



UNIVERSITY PREPARATORY CHARTER SCHOOL
FOR YOUNG MEN
2023 – 2024
STUDENT & FAMILY HANDBOOK

MISSION STATEMENT

The mission of the University Preparatory Charter School for Young Men is to establish a culture that celebrates diversity and where all boys thrive academically and holistically. University Prep develops this culture through small classes, student empowerment, personalized attention from teachers and school staff, and a consistent focus on successful instructional outcomes. University Prep provides opportunities and experiences that balance the academic, social, physical, and creative development of young men. Consistent emphasis is placed on preparations for life after high school, a 100% graduation rate and all students being college or work- place ready.

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Student Recruitment. Selection. Enrollment, Selection Appeal Policies

Recruitment

The school will post a public announcement of the annual application process and deadlines on the School Website, in the Democrat and Chronicle newspaper, and through public service announcements on radio stations in January. The grade levels with available seats will be included in the announcements. At least one Recruitment Open House will be held for interested families. The President will arrange for a recruitment presentation at any community event upon request including local elementary schools. Each local elementary charter school will be asked to distribute recruitment materials to their enrolled families. Families will be permitted an opportunity upon request to tour the school while in session.

Application materials will be distributed to any family upon request. In addition, all application materials will be posted on the School Website for access to interested families. The following information is required in order for the application to be complete and accepted. Other data may be requested by the school if the data is related to a risk-factor used for enrollment purposes in accordance with the Charter. Required data is waived for homeless children in accordance with the McKinney-Vento Act.

- Student name, address, and phone number, date of birth, and the student identification number at the current school
- Names and addresses of parents or legal guardian
- Name and address of current school
- Grade next year
- Name of any currently enrolled brother or sister in the school

Selection

Completed applications are due in the school Office by 4:30 on April 1st. If April 1st does not fall on a school business day, the applications are due by 4:30 on the next school business day after April 1st. Only those completed applications received by the school by the deadline will be placed in the annual selection lottery. Applications received after the deadline will be time stamped and placed on a waiting list to be considered in order of receipt after the lottery list is exhausted.

The lottery list will consist of all of the completed applications submitted on time. There will be a lottery list for each grade level where vacancies exist as identified in the recruitment announcements.

The lottery will be held at 5:00 p.m. on the day that the applications are due. The Board President or President will chair the meeting and conduct the lottery in accordance with Charter Institute regulations. The lottery is public, and all applicants will be informed of the date, time, and location of the lottery. All Board of Trustee members will be invited to attend. Notice of the lottery will be posted in accordance with the public notification requirements of the Open Meetings Law.

All completed applications will be drawn during the lottery and ranked in accordance with the sequence of the applications drawn. For example, if there are 120 completed applications, then each application will be drawn randomly and ranked 1 through 120. There will be a ranked list for each grade level.

Applicants of siblings currently enrolled in the school will be automatically selected before the lottery is conducted. The number of vacant seats will be reduced accordingly. The President shall reserve the number of seats at each grade level projected to be needed for current students who will not be ready to move to the next grade level program. The remaining number of vacant seats at each grade level for placement from the lottery will be announced.

The remaining seats will be filled by students on the ranked list. They will be accepted in rank order from the lottery list.

When all available seats have been filled, the remaining ranked lottery list becomes the waiting list and is valid through the following school year.

Enrollment

Once selected, the student and family must complete all of the necessary enrollment forms and submit required documents. The student and family will be given a reasonable period of time to complete the enrollment forms and submit the documents.

After the deadline for completion of the enrollment information, if the students and family have not completed and submitted all required forms and documents, the parent or guardian will be sent a certified, receipt verified letter requesting that all enrollment requirements be completed within fifteen (15) calendar days, or the selection of the student will be voided. If the enrollment requirements are then not completed, the selection of the student will be voided and the parent/guardian will be notified by certified, receipt verified letter.

Students' current school districts will be notified of enrollment when all required forms and documents are submitted, and the enrollment process is completed.

