

# Torch Academy In Person

## Student Handbook



North Franklin Educational Center  
23 Husky Lane  
Malone, NY 12953

# Table of Contents

Mission & Vision Statement  
page 3

Student Population  
page 4

Enrollment Procedures  
page 4

Bell Schedule  
page 4

Academics  
page 5

Program Supports  
page 6

PBIS (Positive Behavioral Interventions and Supports)  
page 7

HEROES Matrix  
page 9

Discipline Management Flowchart  
page 10

Student Reflection Worksheet  
page 11

Attendance Policy  
page 12

Grading Policy  
page 13

Cell Phone/Electronic Device Policy  
page 13



# Torch Academy In Person

## Mission

Torch Academy focuses on the whole student, fostering supportive student/teacher and student/peer relationships. Alternative scheduling provides students with multiple pathways to success.

## Vision

Ours is a community that develops resilient and “outside the box” thinkers. Students are encouraged to ask good questions, to work together in small groups and to help each other foster a productive learning environment so that they can take what they learn into the world and contribute positively to their families, communities, and work settings.

## Core Beliefs

- Everyone can learn and grow.
- We place students at the forefront of all decisions.
- We model integrity, positivity, hard work and professionalism.
- We value creativity and innovation.
- We embrace diversity and treat each other with respect, compassion and dignity.
- We offer multiple pathways to success.
- We build effective partnerships through collaboration and shared decision-making.
- Safety is everyone’s responsibility.



# Student Population

The population Torch Academy serves:

- 9th–12th grades.
- Experience a variety of challenges finding success in their home districts. This includes academics and attendance.
- Need assistance catching up on required credits/Regents Exams.
- Benefit from smaller classes.
- Benefit from small team of educators' approach.

## Enrollment Procedures

- Students can only enter on the first day of a quarter because there are only ten weeks in each class. There will not be time to enter at any other points during the school year.
- Enrollment applications must be received two weeks prior to the start date to ensure time to prepare a potential plan for the student.
- Students and their parent/guardian, along with their home district, will need to have an intake meeting with the Enrollment Committee to determine the appropriateness of the program for the student's needs.

## Bell Schedule

<b>Breakfast</b>	<b>8:00–8:15 a.m.</b>
<b>AM</b>	<b>8:15–10:55 a.m.</b>
<b>Lunch A</b>	<b>10:56–11:24 a.m.</b>
<b>Class B</b>	<b>11:25–11:59 a.m.</b>
<b>Lunch B</b>	<b>11:25–11:59 a.m.</b>
<b>Class A</b>	<b>10:56–11:24 a.m.</b>
<b>PM</b>	<b>12:00–2:25 p.m.</b>



# Academics

## Program Goals and Design

Students attending our program are working to earn a Regent's Diploma. We strive to provide a program that is rigorous yet meaningful, one that is informative yet consolidated, to limit boredom and/or loss of attention, ultimately increasing success opportunities for students.

Courses are offered on a quarterly basis, and students can earn high school credits and meet graduation requirements throughout the year. Classroom numbers are intentionally low to provide a rich staff-to-student ratio, providing for the development of the positive working relationship that is critical in ensuring success. With fewer courses to manage per day and more time per class period, students can accomplish goals at a much faster rate. Doing so will increase their confidence and competence and provide the necessary motivation to succeed and achieve school success.

Opportunities to develop career and/or college awareness and career plans are built into the program, along with preparation and job shadowing opportunities so that students can be college and career ready upon graduation.

- Students will attend our program for the full day unless they are also enrolled in a CTE program.
- Students are expected to arrive for homeroom by 8:00 a.m. daily. Attendance and lunch orders are taken at this time, therefore punctuality will be beneficial to the student.
- Students will be expected to participate in PE to the best of their ability. They will not be expected to change into gym clothes, though we encourage appropriate footwear for their safety and comfort.
- Core Academic courses will last 10 weeks. As students complete and pass their courses, credit will be earned, and they will move on to the next course during the following ten weeks. At this rate, students will have the opportunity to earn up to 9 credits per school year, freeing them up to add in work-based learning opportunities and meet their graduation requirements earlier than 4 full school years.
  - \* Benefits of this schedule include:
    - » Focusing on fewer courses each quarter.
    - » Flexibility in scheduling/teaching/learning.
    - » The potential to participate in a CTE program in their sophomore year.
    - » The potential to earn credits each quarter.
    - » The potential to meet graduation requirements in 3 years.
- Work-based learning opportunities will be afforded as appropriate and applicable.



