GROWING UP GREEN CHARTER SCHOOL FAMILY HANDBOOK

MISSION STATEMENT

The Growing Up Green Charter School empowers children to be conscious, contributing members of their community through a rigorous curriculum and an engaging green culture. Graduates of GUGCS will be prepared to attend high-performing schools where their interdisciplinary academic foundation, knowledge of sustainability and strong sense of self sets them apart as leaders of the future.

VISION STATEMENT

At GUGCS, we envision an inclusive and diverse school community that places students powerfully at the center of their education through authentic, relevant and rigorous learning experiences, grounded in inquiry; a community that is devoted to doing the work needed to create a space where equity in regards to race, ethnicity, class, sexual orientation, gender, and ability, is a given. GUGCS graduates will be innately curious learners, open-minded thinkers, compassionate critics, productive problem-solvers, and passionate challengers of the status quo who embrace differences instead of finding them divisive. GUGCS graduates will take action to promote a more environmentally sustainable future. A growth mindset will define how graduates view themselves and others in the context of learning, adversity, and the world around them. GUGCS graduates will be prepared to be leaders of the future.
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1. THE SCHOOL DAY
GUGCS school hours are 7:55 am to 3:15 pm.

At GUG 1 ES, school doors open every morning at 7:20 am.
At GUG 2 ES, school doors open every morning at 7:30 am.

Students are not allowed in the building prior to school doors open. Parents must wait outside with children until the building opens.

Students who arrive to the classroom after 8:10 are marked as tardy. Dismissal time is 3:15 pm.

2. VISITORS
A receptionist or security officer is stationed at the front door from 7:00 am until 7:00 pm. All visitors must show a valid form of identification, sign in with the security officer, and wait at the security desk until a staff member is ready to retrieve them. For safety reasons, visitors are not allowed to go to any room other than security desk or main office. It is required that you schedule an appointment and have it confirmed with GUGCS staff prior to arrival.

3. DRESS CODE
Students at GUGCS are expected to wear the school uniform each and every day. Students are expected to wear GUGCS polo shirts and khaki pants, shorts or skorts. Jumpers, skirts and dresses are not part of the dress code. Students may also wear blue sweaters and fleece jackets/vests with the GUGCS logo. No other sweaters or sweatshirts are permitted, including hooded sweatshirts. Sandals of any kind (open-toed and open-heeled) and shoes with wheels are not permitted. Shoes must have a closed toe and a closed heel. Hats may not be worn in the school building with the exception of religious or cultural head coverings. Please make sure all clothing items are clearly labeled with your child’s name in permanent marker or name label.

School uniforms are for sale through Land’s End or French Toast. All shirts and sweaters must have the GUGCS logo embroidered on the left side. Logo patches are not permitted on shirts in place of the embroidered GUGCS logo.

- If a child arrives to school out of uniform, the family will be called by the office and is expected to bring the student’s uniform to school immediately.
- After 3 infractions during which a student does not come to school in uniform, parents will need to attend a meeting with an administrator to discuss the issue.

Families are required to send to school an extra set of clothing (shirt, socks, underwear, and pants) labeled with the student’s first and last name in case of accidental spills or incidents. If the extra set of clothing is used, families must replace this set the following day.

4. LOST AND FOUND
A lost and found bin is housed next to the first floor’s center stairwell at GUG 1 and just outside the cafeteria at GUG 2. The lost and found bin holds any materials that are found in the school building. If your child has lost an article of clothing at school, come check for it the same day or the next day at the latest. The lost and found bin is emptied several times throughout the year and unmarked clothes are donated to charity. Teachers will let families know in their newsletter or the main office will send home flyer when these donations will be happening, giving families a last chance to look for lost items. GUGCS is not responsible for lost or stolen items. Please label your child’s clothing and check the lost and found when an item is lost.
5. BREAKFAST

Growing Up Green 1:
Breakfast is served from 7:30am - 7:55am and is free for all students. Children in grades K-3 enter the building and go directly to the cafeteria upon arriving to school. Children in grades 4 & 5 have the option to eat breakfast in the cafeteria or have quiet time in the gym if they are not eating breakfast at school. Once a 4th or 5th grader decides on their location, they commit to that location for the entirety of the breakfast period that day. Teachers escort students to classrooms from the cafeteria/gym at 7:55am. Breakfast service ends at 7:55am and breakfast food is not allowed in the classrooms.

Growing Up Green 2:
Breakfast is served from 7:30 - 7:55 and is free to all students. Children in grades K-5 enter the building and go directly to the cafeteria upon arriving to school. K-5th grade teachers escort students to classrooms from the cafeteria at 7:55 am. Breakfast service ends at 7:55am and breakfast food is not allowed in the classrooms.

6. DROP OFF

The morning drop-off period is until 7:55am. Families arriving before doors open must wait outside of the entrance with their children. Unless a parent/guardian has a scheduled appointment, parents/guardians are not allowed up to classrooms or the main office before 7:55 am. Families who drop off students at school are invited to remain for breakfast and encouraged to bring their child directly to the student’s classroom at 7:55am and help them get settled for the day. Each morning, students unpack their belongings and complete morning routines before the daily classroom Morning Meeting, which begins promptly at 8:10am. It is school policy that all parents must leave the school building at 8:45am, which is when morning meeting ends, and the first block of academic instruction begins.

Students are expected to come to school on time daily. Students who are late will be marked as tardy for the day after 8:10am and parents will receive an automated notification: excessive lateness impacts a child’s academic learning so it is critical that children are on time to school each day. For the purposes of promotional criteria, every 4 unexcused tardies equals one absence.

Kindergarten through 4th grade students MUST commute WITH an adult to school. Parents of 5th grade students who allow their child to commute to school on their own must fill out an authorization form and submit to the main office.

Note: There is no parking available on-site. Please be mindful of time and space when dropping off in the morning. Additionally, please adhere to all traffic signs and signals while dropping off and picking up your child. Cars should not idle or double-park in front of our school during arrival. Any car that parks illegally in front of our school will be subject to fines/towing fees from the NYPD.

For the safety and security of our students and staff, no one is allowed into the school building from 8:45am to 3:15pm unless they have an appointment. All appointments must check in with security before being allowed access upstairs. Upon checking in, please go directly to the main office where the teacher or GUGCS staff member will meet you. Parents are not allowed to go directly into their child’s classroom to pick up or have unscheduled meeting with a teacher or administrator.

7. DISMISSAL

Dismissal is at 3:15pm or at 1:00pm on early dismissal days. Please refer to the school calendar for early dismissal days. All students are dismissed via yellow bus service or are picked up by an authorized person over 14 years of age. A primary method for dismissal must be selected at the start of the school year.

Students who depart from school by bus will be escorted to their bus by GUGCS faculty. Families at GUG 1 picking up children may wait outside until 3:15pm when the dismissal process starts and will be called into the building. Families at GUG 2 picking up
children may wait outside until 3:05pm when the dismissal process starts and will be called into the building. Teachers escort to connect the child with the appropriate family member or caregiver. Students will only be released to authorized persons over the age of 14 and listed on the emergency contact form. Please contact the office in writing to amend any dismissal information.

Families must notify the office by 12:00pm by online form, phone call or email if they want their child on the pickup list. Informing the teacher will not suffice. Children will not be added to the daily pick up list without permission from a parent or guardian after 12:00 pm.

EARLY PICK UP
Except in the case of extreme emergencies, early pick-up may only be approved for medical or legal appointments and religious observances. We require at least 24 hours advance notice for early pick-up, except in the case of an extreme emergency. Documentation may be required for an approved early pick up. All approved early pick-ups must occur before 2:30pm. Parents must sign in at the security desk and go directly to the main office to sign out their student. A GUGCS staff member will bring the child to the office. GUGCS cannot release a child to anyone not listed on the authorized emergency contact form.

BUSING
GUGCS does not provide bus service. Yellow bus service is provided through the Department of Education’s Office of Pupil Transportation. OPT provides busing to all students in K-2, provided they live within a ½ mile and 5 miles of the school. Bus service and eligibility varies based on distance from school to stop for students in grades 3-5. Bus service begins on September 3, 2018.

Information about bus routes and stops will be distributed in late August / early September. Please note that if you elect to have your child ride the bus, he/she will be put on the bus each day after school; frequent changes and alternate schedules will not be permitted. OPT assigns the bus stops based on your home address. Therefore, you must use the same assigned stop in the morning and afternoon; request for changes may only be permitted with documentation (change of address or legal order).

If you would like to file a complaint about bussing at any point during the school year, please contact the Office of Pupil Transportation (OPT) directly at 718-392-8855.

BUS OFFENSES
Riding the bus is a privilege and appropriate behavior is expected on the bus at all times. Bus behavior concerns and offenses are to be reported directly to the bus company, OPT (718-392-8855). GUGCS is not responsible for the behavior of students while riding the bus and we will be unable to investigate or address concerns that arise. OPT oversees all bus companies contracted by the Department of Education. GUGCS has very little control over student behavior that occurs on the bus. If you have a concern regarding behaviors that occur on the bus please contact OPT directly at 718-392-8855.

GUGCS holds annual bus safety meetings reviewing OPT’s expectations for students on the bus and sends home information for families to review with their children to ensure proper behavior on the bus. Students are reminded of expectations throughout the year. GUGCS will not meet with individual students or investigate incidents or address parent complaints regarding bus behavior unless we receive a formal incident report from OPT which clearly describes the driver or escort’s witnessed account.

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the School Leader’s attention by providing an official bus incident report of misconduct that was witnessed by the bus driver. Once the school receives the bus incident report we will rely solely on that report and apply the consequences outlined below in our bus behavior matrix. We will not investigate the incident but rather will take disciplinary action based ONLY on the bus driver’s witnessed account. The main office will notify parents of the appropriate consequence based off the matrix below and will also receive written notification. If you disagree with the account provided by the bus driver you should reach out to the bus company.
to file a complaint and if you have concerns related to incidents that occurred on the bus that were not witnessed by the bus driver or that the school did not receive a bus incident report for then you should contact the bus company.

It is important to remember that riding the bus is a privilege and you should take the necessary steps to educate your child on how you expect them to behave on the bus. If a student is suspended from the bus due to their misconduct then it is the student’s parent or guardian’s responsibility to ensure that his/her child gets to and from school safely. A student subjected to a suspension from transportation is not entitled to a hearing.

As a school we firmly believe having a bus attendant on the bus would help alleviate misconduct on the bus and we continue to encourage parents to advocate to the bus company directly to increase adult supervision on the bus. We understand the bus elicits strong emotions from all parents involved when there are bus issues that arise; however, we do not have oversight on the bus and we are not responsible for bus behavior so we encourage you to raise your concerns with the bus company directly.