Selection Appeal

The parent or guardian of any applicant may appeal the non-selection of their child directly to the Board of Trustees. The parent or guardian will be given a form to complete and mail to the Board Secretary. The form must include the name of the student; the name and contact information for the parent or legal guardian, and a brief explanation of the reason for the appeal. Within 10 days of receipt of the letter, the Board President shall appoint three (3) Board of Trustee members to meet with the parent or legal guardian to review the appeal. The President will attend the meeting.

After meeting with the parent/legal guardian and the President, the three (3) Board members will recommend by majority vote to the full Board a disposition for the appeal. The Board must approve the recommended disposition. The Board can only vote on a recommendation from the (3) Board members.

Instruments of Implementation

This policy will be posted on the School's Website.

The CEO will develop and submit in January to the Board for their information a detailed annual recruitment plan. Beginning in January, the CEO will report to the Board at its monthly regular meeting recruitment and application data.

The CEO shall develop and publish for distribution at the annual lottery, detailed procedures and timelines for the selection and enrollment process.

Policy Review

The CEO will recommend to the Board revisions in this Policy after the completion of each recruitment, selection, and enrollment cycle based on an assessment of the completed process.

Parent & Family Engagement

Parent and Family Education: The School will provide opportunities for parent and family education, which may include information on topics such as discipline, self-esteem, parent/child communication, and others as needed by parents/persons in parental relationships. School newsletters will also pass along parenting information to families.

Communication and Decision Making: The School supports clear, consistent, ongoing communication with parents/persons in parental relationships through newsletters, letters, fliers, telephone calls, conferences, meetings, email, voice mail, and various reporting forms. These will be opportunities for two-way communication with parents having many opportunities to be in touch with the teachers and the school. Reasonable effort will be made to communicate in the family's first language. The principal shall involve parents in decisions affecting the welfare and education of students.

Volunteers: Parents and family members are welcome in our school. We will have a family area for volunteers to sign in and work. Upon approval of the principal, volunteers may work in the classroom, directly supporting the teacher; in the office; or in a variety of other ways - such as lunchroom monitors. They are encouraged to volunteer in school-wide special events and activities. Volunteers shall meet applicable State, County, and City screening requirements.

Home Learning: Families will be encouraged to actively support their child's education through home learning activities. Teachers should plan assignments that will encourage parent and child to work and learn together. Teachers will send home frequent communications that inform parents about the curriculum and their academic standards and expectations so that parents will know what their children are learning. Parents/persons in parental relationships will regularly receive grade and other reports that provide information on their child's progress.

Collaborating with the Community: The input and support from the community serves an important role in encouraging the schools and the greater community to work together. The Board of Trustees supports and encourages collaboration with Institutes of higher education service organizations and with area businesses. These collaborations bring valuable resources, financial and technical, into our school.

Title I/AIS Parent Involvement Requirements

Family involvement in the successful operation of Title I/AIS programs occurs on several levels. At the most basic level is the active involvement of parents with their own child's education. A primary purpose of parent involvement practices is to improve the effectiveness of parents as their child's first teacher. The second level of parent involvement is at the school level. In our school, an active team brings parents, teachers, administrators, and other school stakeholders together to consult on ways to better serve our students. An important role and responsibility are to represent the interests of parents of Title I/AIS students. We established the Title I/AIS School Advisory Committee to provide a vehicle for parent input and advice in the operation of the School's Title I and AIS services. This committee is composed of one Title I/AIS parent from each grade. They are chosen by the principal. The principal serves as chairperson of the Title I/AIS School Advisory Committee.

The school will:

- Convene an annual meeting to which all parents are invited, at a convenient time, to which all parents of Title I participating children shall be invited and encouraged to attend, to inform parents of the school's participation under this part and to explain the requirements of the law, and the right of parents to be involved [Section 1118(c)(1) and (2), ESEA.]
- Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided, transportation, childcare, or home visits, as such services relate to parental involvement.
- Involve parents, in an organized, ongoing and timely way, in the planning review, and improvement of programs including the planning, review and improvement Title I/AIS programs.
- Provide parents of participating children
 1. pertinent and timely information about Title I/AIS programs, student achievement, student assessments, and the individual programs and progress of their children;
 2. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
 3. opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
 4. submit parents' comments on the Title I plan when the school makes the plan available to the NYSED.
- Develop, disseminate and implement a school-parent compact which outlines how parents, the school staff, and students share responsibility for improved school achievement.

