

Uncommon  
Schools

ROCHESTER PREP

# Student and Family Handbook

2021-2022

## Table of Contents

<b>Welcome to Uncommon Schools!</b>	<b>7</b>
School Profile	7
Educational Excellence	8
Family Partnership	8
Welcoming, Safe, and Supportive Environment	8
Core Values	9
<b>Pandemic Policies</b>	<b>10</b>
Health & Safety Procedures	10
Visitor Policy	10
Student Send Home, Stay Home and Clearance for Return	11
Student Accommodation Policy	15
Student Attendance & Tardiness Policy	15
Screening Testing Policy	16
State Travel Advisory	16
Field Trip Policies	16
<b>Academics &amp; Learning</b>	<b>18</b>
Report Cards	18
Promotion and Retention Policies	19
<b>Logistics, Facilities, &amp; Schedule</b>	<b>22</b>
School-day Hours	22
Friday Dismissal	22
Shared Space	22
Transportation and Safety	23
Weather Related Closings	23
Student Meals	23
Student Belongings	24
Enrichment Programs	24
<b>Additional Policies</b>	<b>26</b>

Uniform	26
Social Media Policy	26
Bus Behavior Policy	26
Health Policies	26
Student Records	27
High School Enrollment	29
Discipline of Students with Special Needs	29
Public Display of Affection Policy	29
<b>Code of Conduct</b>	<b>31</b>
Introduction	31
Disciplinary Procedures	31
Procedures For Certain Types of Discipline	34
Dignity for All Students Act Policy	38
Substance Abuse Policy	41
Discipline of Students with Special Needs	42
Student Interviews and Searches	45
<b>Student Use of Technology Policies</b>	<b>47</b>
Use of Technology, Electronic Devices and Phones at School	47
Student Technology Acceptable Use Policy	48
Student Use of Technology Agreement	51
<b>Appendix</b>	<b>Error! Bookmark not defined.</b>
High School Graduation Requirements	54
College Placement Program	54
Informal Complaint Procedures	55
Formal Complaint Procedures	55
Board of Trustees	56
Title I Family Involvement Policy	57
Nondiscrimination	61
Freedom of Information Policy	61

Open Meetings Policy

63

Board Meetings

64

## **Welcome to Uncommon Schools!**

Uncommon Schools starts and operates outstanding urban public schools that close the opportunity 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**

Rochester Prep Charter Schools (“Rochester Prep” or the “School” when referring to individual schools) is a not-for-profit network of free, public charter schools committed to preparing each student to succeed in college and life beyond. Over the past 15 years, Rochester Prep has grown to serve over 2,600 students in grades K-12 in 7 schools across the city. Believing that every child has a right to high-quality education and that a bachelor’s degree should be within reach for every young person in the nation, Rochester Prep 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 Kindergarten, and we maintain waiting lists through grade 12.

### **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 high standards of academic achievement through culturally responsive practices that ensure a joyful and rigorous academic learning environment. 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, families/guardians, teachers, staff, and school leaders. We believe in the importance of working together to make a positive impact on the academic and social-emotional 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 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 families/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, equitable, 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 families or guardian should contact a School Leader to schedule a meeting to discuss a plan to address the student's particular circumstances and needs.

## **Core Values**

Uncommon Schools strives to build a culture where students thrive and develop into the best versions of themselves. This is a collective responsibility of all staff, in partnership with families. The ethos of our community is one of mutual care and respect. We believe engagement is fostered when students are seen, valued, and heard by all of the faculty and staff.

Core Values are at the heart of Uncommon's community and represent lifelong values necessary for students to be the changemakers of the future. These Core Values are embedded in all aspects of the school community and vary by grade span.

## **Pandemic Policies**

The policies in this section will be in place for the 2021-22 school year due to the ongoing COVID-19 pandemic. Schools will also 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. Families should contact the school with any 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 well as any state or local guidance.** 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 at any point in the future. **Your child's school will contact you as new policies are added or changed.**

## **Health & Safety Procedures**

All students must abide by health procedures the entire time they are in the school building, including 1) universal and correct use of masks, 2) physical distancing, 3) handwashing/sanitization upon entry, 4) temperature and/or Healthpass screening, and 5) any additional or updated procedures and expectations communicated by the school.

