

Uncommon
Schools | New York City

**Student and Family
Handbook
2020-2021**

Table of Contents

Welcome to Uncommon Schools!	1
School Profile	1
Educational Excellence.....	1
Family Partnership.....	1
Welcoming, Safe, and Supportive Environment	2
School Culture	3
Pandemic Policies.....	5
Visitor Policy	5
Student Send Home and Clearance for Return	6
Full Remote Instruction Policy.....	8
Student Attendance Policy	8
State Travel Advisory	9
Field Trip Policies	9
Academics & Learning.....	10
Report Cards	11
Promotion and Retention Policies	11
Exit Criteria	13
Homework	14
Logistics, Facilities, & Schedule.....	15
School-day Hours	15
Shared Space.....	15
Transportation and Safety.....	15
MetroCards.....	16
Snow Closings	16
Student Meals	16
Lunch	17
Student Belongings.....	17
Enrichment Programs	17
Additional Policies.....	19
Uniform	19

Social Media Policy	19
Bus Behavior Policy.....	19
Health Policies.....	19
Student Records	20
High School Enrollment	22
Discipline of Students with Special Needs.....	22
Public Display of Affection Policy	22
Code of Conduct.....	23
Introduction	23
Disciplinary Procedures	23
Procedures For Certain Types of Discipline	27
Dignity for All Students Act Policy	30
Reporting and Investigation of Complaints	32
Substance Abuse Policy.....	33
Discipline of Students with Special Needs.....	34
Student Interviews and Searches	37
Student Use of Technology Policies.....	39
Use of Technology, Electronic Devices and Phones at School	39
Student Technology Acceptable Use Policy.....	40
Student Use of Technology Agreement	43
Appendix	46
High School Graduation Requirements	46
College Placement Program	46
Informal Complaint Procedures	47
Formal Complaint Procedures.....	47
Board of Trustees.....	48
Title I Family Involvement Policy	49
Nondiscrimination.....	53
Freedom of Information Policy	53
Open Meetings Policy	55

Welcome to Uncommon Schools!

Uncommon Schools starts and operates outstanding urban public schools that close the achievement gap and prepare students from low-income communities to graduate from college. Our goal is to lead the best and highest performing K-12 schools in the nation.

School Profile

Uncommon New York City Charter Schools (“Uncommon New York City” or the “School” when referring to individual schools) is a not-for-profit network of free, public charter schools that serve over 8,000 K-12 students in Brooklyn, including both single-sex and co-educational schools. Each school shares the same mission of preparing students to enter, succeed in, and graduate from college. Believing that every child has a right to a high-quality education and that a bachelor’s degree should be within reach for every young person in the nation, Uncommon New York City builds uncommonly great schools that offer a rigorous college-preparatory curriculum that cultivates our students’ passions and interests and is infused with joy, love and learning. Students are randomly selected by public lottery in grades K and 5, and we maintain waiting lists through grade 9. We currently have schools in the Bedford Stuyvesant, Brownsville, Crown Heights, Canarsie, East Flatbush, Cypress Hills, and Williamsburg neighborhoods within Brooklyn.

Educational Excellence

Uncommon Schools believes our students’ potential is limitless and we are proud of all our alumni have accomplished and become. We support our students to meet our high standards of academic achievement through rigorous academic assignments, projects, and assessments. We meet our students where they are at, and help them develop intellectually and emotionally, and through their own hard work and dedication. Our college acceptance and graduation rates are among the top in the country.

Family Partnership

Uncommon Schools is a community of students, parents/guardians, teachers, staff, and school leaders. We believe in the importance of working together to make a positive impact on the academic and social growth of every child. Although the job of making decisions about school policy belongs to the Board of Trustees and the School Leader, family involvement is not only welcomed, but absolutely critical to the success of our students and the school. We appreciate our families’ active involvement in the education of their child.

Uncommon Schools parents/guardians are asked to:

- Provide a quiet space for your child to study.
- Partner with your child’s teacher in support of student growth, achievement, and character development.

- Support other Uncommon Schools families.

Welcoming, Safe, and Supportive Environment

Uncommon Schools values and embraces its inclusive and diverse school communities and strives to provide a welcoming, safe and supportive environment for all students and families regardless of their race, color, ethnicity, religion, gender, disability, sexual orientation and gender identity. If a student or family would like to explore a particular accommodation based upon cultural or religious practices, or due to one's disability, sexual orientation, or gender identity, the student or the student's parents or guardian should contact a School Leader to schedule a meeting to discuss a plan to address the student's particular circumstances and needs.

School Culture

Core Values: Uncommon Schools strive to build a culture that is supportive of our students and staff, and that foster strong student learning and development. The ethos of our community is one of mutual care and respect. We believe engagement is fostered when students are known and cared for by all of the faculty and staff, when their life within the school is meaningful to them, and when they are actively engaged in their own learning. Administrators and teachers strive to ensure that rules are fairly and consistently enforced.

Core Values are at the heart of Uncommon's community and represent the cornerstones of the school's Code of Conduct. It is expected that all students will live by these values. The Core Values at each grade span are slightly different, but all gradespans emphasize the importance of Respect. School leaders will spend time at the beginning of the year and during the morning circles teaching the importance and application of these core values. Teachers will make frequent reference to the core values when giving instructions and ensuring students are engaged. The core values are not only codes that students should live by inside of Uncommon, but by internalizing the lessons, these values will help lay the foundation for responsible decision making outside of the Uncommon Community.

- **Community Building:** The core values and emphasis on community are also instilled via our school community activities. During community meetings or school-wide rallies, the community is called to attention in ways that are unique to each school, such as the beating of drums by students, as is tradition in many African and Caribbean cultures. Community meetings and school-wide rallies are not only a forum to announce important events, but it is a time when stories are told that emphasize the core values of Uncommon Schools. These events are also a place where the community celebrates students' accomplishments and displays their learning. Assembling the community together is one of the ways that Uncommon sets a positive tone for learning to occur. Celebrating and Affirming Culture community meetings are an opportunity to celebrate the identities of each of our students and their backgrounds.
- Functions of Community Meetings and School-Wide Rallies
 - Building school culture and reinforcing core values. Many community meetings will begin with a story, such as a folktale or parable. These stories will often follow a theme for a week, such as "leadership" or "caring". Students will often be asked about the lesson of the story being told.
 - Celebration. This is an ideal time to recognize the achievements of classes or individual students.
 - Sharing. These events are an appropriate venue for classes to share speeches, class projects, or current events.

- Communication. Although this is not the primary function of community meetings, important school-wide announcements can be made at this time
- Enthusiasm. Community meetings are a good opportunity to start or end the day with energy and a positive attitude. One of the Call-and-Response chants or another instructional chant can help to get students ready for the day.

Pandemic Policies

The policies in this section will be in place for the 2020-21 school year due to the ongoing COVID-19 pandemic. In addition, schools will be sharing information directly with families about specific changes to school schedules, as well as protocols and procedures in place to ensure student and staff safety when school resumes in person. Parents are encouraged to visit the SY 20-21 parent website at <https://uncommonschoools.org/school-reopen-2021> for up to date information, and to contact the school with any additional questions.

Uncommon Schools' top priority is to ensure the health and safety of our students, staff, and families during the COVID pandemic. We have revised a number of our policies for the school year, which can be found in the pages that follow. **For the duration of the COVID pandemic, or until otherwise noted, these policies supersede any other policies found in the school handbook.** As with all COVID-related policies, due to changes in law and the fluid nature of the COVID situation, these policies may need to be revisited in the future. **Your child's school will contact you as new policies are added or changed.**

Visitor Policy

Partnership between schools and families is critical to the success of our work and the experience of each student. In creating the safest possible educational environments, Uncommon is working to reduce the risk of infection from COVID-19 to the school community, including family members. In order to reduce the spread of COVID-19 and protect our school community and families, Uncommon must restrict access to its school facilities to visitors, including family members of students. We look forward to a time when we can return to in-person engagement with all families, but for the time being, we must prioritize the safety of our students, families and staff. We will continue our partnership with families remotely and devise mechanisms to ensure that our partnership remains strong and meaningful.

This policy applies to all parents, guardians, siblings, and anyone authorized as an emergency contact for a student inside of our school facilities once we return to school or work in any in-person capacity.

Below provides further detail around what this restriction means for families:

- Drop-off and pick-up will take place outside the building.
- Families should use email and telephone to communicate with the school
- If a meeting is needed or requested, that meeting should take place over the phone or videoconference
- Family events and gatherings will not occur in person during this phase. The school is committed to connecting with families in other ways.

The school will do the following to partner successfully with families while these restrictions are in place:

- Return phone calls and emails
- Provide flexibility for phone and videoconference meetings to accommodate family schedules
- Communicate about student progress through written and electronic mechanisms (progress reports and report cards, etc.)
- Update drop-off and pick-up procedures to accommodate for social distancing requirements, including procedures for midday pick-ups due to illness, doctor's appointments or suspensions
- Update the family visitor policy in the family handbook and the corresponding operational procedures

There are limited exceptions to the policy above. These are outlined below:

- In the very rare circumstance that a child experiences a medical or behavioral crisis or emergency that requires immediate intervention from a parent or guardian, that individual will be permitted to enter the school wearing a mask and will be brought to a private space in the building with their child until the situation is deemed safe.

Student Send Home and Clearance for Return

The health and safety of our students and staff are our primary priority and guiding principles behind our student dismissal and return to school policy. As such, we have created this policy to ensure that students who develop symptoms of COVID-19 at school are closely observed, separated, and dismissed accordingly, and that students who return to school after suspected or confirmed cases of COVID-19 or exposure to COVID-19 are safe to do so, both for themselves and for the rest of the community.

According to the CDC, the following symptoms are associated with COVID-19:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

The school nurse (or designated staff member) will instruct the school community on the symptoms of the disease. No staff member should attempt to diagnose any illness of a student but should refer suspected cases to the nurse immediately.

- **Students Who Present with Symptoms During the School Day**

Any student who is experiencing symptoms associated with COVID-19 should not report to school. The student's physician should be contacted for a medical diagnosis. As such, students who arrive at school with symptoms will be sent home immediately upon arrival. Students who develop any of the above symptoms during the school day will be sent or escorted to the nurse's office (or other safe designated space). The school nurse or other designated staff member will observe students. Such students will be separated in the nurse's office or other safe designated space to the extent possible until a parent/guardian picks them up, and any necessary measures have been taken to prevent spread of the infection.

In all cases where the student is suspected to have COVID-19, school leadership will contact the parent/guardian and/or family physician immediately. Parents/guardians will need to pick up their student within two hours. In extreme emergencies, the school nurse or leader may decide to call 911. In the event 911 is called, parents/guardians will be notified in advance if possible.

Upon pickup, families will need to sign a copy of the send home and clearance to return letter acknowledging that their student must be symptom free in order to return to school.