The school will ensure that:

- Parent-teacher conferences occur at least twice annually.
- Reports on each child's progress and achievement occur at least four times annually.
- Parents have reasonable access to staff, and
- Parents are provided meaningful guidance on ways to help their children improve their school achievement.

Complaints: Any parent, teacher, other interested person, or agency may file a complaint. All complaints must be written; signed; specify the law or regulation being violated and the related issue, problem, or concern; contain information/evidence supporting the complaint; and state the nature of the corrective action desired. The complaint must be sent to the principal. Appeals as to the response (or lack of response of the complaint by the principal should be sent to the NYSED, Office of School Improvement and Community Services, Title I School and Community Services, Room 365 EBA, Albany, NY 12234.

Authority: This Title I/AIS Parent Involvement Policy is approved by the Board of Trustees. It is submitted to the NY State Education Department as part of the School's Annual Consolidated Grant Application.

Instruments of Implementation

The highlights of the Policy will be published in the School Handbook and on the School Website. The Policy will be distributed at one of the annual parent meetings.

The school will publish and distribute annually a parent involvement brochure outlining the Policy, encouraging parent involvement, and providing contact information for parents with more interest.

2023 – 2024 SCHOOL CALENDAR

Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

August 2023

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

September 2023

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October 2023

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November 2023

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

December 2023

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

School Hours:

2023-2024 SCHOOL CALENDAR

July

4 Independence Day (Observed)
5 Summer School begins

August

16-17 Regents Testing
23-New Employee Orientation
24,25, 28-30- All staff PD

September

5 Staff professional development
4 Labor Day
6 First day of school
21 Open House

October

9 Indigenous People's Day Recess
13 Parent/Teacher Conferences

November

7 Asynchronous School Day/Election Day
10 Veterans' Day Recess
22-24 Thanksgiving/Fall Recess

December

1 Parent/Teacher Conferences
25-29 Winter Recess

January

1 Federal Observance
15 Dr. Martin Luther King, JR Day Recess
23-26 Regents Exam Week

February

2 Parent/Teacher Conferences
19 February President's Day Recess
20-23 February Recess

March

22 Parent/Teacher Conferences
29 Good Friday Recess

April

1-8 Spring Break Recess
10-12 NYS ELA assessments
15-17 NYS ELA assessment make-up days
22 Asynchronous Day

May

7-9 NYS Math assessment
10-14 Assessment Make-up Days
17 Asynchronous Day/Parent Conferences
24-27 Memorial Day Recess

June

4, 14-25 Regent Exams
19-Juneteenth Holiday Recess
25 - UPREP graduation
26 Last day for teachers

Key	
	Day 1 School/Asynchronous Day
	Recess Days
	Federal/State Holiday
	Parent/Teacher Conference Days
	Regents/NYS Assessments
	Open House
	Professional Development
	Rating Day/Last day for Teachers

January 2024

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

February 2024

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

March 2024

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

April 2024

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

May 2024

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

June 2024

Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

2023-24 Timeline for

Student Academic Reporting

1st Quarter 5-Week Report

Wednesday, September 6, 2023 (First day of school)

Friday October 6, 2023

Sent home by October 13, 2023

1st Quarter Report Card

Wednesday, September 6, 2023

Thursday, November 9, 2023

Sent home by November 16, 2023

2nd Quarter 5-Week Report

Monday, November 13, 2023

Friday, December 15 2023

Sent home by December 22, 2023

2nd Quarter Report Card

Monday, November 13, 2023

Friday, January 26, 2024 (Exam week starts on January 23)