## **Visitor Policy**

Our Uncommon communities are extensive - they include our families, school and Home Office staff, service providers and so many others who are critical to our student's success.

This policy is in place in order to keep our Uncommon community safe and reduce the spread of COVID-19. It is therefore critical that schools and offices can anticipate and plan for any visitors to preserve physical distancing, and that any visitors to the school or offices abide by the same precautions and screening procedures as students and staff.

Uncommon will therefore allow visitors on an as-needed basis, provided that visitors follow these guidelines:

- All visitors must make an appointment by contacting the school's main office. No visitors will be permitted to enter the school without an appointment, in order to ensure that the school does not exceed capacity constraints.
- Visitors must complete the HealthPass screening before entering the school building and will not be permitted to visit in person if they do not pass the health screening.

- Visitors must abide by health procedures the entire time they are in the building, including 1) correct use of masks, 2) physical distancing, 3) handwashing/sanitization upon entry, and 4) temperature and/or Healthpass screening. Any visitors who are unwilling or fail to abide by these rules will not be permitted to enter the building.

**Please note the following:**

- Visits will be restricted primarily to individuals or small groups on an as-needed basis and subject to physical distancing limitations of the school or office space and state guidelines: large group events such as family nights, report card conferences, etc. may therefore have to remain virtual for the time being in order to keep our communities safe.
- The School will continue to provide flexibility for phone and videoconference meetings to accommodate families who are not comfortable entering the school building.
- Student drop-off and pick-up will take place outside the building.

This policy applies to any visitors to our school communities and offices, including families, guardians, Uncommon Home Office staff, Uncommon staff from other schools, vendors to the school, and/or other individuals who are not a student at or staff member of the School.

**Student Send Home, Stay Home and Clearance for Return**

The health and safety of our students and staff are our primary priority and guiding principles behind our exposure, dismissal, and return to school policy. As such, we have created this policy to ensure that students who are exposed to COVID-19, develop symptoms of COVID-19 at home or 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.

This policy was created based on guidance published by the Centers for Disease Control and Prevention (CDC) as well as by relevant state health and education departments.

This policy applies to all Uncommon Schools staff, students, and contractors. This applies when staff, students, and/or contractors are exposed to COVID-19, present with symptoms at home before the school or work day, present symptoms during the school or work day, or otherwise develop suspected or confirmed cases of COVID-19. Where this policy applies, students must:

- Complete mandatory HealthPass survey.
- Communicate: Notify the school

- Stay home, quarantine, and/or take any other next step for the specified period of time as described in the Stay Home Chart and/or the Exceptions Chart below.

**Send Home-Stay Home Chart:** Students will be directed to stay home following the completion of the HealthPass survey and depending on the scenario presented. Families should refer to the chart below to understand how long students must stay home and actions required. To understand if an exception applies and the steps that must be taken, refer to the Exceptions Chart.

Scenario	Do I need to stay home? For how long?	What should I do?
<p><b>Close Contact or Exposure to a CONFIRMED COVID case</b></p>	<p><b><u>YES:</u> For Students and Staff who have NOT been fully vaccinated:</b></p> <p><b>Option 1:</b> Meet 2 requirements per CDC:</p> <ul style="list-style-type: none"> <li>• 10 days quarantine from the time of exposure*;</li> <li>• No symptoms have developed;</li> </ul> <p><b>Option 2:</b> Meet 3 requirements per CDC:</p> <ul style="list-style-type: none"> <li>• 7 days quarantine from time of exposure;</li> <li>• A negative COVID-19 test is received (on Day 5 or later of quarantine), <b>and</b> submitted to HR Support (staff) <b>or</b> Main Office (students); and</li> <li>• No symptoms have developed</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Health Pass on the first day of absence</li> <li>• Call the school to report exposure</li> <li>• Return once student meets one set of the criteria on left</li> </ul>
<p><b>Symptoms</b> Student presents:</p> <p><u>One of the following symptoms:</u> fever, cough, shortness of breath, difficulty breathing, new loss of taste or smell, blue lips or face, chest pain or discomfort** <b>OR</b></p>	<p><b><u>YES:</u></b></p> <p><b>Option 1:</b> Meet 3 requirements:</p> <ul style="list-style-type: none"> <li>• 10 days since symptom onset;</li> <li>• 24 hours fever free without the use of a fever reducer;</li> <li>• Other symptoms of COVID-19 are improving (Loss of</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Health Pass on the first day of absence</li> <li>• Call the school to report symptoms</li> <li>• Reach out to medical provider</li> <li>• Return once student meets one set of the criteria on left</li> </ul>

