purpose of the Attendance Review Board (ARB) is to assist students who have excessive absences and/or tardiness. A student who has excessive absences/tardiness will be required to go before the ARB, with his/her parent/guardian, to review his/her situation. ***A parent/guardian is required to attend.*** The ARB will make a recommendation to the Principal which may include probation, suspension, or an alternative educational facility.

Arrival and Dismissal

Students are expected to arrive on time for school each day. Students may enter the building at 7:30 AM. Upon entry, students are required to present their school ID to security before proceeding downstairs to the cafeteria where they must remain until 7:50 AM. Students are expected to be in the classroom and ready for instruction at 8:00 AM.

Upon dismissal, students are expected to leave the school directly for home, or for the nearest form of public transportation. Students who are working with a teacher for academic assistance or are involved in an after-school activity must proceed to the location of the activity. *Upon dismissal, students are expected to leave school property.*

Cell Phones

Electronic devices are permitted in the building but there are specific guidelines for these devices. Items such as cell phones, laptop computers and tablets are included. The school assumes no liability to secure these devices since ***students must secure their own personal property***. Upon entering the building, all cell phones and personal electronic devices must be locked in a Clear Phone Case and turned off. On the first day of school, all students will be issued a Clear Phone Case, which is a student's responsibility to keep the phone in the Clear Case during the school day. Upon dismissal at the end of the school day, students may unlock their Clear Phone Case.

If a student damages their Clear Phone Case or is caught on their phone, Administration will collect the phone/Clear Case and the following actions will occur with;

Warning and Violations:

- First Warning - call home
- Second Infraction - the student will attend Restorative day
- Third Infraction - Student must turn in cell phone to be placed in cell phone cabinet on a daily basis
- Fourth Infraction- Suspension

**** Lost/Damaged Clear Phone Case- a charge of $20.00 for the Replacement Clear Case***

Students violating this policy more than three times will have their cell phone privileges revoked and will not be permitted to bring one to school for the remainder of the semester. If you need to contact your child during the day, feel free to call the **main office (646) 741-7470** and we will be happy to have your child call you from our main office during their lunch period.

Each member of the AECI 2 school community is responsible to be a respectful and positive member of the community. Taking pictures with a cell phone, or any other device, is not permitted on school property or on school trips without permission. The inappropriate use of any electronic device/cellular phone on school events or trips is considered disrespectful of the privacy of individual students and/or staff members.

It is the policy of AECI 2 that the posting of pictures, information, or making false/malicious/ threatening statements about students, staff, faculty and/or administration, online, without permission, is considered an invasion of privacy and is considered a form of intimidation/bullying. The appropriate disciplinary action will result, possibly including a hearing for suspension.

AECI 2 Smart Glasses & Wearable Technology Prohibition Policy

Purpose

The purpose of this policy is to clearly prohibit the possession and use of smart glasses and similar wearable technologies at AECI 2 in order to protect student and staff privacy, ensure safety, and maintain a focused learning environment.

Definition

Smart Glasses and Wearable Technology include, but are not limited to, any device worn on the body that can record, photograph, livestream, transmit audio/video, or access the internet hands-free. Examples include smart glasses, augmented reality (AR) glasses, camera-enabled eyewear, and similar emerging technologies.

Policy Statement

Smart glasses and wearable technology are not permitted at AECI 2. Students may not bring, wear, display, or use smart glasses or similar devices on school property or during school-sponsored events or trips. Only technology issued and approved by AECI 2 may be used by students, and only under direct adult supervision for instructional purposes, even in the event a class uses AI glasses.

Privacy and Safety

Smart glasses pose a significant risk to personal privacy due to their ability to record or transmit audio and video without notice. The use of such devices is considered a violation of the privacy of students, staff, and visitors. Any attempt to record, photograph, or livestream using smart glasses is strictly prohibited.

Confiscation and Discipline

Any smart glasses or wearable technology brought to school will be confiscated by the administration. Parents/guardians will be notified. Disciplinary action will be taken in accordance with the AECI 2 Code of Conduct, which may include restorative measures, loss of privileges, or suspension depending on the severity and frequency of the violation.

Liability

AECI 2 assumes no responsibility for the loss, theft, or damage of personal electronic devices brought to school in violation of this policy.

Community Expectations

Each member of the AECI 2 school community is expected to act responsibly and respectfully. The possession or use of prohibited wearable technology undermines trust, safety, and the learning environment and will not be tolerated.

This policy will be reviewed and updated as technology evolves.

Dress Code

AECI 2 believes that a person's dress communicates attitudes and values. Every profession or workplace sets particular expectations for appropriate dress. Attending school and being an active learner is each student's profession. The school therefore, implements consistent dress expectations.

The following is the acceptable dress code for an AECI 2 student:

Middle School Dress Code

- **Uniform Shirt/Uniform Hoodie**: Grey or Light Blue short or polo shirt, school hoodie with the school name. (The shirt must be purchased through the school's uniform at the school.)
- **Uniform Pants:** Black or dark blue dress pants. Uniform sweatpants are permitted. (Pants do not have to be purchased through the school. Jeans are not permitted in any color.)
- **Footwear**: Any color dress shoes, boots, or athletic footwear must be worn at all times. Flip-flops, sandals, slides, Crocs, open-toed shoes, and slipper-like shoes are unacceptable. Students must arrive to first period class in the appropriate footwear.
- **Belts**: Pants for both male and female students must be secured around the waist with a dress belt. Sagging pants with underwear exposed are not permitted.
- **Custom Shirt/Sweater:** The school can press the school logo onto an appropriate blank grey or light blue shirt/sweater. All School made apparel is permitted

High School Dress Code

- **Uniform Shirt/Uniform Hoodie**: Black or Blue short or long sleeve polo shirt, school hoodie or school cardigan with the school name. (The shirt and cardigan must be purchased through the school's uniform company or the school.)
- **Uniform Pants:** Black or dark blue dress pants. Uniform sweatpants are permitted. (Pants do not have to be purchased through the school. Jeans are not permitted in any color.)
- **Footwear**: Any color dress shoes, boots, or athletic footwear must be worn at all times. Flip-flops, sandals, slides, Crocs, open-toed shoes, and slipper-like shoes are unacceptable. Students must arrive to first period class in the appropriate footwear.
- **Belts**: Pants for both male and female students must be secured around the waist with a dress belt. Sagging pants with underwear exposed are not permitted.
- **Custom Shirt/Sweater:** The school can press the school logo onto an appropriate blank black or blue shirt/sweater. All School made apparel is permitted

Students are <u>not</u> permitted to wear

- Clothing that is oversized or does not fit appropriately.
- Spandex pants
- Skirts/dresses
- Do-rags or other head coverings. (Appropriate parental documentation is required when head coverings are worn for religious purposes.)

- Clothing with unsuitable pictures, slogans, or sayings (at the discretion of the school administration.)
- Clothing that can be classified as “gang-related” (e.g. rosary beads, bandanas, beads, etc. - at the discretion of the school administration.)
- Excessive or inappropriate displays of jewelry (at the discretion of the school administration.)
- Sandals or open-toe shoes of any kind
- Tank tops and/or spaghetti strap shirts/tops
- Brand name gear (Nike, Alo, Essentials, etc.)

Students are **not permitted** to wear shirts or non-school sweaters over their uniform shirts. No logo shirts or other types of shirts may be worn over or under the AECI 2 shirt.

If a student wishes to wear a sweater, it must be an AECI 2 sweater (which can be purchased from the main office).

Students are to be dressed neatly and appropriately at all times. The school reserves the right to determine what is and is not appropriate. Failure to follow the dress code will result in disciplinary action.

Purchasing School Uniform

How to Purchase a School Uniform

You can place an order by visiting our Main Office Monday through Friday from 8:00 AM to 4:00 PM and selective Saturdays. Please call the main office at (646) 741-7470 to find out which Saturdays the school will be open.

Order by Visiting AECI 2 Main Office:
111 East 164th Street Bronx, New York 10452

Deliveries to Students

Absolutely no deliveries of any kind are to be made directly to students, classrooms, the cafeteria, etc. There will be no food deliveries to students other than lunch that is provided by the school. Deliveries of flowers, balloons, etc. are not permitted.

Early Dismissal

At times there may be the rare need because of a **serious reason** for parents/guardians to pick up their children early or to have their children dismissed early. To avoid this, parents/guardians are encouraged to schedule medical and other important appointments either after school or on the weekend. Excessive early dismissals will result in a required meeting with a school administrator and/or the school’s Attendance Review Board.

Fire and Emergency Drills

Fire drills are required by law and are an important safety precaution. When the fire signal is given it is critical that all staff and students promptly and quickly follow the prescribed emergency procedures posted in every room in the building. Students and teachers must report to the designated area. Students

must follow proper rules of behavior during a fire drill. Teachers will escort students outside the building and will remain a safe distance away from the building until the drill or evacuation has ended.

Health and Nutritional Services

1. Food Services

Every family must complete the application for the free and reduced lunch program every year. Free and reduced lunch applications are distributed to parents through their children in September. They must be completed and returned by the due date or the student may have to pay for his/her lunch.

Breakfast begins at 7:30 AM and ends at 8:00 AM. Students may bring their own breakfast, but they must eat in the cafeteria. No food is permitted in the hallways or classrooms. If a student has food outside of the cafeteria, it will be confiscated and discarded. Students have the opportunity to eat lunch during one of the lunch periods. Students who do not qualify to participate in the free or reduced program may bring their lunch or purchase a school lunch.

Students who do not qualify for the free and reduced price lunch program, or who receive a reduced rate for lunch, and receive a breakfast and/or lunch, are expected to pay their portion of the breakfast/lunch at that time. All outstanding financial obligations to the breakfast/lunch program must be paid in order for a student to be served.

2. Health Services

AECI 2 has a school nurse. When a student is in school and feels sick they must inform their teacher or an administrator who will send them to the nurse. Conditions occurring at home should be resolved before coming to school. Please note that:

- The school is not responsible for medical bills occurring at school.
- The school staff does not diagnose illnesses. Students who are unable to remain in class because of illness will be sent to the nurse. Parents will be contacted to make transportation arrangements for students too ill to stay in school.
- No student will be allowed to leave the school without parent notification. If ill, the student should be given care at home or, if the condition persists, the student should seek medical attention.
- Arrangements to leave school because of illness or injury must be made through the school office wherein a parent or previously authorized individual picks up the student.
- AECI 2 follows the recommendations of the NYC Department of Health in excluding students with communicable diseases from school. Students must present a written document issued by the Department of Mental Health or a physician upon returning to school and before being readmitted to school.

3. Injury or Illness

All injuries must be reported to the nearest staff member in charge or to the nurse as soon as they occur.

Parents are notified if their children are injured at school. There is no school insurance to cover medical costs. In case of injury, AECI 2 will provide basic first aid assistance. An ambulance will be called for more serious situations and the family is responsible for any costs associated with this ambulance transportation.

If a student feels sick at school, he or she should tell the teacher and be released to go to the Main Office to get a pass to the nurse. If the student situation worsens, or he/she has a fever or other serious symptoms, a parent will be notified. Students cannot be released until a parent or someone listed on the emergency card comes to pick them up. Therefore, it is imperative that ***the parent and emergency contact information (blue card) be kept current.*** When called, the parent MUST make arrangements for the child to be picked up in-person by someone listed on the blue card.

4. Emergency Forms

Every student is required to have a completed and up-to-date emergency form (Blue Card). The form must be properly signed and on file in the school office. It is the responsibility of the parent and student to have on record with the school ***at all times*** a working phone number for the school to contact a parent. A working phone number for an emergency contact is required so the school may reach the emergency contact when a parent/guardian is not reachable during an emergency.

Not being able to contact a parent/guardian regarding academic or personal issues is inappropriate, puts the child at risk, and hinders the personal and academic development of the child. The school considers not having a working number a serious infraction and may lead to an Administrative/Principal's Conference.

Immunizations

A copy of the immunization record must be on file with the Main Office before a student begins school. An updated copy of immunization must be given at the beginning of **each** school year. ***Failure to have proper immunization records on file will result in suspension from school until the proper records are obtained***.

Lateness/Tardiness to School/Class

Tardiness to class is also unacceptable. The classroom teacher may give a teacher's referral to a student who is tardy to class. The teacher should report excessive tardiness to class to the School's Administrative Office. Excessive tardiness will lead to disciplinary action. Continued or excessive tardiness can adversely affect a student's academic performance and can lead to suspension.

Lost and Found: Articles found on school property should be taken to the Main Office.

Main Office

In order to maintain the privacy of information regarding student files, students are not permitted to enter the area beyond the office counter in the Main Office.

Medications

The school does not administer prescriptions, over the counter and/or herbal medications at any time. However, any student who is required to take a prescribed medication during the day must do so in the Nurse's Office.

Any student who carries an asthma inhaler with him/her must provide:

1. An *Authorization to Dispense Medication* form stating that the student needs to carry the inhaler with him/her.
2. A second inhaler to be kept with the office manager in case of emergency.