## Credit Recovery

Students in need of credit recovery who scored a 50–64 in a class from either their home district or at Torch Academy will be eligible for credit recovery, utilizing the online platform Edgenuity. The original grade plus the credit recovery grade will be added together and divided by 2 for the new final course grade. Students will be scheduled for credit recovery during the school day.

## Program Supports

- PBIS (Positive Behavioral Interventions and Supports)
- Alternate location– new environment, new peer group
- Smaller class sizes with extended time for developing rapport and relationships
- Restorative practices
- Quarterly celebrations for students meeting and/or exceeding expectations
- Development of partnerships between families and guardians, home districts and community
- Weekly Community Building time
- Frequent progress updates
- Individualized Commencement Level Career Plans



# Positive Behavioral Interventions and Supports

H.E.R.O.E.S

PBIS is based on the following 4 tenets:

1. PBIS is data driven. Decisions are made based on the evidence collected and change is based on a careful review of the data involved. The smallest change resulting in the biggest impact will increase our efficiency and efficacy.
2. Students will be actively taught the expectations/rules in the setting where they will be required to uphold them. This increases their chances of being successful. During the opening days of school, our students will be taught the expectations and a poster-sized HEROES matrix will be displayed frequently throughout the building and program areas.
3. Discipline management is consistently meted with the use of evidence-based approaches to addressing and solving problem behavior. Interventions will be selected and implemented for the whole group, smaller groups, and on an individual basis as indicated by behavioral, attendance, nursing, and discipline data.
4. Students are provided with success opportunities and acknowledged regularly for meeting expectations. Celebrations will be scheduled throughout the year for students and staff to share their success stories.

Our system is based on the following core values:

- **Here**– Attendance matters. Passing grades go with good attendance as poor grades go with poor attendance.
- **Engaged**– Students need to put in consistent effort to be successful.
- **Respectful**– A shared learning environment requires mutual respect among all.
- **Own Your Actions**– Students will show ownership of their success or lack thereof.
- **Employable**– Students will be able to see the connection between good school habits and good work habits.
- **Safe**– All students and staff are responsible for keeping a safe learning environment.

Quarterly celebrations for students exceeding expectations for attendance behavior and grades will occur. When problems occur, staff will work with the student to complete the following Self-Reflection Worksheet as a means of processing the behavior, learning and practicing new alternatives to replace the problem behavior.



## PBIS Tier System

Each tier aligns to the type of support students need.

