

# Great Oaks Charter School New York City



## Student-Family Handbook 2020-2021

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## Introduction, Mission, and Credo

### To Our Great Oaks Students and Families,

Welcome to the 2020-2021 school year at Great Oaks Charter School – New York City (GO-NYC)! We are thrilled to work in partnership with you to support your child's academic, social, and emotional growth this year. This handbook outlines the key policies and supports that will enable us all to best support your children. However, before we begin, a brief note about the challenges and opportunities this school year will present.

We begin this school year in the ongoing wake of two of the biggest challenges to face our country and world. The COVID-19 pandemic has forced us to change the way we think about the physical space and human interactions within our school, while the ongoing cry for justice for all who have been affected by racist practices/violence remains present in our news, our minds, and our lives. It is essential that we do not shy away from these challenges, but rather view them as opportunities to redefine how we educate our students. We seek to provide our GONYC scholars with a practical understanding and emotional outlet for how to process the rapidly changing society in which we live. This task is not easy, and it shouldn't be. But with the help of the Great Oaks families who trust us with the education of their children, we stand ready to help our students, "shape the world, and not be defined by it."

So how will we (together) get there? This year, you will hear the following words over and over again: "Mastery, Leadership, Community." As an organization, we have chosen these three principles to ground all that we do in service of our students and families. What do we mean by these terms?

1. **Mastery** = Students will learn a core set of knowledge and cognitive skills across the academic disciplines of English Language Arts, Math, Science, Social Studies, Foreign Language, Physical Education, and Electives. Students will show their ability to effectively demonstrate their knowledge via testing, projects, portfolios, and collaborative work.
2. **Leadership** = Students will develop a strong sense of their own identity, passions, and capacities. Students will practice the skills of self management, and self-advocacy. Students will practice leadership skills and positive work-habits by collaborating with others on their school work, and publicly demonstrating what they have learned.
3. **Community** = Through service learning, students will connect their personal development to those of their peers and to their role in the community. Through our new advisory program, students will be introduced to a unique social-emotional-learning-curriculum aimed at building a sense of belonging and personal significance.

These three guiding principles will lay the foundation for our work to make this the best and most meaningful year of education in the lives of our scholars, so that they may grow to, "shape the world, and not be defined by it."

In effort to best partner with families, we ask you to reflect on the fact that GO-NYC is a school of choice, and what that means for all of us. Charter Schools, such as GO-NYC, exist to provide families with alternative options to local public schools. Every parent deserves the right to choose an educational environment that is most suitable for their child. This does not mean that GO-NYC staff and families will always agree on the correct next steps for every student. However, it does mean that we take your choice very seriously, and as you have chosen to send your student(s) to GO-NYC, we will always remain committed to involving families in the

dialogue for how to support our students. Our ask is that you commit to the same, and remain present in continuous dialogue with our school staff. A few simple ways you can assist in this:

- Please return calls/texts/emails from school staff in a timely manner that is convenient for you.
- Please understand that family communication/updates/messaging will come from various staff members during the school year. Guardians of students may request to speak to a staff member's supervisor, but are not permitted to pick and choose which staff members they will solely interact with.
- Please always attempt to be on time for school meetings/appointments, and reach out ahead of time if you will be late or require cancellation.
- Please feel free to reach out to school staff with any questions or concerns at any point in the school year. We will always make time for you.
- Please join us in our practice of assuming the best about the intentions of our school staff, as we in turn will always assume the best about the intentions of families and guardians.
- Please understand that you are always welcome to visit our school to check in, monitor your students' progress, or just say hi. We have an open door policy at GO-NYC. However, best practice is to please call ahead to inform the front desk that you will be visiting, or require an appointment with a specific staff member.
- If you and your student determine, for whatever reason, that GO-NYC is not the right educational fit for your child, we will respect your right to choice, and assist you in finding a more suitable educational setting.

In effort to further communicate our guiding principles, we now invite you to read and review our school mission and credo. Once you have completed both sections, we ask that you please sign, in good faith, your commitment to supporting us in this work.

### **The Mission of Great Oaks**

GO-NYC will be the leader in student growth by sparking our student's intellectual curiosity through individualized learning. Students will be supported to gain the skills they need to shape the world and not be defined by it. In order to support our students we will focus on the following graduate aims, Mastery, Leadership and Community.

### **Great Oaks Staff Credo**

"We believe that all students have voices of power to be agents of change. We are committed to empowering our students to discover and utilize their voices. We will foster our students to shape the world they live in, not be defined by it, especially as our world continues to rapidly change.

As educators, we commit to remaining optimistic through obstacles and challenges. As supporters of student growth, we continuously remind ourselves that progress occurs over time. As learners, we commit to evolving as we acknowledge and embrace our mistakes and celebrate growth. As a community, we believe in the importance of intentional inclusivity among all of our members - students, families, and staff. We recognize that mentorship can aid in the development of stronger educators, students, and communities. We strive to be models.

As a GO-NYC family, we stand ready and willing to courageously explore the strengths, challenges, resources, and relationships of the community we serve, all in the name of

understanding where our students and families come from, so that we may help them choose where they want to go."

We sincerely believe that the work of educating our children is the most important work to be done. We now invite you to read through our policies, procedures, supports, and information about how we plan to deliver rigorous education rooted in Mastery, Leadership, and Community to our students, the "Great Oaks Lions" (official mascot) of the graduating classes of 2021, 2022, and 2023.

## Daily Schedule

### Arrival/Dismissal

GO-NYC opens its doors daily to students at 7:45am, so that all students may have access to free breakfast from 7:45am - 8:00am. ***In order to safely provide social distancing, 6th and 7th graders will enter the Delancey Street entrance from 7:45am - 8:00am. 8th graders will enter the Forsyth Street entrance from 7:45 - 8:00am. At 8:01am, students are counted as late to school, and should enter via the Forsyth Street entrance and check in at the 2nd floor front desk before going to Advisory. All students will report directly to their Advisory classrooms once inside the building. Students will be escorted directly out of the building (via the same exits mentioned above) each day by their 7th period educators, and each class will be released one at a time. Please note that any student attempting to leave before his/her classes' staggered dismissal will receive a suspension hearing, as we must ensure the hallways are not crowded, in compliance with COVID-19 guidelines.*** Students and families should avoid lateness to school, as chronic lateness will affect the privileges and rewards students can earn at GO-NYC, as well as affect students' chances to be promoted to the next grade.

We strongly encourage students and families to take advantage of free breakfast, as a nutritious start to the day is one of the best predictors of academic focus throughout the school day. Students are welcome to bring outside food/drinks for breakfast and lunch, but must ensure that their table space is clean upon exiting the breakfast/lunch room. Once breakfast is over, students may not enter their Advisory classrooms with food or drinks (aside from a water bottle). ***However, please note that all breakfast and lunch will be served directly to students in their advisory classrooms until COVID-19 guidelines have been lifted.*** Please note that students are never permitted to bring glass bottles to school. Water coolers are present throughout the building for adult and student use. ***Students are reminded that sharing water bottles/drinks/food is not permitted this school year, in keeping with COVID-19 preventative guidelines.***

Please see below for an overview of our daily bell schedule for Monday, Tuesday, Thursday, and Friday. ***Please note that on Wednesdays, all students are dismissed from the building at 12:35pm.*** We kindly ask that, unless remaining for clubs/sports/school sanctioned activities, all students clear the building at dismissal time, so that we may safely keep track of who is supposed to be in the building.

6/7th Grade Monday/Tuesday/Thursday/Friday		8th Grade Monday/Tuesday/Thursday/Friday	
Period	Time	Period	Time
Breakfast	7:45 - 8:00 (30)		7:45 - 8:00 (30)
Period 0	8:00-8:30 (30)	Period 0	8:00-8:30 (30)
Period 1	8:32-9:28 (56)	Period 1	8:32-9:28 (56)
Period 2	9:30-10:24 (56)	Period 2	9:30-10:24 (56)
Period 3	10:26-11:22 (56)	Period 3	10:26-11:22 (56)
Period 4	11:24 -12:20 (56)	Lunch	11:24-11:59 (35)
Lunch	12:22-12:57 (35)	Period 4	12:01-12:57 (56)
Period 5	12:59-1:55 (56)	Period 5	12:59-1:55 (56)
Period 6	1:57-2:53 (56)	Period 6	1:57- 2:53 (56)
Period 7	2:55-3:51 (56)	Period 7	2:55-3:51 (56)
Dismissal	3:55	Dismissal	3:55

### Daily Attendance

Attendance at school is the most basic requirement for learning. Our curriculum is rigorous and demanding, and every day is essential for students. In order for students to reach their personal best, they must show up on time and make their strongest effort at school each and every day. **All families should please be aware that attendance to virtual learning (from home) and in-school learning are counted the same, and any excused reason that a student is absent/late from virtual learning should be reported to the school as well.** We need legal guardians to ensure that their children are in school/logged into virtual learning, and we ask that you do not allow your child to miss a day except for serious illness or family emergencies. That being said, we do understand that sometimes trains are delayed/cancelled, traffic builds up, or family circumstances keep students from arriving on time. In such cases, we ask that parents please call ahead to the front desk, to inform the necessary adults that students will be late for school. If you are unable to get through to the front desk, please text/call your students' grade level Dean.

### Excused/Unexcused Absences & Lateness

Any student who arrives after 8:00 a.m., or logs into Advisory after 8:00am, is considered late to school. Any student who arrives to school/logs into virtual learning after 6th Period will be marked absent for the remainder of the school day.