Passes

Students must have a pass to go to the restroom, nurse's office, climate and culture office, main office, or counselor during class.

Personal Belongings

Students are responsible for their personal belongings. Lost or stolen items are not the responsibility of AECI 2. Students should not bring items to school that are not necessary for the school day. Some examples are: *Toys, Smart Watches, Smart Glasses*, *Nintendo Switch, iPads or tablets, air pods or other headphones*, *other personal electronic devices, stuffed animals, etc*.

Phone Messages to Students

Phone messages will not be delivered to students during the school day except in emergency situations.

School Closing

AECI 2 follows the same calendar for weather related emergencies as the New York City Department of Education. At times, AECI 2 may not follow the DOE Calendar. These changes will be posted in the monthly school calendar or a letter will be sent home explaining the change.

Student Behavior

AECI 2 is a school community which strives to create a safe learning environment. Each member of the school community is responsible for his/her own behavior. Each day, every member of the school community must come to school prepared, and ready to actively learn. Students who fail to follow the school's expectations will be referred to the climate and culture department where restorative practices will be implemented. Students will review and reflect upon their actions and be supported in seeking alternative behaviors to avoid further infractions in the future. AECI 2 believes that consequences should be designed to teach new skills.

Teachers are responsible for maintaining a positive environment in their own classrooms. Clear expectations and consistent follow-up develops a positive culture in the classroom. Students who do not abide by classroom expectations will be issued a referral. A teacher may decide to give a warning, assign a referral, call the parent and/or make a referral to the school counselor, social worker, or other school administrator.

a. Teacher Referral

A teacher may assign a referral for the school's administrative office that can result in a Restorative Saturday for a student. Students will review and reflect upon their actions and be supported in seeking alternative behaviors to avoid further infractions in the future. School events and/or athletics are not valid reasons for missing a Restorative Saturday. Students who miss an assigned Restorative Saturday may lead to a re-entry meeting with a parent or guardian.

b. Restorative Saturdays

Students who continue to receive teacher referrals to the climate and culture office will receive a Restorative Saturday. Restorative Saturday can be for 2 to 4 hours.

Restorative Saturdays are designed for students to reflect on their behavior, identify triggers, make connections between their triggers and their actions, and identify alternatives.

c. *Suspension*

A student may be given an in or out of school suspension by the Principal or his designee after multiple referrals or when deemed appropriate due to the severity of the incident or infraction. A parent must come to the school before the student is allowed to return to school. The parent and the student will be given written notice of the suspension and the necessary requirements to fulfill the alternate form of instruction. Student and/or parent failure to complete the suspension requirements may lead to further action.

d. Discipline Review Board (DRB)

The Discipline Review Board (DRB) meets when a student commits a serious violation of the discipline code of conduct, fails to follow the terms of his academic, attendance, behavior contract, and/or has consistent disregard for school policies and procedures.

A parent/guardian is required to attend DRB meetings with each student. Refusal of a parent or guardian to attend the DRB will be recorded in the DRB report. The DRB will make a recommendation to the Principal that may include, but is not limited to, probation, suspension, community service, or withdrawal from the school.

Student Identification

Students receive a student ID card at the beginning of the year and all students must have their ID in their possession at school, on school trips and at all school functions at all times. AECI 2 makes use of electronic attendance during the school year and student ID cards are part of that procedure to enter the building and cafeteria. Students who lose their ID Cards must see the Attendance Coordinator to obtain a new card.

Telephone Usage

Students will be given permission to use the school phone only in cases of emergency.

Textbooks and Supplies

The school provides a chromebook, which is theirs for school use for the duration of their time at AECI 2. **Parents are responsible for the replacement cost of lost or damaged Chromebook and power cords for a nominal fee**. All items must be returned to the school in the same condition as when borrowed at the end of the term of usage. On school email accounts can be used with the chromebook; personal emails are not allowed to be used.

Calculators and workbooks are provided for classroom and/or study use. Students are responsible for the care of these items given to them. If a text is damaged or lost, the student must reimburse the school. If a student is discharged or transferred to another school, all books and supplies must be returned to the school.

Attending school is each student's profession at this time, and it is the responsibility of each student to come to school prepared each day. Part of students' readiness means bringing their ***charged*** chromebook, notebooks, and a pen/ pencil with them to school every day. Every school day, each student should have at least one binder with loose-leaf paper, and a pen or pencil for taking notes.

Students reporting to school without supplies will result in a phone call home to a parent or guardian.

Transportation

OMNY cards are available to those students who qualify to receive them according to the criteria established by the Office of Pupils and Transportation (OPTS). If the metro card is lost the student must report it as soon as possible and complete an OMNY Card Replacement Form in the Enrollment Office. It can take up to five school days to issue a replacement card. Students who are bussed to school must adhere to the bus company's rules and regulations.

Visitor Policy

Any visitors to the school must present a picture ID, sign in, and receive a nametag before entering the school building. Visitors must stay in the waiting area until escorted to the appropriate location. All visitors must wear visitors' passes at all times.

All visitors are expected to act in a respectful manner at all times. Use of vulgar language and/or an inappropriate tone of voice are unacceptable as neither fosters good communication. Cell phones and other electronic devices should be turned off or put in the silent mode. Photography, audio and video recording on school grounds is prohibited. Visitors, including parents and family members, who do not abide by these expectations may be asked to leave the school building. Continued inappropriate behavior will require a school meeting with the administration in order to determine a plan of action.

No student is allowed to bring visitors to school without prior permission from the school's administration.

Voluntary Withdrawal

If parents wish to transfer their child to another school, it is the responsibility of the parents to notify the Principal, in writing, of the reason for the transfer and the name of the receiving school so the transfer can be authorized.

Working Papers

Students below the age of 18 who wish to engage in outside employment must secure working papers. The necessary forms may be obtained during the school day in the School Counselor's Office. All forms must be completed and appropriate proof of age must accompany the forms in order for the working papers to be completed. All paperwork should be submitted at least 3 days before they are needed.

II. SCHOOL PROGRAM

Computer/Technology Use

Development of technology and the expansion of internet use inside our classrooms and administrative offices have necessitated the establishment of a policy governing access to, and use of, the internet through connections and/or equipment located at AECI 2. The school intends to provide expanded access to the internet for its students and personnel to:

- Make powerful new internet resources equitably available and affordable for all learners;
- Provide continuous and relevant training and support for educators and administrators;
- Build a new student research framework and professional development opportunity for how people learn in the internet age; and
- Develop high-quality online, educational content that meets the highest standards of educational excellence.

Policies regarding access to and use of the internet and e-mail through school connections and/or equipment are as follows:

- The purpose of access to or use of the internet and e-mail through school connections and/or equipment is solely educational;
- All students will receive access to the internet under the supervision of at least one school teacher or administrator;
- Access is a privilege, not a right and entails responsibility. All users accessing or using the internet through school connections and/or equipment, whether from a school location or from a remote location using school hardware, dial-up connection and/or accounts, are specifically prohibited from:
- Sending or receiving personal information about a student without the parental consent of that student or as otherwise required by law.
- Going beyond their authorized access.
- Vandalizing, subverting or impairing software or equipment.
- Engaging in illegal activity via the internet and/or e-mail.
- Using obscene, vulgar, inflammatory or threatening language.
- Plagiarizing and/or utilizing copyrighted works without permission.
- Accessing pornographic or obscene materials or sending or receiving such material.
- Sending messages that are racist and/or hateful.
- Using the internet for commercial, political or religious purposes.
- Violating any local, state, or federal statute, or school policies.
- Accessing another individual's materials, information, or files without permission; sharing passwords or using the account or identity of another user.
- Using computers for personal communications: gaming, personal email, chat, and personal blogs.

No software should be installed on school owned computers, chromebooks, or any other devices. Data and software that belong to the school cannot be removed from the school without permission of the Principal in writing. Software thus borrowed must be returned in two days or the borrower will be charged the full price of the software.

The school reserves the right to utilize internet filtering software to block user access to inappropriate and/or harmful material on the Internet. Violations of this policy can result in a student's loss of access to network and internet privileges, or other disciplinary action to be determined at the building or classroom level, consistent with the Student Code of Conduct. Where there is an allegation of criminal behavior, law enforcement organizations will be involved.

Internet Access Policy

Students are expected to strictly adhere to the AECI 2`s Internet Access Policy. Specifically, students may not use school computers or browse the internet for non-educational purposes. In addition, students may not use any school computer to access private or security related information.

Students and parents must:

- Read and agree to follow the AECI 2 Computer Use and Internet Access Policy.
- Be aware that they are responsible for the safety of the school computer while it is in their possession.
- Be aware that they are responsible for any damage that happens to the computer while it is in their possession.
- Reimburse the school for any costs to fix/replace a computer that is lost, stolen and/or damaged while it is in their possession.

Enrichment Opportunities

A variety of activities are planned throughout the school year, both during and outside of school time, to allow students to enrich their academic and social opportunities. These will include college visits, content area school trips, theme related mentorships/ internships, site visits, and more. Parents/guardians must sign a permission slip for a student to attend these activities. **The administration reserves the right to prohibit** a student from participation in these activities for behavioral and/or academic reasons.

In order for a student to participate in enrichment activities that have a cost to the student, all financial obligations to the school must be fulfilled. This includes any outstanding payments for the free and reduced meal program, school damage, etc.

Clubs and Sports

The school will sponsor, when possible, clubs and intramural opportunities in which students can participate throughout the school year. Students are required to have a signed permission slip to participate**.**

Participation in any student activity (clubs, sports, trips) is a privilege. A student who disregards school policy (lateness, attendance, and behavior) may be denied the opportunity to participate in these student activities. ***Students who have more than one (1) failure may not participate in extracurricular activities.*** Failures are determined by the previous Progress Report or Report Card. The Athletic Director will determine student eligibility for participation.

While attending or participating in on and/or off campus extra-curricular activities all school rules are to be followed. While participating in off campus activities a student represents AECI 2 Charter School.

In order for a student to participate in club or sport enrichment activities that have a cost to the student, all financial obligations to the school must be fulfilled before their participation. This includes any outstanding payments for the free and reduced meal program, missing or damaged textbooks, calculators, school damage, etc.

Participation in Extracurricular Activities

Participation in school trips, clubs, activities, athletics and/or any other school sponsored activity is a privilege. The school reserves the right to designate whether a student may participate in any school activity or extra-curricular activity. If a student is failing more than 1 class on a Progress Report or Report Card, he/she is not eligible to participate in any extra-curricular activities until the next quarter indicates passing grades in all classes. Consistent tardiness, poor attendance, poor academic performance, involvement in inappropriate out-of-school activities, (for example inappropriate postings on social media, gang activity, etc.) and/or having a multiple referrals (such as suspensions), are possible reasons AECI 2 administration may prohibit a student from participating in activities.

Student Services

AECI 2 offers a variety of services for students in order to maximize their academic and personal development. These services include School Counselor, Social Work, Special Education, Title I, English Language Learner classes, After-School programs for ELA and Math, Saturday Academy, tutoring, clubs, and athletics. Students and parents/guardians are encouraged to use these services when appropriate.

Students are at times required to make use of the school's academic services. Failure to follow this requirement when necessary will lead to the appropriate disciplinary action. For more information about these services please call the school and ask for your child's school counselor.

III. ACADEMIC EXPECTATIONS

AECI 2's programs are designed to meet the NYS/NYC graduation requirements and student interests. Each academic year, which is made up of two semesters, each student will meet with their school counselor to discuss their individual course of study and academic progress.

Students who fail more than one subject on any report card including the final June report card are placed on academic probation and are required to make up failing classes and/or Regents exams by attending summer school. Failure to attend summer school may result in the student not being promoted to the next grade and will jeopardize graduation. 8th graders entering 9th grade who have taken the Living Environment and Algebra 1 Regents, must score higher than a 75 in both the class and Regents in order to be placed in Earth Science and Geometry in 10th grade.

Parents are expected to make every effort to attend Open School evening or afternoon sessions each semester. Open School sessions are an invaluable opportunity to meet with your child's teachers to plan strategies that will enhance your child's performance.

If a student misses four summer school classes, they will be dropped from the class and may not return to that class for summer school. Three latenesses count as one absence.

Academic Integrity

Students are required to complete all homework, tests, and other assignments, and, as part of the learning experience, will need to work with one another. Copying or giving work to be copied is considered cheating. Cheating or plagiarism of any kind is unacceptable. If a student is found to be cheating, plagiarizing or using Artificial Intelligence without permission, they will not receive credit for the work and will be expected to re-do the assignment while serving detention until the assignment is completed.

According to www.plagiarism.org, "Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like 'copying' and 'borrowing' can disguise the seriousness of the offense."

According to the Merriam-Webster Online Dictionary, to "plagiarize" means:

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.
Most cases of plagiarism can be avoided by citing sources. Simply acknowledging that certain material has been borrowed, and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism. Please bring forth evidence of plagiarism to the Assistant Principal before calling home.