Sent home by February 2, 2024

3rd Quarter 5-Week Report

Monday, January 29, 2024

Friday, March 1, 2024

Sent home by March 8, 2024

3rd Quarter Report Card

Monday, January 29, 2024

Friday April 12, 2024

Sent home by April 19, 2024

4th Quarter 5-Week Report

Monday, April 15, 2024

Friday, May 17, 2024

Sent home by May 24, 2024

4th Quarter Report Card

Monday, April 15th, 2024

Tuesday, June 25, 2024 (Last day of classes is June 13) (Exams start June 14)

Sent home by June 29, 2024

University Preparatory Charter School for Young Men
2023-2024 Board Member Directory

Dr. Edward Yansen
Board President
Edward.Yansen@uprep.org

Allen Williams
Treasurer
Allen.Williams@uprep.org

Sharon Delly
Secretary
Sharon.Delly@uprep.org

Dr. George Bovenzi
Board Member
George.Bovenzi@uprep.org

Denise Rainey
Board Member
Denise.Rainey@uprep.org

Dr. W. Gayle Harrison
Board Member
Gayle.Harrison@uprep.org

Wandah Gibbs
Board Member
Wanda.Gibbs@uprep.org

David Shakes
Board Member
David.Shakes@uprep.org

Larry Ellison
Board Member
Larry.Ellison@uprep.org

Staff Directory

LAST NAME	FIRST NAME	DEPARTMENT		LAST NAME	FIRST NAME	DEPARTMENT
Addison	Jordan	LL Instructional Coach		Korherr	Bonnie	SPED Teacher
Bain	Calvin	Math Teacher		Korherr	Johannah	SPED Teacher
Bartolis	Jesse	English		Larkin	Walter	Chief Executive Officer
Bonanno	Steve	English		Lawhorn	Latifah	SPED Teacher
Booker	London	MS Counselor		Lawrence	Gregory	HR Manager
Briggs	Travis	Math Teacher		Lee	Malcolm	Athletic Director
Buckner	Paul	Science Teacher		Lefebvre	Zachary	Health Teacher
Buchko	Laurie	SPED Coordinator		Lewis	Cameron	COO
Burgess	Jerome	Science		London-Hill	Kevon	C&C Counselor
Coleman	Devin	LL Behavior Specialist		McGee	Issac	Math Teacher
Coleman	Gerald	6th Grade GLM		McHale	Kerri	SPED Teacher
Collins	Mario	11th Grade GLM		Mehremic	Adela	Director of Business
Coluzzi	Jessica	SPED Teacher		Miller	Raheem	Director of Bldg Subs, Security & GLM
Corbett	Cequan	Bldg. Maint / CTE		Mitchell	Toshia	6th Grade Teacher
Cox	Cory	Physical Education		Murrell-Dilbert	Sharon	MS Program Manager

Crane	Maya	Exec. Dir. UPrep Foundation		Mustafic	Emin	Lead Custodian
Crouch	Jerice	8th Grade Level Manager		Nettles	Jeremiah	ELA Teacher
Cunningham	Xavier	Security/Building Sub.		Newsom	Sterling	Security
Daniels	Tyshawn	Security		Patmon III	Willie	SPED Teacher
Dankert	Sara	Art		Peavy	Jamaal	Director of SFC Support & Eng.
Dilbert-Dunn	Samiah	SPED Teacher		Perkins	Michael	12th Grade GLM
Elmendorf	Adryanna	LL Transition Specialist		Phippen	Meagan	LL Reading Specialist
Francis	Dante-Ezekiel	Physical Education		Quick	Natasha	ELA Teacher
Fuller	Latresha	HS Principal/CAO		Rice	Gregory	Machining/CTE
Galemore	Greg	HS Program Manager		Richards	Terrance	Computer Tech Teacher
Geames	Chazmen	Science Teacher		Richardson	Danielle	Data & Office Manager
Goerke	Darlene	Cafeteria		Schudel	Michael	Math Teacher
Harris	Tracy	Director of CTE		Shepard	Clarence	Bldg. Substitute
Henderson	Shannon	Academic Room / ISS		Smith	Brian	7th Grade GLM
Higdon	Rayvon	CTE IT Teacher		Spencer	Todd	CTE Culinary
Hines	Elizabeth	LL Social Worker		Story	Carol	Admin Asst.
Honan	Katherine	Admin Asst.		Stubbs	Sha'Mere	SPED Teacher