Absences and lateness may be excused only for illness, religious observance, funerals, court, or for a verifiable family emergency (**to include any family and/or medical hardships that come as a result of a family member/loved one contracting the COVID-19 virus**). Only absences for verified doctors' appointments, religious observance, funerals, or court appearances will count as excused absences; all others are considered unexcused. **Again, leniency in this area will extend to families undergoing hardships, due to COVID-19.**

Verifiable notes should be turned into the front desk upon return. These absences can be excused only if a written note and a phone call from the legal guardian is received at the front desk within 24 hours of the student's return to school. A doctor's note or other official documentation on letterhead is required for an absence period of more than two consecutive days. **If a student is going to be absent from school OR virtual learning, the parent/guardian should inform the school's front desk by 9:00 a.m. on the day of the absence.**

### **Attendance to Mandatory Office Hours**

***Please note that until further notice, students will not be permitted to remain after school for any reason, and after school clubs/sports will resume after COVID-19 restrictions have been lifted. However, please be advised of the following policies, for future purposes:*** Legal guardians should provide prior notice to the school in the event that a student is not able to attend a mandatory office hours session. If a student is absent from school on the day he/she has been assigned mandatory office hours, the student will be required to make up office hours the day after he/she returns to school. Students will not be held after school for any mandatory office hours sessions without Deans and/or other educators first notifying the guardian that his/her child will be staying after school. If, after speaking with the guardian, it is determined that the student cannot stay after school on that particular day, the staff member assigning the office hours will find an alternative time that works for the student/guardian.

### **Truancy**

At GO-NYC, we believe that every minute of instruction counts towards helping our students reach mastery in all of their content areas. Students who are absent from school for an unjustified, unauthorized, or unlawful reason, such as cutting, skipping, or ditching school or any similar occurrence will be denied participation in any extracurricular or sporting events (i.e. school dances, graduation, practices, and/or games, etc.). When students are chronically absent, GO-NYC staff members will always first assume the best and attempt to work with families to:

- a. Inquire why students have been chronically absent
- b. Ask that any legal paperwork to excuse current and back-dated absences be brought into school
- c. Work with families to problem solve around chronic absences
- d. Provide an overview for what students can do to get back on the academic track towards mastery.

***\*As is required by NY state law, GO-NYC staff members are designated as “mandated reporters.” While we always assume the best about our families, this means that GO-NYC staff members are required, by law, to report any instances or suspicions of chronic absenteeism due to guardian negligence/abuse to Child Protective Services and/or local authorities.***

### **Leaving Campus Without Permission**

All GO-NYC staff members are responsible for the safety and well being of our students from the time they enter the building, until the time they dismiss. As such, one of the most potentially dangerous situations that can arise in a school is students leaving the building without permission. If a student leaves school without permission, GO-NYC Administrators will utilize necessary lockdown protocols until the student has been located and is verified to be safe. With the exception of field trips, special events, and 8th grade lunch, students are not permitted to leave campus once they are inside the building. Leaving campus without authorization will result in a suspension hearing, with the potential outcome of suspension from school and/or school-based activities.

### **Early Dismissal**

In the event that the student needs to be dismissed early, ***or needs to log out of virtual learning early***, the following procedures must be followed:

- Documentation/Phone Call to the main office, prior to the day of the intended early dismissal.
- Early dismissals will not occur past 2:45 p.m. unless a phone call or documentation is made prior. Any early dismissals past 2:45 p.m. will not be allowed and students will have to wait until 3:24 p.m. unless it is an emergency.
- Students who are sick are not permitted to leave on their own and must be picked up by a parent/guardian or someone listed on the emergency contact card.
- Students are responsible for gathering all make-up work the day they return, and complete all make-up all work within a two-week period. Make-up work completed after a two-week period from the date of missed school/class will only be accepted based on special circumstance, as determined by the school staff.

### **Late Arrival**

GO-NYC opens at 7:30 a.m. to allow students time to be with their community, eat breakfast, and prepare for the school day before their classes begin. Students are on-time to school if they are in the building by 8:00am. However, students arriving to school/logging into virtual learning close to the 8:00am cutoff may be on time to school, but still late to their Advisory period. In order to support us in holding students accountable for their timeliness to school, please consider the following protocols:

- Documentation/Phone Call must occur immediately prior to the late arrival.
- Students arriving from 8:01am and onward are counted as late to school, and will have the lateness marked on their record.
- If a student receives **6 latenesses to school/virtual learning** in two week, GO-NYC staff will follow up with an attendance conference (via phone or in person).
- 8th graders in excess of **45 unexcused lateness** to school/virtual learning during the school year may not walk at graduation, and will not be permitted to enjoy “senior activities” (8th grade trip, prom, spirit week, etc).
- 6th and 7th graders in excess of **45 unexcused lateness** to school/virtual learning (all grades) face the potential of being retained, or having to make up extra days during summer school.
- Verifiable lateness due to delayed public transportation will be confirmed upon each student's arrival.

### **Make Up Work From Absences**

Students must retrieve make-up work from their teacher in person or via email. Student will be given **one day** for makeup of any work missed **for each day** student was absent. If a student is present/logged into virtual learning when an assignment is given, the student is expected to have the assignment when he/she returns unless arrangements have been made with the teacher. If an assignment is given prior to a prearranged absence, it is expected that work will be turned in the day the student returns. **Make-up work will not be accepted within 7 days of the end-of-term/report card period.**

### **Snow Days/School Cancellation**

GO-NYC will follow the New York City Department of Education (NYCDOE) school closing schedule for snow days or other weather-related issues. If the NYCDOE cancels school or dismisses early because of weather, GO-NYC will follow this lead. For closing-related information, please visit us at <https://nyc.greatoakscharter.org>

## Promotion and Retention

GO-NYC provides a rigorous, high school-preparatory educational program aimed at Mastery of all content areas, and the faculty, staff, and administration are committed to helping all students satisfy all requirements for promotion. We take the responsibility of making informed and fair decisions regarding retention seriously.

- The school will share promotion-in-doubt status with legal guardians at the end of each quarter when report cards are distributed.
- The school's administration and Principal have full authority to make all promotion decisions.
- Students with more than 45 unexcused latenesses and/or more than 20 unexcused absences may be retained at the discretion of GO-NYC Administrators. 8th graders with more than 45 unexcused latenesses and/or more than 20 unexcused absences will not be permitted to participate in graduation ceremonies and/or special 8th grade events.

### **Requirements for Promotion to the Next Grade**

GO-NYC students receive grades quarterly, in order to track their progress towards yearlong mastery. The average of the four quarters is what constitutes a student's final average and is the grade used to determine whether or not a student passes or fails. Students and families should always remember that every day of school counts just as much as the next, as we take the average of all four quarters into account when calculating a student's final grade. In order to be promoted to the next grade, students must pass with a 65% or above average in all four (4) core content classes (ELA, Math, Science, Social Studies) as well as their Electives and Tutorials by the end of the academic year. Students eligible to attend summer school may not make-up more than two classes. **If a student fails more than two classes he/she will not be promoted to the next grade.** *Please also see Grading Criteria below.*

### **Promotion for Students with IEPs**

The purpose of an IEP is to outline the support a student needs to reach mastery and an ambitious/achievable academic bar. At GO-NYC, we take the learning needs of students with IEP's seriously, and as such, all core content classrooms/virtual learning classrooms for students with IEP's will be co-taught by two educators who are specifically trained for how to plan for and respond to individual learning needs.

For students with IEPs who are held to the standard promotional criteria (NOT modified criteria):

- At the first sign a student with an IEP is at risk of retention, the school must ensure that robust and appropriate supports/communications are in place in order for the student to make appropriate academic progress.
- In the rare case where a student with an IEP is at risk of a double retention (failing 2 semesters), the school must consider using a portfolio of work to indicate or demonstrate grade level proficiency.

For students with IEPs who have modified promotional criteria and take state assessments:

- In the rare case where a student has a modified promotional criteria on the IEP, the school should clarify the exact modified criteria to students, families, and case managers, and the content they apply to (ELA and/or Math) at the beginning of the year.

- The modified criteria should explicitly outline the growth that the student will demonstrate and the way that growth will be measured.
- For students with IEPs who have modified promotional criteria and take alternative assessments:
- These students reflect a small percentage of our student population and are exempt from all standard promotional criteria; in these cases, promotion is based on meeting IEP Goals.

**Grading Policies**

GO-NYC operates within a quarterly schedule for grading with the final average of the four quarters used to determine the final grade for the school year.

Students will receive progress reports every two weeks on Mondays; legal guardians *must* attend three (3) Student Led Conferences (SLC) a year virtually or in person.

**Grading Scale**

GO-NYC uses the following grading scale.

Numerical Grade	Alpha Equivalent	Grade Criteria
90 – 100%	A	Mastery of all major & minor objectives
80 – 89%	B	Mastery of all major & most minor objectives
75 – 79%	C	Mastery of almost all major objectives but only a few minor ones
65 – 74%	D	Mastery of only a few major & minor objectives; may need remedial work
<65%	U	Insufficient mastery

**Student Led Conferences**

A student-led conference is a meeting with a student, family members, and teachers during which the student shares his or her portfolio of work and discusses the progress that they’ve made throughout the quarter. Students will facilitate this meeting and will have adequate time to prepare to share their goals, growth plan, and ways in which they will reach their goals. The Student-led conference will build students’ sense of responsibility and accountability for their learning, connecting with our school value of Mastery.

All conferences will have the option of being Virtual, any in person meetings will be facilitated in accordance with CDC regulations.

<b>STUDENT-LED CONFERENCE DATES</b>		
	<b>Conference Date</b>	<b>End of Quarter</b>
<b>Q1</b>	October 7, 2020	October 23, 2020
<b>Q2</b>	December 2, 2020	January 17, 2021
<b>Q3</b>	March 19, 2021	April 1, 2021

### **Make-ups for Assessments**

At GO-NYC, we are always driving our students towards mastery on all work, including exams. As such, please keep the following ideas in mind when students miss exams/assessments due to absence:

- Students are encouraged to be present for all exams.
- Make-up assessments may only be administered by the teacher of the class where the assessment was missed.
- Make-up assessments will be administered in accordance to the Make-up Policy mentioned above, e.g., quizzes must be made up within one week of being administered in class.

### **Homework**

Homework is an essential part of the GO-NYC educational program that will help students practice the skills for mastery. It is designed to reinforce skills taught in the classroom, to help students develop a deeper understanding of concepts, and to promote good study habits. Students should expect homework to be assigned everyday. Staff may also choose to assign projects over breaks. We expect all homework to be submitted on time, neat, clean, and thorough.