Grading Policy

AECI 2 uses an annualized grading system for two term classes. Using an annualized approach, a student is given the full year to demonstrate mastery of course learning standards. For two term classes, a student's final transcript grade (Y1) is an average of his or her Term 1 (T1) and Term 2 (T2) grades. Each term is further divided into two quarters each (Q1-Q4), with each term's final grade being the average of the two quarters.
Credit for two term classes is awarded to students who earn a grade of 65 or above for Y1. Credit for one term classes is awarded to students who earn a grade of 65 or above for T1 or T2.

Full Year Classes	One Term Classes
(Q1 + Q2)/2 = T1 **(Q3 + Q4)/2 = T2** **(T1 + T2)/2 = Y1** **Y1 = Final Grade**	**(Q1 + Q2)/2 = T1** **T1 = Final Grade** **or** **(Q3 + Q4)/2 = T2** **T2 = Final Grade**

On occasion, a student in a two-term class may be removed from the class after the end of the first term for scheduling purposes. If the student earned a 65 or greater for the term, credit for the class can be awarded at one half the full year class rate, upon approval by the Principal. For one term classes, credit is awarded to students who earn a 65 or greater for T1 or T2, depending on which term the classes are offered.

A passing grade of 65 is determined in each class by grades earned on homework, classwork, participation, projects, and assessments. The weight of each category is dependent on the course and department.

For courses that culminate in one of the 5 Regents exams required for graduation (Algebra 1, US History, Global Studies, English, Living Environment) a student's final Y1 grade will be 20% composed of their Regents score.

Regents

Students must complete a full credited Regents course and all required labs before sitting to take a Regents exam.

GRADUATION REQUIREMENTS

As of February 2022

Earning a Diploma in NYC

In New York City public schools, students can earn three types of diplomas: a local diploma, a Regents diploma, or an advanced Regents diploma. Each is a valid high school diploma and can be used to demonstrate graduation or enroll in programs after high school, like college and the military. To earn a diploma, students must earn specific course credits (see table to the right) and pass specific Regents exams (see table on the reserve side).

Minimum Credit Requirements

All students must earn **44 total credits across specific subject areas** in order to graduate. Subject-area requirements vary by the type of diploma and may also vary if a student earns an endorsement. Ask your school counselor for more information about credit requirements.

Diploma Endorsements

Students may also earn endorsements to their diplomas. Endorsements recognize the successful completion of additional courses and exams in particular subject areas. Ask your school about the requirements for the following endorsements: Arts, Seal of Biliteracy, Career Development and Occupational Studies (CDOS), Career and Technical Education (CTE), Honors Designation, Mastery in Math, Mastery in Science, and the Service Seal.

Commencement Credentials

Students can earn two types of commencement credentials: the CDOS commencement credential and the Skills and Achievement commencement credential. These credentials recognize specific achievements, but they are not diplomas. Students who receive commencement credentials may continue to attend school until they earn a high school diploma or until the end of the school year in which they turn 21 (whichever occurs first). Due to COVID-19, students who turned 21 within the 2020-21 school year may remain enrolled for 2021-22 in pursuit of a high school diploma, credential, or endorsement. Ask your school counselor for more information about commencement credentials.

Career Development & Occupational Studies (CDOS) Credential	Skills & Achievement Commencement Credential
This credential recognizes students' preparation for entry-level work aligned to the CDOS learning standards. Students complete a career plan, employability profile, and 216 hours of career preparation experiences, including at least 54 hours of work-based learning. The CDOS may be awarded as a sole exiting credential, an endorsement to a diploma, or used to fulfill an exam requirement.	This credential recognizes students' skills and achievements in academic, career development, and other foundations needed for post-school living, learning, and working. This credential may only be awarded to students with severe cognitive disabilities who participate in the New York State Alternate Assessment (NYSAA).

Subject Area	Minimum Credit Requirements
English Language Arts (ELA)	8
Social Studies Global History	4
U.S. History	2
Participation in Government	1
Economics	1
Math Including at least 2 credits of math aligned to standards above Algebra I, such as Geometry or Algebra II	6
Science (including labs) Life Science	2
Physical Science	2
Additional Life or Physical Science	2
World Languages (formerly LOTE)[1]	2 for local and Regents diplomas 6 for advanced Regents diploma[2]
Visual Art, Music, Dance, and/or Theater	2
Physical Education Consistently throughout high school	4
Health	1
Electives	7 for local and Regents diplomas 3 for advanced Regents diploma
Total Credits	**44**

[1] Students with disabilities exempted from the world languages requirement must still earn 44 course credits required for a diploma through elective credits earned in other subject areas.
[2] Students completing an Arts or CTE endorsement with the advanced Regents diploma are required to complete only 2 credits of World Languages.

NYC Department of Education

GRADUATION REQUIREMENTS

As of February 2022

Minimum Exam Requirements

All students must pass at least **five Regents exams** or State-approved alternatives to Regents exams in order to graduate. Subject-area requirements for exams vary by diploma type and endorsement as described to the right. All students can earn a Regents or advanced Regents diploma. Some students, including students with disabilities, can graduate with a local diploma by earning different exam scores. Contact your school counselor to learn more about Regents exams, State-approved alternatives, and these other exam flexibilities for students who meet specific eligibility requirements:

- Appeals to graduate with low scores on Regents exams
- Safety Net flexibilities for students with disabilities
- Exam waivers for transfer students
- Performance-Based Assessment Tasks (PBATs) for students at State-approved schools

Regents Waivers

The New York State Education Department (NYSED) cancelled multiple Regents administrations due to the COVID-19 pandemic. As a result, students in grades who intended to take Regents exams during these administration periods **and** met NYSED's eligibility criteria, waived that assessment requirement for the associated diploma, endorsement, or credential. A waived Regents exam counts as a score of 65 toward exam requirements.

Toward College & Career Readiness

Coursework, exam scores, and activities outside the classroom can support students in working towards their goals for after high school.

Coursework: Students can prepare for college-level work by taking higher-level courses in high school. These courses may include:

- 8-credit course sequence in math, including Algebra I, Geometry, and Algebra II
- 8-credit course sequence in science, including Living Environment, Chemistry, and Physics
- Advanced Placement (AP), International Baccalaureate (IB), and Honors courses
- Courses for college credit, such as College Now or CUNY Early College

Exams: High exam scores can help students avoid taking remedial classes in college. For CUNY, students may meet the college readiness requirement based on certain test scores. See the CUNY Testing FAQs (http://bit.ly/CUNYReady) to learn more.

[3] Students completing an Arts or CTE endorsement with the advanced Regents diploma are not required to take the World Languages exam. Likewise, students whose IEP indicates that a disability negatively affects their ability to learn a language are not required to take the World Languages exam to receive an advanced Regents diploma.

Regents Exam	Local diploma (eligible students only)	Regents diploma	Advanced Regents diploma
English Language Arts (ELA)	55+	65+	65+
Social Studies • U.S. History • Global History & Geography	55+ on one social studies exam	65+ on one social studies exam	65+ on one social studies exam
Math • Algebra I • Geometry • Algebra II	55+ on one math exam	65+ on one math exam	65+ on all three math exams
Science • Living Environment • Earth Science • Chemistry • Physics	55+ on one science exam	65+ on one science exam	65+ on Living Environment *and* one other science exam
World Languages (formerly LOTE)	*Not Required*	*Not Required*	65+ on one World Languages exam[3]
+1 option • Any additional Regents exam • State-approved +1 option	*Requirements vary*	*Requirements vary*	*Requirements vary*
Total Exams	**5**	**5**	**9**

NYC Department of Education

Report Cards

Report cards are distributed to students and parents at the end of each Quarter. At the midway point of each quarter students and parents receive a Progress Report that displays student progress. Student progress is always visible to parents and students through our web-based grade Portal PowerSchool, accessible here.

A grade is determined through classroom performance, quizzes, interim assessments, tests, homework and projects. Each department will distribute a grading policy that contains a percentage breakdown.

Graduation Ceremony

A student may **only** participate in the graduation ceremony if he or she has successfully met the AECI 2 credit requirements and has met all Regents Exam requirements in order to be certified for graduation.

Senior Activities

Senior Students refers to students in their 4th year of High School and meet specific requirements to participate in senior activities including senior trips, prom, and other events both on and off school grounds. Students must be on track with credit accumulation, must be passing all classes as of the previous progress report and/or report card and have no more than three referrals during their senior year. Any student exceeding three referrals must appear before the discipline review board to determine eligibility to participate in any or all of these senior events.

School Counseling and Career Advisory

AECI 2 will cultivate and support expectations for post-secondary learning and career options through a strong college and career advisory component. We will build relationships with industry employers, colleges, and nonprofit organizations to offer a wide range of possibilities for pursuing colleges and post-secondary work opportunities. Students will also gain valuable exposure to college life and the college application process. This exposure will include touring college campuses and receiving continuous assistance in preparing for college entrance exams and college applications. Advisory will also provide a guidance period to support the social/emotional needs of students, as well as school to career exploration.

Internship Opportunities

Our internship program is designed to provide students with a unique and enriching experience that bridges the gap between the classroom and the real world. It aims to cultivate essential skills, foster personal growth, and ignite a learning passion through hands-on opportunities. We partner with local businesses, non-profit organizations, government agencies, and professionals to offer diverse internship placements, ensuring students can explore their interests in a supportive and professional environment.

At AECI 2, we believe that learning extends beyond the classroom. By immersing our students in professional environments and real-world experiences, our students will gain practical knowledge, critical thinking abilities, and problem-solving skills required for success in the professional world. The AECI 2 Charter School Internship Program is designed to open doors to future opportunities for our students. Our program ensures that interns secure college recommendations, scholarships, and potential job offers based on their impressive performance during their internship.

College Credit Opportunities

In addition to Advanced Placement courses, AECI 2 has partnered with Mercy University to provide college courses on-site. Our school offers various Mercy University classes affording students the opportunity to earn college credits while attending AECI 2. All Mercy University courses are labeled as such on transcripts and schedules. College Level Courses are also offered as an on-campus cohort through College Now at Lehman College.

Homework

Homework helps students fully comprehend the content covered in class. More importantly, it provides opportunities for students to make real world connections. Homework is regularly assigned in each class at different times. Students must utilize their student planners to keep track of homework, due dates, and other school assignments.

Students who repeatedly fail to complete homework assignments in any class may be placed on academic probation, issued a detention, or incur further disciplinary action.

Honor Roll

AECI 2 expects all students to achieve outstanding academic success. For each grading quarter, students can achieve Honor Roll designations as follows:

- Honorable Mention: 80-84.9 GPA
- Cum Laude: 85-89.9 GPA
- Magna Cum Laude: 90-94.9 GPA
- Summa Cum Laude: 95-100 GPA

Valedictorian and Salutatorian definitions

The valedictorian is the AECI 2 senior student, who has attended for all four years, meeting the valedictorian requirements as outlined below and has the ***highest overall grade point average*** in the senior class.

The salutatorian is the senior student, who has attended for all four years, meeting the salutatorian requirements as outlined below and has the ***second highest overall grade point average*** in the senior class.

AECI 2 High School Valedictorian or Salutatorian Eligibility Requirements:

1. Enroll as a freshman in semester 1 at AECI 2 as a first year 9th grade student.
2. Students MUST be enrolled at AECI 2 for all four years of high school, without being discharged and later re-enrolled at any point during the four years of high school.
3. Students eligible for the valedictorian and salutatorian must complete all New York State Department of Education Graduation requirements.
4. The AECI 2 valedictorian and salutatorian is selected after semester 1 of their senior year

Incomplete Grades

Incomplete grades are only given with the permission of the Principal. When there are extended absences from school due to illness or some other emergency, a student and parent can request an incomplete grade, so that more time is available for successful completion of the course requirements.

Students may have the option to complete work through Edmentum, a digital platform.

Physical Education

As part of the physical education program students make use of the school gym and when possible local city parks, fitness centers, and other facilities that will provide additional physical development opportunities.

Probation for Academics

Academic Probation: Any student who fails **two or more** classes will be placed on academic probation. If a student is on academic probation he/she must meet with his/her school counselor to create an academic plan/contract to assist him/her. The student will be required to have the teacher complete the appropriate portion of the academic contract daily/weekly; the parent of the student must also sign the contract. The student must return the completed and signed contract to his/her school counselor daily/weekly.

Any student who fails to follow the procedures for academic probation may receive disciplinary action. ***A student may NOT participate in any extracurricular activities while on academic probation***. This restriction includes clubs, school trips, open gym, athletics, etc. A student who is on academic probation may request, in writing to the principal, permission to attend a school trip that is considered part of the school's academic program. The student remains on academic probation until the end of the next marking period when evaluated for his/her progress, or until he/she is no longer failing two or more classes.