- **Students Who Develop Symptoms Outside of School**

If a student has developed any of the symptoms mentioned above, with or without a positive COVID-19 test result, a student may return to school under the following conditions, following CDC guidelines:

- Minimum of 3 days since resolution of fever without the use of fever-reducing medications AND
- Symptoms improved AND
- 10 days since symptoms first appeared.

Students who have been tested for COVID-19 can return to school when they have no fever without the use of fever-reducing medications, improved symptoms, and have received two negative test results in a row, at least 24 hours apart.

- **Students Who Test Positive for COVID-19 with No Symptoms**

After testing positive for COVID-19, a student may return to school under the following conditions, following CDC guidelines:

- 10 days have passed since the test, if no symptoms develop.

Students who have been tested, can return to school after they receive two negative test results in a row, at least 24 hours apart.

If they develop symptoms after testing positive, they must follow the guidance above for Students Who Develop Symptoms Outside of School.

- **Students Who Have Been in Contact with Someone with COVID-19**

Additionally, any student who has been in contact with someone with COVID-19 must stay home for 14 days after exposure based on the time it takes to develop the illness. If in those 14 days the student develops symptoms or tests positive for COVID-19 with no symptoms, they must follow the guidance above.

Full Remote Instruction Policy

During COVID-19, students at any Uncommon school may elect for a full remote instruction option when it is deemed medically necessary by a physician or when a family selects that option of learning for their child.

- **Requesting Full Remote Instruction** If a family would like to explore a full remote instruction option, they should contact their school leader to sign up for fully remote instruction

Student Attendance Policy

The safety, well-being and educational success of our students are our primary priority and guiding principles behind the attendance policy. While students are expected to be present and engaged in learning every day, we know that there are extenuating circumstances during this time which may require a student to be absent.

Our hybrid and remote model is designed to ensure that students can be actively engaged in learning and have the opportunity to thrive at school, whether in-person or remote. If a student is absent from hybrid or remote learning for the day, we ask that a parent/guardian contact their teacher or the school's operations team through the school's e-mail to notify us of your child's absence. Families should provide a doctor's note or other documentation for absences whenever possible.

The School will track students' attendance, whether online or in person, and will follow up with families if students are repeatedly absent without notifying the school, in order to ensure students and families have the support they need for students to engage in learning, whether in-person or remote.

State Travel Advisory

If students and/or household members are traveling to states that have been placed on their local advisory list, students and families **must** follow all state or local quarantine requirements in order to keep themselves and our community safe. This may include students needing to participate in school remotely until the end of a student or household's quarantine period. Families should consider this when making their travel plans. Parents/guardians are encouraged to contact the school to discuss any questions you have about this policy and how it may apply to plans to travel to states on the travel advisory list.

Field Trip Policies

Field trips are on pause until at least 2021. At this time, we will revisit the policy and protocols for student field trips.

Academics & Learning

Uncommon Schools is committed to nurturing the growth and development of students while maintaining a rigorous academic program that prepares them to graduate from a four-year college. To achieve this goal, Uncommon Schools is committed to the following:

- **Comprehensive, Rigorous Curriculum:** Uncommon Schools curricula are aligned to the New York Core Curriculum Content Standards and other standardized tests. We also know that learning doesn't end when the final bell rings: after hours, our students are debating on the national stage, contributing to literary journals, performing in musical theater, winning state athletic championships, and so much more. Through rigorous coursework and activities designed to help students find their passions both within and outside the classroom, Uncommon students graduate ready to thrive in college and beyond. In all of these ways, we are getting your child ready to succeed in a college-preparatory environment
- **Top Notch, Caring Teachers:** Teachers lead exciting, innovative, and challenging lessons in the classroom, while building strong relationships with students and families. Uncommon teachers know that students learn material much better when they see how it might apply to their lives and therefore so we work to ensure lessons are relevant to our students' lives. We also foster a climate of success through positivity, well maintained and decorated classrooms, honest feedback, positive reinforcement, recognition of success, and strong classroom management skills. Across all grade spans, students are provided with additional support from multiple teachers across content areas. Uncommon teachers move at a fast pace so that every minute of class time is engaging and utilized for instruction. Teachers ask many critical thinking questions throughout the course of a day, while planning activities designed to keep students motivated and engaged.
- **High Expectations:** We believe in our students' limitless potential. We believe the best way to help our students achieve that potential is through establishing clear and consistent high expectations for academics and engagement, and supporting them to deliver on those expectations. Students are expected:
 - To be on time to school and to each of their classes and activities every day;
 - To work hard in their studies;
 - To be prepared for class;
 - To be engaged in class;
 - To participate in all activities; and
 - To complete homework assignments, which will be given each night, as well as all assigned school projects.
- **Grading:** Clear, fair and rigorous grading standards help ensure that students are demonstrating the learning and progress needed to be successful on each step of the

road to college In Middle and High School, students are graded on a scale of 70-100. The minimum passing grade is a “C.” In order for a student to pass a course, s/he must earn a cumulative average of at least 70 for the year.

Report Cards

Report cards are distributed four times during the academic year, at the end of each academic quarter. Report cards are important opportunities for our students, families and teachers to develop a shared understanding of the student’s academic performance and progress. Notes on distribution of Report Cards and Conferences for each gradespan are below:

Elementary School	Middle School	High School
<p>At the end of each quarter, your elementary school will hold “Report Card Conferences.” During these days, parents & guardians must attend a twenty-minute conference with their child’s teachers to discuss their progress.</p>	<p>Progress reports are distributed to students during the midpoints of these quarters.</p> <p>Parents are required to attend their child’s report card for the 1st, 2nd and 3rd quarters to meet with teachers.</p>	<p>Grade reports are available at all times to all students and parents through PowerSchool access. Parents of students with a cumulative GPA less than 3.0 are required to attend their child’s report card for the 1st, 2nd, and 3rd quarters and to meet with teachers unless granted specific permission by a School Leader.</p>
<p>In order to effectively partner with parents, we ask parents to attend every required conference. Parents who cannot attend Report Card or Progress Report meeting should reach out to their child’s school leader in advance to schedule an alternative time.</p>		

- **Honor Roll:** In Middle School and High School, students may achieve Honor Roll status each quarter by earning at least all B’s on their report cards or High Honors by getting straight A’s. This distinction is also recorded on their permanent report card.

Promotion and Retention Policies

Uncommon is committed to making sure that our students are prepared both socially and academically for success in the immediate future and beyond; therefore, Uncommon does not practice social promotion. Students who do not meet academic standards for their given grade will be retained.

<p>Elementary School</p>	<ul style="list-style-type: none"> ● Elementary School Promotional Policy: Promotion in the elementary grades is determined through a holistic evaluation of the student’s academic and social readiness for the next grade level. Schools take into consideration the following criteria in determining whether a student would benefit from retention in the current grade level: <ul style="list-style-type: none"> ■ Academic Assessments: Performance on academic assessments (STEP and Interim Assessments) are used to determine the student’s readiness for the next grade level’s content. ■ Attendance & Work Completion: Attendance and work completion are taken into consideration and used with assessments to determine the student’s readiness for the next grade level’s content. ■ Overall Learning Profile: In determining whether retention in the current grade level would support the student’s long-term achievement, the student’s holistic learning profile is taken into consideration (e.g. educational history, disability, special services, etc.).
<p>Middle School</p>	<ul style="list-style-type: none"> ● Middle school Promotion: Middle school students will be promoted based on their academic performance in core courses (English, Math, History, Science). ● Middle School Failure of a Course Policy: Any student who fails two core courses (English, Math, History, Science) will be retained. Any student who fails one core course may be retained. When a student is retained and repeats the grade, it is required that all courses, even those passed from the failed year, be retaken.
<p>High School</p>	<ul style="list-style-type: none"> ● High School Promotion: High school students will be promoted based on their academic performance in core courses (English, Math, History, Science, Foreign Language). ● High School Failure of a Course Policy: Any student who fails one or two core courses (English, Math, History, Science, Foreign Language) must attend and pass Summer School to earn promotion to the next grade. Any student who fails a core course and does not attend or pass Summer School will

	<p>be retained. Any student who fails three or more core courses will be retained. When a student is retained and repeats the grade, it is required that all courses, even those passed from the failed year, be retaken.</p> <ul style="list-style-type: none"> ● High School Summer School: Summer School is held for five full weeks over the summer as an opportunity for credit recovery for students who fail a course. Summer School credit recovery grades will replace the original course grades on the transcript. Summer School may begin as early as one week after the normal school year ends. To pass Summer School and earn credit recovery, students are required to: <ul style="list-style-type: none"> ■ Be present for at least 90% of all Summer School class time ■ Fully complete at least 90% of all Summer School classwork, homework assignments and assessments. ■ Earn a grade of 70% or higher for the summer. ● Summer School Credit Recovery Scale: <ul style="list-style-type: none"> ■ HP (High Pass) = replacement grade on transcript of 75 =C ■ P (Pass) = Replacement grade on transcript of 70 = C- ■ F (Fail) = No replacement grade, student must repeat the course or repeat the grade
--	---

Exit Criteria

We are committed to ensuring students are prepared for success as they transition between grade spans. Therefore, the following criteria must be met for promotion from elementary, middle, and high school.

Elementary School (4 th Grade)	Middle School (8 th Grade)	High School (12 th Grade)
Students are evaluated along the Elementary School criteria for promotion (see	✓ Minimum of 70% average in English, Algebra, History, and Science	✓ See Appendix for graduation requirements

Elementary School Promotion Policy above)	✓ Passing grade (70%) on the 8 th Grade Final Performance Task Rubric	
---	--	--

Homework

- **Why homework?** Homework is important because it teaches students to work independently, develop self-discipline, and learn time management skills. It is also an opportunity to reinforce important skills and content learned during the instructional day. It also encourages students to take initiative and responsibility for completing a task. Homework is also an effective way for parent(s)/guardian(s) to have an active role in their child's education and helps them to evaluate their child's progress and curriculum over time.
- **For the 20-21 school year:** Given the changes in student learning models due to the COVID-19 pandemic, students will not be expected to complete large amounts of additional assignments (homework) beyond what is expected during their scheduled worktimes (either during live instruction or during their independent work time), with exceptions for independent reading, and AP Classes in high school which may have additional assignments due to the pace of the classes.
- **Supporting Homework Success: In order to support, parents/guardians can:**
 - Provide a time and quiet place for study.
 - Help the student develop responsibility for completing the assignments.
 - Talk to their child about what he or she learned at school and encourage their child to develop a positive attitude about learning.
 - In Elementary school, read to or with their child every night for at least 20 minutes & sign the reading log.
 - Check your younger child's assignment pad to make sure they did all of their assignments or discuss assignment completion with older students
 - Review assignments for neatness and accuracy
 - Contact your child's teacher if you feel that your child is having a homework problem
 - Help your child get started by asking questions:
 - Do you understand what you are supposed to do?
 - Do you need help in understanding how to do your work?
 - Have you done any problems like the ones you're supposed to do now?
 - Do you have everything you need to complete the assignment?
 - Do your answers make sense to you?