Scenario	Do I need to stay home? For how long?	What should I do?
<p><u>Two or more of the following symptoms:</u> chills, muscle aches, headache, sore throat, nausea or vomiting, diarrhea, fatigue, congestion, or runny nose</p>	<p>taste and smell may persist for weeks or months after recovery and need not delay the end of isolation)</p> <p><b>Option 2:</b> Meet 2 requirements:</p> <ul style="list-style-type: none"> <li>• A negative COVID-19 test is received, submitted to HR Support (staff) or DOO (students); and</li> <li>• 24 hours fever free without the use of a fever-reducer</li> </ul>	
<p><b>Positive Diagnosis of COVID-19</b></p>	<p><b><u>YES:</u></b> Meet 3 requirements:</p> <ul style="list-style-type: none"> <li>• 10 days since symptom onset or, since positive test, if asymptomatic;</li> <li>• 24 hours fever free without the use of a fever reducer;</li> <li>• Other symptoms of COVID-19 are improving (Loss of taste and smell may persist for weeks or months after recovery and need not delay the end of isolation)</li> </ul> <p>If all three criteria cannot be met, a must stay home until all three criteria are met</p>	<ul style="list-style-type: none"> <li>• Complete Health Pass on the first day of absence</li> <li>• Call the school to report symptoms</li> <li>• Return once student meets one or more set of criteria on left</li> </ul>

**Exceptions Chart** The chart below explains the circumstances under which an exception may be granted to the policy above. In each case, the student/family must complete the action steps specified in the column on the right in order to return to school.

Exception	Criteria and how to qualify
Fully vaccinated and Close Contact or Exposure to a Confirmed COVID case	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. No symptoms have developed</li> </ol> <p><b>Do:</b></p> <ol style="list-style-type: none"> <li>1. Submit vaccination card as proof of being <u>fully vaccinated</u> to School</li> </ol>
Unvaccinated and Close Contact or Exposure to a Confirmed COVID case	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Students were within 3 to 6 feet of an infected person;</li> <li>2. Both students were engaged in consistent and correct use of well-fitting face masks; and</li> <li>3. Students were physically distant (3+ feet) for the duration of contact</li> </ol> <p><b>Do:</b></p> <ol style="list-style-type: none"> <li>1. Confirm that the above was true for the duration of contact</li> </ol>
Positive COVID Diagnosis within last 90 days	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Student recovered from a confirmed COVID-19 case within the last 3 months;</li> </ol> <p><b>Do:</b></p> <ol style="list-style-type: none"> <li>1. Submit proof of confirmed COVID-19 diagnosis within the last 3 months to School; and</li> <li>2. Confirm that student does not have NEW COVID-19 <u>symptoms</u></li> </ol>
Vaccine Side Effects	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Experience common symptoms within 48 hours of the vaccine, student does not need to quarantine.</li> </ol> <p><b>Do:</b></p> <ol style="list-style-type: none"> <li>1. Stay home to rest if student feels unwell and call the school to let them know they're not coming in</li> <li>2. If student experiences side-effects after 48 hours, follow the next steps under <b>Symptoms</b> above.</li> </ol>

<b>Chronic Illness and/or Ongoing COVID Symptoms</b>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Student has documented chronic illness; or</li> <li>2. Student has <u>ongoing COVID Symptoms</u> for 4 or more weeks.</li> </ol> <p><b>Do:</b></p> <ol style="list-style-type: none"> <li>1. Submit documentation of chronic illness to the school; or</li> <li>2. Submit documentation of ongoing COVID symptoms to the school.</li> </ol>
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### **Student Accommodation Policy**

We know that we can best serve our students’ educational success and socio-emotional well-being by providing them with in-person instruction.