## **Academic Dishonesty**

One of the strongest lessons that GO-NYC staff attempt to instill in our students is that leadership means taking pride in your own work. Students must learn that in order to grow academically, they will be judged on the merit of their individual work. We expect students to honor other people's work and give credit in the form of reference and/or footnote or other citation for any borrowed words, ideas, or opinions, and by including quotation marks when copied verbatim. When working on a team project, credit must be given to each person who contributes.

Students must understand that copying the words, ideas or opinions of someone else without giving credit to that person in the form of citations is considered plagiarism, and this idea is continually taught and reinforced by all content teachers in all grades at GO-NYC. Whether deliberate or accidental, plagiarism is a serious and punishable offense. Students must always be responsible for their own work and not engage in any manner of cheating. As students rise into high school, and eventually college, consequences for academic dishonesty/cheating/plagiarism become more severe, and as such, we seek to prepare our scholars for the rigors of a high academic bar.

The following types of academic dishonesty will result in loss of credit and/or failure of assignment or project. The Dean of Students may also require a Mandatory Parent Conference to discuss next steps for incidents of academic dishonesty. A suspension hearing will be held to determine disciplinary actions after multiple offenses of academic dishonesty.

### **Defining Deliberate Plagiarism**

- Copying of a phrase, sentence, or a longer passage from a source and passing it off as one's own.
- Summarizing or paraphrasing someone else's ideas without acknowledging that the work is not one's own.
- Buying or downloading an essay/paper and handing it in as one's own.

### **Accidental Plagiarism**

- Forgetting to place quotation marks around another writer's words.
- Omitting a source citation for another's idea because one is unaware of the need to acknowledge the idea.

### **Cheating**

- Obtaining a copy of tests or scoring devices.
- Copying another student's answers during a test or on homework.
- Providing another student questions or answers to, or copies of, actual test questions.
- Having or using non-permitted materials during tests.
- Duplicating another student's project or work for submission as one's own work.
- Having someone other than the student prepares the student's homework, paper, project, laboratory report, or take-home test.
- Permitting another student to copy one's own homework, paper, project, laboratory report, or take-home test.
- Attempting to pass off someone else's work as your own.

## **School Culture and Discipline Mission**

Within our three graduate aims of Mastery/Leadership/Community, we cannot have student mastery and leadership without first building a fun, positive, safe, and structured school community. While our Deans of Students stand ready to support all of our students' learning and behavior needs, we recognize that EVERY adult and student at GO-NYC is responsible for contributing to a safe, respectful, cooperative community. Our mission is to provide our students with both the academic and character-building skills needed to be college and career ready. As such, positive school culture and restorative practices (to be defined below) are an important part of what we do every day. We have exceptionally high expectations for student behavior, and we "sweat the small stuff" because we believe these high standards create a safe, respectful, cooperative community.

GO-NYC promotes a positive school culture that aims to support our students with high support, high expectations, and high accountability. Therefore, students who struggle to meet behavioral expectations will always be provided with support and reasonable consequences.

From the moment our students enter the building/log onto our virtual platform and all through the day, they are expected to act in a way that benefits GO-NYC students – respectful of themselves and others. The behavior support policies and consequences apply to actions of students during school hours before and after school, while on school property, while traveling in vehicles funded by the school, at all school-sponsored events, and when the actions affect the mission or operation of GO-NYC. Students may also be subject to discipline for serious acts of misconduct, which occur off campus, and/or during non-school hours when the misconduct disrupts the orderly educational process of the school; this also includes incidents of cyberbullying. Additionally, our discipline policies hold all students to high standards.

We will make thoughtful modifications and provide additional support so that our students receiving special services have the support (consistent with their IEPs and 504 plans) they need to be successful. Through the use of proactive, preventative strategies and a discipline model that promotes restorative justice, we aim to keep all of our students in class all day, every day.

### **Restorative Approach**

As a GO-NYC staff, we recognize that the measures we take to discipline students often have greater impact than simply holding students accountable. Oftentimes in schools, students are disconnected from how their actions may have affected their school community and thus develop a distrust of school and adults, once they receive a consequence. The method GO-NYC trusts to help students understand the impact of their actions is known as "Restorative Practices." Operating under this discipline model, GO-NYC staff members will always seek to use classroom/behavior management strategies that help students understand how their actions and choices affect others.

### **Methods of Restorative Practices at GO-NYC**

All members of a school community bring with them diverse abilities, interests, viewpoints, family and cultural backgrounds. These differences can be a source of great energy and strength when members of the community value and respect one another. Using restorative practices to foster positive interpersonal and intergroup relations and to address inappropriate behavior when it occurs is a cornerstone of a progressive approach to discipline.

A restorative approach to discipline changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and how those engaged in the misbehavior will be punished, a restorative approach asks the following questions:

- What happened?
- What was the thought process at the time?
- What is the thought process now that the incident is in the past?
- Who was affected? How?
- What can we do to make things right?

**Types of Restorative Approaches (Please note that these approaches may be hosted via zoom/google hangouts, based on circumstance).**

- 1) **Circle Process:** Regular use of restorative circles within the instructional program of a school is a significant prevention and intervention strategy. The circle process enables a group to build relationships and establish understanding and trust, create a sense of community, learn how to make decisions together, develop agreements for the mutual good, resolve difficult issues, etc.
- 2) **Impromptu Restorative Conferences:** Structured, but does not require the elaborate preparation needed for formal conferences. Student guardians are not required to be in attendance for impromptu restorative conferences, but will always receive follow-up about the conference. Whenever a student has received a behavior referral (aka “write-up”), one of the next steps will always be an impromptu restorative conference involving the necessary staff/students.
- 3) **Formal Restorative Conference:** Involves more people, requires more planning and time, and are more structured and complete. Student guardians are usually required to either attend or dial into formal restorative conferences. Although a formal restorative process might have great impact, the primary goal of the formal restorative conference is to develop school community and to manage more major/ongoing conflicts and tensions by repairing harm and building relationships. Formal Restorative Conferences are also the forum for any GO-NYC moderated family mediations, when students persistently do not get along and/or severe conflict has occurred, especially involving family members of students.
- 4) **I-Statements:** Students at GO-NYC are empowered to use language that helps others understand the impact of an action. At GO-NYC we focus on the behavior as opposed to attacking the person behind the behavior. Both students and staff are taught to (and expected to) communicate their feelings using language that empowers others to understand the impact of their actions. Example: “I felt disappointed when you tried to cheat on the quiz because I care more about who you are as a person than whether you know every answer to every question in our class.”

### **Lion's Den- GO-NYC Advisory Program**

At GO-NYC, we believe that character development and Social Emotional Learning (SEL) are foundational elements to student mastery and leadership. The purpose of the GO-NYC Advisory Program is to enhance student experience through a curriculum that celebrates the identities of our student body and creates a deeper sense of community. In Middle School, students begin to ask important questions about themselves, their communities, and the world that they live in; through Advisory, we foster leadership by encouraging students to think critically and explore answers to these questions in a safe setting. The curriculum is intentionally designed by a diverse group of staff to consider all aspects of the GO-NYC student. The Advisory Program creates space to build community within the school, engage students in reflection and dialogue around ongoing school and community/world matters, assist students with exploring their identities, and promote SEL skills. Advisory will promote skills for Mastery, Leadership, and Community to equip students to go on and shape the world they live in, not be defined by it.

#### **The Role of the Advisor-**

Advisors will be a main point of contact for families and champions for students within our school community. On a consistent basis, families will be communicated with and will have the opportunity to effectively support your child. Advisors will provide assistance for students in the preparation of their presentations for Student-Led Conferences.

### **GREAT OAKS PRIDE POINTS**

Our token based economy which will be utilized to reward our students for exhibiting behaviors that align with our school values of Mastery, Leadership, and Community. When a student has earned a Pride point, they will be able to use their funds to purchase a variety of rewards according to their bank account. Students cannot lose their points for inappropriate behavior. Our goal is to increase the opportunity for all students to be celebrated for their hard work in our school community.

### **Behavior Referrals**

While as a school we believe strongly in our restorative approach, accountability is absolutely necessary. When low level behavior incidents persist after multiple redirections a teacher will provide a dean referral. Behavior referrals are reserved for student actions that jeopardize the emotional and/or physical safety of a student, a staff member, or the learning environment. At GO-NYC we empower our teachers and Fellows with the skills to keep all students in class; however, students who are harmful to the learning environment may be removed with a behavior referral.

The safety of our students, staff and school community is our uppermost priority. As we are presently dealing with the global health crisis known as COVID-19, we must be conscious of any behavior measures that endanger members of our community. In the event that students compromise their health and the health of our community members by not following guidelines that are established by the CDC and GO-NYC administration, a behavior referral will be given.

**Behavior referrals are broken up into three categories:**

- 1) **Student - Staff Incidents:** An incident has occurred either in class or on school grounds where a student has either broken classroom rules, disrupted learning, or violated the emotional/physical well-being of a staff member.
- 2) **Student - Student Incidents:** An incident has occurred between students either in school or off-campus where one or more students have violated the emotional/physical well-being of another student.
- 3) **School Policy Incidents:** An incident has occurred where a student is in direct violation of a school rule, policy or direction. COVID-19 guidelines included.