<table>
<thead>
<tr>
<th>Bus Incident Report Indicates</th>
<th>Safety Concern</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Student engaged in physical fight that indicates student engaged in any of the following actions: hitting, kicking, punching, biting, etc.</td>
<td>□ Endangering safety of themselves and others.  □ Distracting bus driver.</td>
<td>● Automatic 2 day bus suspension.  ● Notification of parents.</td>
</tr>
<tr>
<td>● Student touched another student in a way that was deemed inappropriate or made other student feel uncomfortable.</td>
<td>□ Endangering safety of others.  □ Distracting bus driver.</td>
<td>● Automatic 1 day bus suspension.  ● Notification of parents.</td>
</tr>
<tr>
<td>● Student was out of his/her seat walking around the bus.</td>
<td>□ Endangering safety of themselves.  □ Distracting bus driver.</td>
<td>● 1st &amp; 2nd Offense: Bus safety class during recess.  ● 3rd Offense: 1 day bus suspension.  ● Notification of parents.</td>
</tr>
<tr>
<td>● Student threw an object on the bus.</td>
<td>□ Endangering safety of themselves, and others.  □ Distracting bus driver.</td>
<td>● 1st &amp; 2nd Offense: Bus safety class during recess.  ● 3rd Offense: 1 day bus suspension.  ● Notification of parents.</td>
</tr>
<tr>
<td>● Student made inappropriate comments or gestures directed at the bus driver or another student.</td>
<td>□ Distracting bus driver.</td>
<td>● 1st &amp; 2nd Offense: Bus safety class during recess.  ● 3rd Offense: 1 day bus suspension.  ● Notification of parents.</td>
</tr>
</tbody>
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8. RECESS AND OUTDOOR PLAY
GUGCS believes (and the research clearly shows) that children benefit from vigorous exercise, and must be given the opportunity to play outside whenever possible. To this end, unless it is snowing or there is ice on the playground, low temperatures will not be a barrier to outdoor play, as long as children are appropriately dressed. Parents, please ensure that you prepare your children for the weather, so they are warm and comfortable for at least 20 minutes of outdoor time, regardless of the season.

9. LUNCH AND CAFETERIA
All students eat lunch in the cafeteria. Parents are invited to eat lunch with their child in the cafeteria, and the school’s sign-in procedures should be followed. Hot lunch is served daily to students. Alternatively, students may bring their own lunch from home. Home lunches must be as healthy as possible and must not include any snacks on the unacceptable GUGCS list (see following page). Families are encouraged to pack lunches in reusable containers and bags instead of plastic or paper bags to prevent waste. School food lunches may only be served with all components (i.e., students may not receive just milk or fruit from the school food program).

All families must complete the NYS lunch form, regardless of whether or not your child participates in the school lunch program. Although breakfast & lunch are free for all students, these forms are issued by the state and federal governments and are used to determine which students qualify for free, reduced and full-price lunches and are also used to qualify the school for various grants and other programs. Please note, GUGCS does not determine eligibility; guidelines are determined by income and based on the standards set by NYC and NYS. If your income changes throughout the school year, you may fill out a new lunch form to qualify for updated eligibility.

10. SNACK
Students have a mid-morning or afternoon snack. In the first week of school, snack is provided for students by GUGCS. It is then an expectation that families sign up once a month to bring snack in for their child’s whole class. At the start of the school year, teachers inform parents about how they can sign up for classroom snack. Please remember to coordinate with the classroom teacher and make arrangements for freshness when bringing perishable foods for snack.

<table>
<thead>
<tr>
<th>Acceptable GUGCS Snacks</th>
<th>Unacceptable GUGCS Snacks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresh fruit</td>
<td>Candy</td>
</tr>
<tr>
<td>Fresh vegetables</td>
<td>Gum</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Yogurt</td>
<td>Donuts</td>
</tr>
<tr>
<td>Cheese Sticks</td>
<td>Cookies</td>
</tr>
<tr>
<td>Pretzels</td>
<td>Cakes</td>
</tr>
<tr>
<td>Mini Applesauce Snack Packs</td>
<td>Snack Cakes (Little Debbie, Hostess, etc.)</td>
</tr>
<tr>
<td>Dried Fruits (apricots, pineapples, apples, etc.)</td>
<td>Chips (Doritos, Potato Chips, Takis, etc.)</td>
</tr>
<tr>
<td>Mini Boxes of Raisins</td>
<td>Cake or Cupcakes (even for birthday celebrations)</td>
</tr>
<tr>
<td>Rice Cakes (flavored preferred)</td>
<td>Rice Crispy Treats</td>
</tr>
<tr>
<td>Granola or Granola Bars</td>
<td>Soda</td>
</tr>
<tr>
<td>Baked crackers (Wheat Thins, Saltines, Goldfish)</td>
<td>Sugared Juice / Drinks / Kool Aid</td>
</tr>
<tr>
<td>Breadsticks</td>
<td>Iced Tea/Sweet Tea</td>
</tr>
<tr>
<td>Water</td>
<td>Gatorade/Sports Drinks</td>
</tr>
<tr>
<td>Seltzer</td>
<td>Yogurt with cookie/candy topping</td>
</tr>
<tr>
<td>100% Juice</td>
<td></td>
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</tbody>
</table>

The GUGCS Healthy Snack Policy helps our students learn healthy eating habits, fosters a community of sharing and reduces sugar-induced behavior disruptions during learning times. We do not serve snacks that are on the unacceptable list and students are not allowed to eat any unacceptable item that is sent to school. This policy is strictly enforced. Please remember to coordinate with the classroom teacher if you plan on bringing in perishable foods for snack so they can make arrangements for freshness. Families who send unhealthy class snacks will be notified and the snack will be sent home unopened.

**ACCOMODATING FOR ALLERGIES / LIMITATIONS**
Families must inform the School Nurse and their Child’s Teacher if their child has an allergy. Classroom teachers inform families if there are students in the class with food allergies. If you are alerted by your classroom teacher of an allergy in the classroom (i.e. nuts, etc.), you must avoid providing snacks containing this ingredient for the safety of all students in the classroom. Nut-free (or other restriction) classrooms will be on a case-by-case basis dependent upon the students in the class and their health needs. Classroom teachers will inform families as soon as possible if your child’s classroom is a nut-free environment.

11. BIRTHDAYS AND SPECIAL DAYS
GUGCS celebrates birthdays or a special day that the child chooses. On this day families are invited to prepare an activity and/or bring a healthy snack to the student’s class to celebrate the child. If your child’s birthday does not fall on a school day, you may pick another day to celebrate. Please make sure you communicate with the classroom teacher prior to the day to set up arrangements for an appropriate time toward the end of the celebration day. **Birthday cakes, cupcakes, ice cream and pizza as well as goodie bags and balloons are not permitted at school birthday celebrations.**

Students may not distribute invitations at school to outside birthday parties or other celebrations/event. Families can utilize their class family directory to contact other families, if desired.

12. HOLIDAYS
In light of the school’s philosophy, GUGCS recognizes and celebrates the diversity of our school’s population. However, holidays are not a specific part of the state standards or our curriculum. If there is a holiday or tradition that your family wishes to share with the class, please contact your child’s teacher.

13. BEING “GREEN” – Giving Back, Respect, Empower, Embrace, Nurture
GUGCS has a GREEN school culture in which students are held to universal expectations to create a community of learners who feel empowered to do their best at all times. By adopting school-wide expectations students know what is expected of them in all areas of the school regardless of what teacher is with them. These core GREEN values of Giving back, Respect, Embrace, Empower, and Nurture are addressed on a daily basis and integrated into our curriculum with the hope that they are embedded in the student’s way of life both in the walls of Growing Up Green and in the world outside.

We believe in the importance of highlighting GREEN behavior within our school and encouraging our students to aspire to meet the core GREEN values every day. Additionally, we teach how these core values can be applied to student’s actions towards their school, friends, adults, community, and the environment.

**GREEN Leaves:** GREEN Leaves are used to recognize classes who are exemplifying our behavior expectations. A class can receive a GREEN Leaf at any point in the day from any adult in the building. The Leaf acknowledges the behavior the class demonstrated and the behavior is recorded on a GREEN Leaf for the class to display on their class tree outside of the classroom. Classes that received GREEN Leaves are acknowledged during the school-wide morning announcements. A Community Tree is posted in the second floor hallway for students and families to see how many GREEN Leaves our school community has earned throughout the year.

**School Assemblies:** Each grade hosts whole-school assemblies throughout the year. Grades are responsible for incorporating their core value into the assembly as well as highlight activities or projects they are working on in their classrooms around their grade core value. We strengthen our school community through these assemblies by providing an opportunity for students to learn from each other.

<table>
<thead>
<tr>
<th>GREEN Core Value</th>
<th>School (Peers &amp; Adults)</th>
<th>Community/Earth</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIVING BACK</td>
<td>• Clean up after yourself (in the classroom, cafeteria, bathroom, and specials)</td>
<td>• Plant trees or plants in your neighborhood</td>
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<td></td>
<td>• Walk quietly in the hallway so you don’t disturb others</td>
<td>• Volunteer to help a cause</td>
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<td>• Take care of our materials</td>
<td>• Recycle</td>
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<td></td>
<td>• Help your friends</td>
<td>• Use recyclable goods to make art projects</td>
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<td></td>
<td>• Compliment others to make others feel good</td>
<td>• Look for something special or unique in your community</td>
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<td></td>
<td>• Say please and thank you to others</td>
<td>• Start a project in your neighborhood or community to give back to others in need</td>
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<td></td>
<td>• Volunteer to do a classroom chore</td>
<td>Offer to help an elderly person in your neighborhood (carry groceries, take out garbage, etc.)</td>
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<tr>
<td>RESPECT</td>
<td>EMBRACE</td>
<td></td>
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<tr>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
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<tr>
<td>Students at GUGCS always show RESPECT towards themselves and others.</td>
<td>Students at GUGCS EMBRACE differences and are always striving to learn more about</td>
<td></td>
</tr>
<tr>
<td>● Say “Good Morning” or greet someone when you walk into a room for the first time</td>
<td>● Learn about others and ask questions</td>
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<tr>
<td>● Keep shared space clean</td>
<td>● Share something</td>
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<tr>
<td>● Be helpful to everyone</td>
<td>● Learn about different countries and cultures</td>
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<tr>
<td>● Raise a quiet hand</td>
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<td></td>
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<tr>
<td>● Be nice to others</td>
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<tr>
<td>● Never tease or make fun of others for any reason</td>
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<tr>
<td>● Show you are listening by making eye contact</td>
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<td>● Do not interrupt others</td>
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<td></td>
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<tr>
<td>● Participate in classroom discussions and share your ideas with others</td>
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<td></td>
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<tr>
<td>● Include everyone in your game</td>
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<td>● Never destroy or write on school property</td>
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<tr>
<td>● Keep your hands to yourself at all times</td>
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<tr>
<td>● Respect the personal space of others</td>
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<tr>
<td>● Take care of your neighborhood</td>
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<tr>
<td>● Pick up after yourself in the park or playground</td>
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<td></td>
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<tr>
<td>● Grow your own garden</td>
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<tr>
<td>● Compost in your neighborhood or household</td>
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<td></td>
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<tr>
<td>● Do not litter</td>
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<td></td>
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<tr>
<td>● Turn our water off completely after each use</td>
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<tr>
<td>● Display respect to all of the Earth’s living things (trees, animals and people that make up our environment)</td>
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</tbody>
</table>
| others and what make them special. | about yourself with others | ● Research about Science and learn more about how you can take care of the Earth  
● Celebrate Earth Day!  
● Visit a Farmer’s Market to learn more about gardening and where food comes from |
|-----------------------------------|---------------------------|--------------------------------------------------|
| ● Understand that everyone is not the same as you  
● Never say something unkind to someone who is different than you  
● Be proud of what makes you different | ● Take a break when asked by an adult  
● Follow directions the first time  
● Walk in the hallways  
● Have a calm body  
● Follow classroom and school rules  
● No playing in the bathrooms and keep the bathrooms clean  
● Take care of our building by keeping it clean | ● Always try your hardest to be aware of how much you are throwing away  
● Educate others on what good choices they can make to protect our Earth  
● Spread the message to people in your community on ways we can help take care of our surroundings  
● Set a good example for others in our community  
● Be a good representation of GUGS even after you leave the school building |