All students will, by default, be enrolled into in-person instruction for the 21-22 school year. In rare circumstances, Students may apply for an accommodation to be permitted to enroll in remote learning for the 21-22 school year. The only circumstances under which enrollment in remote learning will be granted are:

- If a student is deemed at increased risk of severe illness by a medical professional in accordance with state criteria and submits approved documentation to the school detailing the risk.
- There is a state or local requirement that the student is allowed to participate in remote learning (for example, certain cities/states may require exceptions for temporarily displaced students).

Students who are enrolled in in-person learning but who are temporarily quarantining due to symptoms, travel, or potential exposure may temporarily attend remote learning classes for the duration of their quarantine, in accordance with the Student Attendance policy below.

- **Requesting Accommodation for Full Remote Instruction** If a student qualifies for an accommodation according to the policy above and the family would like to apply for full remote learning, they should contact their school leader to learn more about the process for applying.

### **Student Attendance & Tardiness Policy**

The safety, well-being, and educational success of our students are our primary priority and guiding principles behind the attendance policy.

Unless students have been approved to participate in remote learning (see “Student Accommodation” policy above), they are required to be present at school on time and engaged in learning every day. However, we know that students may have to be absent due to illness, quarantine, or COVID-19 symptoms. If a student is absent from in-person or remote learning for the day, we ask that a family member/guardian contact their teacher or the school’s operations team through the school’s email to notify us of your child’s absence. Families should provide a doctor’s note or other documentation for absences whenever possible. Students who feel well enough to attend school but are required to quarantine under our “Stay Home/Send Home” policy above should notify the school and are eligible to participate in remote learning if desired to receive instruction and be counted as present for the day. Students who are unable to attend school for other non-COVID-related reasons (i.e. family/personal matters) will not be eligible to participate in remote learning that will be counted as being present.

The School will track students’ attendance and will follow up with families if students are repeatedly absent or tardy without notifying the school, in order to ensure students and families have the support they need for students to engage in and maximize student learning. Note that excessive absences may put students at risk of not being promoted to the next grade and that the school may also file a report with the Department of Children and Families as required by state/local laws.

### **Screening Testing Policy**

Until at least October 2021, Uncommon Schools will implement a screening testing plan in order to proactively identify students or staff who may be infected with COVID-19 but are not displaying symptoms, so that measures can be taken to prevent further transmission. Each week, a small, randomly selected portion of the school community will be tested for COVID-19. The goal of this type of screening testing is to be able to identify individuals who are infected and enable them to take precautions immediately to protect themselves, their families, and the broader school community. Your student’s school will distribute a COVID-19 testing consent form to all members of the community and will only test persons who have provided consent. Consent is not required to attend school in person. All families whose students have been selected for testing that week will be informed by the school.

### **State Travel Advisory**

If students and/or household members are traveling to states or countries subject to a travel advisory or mandate, students and families must follow all state or local quarantine and/or testing recommendations in order to keep themselves and our community safe. Family members/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 or countries on the travel advisory list.

### **Field Trip Policies**

Field trips are an important part of our K-12 student experience. However, they are on pause at this time until health and safety conditions allow them to resume. Your child's school will contact you with further details if and when field trips are able to resume in the 2021-22 school year.

### **Academics & Learning**

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

- **Culturally Responsive Teaching Practices:** Uncommon Schools believe in honoring the cultural backgrounds of each student. We do so by building trust and rapport with our students in a variety of ways that strengthen learning partnerships between students and staff. These partnerships are essential to establishing joyful and rigorous learning environments where students can thrive and be the best versions of themselves.
- **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
- **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.
- **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, they 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.

- **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.

