

Uncommon
Schools

ROCHESTER PREP

Student and Family Handbook

2020-2021

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Welcome to Uncommon Schools!

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

School Profile

Rochester Prep is 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 6 schools across the city. In order to guarantee the same high-quality education for every child, Rochester Prep supports student achievement with educational excellence and a strong school culture. Our teachers infuse joy into every day, creating an active engaged learning environment and preparing every student to succeed in college and beyond.

Educational Excellence

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

Family Partnership

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

Uncommon Schools parents/guardians are asked to:

- Provide a quiet space for your child to study.
- Partner with your child's teacher in support of student growth, achievement, and character development.
- Support other Uncommon Schools families.

Welcoming, Safe, and Supportive Environment

Uncommon Schools values and embraces its inclusive and diverse school communities and strives to provide a welcoming, safe and supportive environment for all students and

families regardless of their race, color, ethnicity, religion, gender, disability, sexual orientation and gender identity. If a student or family would like to explore a particular accommodation based upon cultural or religious practices, or due to one's disability, sexual orientation, or gender identity, the student or the student's parents or guardian should contact a School Leader to schedule a meeting to discuss a plan to address the student's particular circumstances and needs.

School Culture

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

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

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

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

Pandemic Policies

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

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

Visitor Policy

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

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

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

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

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

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

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

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

Student Send Home, 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.

The symptoms below are currently associated with COVID-19 and could change at any time. Please reference [cdc.gov](https://www.cdc.gov) for the most up to date information.

- Temperature 100.0 degrees Fahrenheit or higher when taken by mouth
- Chills
- New loss of taste or smell
- Shortness of breath or difficulty breathing
- Cough
- Fatigue
- Muscle or body aches
- Headache
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Stay Home and Clearance to Return Policy

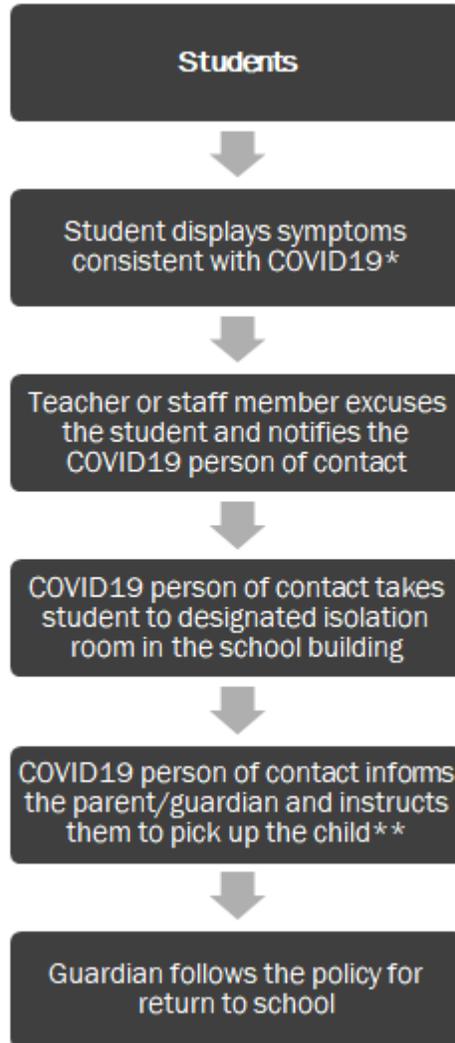
Scenario	Do I need to stay home?	For how long do I stay home?	Who should I tell?	Who confirms when I can return to school/work?
Close Contact / Exposure	Yes	14 days from the time of exposure <i>If symptoms develop during quarantine, see "Symptoms" requirements</i>	Student: Guardian must call the school to report exposure; reach out to medical provider	Student: Director of Operations
Present at least 1 symptom commonly associated with COVID19	Yes	Option 1: Meet 3 requirements: <ul style="list-style-type: none"> • 10 days since symptom onset; • 24 hours fever free without the use of a fever reducer; • Other symptoms of COVID-19 are improving (<i>Loss of taste and smell may persist for weeks or months after recovery and need not delay the end of isolation</i>) Option 2: Meet 3 requirements: <ul style="list-style-type: none"> • A negative COVID-19 test is received, submitted to School Director of Operations • 24 hours fever free; • Other symptoms of COVID-19 are improving (<i>Loss of taste and smell may</i> 	Student: Guardian must call the school to report symptoms; reach out to medical provider	Student: Director of Operations