| EMPOWER Students at GUGCS EMPOWER themselves to make good choices all the time and encourage others to make good choices. | ● Be kind to others by saying nice things, helping them, and thinking of their feelings  
● Compliment others | ● Water plants in your neighborhood  
● Plant a seed and watch it grow!  
● Clean up garbage in your community  
● Reuse materials whenever you can |
|-----------------------------------|---------------------------|--------------------------------------------------|
| ● Take a break when asked by an adult  
● Follow directions the first time  
● Walk in the hallways  
● Have a calm body  
● Follow classroom and school rules  
● No playing in the bathrooms and keep the bathrooms clean  
● Take care of our building by keeping it clean | ● Always try your hardest to be aware of how much you are throwing away  
● Educate others on what good choices they can make to protect our Earth  
● Spread the message to people in your community on ways we can help take care of our surroundings  
● Set a good example for others in our community  
● Be a good representation of GUGS even after you leave the school building | ● Water plants in your neighborhood  
● Plant a seed and watch it grow!  
● Clean up garbage in your community  
● Reuse materials whenever you can |

| NURTURE Students at GUGCS believe in NURTURING the school community by always showing kindness to others and they believe NURTURING the earth so we can take care of our surroundings. | ● Be kind to others by saying nice things, helping them, and thinking of their feelings  
● Compliment others | ● Water plants in your neighborhood  
● Plant a seed and watch it grow!  
● Clean up garbage in your community  
● Reuse materials whenever you can |
|-----------------------------------|---------------------------|--------------------------------------------------|
| ● Take a break when asked by an adult  
● Follow directions the first time  
● Walk in the hallways  
● Have a calm body  
● Follow classroom and school rules  
● No playing in the bathrooms and keep the bathrooms clean  
● Take care of our building by keeping it clean | ● Always try your hardest to be aware of how much you are throwing away  
● Educate others on what good choices they can make to protect our Earth  
● Spread the message to people in your community on ways we can help take care of our surroundings  
● Set a good example for others in our community  
● Be a good representation of GUGS even after you leave the school building | ● Water plants in your neighborhood  
● Plant a seed and watch it grow!  
● Clean up garbage in your community  
● Reuse materials whenever you can |
whenever you can
- Do one act of kindness a day!
- Always keep your hands to yourself
- Stop yourself before you say something and think about how the person might react to what you are saying
- Treat others the way you want to be treated (kindly)
- Include everyone in games at recess and never tell someone they cannot play
- Remember our bus drivers deserve kindness

14. INCLUSIVE TEACHING MODELS

GUGCS adheres to an inclusive educational model, meaning that students with and without disabilities participate and learn in the same classrooms together. Inclusive education is based on the principle that every child and family is valued equally and deserves the same opportunities and experiences. We also understand that every child learns in different ways, all of which can be supported through quality inclusive education and collaboration with our teachers and staff. GUGCS also believes that when children are educated together in this type of inclusive environment, positive academic and social outcomes occur for all children involved.

All GUGCS classrooms fall into one of the following categories:

INCLUSIVE CLASSROOM

Inclusive classes are taught by one lead teacher, or one lead teacher and one associate teacher, or two co-lead teachers. Inclusive classes are composed of students with and without disabilities. Classroom teachers collaborate with their grade team colleagues and curriculum coordinators to plan differentiated instruction that suits each learner in the class. Students with Individualized Education Plans (IEPs) who are placed in inclusive classrooms are typically seen by a Special Education-certified Learning Specialist for specialized instruction as per each child’s IEP.
INTEGRATED CO-TEACHING (ICT) CLASSROOM

Integrated Co-Teaching (ICT) classes are co-taught by one general education teacher and one Special Education teacher in order to provide a supportive setting for all students. ICT classes follow the general education curriculum and allow for a smaller student-to-teacher ratio and increased opportunities for small group work. For students with disabilities, the ICT classroom allows them to be educated with the full-time support of a Special Education teacher, ensuring that their learning needs are met through the necessary modifications and/or adaptations and they are progressing towards their individualized learning goals.

15. HOMEWORK

PURPOSE OF HOMEWORK
The purpose of homework is to practice strong work habits. Research suggests that the greatest benefit to early childhood homework is in developing good study habits, fostering positive attitudes toward school, and reinforcing the idea that learning takes work at home and at school. Students should be able to complete homework tasks on their own, though parents are often encouraged to participate in particular components. Assignments reinforce previously covered class material and help inform parents about what is taught in class. If a student has trouble completing homework, parents should contact the classroom teacher for support and possible differentiation. Teachers are always open to conversations about how to make homework the most successful it can be for each individual family; if homework is negatively impacting life at home, please reach out to your child’s teacher to discuss plan modification. All students are expected to read books or have books read to them nightly. Lower School students (K-2) bring their book baggy home each night. It is expected that the book baggy is brought back to school each morning with all books inside in good condition.

HOMEWORK DIFFERENTIATION
Homework is differentiated in various ways to attempt to meet the needs of all students. As a result, some math problems, spelling words, etc. may not look the same from child to child in the same grade or class.

HOMEWORK PRACTICE
To prepare students for homework routines and to set up successful habits, the first few weeks of homework will be completed at school during school hours. At curriculum night, classroom teachers will review expectations and routines for homework.

GUGCS believes in a strong home-to-school connection and wants all families to be an active part of each student’s academic life, as this connection consistently brings about the most success in students.

16. STUDENT ABSENCES

TARDIES
Students are expected to come to school on time daily. The school day starts at 7:55 am and students should arrive at their classrooms at that time. Students are marked late at 8:10 and will be give late passes by the security team. All late students receive an automated notification to their homes. Excessive tardiness can impact academic learning and is taken very seriously. For the purposes of promotional criteria, every 4 unexcused tardies equals one absence (see below for attendance promotional criteria).

ABSENCES
Students are expected to maintain 95% attendance throughout the school year. If your child is absent, please call or email the main office by 9:00 am to inform of this absence. Make sure to identify yourself, your child, the class your child is in, and the reason for absence. If you have medical documentation for a student’s absence please submit it to the main office. In the event
that your child is absent for 3 or more consecutive days, parents are required to provide written documentation concerning the absences. Please note all absences, despite a phone call, may not be considered excused. Excused absences may require documentation (medical appointment, religious observance, legal order, etc.). The office follows up with parents when a child is absent from school.

Students are responsible for making up all missed assignments while absent.

During absences, you may request to pick up homework and class work or have work sent home with a sibling or friend. Work requests should be called into the office (or emailed to the classroom teacher) by 9:00 am and will be available for pick up at the end of the school day. If a student will be absent for a longer period of time due to vacation or another circumstance, classroom teachers must be given three days’ notice via email or written note to compile work.

Students are responsible for meeting with teachers upon return from an absence to get makeup classwork, homework, quizzes, tests, projects, etc.

COMMUNICATION WITH FAMILIES RE: ATTENDANCE
The Operations Team sends notices to families as an alert when a pattern of excessive absences and/or tardiness takes place. The purpose of this communication is to ensure that families understand the seriousness we place on student attendance, and how detrimental excessive absences or tardiness can be in a child’s social and academic development. It is important to note that your child should be in school at all times unless there are extenuating circumstances such as an illness or religious holiday. Please note that if your child is excessively absent from school without excuse the school may be required to report educational neglect to the Statewide Central Register of Child Abuse and Maltreatment (SCR). Please see the Attendance and Tardy Letter Protocol below:

Absences:
• 5 absences – Family receives letter notifying of absences
• 10 absences – Family receives letter with appointment time to meet with School Leader
• 15 absences – Family receives certified letter with appointment time to meet with School Leader

Lateness:
• 20 latenesses – Family receives letter notifying of number of days tardy
• 30 latenesses – Family receives letter with appointment time to meet with School Leader
• 40 latenesses - Family receives certified letter with appointment time to meet with School Leader

Please be advised that “excused” absences are still considered absences on your child’s record. The difference between an “excused” and “unexcused” is that we have an explanation as to why these absences happened (i.e. sickness, death in family, surgery). It is important that all parents hand in doctors notes as soon as possible to the main office to account for excused absences. If a student misses 10 consecutive days of school or 20 days of school within a four-month period, the school shall commence an investigation as to why the student has been absent.

17. SUPPORT SERVICES
It is the mission of GUGCS to meet the social, emotional, and academic needs of all learners in the school community. The Individuals with Disabilities Act (IDEA) requires appropriate services to be administered in the “least restrictive environment” appropriate for a student’s needs. Therefore, students with Individualized Education Programs (IEPs) are included in the classroom to the fullest extent appropriate and teachers are obligated to make accommodations and modifications to meet the
needs of the child.

GUGCS provides the following special education programming for students mandated through an IEP:

- Integrated Co-Teaching (ICT): One general education teacher and one special education teacher co-plan and co-teach a group of students, both with and without disabilities, for core classes including ELA, math, science, and social studies.
- Special Education Teacher Support Services (SETSS): A special education teacher provides out of classroom instruction to students requiring intensive support in acquiring foundational skills.
- Counseling Services: In addition to providing high quality academic instruction we must also provide support for our students’ social, emotional, and behavioral needs. One of the ways we support social and emotional growth in our students is by providing counseling services. We have several school counselors on staff who are available to provide individual and group counseling services. School counselors provide emotional guidance to our students, help students process emotions that may be inhibiting their academic focus, encourage our students to implement healthy coping strategies into their daily lives, and provide behavioral management strategies.

GUGCS also coordinates the following mandated IEP related services through agency providers:

- Speech and Language therapy
- Occupational therapy
- Physical therapy
- Hearing services
- Paraprofessional service

The responsibilities of teachers for students with IEPs and/or 504 plans include:

- To read and comply with all student IEPs or 504 plans
- To provide students with appropriate modifications and accommodations (including testing accommodations)
- To provide instruction that targets individual annual goals and monitor progress toward these goals
- To actively participate in yearly IEP meetings

**Successful Students Committee**

In order to collaboratively support all of our learners, GUGCS staff meets regularly within grade-level Successful Students Committee (SSC) meetings. Classroom teachers may refer students of concern based on current academic performance, learning characteristics, and/or social & emotional wellbeing. During SSC meetings, strategies are discussed to support student learning and identify individualized growth goals. Families will be notified by their classroom teacher in advance if their child is being referred to SSC.

SSC follows the Response to Intervention (RtI) model to ensure that any struggling learner is first referred to SSC and that the staff has provided and documented tiered levels of increasing instructional support.

**504 Accommodations Protocol**

Growing Up Green adheres to all policies and procedures as defined in Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) in order to provide various accommodations for qualifying students with disabilities. Students who may be in need of accommodations are evaluated by a school-based 504 team, comprised of various staff members including classroom teachers, school counselors, and administrative staff.
Eligible students are provided accommodations or modifications within a written 504 Accommodation Plan that outlines the specific accommodations the student will receive.