Student Progress - PARENT PORTAL

Through the PowerSchool Parent Portal every parent has access to their child's academic progress, attendance and lateness, progress towards graduation, transcript, discipline record, and progress in each subject. At the beginning of the year all new families are given their user id and password to the Parent Portal. If you are in need of any assistance, please call the school for assistance.

Discharge

If a student is over the age of 18, they may receive paperwork from their counselor to discharge themselves. Our goal is to graduate students in four years. If a student chooses to go to a transfer school to graduate in four years, they may receive transfer schools from their counselor.

Student Records

All student records include educational information, which identifies the student either by name, number, or some other way and are either in written form or on a school computer. They include personal and educational information such as test scores, attendance, and guidance folders. They ***do not*** include notes about students kept by teachers or other school personnel.

Access to Student Records by Parent, Legal Guardians, and Students:

- Authorized requests for student's records will be honored. Such requests may need to be in writing.
- The parent or eligible student is entitled to receive a duplicate of these records or computer printouts. However, original records may not be removed from the school.
- Access to records will be made possible at the earliest convenient date. In no case will the waiting period be more than forty-five days after the parent or eligible student's request.
- Parents or eligible students can make notes regarding the records. The record search is completed at no cost to the student or parent, and the duplication fee is at cost, not to exceed twenty-five cents per page.
- The Principal will arrange for a staff representative to explain and interpret the record data to the parent upon request.
- Parents who are disabled or who live outside of the school district are entitled to have photocopies forwarded to them. The Principal will arrange for a staff member to interpret the record data to the parent by telephone or by mail.
- In the case of estranged, divorced, or separated parents, or in the case of custody issues, requests by the custodial parents or legal custodians to examine the child's records will be honored as outlined above.
- In the case of requests by non-custodial parents to view the child's records, the custodial parent or legal guardian will be notified of such requests, and after forty-five days, if no documents are found which bar the non-custodial parent from viewing these records, they will then be made available.

Student Work

Students are responsible to make up and submit all work when not present for class. When there are extended absences from school due to illness, the parent must contact the school in order to obtain assignments from the teachers. It will be the parent/student responsibility to arrange for these assignments to be picked up from and returned to school.

The teacher and student should establish an agreeable timetable regarding completion of assignments.

Summer School

If a student receives a non-passing grade for the year in any course and/or on a Regents exam, the student is mandated to attend summer school. If a student fails to attend summer school he/she may not be promoted to the next grade and will jeopardize graduating on time.

Academic success must take priority for each student who attends AECI 2. Parents/guardians are made aware of students' academic progress throughout the school year. Family vacations are not an acceptable reason for not attending summer school.

Students absent 3 times from the Summer School/Summer Boost programs, will be automatically dropped from all summer classes.

IV. PARENTS

Board Meetings

The Board of Trustees meets the second Tuesday of the month and these meetings are published on the school calendar. Dates are subject to change during the course of the year. Please check the monthly school newsletter for any changes.

Parent Teacher Association (PTA)

The PTA serves as a means of communication and community building between the parents, the board, the school, and the community at large. The PTA also plans activities and workshops of interest for parents and the school wide community. These meetings are held monthly, and staff and administration are also encouraged to attend. There are also PTA special events and fundraisers in which all parents are encouraged to volunteer.

Parent Appeals and Complaint Procedure

Parents who have a concern or complaint should first contact the Principal who will assist in addressing the concern and or complaint. The next step is contacting the Board of Trustees by mailing the concern to:
The Office of the Secretary of the Board of Trustees
838 Brook Avenue.
Bronx, New York 10451

Parent Guardian Commitment

AECI 2 asks all parents/guardians to participate in the parent/guardian commitment process. Your signature indicates that you recognize your role in your student's social, emotional and educational development and that you make a commitment to help our students grow and achieve.

Family and Student Expectation

All expectations as stated in the AECI 2 Charter School Student and Family Handbook apply to all enrolled students, as well as their parents/guardians and their families during the school day as well as on and off campus extracurricular activities. It is the responsibility of every student as well as their parent(s)/guardian(s) and family members to know the expectations described in the AECI 2 Charter School Student and Family Handbook. Failure to fulfill this responsibility can lead to the school withdrawing your child from AECI 2 Charter School. A copy of the handbook is given to every student at the beginning of the school year. It is also posted on the school's website.

V. CODE OF CONDUCT

Why Expectations?

The Code of Conduct is a crucial component of the AECI 2 Community and it is one of the most critical features of a student's education. Respect for our Code of Conduct signifies respect for oneself and all others in our school. It is important that all students fully understand our Code of Conduct and how it is applicable to their educational experience.

Code of Conduct

Developed in accordance with NY State Standards of Discipline and Intervention, the Code of Conduct is a crucial component of the AECI 2 Community, and it is one of the most critical features of a student's education. Respect for our Code of Conduct signifies respect for oneself and all others in our school. It is important that all students fully understand our Code of Conduct and how it is applicable to their educational experience and key to student's fulfillment of the AECI 2 guiding mission.

As a member of the AECI Community:

- I understand that it is my obligation to behave in a manner that is always respectful of my peers, my teachers, and myself.
- My behavior, language, and appearance will always show respect for myself and for the rules and regulations of the School.
- I will at all times behave and act in a manner that follows the Code of Conduct of AECI 2 Charter School for Computer Engineering and Innovation.
- My schoolwork will be my own.
- I accept responsibility for doing my work in a timely manner and completing all assignments in a way that ensures my academic success.
- I will uphold the AECI 2 Core Values as defined below:

    - ★ **PERSEVERANCE** - Perseverance means showing continued effort and determination when faced with adversities.
    - ★ **ACHIEVEMENT -** Achievement means reaching rigorous goals through discipline, effort, and courage
    - ★ **INTEGRITY -** Integrity means making choices that show honesty and strong moral principles through one's actions
    - ★ **RESPECT -** Respect means to show consideration and care for the feelings, beliefs, and values of ourselves and others.

Every member of our school community is expected to participate in upholding the Code of Conduct in order to maintain an atmosphere in which every student can meet his/her academic potential. Accepting admission to AECI 2 means that a student and his/her family agree to follow the expectations of AECI 2 and the Code of Conduct.

Introduction to the Code of Conduct

The Board of Trustees (the "Board") of the New York City Charter School for Computer Engineering and Innovation ("AECI 2") is committed to providing a safe and orderly school environment where students will receive, and AECI 2 personnel will deliver, quality educational services without disruption or interference. Responsible behavior by students, teachers, other personnel, parents and visitors is essential to achieving this goal.

AECI 2 has high expectations for conduct on school property and at school functions. These expectations are based on mutual respect, citizenship, character, tolerance, honesty and integrity. The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that when discipline is necessary it is administered promptly and fairly. To this end, the Board adopts this Code of Conduct.

Unless otherwise indicated, this Code applies to all students, school personnel, parents/guardians and other visitors when on school property or attending a school function.

Code of Conduct Purpose

The purpose of the Code of Conduct is to utilize discipline policies that help:

- Students understand the impact of their behavior and build their social and emotional competencies.
- Students to be respectful and encouraging while interacting with students to maintain the student's sense of belonging and significance.
- Students consider what the student is thinking, feeling, learning, and deciding about themselves.
- Students encourage the constructive use of personal agency and autonomy.

Definitions

For purposes of this Code, the following definitions apply:

- ***"Disruptive student" -*** a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.
- ***"Parent"*** - a parent, guardian, or person in parental relation to a student.
- ***"School property"*** - in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a school, or in or on a school bus.
- ***"School function***" - any school-sponsored extracurricular event or activity.
- ***"Violent student***" - a student who:
  - Commits an act of violence upon a school employee or attempts to do so.
  - Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at a school function or attempts to do so.
  - Possesses, while on school property or at a school function, a weapon.
  - Displays, while on school property or at a school function, what appears to be a weapon.
  - Threatens, while on school property or at a school function, to use a weapon.
  - Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
  - Knowingly and intentionally damages or destroys school property.
- ***"Weapon"*** - a firearm as defined in 18 USC §921 for purposes of the Gun Free Schools Act. Any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, slingshot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

Student Rights and Responsibilities

A. ***Student Rights***

AECI 2 is committed to safeguarding the rights given to all students under applicable state and federal law. In addition, to promote a safe, healthy, orderly and civil school environment, all students have the right to:

1. Take part in all AECI 2 activities on an equal basis regardless of race, color, creed, national origin, religion, gender or sexual orientation or disability.
2. Present their version of relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school rules and, when necessary, receive an explanation of those rules from school personnel.

*B. **Student Responsibilities***

All AECI 2 students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all AECI 2 policies, rules, and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of AECI 2 when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
12. Set goals and monitor their progress towards their goals throughout the year with the support of their counselors and teachers.

Essential Partners of AECI 2

A. Parents

All ***parents*** are expected to:

1. Recognize that the education of their child is a joint responsibility of the parent and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Provide documentation for student absences whenever possible.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Know school rules and help their children understand them.
7. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
8. Convey to their children a supportive attitude toward education and AECI.
9. Build good relationships with teachers, other parents and their children's friends.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.

12. Provide their children a place for study in the home and ensure homework assignments are completed.
13. Notify the school with change of address and/or contact information.
14. Follow all expectations of the student/family handbook while on school property and/or at school functions.
15. Reach out to the school with questions and/or concerns about their child's education or well-being.
16. Inform the school of any sudden changes in their child's behavior that may impact their ability to do academic work or attend school.

Parents will be expected and encouraged to play an active and integral role in the education of their children. As such, parents will be asked to sign a "parent contract," similar to the contract to be signed by teachers and students, acknowledging understanding of the mission and goals of AECI 2, as well as the expectations of parents.

The AECI 2 parent organization will offer workshops throughout the school year to provide parents with effective ways to engage in their children's educational process and support their children's educational development.

B. Teachers

All AECI 2 ***teachers*** are expected to:

1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concepts and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Communicate to students and parents:
    a. Course objectives and requirements
    b. Marking/grading procedures
    c. Assignment deadlines
    d. Expectations for students
    e. Classroom discipline plan
6. Communicate regularly with students, parents and other teachers concerning growth and achievement.
7. Maintain a high level of expectation for student behavior, engagement, and academically rigorous instruction.
8. Uphold the AECI 2 Core Values

C. The Principal

The ***Principal*** is expected to:

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the Principal and approach the Principal for redress of grievances.
3. Evaluate all instructional programs on a regular basis.
4. Support the development of, and student participation in, appropriate extra-curricular activities.
5. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
6. Maintain a high level of expectation for student behavior, engagement and academically rigorous instruction.

7. Support teachers and staff in holding students responsible for the code of conduct.
8. Uphold the AECI 2 Core Values

D. The Board of Trustees

The ***Board of Trustees*** is expected to:

1. Collaborate with student, teacher, administrator, and parent organizations; school safety personnel; other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, personnel and visitors on school property and at school functions.
2. Adopt and review (at least annually) AECI2 's Code of Conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Lead by example by conducting Board meetings in a professional, respectful and courteous manner.
4. Evaluate the effectiveness of school leaders to guarantee the health and well-being of every student and other members of the school communicate and the implementation of the school's code of conduct.
5. Support all school facing stakeholders in holding students responsible to the code of conduct

Student Dress Code

All students are expected to give proper attention to personal cleanliness, and to dress appropriately for school and school functions. AECI 2 has adopted a school uniform dress code for its students. Each student must wear the school uniform throughout the entire school day unless otherwise instructed by a staff member.

Students and their parents have the primary responsibility for ensuring that the student is dressed in the school uniform every school day. Teachers and all other AECI 2 personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

The Principal or his/her designee is responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

Students who violate the student dress code are required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline as delineated below.

Reporting Violations

All students are expected to promptly report violations of the Code of Conduct to a teacher, the Principal or his/her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the Principal, the Principal's designee or the Board.

All AECI 2 staff members who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair, and lawful manner. AECI 2 staff members who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct to their supervisors, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction. Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and

the appropriate disciplinary sanction if warranted, which may include permanent suspension and referral for prosecution.
The Principal or his/her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of AECI 2 as soon as practical, but in no event later than one business day after the Principal or his/her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on the same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the Code of Conduct and constituted a crime.

Disciplinary Penalties, Procedures and Referrals

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm, fair, and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age.
2. The nature of the offense and the circumstances which led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers and/or others, as appropriate
6. Other extenuating circumstances.
7. The student’s IEP or 504.