***\*For the following information, please note that all behavior incidents occurring in person, or via virtual learning, are subject to the same guidelines and potential consequences.***

**Behavior Referral Consequences**

If a student receives a dean referral, the guardian will ALWAYS be contacted by a GO-NYC staff member on the same day of the incident. The student will ALWAYS receive a consequence/next step. The severity of these consequences will vary based on the severity of the incident. Please see the graph below for a list of commonly employed consequences and rewards at GO-NYC:

GO-NYC CONSEQUENCES/REWARDS MENU (INCLUDING BUT NOT LIMITED TO):		
LOGICAL CONSEQUENCES (ALL STAFF)	LOGICAL REWARDS (ALL STAFF)	ADMINISTRATIVE CONSEQUENCES
seat change	public verbal praise/shout out	OSS/ISS/MPC (mandatory parent conference)
loss of points/credit	public academic praise/shout out	suspension hearing/disciplinary hearing
follow-up call/text to guardian	class job/privilege	removal from whole school/whole grade field trip
loss of/temporary restriction from class privilege or class job	homework pass	removal from schoolwide special event
personal or public apology	extra credit/drop lowest grade	behavior contracts/behavior points
apology letter/note (educator should provide the format)	positive text/call to guardian, advisor, coach, etc	refer incident to additional staff (coach, advisor)
written reflection/reflection assignment	written note/letter/card (ensure content is not confidential)	
"cool out" corner	Schoolwide points system	*Remember! Consequences don't always have to be negative, but they do have to make sense to students in order to be effective. Always use rationale when explaining why students are receiving a consequence. A consequence is only as effective as the students' understanding for why he/she is receiving it. Ask yourself: Is this consequence for me, or for my student?
additional assignment (should be proportional to the work not completed in class)	expedited earn	
office hours with educator (virtual only for now)	free time/preferential seating	
future restorative w/ dean (use proactive log to request)	tech time	
community service	class prize box	
check in with advisor/mentor/trusted adult	food (only as part of a planned incentive - not frequent)	
delayed earn	recommendation for student leadership organizations	
structured/monitored break	dress down pass (loop in grade level dean for this)	
loss of chromebook/tech use	academic choice/class music choice (DJ for the day)	

**Student Support Cycle (SSC)**

Each behavior referral is assigned a certain amount of behavior points based on severity.

- Persistent yellow incidents after redirection carry a behavior score of 1 point.
- Verbal pre fights and provocation carry a score of 2 points.
- Plagiarism and physical pre fights carry a score of 3 points.
- Physical aggressions carry a score of 4 points.

- All other red incidents automatically bring a student over the 12 point threshold.

Once a student passes 12 behavior points, he or she enters the Student Support Cycle. Behavior points are reset after Winter Break and Spring Break for sixth grade. Behavior points are reset after Winter Break for Seventh grade, and 8th grade students are not permitted resets, unless students enter the SSC and successfully meet all components of their agreements . Students already who have established agreements before these resets remain responsible for their agreements.

6th Grade	12 behavior points (are allowed 2 resets)
7th Grade	12 behavior points (allowed 1 reset)
8th Grade	16 behavior points (no resets allowed)

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**Student Support Cycle Level 1- Proactive Support Meeting**

The dean will meet with the student, family and any staff member the student would like to invite to develop a student success plan. This is a plan that will intentionally provide the student with clear support to improve any low level behaviors that are directly impacting the students academic and social achievement, with an emphasis on their performance in the area of Mastery, Leadership and Community. This support plan will be in place for the duration of one quarter and will be discussed during the next Student Led Conference to determine the need for any modifications to the support plan. This meeting can be held virtually to ensure the safety of all stakeholders.

**Student Support Cycle Level 2- Collaborative Problem Solving Meeting 1 (CPS1)**

The dean meets with the student, family, and any staff who would like to attend. The CPS1 agreement will last for 6 weeks with a weekly update to the family. If the contract is violated 1 time, the contract is extended by 3 weeks, For 8th grade students, the loss of one senior activity is enacted upon the first violation. If the agreement is violated a second time, it is broken, and a CPS2 will be required. If the student graduates from the agreement, his/her behavior points are reset to zero and senior activities are reinstated.

**Student Support Cycle Level 3- Collaborative Problem Solving Meeting 2 (CPS2)**

If the student breaks his/her CPS1 agreement, he/she will be placed on a CPS2 agreement. The purpose of this agreement is to increase the restrictions of the CPS1 contract restrictions, but also to increase the rigor of support given to the student. If this agreement is broken, the student goes to a FGDM (Family Group Decision Making) meeting.

### **Student Support Cycle Level 4- Family Group Decision Making (FGDM)**

If the student breaks his/her CPS2 Agreement, the student, guardians, any additional support such as coaches, neighbors, loved ones, etc. will attend a FGDM meeting. The purpose of this meeting is to provide a supportive atmosphere in a final attempt to collaboratively problem solve around behavior issues. A 10 week behavior agreement is formed. Again, the first violation will result in a three week extension, and the second violation will result in a Disciplinary Hearing.

### **Disciplinary/Suspension Hearing (DH)**

Student and family meet with members of the school leadership team to determine 1 of the 4 possible outcomes:

- 1) Return immediately without restriction and a written reflection.
- 2) Return on an extended Support agreement.
- 3) Return after additional suspension in accordance with the student support agreement.
- 4) Recommended for expulsion

### **Yellow Referrals and Red Referrals**

Dean referrals are broken down into two categories of severity: *yellow and red*. **Yellow incidents** are authorized by the teacher/tutor, and dealt with in the moment by the teacher/tutor/culture lead on duty. Yellow incidents are later submitted to the Dean of Students, who keep the incidents on file and will work diligently with the classroom teacher to develop specific interventions if a pattern of certain behaviors persist.

**Yellow incidents include, but are not limited to:** (Persistent behavior after multiple redirections from educators)

- Disruption of class (Calling out, side talk, etc.) Only if the behavior has not changed after an educator has followed the classroom discipline cycle (CDC).
- Inappropriate language (not constituting harassment/bullying/threat of a peer or staff member)
- Refusal to follow directions. Only if the behavior has not changed after an educator has followed the CDC.
- Refusal to stay in seat/persistently out of seat without permission
- Minor disrespect to staff (disrespectful comments in which profanity, threats, aggressive posturing, or excessive volume are NOT used).
- Minor vandalism (writing on the desk, sticking gum under the desk, etc.)
- Horseplay/play-fighting
- Petty theft

Aside from **Yellow incidents** being later referred to the dean, teachers, tutors, and culture leads will use logical consequences in the moment to hold students accountable for their behavior. Such logical consequences include, but are not limited to:

- Loss of credit
- Seat change
- Apology
- Loss of privilege

**Red incidents** are more serious and require the immediate attention of the Dean of Students. Red incidents are described as any incident/behavior that poses an immediate threat to the physical/emotional/ health safety of another student or an adult.

Please note that administration maintain infinite jurisdiction for all major behavior violations occurring outside of school (fighting off campus, bullying/cyber-bullying off campus, harassment of fellow students off campus, etc.) This means that students will face disciplinary action from GO-NYC administrators even if they commit such acts off campus, and after school hours, and virtually.

***Red incidents include, but are not limited to:***

- (2) Verbal Pre-fight (students are arguing and challenging one another to fight)
- (3) Physical Pre-fight (students are moving toward one another with the intention of fighting). Shoving/"Gripping up" will also usually constitute a physical pre-fight, but may vary based on context.
- (2) Provocation (One student is provoking another to fight or instigating two other students to fight)
- (3) Physical Aggression (one student punches, slaps, tackles, chokes, bites, throws a dangerous object, kicks another student with the intention of doing harm).
- (4) Fighting (engaging in physical combat - punching/kicking or attempting to punch/kick).
- (1) Plagiarism/Academic Dishonesty
- (4) Possession of drugs/alcohol/weapons
- (4) Student is suspected to be under the influence of drugs/alcohol
- (3) Bullying (persistent verbal or physical abuse based on race/gender/sexual orientation/religion/social background/age/economic status/physical appearance or ability)
- (3) Cyberbullying (persistent taunting, threatening, posting images of someone without their permission, tagging someone in an offensive post, tagging someone to imply violence or threat, filming someone without their permission, etc.)
- (3) Sexual harassment (unwanted sexual comments/unwanted sexual advances in person, in writing, or via social media).
- (4) Sexual assault (unwanted touching/groping, cornering or use of force that makes another feel sexually threatened.)
- (3) Major disrespect to staff (disrespectful comments in which profanity, threats, aggressive posturing, or excessive volume are used)
- (4) Assault on staff (physical contact initiated by student with intent to harm or threaten staff).
- (4) Terroristic threats about the school community, or community at large.
- (3) Vandalism/Destruction of major school property (Graffiti on walls/lockers/surfaces, destruction of laptops/calculators, destruction of bathroom fixtures)
- (3) Theft of money or property more than \$50
- (2) Leaving class without permission

**Red incidents** carry more severe consequences, including but not limited to:

- Out of school suspension (OSS)

- In school suspension (ISS)
- Restorative consequences
- Mandatory Parent conference (MPC) in order to return to class
- Deductions/Detention
- Loss of privilege
- Behavior contract
- Disciplinary Hearing (to determine status as a student at GO-NYC)
- Possible contacting of Police, for more serious red incidents

### **COVID-19 Guidelines and Student Discipline**

GO-NYC staff recognizes that the challenges presented by COVID-19 are unique within schools. GO-NYC staff members have received training on the guidelines for student safety, and are ready to support students in areas such as:

- Frequent hand washing/sanitizing
- Wiping down desks and work areas
- Wearing masks when not able to safely social distance
- Keeping hands to self when appropriate
- Allowing student backpacks inside the classroom spaces
- Allowing students planned mask-breaks throughout the day, as well as spaces within classrooms where requested mask breaks may occur
- Staggering class and school dismissal in order to social distance
- Traffic flow in hallways designed to limit students passing by one another
- Providing masks when needed
- daily/frequent schoolwide cleaning

With these supports in mind, we acknowledge that students will sometimes make mistakes with our social distancing/safety protocols. We stand ready to provide guidance and rational reminders when mistakes occur, and GO-NYC staff members will always model best practices for remaining safe. Our Deans and Social Workers will work directly with students to tirelessly reinforce why we all have a responsibility to keep one another safe. ***With this in mind, please note that any student actions which deliberately ignore our social distancing safety protocols cannot and will not be tolerated. Students should expect consequences (usually in the form of loss of privileges and/or suspension hearing) for deliberately breaking social distance safety protocols at GO-NYC. Examples of such behavior include, but are not limited to:***

- ***Refusing to wear masks when safe social distancing is not available.***
- ***Entering the restrooms before the bathroom monitor has said it is safe to do so.***
- ***Leaving the classroom or learning space without permission.***
- ***Purposely coughing/sneezing/spitting on others.***
- ***Purposely touching others personal items, or touching anyone's personal belongings without permission.***
- ***Repeated patterns of hand/body contact with others (either playfully, public displays of affection, or with intent to harm).***
- ***Refusing adult directions to wash hands/sanitize after an accident has occurred where multiple students may have touched the same space or item.***

***Students who exhibit a pattern of intentionally breaking safety protocols will receive a Disciplinary Hearing, with the possible outcome of only being allowed to participate in virtual learning activities for an agreed upon period of time.***

## Uniform Policy

Our dress code provides a safe and distraction-free environment for all. The uniform is always required unless students receive explicit instructions otherwise. The following list is meant to provide specific expectations regarding our uniform policy. Please be advised that the Principal or Dean of Students may use his/her judgment to decide if an unlisted item is distracting to the learning environment.