All family requests for 504 accommodations must be submitted in writing to the school to the attention of the Director of Support Services. Upon receipt of an initial written request, the 504 team will schedule a 504 Assessment Meeting within 30 days. If your child comes to GUGCS with a pre-existing 504 Plan, the 504 team will conduct a new evaluation within 30 days of the student’s transfer. The 504 team will notify the parent or legal guardian of its decision in writing. If the 504 team determines the student has a disability that affects his or her learning, the 504 team will refer the student to the CSE (see below) for evaluation for special education services. The 504 team takes into consideration all relevant information when making a determination as to whether a student qualifies as an individual with a disability, as defined under Section 504, including: reports, evaluations or medical diagnoses provided by the student’s parents, student grades, disciplinary referrals, health information, standardized test scores, and informal teacher/provider observations. All Section 504 plans are reviewed annually.

Special Education Services

As a charter school, the New York City Department of Education is the Local Education Agency for special education and the DOE Committee on Special Education (CSE) is responsible for a student’s Individualized Education Plan (IEP). The CSE is responsible for the evaluation, development of the appropriate IEP, and holding IEP meetings. The CSE involves GUGCS staff, teachers and providers in this process.

Under state and federal law, only specific people may make a referral for Initial Evaluation, including a custodial parent or guardian. A school staff member may also make a request for initial referral. Any initial referral received from a parent/guardian must be in writing. Please direct all inquiries and requests regarding evaluations to Kersten Russell, Director of Support Services at GUG 1 (russell@gugcs.org) or Shaunte Robinson, Director of Support Services at GUG 2 (srobinson@gugcs.org).

Once a referral has been made, families will be contacted by CSE and will be asked to sign a Consent for Initial Evaluation form. The evaluations will determine the child’s skills, abilities, and areas of need that affect his or her school performance, including involvement in the general education curriculum. Families will also be asked to provide the school and/or CSE with a recent physical examination of the child as well.

Once a child’s evaluation is completed, the family will be invited to attend a CSE meeting along with the IEP team, including the relevant staff of Growing Up Green and a representative of the CSE. All team members share information and work together to determine whether the child classifies as a student with a disability. If the student qualifies, the IEP team determines which special education services, accommodations, and annual goals are necessary to best meet their individual needs. Measurable annual goals will be reported on each marking period by your child's academic and or related service providers. Families will receive a written progress report measuring their child's progress toward meeting their annual IEP goals during report card distribution.

After a child has received special education services, the IEP team holds an Annual Review meeting to review the child’s progress once per year. Additionally, he or she may be referred for what is called a Reevaluation. In this case, the team will review current data and determine whether new evaluations should be conducted. In addition, a Mandated Three-Year Reevaluation must be completed once every three years with a school psychologist, including the option of conducting updated assessments. If the family or school believes that special education services are no longer required, a Reevaluation meeting may be requested at any time in order to consider declassification from special education services.

English Language Learners
In keeping with state and federal law, GUGCS offers English as a New Language (ENL) services to all grade levels for English Language Learners (ELLs) who are limited in English proficiency. GUGCS offers additional instruction and support for ELLs based on their most recent New York state English language assessment; either the New York State Identification Test for English Language Learners (NYSITELL) or the New York State English as a Second Language Achievement Test (NYSESLAT). A licensed ENL instructor gives academic support and/or instruction to ELLs through a push-in and/or pullout model. Students will remain eligible to receive ENL support services until they meet the exit criteria required by New York State: scoring "commanding" on the NYSESILAT.

18. PARENT-TEACHER COMMUNICATION

GUGCS believes that the success of each student depends on clear parent teacher communication. Communication will take a variety of forms. Parents are responsible for reading all updates.

1. Weekly Classroom Communication: Each week, classroom teachers provide parents with a weekly update about the curriculum being covered in class, special events, projects, and field trips via newsletter and/or blog.

2. Parent-Teacher Conferences: Formal parent teacher conferences take place in the fall and in the spring during which each family meets with the classroom teacher to set up learning goals and review student progress. Beginning in second grade, students are expected to attend the conference with their family. Additional conferences can be scheduled on an as-needed basis. Families who wish to meet with teachers or administrators outside of formal conference dates must schedule an appointment at least 24 hours ahead of time. Teachers and administrators are NOT available to meet with families during the instructional day unless a scheduled appointment has been made.

3. Email/Written Communication: Parents and teachers also communicate through written notes, phone calls, and email. Email is the preferred method of written communication. All teachers can be reached through their GUGCS email account; please see the online directory. Teachers strive to reply to parent emails within 48 hours.

4. Notification of Teacher Qualifications: Parents of each student have a right to information about the professional qualifications of their student’s classroom teachers. Qualification information includes, at a minimum:
   a. Whether the teacher has state certification for the grade levels and subject areas in which the teacher provides instruction;
   b. Whether the teacher is teaching under emergency or other provisional status through which state qualification of licensing criteria have been waived;
   c. Undergraduate and graduate degrees, by field or discipline and any other certifications, and the field of study of the certification or degree;
   d. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

19. PARENT REMINDERS

GUGCS appreciates working with families and considers them an integral part of our school community. We ask that parents/guardians be mindful of a few reminders while on our school campus.

1. Parent/guardians must leave the school building at 8:45 which is when morning meeting ends, and the first block of instruction begins.

2. When parent/guardians have a scheduled appointment with a classroom teacher or administrator they must go directly from the lobby security desk to the main office and wait for the teacher or administrator to come or be escorted by an
office employee to the meeting destination.
3. Parent/guardians must stay at the security desk when picking up a child from after school; parent/guardians may not go into the building to pick-up a child unless it is an emergency.
4. Parent/guardians may ONLY use the staff bathrooms. It is not permitted under any circumstances for parent/guardians to use student bathrooms.
5. Parent/guardians may not use the parking lot at any time.
6. Use of the outdoor recess yard and cafeteria after school hours is prohibited.
7. If any family would like to observe a classroom during instructional time or would like for an outside provider (such as a medical doctor or therapist) to observe a student during instructional time, a request must be submitted for approval to School Leader(s).

PARENT ACCESS TO BUILDING
GUGCS’ open door policy enables families to drop off students in classrooms, take part in morning meeting, attend special events, and be present to help at the school with permission. We consider this access an important part of who we are as a school and the value we place on family involvement. However, if an issue occurs which deems it necessary to temporarily limit the access of a parent/guardian/visitor to the school due to concerns about an individual’s conduct, we will provide a notification in person and/or in writing. The reasoning behind this decision is to limit access to our building and the time period for such restrictions will be outlined.

20. MANDATED REPORTERS:
All GUGCS employees are mandated reporters under the state social services law and are obligated by the law to report any concerns regarding possible child abuse, maltreatment, or neglect when there is reasonable cause to suspect them. GUGCS employees do not make judgments regarding whether or not such concerns are occurring but rather fulfill their legal responsibility by calling the Mandated Reporter Hotline. The Mandated Reporter Hotline team makes a determination on whether opening an ACS case is warranted based on information provided.

21. PROMOTION CRITERIA:
Below is a list of requirements that determine promotion criteria for students to advance the next grade level. Promotional decisions are taken into account using a combination of the factors below. If a student is at risk of retention, families will receive a “Promotion in Doubt” letter at Parent Teacher Conferences in November and/or March.

Students are considered “At-Risk” if they are not meeting GUGCS grade level academic, social, and emotional benchmarks and expectations.

A student is considered “Promotion in Doubt” if they do not meet at least 2 out of the 3 following criteria (outlined below):
- Academic standards
- Social / Emotional development standards
- Attendance

<p>| Academic | Meets GUGCS curricular grade level standards as determined by performance on classwork and as determined by the results of the formative and summative assessments. Must meet 2 of the following 3 standards to have met the “Academic Standards” portion of the |</p>
<table>
<thead>
<tr>
<th><strong>promotional criteria:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>June Reading Levels:</strong></td>
</tr>
<tr>
<td>Kindergarten: Reading Level D or above</td>
</tr>
<tr>
<td>1st Grade: Reading Level J or above</td>
</tr>
<tr>
<td>2nd Grade: Reading Level N or above</td>
</tr>
<tr>
<td>3rd Grade: Reading Level Q or above</td>
</tr>
<tr>
<td>4th Grade: Reading Level T or above</td>
</tr>
<tr>
<td>5th Grade: Reading Level V or above</td>
</tr>
<tr>
<td><strong>Writing Ability:</strong> average above a 2 on unit assessments and/or exit tickets.</td>
</tr>
<tr>
<td><strong>Mathematics:</strong> average above a 2 on unit assessments and/or exit tickets.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Social/Emotional</strong></th>
<th>Meets developmentally appropriate social standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten: Manages Emotions, Develops Friendships, Follows Rules and Expectations, Takes Responsibility for Behavior and Choices</td>
<td></td>
</tr>
<tr>
<td>1st Grade: Regulates Energy and Engagement, Demonstrates Perseverance, Develops Friendship Skills, Listens and Follows Rules</td>
<td></td>
</tr>
<tr>
<td>2nd Grade: Manages Emotions, Demonstrates Perseverance, Demonstrates Friendship Skills, Listens and Follows Rules</td>
<td></td>
</tr>
<tr>
<td>3rd Grade: Resolves Conflicts, Demonstrates Perseverance and Effort</td>
<td></td>
</tr>
<tr>
<td>4th Grade: Resolves Conflicts, Demonstrates Perseverance and Effort</td>
<td></td>
</tr>
<tr>
<td>5th Grade: Resolves Conflicts, Demonstrates Perseverance and Effort</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Attendance</strong></th>
<th>Maintains 90% or higher attendance, is absent for fewer than 18 days*.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Note</em> - <em>this is the minimum criteria for promotion purposes; GUGCS expects a minimum 95% attendance rate.</em></td>
<td></td>
</tr>
<tr>
<td><em>Absence number for promotion criteria takes into account tardies as well: for purposes of promotional criteria, every 4 tardies equal 1 day.</em></td>
<td></td>
</tr>
</tbody>
</table>
absence

Teachers meet families in the fall and/or spring to discuss student academic progress within interventions and to discuss further necessary supports. Families of students performing below grade-level and receiving support and interventions shall receive an update of the child’s level of achievement. At this time, the referral process for Special Education Services may be discussed.

At the end of the school year, parents may voice their preference about their child’s promotion; however, students may not be retained or promoted solely by request of the parent. All final decisions regarding promotion are made by the administration, in consultation with the child’s teacher. A final decision will be made about a child’s promotion by mid-June. GUGCS will not evaluate children at the end of the summer in order to determine promotion.

Note: The School Leaders make final decisions on all promotions and retentions, and can, in specific situations, make exceptions to the protocol above if s/he deems fit.

22. FIELD TRIPS:

Students go on many field trips throughout the year. In order to be able to attend trips, students must be able to follow the directions of all adults who work with GUGCS at all times, as any one of the adults may be responsible for their safety. If we feel that a child poses a safety concern due to difficulties in following adult directions, the School will schedule a meeting with the family to discuss the field trip. If for any reason a child is not able to attend a field trip, the child will be placed in another classroom for the day with appropriate work. If a child demonstrates unsafe behavior the morning of a trip they may not be permitted to attend the trip and you will be notified that your child will be placed in another location while their class is on the trip.