As a general rule, discipline will be progressive. This means that a student's first violation will generally merit a lighter penalty than subsequent violations.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

A. Penalties

Students who are found to have violated AECI 2's Code of Conduct may be subject to the following penalties individually and/or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

1. Oral warning -- any member of AECI 2 staff
2. Written warning - Teachers, Principal
3. Written notification to parent - Teachers, Principal
4. Detention - Teachers, Principal
5. Suspension from transportation - Principal
6. Referrals - Teachers, Principal, Board
7. Suspension from social or extracurricular activities - Principal
8. Suspension of other privileges - Teachers, Principal
9. In-school suspension - Principal
10. Removal from classroom by teacher - Teachers, Principal
11. Suspension from extra-curricular activities/other privileges- Principal
12. Short-term (ten days or less) suspension from school - Principal, Board

13. Long-term (more than ten days) suspension from school - Principal, Board
14. Expulsion - Board

B. Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

School administrators shall adopt the following due process procedures:

- The student shall have an opportunity to present his/her version of the facts.
- A School administrator shall conduct an investigation and consult with witnesses.
- Upon a determination that a violation has been committed, a School administrator shall provide the parent/guardian of the student with a summary of the incident and the form of discipline to which the student shall be subject.
- Parent(s) may arrange a Principal/Parent Conference to discuss the Code of Conduct violation and the school administrator's determination.
- Parent(s) may elect to appeal the School administrator's determination and form of discipline by submitting a letter of appeal to the School Board of Trustees.

Students who are to be given penalties other than an oral warning, written warning, or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

1. ***Detentions -*** *The* Principal or their designee may use after school or Saturday detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Students' parents/guardians will be notified of the detention by Dean's Office Personnel. A parent conference can be arranged to discuss the detention.

2***. Suspension from transportation -*** If a student does not conduct him/herself properly on a bus, the bus driver is expected to bring such misconduct to the Principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the Principal or his/her designee. In such cases, the student's parent/guardian will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, AECI 2 will make appropriate arrangements to provide for the student's education.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the Principal or the Principal's designee to discuss the conduct and the penalty involved.

3. ***Suspension from extra-curricular activities and other privileges -*** A student subjected to a suspension from extracurricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent(s) will be provided with a reasonable opportunity for an informal conference with the AECI 2 official imposing the suspension to discuss the conduct and the penalty involved.

4. ***In school suspension -*** The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As

such, the Board authorizes the Principal to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in "in-school suspension." The in-school suspension teacher will be a certified teacher, if practicable.

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent(s) will be provided with a reasonable opportunity for an informal conference with the AECI 2 official imposing the in-school suspension to discuss the conduct and the penalty involved.

All suspended students will receive alternate instruction within 24 hours of suspension. Suspended students will be sent to an assigned room within the school building, d, to serve their suspension. Dean's Office personnel will be responsible for coordinating assignments with classroom teachers and providing academic support for suspended students. During the period of suspension, students will be expected to turn in assignments to the Dean's Office who will in turn submit them to the classroom teacher. Every effort to provide students with the appropriate intervention supports will be made including remediation, counseling and school support services will be provided.

5. ***Teacher disciplinary removal of disruptive student*****s** - A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in another classroom or in an administrator's office; (2) talking with the student in the hallway briefly; (3) sending a student (escorted by an adult) to the dean's office for a brief period of time; or (4) sending a student to another appropriate AECI 2 staff member for brief counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

On occasion, a student's behavior may become disruptive. For purposes of this Code of Conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

If the disruptive student does not pose a danger or on-going threat of disruption to the academic process, the student should remain in class, if at all possible.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24 hours. If a teacher orders a student to be removed immediately, the student will be sent to the Dean's Office. Dean's Office personnel can communicate with counseling staff and the Principal as appropriate.

The teacher must complete a school-established electronic disciplinary removal form that explains the circumstances of the removal. The teacher must be prepared to meet with the Principal or his/her designee to describe the events leading up to the removal.

Within 24 hours after the student's removal, the Principal or another AECI 2 administrator designated by the Principal (e.g. Dean's Office personnel) must notify the student's parents that the student has been removed from class and why. Parents must be informed that they have the right, upon request, to meet informally with the Principal or the Principal's designee to discuss the reasons for the removal.

Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

Written notice through mail and or email will be provided to parents/guardians in the event verbal contact has not been established.

The Principal may require the teacher who ordered the removal to attend the informal conference.

If at the informal meeting the student denies the charges, the Principal or the Principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and Principal.

The Principal or the Principal's designee may overturn the removal of the student from class if the Principal finds any one of the following:

1. The charges against the student are not supported by substantial evidence.
2. The student's removal is otherwise in violation of law, including AECI 2 code of conduct.
3. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The Principal or his/her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested.
Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.

The Principal must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the Principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal laws or regulations.

6. ***Suspension from school -*** Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others.

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the Principal.
All suspended students will receive alternate instruction within 24 hours of suspension. Suspended students will be sent to an assigned room within the school building, supervised by Dean's Office personnel, to serve their suspension.

Any staff member may recommend to the Principal that a student be suspended. All staff members must immediately report and refer a violent student to the Principal for a violation of the Code of Conduct. All

recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The Principal, upon receiving a recommendation or referral for suspension, or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

a. Procedures and Due Process for Disciplinary Action: Short-Term Suspension

If a student commits an offense that calls for short-term suspension (10 days or less), the student is afforded the due process rights required by Gross v. Lopez 419 (U.S. 565) (1975). Such student is subject to the following:

1. If necessary, the student is immediately removed from class and/or school;
2. The student is entitled to respond to the charges against him/her;
3. The Principal or his/her designee addresses the conduct and assigns an appropriate consequence;
4. The parent/guardian is notified by the Principal or his/her designee; and
5. A parent or guardian may be required to meet with the Principal or his/her designee(s) regarding infractions prior to a student's return to school.

b. Procedures and Due Process for Disciplinary Action: Long - Term Suspension or Expulsion

If a student commits an offense that calls for long-term suspension (more than ten days) or expulsion, the following steps are taken:

1. If necessary, the student is immediately removed from class and/or school;
2. The parent/guardian is notified by the Principal or his/her designee
3. The school sets a hearing date; the student and/or his parent/guardian are notified in writing of:
    a. Charges and a statement of the evidence;
    b. Date, time and place of a hearing; and
    c. Notice of the right at a hearing to be represented by legal counsel (at the student's/parent's own expense) and present evidence and question witnesses;
4. The Principal or his/her designee issues a written decision after hearing the case, and sends to the student, the parent/guardian, the school's Board of Trustees, and the student's permanent record;
5. Any student who is expelled or given a long-term suspension (more than 10 days) has the right to appeal the decision, in writing, to the Board of Trustees within 10 days of the date of expulsion;
6. Any appeal is heard at the discretion of the Board Chairperson, by the Superintendent or by a Trustee subcommittee (of one or more Trustees designated by the Board Chairperson); in such a case, the school sets a hearing date and the student and/or his/her parent/guardian are notified in writing of the:
    a. Charges and a statement of the evidence
    b. Date, time and place of hearing; and
    c. Notice of the right at the hearing to be represented by legal counsel (at the student's/parent's own expense) and present evidence and question witnesses.
7. The hearing will be held before a hearing examiner appointed by the Board who shall conduct the hearing and prepare findings to the Principal/Board.
8. The following due process requirements are to be observed regarding the formal hearing:

a. Notification of the charges is to be sent to the student's parent(s) or guardian by certified mail at least five days before the scheduled date of the hearing.

9. The hearing shall be held in private unless the student or parent requests a public hearing.
10. The student has the right to be represented by counsel (at his/her cost).
11. The student has the right to be presented with the names of the witness(es) who shall testify against the student and to be provided with copies of any existing statements and affidavits of those witnesses(es).
12. The student has the right to cross-examine all witnesses who testify at the hearing.
13. Testimony of faculty, staff and administration based on statements obtained from student witnesses are admissible. No student shall be compelled to testify at a hearing.
14. A record must be kept of the hearing, either by a stenographer or by tape recorder. The student is entitled, at the student's expense, to a copy of the tape or transcript.

A student's parent/guardian must submit to the Board Chair a letter of appeal within five (5) calendar days of the Principal's recommendation of suspension or expulsion. The letter must include the reason for the request and any special or extenuating circumstances that may support the reversal of the recommended penalty. The Board Chair will present the request for appeal before the entire Board of Trustees for review and determination. A final determination letter will be sent to the student's parent or guardian indicating approval or denial of an appeal.

C. Minimum Periods of Suspension

Students who bring a weapon to school

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for up to one calendar year. Before being suspended, the student will have an opportunity for a hearing. In deciding whether to modify the penalty, the Board may consider the following:

1. The student's age.
2. The student's grade in school.
3. The student's prior disciplinary record.
4. The Board believes that other forms of discipline may be more effective.
5. Input from parents, teachers and/or others.
6. Other extenuating circumstances.

A student with a disability may be suspended only in accordance with the requirements of state and federal law.

Students who commit violent acts other than bringing a weapon to school

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum 5 day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Board has authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Board may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

Students who are repeatedly and substantially disruptive of the educational process or repeatedly and substantially interfere with teachers' authority over the classroom

Any student, other than a student with a disability, who is repeatedly and substantially disruptive of the educational process and/or repeatedly and substantially interferes with the teacher's authority over the classroom, For purposes of this Code of Conduct, "repeatedly and substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by the teacher(s) and this code on four or more occasions during a semester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Board has authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Board may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

D. Distance Learning

AECI 2 may deliver instruction and assignments via electronic means. This may be done for specific classes or as part of a broader Distance Learning Program. As part of this Program:

1. All communications with staff and students must be of a course-related nature. Any sending of unsolicited email to other AECI2 classmates is prohibited.
2. All communications with other students in any forum, course related email, discussion post, etc., must be polite, courteous and respectful.
3. The integrity and authenticity of student work is something that can be checked using a variety of technologies. Copying the work of others, allowing others to knowingly copy a student's work, and/or misusing content from the internet could result in removal from our courses with a failing grade.
4. Students may not collaborate with other students on assignments unless directed to do so by a teacher. Working together is useful in the traditional classroom, but it is not permitted in our online environment without specific teacher instructions to do so. In addition, parents may not login to a student account and complete coursework on behalf of the student.
5. Students are not to use obscene, profane, threatening, or disrespectful language or images in any communications with other AECI 2 students.

Distance Learning Disciplinary Action

Violations to the AECI 2 Distance Learning Student Code of Conduct will initiate the following procedure:

1. Upon the violation, the teacher will complete and submit an incident form. This action will alert the Dean's Office.
2. The teacher and/or Administrator will notify the student, parent, and sponsor that the student has violated the code and is subject to discipline according to the school's discipline code.

E. Referrals

1. ***Counseling -*** The Principal shall handle all referrals of students to counseling. The Principal will meet with the Pupil Personnel Committee and review all anecdotal and parent conference minutes. If the student does not have an IEP, the Principal, in consultation with the Pupil Personnel Committee, will determine the nature and frequency of counseling that may be required.

2. ***PINS Petitions-*** AECI 2 may support a parent who wishes to file a Person In Need of Supervision ("PINS") petition in Family Court on any student who demonstrates that he or she requires supervision and treatment by:
    - ***a.*** Being habitually truant and/or not attending school as required by part one of Article 65 of the Education Law.
    - ***b.*** Engaging in an ongoing or continual course of conduct which makes the student ungovernable or habitually disobedient and beyond the lawful control of the school.
    - ***c.*** Knowingly and unlawfully possessing marijuana in violation of Penal Law § 221.05. A single violation of § 221.05 will be a sufficient basis for filing a PINS petition.

3. ***Juvenile Delinquents and Juvenile Offenders-*** The Principal is required to refer any student who is found to have brought a weapon to school to the local law enforcement authorities.

Alternate Instruction

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, AECI 2 will take immediate steps to provide alternate means of instruction for the student. The school will make provisions for alternate instruction for a suspended student during the entire suspension period and for an expelled student until the student is enrolled in another school or until the end of the school year, whichever comes first.

All suspended students will receive alternate instruction within 24 hours of suspension. In-school suspended students will be sent to an assigned room within the school building, supervised by the Dean's Office, to serve their suspensions. Dean's Office personnel will be responsible for obtaining work for students to complete as well working directly with students in the in-school suspension room. During periods of suspension, students will be expected to turn in assignments to the Dean's Office and teachers will be expected to provide the same assignments to suspended students as will be completed in class.

The Board ensures that the alternate instruction provided will be sufficient to enable the student to make adequate academic progress. The assignments given to each student for the period of time he/she is suspended will correlate with the curriculum topics that are being taught through the time of suspension. The assignments are provided by the classroom teacher in consultation with the Principal and instructional coaches to ensure alignment. When the student returns, his/her work will be reviewed.

Corporal Punishment

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any AECI 2 employee is strictly forbidden.

However, in situations where alternate procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

1. Protect oneself, another student, teacher or any person from physical injury.
2. Protect the property of the school or others.
3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school, functions, powers and duties, if that student has refused to refrain from further disruptive acts.

Reasonable physical force may be used to restrain a student in circumstances delineated in Section X of the Code of Conduct. In all cases, the physical force used shall overcome resistance from the student only and be terminated when the student ceases his/her actions. The amount and type of force used shall be

commensurate with the student's age, physical characteristics and disability. School employees shall attempt to use a type of force designed to subdue the student.

AECI 2 will file all complaints about the use of corporal punishment with the Board for further review.