		<i>persist for weeks or months after recovery and need not delay the end of isolation)</i>		
Positive Diagnosis	Yes	<p>Meet 3 requirements:</p> <ul style="list-style-type: none"> • 10 days since symptom onset; • 24 hours fever free without the use of a fever reducer; • Other symptoms of COVID-19 are improving (<i>Loss of taste and smell may persist for weeks or months after recovery and need not delay the end of isolation)</i>) <p><i>If all three criteria cannot be met, a student or staff member must stay home until all three criteria are met</i></p>	Student: Guardian must call the school to report case; reach out to medical provider	Student: Director of Operations
Travel	Yes	<p>Follow state guidelines</p> <p><i>If symptoms develop during quarantine, see "Symptoms" requirements</i></p>		Student: Director of Operations

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Process for Students Who Present with Symptoms During the School Day:



*Students or staff who arrive at school or work with symptoms will be sent home immediately upon arrival.

**In extreme emergencies, the COVID-19 person of contact may decide to call 911, contact parents/guardians for students and staff emergency contacts in advance if at all possible.

Full Remote Instruction Policy

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

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

Student Attendance Policy

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

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

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

State Travel Advisory Policy

If students and/or household members are traveling to states that have been placed on their local advisory list, students and families **must** follow all state or local quarantine requirements in order to keep themselves and our community safe. This must include students' not attending school in person until the end of a student or household's quarantine period. Families should consider this when making their travel plans. Parents/guardians are encouraged to contact the school to discuss any questions you have about this policy and how it may apply to plans to travel to states on the travel advisory list.

Field Trip Policies

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

Academics & Learning

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

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

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

Report Cards

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

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

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

Promotion and Retention Policies

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

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

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

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

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

Elementary School Promotion Policy above)	✓ Passing grade (70%) on the 8 th Grade Final Performance Task Rubric	
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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 parent(s)/guardian(s) to have an active role in their child's education and helps them to evaluate their child's progress and curriculum over time.
- **For the 20-21 school year:** Given the changes in student learning models due to the COVID-19 pandemic, students will not be expected to complete large amounts of additional assignments (homework) beyond what is expected during their scheduled worktimes (either during live instruction or during their independent work time), with exceptions for independent reading, and AP Classes in high school which may have additional assignments due to the pace of the classes.
- **Supporting Homework Success: In order to support, parents/guardians can:**
 - Provide a time and quiet place for study.
 - Help the student develop responsibility for completing the assignments.
 - Talk to their child about what he or she learned at school and encourage their child to develop a positive attitude about learning.
 - In Elementary school, read to or with their child every night for at least 20 minutes & sign the reading log.
 - Check your younger child's assignment pad to make sure they did all of their assignments or discuss assignment completion with older students
 - Review assignments for neatness and accuracy
 - Contact your child's teacher if you feel that your child is having a homework problem
 - Help your child get started by asking questions:
 - Do you understand what you are supposed to do?
 - Do you need help in understanding how to do your work?
 - Have you done any problems like the ones you're supposed to do now?
 - Do you have everything you need to complete the assignment?
 - Do your answers make sense to you?

Logistics, Facilities, & Schedule

School-day Hours

Campus hours vary by school. Please confirm with your school's main office for more information.

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.

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 would like to bring food from home in addition to their school provided meals, each Rochester Prep school has a plan for food brought from home. If your child has food preferences the school should be made aware of (e.g. religious dietary restrictions, vegetarian, etc.) please connect with the main office. At the start of each month a menu will be shared with families.

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

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

- **Arrival & Breakfast:** The purpose of morning procedures is to establish strong engagement and high student achievement at the onset of the day. It is also an opportunity to greet students with a smile and meal so they can maintain a positive

mindset during the school day. Your student's school will share the exact arrival and breakfast schedule prior to the start of the school year.