Logistics, Facilities, & Schedule

School-day Hours

Due to building regulations, campus hours vary by school. Please confirm with your school's main office for more information.

Shared Space

Certain Uncommon New York City schools are extremely fortunate to share space with other schools, including NYC Department of Education schools. Therefore, all members of the Uncommon New York City community need to be thoughtful and respectful toward members of the school communities with which we share space, as well as of our surrounding neighborhood community.

- Uncommon New York City students should never be on other school's floors or rooms, without being accompanied by a staff member.
- Students will exhibit professional and courteous behavior whenever traveling to or walking in shared parts of the school building and on the school grounds.
- Uncommon New York City students must respect the authority of staff members from other schools.
- If an Uncommon New York City student has a negative interaction with any member of the other school communities, that student should immediately inform a school staff member and allow the Principal and/or Director of Operations or his/her designee to resolve the situation.
- Students traveling to and from school on foot or via subway need to conduct themselves as if they were in the school hallways: travel on the sidewalk in a safe and orderly fashion; dispose of waste appropriately; do not loiter outside or near the school building; and remember that they are representatives of Uncommon New York City and treat all neighborhood community members with respect.
- Families who drive their children to or from school must not block access to the main entrances to the school or cause other disruptions to traffic patterns.
- In general, all members of the Uncommon New York City community need to be sensitive to how their actions affect the school's neighbors in and around their school.

Transportation and Safety

Student transportation will be provided by the New York City Department of Education Office of Pupil Transportation (OPT) to eligible students. Students in grades 3-12 who live ½ mile to 1 mile from school as determined by OPT are eligible for half-fare metro cards. Students in grades 3-6 who live 1 mile or more from school may be eligible for yellow busing or full-fare metro cards (Students in grades 7-12 are not eligible for yellow busing). Buses will pick

up and drop off students directly in front of the school building. As a result, we ask that parents/guardians who are dropping off and/or picking up students be mindful of the tight traffic situation and plan accordingly.

We also encourage families who drive who pick up their children in the afternoon to arrive no earlier than dismissal time. Announcements and a staggered dismissal sometimes delay students from leaving the building at exactly dismissal time.

MetroCards

Full-fare Student MetroCards are provided to students in grades K-2 who live more than .5 miles Full-fare Student MetroCards are provided to students in grades 3-12 who live more than half a mile (.5 miles) from the school, as determined by OPT and are not provided service by a public school bus. Full-fare MetroCards provide three trips on both subway and surface bus lines. On most trips, students can use their cards freely to transfer from bus to subway, bus to bus, or subway to bus.

Full-fare MetroCards are good for use to and from school and school-related activities during the hours specified on the back of the card, in most cases 5:30 AM to 8:30 PM. The card is good for the entire school year, but only on days when school is in session.

Snow Closings

In the event of poor weather conditions such as heavy snow, please listen to your local television or radio stations, or call 311, for relevant information regarding school cancellation. Uncommon New York City follows the exact same cancellation policies as New York City Public Schools so if New York City Public Schools are closed, so are Uncommon New York City schools.

Student Meals

We believe student meals are an essential part of their ability to stay healthy and engaged in their learning, and are pleased to offer that all Uncommon students have the option to eat a free school breakfast, snack, and lunch. If a student does not like a particular meal, they may bring in their own.

Parents/guardians are required to notify the school of any food allergies and provide documentation from a doctor for the student's health file. Parents/guardians should also notify the school of any other food restrictions due to religion or custom.

Please note that Uncommon has a no gum policy. Students are not permitted to bring in or chew gum at any time while they are on the premises.

Arrival & Breakfast: The purpose of morning procedures is to establish strong engagement and high student achievement at the onset of the day. It is also an opportunity to greet students with a smile and meal so they can maintain a positive mindset during the school day. Your student's school will share the exact arrival and breakfast schedule prior to the start of the school year.

Lunch

At Uncommon, lunch is served in a 30-minute period in the middle of the academic day. Lunch is a moment where students are free to talk and interact with their peers but must remain seated and follow all other school protocols.

Breakfast & Lunch Fees: Uncommon Schools partners with the New York City Department of Education to provide breakfast and lunch that is completely free for all students in every Uncommon NYC school.

Dismissal: The purpose of dismissal is to ensure the safety of our students as they go home for the day. Our goal is to ensure that students are supervised by staff so they can return home safely and urgently.

- Students are encouraged to stay after school if they are registered for and involved in a structured, supervised, and sanctioned school activity.
- Students who are not involved in a structured, supervised activity must leave the building at their dismissal time.
- If students are picked up from school, parents (or their designees) are expected: to do so on a timely basis; to be very familiar with the days on which students have scheduled activities (or detentions); and to communicate in advance about transportation plans.
- Within 15 minutes of dismissal, all students who are not involved in a structured, supervised activity must be picked up.

Student Belongings

Students are not permitted to bring toys, electronics, or other personal items to school unless they are instructed to do so by their teacher, because they can be a distraction or can be easily lost. Uncommon NYC is not responsible for lost or stolen items.

Enrichment Programs

- **After School Enrichment:** Uncommon Schools conducts several after-school activities.
 - Students are encouraged to participate in enrichment activities.
 - Students may be removed from enrichment activities temporarily due to behavioral concerns or academic performance.

- **Events & Celebrations**

- Birthday Celebrations are welcome and must be scheduled in advance with your child's teacher.

Fire Alarm: Any time the fire alarm goes off (including regularly scheduled fire drills), students must obey the following procedures, for their own safety and the safety of others:

- Listen for the fire alarm.
- Line up immediately and be silent.
- Follow their teacher to the designated exit and line up outside.
- Once outside they must remain silent and listen to instruction from their teacher.

Additional Policies

Uniform: At Uncommon, we believe uniforms help build community pride, and support equity amongst all students. School uniforms must be worn at all times. Uniforms are:

- Uniform shirt from designated school vendor
- Uniform pants, skirts or jumpers (these may be purchased from any vendor but must match the school's uniform color)
- Black sneakers or shoes
- Socks of any color
- Ties are no longer required (for those school uniforms that previously required them)

Social Media Policy

Social Media is a powerful and effective tool for keeping people connected and the School respects the rights of parents/guardians to engage in free and open communication of their personal information through personal online activities. When posting classroom photos, please be respectful of the fact that other parents/guardians may not want their child's photograph posted to your Social Media site(s). Do not post photos of your child's classmates without their permission.

Bus Behavior Policy

It should be clear to all students and their families that a public school bus is a form of school-sponsored transportation. Therefore, appropriate behavior as laid out in the Code of Conduct is expected at all times. No adult besides a school staff member may board the bus for any reason without the explicit permission of the bus driver. Violation of this policy may result in a suspension from transportation and/or other consequence.

Health Policies

Uncommon New York City provides the health services required by law. Students with serious injuries are taken to the hospital for emergency medical care and the parent(s) or guardian(s) are notified immediately. If a student requires medication of any kind (including Tylenol, aspirin, and asthma inhalers), the student's parent/guardian must submit a Medication Administration Form and must give the medication in the original container to the nurse. Students are not permitted to carry or self-administer over-the-counter OR prescription medication without parent or guardian permission and doctor's written order.

- The parent/guardian of any student who is required to carry an asthma inhaler on his/her person must provide Medication Administration form specifying that the student needs to carry the inhaler with him/her and a second inhaler that is kept in the nurse's office.
- The school abides by all New York State immunization requirements. Each new student must have a certificate of immunization at the time of registration or no later

than the first day of school. Parents/guardians must present documentation that their children have received all required doses of vaccines or are waiting to receive the subsequent doses at the appropriate time intervals. Parents/guardians seeking to waive the immunization requirement should submit their request to the school nurse. The nurse will review the request and will advise the DOO, who will make the final decision on whether to grant the waiver request.

- The school will contact parents/guardians or a designated relative or family friend if a student becomes ill or suffers an injury. **Be sure to list all emergency telephone numbers on your child's enrollment information.**
- Please be advised: **Nurses are not allowed to give out any medication (prescription or over the counter) without a doctor's written order & pharmacy label.** This includes all medicines, including aspirin or Tylenol, given for any reason. This consent—which you will receive from your child's doctor—will state the name of the medication, dosage and frequency of dosage.
- Students are not permitted to carry or self-administer over-the-counter OR prescription medication without parent or guardian permission and doctor's written order.

Student Records

The school administration is in charge of student records. They will discuss, explain, and/or make available to the student or his/her parents/guardians any records on file. The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

These rights are:

- The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents/guardians or eligible students should submit to the School Principal or appropriate school official a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected. Copies of records will be made available if requested by a parent or guardian.
- The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate or misleading. Parents/guardians or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School Leader or appropriate official, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the

record as requested by the parent/guardian or eligible student, the School will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing. After the hearing, if the school still decides not to amend the record, the parent/guardian or eligible student has the right to place a statement with the record commenting on the contested information in the record.

- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

The right to the policy applicable to the release of student directory information, which includes the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of degrees and awards received, and the most recent educational agency or institution attended by the student, applies equally to military recruiters, the media, colleges and universities, and prospective employers. The School shall arrange to provide translations of this notice to non-English speaking parents or guardians in their dominant language.

High School Enrollment

Students who are promoted from 8th grade at an Uncommon New York City middle school will be offered a 9th grade seat at one, designated Uncommon New York City high school (their middle school's "Assigned High School"). The Assigned High School is the school where they and all the graduating 8th graders from their middle school who choose to attend an Uncommon New York City high school will be offered a seat.

Due to capacity constraints in our high schools, Uncommon New York City is not able to offer student transfers between high schools or to offer students a choice of enrolling at a high school other than their Assigned High School at this time, absent exigent circumstances. Every Uncommon New York City high school offers the same i) rigorous college preparatory curriculum, ii) opportunities for students to explore passions and interests, iii) individual support and planning on students' paths to college, iv) alumni support, and v) commitment to meeting student needs.

Parents/guardians and students should contact the Director of Operations at their school with additional questions about high school enrollment.

Discipline of Students with Special Needs

The School recognizes that it may be necessary to suspend, remove, or otherwise discipline students with disabilities to address disruptive or problem behavior. The School also recognizes that students with disabilities have rights to certain procedural protections whenever school authorities intend to impose discipline upon them. The School 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.

Public Display of Affection Policy

Uncommon Schools is a professional environment and as such all students must conduct themselves appropriately at all times. Therefore, students must show respect for themselves and others by restraining from inappropriate public displays of affection. These actions include, but are not limited to kissing, hand holding, extended hugging, and sitting on another student's lap.