### TIER 1– For the entire student population

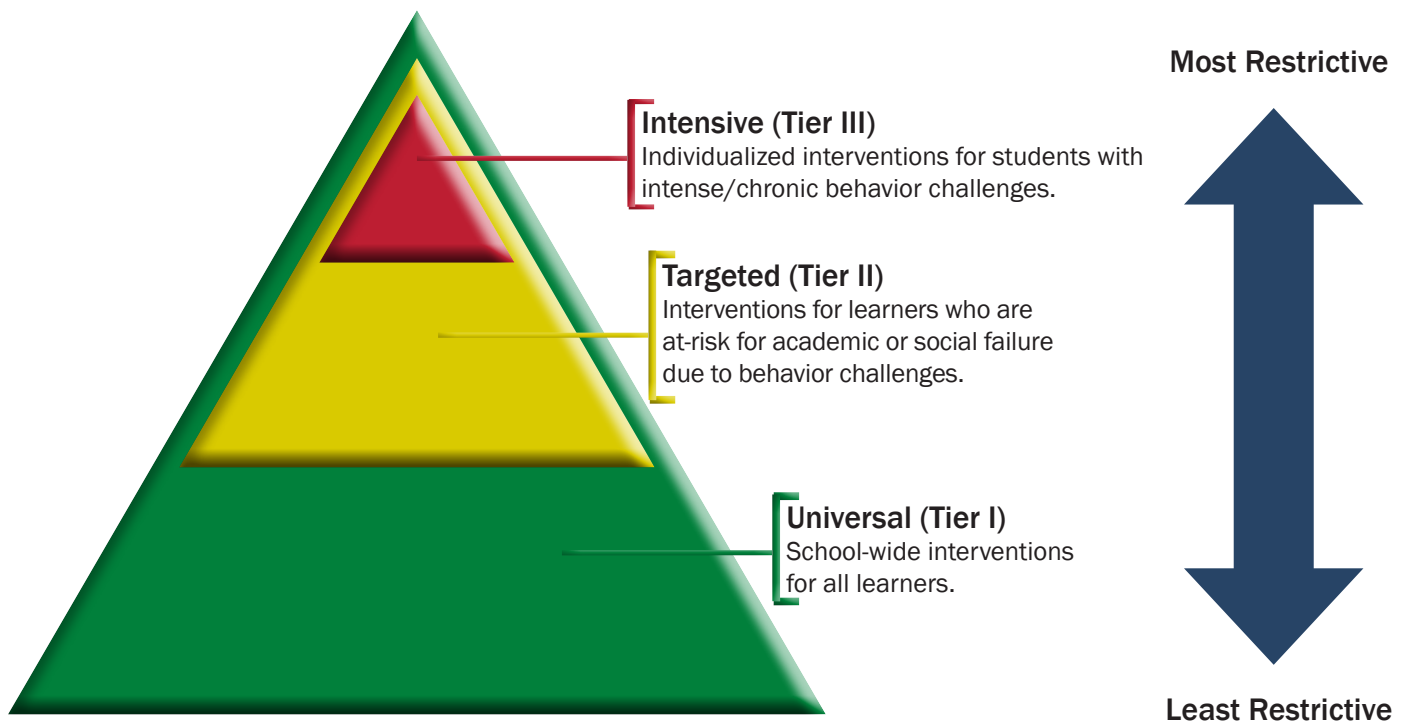
- School-wide expectations and positive behaviors are taught
- Established classroom expectations aligned with school-wide expectations
- A continuum of procedures for encouraging expected behavior
- A continuum of procedures for discouraging problem behavior
- Student Management Plan

### TIER 2– For Small groups of students not responding to Tier 1 interventions

- Modifications to program delivery by teachers
- Breaks / alternative locations
- Encourage school / family partnership
- Simple Student Behavior Plan, i.e., Check In/Check Out, Check and Connect