- **Lunch:** At Uncommon, lunch is served in a 30-minute period in the middle of the academic day. Lunch is a moment where students are free to talk and interact with their peers, but must remain seated and follow all other school protocols.
- **Breakfast & Lunch Fees:** Breakfast and lunch are provided to each Rochester Prep student at no cost to the family.

Dismissal

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

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

Student Belongings

Students are not permitted to bring toys, electronics, or other personal items to school unless they are instructed to do so by their teacher, because they can be a distraction or can be easily lost. 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 own safety and the safety of others:

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

Additional Policies

Uniform

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

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

Social Media Policy

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

Bus Behavior Policy

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

Health Policies

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

- The parent/guardian of any student who is required to carry an asthma inhaler on his/her person must provide Medication Administration form specifying that the student needs to carry the inhaler with him/her and a second inhaler that is kept in the nurse's office.

- The school abides by all New York State immunization requirements. Each new student must have a certificate of immunization at the time of registration or no later than the first day of school. Parents/guardians must present documentation that their children have received all required doses of vaccines or are waiting to receive the subsequent doses at the appropriate time intervals. Parents 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.
- As a public school, we are required by law to conduct health screenings for every child which requires parent consent. If you do not want your child participating in these screenings, please write a letter to the school nurse/school administration explaining your reasons. If parents do not consent to the school screenings, then it is their responsibility to ensure your child receives the required screenings and that proper documentation is provided to the school.
- The school will contact parents/guardians or a designated relative or family friend if a student becomes ill or suffers an injury. **Be sure to list all emergency telephone numbers on your child's enrollment information.**
- Please be advised: **Nurses are not allowed to give out any medication (prescription or over the counter) without a doctor's written order & pharmacy label.** This includes all medicines, including aspirin or Tylenol, given for any reason. This consent—which you will receive from your child's doctor—will state the name of the medication, dosage and frequency of dosage.
- Students are not permitted to carry or self-administer over-the-counter OR prescription medication without parent or guardian permission and doctor's written order.

Student Records

The school administration is in charge of student records. They will discuss, explain, and/or make available to the student or his/her parents/guardians any records on file. If any parent/guardian would like to examine their child's record, the parent or guardian should submit a request in writing to the Office Manager. Within five days, the parent will be allowed to inspect the file and may request a copy of some or all of the information contained in the records. There are two different types of student records, which will be treated differently:

- Directory Information – is basic information about students such as name, address, telephone number, date of birth, participation in activities, awards received, etc. This information may be available to others for specific use without the consent of a parent/guardian. For example, teachers may distribute class lists. If a parent/guardian would not like such information released he/she should submit a request in writing to the Office Manager.

- Confidential Records – include grades, transcripts, evaluations, disciplinary actions, and health records. Confidential records will not be made available to any non-school personnel without consent by the parent/guardian.

Discipline of Students with Special Needs

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

Public Display of Affection Policy

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

Code of Conduct

Introduction

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

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

Disciplinary Procedures

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

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

- **Consequences**

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

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

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

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

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

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

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

- 1. Engaging in Insubordinate and/or Disorderly Conduct.**
 - 1.1. Repeated Violations of the Dress Code
 - 1.2. Arriving to Class Unprepared
 - 1.3. Failing to Complete Homework
 - 1.4. Arriving Late to School or Class
 - 1.5. Cutting School, Class, Detention, or Mandatory School Events
 - 1.6. Misbehaving on School-Provided Transportation
 - 1.7. Misbehaving inside or outside of Class
 - 1.8. Disrupting Class and Preventing Teaching
 - 1.9. Being Disrespectful toward a Staff Member or His/Her Designee(s)
 - 1.10. Lying to a Staff Member or His/Her Designee(s)
 - 1.11. Failing to Comply with the Lawful Directive(s) of a Staff Member or His/Her Designee(s)
 - 1.12. Being Disrespectful toward a Student
 - 1.13. Abusive or Profane Language or Treatment
 - 1.14. Selling, Using or Possessing Obscene Material
 - 1.15. Failing to Submit a Required Signature
 - 1.16. Forgery
 - 1.17. Running in Hallways
 - 1.18. Making Unreasonable Noise
 - 1.19. Possessing Prohibited Gum, Food, and Beverages
 - 1.20. Obstructing Vehicular or Pedestrian Traffic
 - 1.21. Blocking Access to any Part of the School Building
 - 1.22. Creating a Hazardous or Offensive Condition
 - 1.23. Trespassing
 - 1.24. Possession of Inappropriate Property
 - 1.25. Defamation
 - 1.26. Cheating, Plagiarism, or Copying Other's Work, or Allowing Others to Copy Work
 - 1.27. Altering Records
 - 1.28. Gambling
 - 1.29. Failing to Comply with School-Imposed Consequences