Code of Conduct

Introduction

Uncommon New York City is unequivocally committed to providing a safe and supportive environment in which students can learn and thrive. To create this environment, students' behavior must not disrupt the education of others, and students must receive the support they need to learn. Without a consistent discipline policy, none of what we envision for the School can happen. Therefore, there will be appropriate consequences to maintain a safe and supportive environment, and to ensure that students needing additional support can receive it. This is the basis of our student Code of Conduct.

The Code of Conduct applies to school grounds, school sponsored events, and school buses. It will be equitably applied without regard to race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability or by any other legally protected distinguishing characteristics. The School reserves the right to amend, supplement, or rescind provisions of this Code of Conduct at any time as it deems appropriate, in its sole and absolute discretion, consistent with applicable law and regulations.

Disciplinary Procedures

The School believes in the importance of setting forth clear behavioral expectations to ensure a safe, orderly, respectful, and supportive environment for every student. These expectations are outlined in the Code of Conduct and it is the collective responsibility of students, staff, and families to uphold these expectations. The School has put in place systems to reinforce positive behavior and academic success. When student behaviors negatively impact the school environment, behavior interventions and supports will be used to remediate problem behaviors, enabling students to learn from their mistakes and be accountable for their misconduct.

The following disciplinary procedures apply to behaviors that occur on school grounds, at school-sponsored events, or on school buses. Additionally, students may be disciplined for behavior that occurs off of school grounds if it jeopardizes the safety or well-being of other students, teachers or school property or when such behavior can reasonably be expected to impact the educational process and/or create a risk of substantial disruption within the School environment.

- **Consequences**

When students break the Code of Conduct, the teacher will correct them, review the correct behavior and practice the behavior with them. However, if the behavior continues the students will face a series of consequences agreed upon and supported by all the teachers

and parents/guardians. These consequences progress in a hierarchy designed to deter a student from poor choices. In administering consequences, school personnel will take into account such factors as (i) the type and severity of the conduct; (ii) the harm or potential harm of the conduct (including the disruption of educational processes, physical harm or Emotional Harm to others, damage to property, etc.); (iii) the student's prior disciplinary and academic record; (iv) the student's age; (v) deterrence; (vi) the student's honesty and cooperation when confronted with the violation; and (vii) the future protection of persons and property.

The School reserves the right, in its sole discretion, to amend or discontinue any of the policies, procedures, practices or general descriptions set forth in this policy, including to take immediate action when required, and to create alternatives to disciplinary protocols when in the best interests of our students, staff members and/or the School.

The following is a non-exhaustive list of possible penalties that may be issued to a student who is determined to have violated the School's Code of Conduct:

- 1) Oral warning
- 2) Written warning
- 3) Loss of school privileges
- 4) Written notification to parent/guardian
- 5) Conference with parent(s)/guardian(s)
- 6) Confiscation of property
- 7) After-school detention
- 8) Suspension, exclusion and/or removal from a particular class or School Function
- 9) Suspension or revocation of School privileges related to the violation (e.g., revocation of computer use privileges);
- 10) Suspension from transportation
- 11) Suspension from social, athletic, after-school, field trip, extracurricular, or other School Functions
- 12) In-school suspension
- 13) Short-term suspension (ten days or less) from school
- 14) Long-term suspension (more than ten days) from school*
- 15) Expulsion from school*

* Certain violations, such as bringing a firearm to School, may legally require suspension for a certain time and require reporting to law enforcement agencies.

Students may be subject to disciplinary actions, up to and including suspension and/or expulsion from school, for:

- ✓ Physical contact, fighting or physical assault of another student
- ✓ Physical harm or assault of a teacher, staff member, or other adult at school
- ✓ Attempted or actual theft, loss, or destruction of personal or School property
- ✓ Constant disruptive behavior that threatens safety
- ✓ Violation of Internet Use and Technology Policy
- ✓ Excessive disrespect of staff, teachers, peers, or other adults at school
- ✓ Harassment or violent threats, including cyber bullying of any kind and/or creating images or videos of another student in a manner intended to harass or exacerbate an incident of harassment
- ✓ Open defiance of authority that threatens safety
- ✓ Skipping class or truancy
- ✓ Possessing, using, or dispensing controlled dangerous substances without legal authority, alcohol, tobacco or nicotine products, or illegal substances (Any illegal substances will also be reported to the police, as required by law.)
- ✓ Repeated uniform violations
- ✓ Skipping detention or tutorial
- ✓ Failure of a child to serve a required detention because the child or parent/guardian refuses to have them serve it
- ✓ Inappropriately using a cell phone in school
- ✓ Engaging in sexual activity or inappropriate touching
- ✓ Academic integrity violations
- ✓ Significant lack of preparation for school (ie, failure to complete homework regularly, failure to complete multiple assignments)
- ✓ Gang recruitment and/or expression of gang membership through symbols, jewelry, insignia, etc.
- ✓ Possession of a weapon
- ✓ Arrest for criminal activity
- ✓ Presence on school property or at a school function without permission of a staff member.
- ✓ Engaging In Coercion,
- ✓ Harassment, Discrimination and Bullying.
- ✓ Failing to Comply with Directive(s):
- ✓ Profane Language or Gestures.
- ✓ Failing to Submit a Required Signature.
- ✓ Submitting a Forged Signature.
- ✓ Blocking Access to any Part of the School Building:
- ✓ Trespassing.
- ✓ Possession of Inappropriate or Prohibited Property/Material.
- ✓ Defamation:
- ✓ Gambling

- ✓ Mistreatment or Inappropriate Use of Technology or Other School Property
- ✓ Hazing.
- ✓ Open Flame/Arson.
- ✓ Setting Off a False Alarm or Making a Threat
- ✓ Other actions deemed suspendable offenses by a School Leader

- **Conduct Off of School Grounds**

A student may be subject to appropriate discipline for a violation of this Code of Conduct which occurs off school grounds if the school determines that the violation jeopardizes the physical or emotional safety, security, and well-being of the student, any other student, staff or school grounds, and/or materially and substantially interferes with the orderly operation of the school and a positive school environment.

- **Discipline, Including Removal From School, For Certain Offenses**

We will not tolerate violence, or the potential for violence, at school, and reserve the right to take all necessary steps to ensure a safe school for our students. There will be zero tolerance for weapons at school. This includes, but is not limited to, bringing a gun, knife, taser, or other weapon to school or for any assault on school employees or students. Students who do shall be immediately removed from school and disciplined as appropriate. This includes but is not limited to any of the following offenses:

- Conviction or adjudication of delinquency for possession of a deadly weapon, or for committing a crime while in possession of a deadly weapon, on any school grounds, on a school bus or at a school-sponsored function.
- Possession of a firearm on any school grounds, on a school bus or at any school-sponsored function
- Assault with a weapon upon a teacher, administrator, other employee, board member or another student on any school grounds, on a school bus or at any school-sponsored function.
- Assault, without a weapon, upon a teacher, administrator, other employee or board member acting in the performance of his or her duties and in a situation where his or her authority to act is apparent, or as a result of the victim's relationship to the school.

This policy will be interpreted as broadly as necessary to ensure a safe environment for our students and staff.

- **Seclusion and Restraint**

As part of our emergency procedures, physical restraint is permitted in limited circumstances where a student is in imminent risk of injury to him/herself or others and the

student is not responsive to less intensive behavioral interventions, including verbal directives or other de-escalation techniques. No student will be placed in seclusion and/or restrained by school staff as a form of discipline or punishment. As soon as possible, during or after any such use of restraint and/or seclusion, the parent(s) or guardian(s) will be informed when any of these actions have occurred and will be provided with an account of the incident, including the circumstances that led to the use of seclusion and/or restraint. Additionally, situations where there is the potential for significant harm may be reported to crisis services for additional support.

Procedures For Certain Types of Discipline

- **Suspension from Transportation**

Students who do not conduct themselves properly on School transportation may have their riding privileges suspended by the Principal or the Principal's designee(s). In such cases, the student's parent(s)/guardian(s) will become responsible for ensuring that his or her child gets to and from School safely.

- **Short Term In-School Suspension or Short Term Suspension from School (ten days or less)**

When the Principal and/or Director of Operations or their designee (referred to as the "Suspending Authority"), such as a Dean of Students, determines that a student should be assigned in-school suspension or should be suspended on a short-term basis for ten days or less, the Suspending Authority will provide notice (by telephone or in writing) of such suspension decision to, in the first instance, the student in terms of the student infractions and allow the student an opportunity to give the student's side of the story, and then to the student's parent or guardian, and afford the parent or guardian an opportunity for an informal conference.

The student also may be removed from class and/or School immediately if, in the sole discretion of the suspending authority, it is determined that the student's presence in class or School poses a continuing danger to persons or property or risks disruption of the academic process. Proper authorities will be notified if students who are suspended out of School return to school during a period of suspension.

The purpose of the informal conference, if the parent or guardian chooses one, is to discuss with the parent or guardian the circumstances that led to the suspension decision and to explore proactive steps to ensure the student's misconduct that led to the suspension does not reoccur. The informal conference may be held in person or by telephone. Any written notice and informal conference shall be in the dominant language or mode of communication used by the parent(s) or guardian(s). The opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably

practicable. If the parent(s)/guardian(s) choose to contest the suspension decision, they may file a written appeal to the Board of Trustees via the Principal and/or Director of Operations within five business days of the date of the Suspending Authority's decision, or if an informal conference has been held, within five days of such informal conference. The suspension will take place while such a challenge is made. The appeal to the Board will be handled by the Board's designee, currently the School's Associate Chief Operating Officer from Uncommon Schools. If the Board's designee upholds the challenge to the suspension, any portion of the suspension already served will be expunged from the student's records and any portion of the suspension not yet served will be nullified and cancelled. The Board's designee will promptly communicate his or her decision in writing to the parent(s)/guardian(s).

- **Long Term In-School Suspension, Long Term Suspension from School (more than ten days) and Expulsion**

When the Instructional Leader and/or Operations Leader or their designee determines that a suspension for more than ten days or expulsion may be warranted, the student may be removed from class and/or school immediately if the student's presence in school poses a continuing danger to persons or property or is an ongoing threat of disruption to the academic process. The Instructional Leader and/or Operations Leader or their designee shall give reasonable written notice to the student and the student's parent(s)/guardian(s) of the charges against the student, the proposed penalty and the right to a fair hearing within ten days unless the parent(s) or guardian(s) consent to an adjournment. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). The notification provided shall be in the dominant language used by the parent(s) or guardian(s). The student or parent(s) or guardian(s) shall also have an opportunity to tell the student's side of the story. A short-term suspension will be imposed until the hearing on the long term suspension or expulsion. Every effort will be made to ensure that the hearing is held as soon as practicable in order to limit the amount of time the student spends outside the classroom, but not so soon as prevent the parent/guardian from seeking counsel and making arrangements to attend the hearing.