Student Searches and Interrogations

The Board is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or AECI 2 Code of Conduct. Students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parent/guardian before questioning students. However, school officials will inform all students why they are being questioned.

In addition, the Board authorizes the Principal, and other school personnel it deems appropriate, to conduct minimally intrusive searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or AECI 2 Code of Conduct. An authorized school official may conduct a minimally intrusive pat-down search of a student and may search a student's belongings in a manner that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than AECI 2 employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. AECI 2 employees will be considered reliable informants unless they are known to have previously supplied information they knew to be inaccurate.

Before searching a student or a student's belongings, the authorized school official should seek to obtain, in a non-coercive manner, the student's voluntary consent to the search. Searches will be limited to the extent necessary to locate the evidence sought. All searches shall be conducted in the presence of at least two AECI 2 employees of the same gender as the student.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

A. Student Lockers, Desks and other School Storage Places

The rules in this Code of Conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. Student lockers, desks, and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

B. Documentation of Searches

The authorized school official conducting the search shall be responsible for promptly recording the following information about each search:

1. Name, age, and grade of student searched.
2. Reason(s) for the search.
3. Name of any informant(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.
6. Person conducting search and his or her title and position.
7. Witnesses, if any, to the search.
8. Time and location of search.
9. Results of search (that is, what items(s) were found).
10. Disposition of items found.
11. Time, manner and results of parental notification.

The Principal or the Principal's designee shall be responsible for the custody, control and disposition of any illegal or dangerous item(s) taken from a student. The Principal or his/her designee shall clearly label each item taken from the student and retain control of the item(s), until the item(s) is/are turned over to the police. The Principal or his/her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

C. Police Involvement in Searches and Interrogations of Students

AECI 2 is committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

1. A search warrant or an arrest warrant; or
2. Probable cause to believe that there are exigent circumstances which pose an imminent danger of injury or death; or
3. Been invited by school officials.

Before police officials are permitted to question or search any student, the Principal or his/her designee shall first notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

1. They must be informed of their legal rights (Mirandize.)
2. They may remain silent if they so desire.
3. They may request the presence of an attorney.
4. If the student is under 18 the parent or "other person legally responsible" for the student must be notified and have an opportunity to be present and to consent to or refuse to have the student speak to the police.).

D. Child Protective Services Investigations

Consistent with AECI 2's commitment to keep students safe from harm and the obligation of school officials to report to Child Protective Services (CPS) when they have reasonable cause to suspect that a student has been abused or maltreated, AECI 2 will cooperate with local Child Protective Services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

All requests by Child Protective Services to interview a student on school property shall be made directly to the Principal or his/her designee. The Principal or his/her designee shall set the time and place of the interview. In the absence of exigent circumstances, no student may be required to remove his or her clothing in front of a Child Protective Services worker or AECI 2 official on school property.

A Child Protective Services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

Visitors to the School

The Board encourages parents and other interested local citizens to visit AECI 2's classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The Principal or his/her designee is responsible for all persons in the building and on the grounds. Therefore, the following rules apply to visitors to the school:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the main office upon arrival at the school. There they will be required to sign the visitor's register, show a valid ID and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the main office before leaving the building.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register but sign an attendance sheet.
4. Parents or citizens who wish to observe a classroom while school is in session are requested to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the Principal or his/her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

Public Conduct on School Property

AECI 2 is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, "public" shall refer to all persons on school property or attending a school function, including students, teachers and AECI 2 personnel.

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. AECI 2 recognizes that free inquiry and free expression are indispensable to the objectives of AECI 2. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired according to the purpose for which they are on school property.

Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy AECI 2 school property or the personal property of a teacher, administrator, other employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles,
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by AECI 2.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable school officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.

Penalties

Persons who violate this code shall be subject to the following penalties:

1. **Visitors -** Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
2. **Students -** They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. **Staff members -** They shall be subject to warning, reprimand, suspension, or dismissal as the facts may warrant in accordance with any legal rights they may have.

Prohibited Student Conduct

The Board expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, personnel and other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. AECI 2 personnel should, as appropriate, respond to misconduct with the lowest level of disciplinary response and should also make use of appropriate support(s) and intervention(s).
The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that, as well as to focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

Students may be subject to disciplinary action as well as support(s) and intervention should they commit the below infractions.

Level 1 Conduct (Noncompliant Behavior). Examples include:

-Unexcused absence from school or class.
-Failing to wear the required school uniform
-Being late for school or class
-Failing to be in one's assigned place on school premises
-Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, hallway, or office)
-Wearing clothing, headgear (e.g., caps or hats), or other items that are unsafe or disruptive to the school environment.
-Posting or distributing unapproved material on school premises.
-Failing to provide school officials with required identification.
-Using school computers, fax machines, telephones, or other electronic equipment or devices without appropriate permission.

Below supports and interventions may be used in lieu of or in tandem with disciplinary responses:

• Community service (with parental consent)	A. Pedagogical school staff meeting with student to address the misbehavior and its impact
• Conflict resolution	B. Student/teacher conference
• Development of Individual behavioral contract	C. Formal meeting with student by appropriate supervisor (e.g., assistant principal, principal) to address the misbehavior and understand its impact.
• Guidance conference	D. Parent conference
• Individual/group counseling	E. After school or Saturday detention, or exclusion from extracurricular activities.
• Intervention by counseling staff	F. Removal from classroom by teacher
• Mentoring	G. Short-term suspension
• Peer Mediation	
• Restorative practices	

Level 2 Conduct (Disorderly Behavior or Academic Dishonesty). Examples include:

-Gambling
-Using profane, obscene, vulgar, or lewd language, gestures, or behavior in person or through electronic means.
-Lying to, giving false information to, and/or misleading school personnel
-Misusing property belonging to others
-Engaging in or causing disruptive behavior on the school bus
-Inappropriate use of electronic technology (e.g., unauthorized audio/video recording, sending unauthorized or inappropriate email.)
-Leaving class without permission of supervising school personnel
- Cheating (e.g., copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test)
-Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, e.g., copying written work from the internet, or any other source)
-Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)
-Posting or distributing libelous material or literature, including posting such material on the internet

Below supports and interventions may be used in lieu of or in tandem with disciplinary responses:

• Community service (with parental consent)	A. Pedagogical school staff meeting with student to address the misbehavior and its impact
• Conflict resolution	B. Student/teacher conference
• Development of Individual behavioral contract	C. Formal meeting with student by appropriate supervisor (e.g., assistant principal, principal) to address the misbehavior and understand its impact
• Guidance conference	D. Parent conference
• Individual/group counseling	E. After school or Saturday detention, or exclusion from extracurricular activities.
• Intervention by counseling staff	F. Removal from classroom by teacher
• Mentoring	G. Short-term suspension.
• Peer Mediation	
• Restorative practices	

Level 3 Conduct (Disruptive Behavior). Examples include:

-Defying or disobeying the lawful authority or directive of school personnel in a way that substantially disrupts the educational process and/or poses a danger to the school community
-Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability
- Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior toward students or school personnel (e.g., pushing past another person), or throwing an object
-Making sexually suggestive comments, innuendoes, propositions, or similar remarks.

Below supports and interventions must be used in tandem with disciplinary responses:

• Community service (with parental consent)	A. Formal meeting with students by appropriate supervisor (e.g. assistant principal, principal) to address the misbehavior and understand its impact.
• Conflict resolution	B. Parent conference
• Development of Individual behavioral contract	C. After school or Saturday detention, or exclusion from extracurricular activities.
• Guidance conference	D. Short-term suspension.
• Individual/group counseling	E. Long-term suspension
• Intervention by counseling staff	
• Mentoring	
• Peer Mediation	
• Restorative practices	
• Referral to outside counseling services for youth relationship abuse or sexual violence	

Level 4 (Dangerous or Potentially Dangerous Behavior to Persons or Property) Examples include:

-Engaging in sexual conduct on school premises or at school-related functions: Intentional destruction of school property.
-Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
-Engaging in nonverbal or physical conduct of a sexual nature (e.g., touching, patting, pinching, lewd or indecent public behavior, or sending or posting sexually suggestive messages or images)
-Smoking a cigarette, cigar, pipe, or using chewing or smokeless tobacco, including vapes.
-Posting, distributing, displaying, or sharing literature or material containing a threat of violence, injury or harm, or depicting violent actions against or obscene, vulgar or lewd pictures of students or staff, including but not limited to posting such material on the Internet
-Engaging in physically aggressive behavior, which includes spitting and creates a substantial risk of or results in minor injury

-Coercing, threatening, planning, or instigating an act of violence, injury, or harm to others
-Engaging in or causing disruptive behavior on the school bus which creates a substantial risk of or results in injury.
-Engaging in harassing, intimidating, and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass
-Causing a serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella, or laser pointer)
-Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella, or laser pointer)
-Inciting/causing a riot

Below supports and interventions must be used in tandem with disciplinary responses:

• Community service (with parental consent)	A. Parent Conference
• Conflict resolution	B. After school or Saturday detention, or exclusion from extracurricular activities.
• Development of Individual behavioral contract	C. Short term suspension for one to ten school days
• Guidance conference	D. Long term suspension greater than 10 days
• Individual/counseling	E. Referral to local law enforcement, when appropriate.
• Intervention by counseling staff	F. Referral to Board for expulsion
• Mentoring	
• Peer Mediation	
• Referral to a community-based organization(CBO)	
• Referral to outside counseling services for bullying, intimidation, or harassment	
• Referral to outside counseling services for youth relationship abuse or sexual violence	
• Referral to mental health support services	
• Restorative practices.	

Level 5 Conduct (Seriously Dangerous or Violent Behavior). Examples include:

● Starting a fire
● Using force to take or attempt to take property belonging to another
● Using force against, or inflicting, or attempting to inflict serious injury against school personnel ● Using extreme force against or inflicting or attempting to inflict serious injury upon students or others
● Instigating, or participating with another or others, in an incident of group violence.
● Engaging in dangerous or violent behavior that is gang-related
● Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity.
● Possessing, consuming, selling, distributing or exchanging tobacco or alcoholic beverages or illegal substances, or being under the influence of said products. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs" and synthetic cannabinoids which are produced, distributed, marketed and sold as legal alternatives to marijuana and often carry a label stating “not for human consumption” and are sold as incense, herbal mixtures, potpourri or bath salts.
● Possessing, selling, or using any weapon as defined in this handbook.
● Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
● Initiating a report or warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.

Below supports and interventions must be used in tandem with disciplinary responses:

• Community service (with parental consent)	A. Short term suspension for one to ten school days
• Conflict resolution	B. Long term suspension greater than ten days
• Development of Individual behavioral contract	C. Referral to local law enforcement, when appropriate.
• Guidance conference	D. Referral to Board for expulsion
• Individual/counseling	
• Intervention by counseling staff	
• Mentoring	
• Peer Mediation	
• Referral to a community-based organization (CBO)	
• Referral to outside counseling services for bullying, intimidation, or harassment	

• Referral to outside counseling services for drug abuse		
• Referral to outside counseling services for youth relationship abuse or sexual violence		
• Referral to mental health support services		
• Restorative practices		
• Mediation between parties. If conflict arises again between both parties, both students will be recommended to board for suspension.		

Enforcement

The Principal or his/her designee shall be responsible for enforcing the conduct required by this code.

When the Principal or his/her designee sees an individual engaged in prohibited conduct, which in his/her judgment does not pose any immediate threat of injury to persons or property, the Principal or his/her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The Principal or his/her designee shall also warn the individual of the consequences of failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the Principal or his/her designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist
in removing the person.

AECI 2 shall initiate disciplinary action against any student or staff member, as appropriate, within the "Penalties" section above. In addition, the school reserves its right to pursue civil or criminal legal action against any person violating the code.

Dissemination and Review

A. Dissemination of Code of Conduct

The Board will work to ensure that the community is aware of this Code of Conduct by:

1. Providing copies of a summary of the Code to all students at the beginning of each school year.
2. Making copies of the Code available to all parents at the beginning of the school year.
3. Providing all current teachers and other staff members with a copy of the Code and a copy of any amendments to the Code as soon as practicable after adoption.
4. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
5. Making copies of the Code available for students, parents and other community members.

AECI 2 will sponsor an in-service education program for all staff members to ensure the effective implementation of the Code of Conduct. The Board may solicit the recommendations of AECI 2 staff, particularly teachers.

Discipline of Students with Disabilities

The Board recognizes that it may be necessary to suspend, remove, or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities are entitled to certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

This Code of Conduct affords students with disabilities who are subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

Authorized Suspensions or Removals of Students with Disabilities

For purposes of this section of the Code of Conduct, the following definitions apply.