- 2. Engaging in Conduct that Endangers the Safety, Morals, Health, or Welfare of Self or Others.**
 - 2.1. Theft, Loss, or Destruction of Personal or School Property
 - 2.2. Mistreatment or Inappropriate Use of Technology or School Property
 - 2.3. Violating the Civil Rights of Others
 - 2.4. Harassment and/or Discrimination
 - 2.5. Sexual Harassment
 - 2.6. Engaging in Sexual Activity or Inappropriate Touching

- 2.7. Indecent Exposure
- 2.8. Hazing
- 2.9. Using or Possessing Drugs or Alcohol
- 2.10. Selling or Transferring Drugs or Alcohol
- 2.11. Using or Possessing Tobacco Products
- 2.12. Selling or Transferring Tobacco Products
- 2.13. Inappropriately Using, Sharing, or Distributing Prescription and Over-the-Counter Drugs
- 2.14. Inappropriate Use of Social Media
- 2.15. Using or Possessing “Electronic Smoking Device”

3. Engaging in Violent, Disruptive, and/or Threatening Conduct.

- 3.1. Committing a Physical or Emotional Act of Violence on Self or Others
- 3.2. Causing Bodily Harm
- 3.3. Fighting or Unwanted Physical Contact
- 3.4. Playfighting, Threatening, Bullying, and/or Intimidating
- 3.5. Possessing, Displaying, Using, or Threatening to Use a Firearm
- 3.6. Possessing, Displaying, Using, or Threatening to Use a Mock Firearm
- 3.7. Possessing, Displaying, Using, or Threatening to Use a Weapon or Dangerous Object
- 3.8. Committing Arson
- 3.9. Setting off a False Alarm or Making a Threat

- **Conduct Off of School Grounds**

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

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

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

- Conviction or adjudication of delinquency for possession of a deadly weapon, or for committing a crime while in possession of a deadly weapon, on any school grounds, on a school bus or at a school-sponsored function.

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

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

- **Seclusion and Restraint**

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

Procedures For Certain Types of Discipline

- **Detention**

Teachers, the Principal, other school personnel, and their designee(s) may use after-school as a penalty for violations of the Code of Conduct. Parents will be notified by phone when and if their students are required to serve detention.

- **Suspension from Transportation**

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

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

When the Principal or Principal's designee (referred to as the "suspending authority"), such as a Dean of Students, proposes to impose in-school suspension or suspend a student charged with misconduct for less than ten days, the suspending authority must provide notice and the opportunity for an informal conference. However, 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 an ongoing threat of disruption to the academic process.

After the conference, the Principal or his/her designee shall advise the parent(s)/guardian(s) in writing of his or her decision. If the parent(s) /guardian(s) are not satisfied with the decision of the Principal or his/her designee, they may file a written appeal to the Board of Trustees via the Principal within five business days of the date of the Principal's decision. The appeal to the Board will be handled by the Board's designee, the School's Managing Director from Uncommon Schools, Inc., or his/her designee.

- **Long Term In-School Suspension or Long Term Suspension from School (ten or more days)**

When the Principal determines that a suspension for ten or more days 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 an ongoing threat of disruption to the academic process. The Principal or his/her designee shall give reasonable notice to the student and the student's parent(s)/guardian(s) of their right to a fair hearing. At the hearing, the student shall have the right to be represented by counsel or advocate (at the student's/parent's expense), the right to question witnesses against him/her, and the right to present witnesses and other evidence on his/her behalf. The Board's designee, the School's Managing Director from Uncommon Schools, Inc., or his/her designee, shall personally hear and determine the proceeding or may, in his/her discretion, designate a hearing officer to conduct the hearing. The Board's designee or the hearing officer shall be authorized to hear testimony and request documents in conjunction with the proceeding before him/her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the Board's designee. The report of the hearing officer shall be advisory only, and the Board's designee may accept all or any part thereof.