<b>Elementary School</b>	<ul style="list-style-type: none"><li>● <b>Elementary School Promotional Policy:</b> 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"><li>■ <b>Academic Assessments:</b> Performance on academic assessments (STEP and Interim Assessments) are used to determine the student’s readiness for the next grade level’s content.</li><li>■ <b>Attendance &amp; Work Completion:</b> 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.</li><li>■ <b>Overall Learning Profile:</b> In determining whether retention in the current grade level would support the student’s long-term achievement, the student’s holistic</li></ul></li></ul>
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	<p>learning profile is taken into consideration (e.g. educational history, disability, special services, etc.).</p>
<p><b>Middle School</b></p>	<ul style="list-style-type: none"> <li>● <b>Middle School Promotion:</b> Middle school students will be promoted based on their academic performance in core courses (English, Math, History, Science).</li> <li>● <b>Middle School Failure of a Course Policy:</b> 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.</li> </ul>
<p><b>High School</b></p>	<ul style="list-style-type: none"> <li>● <b>High School Promotion:</b> High school students will be promoted based on their academic performance in core courses (English, Math, History, Science, Foreign Language).</li> <li>● <b>High School Failure of a Course Policy:</b> 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 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.</li> <li>● <b>High School Summer School:</b> 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"> <li>■ Be present for at least 90% of all Summer School class time</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>■ Fully complete at least 90% of all Summer School classwork, homework assignments, and assessments.</li> <li>■ Earn a grade of 70% or higher for the summer.</li> </ul> <ul style="list-style-type: none"> <li>● Summer School Credit Recovery Scale: <ul style="list-style-type: none"> <li>■ HP (High Pass) = replacement grade on transcript of 75 =C</li> <li>■ P (Pass) = Replacement grade on transcript of 70 = C-</li> <li>■ F (Fail) = No replacement grade, student must repeat the course or repeat the grade</li> </ul> </li> </ul>
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## 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 families to have an active role in their child's education and helps them to evaluate their child's progress and curriculum over time.
- **Supporting Homework Success: In order to support, families/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 they 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
  - 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.

### **Friday Dismissal**

On Fridays, students are dismissed on a half-day schedule in order to make time for teacher professional development meetings. Elementary schools dismiss at 12:40, middle schools dismiss at 1:30, and our high school dismisses at 12:45. Please make sure to make transportation or aftercare arrangements for your child on Fridays.

### **Transportation and Safety**

Busing to and from Rochester Prep is provided by the local school district in which the student lives. Please contact the school's main office for information about transportation. The District will provide busing for eligible students. When riding the bus, students must adhere to the safety standards and behavioral expectations set forth by the district transportation office and the bus driver.

### **Weather Related Closings**

In the event of poor weather conditions such as heavy snow, please listen to your local television or radio stations for relevant information regarding school cancellation. Except on days when Rochester Prep schools are in session and City schools are not, Rochester Prep follows the exact same cancellation decisions of the Rochester City School District. If Rochester City Schools are closed or delayed, so is Rochester Prep.

If weather-related closings cause Rochester Prep Schools to fall below 180 school days, inclement weather makeup days will be held the week of June 13, 2022.

### **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.

**Families/guardians are required to notify the school of any food allergies and provide documentation from a doctor for the student's health file.** Families/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 each 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 State Department of Child Nutrition to provide breakfast, lunch, and a snack that are completely free for all students in every Rochester Prep 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, families (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. Rochester Prep 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 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 the 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 Black or Brown 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 families/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 families/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 suspension from transportation and/or other consequences.

### **Health Policies**

Rochester Prep provides the health services required by law. Students with serious injuries are taken to the hospital for emergency medical care and the family member(s) or guardian(s) are notified immediately. If a student requires medication of any kind (including Tylenol, aspirin, and asthma inhalers), the student's family member/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 a family member or guardian permission and doctor's written order.

- A family member/guardian of any student who is required to carry an asthma inhaler on their person must provide a Medication Administration form specifying that the student needs to carry the inhaler with them 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. Family members/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. Family members/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 family members/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 family 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 their families/guardians any records on file. The Family Educational Rights and Privacy Act (FERPA) affords families/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. Family members/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 family/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 family member or guardian.