At the hearing, the student shall have the right to be represented by counsel or advocate (at the student's/parent's expense), the right to question witnesses against him/her, confront evidence against him/her and the right to present witnesses and other evidence on his/her behalf. The Board's designee, currently the School's Associate Chief Operating Officer from Uncommon Schools, shall personally serve as hearing officer or may, in his/her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and make determinations on evidentiary issues. A record of the hearing shall be maintained, but no stenographic transcript shall be required. An audio recording shall be deemed a satisfactory record. The hearing officer shall make written findings of

fact and recommendations as to the appropriate measure of discipline. The report of the hearing officer will be final, and the Board's designee may accept all or any part within three days. A written statement will be provided to the student and parent(s) and guardian(s) stating the decision. This statement will also be placed in the student's permanent record.

If the parent(s)/guardian(s) fail to attend the hearing and fail to notify a school official of the need to reschedule the hearing prior to its start, or if the student withdraws from the School prior to occurrence of the hearing, the School may conduct the hearing in the parent(s)/guardian(s)' absence. In such an event, the School shall notify the parent(s)/guardian(s) in writing of the School's determination, the student's placement (if applicable) and their appeal rights, if any.

In the event a student is expelled from the School, he or she is not eligible to transfer to or enroll in any other charter school operated by the School's education corporation, Uncommon New York City Charter Schools.

If the parent(s)/guardian(s) are not satisfied with the decision of the Board's designee, they may file a written appeal to the Board of Trustees via the Instructional Leader or Operations Leader within five business days of the date of the decision of the Board's designee. The Board may adopt in whole or in part the decision of its designee and will make its decision based solely upon the record before it. Final decisions of the Board alleging a violation of the school's charter or of applicable law may be appealed to the school's authorizer, the State University of New York. The Charter Schools Institute, acting on behalf of the Board of Trustees of the State University of New York, shall investigate and respond. If the parent(s)/guardian(s) are not satisfied with the decision of the authorizer, the matter may be further appealed to the New York State Board of Regents. The State Education Department, acting on behalf of the New York State Board of Regents, shall investigate and respond.

- **Alternative Instruction**

For any suspension (in-school or out of school) of one day or more, or any suspension of less than one day when the student has not yet received 60 minutes of instruction in grades K-6 or 120 minutes of instruction in grades 7-12, student has a right to live alternative instruction by qualified staff of at least 60 minutes (grades K-6) or 120 minutes (grades 7-12). The character of the instruction shall be such that the student receives all homework, takes all tests and quizzes and is able to keep pace with the student's class toward promotion in grade or graduation. The instruction shall be provided as soon as feasible after the suspension. The School may provide alternative instruction in-school or out-of-school at the School's discretion. If the student does not attend alternative instruction, the student shall be marked absent. If the School does not offer alternative instruction the student may not be recorded as absent.

In the case of an expulsion, alternative instruction will be provided for a reasonable period of time or until the student is enrolled at another accredited school, or otherwise participating in an accredited program to the extent the provision of such services is required by law. If the expulsion is in close proximity with the end of the school year, then the School will provide alternative instruction until the end of the school year.

- **Gun Free Schools Act**

Federal law (20 USC §7961) requires suspension from school for a period of not less than one year for a student who the School determines to have brought a firearm to school, or to have possessed a firearm at school, except that the School's Chief Operating Officer from Uncommon Schools may modify in writing such suspension requirement for a student on a case-by-case basis with the consent of the Board of Trustees. "Firearm" as used in this law means a "firearm," or "destructive device" as defined by 18 USC § 921(a), and includes firearms and explosives (New York Education Law § 3214 effectuates this federal law).

The School may also permanently expel a student for bringing a firearm to school.

It is the policy of the School that in the event a student brings a firearm to school or possesses one at school, the Associate Chief Operating Officer will refer the student to local law enforcement or to the NYS Office of Children and Family Services or NYC Administration for Children's Services or other presentment agency as a juvenile delinquent. In addition, the NYPD should be contacted to take possession of any firearm.

The provisions of the Gun Free Schools Act shall be construed in a manner consistent with the Individuals with Disabilities Education Act. Therefore, the CSE will be consulted, even after a manifestation determination that the student's behavior was not a manifestation of the student's disability, regarding placement and services for such student.

Dignity for All Students Act Policy

In accordance with New York State's Dignity for All Students Act ("DASA"), the School is committed to providing its students, Employees, volunteers and visitors with an educational and working environment that is safe and secure, promotes respect, dignity and equality, and is free from bullying, discrimination or other forms of harassment or intimidation.

- **Bullying**

Bullying is strictly prohibited on school property and at any school function, as well as any other place or time when the effects of such conduct would reasonably be expected to impact the educational process or create a risk disruption within the School environment.

“Bullying” for the purpose of this policy is defined as harassment, aggressive behavior or other intentional action, whether verbal or physical, which is intended, or could reasonably be expected, to cause Emotional Harm, distress, fear, ridicule, humiliation and/or intimidation. Bullying can be face-to-face, or carried out by phone, over the internet and other ways directed at another person through the "posting" of sensitive and/or private information, including Cyberbullying: “Cyberbullying” means Bullying through any form of electronic communication, such as email, text, and social media (e.g., Facebook, Twitter, Snapchat, and Instagram). Bullying can take many forms, such as slurs, jokes, innuendos, demeaning comments, cartoons, pranks, gestures, and physical attacks. (“Intentional action” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).)

This policy includes Bullying of students (by other students, employees, volunteers and visitors) and by students (of employees, volunteers and visitors).

Bullying by students will result in discipline, up to and including expulsion. Bullying by employees will result in disciplinary action, up to and including termination of employment.

- **Harassment and Discrimination**

All students are entitled to a learning environment free from harassment and Discrimination. No student or employee shall be subjected to discrimination or harassment by other students, Employees or visitors on the basis of physical, cultural or even social differences, including, without limitation based on his or her actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, sex, gender identity, or gender. “Harassment” includes any action (verbal or physical) which tends to create a hostile environment (including Bullying and Cyberbullying) and has substantially interfered with a student’s educational opportunities or benefits or the terms and conditions of an employee’s employment, reasonably causes a student or employee to fear for his or her physical safety, or reasonably poses a risk to a student’s or employee’s physical or emotional well-being. Just like Bullying, Harassment that occurs off School Property is prohibited when the effects of such conduct would reasonably be expected to impact the educational process or create risk of disruption within the School environment.

Harassment by students will result in discipline, up to and including expulsion. Harassment by employees will result in disciplinary action, up to and including termination of employment.

Uncommon values and embraces its inclusive and diverse school communities and strives to provide a welcoming, safe and supportive environment for all students and families regardless of their race, color, ethnicity, religion, gender, disability, sexual orientation and gender identity. If a student or his or her family would like to explore a particular

accommodation based upon cultural or religious practices, or due to one's disability, sexual orientation, or gender identity, the student or the student's parents or guardian should contact a School Leader or adult the student feels comfortable with to schedule a meeting to discuss a plan to address the student's particular circumstances and needs.

Reporting and Investigation of Complaints

Any staff member who witnesses, receives an oral or written account of, or otherwise reasonably suspects the occurrence of, any act constituting Harassment, Discrimination or Bullying *must* promptly notify the School Leader, superintendent, or the Dignity for All Students Act (DASA) Coordinator of such occurrence as soon as reasonably practicable, but no later than one school day of witnessing or receiving a report of Harassment, Discrimination or Bullying. Such staff member is required to file a written report with the School Leader, superintendent or the DASA Coordinator no later than two school days after such oral report or notification. Reporting forms shall be made available in the school's main office.

Please contact your school's main office for the name and contact information of the DASA Coordinator. The DASA Coordinator is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, gender and gender identity. The DASA Coordinator will be accessible to students and staff members for consultation and advice.

All students, parents/guardians, visitors and others are *strongly encouraged* to report any such conduct. Retaliation or reprisal by any staff member, student or parent/guardian against any individual who, in good faith, reports or assists in the investigation of Harassment, Discrimination or Bullying is strictly prohibited (and, for students and staff members, will result in severe discipline). All complaints will be treated in a confidential manner. Please note that anonymous reports may limit the School's ability to effectively and efficiently respond to the complaint.

The Principal, Assistant Superintendent, Associate Chief Operating Officer or the DASA Coordinator will lead or supervise the prompt and thorough investigation of all such reports. If such investigation results in a finding of a violation of the School's anti-Harassment/Discrimination/Bullying policies, the School will take prompt action, reasonably calculated to end the Harassment/Discrimination or Bullying, eliminate any hostile environment, prevent recurrence of the behavior, and ensure the safety and educational opportunities of the student(s) or staff member(s) against whom such behavior was directed.

The School reserves the right to notify an appropriate law enforcement agency when it is believed that any Harassment/Discrimination/Bullying constitutes criminal conduct.

Material incidents of discrimination and harassment will be reported to the State Education Department as required by law.

Substance Abuse Policy

The School has a vital interest in maintaining a safe and healthy environment for all of its students. The use of illegal drugs poses serious health and safety risks to the user, those associated with the user, and potentially to the public.

In support of these values, the School may require any student in grades 5-12 to be drug tested in cases where the School has a reasonable suspicion (as defined under federal and state law) that the student is currently under the influence of dangerous drugs (as defined under state law, see Public Health Law § 3306) while on school property, or at a school function.

The term “under the influence” means that the student is observed using a prohibited substance or exhibits physical and/or behavioral characteristics that may indicate the recent use of a substance.

- **Purpose:**

The purposes of the Drug Testing Policy are to:

1. Prevent injury, illness, and harm resulting from the illegal use of controlled substances;
2. Help enforce a drug-free educational environment;
3. Deter students from illegally using controlled substances; and
4. Educate students regarding the harm caused by the illegal use of controlled substances.

- **Procedures Prior to Testing:**

If the School has reasonable suspicion that a student possesses or is under the influence of an illegal controlled substance, the School will question the student regarding its suspicion. If, after questioning the student, the School continues to have reasonable suspicion that the student possesses or is under the influence of an illegal controlled substance, the School will conduct a pat-down of the outside of the student’s pockets and/or backpack. If, during the pat-down, the School feels anything suspicious, the School will conduct a search of the student’s pockets and/or backpack.

- **Testing:**

If, following a pat-down and/or search of the student’s pockets and/or backpack the School continues to have reasonable suspicion that a student is under the influence of an illegal controlled substance, after making best efforts to inform the student’s parent or guardian, the

School may administer a drug test on the student in the School's sole discretion. This drug test will include the supervised taking of a urine sample, which will be screened for dangerous drugs by a third-party laboratory in accordance with state standards.