### TIER 3– For Individual students who are not responding to either Tier 1 or 2 interventions

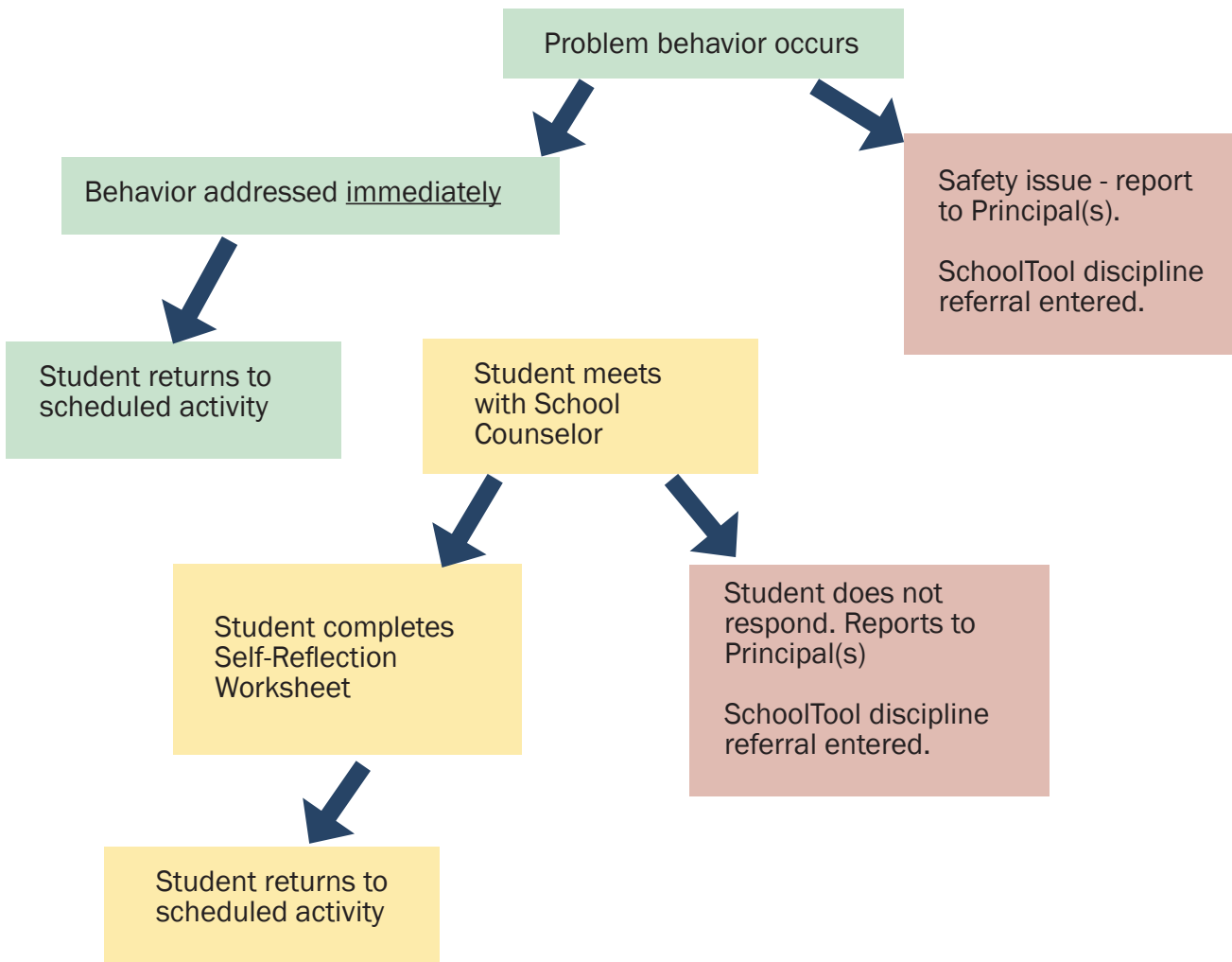
- Individualized intervention plans specific to ongoing chronic behavior inhibiting a student's ability to be successful
- Increased procedures for encouraging school/family partnerships
- Formalized behavior intervention plans





	Classroom/Field Trips	Hallways	Restroom	Cafeteria	Office	Gymnasium/ Weightroom/Rec Room
<b>Here</b>	Attend daily Remain in class for duration of class period	Have a destination Return to assigned area quickly	Complete business in a timely manner	Remain in assigned area unless have received permission from Staff	Report to assigned area and remain in designated area	Remain in assigned area
<b>Engaged</b>	Cell phone off and put away Chromebook ready and available Follow class procedures and directions	Pay attention to surroundings Converse appropriately with staff/students	Use restrooms for their intended purposes	Enjoy a conversation with classmates at your table. Eat your lunch	Cell phone off and put away	Participate to your level of fitness Push yourself to succeed
<b>Respectful</b>	Volume and topics appropriate for surroundings Be mindful of peers Maintain personal space Give full attention to speaker	Volume appropriate for surroundings Be mindful of peers Language appropriate	Volume appropriate for surroundings Be mindful of peers Language appropriate	Volume appropriate for surroundings Be mindful of peers Language appropriate Share activities	Volume appropriate for surroundings Be mindful of peers Use appropriate language	Volume appropriate for surroundings Be mindful of peers Language appropriate Behavior controlled and appropriate for opponent
<b>Own Your Actions</b>	Acknowledge success and positive choices Accept constructive feedback Comply with acceptable use policy Be aware of grades and assignments	Walk on the right side of the hallway/staircase	Notify Office staff of concerns (out of soap, out of toilet paper or hand towels, plugged toilet, etc.)	Clean up after yourself	Be willing to discuss problem behavior and necessary changes Prepare self to return to class appropriately	Fix mistakes Accidents happen, be kind and quick to apologize when necessary
<b>Employable</b>	Arrive on time, ready to work Complete assigned tasks Stay working Ask for help when necessary	Carry supplies neatly and securely Stay off cell phone until out of the building/walkways	Leave the area clean and tidy	Be mindful of your time and use the restroom during lunch	Have a purpose Be aware of earned credits and graduation requirements Be patient	Use equipment as intended Clean equipment as directed after use Be a good sport
<b>Safe</b>	Hands, feet and objects to self Remain inside the classroom until directed by staff to leave Use equipment only as directed Follow directions in the event of an emergency	Walk at the pace of the group Use railings as intended Follow directions in the event of an emergency	Notify staff of safety concerns Follow directions in the event of an emergency	Stay seated while eating Keep hands, feet, and objects to other Follow directions in the event of an emergency	Sign in/out when arriving outside of the scheduled arrival and departure times Follow directions in the event of an emergency	Use equipment as intended Report concerns with equipment immediately to staff Follow directions in the event of an emergency