- The right to request the amendment of the student's education records that the family/guardian or eligible student believes are inaccurate or misleading. Family members/guardians or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write to the School Leader or appropriate official; clearly identify the part of the record they want to be changed and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the family/guardian or eligible student, the School will notify the family/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 family/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 family/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 family member/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their 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 family members or guardians in their dominant language.

### **High School Enrollment**

Students who are promoted from 8<sup>th</sup> grade at a Rochester Prep middle school will be offered a 9<sup>th</sup> grade seat at Rochester Prep High School.

Family Members/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 and supports those students with disabilities have rights to certain procedural protections whenever school authorities intend to impose discipline upon them. The School also recognizes that it may be necessary to discipline students with disabilities to address disruptive behavior, up to and including suspension. 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. Therefore, students must show respect for themselves and others by refraining 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**

At Rochester Prep, our goal is to provide a safe, rigorous, joyful, and culturally responsive learning environment where all students can thrive. Our student discipline policy must be restorative, providing opportunities for students to pause and reflect, recognize the impact their behaviors have on the community, and commit to repairing any harm through positive future

actions. Student disruptions may lead to disciplinary action, such as in-school and out-of-school suspensions. These decisions are made with the utmost consideration for the social and emotional wellbeing of all students. 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, equitable, 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**

There are a series of consequences that the school uses to ensure that the school environment is safe, equitable, respectful, and supportive. 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 consequences that may be issued to a student who is determined to have broken the School’s Code of Conduct:

- 1) Oral or non-verbal warning
- 2) Written warning
- 3) Loss of school privileges
- 4) Written notification to family/guardian
- 5) Conference with families/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 uses 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:

Code	Violation
1.1	Academic integrity violations
2.1	Profane Language or Gestures
3.1	Presence on school property or at a school function without permission of a staff member
3.2	Setting Off a False Alarm or Making a Threat

3.3	Trespassing
3.4	Blocking Access to any Part of the School Building
3.5	Gambling
3.6	Open Flame/Arson
4.1	Inappropriately using a cell phone in school
4.2	Possession of Inappropriate or Prohibited Property/Material
4.3	Engaging in sexual activity or inappropriate touching
4.4	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.)
4.5	Possession of a weapon
5.1	Harassment, Discrimination, Bullying, and Hazing
5.2	Physical contact, fighting or physical assault of another student
5.3	Physical harm or assault of a teacher, staff member, or other adult at school
5.4	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
5.5	Gang recruitment and/or expression of gang membership through symbols, jewelry, insignia, etc.
5.6	Arrest for criminal activity
6.1	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.

- **Long-Term Suspensions and Expulsions For Serious Offenses**

In order to maintain a safe learning environment, there will be zero tolerance for weapons at school. Students who violate this Code of Conduct 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 or without a weapon upon a student, teacher, administrator, other employee, or board member on any school grounds, on a school bus or at any school-sponsored function.

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 themselves 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, family member(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 families/guardian(s) will become responsible for ensuring that their 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 and 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 family or guardian, and afford the family 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 family or guardian chooses one, is to discuss with the family 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 family or guardian(s). The opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable. If family member(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 their decision in writing to the family member(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 family member(s)/guardian(s) of the charges against the student, the proposed penalty and the right to a fair hearing within ten days unless the family member(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 a family member(s) or guardian(s). The notification provided shall be in the dominant language used by a family member(s) or guardian(s). The student, a family member(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 to prevent the family/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/family's expense), the right to question witnesses against their, confront evidence against their and the right to present witnesses and other evidence on their 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 their 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 family member(s) and guardian(s) stating the decision. This statement will also be placed in the student's permanent record.

If a family member(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 a family member(s)/guardian(s)' absence. In such an event, the School shall notify a family member(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, they are not eligible to transfer to or enroll in any other charter school operated by the School's education corporation, Rochester Prep Charter Schools.

If a family member(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 a family member(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 other presentment agency as a juvenile delinquent. In addition, the Rochester Police Department 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, TikTok, 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 their 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 their 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 their 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 families 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, families/guardians, visitors and others are *strongly encouraged* to report any such conduct. Retaliation or reprisal by any staff member, student or family/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.