- **Refusal to Test:**

A student who refuses to submit to drug testing in a case of reasonable suspicion shall be deemed to have a positive test result and shall be subject to the appropriate consequences, if any, unless the student objects to the School's Drug Testing Policy because of his or her genuine and sincere religious beliefs. Any student who objects to the School's Drug Testing Policy because of his or her genuine and sincere religious beliefs must notify the School's Principal of his or her objection.

- **Reporting of Positive Drug Test Results:**

School administrators will be responsible for reporting test results to students and their families. If the test result indicates that the student is using illegal drugs, the School must report such information to the New York City Human Resources Administration and to the student's parent or guardian. The School will also provide the student and the student's parent or guardian with a list of available programs and facilities to combat dangerous drug usage. Positive test results will not be used for law enforcement purposes, but students found to be in violation of the drug policy will face consequences under the School's Code of Conduct.

- **Confidentiality:**

Except as this policy specifically states, all test results will be kept strictly confidential. Any drug test records or results shall be maintained separate and apart from the student's other educational records and shall be destroyed upon such student's graduation or final severance from the School.

Discipline of Students with Special Needs

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. If a student is not specifically identified as having a disability but the School, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.534—that a disability exists, the student may request to be disciplined in accordance with these provisions. The School shall comply with sections 300.530-300.536 of the Code of Federal Regulations and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

The School shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

If a student identified as having a disability is suspended during the course of the school year for a total of eight (8) days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten (10) days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

- **Due Process**

If discipline which would constitute a change in placement is contemplated for any student with an IEP, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parent(s) or guardian(s) of the student with a disability shall be notified by the school of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action (subject to CSE's availability).

If, upon CSE review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.530(d), which relates to the provision of services to students with disabilities during periods of removal.

Parent() or guardian(s) may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent or guardian requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period

provided for in the disciplinary action, whichever occurs first, unless the parent or guardian and School agree otherwise.

- **Provision of Services During Removal**

Those students with special needs removed for a period of fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of their suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school also shall provide additional alternative instruction within the ten (10) days and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten (10) or more school days during the School year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal to an interim alternative educational setting not to exceed 45 days for weapon, drug or infliction of serious bodily injury-related offenses pursuant to 34 CFR §300.530(g) services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The School will, in consultation with the CSE, place students in interim alternative educational settings as appropriate per 34 CFR §300.520(g). The student should receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination. The student should receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

- **Compliance with the Child Find Requirements of IDEA**

The School will comply with the federal Child Find requirements (34 CFR §300.111), which require schools to have in place a process for identifying, locating and evaluating students with disabilities. Students enrolling for the first time in a New York public school will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the child may need a specialized or Individualized Education Program, or referral to the CSE of the student's district of residence. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist and a disability is suspected, the student will be referred to the CSE of the student's district of residence for an evaluation.

Student Interviews and Searches

- **Student Interviews**

School staff may question or interview students and/or take statements from students regarding violations or potential violations of the Code of Conduct without the consent or presence of parents or legal guardians unless otherwise required by law.

- **Searches of Property**

Students have no reasonable expectation of privacy rights in school lockers, cubbies, desks, or other school storage places. The School exercises overriding control over such school property, which may be opened and subjected to inspection at any time by school officials.

- **Searches of the Person**

The School authorizes the Instructional Leader and/or Operations Leader or their designee to conduct 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 the School's Code of Conduct or otherwise constituted a threat to the health, safety, welfare, or morals of the School, other students, school personnel, or any other person lawfully on school property or attending a School Function. An authorized school official, with minimal suspicion, may also conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag for a security check so long as the school official has a legitimate reason for the very limited search, including investigative purposes.

An authorized school official may search a student or the student's belongings based upon information received from an informant who is deemed reliable, in the official's sole discretion. Individuals, other than the School's staff members, will be considered reliable

informants if they have previously supplied information that was accurate and verified, they make an admission against their own interest, 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. School staff members will be considered reliable informants unless they have knowingly supplied information in the past that was not accurate.

Before searching a student or the student's belongings, the authorized school official should seek an admission from the student that he or she possesses physical evidence that they violated the law or the school code, or request the student to voluntarily consent to the search. Searches will be limited in scope to that which is necessary to locate the evidence sought.

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

Student Use of Technology Policies

Use of Technology, Electronic Devices and Phones at School

We understand that many of our students have phones or other electronic devices, and we have created the following policies for the sake of ensuring that students and families clearly understand school expectations. These policies have been created with the goals of minimizing distraction to our students or risk of loss or theft.

- Students who use cell phones at unauthorized times will have the devices confiscated until a parent/guardian comes to retrieve it. Egregious or repeated violations of the cell phone policy may result in additional consequences, including suspension.
- Uncommon New York City does not accept financial responsibility for cell phones reported missing during school hours. Students who bring cell phones or other electronic devices to school do so at their own discretion, and the school will not reimburse for phones or other electronic equipment reported as missing while on school grounds.

Elementary School	<ul style="list-style-type: none"> ● Students are not permitted to bring cell phones, smart watches, or other electronics to school.
Middle School	<ul style="list-style-type: none"> ● Cell Phones and Smart Watches: In the interest of student safety during commuting, students are permitted to bring cell phones and smart watches to school. However, the following conditions apply: <ul style="list-style-type: none"> ○ Cell phones must be labeled with student name and homeroom, and stowed away according to school procedures. ○ Except as noted below, cell phones and smart watches must be completely turned off during the school day from the start of instruction until dismissal. ○ With a teacher’s permission, at the end of the day, students are permitted to make phone calls after school or receive text messages from their parents/guardians to coordinate their ride home. Students are not permitted to use cell phones for any other purpose during the school day.
High School	<ul style="list-style-type: none"> ● High school students may use recreational electronic devices at teacher discretion and in specific ways during breakfast, lunch, and afterschool. Students abusing this policy will have this privilege revoked. In addition, students are responsible for their

	<p>own electronic devices. While Uncommon NYC obviously strives to prevent theft of any item, the school will not track down electronic devices that have been reported missing. The following conditions apply:</p> <ul style="list-style-type: none"> ■ Except as noted below, cell phones and smart watches must be completely turned off during the school day from the start of instruction until dismissal. ■ Students may use electronic listening devices in common areas in during breakfast and lunch, but may not actually engage in cell phone or smart watch use or texting at this time. ■ Students are encouraged to be courteous and discreet in their use of cell phones during times and places when they are permitted. Adult visitors to the high school will be given this same instruction. ■ Students who use or show cell phones or smart watches at unauthorized times will have the devices confiscated. Please see the Code of Conduct for specifications on consequences that may be assigned for unauthorized use of cell phones and smart watches.
--	--

Student Technology Acceptable Use Policy

Uncommon Schools, Inc. (“Uncommon”) is committed to providing a learning environment designed to meet the needs of students and building a culture of openness, trust and integrity. Students and staff need the ability to use and access a variety of technology resources, including the Internet, as part of their educational process.

- **Conditions for Technology Use**

Purpose: To support its commitment to providing access to information necessary for education, Uncommon’s system of electronic communication shall include access to the Internet for students and instructional staff.

- **Acceptable Use**

The purpose of information technology is to facilitate communications in support of education by providing access to informational resources and the ability to collaborate. All

users of information technology must follow the existing rules and acceptable use policies incorporated into this document. Transmission of any material in violation of any United States or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities is not acceptable. Use for product advertisement or political lobbying is also prohibited.

- **Access to Technology Resources**

The use of Uncommon Schools' information technology is not a right. Access is provided in a manner that is at Uncommon's discretion in order to support educational outcomes for our students. Inappropriate use, including any violation of these conditions and rules, may result in cancellation of access. Uncommon may determine appropriate use and may deny, revoke, or suspend any user access based upon a determination of inappropriate use.

- **Oversight**

In order to comply with State and Federal regulations, Uncommon reserves the right to review any material accessed or transmitted by users, including email, therefore users should have no expectation of privacy. Certain aspects of your use are being recorded in logs either for the purpose of system performance monitoring or for assistance in authorized legal investigations of alleged misbehavior under the policy. The actual contents of these logs or email will only be reviewed by authorized personnel. In accordance with the law, messages relating to, or in support of illegal activities will be reported to the authorities and will result in the loss of user privileges.

Each school shall coordinate access to technology resources in each school by ensuring that teachers and students receive proper training in the use of the system and ensuring that students are adequately supervised when using the system.

- **User Expectations**

All users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Be polite. Do not send harassing, obscene, offensive, threatening, sexually oriented or otherwise illegal or inappropriate messages or depictions to other users.
- Use appropriate language.
- Do not engage in activities that are prohibited under state or federal law.
- Do not reveal full name, personal address or phone numbers of yourself, other students, staff or colleagues.
- Do not attempt to read, delete, copy, modify, view, send or otherwise use, without permission, another user's account.

- Do not use the Internet in such a way that you would disrupt the use of the network by other users.
- Do not install unauthorized software.
- Do not attempt to harm, modify, or destroy data of another user, Uncommon information systems, or the information technology provider. This includes, but is not limited to, the uploading or creating of computer viruses.

- **No Warranties**

Uncommon makes no warranties of any kind, whether expressed or implied, for the service it is providing. Uncommon will not be responsible for any user damages including, but not limited to, loss of data resulting from delays, no-deliveries, misdeliveries, or service interruptions caused by Uncommon's negligence or by the user's errors or omissions. All users need to consider the source of any information they obtain and how valid the source of that information may be. Use of any information obtained via information technology is at the user's own risk. Uncommon is not responsible for the accuracy or quality of information obtained through its services and shall not be responsible for any financial obligations arising through the unauthorized use of the system.

- **Security**

Users should never share their passwords or allow others to use their password. Users should also protect their password to ensure system security and their own privileges and ability to continue their use of the system. Attempts by a student, or non-authorized user, to log on to any Uncommon information systems as another user may result in the cancellation of user privileges. Users shall not install or download software or other applications without permission of the supervising staff person.

- **Procedures for Use**

While using school equipment, a student or staff member may only use Uncommon information technology accounts. Student users must always get permission from their instructors before using information technology or accessing any specific file or application. Users shall not use computer resources for nonacademic activities.

- **Controversial Material**

While access to the Internet, through school computers, is administered by school personnel, Uncommon may not be able to technologically limit access to only those online services that have been authorized for study.

Uncommon has installed technology protection measures for all computers in the school district that block and/or filter visual depictions that are obscene as defined in the United

States Code. Although Uncommon has installed filtering software, it is impossible to control the content of all data and a user may discover controversial materials when using the Internet. Users may be able to access services and communicate with people on the Internet that the district has not authorized for educational purposes. Also, by participating in the use of the Internet, students may intentionally or unintentionally gain access to information and communications that they or their parents or guardians find inappropriate, offensive, controversial, or otherwise objectionable. By consenting to allow your child to use the Internet, you assume the risks spelled out in this paragraph.