If a student arrives at school out of uniform, an attempt will be made to call home to ask if families can help fix the issue. Students with minor uniform issues (i.e. incorrect shirt or pants with a guardian note) will be permitted to attend class; however, students with repeated minor uniform infractions run the risk of losing privileges over time. Students with major uniform issues (i.e. fully dressed down, sandals, ripped/torn clothing, or clothing with inappropriate images or writing) will be allowed to return to class; nevertheless, the Dean of Students will attempt to fix the issue and ensure that a parent/guardian brings the correct uniform. The student will lose their dress down privileges for the month for the major uniform infraction. If a parent/guardian knows ahead of time that a student will be out of uniform for a specific reason, the parent/guardian should send a note that day to be handed directly to the Dean of Students, so that a confirmation phone call can be placed.

**General GO-NYC rule: Uniforms must look professional, and all items must not distract from the learning environment.**

<b>Shirt</b>	Only official GO-NYC uniform shirts are acceptable. The uniform shirt should be tucked in as part of the school uniform. Shirts must be long enough to stay tucked into the pants/skirt. The cost of a replacement uniform shirt is \$15.95 per shirt.
<b>Outerwear</b>	Student outerwear (hoodies, jackets, sweaters, coats) must be left inside lockers during the school day. Students in violation of this rule will be escorted to their locker to put their outerwear away. Students who persistently violate this rule may receive a dean referral with the consequence of either a detention, points towards loss of privileges and/or a Mandatory Parent Conference (MPC).

<b>Undershirts</b>	<p>Students may wear long or short-sleeved undershirts underneath their uniform shirt, as long as both garments can still be tucked in. Students may <b>NOT</b> wear hoodies or jackets under their uniform shirts. There should be no inappropriate writing or imaging on the sleeves of any undershirt.</p>
<b>Pants</b>	<p>Only plain solid black, navy blue, or khaki pants are acceptable. The following pants are NOT acceptable: <u>jeans, jeggings</u>; leather/faux-leather, sweat or exercise pants; pajama pants, colored, striped, designed or decorated pants; pants worn below the hips; torn, ripped or overly worn pants/faded pants; excessively large or skin tight pants including but not limited to jeggings, leggings, and tights.</p> <p>On dress down occasions, students are allowed to wear ripped jeans, but no rips above the knee or bigger than a quarter are allowed. If a student violates this rule they will lose their dress down privileges for the following month and be required to wear their uniform pants.</p>
<b>Skirts</b>	<p>Skirts must be khaki, black or navy solid in color through the length of all layers, plain or pleated front, and reach the middle of the knee in the front and the back. Any slits in skirts must stop below the knee.</p>
<b>Belts</b>	<p>Belts are not a mandatory uniform item at GO-NYC. Students choosing to wear belts should choose a belt without inappropriate imaging, writing, or an overly large buckle.</p>

<p><b>Shoes</b></p>	<p>Students may choose footwear of the color and style of their preference. <b><i>The following shoe styles are not acceptable: heels, sandals, flip flops, slip-on clogs/Crocs, slippers, boots above the knee, shoes with wheels, slip-on shoes where bottom or side of the foot is observable, and other unsafe styles to be determined by the school administration.</i></b> For students who wear boots, the boot height must stop below the knee.</p>
<p><b>Religious Considerations</b></p>	<p>Full uniform must be worn under all religious over garments. Long traditional shirt/skirts/over garments must be worn under a Great Oaks Charter uniform shirt and must be of a solid color.</p>
<p><b>Accessories</b></p>	<p>Make-up/hair brushes should not be present in the classroom. Students are permitted to wear solid color headbands 3 inches width or less, however bandanas/hats/"durags" are not permitted.</p>
<p><b>Gym</b></p>	<p><b>On specific student gym days, students are expected to wear the GO-NYC gym uniform (Go-NYC tee shirt, and GO-NYC sweatpants).</b> Sweats should not be ripped, torn, skin tight, revealing the stomach or back. In the event that a student does not wear their gym uniform on their gym day students will lose participation points for their gym class.</p>

<p><b>Virtual Learning</b></p>	<p><b>Students who opt into virtual learning, or who are in virtual learning every other day for A/B schedule, should choose one of the following tops for being on camera during virtual learning:</b></p> <ul style="list-style-type: none"> <li>- <b>GO-NYC polo shirt</b></li> <li>- <b>GO-NYC “Swag Shirts” or Sports Jerseys</b></li> <li>- <b>House colors (you will receive more information about this soon)</b></li> </ul> <p><b>If, on a particular day, students cannot present themselves to virtual learning in accordance with the guidelines above, they should still attend virtual learning. However, students are reminded to still be “appropriately dressed,” meaning that all shirts should cover their full torsos/abdomens. Please note that, after issuing warnings, educators reserve the right to remove students from virtual learning if they are unwilling to change into less revealing clothing.</b></p>
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**Cell Phone Policy**

Students are allowed to bring cellphones to school, however, cell phones are not allowed outside of backpacks, may only be used with administrative permission, and must be kept on silent throughout the course of the day. Students are not allowed to transition to classrooms/tutorials with headphones on. Students found with cell phones/tablets/headphones in use during the school without permission, will receive a warning to put their tech away, and a logical consequence. If it happens again in the same class period, educators will write the student up for a behavior referral for follow-up consequences with their grade level dean of students. Educators may also require the student to place their phone in a clean zip lock bag to be locked inside the teacher’s desk for the duration of the class period, upon which the phone will be returned. Students who consistently ignore school rules about cell phone or tech use will have a follow up conference scheduled with their guardian and grade level dean of students.

### **Sports Eligibility**

***Due to COVID-19, it is currently unclear if organized school sports will occur this school year, and being prepared with our policies for inclusion is one way we will remain hopeful that sports can eventually occur.*** Students are eligible to participate as official members of a school sports team only if they:

- Are not failing any classes
- Are not on behavior contracts/are not engaging in “unsportsmanlike” behavior patterns

### **Field Trip/Special Events Eligibility**

***Due to COVID-19, it is currently unclear if off-campus field trips will occur this school year, and being prepared with our policies for inclusion is one way we will remain hopeful that field trips can eventually occur.*** Each quarter, GO-NYC will offer a free end-of-report-period field trip to all students. Students will not be permitted to attend the trips if they are in excess of the following: 5 unexcused latenesses to school per report period, 5 unexcused absences per report period, and/or 5 behavior referrals per report period (subject to change as needed). Students failing more than 1 class will not be allowed to participate in the aforementioned field trip.

### **Student Searches**

***Due to COVID-19, students will begin the school year carrying all books and belongings in backpacks, from class to class. Students will not be permitted to use lockers at any time throughout the day, and lockers will not be assigned until COVID-19 guidelines have been safely lifted. With that in mind, please be aware of the following locker/student search policies.*** GO-NYC staff members will always assume the best about our students, and searches of student property will only occur when there is reasonable suspicion that a student may be in possession of item(s) that pose legitimate threat to our school community. Random locker/student searches do not occur at GO-NYC. That being said, personal property of students can be searched with reasonable suspicion. An administrator who is the same gender as the student must do the search, and there must always be a second staff member present as a witness. Legal guardians will always be notified after a search.

### **Lockers and Locks**

***Due to COVID-19, students will begin the school year carrying all books and belongings in backpacks, from class to class. Students will not be permitted to use lockers at any time throughout the day, and lockers will not be assigned until COVID-19 guidelines have been safely lifted. With that in mind, please be aware of the following locker policies.*** Students and legal guardians must be aware that a student's locker is school property and is subject to the search guidelines presented in the preceding section. All locks must be issued by the school; any other lock will be removed without notice. Students have the option of purchasing a lock from the school for \$2 or may opt to not use a lock on their lockers. However, please keep in mind that GO-NYC is not responsible for property that has gone missing/stolen due to students/families electing not to use a lock.

## Student Safety Policies

### Supervision of Students

At GO-NYC, our school community should always feel warm and welcoming to our students, and we truly seek to make our environment a haven for learners. However, in order to ensure student safety, we must always commit to appropriate supervision of students. Unless given special permission, students are not allowed to enter the school building prior to 7:30am. Once in Advisory for breakfast, students are not permitted to leave (with the exception of a bathroom pass) until dismissed by their Advisors. ***At this time, students will not be permitted to stay after school, unless given special permission based on circumstance. However, please be informed of the following after school supervision guidelines, to go into effect once COVID-19 preventative measures have been lifted.*** Once school is dismissed at 3:51pm (12:35pm on Wednesdays), any students not remaining for clubs, sports, office hours, extra help, or any other verified school program must exit the premises. Any student in the building after 3:51 p.m. must have a signed permission slip (in compliance with club/group/sports norms) and must be with a staff member. Students who engage in patterns of attempting to linger in school without permission, or enter the building prior to opening, may receive a Suspension Hearing to determine next steps/consequences.

Please also note that there are certain areas of the school building that students are not allowed to access during the day, unless under supervision:

- Empty conference rooms
- Empty classrooms or learning spaces
- Stairwell leading from 3rd floor towards the roof
- Stairwell leading from 2nd/3rd floor to Delancey entrance
- Stairwell leading from 2nd/3rd floor to Forsyth entrance
- Elevator
- First floor lobby areas (Delancey and Forsyth)
- Storage closets
- Emergency exit vestibules
- 2nd floor back hallway (by room 219)
- Staff kitchen

Students who attempt repeated patterns of accessing these spaces without staff supervision may receive a Suspension Hearing to determine next steps/consequences.