### **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 family 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 family member(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 their 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.

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

If a family 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 a family member 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 their 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 their 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 their 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 families 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 they possess 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 the school leader returns the cell phone or determines a family member/guardian needs to pick it up. Egregious or repeated violations of the cell phone policy may result in additional consequences, including suspension.
- Rochester Prep 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.

<b>Elementary School</b>	<ul style="list-style-type: none"><li>● Students are not permitted to bring cell phones or other electronics to school.</li></ul>
<b>Middle School</b>	<ul style="list-style-type: none"><li>● 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"><li>○ Cell phones must be labeled with student name and homeroom and stowed away according to school procedures.</li><li>○ 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.</li><li>○ 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 families/guardians to coordinate their ride home. Students are not permitted to use cell phones for any other purpose during the school day.</li></ul></li></ul>
<b>High School</b>	<ul style="list-style-type: none"><li>● 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 own</li></ul>

	<p>electronic devices. While Rochester Prep 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"><li>■ 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.</li><li>■ Students may use electronic listening devices in common areas during breakfast and lunch but may not actually engage in cell phone or smart watch use or texting at this time.</li><li>■ 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.</li><li>■ 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.</li></ul>
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**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 families 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 a family member 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 a family member 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 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 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 (9<sup>th</sup> 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**

Rochester Prep high school college placement programs include individualized student advising, class curriculum for juniors and seniors, college visits, and family 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 may include the following:

- **College Admissions Visits to Rochester Prep:** Admissions officers from all over the country come to Rochester Prep to talk about their schools and recruit Rochester Prep students. These include a variety of public and private institutions, both in-state and out-of-state.
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- **Rochester Prep College Trips:** Beginning junior year, Rochester Prep 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 college dorm rooms, eating in college cafeterias, and talking with university professors and admissions officers.
- **Family-Student College Nights:** Students and a family member(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/](http://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:

<b>Name</b>
Geoffrey Rosenberger, Chair
Rebecca Sumner, Ph.D., Vice Chair

Ron Zarrella
Jim Costanza
William Clark
Ebony Miller-Wesley
Josh Phillips
Jim Ryan

### **Title I Family Involvement Policy**

As a Title I Schoolwide district, each Rochester Prep charter school implements a family engagement policy in adherence to the Elementary and Secondary Education Act, providing for outreach to all family members and offering programs, activities and procedures for the involvement of 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 familial representative group and Title I Stakeholders Committee. This Family Engagement Policy amends and restates the policy set forth in the Student and Family Handbook, previously distributed to all families. Each Rochester Prep charter school commits to the following:

In carrying out the Title I, Part A family involvement requirements, to the extent practicable, each Rochester Prep school will provide full and meaningful opportunities for the participation of all families, including without limitation, family members with limited English proficiency, family members with disabilities, 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 families or guardians understand.

- Rochester Prep defines family involvement as the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
  1. that family members play an integral role in assisting their child’s learning;
  2. that family members are encouraged to be actively involved in their child’s education at school;

3. that 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.
- Rochester Prep implements effective 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, Back to School Night, Family Champion meetings, math and literacy nights, and college prep evening events for family members. Rochester Prep recognizes the important role that family member(s) play in their child's success and requires family member(s) to meet with teachers at the end of each grading period to monitor their child's progress.

Rochester Prep as part of its Title I schoolwide plan, will involve the family member(s) of all children in decisions about how the 1 percent of Title I, Part A funds reserved for 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 Rochester Prep's Back to School Night and August Orientation. Funded 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 family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and family members.
- Supporting programs that reach family members at home, in the community, and at school.
- Disseminating information on best practices focused on family engagement, especially best practices for increasing the engagement of economically disadvantaged families.
- 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 family engagement.
- Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's family engagement policy.

Families of students are actively involved in the Rochester Prep community. Rochester Prep families are all eligible to participate in the family representative group, Parent Partners for Advocacy (PPFA) and attend its activities, events, and workshops. PPFA is comprised of family members from all Rochester Prep 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 Rochester Prep. PPFA members sit on the Title I Stakeholder committee, which, along with the Rochester Prep leadership members, annually develops, reviews, and improves Rochester Prep Title I schoolwide plan family involvement plan.