- **Improper Use**

Any violation of these rules, or applicable state and federal laws, may result in revocation of a user's access to district technology and/or discipline, up to and including suspension or expulsion.

- **Notification**

Students must sign a "Technology Use Agreement" in order to use Uncommon technology resources. Students must also have the form signed by their parent or guardian.

Student Use of Technology Agreement

Uncommon Schools, Inc. ("Uncommon") authorizes students to use technology owned or otherwise provided by Uncommon as necessary for instructional purposes. The use of Uncommon technology is permitted at Uncommon's discretion and is subject to the conditions and restrictions set forth in applicable policies, administrative regulations, and this Acceptable Use Agreement. Uncommon reserves the right to revoke access at any time, without notice, for any reason.

Uncommon expects all students to use technology responsibly. Uncommon may place reasonable restrictions on the sites, material, and information that students may access through the system.

Each student, and their parent or guardian, who is authorized to use Uncommon technology must sign this Acceptable Use Agreement as an indication that they have read and understand the agreement.

- **Definitions**

Uncommon technology includes, but is not limited to, computers, Uncommon's computer network, including servers, and wireless computer networking technology, the Internet, email, wireless access points, tablet computers, smartphones and smart devices,

telephones, any wireless communication device whether accessed on or off site or through Uncommon-owned or personally owned equipment or devices.

- **Student Obligations and Responsibilities**

Students are expected to use Uncommon technology safely, responsibly, and for educational purposes only. The student in whose name Uncommon technology is issued is responsible for its proper use at all times. To ensure security, students should not share their assigned account information, passwords, or other information used for identification and authorization purposes, and should use the system only under the account to which they have been assigned.

Students are prohibited from using Uncommon technology for improper purposes, including, but not limited to:

- Access, post, display, or otherwise use material that is discriminatory, libelous, defamatory, obscene, sexually explicit, or disruptive.
- Bully, harass, intimidate, or threaten other students, staff, or other individuals.
- Disclose, use, or disseminate personal identification information (such as name, address, telephone number, Social Security number, or other personal information) of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person.
- Infringe on copyright, license, trademark, patent, or other intellectual property rights.
- Intentionally disrupt or harm Uncommon technology or other operations (such as destroying Uncommon equipment, placing a virus on computers, adding or removing a computer program without permission from a teacher or other Uncommon personnel, changing settings on shared computers).
- Install unauthorized software.
- Unauthorized manipulation of Uncommon data or other users' data.
- Engage in any activity that is unethical or violates any law or Uncommon policy.

- **Privacy**

Uncommon technology is intended for educational purposes. In order to comply with State and Federal regulations, Uncommon reserves the right to review any material accessed or transmitted by users, including email, therefore users should have no expectation of privacy.

Uncommon reserves the right to monitor and record all use of Uncommon technology, including, but not limited to, access to the Internet or social media, communications sent or received from Uncommon technology, or other uses. In order to comply with State and Federal regulations, monitoring, review or recording may occur at any time without prior

notice for any legal purposes including, but not limited to, record retention and distribution or investigation of improper, illegal, or prohibited activity.

All passwords created for or used on any Uncommon technology are the sole property of Uncommon. The creation or use of a password by a student on Uncommon technology does not create a reasonable expectation of privacy.

- **Personally Owned Devices**

If a student uses a personally owned device to access Uncommon technology, the student must still follow all applicable policies, administrative regulations, and this Acceptable Use Agreement. Any such use of a personally owned device may subject the contents of the device and any communications sent or received on the device to disclosure pursuant to a lawful subpoena or public records request.

- **Reporting**

If a student becomes aware of any security problem (such as any compromise of the confidentiality of any login or account information) or misuse of Uncommon technology, the student must immediately report such information to a teacher or other Uncommon personnel.

- **Consequences for Violation**

Violations of the law, policy, or this Agreement may result in revocation of a student's access to Uncommon technology and/or discipline, up to and including suspension or expulsion. In addition, to comply with the law, violations may be reported to proper authorities as appropriate.

Appendix

High School Graduation Requirements

- Credit Requirements:
 - English: 4 years
 - Math: 3-4 years
 - Science: 3-4 years
 - Social Studies: 4 years
 - Foreign Language: 1-2 years
 - Electives: 3 years
 - Physical Education: 4 years
 - Health: ½ year (9th grade course)

- Regents Requirements:
 - Note: All Regents are New York State requirements. Passing of a Regents exam does not and cannot substitute for a required class. All classes, as well as Regents, must be passed in order to graduate from high school.
 - Regents Diploma Requirements: Score a 65 or higher on the Science, Math, Global History, U.S. History, and English Regents.
 - Advanced Regents Diploma Requirements: Score a 65 or above on 8 Regents Exams: English, 3 Math Regents, Global History, U.S. History, and 2 Science Regents (Life Science and Physical Science).

- SAT Requirements: SAT must be taken a minimum of two times.

- College Requirements:
 - Applications to a minimum of three colleges or universities

College Placement Program

Uncommon New York City high school college placement program includes individualized student advising, class curriculum for juniors and seniors, college visits, and parent workshops.

The Office of College Access and Success focuses on building relationships with college admissions representatives and with our students and families. The Office of College Access and Success hosts a number of activities throughout the year. During the academic year sponsored activities include the following:

- **College Admissions Visits to Uncommon NYC:** Admissions officers from all over the country come to Uncommon New York City to talk about their schools and recruit

Uncommon NYC students. These include, a variety of public and private institutions, both in-state and out-of-state.

- **Uncommon New York City College Trips:** Beginning junior year, Uncommon NYC will coordinate various college visits where students will have the opportunity to talk to college students and admissions counselors as well as tour campuses. Depending on the campus, they may have some of the following opportunities: attending college classes, visiting in college dorm rooms, eating in college cafeterias, and talking with university professors and admissions officers.
- **Parent-Student College Nights:** Students and their parent(s) or guardian(s) are required to attend workshops focused on getting ready for college, beginning freshman year. Presentation topics include: saving for college/financial planning, college research, college admissions process, the Educational Opportunity Fund Program, and financial aid workshops.
- **College Fairs:** High school students will be invited to attend college fairs and provide information about various other off-campus college opportunities.

Informal Complaint Procedures

An informal complaint is a complaint that does not concern the alleged violation of law or charter (examples include, but are not limited to, the following: a concern about an academic grade, the school's uniform policy, the school's cell phone policy, or the bus schedule, etc.). If you have an informal complaint, you are encouraged to contact the appropriate staff member at the School by telephone. All staff members are committed to responding promptly to informal complaints, either in person, by telephone, or in writing.

If an informal complaint is not responded to and resolved promptly or satisfactorily, you may contact the Principal or Director of Operations to discuss the matter; the Principal or Director of Operations shall respond in person, by telephone, or in writing.

Formal Complaint Procedures

If you are not satisfied with the outcome or decision pertaining to the informal complaint, and if your complaint alleges a violation of the school's charter or law, you may file a formal complaint in writing to the Chair of the School's Board of Trustees. The contact information for the School's Board of Trustees designee can be obtained in person at the School's main office.

Upon receipt of a formal complaint, the Chair of the Board of Trustees shall appoint the School's Associate Chief Operating Officer from Uncommon Schools or another designee to

review the complaint. If the substance of the complaint directly involves the School's Associate Chief Operating Officer, the Associate Chief Operating Officer shall not be appointed as the designee. After reviewing the complaint, the designee(s) will respond in writing to the complainant within a reasonable amount of time (within forty-five (45) days from the date of receipt of the complaint by the Board of Trustees).

If you are not satisfied with the response from the Chair of the Board of Trustees and/or the Chair's designee, you may submit a formal complaint to the School's authorizer, the SUNY Charter Schools Institute. Instructions on how to submit a complaint to the SUNY Charter Schools Institute can be found in the Institute's grievance guidelines available at www.newyorkcharters.org/contact/. The Charter Schools Institute, acting on behalf of the Board of Trustees of the State University of New York, will investigate and respond.

If, after presentation of the complaint to the Charter Schools Institute, you determine that the Charter Schools Institute has not adequately addressed the complaint, you may present the case to the State Education Department, acting on behalf of the Board of Regents, which shall investigate and respond. The Charter Schools Institute and the State Education Department each has the power and the duty to take remedial action to resolve the complaint, as appropriate.

If you elect to follow the informal complaint procedures to resolve a formal complaint, you shall be permitted at any time to stop the informal complaint procedures and initiate formal complaint procedures.

If an individual or group voices a complaint at a public meeting of the School's Board of Trustees or to individual trustees, trustees shall not respond to the substance of the complaint, but instead shall thank the individual or group for their time and direct them to the relevant complaint procedures.

Board of Trustees

The school is governed by a Board of Trustees that brings educational and professional perspectives to maintaining a viable and thriving school. Members of the Board of Trustees include:

Name
Linton Mann III, Chair
Tony Pasquariello, Vice Chair
Brett Peiser
Chrystal Stokes Williams

Ekwutozia U. Nwabuzor
John Greenstein
John Kim
Joseph F. Wayland
Michael Hall
Shakima Jones
Jabali Sawiki
Ann Mathews

Title I Family Involvement Policy

As a Title I Schoolwide district, each Uncommon New York City (NYC) charter school implements a parent and family engagement policy in adherence to the Elementary and Secondary Education Act, providing for outreach to all parents and family members and offering programs, activities and procedures for the involvement of parents and families in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). These programs, activities and procedures are planned and operated annually with the consultation of a parent representative group and Title I Stakeholders Committee. This Parent and Family Engagement Policy amends and restates the policy set forth in the Student and Family Handbook, previously distributed to all parents and families. Each Uncommon NYC charter school commits to the following:

In carrying out the Title I, Part A parental and family involvement requirements, to the extent practicable, each Uncommon NYC school will provide full and meaningful opportunities for the participation of all parents and families, including without limitation, parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents or guardians understand.

- Uncommon Schools NYC defines parental and family involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 1. that parents and family members play an integral role in assisting their child’s learning;
 2. that parents and family members are encouraged to be actively involved in their child’s education at school;
 3. that parents and family members are full partners in their child’s education and are included, as appropriate, in decision-making and on committees to assist in the education of their child;

4. the carrying out of other activities, such as those described in section 1118 of the ESEA.
- Uncommon Schools NYC implements effective parental and family involvement activities throughout the year to improve student academic achievement and school performance. These activities include but are not limited to periodic Report Card Nights, Parent University orientations, math and literacy nights, and college prep evening events for parents and family members. Uncommon Schools NYC recognizes the important role that parent(s)/guardian(s) play in their child's success and requires parent(s)/guardian(s) to meet with teachers at the end of each grading period to monitor their child's progress.