If the parent(s) /guardian(s) are not satisfied with the decision of the Board's designee, they may file a written appeal to the Board of Trustees via the Principal 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.

The School will provide alternative instruction to students suspended in-school or out-of-school within 24 hours of any suspension in accordance with New York's compulsory education laws.

- **Expulsion**

Expulsion is reserved for extraordinary circumstances, including but not limited to circumstances where a student's conduct posed or continues to pose a danger to the safety and well-being of themselves, other students, school personnel, or any other person lawfully on school property, attending a school function, or on school-provided transportation. The procedure for expulsion shall be the same procedure set forth for long-term suspension.

Dignity for All Students Act Policy

The Dignity Act prohibits discrimination and harassment against any student, by employees or students on school property or at a school sponsored function, that creates a hostile environment by conduct, with or without physical contact and/or by verbal threats, intimidation or abuse of such a severe nature that:

1. has or would have the effect of unreasonably or substantially interfering with a student's education performance, opportunities or benefits, or mental, emotional and/or physical wellbeing; or
2. reasonable causes or would reasonably be expected to cause a student to fear for his or her physical safety.

Such conduct shall include, but is not limited to, threats, intimidation, or abuse based on a person's:

- Actual or perceived Race
- Color
- Weight
- National Origin
- Ethnic Group
- Religion
- Religious Practices
- Disability
- Gender Identity
- Perceived Gender Identity
- Sexual Orientation; or
- Sex

The school has a Dignity Act Coordinator who can handle questions and concerns that families have about bullying. Please reach out to the Dean of Students with your questions or concerns.

Student Interviews and Searches

The School authorizes the Principal and the Principal's designee(s) 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. In authorizing searches, the School acknowledges both state and federal constitutional rights which are applicable to personal searches of students and searches of their possessions.

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the School's employees, 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 related to an immediate threat to safety. School employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Students may be subject to personal searches and searches of their possessions where reasonable individualized suspicion exists to conduct such search. Reasonable individualized suspicion to conduct a search of a student or a student's possessions and the scope of the particular search shall be based upon, among other things, the student's age, the prevalence and seriousness of the problem to which the search is directed, the urgency necessitating an immediate search, and the probative value and reliability of information used as justification for the search.

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.

Student Use of Technology Policies

Use of Technology, Electronic Devices and Phones at School

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

- Students who use cell phones at unauthorized times will have the devices confiscated until a parent/guardian comes to retrieve it. Egregious or repeated violations of the cell phone policy may result in additional consequences, including suspension.
- 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.

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

	<p>own electronic devices. While 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">■ Except as noted below, cell phones and smart watches must be completely turned off during the school day from the start of instruction until dismissal.■ Students may use electronic listening devices in common areas in during breakfast and lunch, but may not actually engage in cell phone or smart watch use or texting at this time.■ Students are encouraged to be courteous and discreet in their use of cell phones during times and places when they are permitted. Adult visitors to the high school will be given this same instruction.■ Students who use or show cell phones or smart watches at unauthorized times will have the devices confiscated. Please see the Code of Conduct for specifications on consequences that may be assigned for unauthorized use of cell phones and smart watches.
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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 parents or guardians find inappropriate, offensive, controversial, or otherwise objectionable. By consenting to allow your child to use the Internet, you assume the risks spelled out in this paragraph.

- **Improper Use**

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

- **Notification**

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

Student Use of Technology Agreement

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

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

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

- **Definitions**

Uncommon technology includes, but is not limited to, computers, Uncommon's computer network, including servers, and wireless computer networking technology, the Internet, email, wireless access points, tablet computers, smartphones and smart devices, telephones, any wireless communication device whether accessed on or off site or through Uncommon-owned or personally owned equipment or devices.