- A "suspension" means a suspension pursuant to Education Law § 3214.
- A "removal" means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.
- An "IAES" means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:

1. The Principal or the Board may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five (5) consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
2. The Principal may order the placement of a student with a disability into an IAES, another setting or suspension for up to ten (10) consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the Principal determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
3. The Principal may order additional suspensions of not more than ten (10) school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
4. The Principal may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or

possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

5. "Weapon" means the same as "dangerous weapon" under 18 U.S.C. § 930(g)(w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except... [for] a pocket knife with a blade of less than 2 1/2 inches in length."
6. "Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.
7. "Illegal drugs" means controlled substances except for those legally possessed or used under the supervision of a licensed health-care professional or that are legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

Change of Placement Rule

1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
   a. for more than ten (10) consecutive school days; or
   b. for a period of ten (10) consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they accumulate to more than ten (10) school days in a school year and due to such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.
   c. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal. However, AECI 2 may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

Special Rules Regarding the Suspension or Removal of Students with Disabilities

The Committee on Special Education shall:

1. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever AECI 2 is first suspending or removing a student with a disability for more than ten (10) school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances. If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than ten (10) school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the

members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

2. If one or more members of the CSE believe that modifications are needed, AECI 2 shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.
3. Conduct a manifestation determination review (MDR) of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
4. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, AECI 2 is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If AECI 2 is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
5. The Principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
6. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that AECI 2 had knowledge the student was a student with a disability, AECI 2 either:
    a. Conducted an individual evaluation and determined that the student is not a student with a disability, or
    b. Determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.
    c. If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors.
7. However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by AECI 2, which can include suspension.
8. AECI 2 shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an JABS for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement.
9. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.
10. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.
11. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such

removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.

12. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided appropriate alternate instruction.

Expedited Due Process Hearing

An expedited due process hearing shall be conducted if:

1. AECI 2 requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.
2. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
3. During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerous, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and AECI 2 agree otherwise.
4. If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
5. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to AECI 2 and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

Referral to Law Enforcement and Judicial Authorities

In accordance with the provisions of IDEA and its implementing regulations:

1. AECI 2 may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.
2. The Principal shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

Appendix A

AECI 2 POLICY AGAINST BULLYING, HARASSMENT OR INTIMIDATION:

It is the policy of AECI 2 to prohibit bullying, cyberbullying, harassment, or intimidation of any person on school property or at school-sponsored functions or using electronic technology at a public school. It is the policy of AECI 2 to prohibit reprisal or retaliation against individuals who report acts of bullying, harassment, or intimidation or who are victims, witnesses, bystanders, or others with reliable information about an act of bullying, harassment, or intimidation.

I. Definition of Bullying, Harassment, or Intimidation

As used in this policy, "bullying, harassment, or intimidation" means intentional conduct, including verbal, physical, or written conduct or an intentional electronic communication that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being and is motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability; or, threatening or seriously intimidating; and, occurs on school property, at a school activity or event, or on a school bus; or, substantially disrupts the orderly operation of a school. "Electronic communication" means a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, or pager.

II. Consequences and Remedial Actions for persons committing acts of bullying, harassment, or intimidation and for persons engaged in reprisal or retaliation and for persons found to have made false accusations:

Consequences and remedial actions for persons committing acts of bullying, harassment, or intimidation and for persons engaged in reprisal or retaliation and for persons found to have made false accusations should be consistently and fairly applied after appropriate investigation has determined that such an offense has occurred. The following list of consequences and remedial actions is not presented in sequential order and depending upon the severity of the conduct, there is no requirement to implement any individual remedial action prior to taking any other remedial action, except as required under the Disciplinary Penalties Procedures and Referrals of the Student Code of Conduct.

Consequences for Bullying Include:

- Verbal reprimand
- Parental notification
- Detention
- Reassignment of seats in class, cafeteria, or bus

- Reassignment of classes
- Loss of extra-curricular privileges
- Completion of letter of acknowledgment of action, with apology, to victim (after review by staff and not in a case of sexual harassment or intimidation)
- Reparation to victim in the form of payment for or repair of damage to possession
- In-school suspension
- Out-of-school suspension
- Extended suspension
- Expulsion
- Referral to law enforcement

III. Procedures for Reporting Acts of Bullying, Cyberbullying Harassment, or Intimidation

1. If a student complains that he/she is currently the victim of bullying, cyberbullying, harassment, or intimidation, a staff member will respond quickly and appropriately to investigate and intervene, as safety permits.
2. If a student expresses a desire to discuss an incident of bullying, cyberbullying, harassment, or intimidation with a staff member, the staff member will make an effort to provide the student with a practical, safe, private, and age-appropriate way of doing so.
3. A written record of all reports of bullying will be maintained and will include at a minimum:
    a. The name address and grade of the student making the report
    b. The name address and grade of the student accused
    c. The date of the report
    d. The date and time the incident occurred
    e. A description of the incident
    f. The location of the incident
    g. The names and addresses of witnesses to the event
    h. The investigation of the incident
    i. The findings
    j. Action taken
4. All reports of bullying must be recorded in writing by the administrator taking the report and retained throughout the investigation and shall become a permanent part of the school's records.

IV. Procedures for the Prompt Investigation of Acts of Bullying, Harassment, or Intimidation.

1. All reports of bullying must then be promptly and appropriately investigated by the Principal or his/her designee, consistent with due process rights, within 2 school days after receipt of a reporting form
2. The Principal or his/her designee will determine whether bullying, harassment, or intimidation actually occurred by taking steps to verify who committed the act of bullying, harassment, or intimidation and whether others played a role in perpetuating this act. Other related complaints, if any, will be reviewed in making this determination.
3. Neither victim nor witnesses should be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or if a hearing may result from the ultimate outcome of the investigation. Efforts should be made to increase the confidence and trust of the victim and any witnesses. They will be

informed that any information discussed and recorded will be confined to “need to know” status.

4. The Principal or his/her designee will immediately notify parents of the victim and offender of the incident.
5. The Principal or his/her designee will apply consequences and/or remedial actions consistent with due process rights using the range of listed consequences as a guide. The offender will be informed that retaliation against a victim or bystander is strictly prohibited and that progressive consequences will occur if the activity continues.
6. The Principal or his/her designee will create a written record of the bullying, harassment, or intimidation incident and any disciplinary actions taken, as well as the statements of the victim, witnesses, and offender. Discussions with all parties should be documented as soon as possible after the event. Any material records or evidence will not be discarded while a criminal investigation or prosecution resulting from the incident is ongoing.
7. Separate conferences with the victim and offender will occur within two weeks after the investigation to determine whether the bullying, harassment, or intimidation has continued and whether additional consequences are necessary. Another follow-up conference or conversation will be held with the victim four weeks after the initial follow-up conference to determine if the bullying, harassment, or intimidation has ceased.

AECI 2 Athletics Policy

AECI 2 Charter School is proud to offer its students a number of athletic opportunities throughout the school year. Participation in these opportunities is a privilege and our student athletes are held to an extremely high standard; we expect them to help set a tone that creates a positive learning environment.

A. General Information

The following expectations shall apply uniformly to all AECI 2 Charter School students. AECI 2 Charter School will follow all rules and regulations set forth by the City School Sports Association (CSSA) & Charter Public School Athletic League (CPSAL).

1. The Athletic Director in collaboration with the principal’s designee shall be responsible for the examination of records to determine a student's eligibility to participate in a sport.
2. A student is eligible to participate in the AECI 2 Charter School interscholastic sports program immediately upon registration and entry into the school.
3. If a student quits a team, he/she will not be allowed to participate in a different sport that same season. The school reserves the right to deny a student eligibility to play on a team the following season.
4. A student who is enrolled in the AECI 2 Charter School sports program must comply with each of the AECI 2 athletic eligibility requirements with respect to the timely submission of completed medical and parental consent forms, as well as requirements regarding academics, age, attendance, and good citizenship.

B. Scholastic Eligibility

1. A student who fails more than 2 classes will not be eligible to participate in team games until the next progress report or report card and shows remediation of failed classes. Students who are not academically eligible can still attend practices and participate in team events.
2. Progress Report for each marking period will be the determining factor whether or not a student athlete is placed on academic probation.
3. The date report cards are issued at the end of a marking period shall be the official date for determining eligibility.

C. Attendance Requirements

1. At the end of each marking period a student must achieve, at a minimum, 90% class attendance for that marking period in order to be considered for athletic eligibility.
2. A student must be present in school and must attend all assigned classes in order to participate in any team practice, scrimmage, league or non-league game, meet, contest or try-out on that day. Any student that has more than 10 tardies (excessive lateness) to any class or shows a pattern of skipping classes during the semester is ineligible to participate in team sports.
3. Suspended students are not eligible to participate in any team practice, scrimmage, league or non-league game, meet, contest or try-out during the period of their suspension.

D. Age/Grade Eligibility

AECI 2 Charter School will follow the Age/Grade eligibility restrictions set by the CSSA & CPSAL. Junior Varsity Sports are reserved for 9th and 10th grade students. Any student over the age of 19 at the start of any season will not be allowed to participate in a sport that season.

E. Disciplinary Issues

1. A student who receives 3 detentions during a season will be designated a probationary status. The student will be required to have all teachers comment and sign a weekly progress sheet. If the progress sheet is not returned to the Athletic Director at the end of the week, that student will not be allowed to participate in any athletic activities (games, practice) the following week. A student who receives a 4th detention will be removed from the team.
2. A student who is regularly non-compliant with the AECI 2 Student Handbook or participates in a more serious offense may be denied participation in practice, game, season, or for the year.

F. Medical

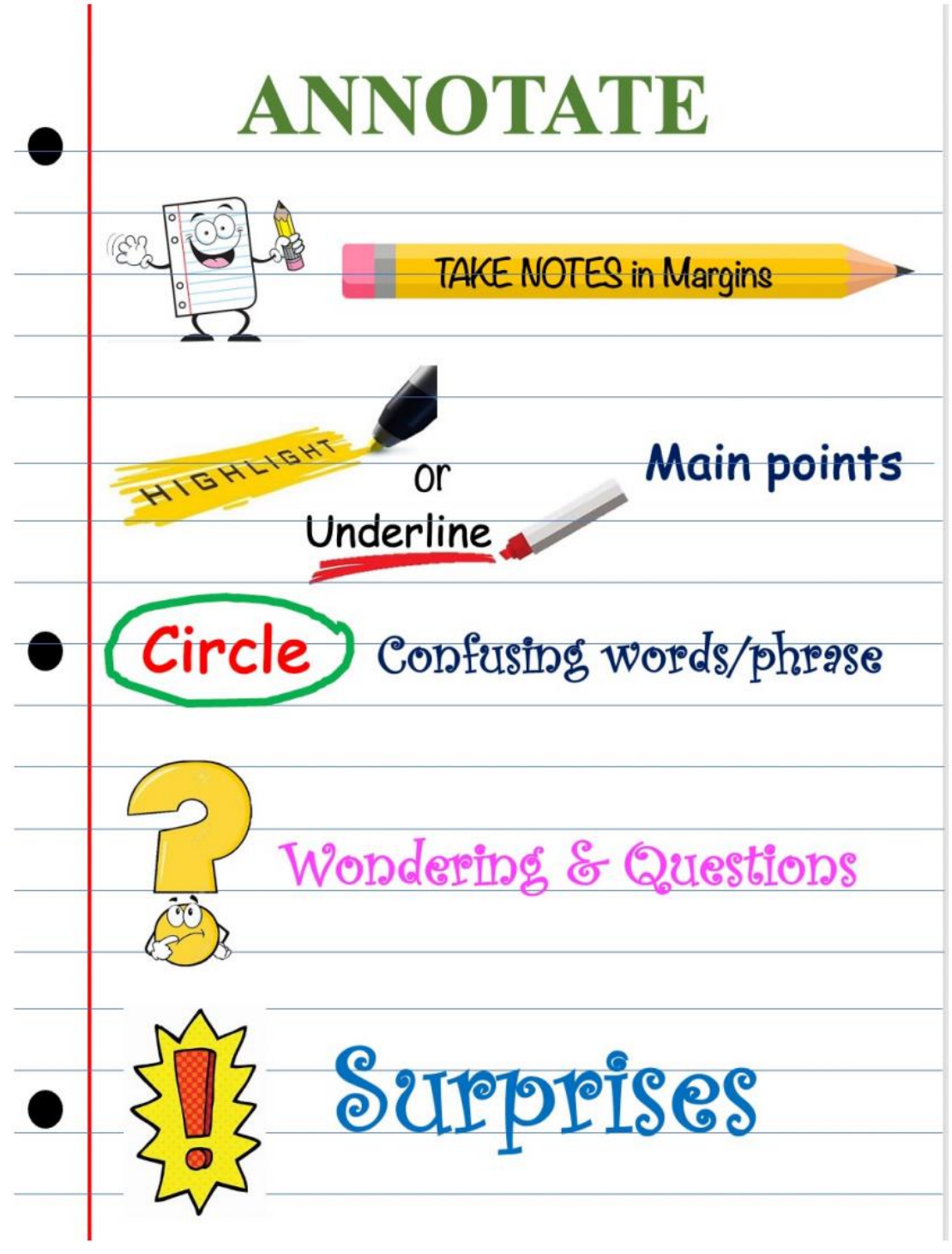
A student participating in any sport is required to have an up-to-date physical on file with the school. A student participating in a sport must be cleared by a doctor in order to play.