Rochester Prep 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 family involvement events, communication, and policies, in addition to the thorough evaluation of Rochester Prep 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 family members with limited English proficiency, family members with disabilities, family members of migratory children, family members with limited literacy or who are economically disadvantaged 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 Rochester Prep school will build a capacity for strong family involvement and engagement, in order to ensure effective involvement of 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 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, Rochester Prep will work with 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 family members work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster familial involvement. This includes the

periodic offering of Parent University orientations, as well as college-prep evening events, which are open to all families.

C. Rochester Prep will educate its teachers, specialized instructional support personnel, principals and other staff, on how to reach out to, communicate with, and work with families as equal partners, the value and utility of contributions of families, and how to implement and coordinate family programs and build ties between families and schools. These trainings will focus on the school's ongoing familial involvement events, including Family Champion events, Report Card Nights, and college-prep evening events. This will happen annually during August Professional Development.

D. Rochester Prep will ensure that information relayed at school 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 families can understand.

E. Rochester Prep will, to the extent feasible and appropriate, coordinate and integrate family engagement programs and activities with other Federal, State, and local programs including pre-school programs.

F. Rochester Prep will ensure that resources are provided to families that encourage full participation including staggered start times for different meetings, family selected report card conference times and child care support during conferences.

Rochester Prep will make available a copy of the Family Engagement Policy to all 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**

Rochester Prep 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 Rochester Prep 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 Rochester Prep 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**

Rochester Prep 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 email;
- 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.

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 a public body, but only when publicity would substantially affect the value.

Open Meetings Law policy is available in the School's Main Office.

### **Board Meetings**

The Board of Trustees opens its meetings to the public, except when an executive session is called. Reasonable efforts are made to provide access to anyone interested in attending a meeting. If video conferencing is used, the Board provides an opportunity for the public to attend at any site where a member participates. A calendar of regular meetings is posted at the school in a location that is open to the public. In addition to this posting, notice of all meetings scheduled one week in advance is provided to the news media at least 72 hours in advance. Notice of meetings scheduled less than one week in advance, is provided to the news media within a reasonable time prior to the meeting to the extent practicable. If video conferencing is used, public notice will say so, identifying the locations from which members may participate, and will state that the public has a right to attend from any of these locations. This policy applies with equal force to Board committee meetings.

#### **○ Executive Sessions**

An executive session may be held with a majority vote of the trustees taken in an opening meeting, identifying the areas of consideration. Provided no formal action shall be taken on appropriate public moneys, an executive session may be held for:

- Matters which will imperil the public safety if disclosed;
- Matters which may disclose the identity of a law enforcement agent or informer;
- Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;

- Discussions regarding proposed, pending or current litigation;
- Collective negotiations pursuant to article fourteen of the civil service law;
- 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;
- The preparation, grading, or administration of examinations; and/or
- The proposed acquisition, sale, or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such a public body, but only when publicity would substantially affect the value.

Attendance at an executive session shall be permitted to any member of the public body and any person authorized by the public body.

○ **Minutes**

Minutes are recorded at all open meetings consisting of a summary of all motions, proposals, resolutions, and any other matter formally voted upon and the vote thereon. Minutes are taken at executive session of any action taken by a formal vote which shall consist of a summary of the final determination of such action and the date and vote thereon. The summary need not include any matter that is not required to be made public by the Freedom of Information Law. Except for minutes of Executive Sessions, which shall be available within one week, minutes shall be made available to the public within two weeks of the date of the meeting.

○ **Grievances**

A person having a grievance against the school for failure to enforce or comply with the Open Meetings Law (Article 7 of the Public Officers Law) may commence a proceeding pursuant to Article 78 of the Civil Practice Law and Rules and/or an action for declaratory judgment and injunctive relief.

○ **Exemptions**

These policies shall not apply to any matter made confidential by applicable federal or state law including, but not limited to, judicial or quasi-judicial proceedings.