Please also note that, for any given field trip/out of school learning experience, the guidelines for supervision of students is 1 adult staff member for every 10 students. These guidelines may shift to support students who require additional supervision, as stated within their IEP. Student guardians may act as trip chaperones on certain occasions, however, guardians/family members will not be counted within the 10:1 chaperone ratio. Student guardians may not ask for/expect financial compensation for assisting with school sanctioned field trips/events.

### **Fire Drills and Emergency Response**

Posted in every room is a map detailing the required evacuation protocol. Students are to follow their teacher according to that map and to stay with their class. In the event of a fire drill or fire, students must not stop at bathrooms or lockers. They must go directly outside and stay with their class in the designated location until given further instructions. Any student violating this procedure is jeopardizing the safety of the school and will face consequences including

possible suspension hearing. ***In addition, any student not following COVID-19 social distancing guidelines during fire or emergency drills will face consequences including a possible suspension hearing.*** There is to be no talking whatsoever during a fire drill. Safety depends on our ability to move efficiently and as quickly as possible without the distraction of noise. Students must follow all adult directions regarding any other emergency response including lockdown and “shelter-in-place.” All staff and students will practice emergency response protocols on a regular basis. ***Any students logged into virtual learning during the time of an emergency drill should follow the instructions of their teachers during that time.***

### **Personal Safety Outside of the Building**

To maximize personal safety outside the building, it is recommended that students stay in groups if possible and do not wear earbuds/earphones, talk on cell phones, or count money while walking down the street. Also, students should not engage in taunting conversations with other individuals. If students are threatened, they should go to a business or a public area as quickly as possible. Ask to call the police. If students are threatened in the vicinity of GO-NYC, students are recommended to return to school while calling their family members and/or police.

### **Guests**

GO-NYC is a family-friendly open community. Guests must always obtain a visitor’s pass from the second floor, front desk and must be accompanied by a staff member when traveling through the school building. Whenever possible, it is best practice for potential guests to please call ahead and inform the front desk of their intended visit time/purpose. This protocol will limit the amount of situations in which a guest may be denied entry to school, based on special circumstances. ***However, please be aware that, in order to remain in compliance with COVID-19 guidelines, GO-NYC reserves the right to deny guests to the building based on adherence to restrictions for maximum capacity.*** Please note that GO-NYC will follow any lawful guidelines to not permit access to guardians/family members with whom students are not allowed to have legal contact, as per their legal guardians. Any persons claiming to be legal guardians, but cannot be properly verified, will not be allowed to access the school building.

### **Bathroom Policy**

At GO-NYC we believe students actively engaging in rigorous lessons is essential for academic success. Leadership means that, as students grow, they learn to regulate their bodily patterns so as to not require a visit to the bathroom during every class period of the day. However, when a student needs to use the restroom during class, he or she will communicate this to the educator(s) within the learning space. Students will then be granted permission to exit class with the bathroom pass, but please note that there may be a wait list if more than one student is requesting use of the bathroom at the same time. Students are encouraged to please only use the bathroom when out with the bathroom pass, and avoid visiting other classrooms/tutorial spaces/offices. Students are permitted to quickly stop at their lockers when out with a bathroom pass, but must still refrain from using cell phones.

GO-NYC teachers and tutors will not allow students out of the classroom during the first/last five minutes of class (5/5 rule). However, we understand that our students and staff are people. Students are also allowed to use the restroom during transition, but GO-NYC staff will limit the amount of students permitted into the bathrooms at once, in compliance with COVID-19 guidelines. ***Students who have legitimate medical issues and require more frequent usage of the restroom should provide a doctor's note to the main office so that a permanent bathroom pass can be issued. Students with medical bathroom passes may use the bathroom at their own discretion, but must still communicate to their teachers/tutors that they need to leave the classroom.***

### **Code of Conduct For Computer Use (1:1 Computing)**

At Great Oaks, we are pleased to provide computer equipment, computer services, and Internet access to its pupils and staff for education purposes. The purpose of providing technology resources is to improve learning and teaching through research, teacher training, collaboration, dissemination and the use of global communication resources. ***Additionally, student usage of chromebooks via virtual learning will be essential for students to show what assignments and concepts have been mastered as they work from home.*** School administration will monitor all network activity on the network/computers in any for necessary to maintain the integrity of the networks, ensure proper use, and to be in compliance with Federal and State laws that regulate internet safety. ***Please also note that any internet searches conducted during school hours that reflect interest in self harm, or harm to others, will be filtered to our school social work and culture teams, in order to swiftly ensure student safety.***

The following prohibited behavior and/or conduct using the school's computers includes, but is not limited to:

1. Sending or displaying offensive messages or pictures;
2. Using obscene language and/or accessing material or visual depictions that are obscene as defined in section 1460 of Title 18, United States Code;
3. Using or accessing material or visual depictions that are child pornography, as defined in section 2256 of Title 18, United States Code;
4. Using or accessing material or visual depictions that are harmful to minors including any pictures, images, graphic image files or other material or visual depictions that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

5. Depicting, describing, or representing in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors;
6. Cyber-bullying;
7. Inappropriate online behavior, including inappropriate interaction with other individuals on social networking sites and in chat rooms;
8. Harassing, insulting, or attacking other;
9. Damaging computers, computer systems or computer network/computers;
10. Violating copyright laws;
11. Using another's password
12. Trespassing in another's folders, work, or files;
13. Intentionally wasting limited resources;
14. Employing the computer networks/computers for commercial purposes; and/or
15. Engaging in other activities that do not advance the educational purposes for which computer networks/computers are provided.

Violations of the Great Oaks NYC Code of Conduct for Computer Use may result in a loss of access as well as other disciplinary or legal action. The consequences for violations of this Policy shall be determined within a suspension hearing, or Disciplinary Hearing, led by GO-NYC administrators.

Users have no right to privacy while using Great Oaks Charter School's Internet Systems and waive such rights herewith. The school monitors users' online activities and reserves the right to access, review, copy, store, or delete any electronic communications or files. This includes any items stored on Department-provided devices, such as files, e-mails, cookies, and Internet history.

Great Oaks Charter School reserves the right to disclose any electronic activity, including electronic communications, to law enforcement officials or third parties, as appropriate and consistent with applicable law. The school will fully cooperate with local, state, or federal officials in any lawful investigation concerning or relating to any illegal activities conducted through the school's Internet Systems.

### **Student Responsibilities**

#### **Responsible students carefully use computers, other hardware, and printers.**

Students will leave a computer working in the same condition as they found it, namely by making no setting changes that alter the computer's appearance or function; avoiding damage to the mouse, keyboard, printers, and furniture; and keeping the computer, monitor, keyboard, mouse, and furniture clean.

#### **Responsible students should practice leadership by using the Internet appropriately.**

Students are responsible for all web pages accessed. Students must earn Internet authorization by signing and returning the Acceptable Student Technology Use Policy. Students should not give out any personal information such as address, telephone number, parent's work address, or telephone number or any other person's address or telephone number without parental permission. Students should tell their teacher, Dean of Students, Director of Operations, or parent/guardian immediately if they experience an uncomfortable situation. Students should never agree to meet or to send any picture to someone they have communicated with online. Students will learn to check their email accounts on a regular

basis. Teachers will sometimes communicate to their students and request assignments via email to prepare students for high school and college.

**Responsible students respect the privacy and rights of others.**

Students must keep their computer accounts and passwords private; if students have a group project, they will arrange with their teacher to create a shared folder for that particular assignment.

- Students may not access records of other students.
- Students may not alter any network address or identifiers.
- Students may not copy software from computers or destroy or damage another person's files or messages.
- Students must not attempt unauthorized entry to any area of the network or interfere with or disrupt any computer, network, source, or equipment, regardless of who may own, operate, or supervise it.
- Students must create their own work and properly cite research sources. Copying someone else's work is plagiarism and may result in a failing grade and disciplinary action.
- Students may not use school computers, the school network, or the Internet (whether in school or not) to make inappropriate or negative comments about other students, teachers, administrators, or the school.
- Inappropriate comments made about students or staff, **EVEN WHEN FROM COMPUTERS OTHER THAN THOSE AT SCHOOL**, may be investigated as inappropriate behavior and/or harassment and may be investigated by the Dean of Students and Executive Director.

**Responsible students maintain the integrity of the school network.**

Students have the responsibility to report all violations of privacy. Students are accountable for all email sent or received under their user accounts. Students may not use the network to play games, use chat programs, listen to music, watch videos unrelated to a school assignment, participate in "chain letters/chat threads," write in non-school blogs, participate in online chats, or engage in any for-profit commercial activities including advertising or sales. It is the student's responsibility to follow all computer rules and follow classroom rooms around computer usage.

Students should not expect that files stored on school-based computers or servers will be private. Electronic messages and files stored on school-based computers or stored outside the school using the school's Internet account may be treated like school lockers. The school reserves the right to monitor any and all emails/messages sent on or within school property. All administrators and teachers have access to stored files and email. Administrators and teachers may review files and messages at any time to maintain the integrity of the system, to ensure that students are acting responsibly, to conduct the business of the school, and to comply with legal requirements.

Failure to comply with the Code of Conduct for Computer Use may result in loss of computer privileges as well as other penalties: dean referral.

## **Cyberbullying**

***At GO-NYC, we understand how important it is that our students and community members feel safe online, as many portions of our learning this year will be conducted through virtual learning. As such, it is essential that students and families understand what defines “cyberbullying” and why we take it so seriously.*** The law defines

“cyberbullying” as the use of digital information and communication devices to willfully and repeatedly hurt either a person or persons through the medium of electronic text, photos, or videos. Examples of this behavior include but are not limited to:

- Sending false, cruel, vicious messages
- Creating websites that have stories, cartoons, pictures, and jokes ridiculing others
- Breaking into an email account and sending vicious or embarrassing materials to others
- Engaging someone in electronic communication, tricking that person into revealing sensitive personal information and forwarding that information to others
- Posting of a student picture without their permission

The online activities and technologies often used by students engaged in cyberbullying include but are not limited to social networking sites, chat rooms and discussion groups, instant messaging, text messaging, computers, cell phones and personal digital devices, digital cameras, cell phone cameras, and webcams. As new technologies emerge, they too may be included with the above forms of electronic communication.