G. Coaching

1. Each team will be assigned 1 Head Coach. The Athletic Director will designate each coach with Principal approval.

2. Coaches will promote the values and mission of AECI 2 Charter School. Coaches will also follow all rules and regulations set forth by the City School Sports Association (CSSA) & Charter Public School Athletic League (CPSAL).
3. Coaches will be responsible for selecting the roster for the team they will be coaching. The roster will be reviewed by the Dean of Students and approved by the Principal.
4. Coaches are expected to report any issues with student athletes to the Athletic Director and Administration.

Appendix B


ANNOTATE
TAKE NOTES in Margins
HIGHLIGHT
or
Underline
Main points
Circle
Confusing words/phrase
Wondering & Questions
Surprises

STUDY

Eat a good breakfast	Get a good night's sleep	Wear comfortable clothing	Read all the directions carefully	Write answers neatly
Do your best work	Don't rush	Reread your answer	Work at your own pace	Cross out wrong answers
Read all possible answer choices	Relax before the test	FREE SPACE	Take 3 deep breaths	Have your test supplies ready
Answer all the questions	Study in a quiet spot	Skip hard questions until the end	Be alert	Do your homework
Keep track of important dates	Create a study routine	Participate in class	Have a positive attitude	Stay organized

START WITH IN CENTER
FIVE TIPS IN A ROW WINS;
HORIZONTALLY, VERTICALLY OR DIAGONALLY

TEST TAKING BINGO

©Carol Miller and The Middle School Counselor 2014

WHAT GOOD READERS DO
PREVIEW
★ Read the front cover.
★ Read the back cover.
★ Scan the pages to look at any pictures.
★ Look to see how the book is organized.
INFER
Use clues to figure out what the author hasn't told you, such as
★ What the setting looks like
★ How the character feels
★ Why a character acted in a certain way
VISUALIZE
Make a movie in your mind as you read! Picture
★ The character's actions
★ The characters' facial expressions
★ Where the characters are
MAKE CONNECTIONS
Consider how the story is similar to or different from
★ People and events in your life or in the world
★ Feelings you have experienced
★ Other stories you've read
ASK QUESTIONS
★ What is going on in the story?
★ How does this fit in with the rest of the story?
★ Does what I'm reading make sense?
SUMMARIZE
★ Think about the most important people in the book.
★ Retell the events in order.
PREDICT
★ Think about what you already know.
★ Guess what will happen next.
RESPOND
Write about or discuss
★ Which parts of the book you did or did not like and why
★ Whether or not you would recommend the book to a friend

Middle School Grades Uniform Price Guide

Item	Price	Lt. Blue	Grey
T-Shirt	**$10.00**	**NA**	**X**
Polo- Short Sleeve	**$15.00**	**X**	**X**
Sweater Crew Neck	**$20.00**	**X**	**X**
Hoodie- Pullover	**$25.00**	**X**	**X**
Sweatpants		**$15.00**	**$20.00**

Circle your size: Youth: M L XL Adult: S M L

PRINT Student Name: _____ Grade: _____

HIGH SCHOOL GRADE UNIFORM PRICE GUIDE

Item	Price	Blue	Black
T-Shirt	**$10.00**	**NAVY**	**NA**
Polo- Short Sleeve	**$15.00**	**X**	**X**
Polo- Long Sleeve	**$20.00**	**X**	**X**
Sweater Crew Neck	**$20.00**	**X**	**X**
Sweater- ¼ Zipper	**$25.00**	**X**	**X**
Hoodie- Pullover	**$25.00**	**X**	**X**
Sweatpants		**$15.00**	**$20.00**

Circle your size: S M L XL 2XL 3XL

PRINT Student Name:_____ Grade: _____

Student-Athlete Policy & Contract

Athletics Policy

AECI 2 Charter School is proud to offer its students a number of athletic opportunities throughout the school year. Participation in these opportunities is a privilege and our student athletes are held to an extremely high standard; we expect them to help set a tone that creates a positive learning environment. The overall purpose of athletics is to build character, promote academics and enhance the entire school experience for the student.

A. General Information

1. The following expectations shall apply uniformly to all AECI 2 Charter School students. AECI 2 Charter School will follow all rules and regulations set forth by the City School Sports Association (CSSA) & Charter Public School Athletic League (CPSAL).
2. The Athletic Director shall be responsible for the examination of records to determine a student's eligibility to participate in a sport.
3. A student is eligible to participate in the AECI 2 Charter School interscholastic sports program immediately upon registration and entry into the school.
4. If a student quits a team he/she will not be allowed to participate in a different sport that same season. The school reserves the right to deny a student to play on a team the following season.
5. A student who is enrolled in the AECI 2 Charter School sports program must comply with each of the AECI 2 athletic eligibility requirements with respect to the timely submission of completed medicals and parental consent forms, academics, age, attendance, and good citizenship.

B. Scholastic Eligibility

1. A student who fails more than 1 class will not be eligible to participate in a sport until either progress report comes out or final quarter grades. Students may be prohibited from participating in a sport if they fail any classes.
2. A student who fails 1 class will be on academic probation until the next grading policy comes out (progress report or final quarter) . The student will be required to have all teachers comment and sign a weekly progress sheet. If the progress sheet is not returned to the Athletic Director at the end of the week, that student will not be allowed to participate in any athletic activities (games, practice) the following week. Students who do not show improvement will be removed from the team.
3. The date all progress reports and report cards are issued at the end of a marking period shall be the official date for determining eligibility.

C. Attendance Requirements

1. At the end of each marking period a student must achieve, at a minimum, 90% attendance for that marking period in order to be considered for athletic eligibility.

2. A student must be present in school and must attend all assigned classes in order to participate in any team practice, scrimmage, league or non-league game, meet, contest or try-out on that day.
3. Suspended students are not eligible to participate in any team practice, scrimmage, league or non-league game, meet, contest or try-out during the period of their suspension.

D. Age/Grade Eligibility

1. AECI 2 Charter School will follow the Age/Grade eligibility restrictions set by the CSSA & CPSAL. Junior Varsity Sports are reserved for 9th and 10th grade students. Any student over the age of 19 at the start of any season will not be allowed to participate in a sport that season.

E. Disciplinary Issues

1. A student who is assigned a referral from the Dean of Students will not be permitted to participate in any athletic activity (practice, game) that day.
2. A student who receives 3 referrals during a season will be designated a probationary status. The student will be required to have all teachers comment and sign a weekly progress sheet. If the progress sheet is not returned to the Athletic Director at the end of the week, that student will not be allowed to participate in any athletic activities (games, practice) the following week. A student who receives a 4th referral will be removed from the team.
3. A student who regularly is not in compliance with the AECI 2 Student Handbook or participates in a more serious offense may be denied participation in practice, game, season, or for the year.

F. Medical

1. A student participating in any sport is required to have an up to date physical on file with the school. A student participating in a sport must be cleared by a doctor in order to play.

G. Coaching

1. Each team will be assigned 1 Head Coach and 1 Assistant Coach. The Athletic Director will designate each coach.
2. Coaches will promote the values and mission of AECI 2 Charter School. Coaches will also follow all rules and regulations set forth by the CSSA & CPSAL.
3. Coaches will be responsible for selecting the roster for the team they will be coaching. The roster will be reviewed by the Dean of Students and approved by the Principal.
4. Coaches are expected to report any issues with student athletes to the Athletic Director and Administration.

By signing this document you agree to the terms listed above. A copy of this will be made upon signing, one for the athlete, and one for the Athletic Director. If any parent or guardian has further questions please contact Mr. Vidal, evidal@aecicharterhs.com.

Sport:_____ Date: _____

_____ _____

Student Signature Parent/Guardian

STUDENT ATHLETE ASSUMPTION OF RISK AND RELEASE OF LIABILITY

This is a release of legal rights. Read and understand it before signing. The undersigned herewith formally acknowledges and declares the following:

I understand that training, traveling, and participation in a sport require personal acceptance of risk of serious injury. Athletes generally expect that those who are responsible for the training, travel, and conduct of a sport take reasonable precautions to minimize such risk and that their peers participating in the sport will not intentionally inflict wrongful injury upon them. To legislate safety via a rule book and equipment standards, while often necessary, seldom is effective by itself. To rely on officials to enforce compliance with a set of rules can be as practically insufficient as reliance on warning labels to always avoid or prevent injuries or sickness. Chance and risk of injury are an inescapable part of physical athletic training and competition. I understand that training, traveling, and participation in athletics at **AECI 2** may involve accidents resulting in injury/illness, permanent physical or mental impairment, or even death.

These injuries may be minor or may be career or life threatening. I understand that **AECI 2** cannot be held responsible for any injuries or conditions, which may be caused by the actions of third parties, other student-athletes, other teams, or me. I further understand that I may have personal physical conditions that may appear during my training, conditioning, or participation in competition that my coaches and medical support providers may not know about that can cause me unanticipated injury/illness, permanent physical or mental impairment, or even death. I also understand that injuries may be caused by my own failure to follow safety procedures or techniques that are made known to me by my coaching staff, or are otherwise known to me from any other source at **AECI 2**. I have read the above risk statement. I understand that there are certain inherent risks involved in training, traveling, and participating in an athletics program.

I acknowledge the fact that these various risks exist and I am voluntarily willing to assume responsibility for any and all such risks while participating in athletics at **AECI. 2**. As inducements to my being permitted to participate, I also agree as follows:

A. I voluntarily assume all risks associated with my participation in athletics as administered by **AECI 2**

B. I accept **AECI 2** and its personnel are not to be held responsible for any pre-existing medical condition(s) that I may have.

C. I understand that having passed a physical examination does not necessarily mean that I am physically qualified to participate in athletics at **AECI 2**, but only that the evaluator did not find a medical reason to disqualify me at the time of physical examination.

D. I understand that I must refrain from practice while injured or ill, whether or not I am receiving medical care. When under medical care I may not return to participation until I have been given permission, based on the professional judgment of a qualified medical professional, after review of my condition and fitness for the rigors of my sport. This may occur during or at the conclusion of medical treatment.

E. I understand and agree that if I experience an injury/illness or change in my health status it is my responsibility to inform my coach and to adhere to the established injury management guidelines.

I HAVE READ, UNDERSTAND, AND VOLUNTARILY AGREE TO THE ABOVE STATEMENTS

Student-Athlete Name: _____

Student-Athlete Signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature:_____

Date: _____

STUDENT PHONE POLICY & GUIDELINES

Phones are not to be used during school. Every student is assigned a personal Clear Phone Case. While the Clear Phone Case is considered school property, it is each student's responsibility to bring their Clear Case with them to school every day and keep it in good working condition.

Daily Process

As students **Arrive to School**, they will:
1) Turn their phone off.
2) Open their Clear Phone Case by tapping against the Unlocking Base.
3) Place their phone inside the Clear Case and secure it in front of school staff.
4) Store it in their backpack for the day.

At the end of the day, students will open their Clear Case, remove their phone, close their Clear Case and put it in their backpack. Students must bring their Clear Case to school with them each day.

*Students arriving late or leaving early will place their phones in their Clear and Case and bring to the Dean's office.

Clear Case Damage / Lost Clear Case

If a student damages their Clear Case $20 fee for a replacement Clear Case.

Examples of damage:

- Ripped
- Cut
- Torn
- Pen/pencil marks
- Bent/cut pin
- Signs of force to black button on flap

Forgotten Clear Case

If a student forgets their Clear Case, **their phone will be collected and Admin will call home to remind the Parent of the policy**. The phone will be returned to the student at dismissal. If a student consistently forgets their Clear Case, it is considered Lost.

Warning & Violations

- First Warning - call home
- Second Infraction - the student will attend Restorative day
- Third Infraction - Student must turn in cell phone to be placed in cell phone cabinet on a daily basis
- Fourth Infraction- in school suspension

_____ _____

Student Signature Parent/Guardian

Date: _____

CONSENT to OPT OUT of
PHOTOGRAPH, FILM, or VIDEOTAPE a STUDENT for NON-PROFIT USE
(e.g. educational, public service, or health awareness purposes)

Student Name: _____

School: **AECI 2 Charter School**

I hereby consent to opt out of the participation in interviews, the use of quotes, and the taking of photographs, movies or video tapes of the Student named above by **AECI 2 Charter School.**

I also opt out of **AECI 2 Charter School** the right to edit, use, and reuse said products for the non-profit purposes including use in print, on the internet, and all other forms of media. I also hereby opt out of the release of the New York City Department of Education and its agents and employees from all claims, demands, and liabilities whatsoever in connection with the above.

Signature of Parent/Guardian (if Student is under 18):

_____ Date: _____

OR

Signature of Parent/Guardian (if 18 or over):

_____ Date: _____