- **Student Obligations and Responsibilities**

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

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

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

- **Privacy**

Uncommon technology is intended for educational purposes. In order to comply with State and Federal regulations, Uncommon reserves the right to review any material accessed or

transmitted by users, including email, therefore users should have no expectation of privacy.

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

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

- **Personally Owned Devices**

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

- **Reporting**

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

- **Consequences for Violation**

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

Appendix

High School Graduation Requirements

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

- Regents Requirements:
 - Note: Regents Exams are a New York State requirement for graduation. Passing of a Regents exam does not and cannot substitute for a required class. Credit requirements *and* Regents requirements are required for graduation.
 - Regents Diploma Requirements require at least for passing scores (65% or higher) on a Science, Math, History, and English Regents. See here for full guidelines from New York State:
<http://www.nysed.gov/common/nysed/files/currentdiplomarequirements.pdf>

- 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 program includes individualized student advising, class curriculum for juniors and seniors, college visits, and parent workshops. The Office of College Access and Success focuses on building relationships with college admissions representatives and with our students and families. The Office of College Access and Success hosts a number of activities throughout the year. During the academic year sponsored activities include the following:

- **College Admissions Visits Rochester Prep:** Admissions officers from all over the country come to Rochester Prep to talk about their schools and recruit Rochester Prep students.
- **Rochester Prep College Trips:** Beginning junior year, Rochester Prep will coordinate various college visits, to the extent possible, where students will have the opportunity to talk to college students and admissions counselors as well as tour

campuses. Depending on the campus, they may have some of the following opportunities: attending college classes, visiting in college dorm rooms, eating in college cafeterias, and talking with university professors and admissions officers.

- **Parent-Student College Nights:** Students and their parents are required to attend workshops focused on getting ready for college beginning freshmen 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

In accordance with Education Law §2855(4), any individual or group may bring a complaint to the True North Rochester Preparatory Charter School Board of Trustees alleging a violation of Education Law Article 56, the charter, or any other provision of law relating to the management or operation of the school. Nothing in the following suggested procedures precludes a group or individual from bringing a complaint under Education Law §2855(4) directly to the school's Board of Trustees.

An individual who has a complaint about a school practice or policy that does not concern the alleged violation of law or charter (e.g., a concern about an academic grade, the school's uniform policy, the school's cell phone policy, or the bus schedule) should address the complaint in writing to the Principal.

The Principal will respond to the complaint in writing or in person within 14 days. If this does not resolve the complaint or if the complaint is about the Principal, the individual or group may file a complaint in writing to the Chairperson of the Board of Trustees, who shall then appoint the School's Managing Director from Uncommon Schools or another designee(s) to

review the complaint. The Chairperson’s designee will respond to complaints in writing within 30 days.

Should an individual wish to register a complaint with the Board of Trustees at a Board meeting, the complaint must be submitted in writing at least one week prior to the next Board meeting. Complaints submitted later will be addressed at the subsequent meeting of the Board of Trustees.

Every effort will be made to respectfully address each matter to the satisfaction of the individual or group that presented the complaint. Rochester Prep will encourage all families to resolve all complaints at the school level in cooperation with the Principal. The Board, as necessary, may direct the Principal or other responsible party to act upon the complaint and report to the Board. The Board of Trustees shall render a determination in writing if appropriate or required.

If, after presentation of the complaint to the Chairperson of the Board of Trustees, the individual or group determines that the Chairperson or his/her designee has not adequately addressed the complaint, the complainant may present the complaint to the Board of Trustees of the State University of New York, which shall investigate and respond. If, after presentation of the complaint to the Board of Trustees of the State University of New York, the individual or group determines that the school has not adequately addressed the complaint, the complainant may present the case to the Board of Regents, which shall investigate and respond. The Trustees of the State University of New York and the Board of Regents have the power and the duty to take remedial action as appropriate.