For Overnight Field Trips (Grade 3 and above), there may be additional requirements in place to determine student participation. Parents will be notified if their child has any additional requirements to meet prior to the overnight trip or if the school determines trip a student is unable to participate for any reason.

If you are a trip chaperone, please understand that your child/group must meet the same behavioral, work, and healthy snack expectations on the trip as all GUGCS students, and should not have special privileges, including trips to gift shops, food vendors, etc. Parents are welcome to suggest field trip ideas to their classroom teacher. All field trips directly coincide with the current particular unit of study.

Parent Chaperone Guidelines

Before the trip:

- Make sure you are willing and physically able to take part in all activities involved in the field trip.
- Notify the classroom teacher at least 24 hours in advance if you realize that you can no longer serve as a chaperone. Without notice, the trip may be cancelled for the students. We must ensure a certain number of chaperones in order to exit the building.

On Trip Day:

- Be on time!
- Dress appropriately for the type of field trip.
- Siblings of your enrolled child and/or other children who are not students at our school are not permitted to join you on bus/train transportation to the trip or on the trip itself.
- Cell phones should only be used for emergency situations to call the teacher – no texting, games, videos, social media,
etc.

- All student discipline concerns should be addressed by the teachers.
- Do not purchase souvenirs, snacks, or meals during the trip - even for your own child.

**Safety Concerns:**

- Introduce yourself to your small group, and make sure they know your name.
- Always stay with your group.
- If you need to step away from your group for a moment, let another adult know.
- **No smoking and/or drinking of alcoholic beverages.**
- Because of possible allergies, do not provide food to children during any part of the trip.
- Don’t hesitate to ask the teacher questions if you are not sure what to do in a given situation!

23. **TEACHER GIFTS AND TEACHER REQUESTS:**

Gifts to teachers or other school personnel from students or their families are not expected at any time during the school year. Gifts from individual students or their families to teachers or other school personnel should be limited to token expressions of affection and appreciation (for example, homemade cards, baked goods, or inexpensive purchased items).

In compliance with NYS law, gifts from individual students or families to teachers or other school personnel must limited in value or cost to $75.00. In lieu of individual giving, the School encourages families to participate in the annual school fundraiser held by the PTO.

Teacher Requests: Families may not submit a teacher preference for their child’s next class. GUGCS administrators create class groupings based on the needs of the entire grade.

24. **TOYS, CELLULAR PHONES, ELECTRONIC DEVICES:**

Students should leave all toys and electronics at home in order to focus on their learning. There are opportunities for students to share special items from home with their classmates during Morning Meeting. These items are allowed to come to school for that purpose and time only.

Cellular phones and all electronic devices must be kept in student backpacks, in the off position. Students may not have a phone out while on school property, including after-school activities, such as dismissal, clubs or sports. This also includes any electronic devices that have cellular capabilities such as iPads, iPods and Kindles. Toys, cell phones, or other electronic devices that are on, being used and/or outside of a child’s backpack will be confiscated and will only be returned to the parent/caregiver. Please call the main office to schedule an appointment to retrieve confiscated items. The school is not responsible for lost or damaged cellular phones or electronic devices.

Taking photos or videos with cellular devices, or cameras that are unapproved by the school, during the school day, is prohibited. In addition, students uploading or posting photos or videos to the Internet, which was taken on school premises and without the school’s permission, will be subject to disciplinary action at the school level. Concerns regarding “cyber bullying” or inappropriate use of the Internet in school will also be addressed at the school level, and students involved may be subject to disciplinary action. It is a parent’s responsibility to monitor their child’s use of the Internet and social media, outside of school. It is a parent’s right to report any Internet behavior, in school or out of school, to law enforcement.

25. **MEDICATIONS, ALLERGIES, AND OTHER:**
A completed and signed Medical Administration Form (MAF) is required on file before the School Nurse will store and administer any medication on site. GUGCS will not store or administer any medication without proper authorization and documentation from the Doctor. If the MAF is not provided for a chronic issue, the student will not be able to participate in recess, gym, or field trips until the form is provided to the school nurse. This form is required for all medications, including Over the Counter (OTC-allergy, etc.). Allergies are noted in the student’s medical file, as well as in the classroom and cafeteria, based on the information provided by the parent and the doctor at the date of enrollment or after. GUGCS follows all New York City Department of Education policies concerning health and wellness.

26. SCHOOL CLOSINGS AND DELAYS:

GUGCS follows NYC Department of Education decisions on weather-related school closings and delays. Please monitor local media outlets for information on school closings and delays.

In addition to providing you with the GUGCS yearly school calendar, you will have the option to sign up to receive automated reminder phone calls and text alerts, with specific GUGCS calendar information. Reminder email alerts may be sent and fliers may also be sent home. The school’s website (www.gugcs.org) and Facebook page will be updated to relay critical information. Additionally, you may also check the NYCDOE website at www.schools.nyc.gov

27. DISCIPLINE:

All GUGCS students are expected to follow school rules and expectations. We have supports in place for students who may have difficulty following expectations and we layer interventions to help students take responsibility for their own actions; however, there are logical consequences for students who are unable to follow school rules and expectations. At GUGCS we align our disciplinary procedures to the Responsive Classroom program. Responsive Classroom focuses on building relationships and working with students to teach strategies for self-regulation. One purpose of discipline is to enable students to learn to change by examining their attitudes and actions. The interventions in place are layered to help students take responsibility for their own actions.

Classroom Management

Take a Break – Each classroom has a designated place for students to regroup and fix their behavior so they can successfully rejoin the class activity or assignment. Take a Break is an appropriate first step for students who are calling out, off task, disruptive, unable to follow directions, or simply need a few moments of quiet to regain focus.

Buddy Classroom – If “Take a Break” is not a successful solution, students are asked to Take a Break in another “buddy” classroom. Sometimes a change of setting is all a student needs to get back on track. Other times it is helpful for a student to complete his or her work in another classroom. Each teacher has established a relationship with a buddy teacher and students are taught how to enter a buddy classroom, where to sit once they have arrived, and how long to stay. A Buddy Classroom is an appropriate step for students who are repeatedly calling out, off task, disruptive, unable to follow directions, etc., and/or Take a Break did not work.

Logical Consequences – Operating within our Responsive Classroom framework, GUGCS believes that consequences for children should be logical and tied to the action. Classroom teachers are able to provide logical consequences within the classroom setting at their own discretion for more minor behavior infractions. Logical consequences for actions may include students being asked to clean a mess they made, fix something they broke, write an apology note to a classmate or teacher, etc.
Problem Solving Conferences - Students who are struggling with meeting behavioral expectations in the classroom setting may be asked to engage in a problem solving conference with their classroom teacher. The focus of the problem solving conference is to identify the problem behaviors and come up with mutually agreed upon ways for both the teacher and the student to work to fix the problem.

Student Culture Skill Building and Conflict Mediation Sessions - Students who are engaging in repetitive disruptive behaviors, who are experiencing conflicts with their peers that are leading to contentious situations, or who may be in need of learning new skills to improve behavior may be required to attend a student culture skill building or conflict mediation session with our Deans of Students. These practices are part of our logical consequences model and seek to help our students understand the impact of their actions and ways they can change behavior to be more successful in the school setting. The purpose of these sessions is to help students support each other and educate students on strategies to use to make positive changes.

Pink Slip Referrals If classroom management strategies are unsuccessful in helping a student fix behavior, or a student is unsafe, a Pink Slip may be warranted. Teachers complete a pink slip by checking off the behavior or incident that occurred, and sending the student with the pink slip to meet with the Deans of Students. Students will be asked to complete a reflection sheet and answer questions such as, “What happened?” and “How were you feeling at the time?” Developmentally appropriate reflection sheets have been created for upper-grade and lower-grade students.

- Once a student has received a pink slip, the behavior concern is considered to be more serious. In addition to completing a reflection sheet, the student’s teachers and Dean of Students will contact the student’s parents and a parent meeting may be set-up to discuss the student’s actions and logical consequence. If a child receives 3 or more Pink Slips in the course of a school year the Dean of Students will consult with Counseling Department and supportive staff to develop and implement appropriate behavioral interventions and supports for the student in the classroom. Deans & teachers work to develop comprehensive positive behavior supports for each individual student that is tailored around that student’s needs and may include any or all of the following: positive check-ins with staff members, developing sensory or exercise breaks, providing in-classroom accommodations, conducting a functional behavioral assessment and individualized behavior intervention plan, and/or recommending outside or in school additional evaluations or counseling services.

- Depending on the severity or frequency of the Pink Slips, students may have reflection time either during recess or before dismissal, may be excluded from special events or activities, receive short term removal from the classroom, or may receive in-school or short term suspensions or out-of-school or long term suspensions

Throughout any of these infractions, we believe family school communication is essential to the success of the child. Throughout the year families may request a conference call or meeting with the Dean of Students or other GUGCS staff and administrators. Families who wish to meet with teachers or administrators must schedule an appointment 24 hours ahead of time. Teachers and administrators are NOT available to meet with families during the instructional day unless a scheduled appointment has been made. Please note that at any time if your child is acting in a manner that is unsafe to himself/herself and those around him you may be called to pick up your child due to safety concerns. In serious instances, if you are unable to pick up your child in a timely manner and we are concerned about his/her safety we will contact medical personnel and/or law enforcement. Our goal is always to keep children safe and learning to the best of their ability.

GUGCS Discipline Code

GUGCS clearly states school rules in all classrooms and expects all students to follow rules. We will issue disciplinary consequences related to student conduct and behavior that breaks our school rules while on school property, traveling to or in attendance at a school-sponsored or school-related event or activity, whether on or off campus. GUGCS may also enforce disciplinary consequences for certain other conduct that breaks our school’s rules that relates to, affects, or shares a nexus
with the school, its students or its employees, regardless of when or where the conduct occurs, including conduct that occurs online or via social media.

a. Code of Conduct/Discipline Policy

The GUGCS code of conduct/discipline policy provides due process while allowing GUGCS to take necessary actions in the best interests of the student body. Discipline will not be imposed without an investigation and an opportunity for the student to provide his/her position. In more severe circumstances where a long-term suspension or expulsion is sought, students are entitled to a more substantial hearing with more extensive due process protections.

Student Disciplinary Code: Admitted students and families are given clear expectations and understandings of the rules for how students are to conduct themselves in school, while participating in school activities, and traveling to and from school. A list of non-negotiable rules is posted in all classrooms, as well as reviewed by the classroom teacher whenever they deem it necessary.

Failure to comply with the rules will result in disciplinary action. In all disciplinary matters students have the right to present their version of the relevant facts and circumstances. Based on the severity of the violation, disciplinary actions range from an extended reflection period to exclusion from extracurricular activities, to short and long term suspensions and, in the most extreme circumstances, expulsion. Law enforcement agencies may be contacted when needed to preserve safety. Disciplinary actions for students with disabilities will be handled in a manner consistent with applicable special education law.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Implementation</th>
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</thead>
<tbody>
<tr>
<td>Short-Term Removal</td>
<td>Determined by Dean of Students and School Leaders; a student may be removed from classroom environment for a period of up to two hours.</td>
</tr>
<tr>
<td>Short-Term Suspension</td>
<td>Determined by the Executive Director, School Leaders, and Dean of Students; a student may be removed from school for a period of up to 10 days.</td>
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<tr>
<td>Long-Term Suspension</td>
<td>Determined by the Executive Director, School Leaders, and Dean of Students; a student may be removed from school for a period of more than 10 days. For suspensions longer than 10 days, the School will convene a hearing and make a suspension recommendation to a Hearing Officer. Hearing officers are determined by our School Leader and are required to be individuals that are not involved directly with the student.</td>
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<tr>
<td>Expulsion</td>
<td>Determined by the Executive Director, School Leaders, Dean of Students, and the Board of Trustees; a student may be removed from the school permanently. When seeking expulsion, the School will convene a hearing and make a recommendation to a Hearing Officer. Hearing officers are</td>
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</tbody>
</table>
determined by our School Leader and are required to be individuals that are not involved directly with the student.