## **Reporting, Investigation, Intervention, and Prevention of Cyberbullying**

### **Reporting Cyberbullying**

- If a student feels that he/she is a victim of cyberbullying, or witnesses a student being bullied, the student may report the incident to the Dean of Students. Students may report cyberbullying situations anonymously.
- If a parent or guardian suspects cyberbullying, s/he may report it to the Dean of Students.
- Any staff member who witnesses or receives any report of cyberbullying shall notify the Dean of Students.
- All reports will be documented and maintained for the duration of the students' tenure at the school.
- The school will maintain a list of the number of confirmed acts of cyberbullying, without specific names. The school will make the list available upon request and will provide the number of confirmed acts of cyberbullying as required to the State Department of Education.

### **Investigation**

As with any situation involving a breach of school culture, the Dean of Students will take the following action:

- The Dean of Students will investigate legal guardians' reports, student reports (anonymous or otherwise), and/or evidence of cyberbullying to determine the proper action. Please note that no disciplinary action will be taken solely on the basis of an anonymous report, as all reports must first be proven valid before action is taken.
- The Dean of Students will then meet with and question the student(s) accused of bullying, as well as the student(s) being cyberbullied. ***Students not directly involved in the initial instance of bullying, but who forward/repost***

***posts/screenshots/images/etc. of cyberbullying (instead of reporting it) should be cautioned that such behavior also constitutes cyberbullying.***

- The Dean of Students or his/her designee will call the legal guardians of all students involved in verified incidents of cyberbullying and inform them of the incident, the school's response, and the consequences. ***Please note that, while we will always seek the most restorative outcomes possible to resolve incidents of bullying/cyberbullying, the physical and emotional safety of students is our most important responsibility. Thus, extreme and/or persistent incidents of verified bullying and cyberbullying may lead to potential suspension hearings, suspensions, and possible removal (expulsion) from the Great Oaks community. Guardians can assist in preventing any of these outcomes by monitoring their childrens' social media accounts, etc., as many students are not yet of the age where they fully understand the potential impacts and consequences of bullying/cyberbullying.***

### **Prevention**

GO-NYC school will send consistent messages to students throughout the school year that bullying is not part of our school's culture and will not be tolerated. Prevention may include, but is not limited to the following:

- The school will maintain rules prohibiting cyberbullying, harassment, and intimidation and will establish appropriate consequences for those who bully other students.
- As part of our character education program, the school will provide time and age appropriate curricula for all classes to discuss bullying in school and the effects of it.
- The school will work to protect the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.
- The school will discuss GO-NYC core values with legal guardians during orientations.
- The school's Wednesday PD program will contain a time to discuss promoting positive school culture including character development and bullying prevention.
- The school will use common time with students to discuss cyber safety and cyberbullying issues with students.

### **Discipline of Students with Special Needs**

Students with disabilities may be disciplined in accordance with the procedural safeguards set forth in both federal and state laws and regulations under the IDEA (Individuals with Disabilities Education Act) and/or Section 504 of the Rehabilitation Act.

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

Students with IEPs who earn repeat behavior referrals may first be referred to the Director of Inclusive Learning and/or Case Manager for additional support before traditional school based consequences are imposed, as GO-NYC Deans of Students are trained to reference student IEP's/additional support documents to ensure that discipline and support are consistent with IEP parameters.

Students for whom the Individualized Educational Plan (IEP) or Section 504 Plan includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the Director of Inclusive Learning, CSE or Section 504 team for consideration of a change in the BIP and/or IEP.

If a student identified as or suspected of having a disability is suspended from school for a total of nine school days (consecutive or non consecutive), a CSE or Section 504 Team meeting shall be promptly convened to determine whether the misconduct is a manifestation of the student's disability.

Legal guardians shall be informed of the need to convene a Manifestation Determination Review (MDR) meeting on the date on which the decision to discipline a student is made, or as soon as possible thereafter. The legal guardians of the student shall be provided with a procedural safeguards notice setting forth their rights under the IDEA. As soon as possible but no later than ten (10) school days after the date on which such a decision is made, the CSE or Section 504 team shall meet and review the relationship between the child's disability and the behavior subject to disciplinary action.

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability for that particular behavioral event. The student shall receive an alternative educational plan in accordance with the IEP as modified by the CSE in light of the discipline.

Legal guardians may request a due process hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If the CSE finds that the misconduct was a manifestation of the student's disability, the CSE and school shall consider the student's misconduct and revise the IEP/BIP to prevent a recurrence of such misconduct and to provide for the safety of the other students and staff. If

there is no current behavior intervention plan, the school, in consultation with the CSE must also develop a plan to address the behavior that led to the disciplinary action.

**Provisions of Services during Referral**

Those students removed for a period less than ten (10) consecutive days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension.

During any subsequent removal that, combined with previous removals, equals ten (10) or more school days during the year, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher CSE or Section 504 Team, shall make the service determination.

### **Student Support: GO-NYC Social Work Team**

The GO-NYC Social Work Team consists of counselors who are trained to address the social, emotional, behavioral, and mental health needs that serve as obstacles to student potential towards mastery, leadership, and community. We strive to promote a school environment that supports a sense of belonging, the development of positive relationships, and enhanced self-esteem and empowerment.

Our services include:

- Providing individual and group counseling
- Assisting in crisis intervention, as needed.
- Facilitating non-mandated shared interest group counseling.
- Contributing to students' Individualized Education Plans (IEPS), when applicable
- Collaborating with educators, families, and community agencies to advocate for student services and students' best interests
- Utilizing family strengths to enable families to function in ways that support their children's education and well being
- Providing resources and information pertaining to community services/agencies and making referrals to appropriate agencies
- Assisting staff in responding to behavioral concerns by enhancing their knowledge of social/emotional needs
- Going on home visits, as needed, to assist families in need of additional care

We are eager to join you in supporting your child as they learn to understand the intersection of family, community, and cultural differences while navigating the school system and their peers. We invite you to reach out to the team at [gonycsocial@greatoakscharter.org](mailto:gonycsocial@greatoakscharter.org) to schedule an appointment at any time.

***\*Please note that counseling sessions with students are strictly confidential unless there is reason to believe that the student intends to seriously harm self, other, or is suspected of being harmed.***

### **Students' Rights**

The right of students to freedom of expression shall not be abridged, provided that such right shall not cause any disruption or disorder within the school. Freedom of expression shall include without limitation, the rights and responsibilities of students, collectively and individually, (a) to express their views through speech and symbols, (b) to write, publish, and disseminate their views, and to assemble peaceably on school property for the purpose of expressing their opinions. Any assembly planned by students during regularly scheduled school hours shall be held only at a time and place approved in advance by the Principal (or designee).

No expression made by students in the exercise of such rights shall be deemed an expression of school policy, and no school officials shall be held responsible in any civil or criminal action for an expression made or published by students.

### **Freedom of Speech**

Students' right to free speech comes with the following restrictions:

- What a student says may not disrupt the work and discipline of the school in a material or substantial way;
- A student's words may not incite others to disrupt the work or discipline of the school or disobey the laws;
- No students may be obscene;
- Students may not say (slander) or write things about (libel) another person that damage that person's reputation and are not true, if they know the statement to be false or don't care whether it is true or false; and
- Students may not use fighting words, i.e., words that are likely to produce a violent action including racial, sexual, ethnic, or religious slurs.

### **Freedom of Press**

Students may express their opinions in publications and other written material as long as it follows the standards of good taste. Unofficial or underground publications distributed at school will not be censored so long as they are signed by the author(s), and are not disruptive, defamatory, obscene, or containing "fighting words." GO-NYC reserves the right to regulate the content of "school-sponsored express activities." Any signs posted must be signed by the person who puts it up and must be posted in the designated area in the school.

### **Freedom of Religion**

Students have the right to be absent from school for observance of the holy days of their religion. legal guardians/legal guardians must notify the school office in writing prior to the absence. An absence for religious reasons does not count as an official absence from school.

### **Right to Equal Education**

GO-NYC students cannot be prevented or discouraged from participating in any school activity because of race, gender, sexual preference, religion, national origin, or disability.

### **What To Do If Rights Are Violated**

Students are encouraged to talk to their teachers, Principal, or someone else in the school. Any member of the school community who believes he/she has been subject to or bears witness to discrimination on the basis of race, gender, age, sexual orientation, religion, national origin, disability, or disability may file a complaint with the Principal. The Principal will make a determination in the matter. If that determination is unsatisfactory, the member of the school community can request a hearing before the Executive Director by submitting a request in writing to the school office.

### **Student-Initiated Groups**

Non-curriculum-related student groups can meet on school premises for purposes of religious, political, or philosophical discussion during non-instructional time if approved by the Principal, subject to the following:

- Attendance at the meeting must be voluntary and student initiated;
- The meeting will not be school-sponsored;
- One or more school employees shall be present in a non-official capacity only.
- Non-school persons may not direct, conduct, control, or regularly attend meetings; and
- All school rules, applicable laws, and the constitutional rights of other persons must be observed.

Approval by the Principal may not be denied on the basis of the religious, political, philosophical, or other content of the speech at a meeting unless the meeting does, or is likely to, materially and substantially interfere with educational activities within the school, is unlawful or is in violation of any applicable School District policies or school rules.

Non-curriculum related student groups shall also be granted the following:

- Access to classrooms in the school for meetings and events during non-instructional time.
- The ability to submit student group announcements to be made during advisory periods;
- The opportunity to hold fundraising activities and engage in community service;
- Access to any public forum where announcements and events are communicated; and
- Inclusion of the group in the school yearbook.