Uncommon Schools NYC as part of its Title I schoolwide plan, will involve the parent(s)/guardian(s) of all children in decisions about how the 1 percent of Title I, Part A funds reserved for parental and family involvement is spent, and will ensure that not less than 90 percent of the one percent reserved goes directly to the schools, with priority given to high need schools. This discussion will generally take place at the annual Title I meeting, in conjunction with Uncommon School NYC's Back to School Night and August Orientation. Funded parent and family engagement activities will include not less than one of the following:

- Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
- Supporting programs that reach parents and family members at home, in the community, and at school.
- Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.

In addition to the above, Uncommon Schools New York City parents and family members are involved in the community in the following ways:

- **Weekly Information Folders:** Every week, parents/guardian(s) receive in a folder all announcements, permission slips, calendars, and behavior reports that shows how

well their child(ren) did behaviorally. These folders are signed and sent back to school as evidence that the parent has received and read the information. Over 95% of the parent(s)/guardian(s) report reading the information in their folders on a regular basis.

- **Parents Pick up Report Cards at School:** All Uncommon Schools NYC parents pick up their children's report cards at the end of each trimester or quarter during the school year. At that time, all faculty members are available to discuss with parents their children's progress. Parents also attend teacher-scheduled conferences during trimester mid-points, for updates on their children's work. NOTE that during the COVID-19 pandemic, this policy is on hold.
- **Parents and Family Members Attend Workshops:** School-wide events for parents/guardians and family members include high school enrollment meetings, Parent University (for all incoming 5th grade parents), Back to School Nights, Enrichment Celebrations, Math and Literacy Nights, and New Student Orientation.

Parents and family members of students are actively involved in the Uncommon Schools NYC community. Uncommon Schools NYC parents and family members are all eligible to participate in the parent representative group, Parent Partners for Advocacy (PPFA) and attend its activities, events, and workshops. PPFA is comprised of parent and family members from all Uncommon Schools NYC K-12 schools, they meet regularly and at varied days of the week and times in order to ensure maximum participation to organize events and advocate for Uncommon Schools NYC. PPFA members sit on the Title I Stakeholder committee, which, along with the Uncommon Schools NYC leadership members, annually develops, reviews, and improves Uncommon Schools NYC Title I schoolwide plan and parent and family involvement plan.

Uncommon Schools NYC will conduct an annual evaluation of its Parent and Family Engagement Policy. At the annual Title I Stakeholder Committee meeting, PPFA representatives participate actively in this evaluation of parent and family involvement events, communication, and policies, in addition to the thorough evaluation of Uncommon Schools NYC Title I Schoolwide program as a whole.

During this review, the committee will also review the plan to continue to identify barriers to greater participation especially for parents and family members with limited English proficiency, parents and family members with disabilities, parents and family members of migratory children, parents and family members with limited literacy or who are economically disadvantaged or parents or family members of any racial or ethnic minority background. The committee will seek to continue to identify the needs of families to assist with the learning of their children and identify strategies to support successful school and family interactions as per ESSA Section 1118(a)(2)(D)(i-iii). These findings will be used to

design evidence-based strategies for more effective family engagement and will revise the policies as necessary.

Each Uncommon Schools NYC school will build a capacity for strong parent and family involvement and engagement, in order to ensure effective involvement of parents and family members and to support a partnership among the school, family, and the community to improve student academic achievement, through the following activities specifically described below:

- A. Each school will provide assistance to parents and families of children, in understanding topics such as a description and explanation of the curriculum, the challenging State's academic standards and the form of academic assessments, including alternate assessments utilized. A brief overview of these assessments and standards can be found in the Student and Family Handbook, and these topics are also reviewed at the Annual Title I Meeting. In addition, Uncommon Schools NYC will work with parents and family members to help them monitor their child's progress and collaborate with educators to further their child's progress.
- B. Each school will provide materials and training to help parents and family members work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement. This includes the periodic offering of Parent University orientations, as well as college-prep evening events, which are open to all parents and families.
- C. Uncommon Schools NYC will educate its teachers, specialized instructional support personnel, principals and other staff, on how to reach out to, communicate with, and work with parents and family members as equal partners, the value and utility of contributions of parents, and how to implement and coordinate parent and family programs and build ties between families and schools. These trainings will focus on the school's ongoing parental involvement events, including Parent University, Report Card Nights, and college-prep evening events. This will happen annually during August Professional Development.
- D. Uncommon Schools NYC will ensure that information relayed at school and parent and family programs, meetings, and other activities, is shared in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents and family members can understand.
- E. Uncommon Schools NYC will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs including pre-school programs.
- F. Uncommon Schools NYC will ensure that resources are provided to parents and family members that encourage full participation including staggered start times for different meetings, parent selected report card conference times and child care support during conferences.

Uncommon Schools NYC will make available a copy of the Parent and Family Engagement Policy to all parents and families as required by law. This will be distributed annually in the Student and Family Handbook as well as posted on each school's website.

Nondiscrimination

Uncommon New York City does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA). In addition, no person shall be discriminated against in admission to Uncommon New York City Charter Schools on the basis of race, sex, color, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. No person shall be discriminated against in obtaining the advantages, privileges or access to the courses of study offered by Uncommon New York City on the basis of race, sex, color, religion, national origin, or sexual orientation. Finally, pregnant students are allowed to remain in regular education classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave (Title IX). The contact information for the School's Title IX Coordinator to whom complaints may be directed will be provided by the school annually.

Freedom of Information Policy

Uncommon New York City Charter Schools (the "School") complies with the following in order to abide by the New York State Freedom of Information Law (Article 6 of the New York Public Officers Law):

Any requests for school records or information from the School must be in writing or via e-mail and submitted to the Records Access Officer, who will be the Director of Operations. Within five business days of receipt of a written request, the school, depending on the requested information, responds by:

- Making the information available at the school itself during normal business hours to the person requesting it or, if requested, sending existing electronic documents via e-mail;
- Denying the request in writing; or

- Providing a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied, which date will be reasonable under the circumstances of the request.

If a request will be granted in whole or in part, but cannot be granted within 20 days of the date of the school's acknowledgement of the request, the school shall state in writing the reason why it cannot be so granted and give a date certain when it will be granted in whole or in part, which date will be reasonable under the circumstances of the request.

If the person requesting information is denied access to a record, s/he may, within 30 days, appeal such denial to the School Leaders. (The records access officer and the appeals entity shall not be the same person.) Upon timely receipt of such an appeal, the School, within 10 business days of the receipt of the appeal, fully explains the reasons for further denial or provides access to the record(s) sought. The School also forwards a copy of the appeal, as well as its ultimate determination, to the Committee on Open Government immediately after receipt or determination, respectively. If further denied, the person requesting information may further appeal through an Article 78 proceeding. Likewise, if the School does not follow the FOIL appeal procedures, it will constitute a denial of the FOIL appeal for purposes of allowing the requester to bring as Article 78 proceeding. Additional information can be found at <https://opengovernment.ny.gov/>.

The School may deny access to requested records if:

- Such records are specifically exempted from disclosure by state or federal statute;
- Such access would constitute an unwarranted invasion of personal privacy;
- Such records, if disclosed, would impair present or imminent contract awards or collective bargaining negotiations;
- Such records are trade secrets and which, if disclosed, would cause substantial injury to the competitive position of a commercial enterprise;
- Such records are compiled for law enforcement purposes and which, if disclosed, would meet the conditions set forth in Public Officers Law §87(2)(e);
- Such records, if disclosed, would endanger the life or safety of any person;
- Such records are computer access codes; and/or
- Such records are internal materials which are not statistical or factual tabulations of data, instructions to staff that affect the public, a final policy, nor external audits.

The School maintains:

- A record of the final vote of each trustee in every proceeding in which the trustees vote;
- A record setting forth the name, public office address, title and salary of every officer or employee of the education corporation; and
- A reasonably detailed current list, by subject matter, of all records in the school's custody or possession.

There is no fee to inspect or search for records. Photocopies of records can be made on-site for 10 cents per page. By law, the fee for copying records shall not exceed 25 cents per page for photocopies not exceeding 9 by 14 inches. The fee for photocopies of records which are not an appropriate size for the School's photocopy equipment shall not exceed the actual reproduction cost, which is the average unit cost for copying a record, excluding fixed costs of the agency such as operator salaries.

The School will publicly post a notice setting forth the name and address of its records access officer, its records appeals officer, and the location where records will be made available. In addition to providing this policy in the family handbook, the school will make these regulations available in the office upon request.

Open Meetings Policy

All meetings of the Board of Trustees and all committees of the Board ("Board meetings") will be open to the general public.

1. A calendar of all scheduled Board meetings will be posted at the school as soon as it becomes available.
2. The Board will provide notice of the time and place of any Board meeting that is scheduled more than one week in advance to the news media and shall conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
3. The Board will provide the time and place of any Board meeting that is scheduled less than one week in advance to the news media (to the extent practicable) and will conspicuously post such notice in one or more public locations at a reasonable time in advance of the scheduled meeting. Public notices will be placed on the bulletin board in the reception area. Public notices will reflect the location of Board meetings or any location changes.
4. To the extent possible, the school will publicly post notices of Board meetings immediately after each meeting date is determined.
5. Upon request, public records that will be the subject of Board discussion or vote shall be made available at or before each Board meeting in the same manner as records subject to FOIL.
6. For the purposes of determining a quorum, Trustees must be physically present at the meeting or participate via video-conference from an accessible location listed in the meeting notice; members not physically present or present via video-conference may join discussions via electronic means but may not vote.
7. Written minutes will be recorded of all Board meetings. Minutes will include:
 - a. The date and time of the meeting
 - b. A summary of all motions, proposals, resolutions, and any other matters formally voted upon

- c. A record of how each Trustee voted on each matter
 - d. In the case of an executive session, the minutes will include a record of the final determination of any action that was taken.
- 8. Minutes of open sessions will be available to the public upon request from the Director of Operations within two weeks of the date of the meeting; minutes of executive sessions will be available within one week of the meeting.
- 9. All executive sessions shall be conducted as part of an open meeting; they are not considered separate meetings per se. An executive session may be called via motion and majority vote of the entire number of Board members; the motion must specifically identify the general area or areas to be considered.
- 10. All Board members may participate in the executive session, and the Board may authorize others to be present as well.
- 11. No public funds may be appropriated during an executive session.
- 12. An executive session can only be conducted by the Board for consideration of one or more of the following matters:
 - a. Matters which imperil the public safety if disclosed;
 - b. Any matter which may disclose the identity of a law enforcement agent or informer;
 - c. Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
 - d. Discussions regarding proposed or pending litigation;
 - e. Matters which apply to school employees or collective negotiations which are within the scope of Article 14 of the Civil Service Law;
 - f. The medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation;
 - g. The preparation, grading, or administration of examinations; and
 - h. The proposed acquisition, sale, or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

Open Meetings Law policy is available in the School's Main Office. Additional information can be found at <https://opengovernment.ny.gov/>.