Extracurricular Activities
Students that participate in extracurricular activities must follow relevant school rules and behavioral expectations. They are required to wear their uniforms, do their school/homework, and obey the disciplinary code at all times. If a student has behaved inappropriately and should be excluded from a team or activity, a teacher or staff member may suggest this to their program supervisor and exclusion or non-exclusion will be determined. Families will be notified if their child is at risk of being excluded from a team or an activity and/or when exclusion has been deemed appropriate due to the student’s behavior.

Gun Free Schools Act
Under the federal Gun Free Schools Act, suspension of a student is mandatory if the student brings a firearm to school, for a period of at least one year. The Executive Director may modify the length of the suspension or expulsion on a case-by-case basis.

Tiers of Misconduct

<table>
<thead>
<tr>
<th>Tier 1 Behaviors that are more minor in nature but detract from the learning of students and negatively impact the classroom community.</th>
<th>Tier 2 Behaviors that are more serious in nature that violate the school’s code of conduct or create a disrespectful environment and warrant a pink slip.</th>
<th>Tier 3 Serious behaviors that endanger the safety of others or the student and demonstrate disrespect for staff, students, and/or school community.</th>
<th>Tier 4 Behaviors that are extreme in nature and create a serious threat to the safety of students or others in the school.</th>
</tr>
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<tbody>
<tr>
<td>Examples: Verbally disruptive. Unwillingness to follow directions. Refusal to participate or complete work. Unsteady body in the classroom. Verbally hurt a classmate’s feelings or</td>
<td>Examples: Threatened or was verbally aggressive towards another person. Repeated unwillingness to follow directions that has not been corrected after in classroom consequences have been applied.</td>
<td>Examples: Intentionally physically harming others. Stole or knowingly used stolen property. Left assigned room without permission. Using inappropriate or offensive language</td>
<td>Examples: Attempting to run out of the building, running around the school, or running away from adults without stopping. Physically assaulting staff members or threatening to assault staff members.</td>
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<tr>
<td>Intentionally said something unkind to others.</td>
<td>Cheated on quizzes/tests/projects.</td>
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<tr>
<td>Any other negative behaviors that a classroom teacher feels distracts from the learning environment.</td>
<td>In unassigned area without permission.</td>
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<td></td>
<td>Physically harmed another as a result of being unsafe.</td>
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<td></td>
<td>Repeated behaviors listed in Tier 1.</td>
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<td></td>
<td>Any other negative behaviors that a staff member believes violates the school’s code of conduct or create a disrespectful environment.</td>
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<td></td>
<td>Towards a teacher or a peer.</td>
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<td></td>
<td>Vandalizing school property causing minor damage.</td>
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<td></td>
<td>Engaging in behavior that is considered bullying or harassing towards other students.</td>
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<td></td>
<td>Refusal to be in the classroom</td>
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<td>Steal, attempt to steal, or possess property known by the student to be stolen</td>
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<td></td>
<td>Trespass on school property</td>
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<td></td>
<td>Abuse school property or equipment</td>
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<td></td>
<td>Engage in acts of sexual harassment, including but not limited to physical contact or offensive sexual comments</td>
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<td></td>
<td>Repeated behaviors listed in Tier 1 &amp; Tier 2.</td>
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<td></td>
<td>Any other negative behaviors that a staff member feels endangers the safety of others or the student and</td>
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<td></td>
<td>Physical safety of another by the use of force or threats of force, which reasonably places the victim in fear of imminent bodily injury</td>
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<td>Possessing tobacco, electronic cigarettes, or alcohol.</td>
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<td>Making a false bomb threat or pulling a false emergency alarm</td>
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<td></td>
<td>Possessing, using, attempting to use, or transferring any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to a student at school.</td>
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<td></td>
<td>Commit or attempt to commit arson on school property</td>
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<td>Possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation, or marijuana on school property or at a school-sponsored event</td>
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<td></td>
<td>Vandalize school property causing major damage</td>
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<tr>
<td>Consequences</td>
<td>Demonstrates disrespect for staff, students, and/or school community.</td>
<td>Repeated behaviors listed in Tier 1, 2, or 3.</td>
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<tr>
<td>Buddy Break.</td>
<td>Time spent out of classroom setting.</td>
<td>Time spent out of classroom setting.</td>
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<tr>
<td>Logical Consequences in the classroom</td>
<td>Logical Consequence as deemed appropriate.</td>
<td>In School or Out of School Suspension.</td>
<td></td>
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<tr>
<td>Loss of privilege of class trip or activity</td>
<td>Time spent out of the classroom setting.</td>
<td>Loss of privilege or repair as warranted.</td>
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<tr>
<td>Parent phone call or meeting request.</td>
<td>Parent phone call or meeting request.</td>
<td>Automatic pink slip referral.</td>
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<tr>
<td>Problem Solving Conference.</td>
<td>Automatic pink slip referral.</td>
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</tbody>
</table>

*Logical consequences are determined on a case-by-case basis, and all listed consequences may not apply.

**Due Process for Suspensions and Expulsions:**

If at any time a student commits any infraction that may warrant an in school or out of school suspension, the student has the right to present their version of relevant facts and circumstances. Parents will be notified by phone or email that their child has committed a behavioral infraction that warrants a suspension and an informal conference will be set up to discuss the suspension. Parents will receive written notification of any infractions leading to a suspension at their informal conference, or via certified mail. The informal conference should occur in person, but can occur via phone if families are unable to come in for a meeting. However, if the student’s presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, the informal conference shall take place as soon as possible after the suspension is reasonably practicable. Parents may not be represented by legal counsel at this conference. Parents will have the opportunity to discuss the relevant facts pertaining to the suspension, and present your child’s defense to the allegations leading to the suspension.

Students who have been suspended for more than ten consecutive days or who are subject to expulsion have a right to a formal hearing and GUGCS will provide the student and parent/legal guardian with written notice of the disciplinary infraction that warrants the suspension or expulsion. At the formal hearing, you and your child may be represented by legal counsel, may offer evidence and challenge evidence submitted by the school, and may present witnesses and cross-examine witnesses against your child. Parents whose first language is other than English may request that a translator be present.

The hearing officer may place reasonable restrictions on the conduct of the hearing, including the length of presentations. At the end of the hearing, the hearing officer may issue a decision immediately or may wait until a later date to communicate a decision.
The hearing officer shall send written communication of the decision to the parent or guardian of the student. A record of the hearing will be maintained by GUGCS.

Parents or legal guardians have the right to appeal suspension and expulsion decisions. If you wish to appeal, you must do so within five business days of the hearing or decision in writing to Matthew Greenberg, Executive Director at greenberg@gugcs.org. The Executive Director will notify the Board of Trustees and arrange for the Board of Trustees to hear the complaints of the appealing party at the next available board meeting. The Executive Director shall notify the appealing party of the location, date, and time of the hearing before Board of Trustees. In accordance with Education Law §28554, the decision of the Board may be appealed to the school’s authorizer, the New York City Department of Education.

Provisions to Implement Alternative Instruction Options:
Students removed for a period of ten days or fewer will receive all classroom assignments and a schedule by which to complete missed assignments and/or tests during the time of the suspension. GUGCS will provide additional alternative education instruction for a minimum of two hours for each school day during the out-of-school suspension. Instruction for each student shall be sufficient to enable the student to make adequate academic progress. Students removed for a period of more than ten (10) days will be provided with instruction by one or more of the following individuals in consultation with the student’s teacher(s): teacher aides, individuals within a contracted facility. Instruction will take place in one of the following locations: the student’s home, a contracted facility (school district in the location of the student), or a room that is used by GUGCS as a suspension room. All provisions of services during removal will be determined on a case-by-case basis, and will consider the needs of the suspended child.

Provisions for Students with Disabilities:
Growing Up Green Charter School complies with all applicable laws that pertain to students with disabilities, including the federal Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA). The Dean of Students, School Leader and Executive Director have the authority to suspend or remove a student as a disciplinary action.

Rights that apply to students with a disability:
School personnel may, for not more than 10 school days either consecutively or cumulatively in an academic year, suspend a child with a disability under IDEA who violates a code of student conduct. Consistent with applicable law, such a suspension will be carried out without regard to the student’s disability.

Before a student may be suspended for more than 10 school days either consecutively or cumulatively in an academic year, he or she must be referred to the CSE of the district of residence for a manifestation determination review (MDR). If the CSE determines that the behavior that violated the student code of conduct was not a manifestation of the child’s disability, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under Services.

If the behavior that violated the student code of conduct was not a manifestation of the child’s disability (see Manifestation determination, below) and the disciplinary change of placement would exceed 10 school days consecutively or cumulatively, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under Services.

Services
The education service requirements for students with disabilities during the first 10 days of suspension in a school year are the
same as they are for nondisabled students.

A child with a disability who is removed from the child’s current placement for more than 10 school days must:

1. continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP; and

2. receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not happen again.

**Manifestation Determination**

Within 10 school days of any decision to seek suspension of a student with a disability who has already been suspended for 10 school days consecutively or cumulatively within an academic year because of a violation of the code of student conduct, the CSE with input from the school and the parent, must review all relevant information in the student’s file, including the child’s IEP, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to the child’s disability; or

2. If the conduct in question was the direct result of the school district’s failure to implement the child’s IEP.

If the CSE determines that either of those conditions was met, the conduct must be determined to be a manifestation of the child’s disability.

If CSE determines that the conduct in question was the direct result of the school district’s failure to implement the IEP, the school must take immediate action to remedy those deficiencies.

**Determination that behavior was a manifestation of the child’s disability**

If the CSE determines that the conduct was a manifestation of the child’s disability, the school must either:

1. conduct a functional behavioral assessment, unless the school had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or

2. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

**Special Circumstances**

Whether or not the behavior was a manifestation of the child’s disability, school personnel may remove a student to an IAES (determined by the child’s CSE) for up to 45 school days, if the child:

1. carries a weapon to school or has a weapon at school, on school premises, on transportation to or from school, or at a school function under the jurisdiction of the school;

2. knowingly has or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on transportation to or from school, on school premises, or at a school function under the jurisdiction of the school; or

3. has inflicted serious bodily injury upon another person while at school, on transportation to or from school, on school premises, or at a school function under the jurisdiction of the school.

The School may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student with a disability under Section 504 who is currently engaging in the illegal use of drugs or in the use of alcohol to the same extent that the School would take disciplinary action against non disabled students. The due process procedures afforded under Section 504 do not apply to disciplinary action for the use or possession of illegal drugs or alcohol. However, a student who is eligible for special education under the IDEA should have a manifestation determination review conducted to address any use or possession of illegal drugs or alcohol if such conduct could result in a change of placement.