Non-curriculum related student groups cannot participate in or make presentations as a group to town hall assemblies held in the school. In addition, the school shall not expend public funds to non-curriculum related student groups for transportation, teacher/sponsor salary, textbooks, equipment, uniforms, activity accounts, and anything else beyond the cost of the activities and opportunities listed above.

## **Medical Policies**

### **Records and Physical Exams**

In order to enroll at a GO-NYC, every student must have an up-to-date physical and health records, including immunizations. Students will be excluded from school until that record is provided or until record of an upcoming medical appointment is provided by parent/guardian.

### **Medications**

If a student requires medication during school hours, the distribution of the medications will be supervised by the Nurse or the Office Manager under the following guidelines required by state law:

- Prescription medications must be supplied in the original pharmacy container; the container must be identified with the following information: Student name, Name of Medication, Doctor's Name and Phone Number, Pharmacy and Phone Number;
- Legal guardians must sign the appropriate administration forms; and non-prescription medications must also be supplied in the original container and must be accompanied by written consent from parent/guardian.
- The school's Office Manager, Diane Marrone, is the primary person and back-up person authorized to administer medication in the absence of the school nurse. All medication must be placed in a locked box at the front desk. In order to administer any prescribed medication to a student or child, there must be a doctor's note on file. For any over the counter medication, a note signed by the parent with directions must be present. Furthermore, a log will be kept on file that indicates the following: Name of Student/Child, Name of Medication, Date, Time, and Who Dispensed Medication.
- Students are responsible for coming to the front desk to receive their medications at the appropriate time. Students are not allowed to have medications in their possession or in their lockers. This includes any over-the-counter medications.

### **Healthy Foods**

Student nutrition and health is important at GO-NYC schools. Meals (breakfast and lunch) served to students via GO-NYC's Dining Services team will always be prepared and stored within the standards and protocols of the NYC Department of Education. Students who choose to bring food to school are politely reminded that poor eating habits can adversely affect student performance by causing, among other things, a lack of focus, low stamina, and/or behavioral outbursts – and, of course, long-term health consequences.

Teachers and staff planning fundraisers or other school-related events are encouraged to consider healthy food choices, when possible.

## **Respectfulness Code**

GO-NYC encourages family partnership and seeks to maintain a warm, respectful relationship with our families. We work hard to ensure that the school's values permeate all interactions with our families and students. Both school staff and legal guardians are responsible for ensuring that all communication is mutually respectful.

While we encourage legal guardians to share any and all concerns with the appropriate school staff, the school will retain the right to end any meeting or phone conversation in which the volume, tone, or substance of the communication is rude (name-calling or frequent interruptions), profane (cursing or profane language), or threatening. When conversations have clearly gone past the point where productive problem-solving is an option, the school reserves the right to end the conversation and schedule additional time at a later date. Conversely, legal guardians have the right to end conversations if staff members are not displaying mutual respect and should inform the school Principal or Assistant Principal about the incident.

The school reserves the right to require legal guardians or community members who violate the civility code to provide written requests for meetings, outlining the nature of the concern and with whom they would like to speak.

## **Additional Information**

### **Every Student Succeeds Act**

The Every Student Succeeds Act of 2010 formerly known as the Federal No Child Left Behind Act of 2001 requires school districts that receive federal Title I funding to notify legal guardians of their right to know the professional qualifications of the classroom teachers who instruct their child. GO-NYC is a Title I school.

As a recipient of these funds, GO-NYC will provide you with this information in a timely manner if you request it. Specifically, you have the right to receive the following information about each of your child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

GO-NYC is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. Please feel free to contact the school if you wish to receive this information or if you have any questions.

### **Public Documents / Freedom of Information Act (FOIA)**

GO-NYC fully complies with the Freedom of Information Act (FOIA). Any requests for school records or information from the school must be in writing and submitted to the principal or his/her designee(s).

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;
- 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.
- If the person requesting information is denied access to a record, he/she may, within thirty (30) days, appeal such denial to the principal or his/her designee(s). Upon timely receipt of such an appeal, the school, within ten (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. If further denied, the person requesting information may further appeal through an 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 for which disclosure is precluded by state or federal law;
- 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 that are not statistical or factual tabulations of data, instructions to staff that affect the public, a final policy, nor external audits.

The school may charge a copying fee for each page requested to be copied. The fee can be no more than the fee allowed by state law.

### **Use of Pictures & Videos of students**

GO-NYC often takes pictures and videos of students during regular school activities to capture the joy and excitement of learning that takes place and to celebrate the accomplishments of our teachers and students. Pictures and videos taken of students and staff are used for various school-related purposes.

We put pictures of students and staff in our student information system so that teachers and staff can identify all students and call them by name (internal); we publish photo directories of students and staff (internal); and we post pictures of students and staff at the school (internal).

GO-NYC uses its websites and social media sites to celebrate the success stories and great achievements of our students. We use photographs, videos and other digital tools to complement our narrative of that success. We therefore advise the following:

- Photographs or videos of children will only be displayed through our various platforms. Consent is provided through the signing and agreement of this handbook.

- Children will not be named in full. Should their full name be used at any stage, verbal permission will be sought by parents/guardians.
- No child shall be photographed and named under that photograph specifically if they are the only student photographed.

If the parent does not want his or her child's photo to be used for such purposes, he or she should let the school's administration know in writing.

By signing the Student-Family Handbook form legal guardians are consenting to allow their child's photo to be used for external purposes. If the parent does not want his or her child's photo to be used for such purposes, he or she should not sign the media release.

### **Family Education Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funding under an applicable program of the U.S.

FERPA gives legal guardians certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

In accordance with FERPA law:

- Legal guardians or students over 18 years of age have the right to inspect and review the student's education records maintained by the school.
- Legal guardians or students over 18 years of age have the right to request that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing.  
The issue will first be heard by the superintendent of GO-NYC or the superintendent's designee. If the parent or eligible student is still not satisfied with the decision of the superintendent or the superintendent's designee, a hearing with the board of trustees or a designated subcommittee of the board may be requested. The decision of the board of trustees or its designated subcommittee is final.
- The school may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. Any parent who does not want such directory information included should contact the Director of Operations.
- This listing in the parent handbook serves as the school's annual notification of legal guardians and eligible students of their rights under FERPA.
- Generally, the school must have written permission from the parent or eligible student in order to release any information from a student's education record.

However, the school may disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;

- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law.

**Family Commitment**

***I, \_\_\_\_\_, parent/guardian of \_\_\_\_\_  
acknowledge that I have received a copy of the GO-NYC family handbook. Aside from  
the information received at orientation, I commit to reviewing the contents of the  
handbook to remain informed of all GO-NYC policies, procedures, and supports. I  
commit to playing an active role in the education of my child.***

Guardian Name \_\_\_\_\_

Guardian Contact Number \_\_\_\_\_

Guardian Contact Email \_\_\_\_\_

Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

***Families who do not review this document, yet continue to keep their children enrolled  
at GO-NYC, acknowledge that all of the aforementioned policies are valid and  
enforceable.***

***We thank you for your cooperation and look forward to partnering with you as a  
member of the Great Oaks NYC community!***

**Great Oaks NYC Charter School**  
**Accepted Use Policy, 2020-2021 School Year**

**Student Responsibilities For Accepted Use of Chromebooks, school computers/technology**

1. When using school computers, I will: use “good manners,” use appropriate school language, never tell anyone my home address or phone number, never post my picture on the internet without permission of my parent(s) and teacher, fellow, school leadership and not look at or use anyone else’s work without permission.
2. I will show respect for: all interaction with people, all hardware, and software that I use. I will not intentionally damage, destroy, or vandalize data, files, equipment, or other technology resources.
3. I will not install “pirated software” or knowingly use disks nor circulate e-mails and other virtual communication with viruses.
4. I will use only appropriate language when writing on the computer.
5. I will limit my use of the Internet to only appropriate learning activities. I will not use games or other electronic resources that have objectionable content or that engage me in an inappropriate simulated activity.
6. I will not share personal information about myself or anyone else on the internet. This includes name, address, phone number, photograph, etc.
7. I understand that anyone can read the messages I send from the computer, that work stored on the computer is not private, and that once I write or post anything on the internet, it “never goes away” and can be later accessed by anyone.
8. I understand that GO NYC is the owner of all electronic content both on its devices and any content sent from GO NYC devices, e-mails, and platforms.
9. I will keep my passwords private and will only use my own accounts and not those of others.
10. I will not use anything from the computer or Internet or send anything over the Internet that belongs to someone else without their (preferably written) permission.
11. I will not upload, link, or embed an image of myself or others to unsecured, public sites without my teacher, fellow, school leadership’s permission and a signed parental permission slip.
12. I will not violate copyright laws or use the ideas or words of others without giving the appropriate recognition to that source or securing permission to use the information from the source.
13. I will not visit or log into any unauthorized websites on school property or on my personal

electronic property while on school premises or during school events and activities. This includes sites that contain violent, offensive, hate-themed, pornographic, or other explicit material.

14. I will not use any electronic devices in school or on school grounds without the permission of my teachers, Fellows, or school leadership.

15. I will not lead nor participate in any cyberbullying (the use of electronic communication to bully a person) or virtual threats or harassment of any GO NYC students or staff.

16. I will report any problems or issues with use of technology equipment immediately to GO NYC<sup>[2]</sup>.

**Parent Responsibilities**

1. Make sure that your child acts responsibly when handling technology and in using the internet; this includes: knowing and understanding the discipline code and using social media guidelines.

2. Keep track of your child’s online use when they are not in school including mobile apps, online, games, chats and messaging, and other social media.

3. Share values with your children and talk with them about what is and is not acceptable online behavior<sup>[3]</sup>.

I understand that the violation of any of these expectations may result in: limitation of device or internet access and usage, confiscation of electronic device(s), discontinuation of electronic devices/access/resources, or other school appropriate consequences.

Print Student’s Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Student’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Parents:** I have read and understand the expectations stated in the Accepted Use Policy. I give permission for my child to responsibly use electronic devices, resources, the internet on a conditional basis and upon adherence to this agreement.

Print Parent’s Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_