Howell	Robert	SS Teacher		Townsend	Laurie	Math Teacher
Hughes	Jamal	HS Counselor		VanAllen	Michael	Music Teacher
Hunter	Kimberly	ELA Teacher		Vulaj	Paul	Custodian
Jackson	Sandy	Admin Asst.		Walker	Cherelle	Bldg. Substitute
Janis	Paul	IT Manager		Williams	Jeenathan	10th Grade GLM
Johnson	Shamar	6th Grade Specials		Williams	Shaquille	SS Teacher
Keiffer	Miranda	SPED Teacher		Yansen	Duane	8th Grade GLM
Meyn	Erika	SPED Teacher		Yonker	Lauren	ESOL Teacher
Toussaint	Jean	ELA Teacher		Young	Damien	SS Teacher
Tripp	Jamila	Science Teacher		Young	Isiah	SS Teacher

Policies & Procedures

Attendance, Absences, and Tardiness Policies

It is vital to your child's education to be on time on a regular basis. Regular attendance provides each child with continuity in the educational process. Helping children establish regular attendance patterns during school years can have a positive influence on the attendance patterns they establish as adults in the work force. Please be aware that poor attendance will jeopardize your child's placement at U Prep Rochester for the following school year. That is, students with irregular attendance (including frequent tardiness) will not be guaranteed a spot for the next school year. Student who are constantly late/absent cause our school to lose part of its funding from the state. This impacts our ability to provide books and services to our families.

Daily Absents

When a student is absent from school, parents must contact the school. If the office does not receive a call about your child's absence by 9:30am, you will receive a robo-call from a staff representative. Every attempt will be made to reach someone who knows whether the child was sent to school. It is imperative for the school to know that all students who were sent to school arrive safely. This is a safety issue, and everyone's cooperation is vital.

Tardy to School and Class

Like absences, tardiness can be quite disruptive to your child's education. It also causes the entire class to lose instructional time when a child arrives late. Please help your child arrive at school on time daily. Students who arrive after the 8:15 AM bell rings must enter the building through Exit 4 until 9:00 am to sign in and receive a late pass before going to his classroom. After 9:00 am, students will enter building at Exit 1.

Procedures for Record Keeping

All teachers (this includes teachers of elective classes) will take attendance for every class they teach. When the tardy bell rings, teachers will immediately close the classroom door. Late students are to report to the House Office and get a tardy/late slip to be admitted to class. Students are to go directly to the House Office. Students may not go to any other teacher to ask for a pass to class. Teachers will record daily attendance, including tardiness, and present these records when meeting with parents.

Tardy Policy for U Prep Rochester

The students have been given time to take care of personal needs before class begins. The students are given 3 minutes of time between classes to go to the restroom and/ or their lockers.

Students are required to be in **their seats** when the bell rings: this helps each teacher with classroom management and helps the students to be prepared for class.

Excusing Students from School

Students must have prior written consent of the parent or guardian in order to leave the school grounds during regular school hours. Notes for early dismissal of students for the purpose of doctor or dentist

appointment are required; however, we do hope you will make every possible effort to avoid medical and dental appointment during school hours. Parents must sign students out at the Main Office in all cases of early departure. Only persons listed on a child's registration card will be allowed to sign him out. Therefore, it is extremely important that the parents keep the child's registration card updated at all times.

Philosophy

The purpose of this policy is to ensure students attend school and classes on a regular basis to achieve academic success. Regular uninterrupted instruction, classroom participation, and interaction with classmates are essential to the educational success and grade promotion of students at U Prep Rochester. We will monitor and enforce policies that mandate regular school attendance.

We believe that school is students work. It is our goal to develop students into responsible, dependable adults who exhibit punctuality and promptness in their daily lives. Regular school and class attendance lay the foundation for future expectations that will positively affect U Prep students in their public and private lives.