Board of Trustees

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

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

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

- Rochester Prep defines parental and family involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 1. that parents and family members play an integral role in assisting their child's learning;
 2. that parents and family members are encouraged to be actively involved in their child's education at school;
 3. that parents and family members are full partners in their child's education and are included, as appropriate, in decision-making and on committees to assist in the education of their child;
 4. the carrying out of other activities, such as those described in section 1118 of the ESEA.
- Rochester Prep implements effective parental and family involvement activities throughout the year to improve student academic achievement and school performance. These activities include but are not limited to periodic Report Card Nights, Parent University orientations, math and literacy nights, and college prep evening events for parents and family members. Rochester Prep recognizes the important role that parents play in their child's success and requires parents 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 parents of all children in decisions about how the 1 percent of Title I, Part A funds reserved for parental and family involvement is spent, and will ensure that not less than 90 percent of the one percent reserved goes directly to the schools, with priority given to high need schools. This discussion will generally take place at the annual Title I meeting, in conjunction with Uncommon School NYC's Back to School Night and August Orientation. Funded parent and family engagement activities will include not less than one of the following:

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

In addition to the above Rochester Prep parents and family members are involved in the community in the following ways:

- **Weekly Information Folders:** Every week, parents receive in a folder all announcements, permission slips, calendars, and behavior reports that shows how well their child(ren) did behaviorally. These folders are signed and sent back to school as evidence that the parent has received and read the information. Over 95% of the parents report reading the information in their folders on a regular basis.
- **Parents Pick up Report Cards at School:** All Rochester Prep parents pick up their children's report cards at the end of each trimester or quarter during the school year. At that time, all faculty members are available to discuss with parents their children's progress. Parents also attend teacher-scheduled conferences during trimester mid-points, for updates on their children's work.
- **Parents and Family Members Attend Workshops:** School-wide events for parents and family members include high school enrollment meetings, Parent University (for all incoming 5th grade parents), Back to School Nights, Enrichment Celebrations, Math and Literacy Nights, and New Student Orientation.

Parents and family members of students are actively involved in the Rochester Prep community. Rochester Prep parents and family members are all eligible to participate in the parent representative group, Parent Partners for Advocacy (PPFA) and attend its activities, events, and workshops. PPFA is comprised of parent and family members from all 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 and parent and 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 parent and 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 parents and family members with limited English proficiency, parents and family members with disabilities, parents and family members of migratory children, parents and family members with limited literacy or who are economically disadvantaged or parents or family members of any racial or ethnic minority background. The committee will seek to continue to identify the needs of families to assist with the learning of their children and identify strategies to support successful school and family interactions as per ESSA Section 1118(a)(2)(D)(i-iii). These findings will be used to design evidence-based strategies for more effective family engagement and will revise the policies as necessary.

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

- A. Each school will provide assistance to parents and families of children, in understanding topics such as a description and explanation of the curriculum, the challenging State's academic standards and the form of academic assessments, including alternate assessments utilized. A brief overview of these assessments and standards can be found in the Student and Family Handbook, and these topics are also reviewed at the Annual Title I Meeting. In addition, Rochester Prep will work with parents and family members to help them monitor their child's progress and collaborate with educators to further their child's progress.

- B. Each school will provide materials and training to help parents and family members work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement. This includes the periodic offering of Parent University orientations, as well as college-prep evening events, which are open to all parents and families.
- C. 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 parents and family members as equal partners, the value and utility of contributions of parents, and how to implement and coordinate parent and family programs and build ties between families and schools. These trainings will focus on the school's ongoing parental involvement events, including Parent University, Report Card Nights, and college-prep evening events. This will happen annually during August Professional Development.
- D. Rochester Prep will ensure that information relayed at school and parent and family programs, meetings, and other activities, is shared in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents and family members can understand.
- E. Rochester Prep will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs including pre-school programs.
- F. Rochester Prep will ensure that resources are provided to parents and family members that encourage full participation including staggered start times for different meetings, parent selected report card conference times and child care support during conferences.

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

Nondiscrimination

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.

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

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

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

If the person requesting information is denied access to a record, s/he may, within 30 days, appeal such denial to the Principal. (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

True North Rochester Preparatory Charter School (“Rochester Prep”) abides by all of the following procedures in accordance with the Open Meetings Law, Article 7 of the Public Officers Law:

Board Meetings

The Board of Trustees opens its meetings to the general public, except when an executive session is called. Reasonable efforts are made to provide access to anyone interested in attending a meeting. If videoconferencing is used, 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 videoconferencing 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 to 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 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.