# Student Behavior Management Process



Classroom Managed	Office Managed
<ul style="list-style-type: none"> <li>• Calling out</li> <li>• Classroom disruption</li> <li>• Refusal to follow reasonable requests</li> <li>• Inappropriate tone/ attitude or comments</li> <li>• Refusing to work</li> <li>• Foul language</li> <li>• Electronic device caught</li> </ul>	<ul style="list-style-type: none"> <li>• Weapons</li> <li>• Threats</li> <li>• Fighting</li> <li>• Harassment</li> <li>• Drugs/alcohol</li> <li>• Vandalism</li> <li>• Leaving school grounds</li> <li>• Skipping class</li> <li>• Refusal to give up electronic device</li> </ul>



Student Name:\_\_\_\_\_ Date:\_\_\_\_\_

## Self-Reflection Worksheet

What happened?

How did I respond?

Who was impacted by my behavior?

What could I have done instead?

How can I repair my relationships?

What will I say and do upon my return to class?



# Policies

## Attendance Policy

Courses are ten weeks long. It is critical that students attend regularly, because missing one class will be equal to the amount of one week's worth of classes. It will be difficult to pass a class if a student has poor attendance.

- All absences will be reported to both parents/guardians and home schools daily.
- If a situation occurs where a student cannot come to classes, the student must provide a written excuse from a parent/guardian within 2 school days of the absence. Absences which are excused include: doctor/dentist appointment; illness; court appearance; and/or death in the family. While an absence may be excused, any time away from a scheduled course could negatively impact a student's academic success.
- Any absence that is not accompanied by a note or phone call from a parent/guardian will be considered unexcused.
- Students are responsible for all make-up work following any absence because the content is valuable and necessary for successful course completion. They will need to plan with their teacher to get assignments and complete them.
- Although our policy is to build work time into the curriculum so that students do not have to take work home with them, in the instance of absences, students may need to complete work at home.
- Students will receive 1 day to complete back work per day missed plus 1 day. For example, if a student misses 2 days, they will be allowed to take 3 to complete back work.
- Students accumulating more than ten absences in a 20-week period risk losing their place in the program for the following school year. To be successful in this program, students will have to commit to attending school regularly.
- School Closing information will be posted on the FEH BOCES Facebook page and local media stations. In addition, One Calls will be sent out from home school districts notifying families of delays and/or closings.



## Grading Policy

Participation	20%
Classwork	40%
Tests/Quizzes/Projects/Labs/Essays	40%

## Cell Phone/Electronic Device Policy

Research on divided attention proves that students are better able to focus and learn in an environment free of the types of distractions created by cell phones. To provide the best learning environment for our students, cell phones will need to be turned off from 8:15 a.m.–2:25 p.m. Future employers are grateful for workers who can keep this habit on their worksites. While these are the reasons for our policy, the following are the ways we will ensure that parents/guardians can communicate with their students as needed during the school day.

- Parents can reach their students by calling the main desk at (518) 483-5230 and staff will call them out of class to take the call. Privacy will be respected and afforded.
- Students can call their parents/guardians by getting permission from their teacher to leave class to report to the office to arrange to make a phone call home.
- Students may use their cell phone/electronic devices for texting and listening to music with headphones/earbuds during the am homeroom, but devices must be turned off at 8:14 a.m. and put in the allocated storage container so that they can work free of distractions.
- If a student locks their phone in the storage container by 8:14 a.m., they will be allowed to use their cell phone during lunch. If a student does not lock their cell phone in the storage container by 8:14 a.m. they will not be permitted to use their phone during lunch.
- Voice/video calls will not be allowed on personal devices due to the nature of confidentiality for all our students.