Exceptional Education

Procedures and policies governing English as a Second Language (ESL) and students with disabilities according to IDEA and/or Section 504 of the Rehabilitation Act of 1973 shall take precedence over this attendance policy whenever an application of this policy would conflict with the legal rights specially provided to such students.

Notification of Excessive Absences

The parent will contact the school each time the student is absent from school. Efforts will be made to contact the parent/ guardian or custodian when a student is absent from class and the parent has not contacted the school. The parent will be informed to the need for regular attendance.

Students with chronic absences or excessive tardiness will be placed on attendance contracts.

Changing Student Information & Contact Information

It is essential that parents inform the school of correct home and business addresses and telephone numbers. This is important for emergencies and for school records. This also includes unlisted numbers. Your privacy will be respected.

Permission for Fieldwork

Due to the frequency of students working in the community on various projects, it is not feasible to send a permission slip home every time a student is off campus. Part of the orientation process is the completion of standing permission slip for fieldwork. Any overnight trips and selected day trips require specific permission slip to be completed.

Personal Property

U Prep is not responsible for safeguarding student's personal property. Students should leave items not required for educational or after school activities at home.

Telephone Use/ Cellular Phone/ Electronic Device Policy

The office telephones are for office and teacher use only. Students must get permission before using the phone.

U Prep has determined that cellular phones have limited to no educational value and their use may create a distraction to the learning environment.

Homework

At U Prep homework is not intended to be "busy work." Homework affords students the opportunity to practice using the concepts of that days in-class work and prepare for the next class meeting. Students are expected to complete all assigned homework.

Cheating & Plagiarism

Plagiarism is to use and pass off the ideas or writing of another as ones' own. Cheating includes copying another's assignment or allowing someone else to copy your assignment.

Plagiarism is considered a serious academic offense at U Prep. For a first-time offense, the student will be allowed to redo the assignment. For all subsequent offenses the student will receive a "No Credit" on the assignment and will not have the opportunity to redo the assignment.

If a student is caught cheating during an exam, he will receive a "No Credit" for the assignment and not have the opportunity to redo the exam.

Other consequences for both cheating and plagiarism may include suspension or expulsion.

Grade Promotion Policy

Grade 7 to 8/Grade 8 to 9 Promotion: Includes the following:

At the end of Grade 7 and/or Grade 8 school year, a promotional meeting is held for each student and attended by:

- Principal, Meeting Chair
- Grade level core subject teacher(s)
- Instructional/grade level administrator
- RTI staff/Special Education Teacher

One of the following is the decision for each student at that grade level:

- Student will be promoted to the next grade
- Student must attend a four-week summer program focusing on literacy and math
- Student must demonstrate some growth at the end of the program to be promoted to the next grade level
- Student and parent will attend a pre-summer school meeting to go over expectations and possible outcomes

If that growth is not evident, grade retention will be a serious option for that student. Final decision will be made by the President and Principal.

Grade 10 Designation

A student must have earned 5 1/2 credits (minimum) toward graduation. Credits must include:

- | | |
|--------------------------------|-----------------|
| (1 Credit) Integrated Algebra | (Regents) |
| (1 Credit) Living Environment | (Regents) |
| (1 Credits) Global I | (Regents) |
| (1 Credit) English I | (Local) |
| (.5 Credit) Physical Education | (Local) |
| (1 Credit) Spanish I or II | (As Applicable) |

Summer School is mandatory for credit recovery in all of the above core subjects.

Grade 11 Designation

A student must have earned 12 credits (minimum) toward graduation. Credits must include:

- | | |
|---|-----------------|
| (1 Credit) Geometry | (Regents) |
| (1 Credit) Earth Science | (Regents) |
| (1 Credits) Global II | (Regents) |
| (1 Credit) English II | (Regents/Local) |
| (1 Credit) U.S. History – If applicable | (Regents) |
| (.5 Credit) Physical Education | (Local) |
| (1 Credit) Elective Credit(s) | (Local) |

Summer School is mandatory for credit recovery in all of the above core subjects.