**28. SEARCHES/INSPECTIONS**
A student and/or the student's belongings may be searched by a school official if the official has a reasonable suspicion to believe that a search of that student will result in evidence that the student violated the law or a school rule. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from the student by school authorities.

Student lockers and desks remain the property of the school, though the school is not responsible for books, clothing, or valuables left in lockers or desks. A student shall not place or keep in a locker or desk any article or material which is of a non-school nature and may cause or tend to cause the disruption of the mission of the school.

The following rules shall apply to the search of school property assigned to a specific student and the seizure of illegal items found therein:

- School authorities will make an individual search of a student's locker or desk only when there is reasonable suspicion to believe that a student is in the possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process.
- Searches shall be conducted under the authorization of the School Leader or his/her designee.
- Items, which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from student lockers or desks by school authorities.

29. INTERNET POLICY

GUGCS recognizes the rights of students, faculty, staff, and employees who want to participate in online social networking. Our social networking and internet guidelines are designed to create an atmosphere of goodwill, honesty, and individual accountability. GUGCS students should always keep in mind that information produced, shared, and retrieved is a reflection on them and the school community. When accessing, creating or contributing to any blogs, wikis, podcasts, or other social media relating to the school or school activities, we expect students to keep the following guidelines in mind. Failure to meet or follow these guidelines may result in disciplinary action.

Taking photos or videos with cellular devices, or cameras that are unapproved by the school, during the school day or during school activities and functions, is prohibited. In addition, students uploading or posting photos or videos to the Internet, that were taken on school premises and without the school’s prior written permission, will be subject to disciplinary action at the school level and the student will be asked to remove those images. Concerns regarding “cyber bullying” or inappropriate use of the Internet impacting the school will also be addressed at the school level, and students involved may be subject to disciplinary action. It is a parent’s responsibility to monitor their child’s use of the Internet and social media, outside of school. Actions by a student online that break school rules and negatively impact the school environment may subject the student to disciplinary consequences by the school. Please refer to New York State Laws regarding cyber bullying and harassment on the Internet, as certain situations may be subject to punishment by law. It is a parent’s right to report any Internet behavior, in school or out of school, to law enforcements.

Social Media/ Internet Guidelines

We expect GUGCS students to set and maintain high ethical standards in their use of social networking and internet searches. Since social media reaches audiences far beyond the community, students must use social sites responsibly and be accountable for their actions. Social media use, including use outside of school hours, has the potential to disrupt the school learning environment and can be in violation of GUGCS policies.

If a student has a concern regarding a social networking page or account, they should immediately contact the Dean of Students, School Counselors, School Leaders, or another adult within the GUGCS community.
GUGCS students should be mindful of their behavior on social media and should conduct themselves with respect for themselves and others in the GUGCS community. Failure to meet or follow these guidelines may result in disciplinary action.

1. GUGCS reserves the right to request school-related images or content posted without written permission to be removed from the internet.
2. Do not misrepresent yourself by using someone else's identity, i.e. changing or posting on someone's social media account.
3. When responding to others, remember to be respectful and avoid comments that may be hurtful.
4. Avoid profane, obscene, or threatening language.
5. Users should keep their passwords secure and never share passwords with others. If someone tampers with your blog, email, or social networking account without you knowing about it, you could be held accountable.
6. Cyber bullying is considered an act of harassment, if the school is made aware of repeated online harassment students will be subject to disciplinary action.
7. Students should exercise caution when conducting online searches, making sure that they are not seeking out inappropriate sites and information when using school computers and laptops.

30. HARASSMENT, INTIMIDATION, BULLYING, AND DIGNITY FOR ALL STUDENTS ACT POLICY

GUGCS is a community in which respect for others is an integral value. In accordance with state and federal law, the school provides equal educational opportunities for all of our students without regard to race, religion, nationality, gender, gender identity, sexual orientation, disability or socio-economic condition.

We believe strongly in the inherent dignity of each member of the community. Therefore, we cannot tolerate any instance of harassment, intimidation, or bullying that target or impacts any member of our community.

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in any educational program or activity. It protects victims of sexual or gender-based bullying and harassment and survivors of gender-based violence. Protection from the discrimination on the basis of sex includes protection from being retaliated against for filing a complaint of discrimination or harassment.

Growing up Green is committed to complying with Title IX and enforcing school policies prohibiting discrimination on the basis of sex. Matthew Greenberg, the Executive Director of Growing Up Green Charter Schools, serves as the Title IX Coordinator for Growing Up Green Charter Schools.

If a student feels that he or she has been a victim of any sexual harassment, he or she or his or her parent/legal guardian should contact the Title IX Coordinator using any of the following information:

Matthew Greenberg Executive Director Phone: 347-642-4306
Email: greenberg@gugcs.org

Or to the Department of Education Office of Civil Rights https://www2.ed.gov/about/offices/list/ocr/complaintintro.html

Office for Civil Rights, New York Office
U.S. Department of Education 32 Old Slip, 26th Floor
New York, NY 10005-2500
Telephone: 646-428-3800
Fax: 646-428-3843
Sexual Harassment
The U.S. Department of Education defines sexual harassment in the following terms: “Sexual harassment is conduct that: 1. is sexual in nature; 2. is unwelcome; and 3. denies or limits a student’s ability to participate in or benefit from a school’s education program.

Sexual harassment can take different forms depending on the harasser and the nature of the harassment. The conduct can be carried out by school employees, other students, and non-employee third parties, such as a visiting speaker. Both male and female students can be victims of sexual harassment, and the harasser and the victim can be of the same sex.

The conduct can occur in any school program or activity and can take place in school facilities, on a school bus, or at other off-campus locations, such as a school-sponsored field trip or a training program at another location. The conduct can be verbal, nonverbal, or physical. Examples of sexual harassment may include but are not limited to:

- Unwanted touching or pinching
- Brushing up against someone deliberately
- Blocking or other physical intimidation
- Taunting, making slurs, or making jokes
- Making condescending remarks based on a person’s gender, gender identity or sexual orientation
- Following or stalking
- Gesturing obscenely or suggestively
- Leering or giving sexually suggestive looks
- Asking inappropriate or intrusive questions
- Making repeated and unwanted sexual propositions
- Displaying or transmitting offensive images or words
- Using the Internet for harassment

Response Procedures to Sexual Harassment Informal Procedures

Informal Procedures
Any student who believes he or she is being sexually harassed is encouraged to clearly and promptly notify the offender that his or her behavior is unwelcome. If for any reason a student does not wish to confront the offender directly, or if such confrontation does not successfully end the harassment, the student should notify any one or more of the following persons:

- A trusted adult staff member
- the school counselor
- the Dean of Students

Any student who is uncomfortable for any reason in bringing the matter to the attention of the above persons, should report the matter to the Title IX Coordinator or the Dignity Act Coordinator, or if that is not deemed possible, to the President of the Board of Directors of Growing Up Green Charter School.

The best course of action in any case will depend on various factors. However, a student reporting sexual harassment under the informal procedures should be aware that the school may decide it is necessary to take action to address the harassment beyond an informal discussion.

Formal Complaint Procedures
Notification: A student who believes he or she has been subjected to sexual harassment by any employee, agent, or other student of Growing Up Green Charter School should report the incident to the Dean of Students. Any student who is uncomfortable for any reason in bringing the matter to the attention of the above persons, should report the matter to the Title IX Coordinator or the Dignity Act Coordinator, or if that is not deemed possible, to the President of the Board of Directors of Growing Up Green Charter School.

Students are permitted to be accompanied by a friend, relative, guardian, or parent when making a claim of sexual harassment. If a parent of a student believes that his/her son/daughter has been subjected to sexual harassment, then (s)he should follow the above referenced reporting procedure.

Description of Misconduct: An accurate record of allegedly objectionable behavior is necessary to resolve a complaint of sexual harassment. All allegations of sexual harassment must be reduced to writing by either the complainant or the recipient of the complaint.

Timeline for Reporting a Complaint: – Prompt reporting of complaints is strongly encouraged. While there is no time limit for filing a formal complaint with the school, the accurate resolution of sexual harassment complaints will be expedited by the timely filing of claims. Further, a complainant should be aware that applicable statutes of limitations do constrain the time for instituting outside legal action.

Complaint Investigation: Growing Up Green Charter School will promptly investigate all allegations of sexual harassment in as confidential and sensitive a manner as possible and shall make every reasonable effort, consistent with the best interests of all parties concerned, to complete the investigation within thirty (30) days of receipt of the formal complaint. Regardless of whether a formal complaint is filed, or action is requested, the school will conduct a prompt, impartial, and thorough investigation to determine what happened and will take appropriate steps to resolve the situation.

The student submitting a complaint of sexual harassment and the alleged harasser shall be notified of the results of the investigation. Any administrator, teacher, employee, agent, or student of the District found to have engaged in sexual harassment of any student shall be subject to appropriate disciplinary action, up to and including discharge from employment for employees and agents, and up to and including suspension from school for students in accordance with New York State Education Law.

It may be necessary for the school to take interim measures during the investigation of a complaint. For instance, if a student alleges harassment by another student, the school may keep those students separated until the investigation is complete. If a teacher is the alleged harasser, it may be appropriate for the student to transfer to another class.

Retaliation: Growing Up Green Charter School will not retaliate against any student who files a sexual harassment complaint in good faith. Retaliation is a serious violation of this policy and should be reported immediately. Any employee, agent, or student of the district found to have retaliated against a student for good faith reporting of sexual harassment will be subject to appropriate disciplinary action, up to and including suspension for students in accordance with New York State Education Law.

This policy shall constitute the grievance procedures required by Title IX of the Education Amendments of 1972 for complaints of gender discrimination within educational institutions receiving federal financial assistance.

Dignity for All Students Act Policy
Growing Up Green Charter School and its Board of Trustees (“Board”) are committed to providing a safe and productive learning environment within the charter school. In accordance with New York State’s “Dignity for All Students Act” (DASA) the School is committed to promptly addressing incidents of harassment and/or discrimination of students that impede students’ ability to learn.
This includes bullying, taunting or intimidation in all their myriad forms.

Harassment

Harassment may include any behavior which threatens or intimidates another person, or which creates a hostile or offensive educational or social environment for students. Thus, harassment between students, between adults, from adult to student, or from student to adult cannot be tolerated.

Harassment is a form of discrimination and can take many forms. It may be, but is not limited to:

- Words, signs, gestures, offensive jokes, cartoons, pictures, posters, or digital media
- Postings or comments made online or on social media
- Email, jokes or statements, electronic downloads or files
- Pranks
- Psychological or physical intimidation
- Physical assaults, contact, or violence

Harassment is not necessarily sexual in nature; it may be based on an individual’s physical appearance or personal characteristics. It may also take the form of other vocal activity including derogatory statements not directed to the targeted individual but taking place within their hearing. It may include displaying or circulating written material such as notes, photographs, cartoons, digital media, and/or articles of a harassing or offensive nature. Confirmed incidents of harassment, are considered violations of school policy and are subject to disciplinary action.

Bullying

As part of our School’s commitment to creating a safe environment, every student must respect the rights of others and ensure a school free from bullying in all its forms.

Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated over time. Bullying is a physical, verbal, or other intimidating act that causes physical or emotional harm to an individual or group. Online or cyber bullying is defined as any intentional electronic written or graphic act or series of acts by an individual directed at others, that is severe, persistent, or pervasive. Acts of bullying may have effects such as:

- Encouraging others to engage in bullying
- Instilling fear in the person being bullied
- Disparaging an individual’s character
- Interfering with a student’s education
- Creating a threatening school environment
- Disrupting school operations
- Taking, defacing, damaging, or destroying property

All acts of bullying are prohibited. (See Tiers of Misconduct, above. Bullying is at a minimum a Tier 3 violation)

Students’ Rights

No student shall be subjected to harassment by employees or students on School property or at a School function. Nor shall any student be subjected to discrimination based on the student’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, by School employees or students on School property or at...
a School function.

In addition, the School reserves the right to discipline students, consistent with our Code of Conduct, who engage in harassment of students off School property under circumstances where such off-campus conduct 1) affects the educative process; 2) actually endangers the health and safety of School students within the educational system; or 3) is reasonably believed to pose a danger to the health and safety of our students. This includes written and/or verbal harassment which materially and substantially disrupts the work and discipline of the School and/or which School officials reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the School.

**Dignity Act Coordinator**

The school has a designated Dignity Act Coordinator (DAC). The DAC is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex. The DAC will be accessible to students and other employees for consultation and advice.

**Reporting and Investigating**

Personnel at all levels are responsible for reporting harassment of which they have been made aware to their immediate supervisor. Any student who believes that s/he is being subjected to harassment, as well as any other person who has knowledge of or witnesses any possible occurrence of harassment, shall report the harassment to any staff member or to the DAC. A staff member who witnesses harassment or who receives a report of harassment shall inform the DAC. The DAC, or their designee, shall promptly investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the School to investigate allegations of harassment. Follow-up inquiries and/or appropriate monitoring of the alleged harasser and victim shall be made to ensure that harassment has not resumed and that those involved in the investigation of allegations of harassment have not suffered retaliation.

Material incidents of discrimination and harassment on School grounds or at a School function will be reported to the State Education Department as required by law.

**No Retaliation**

Growing Up Green Charter School and its Board prohibit any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of harassment. All complainants and those who participate in the investigation of a complaint in conformity with state law and School policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

**Disparaging or Offensive Language**

At Growing Up Green we strive to create a learning environment for all students to feel safe, supported, and heard. We value having a community that builds each other up and includes everyone. In alignment with our vision for this type of community we feel it is essential to educate students on what language is deemed inappropriate for the school environment and will not be tolerated by school staff. We have become aware of students using language that we feel is offensive, derogatory, or hurtful. We acknowledge that sometimes students have used such language in a way that they did not intend for it to have a harmful impact on others but we feel it is our job as educators to make certain we help them understand that when they do use such language it can have a negative impact on those around them whether they are aware or not. In an effort to be clear about which language we will not tolerate in school and which language may warrant disciplinary action we have created the following list so students and families are aware. Please note that we will teach these expectations to students and if some of the language is used for instructional purposes we will make sure to let students know it can be used for discussion in the learning environment but will not be tolerated.
when used directed towards another student in a joking or serious manner.

**Disparaging or Offensive Language includes but is not limited to:**

- Any language that is disparaging of others sexual identity;
- Any language that is disparaging of those with learning disabilities;
- Any language that is disparaging of gender, or sexually discriminatory;
- Any language that is meant to be racially, ethically, or religiously discriminatory;
- Any gestures that are sexually explicitly or disparaging of another’s culture, race, ethnicity, gender, disability, or sexual identity.

31. **FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA):**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (eligible students) certain rights with respect to the student’s educational records. These rights include the following:

The Right to Inspect and Review
Parents and/or eligible students have the right to inspect and review the student’s educational records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School Leader a written request that identifies the record(s) they wish to inspect. The School will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

The Right to Seek Amendment of the Student’s Educational Records
Parents and/or eligible students have the right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the privacy rights of the student under FERPA. Such a request must be made to the Campus Director in writing, clearly identify the part of the record the parent or eligible student wants changed, and specify why it is inaccurate or misleading and should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The Right to Consent Prior to Disclosure
Parents and/or eligible students have the right to consent to disclosures of personally identifiable information contained in the student’s educational records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A “school official” is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Directors; a person or company with whom the School has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
Upon request, the School discloses education records without consent to officials of another open-enrollment charter school, school district, or private school in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer. The School shall forward such records upon request from the requesting school or if the disclosure is initiated by the parent or eligible student.

FERPA permits the disclosure of personally identifiable information from students’ education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures.

The Right to File a Complaint
Parents and/or eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. These complaints should be addressed as follows:

Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue, SW
Washington, D.C. 20202-4605

Parents are entitled to access to their student’s medical records.

Notice for Directory Information
Under FERPA, the School must, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from a student’s education records. However, the School may disclose personally identifiable information contained in the student’s educational records without obtaining prior written consent of the parent or eligible student if the School has designated the information as “directory information.”

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

If you do not want the School to disclose any or all of the types of information designated below as directory information from your child’s education records without your prior written consent, you must notify the School in writing. You can opt out by emailing the Associate Director of Operations:

- Janna Lunetta, GUG1 (lunetta@gugcs.org)
- Evelyn Persaud GUG2 (persaud@gugcs.org)

or by completing the FERPA Directory Information Opt-Out Form included with this handbook by no later than October 1st, 2019.

The School has designated the following information as directory information:

1. Student’s Name
2. Student’s Class
3. Student’s Grade Level
4. Parent/Guardian Name
5. Parent/Guardian Telephone Number
6. Parent/Guardian Email

32. SURVEYS AND ACTIVITIES

Students will not be required to participate without parental consent in any survey, analysis, or evaluation – funded in whole or in part by the U.S. Department of Education – that concerns:

1. Political affiliations or beliefs of the student or the student’s parent(s).
2. Mental or psychological problems of the student or the student’s family.
3. Sexual behavior or attitudes.
4. Illegal, antisocial, self-incriminating or demeaning behavior.
5. Critical appraisals of individuals with whom the student has a close family relationship.
6. Relationships privileged under law, such as relationships with lawyers, physicians and ministers.
7. Religious practices, affiliations, or beliefs of the student or parents.
8. Income, except when the information is required by law and will be used to determine the student’s eligibility to participate in a special program or to receive financial assistance under such a program.

“Opting Out” of Surveys and Activities

Parents have a right to receive notice of and deny permission for their child’s participation in:

1. Any survey concerning the private information listed above, regardless of funding.
2. School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing or selling that information.
3. Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the School in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.

33. STATEMENT OF NON-DISCRIMINATION

Growing Up Green Charter School shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, gender, gender identity, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, national origin, religion or ancestry. A school may not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission to the school.

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. The following staff members have been designated to coordinate compliance with these requirements:

Title IX Coordinator, for concerns regarding discrimination on the basis of sex: Matthew Greenberg, Executive Director/347-642-4306; greenberg@gugcs.org

Section 504 Coordinator, for concerns regarding discrimination of the basis of a disability:
34. VIOLATION OF LAW OR CHARTER COMPLAINT

When families reach out with concerns, the school makes every effort to resolve these concerns at the school level. Families are first asked to meet in person with School Leaders. GUG prides itself on an open door policy that allows families access to School Leaders, who are often best equipped to handle the majority of family concern. If that meeting does not resolve the concern, additional meetings may be held with the Executive Director.

If families are not satisfied with the outcomes of these meetings, they are directed to file a formal complaint with the Board of Trustees. Families are asked to put their concerns in writing, addressed to the Board Chair, Jeff Mueller and emailed to jmueller@gugcs.org.

The Board then reviews the complaint, speaks with relevant members of staff, and Mr. Mueller drafts a written response to the families on behalf of the board. GUG then implements any remedial actions recommended by the Board’s response.

If, after making a complaint to the Board, a family believes that the Board of Trustees has not adequately addressed the complaint, or if, after a reasonable period of time, the Board of Trustees or its designee do not respond to the complaint, the family may then bring their complaint to Growing Up Green’s authorizer.

For Growing Up Green 1, the authorizer is the NYC Department of Education.
For Growing Up Green 2, the authorizer is the NYS Board of Regents.

All complaints brought to the Board of Regents/Commissioner concerning charter schools must be submitted in writing to the State Education Department’s Charter School Office, either via mail at: Charter School Office, NYS Education Department, 89 Washington Avenue, Albany, NY 12234, or via email to: charterschools@nysed.gov The subject line of the email should read: Complaint: [Name of School].

The contents of the letter/email should include:

- A detailed statement of the complaint including the provision of the School’s charter or law that you allege has been violated.
- What, if any, response you received from the School’s board of trustees (and the School’s Charter Entity in the case of schools not authorized by the Board of Regents).
- Copies of all relevant correspondence between you and the School and you and the Charter Entity if applicable. (You should maintain copies of all correspondence and materials for your own files.)
- What specific action or relief you are seeking.
- Contact information for you – name, address, email address, telephone number.

THE CONTENTS OF THIS DOCUMENT MAY BE UPDATED PERIODICALLY. UPDATED VERSIONS OF THIS DOCUMENT WILL BE AVAILABLE ON THE SCHOOL’S WEBSITE, WWW.GUGCS.ORG
Family Handbook Acknowledgement Form:

I have read the Growing Up Green Family Handbook and agree to comply with all rules. I understand that the content may be changed at any time and the school will notify me of these changes. I understand that it is my responsibility to make sure my child attends school every day (or at least 90% of the year), read weekly teacher newsletters, attend parent teacher conferences, and any other meetings to discuss my child’s progress.

Student Name: ____________________________________________
2019-2020 Grade: ___________________________________________
Classroom Teacher: __________________________________________

Parent/Guardian Name #1:
_________________________________________________________

Parent/Guardian Signature #1:
_________________________________________________________

Parent/Guardian Name #2:
_________________________________________________________

Parent/Guardian Signature #2:
_________________________________________________________

***Return this form to your child’s teacher on the first day of school. ***
2019-2020 FERPA DIRECTORY INFORMATION OPT OUT FORM

Under FERPA, the School must, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from a student’s education records. However, the School may disclose personally identifiable information contained in the student’s educational records without obtaining prior written consent of the parent or eligible student if the School has designated the information as “directory information.”

If you do not want the School to disclose any or all of the types of information designated below as directory information from your child’s education records without your prior written consent, please complete and return this form to the Associate Director of Operations no later than October 1, 2019.

I understand that upon submission of this Form, the information checked cannot be released to third parties without my written consent or unless the School is required by law or permitted under FERPA to release such information without my prior written consent; and that the checked directory information will not otherwise be released from the time the School receives my Form until my opt-out request is rescinded. I further understand that if directory information is released prior to the School receiving my opt-out request, the School may not be able to stop the disclosure of my directory information.

CHECK HERE TO OPT OUT OF ALL DIRECTORY INFORMATION IDENTIFIED BELOW; or

CHECK THE INDIVIDUAL BOXES BELOW TO SELECTIVELY OPT OUT OF CERTAIN DIRECTORY INFORMATION DISCLOSURE:

- Student's Name
- Student’s Class
- Student’s Grade Level
- Parent/Guardian Name
- Parent/Guardian Telephone Number
- Parent/Guardian Email

Student Name: _________________________
Grade: ________

Parent/Guardian (Print Name): __________________________
Parent/ Guardian Signature: ___________________________ Beahv