Grade 12 Designation

A student must have earned 18 credits (minimum) toward graduation and must have a class schedule that will allow him to graduate in June of that school year. Grade 12 course offerings include the following options:

1. Physics/Chemistry as the third science course needed for graduation (Regents or Local)
2. Algebra 2/Trigonometry as the third math course needed for graduation (Regents or Local)
3. English III – with Regents (if applicable)

4. Participation in Government/Economics
5. .5 Physical Education Credit
6. Course recovery needed from previous years' Regents courses
7. College courses(s) offered on campus(es)
8. Elective credit(s)

Instruments of Implementation

This policy shall be posted on the school's website and distributed to students, parents, and employees.



U Prep Rochester School Uniform/Dress Code 2023 - 2024 School Year

The Board of Trustees believes that student uniforms promote school safety, improve discipline and enhance the learning environment because they:

- Help decrease the likelihood of violence and theft because students are not tempted to argue over designer clothing.
- Prevent gangs from establishing a presence because gang colors and insignias are strictly prohibited.
- Create a more professional environment whereby students understand they are coming to class to work and not to just hang out and socialize with friends.
- Help parents and students resist peer pressures because there is no need to wear the latest styles or follow popular clothing trends.
- Help parents who struggle financially because uniforms are much more affordable than costly fashions that change often.
- Enhance safety because they make it easy to identify anyone who attempts to enter school property without authorization.

Students are expected to adhere to the following appropriate dress code:

- Prep-Issued Polo Shirts/Fleece.
- Khaki color slacks (No jeans).
- White or blue dress shirt (short or long sleeve) and appropriate tie, any color or design, when required by Administration for special events.
- Dress shoes or sneakers.

The Chief Executive Officer may make exceptions to the uniform policy/dress code for special events or as needed for religious or medical accommodation.

Discrimination Policies

Non- Discrimination and Zero Tolerance Policy

U Prep is committed to providing a safe and orderly environment where students can achieve academic success. A practice violating the school policy is entirely unacceptable and any student who engages in such activity will be removed from the school for a length of time determined by the CEO. Students and their families have the right to attend a safe school, and U Prep will have no tolerance for any form of discrimination, harassment or intolerance.

Harassment

U Prep will take an assertive and active role in protecting its students and staff from harassment. Harassment in any form will not be tolerated on school grounds, at school sponsored events or activities, or while traveling to and from school or school sponsored events or activities.

Harassment on the basis of race, national origin, religion, age, sex, sexual orientation and/or disability includes:

- a) Unsolicited remarks and/ or verbal comments
- b) Gestured and/ or physical contact
- c) Display or circulation of written materials or pictures derogatory to either gender or to racial, ethnic, religious, age, sexual orientation or disabled individuals or groups.
- d) Unwanted sexual attention from peers, subordinates, supervisors, clients or anyone the victim may interact with in order to fulfill school or job duties.
- e) Pressure (subtle or otherwise) for sexual activity.
- f) Leering, pinching, patting and other forms of unwanted touching
- g) Rape and attempted rape

If a person (staff or student) believes he or she is being harassed, he or she should:

- a) Immediately inform the harasser that the behavior is offensive and request that it stop.
- b) Or if that is not possible, report such behavior to the appropriate person (staff should report the offense to the CEO, students report to the House office Coordinator or Principal). Students are also encouraged to tell their parents.

Reports of harassment will be kept confidential, to the extent permitted by law. Once a staff member receives a complaint, she/he must document the incident in writing, and give it to the CEO within one workday. The CEO will have the authority and the responsibility of ensuring that complaints are addressed immediately. The CEO will review all complaints and document and maintain all records of harassment. Any person who, after investigation, is found to have committed any act of harassment toward a student or staff member will be subject to disciplinary action or termination of employment.

The University Preparatory Charter School for Young Men

Code of Conduct

We believe that all students who come through the **University Preparatory Charter School for Young Men** will leave us feeling useful to themselves, their families and their communities; they will feel productive and capable. We expect good and productive behavior from all of our students and have designed our school so that problems are not likely to occur. However, we recognize that not everyone will behave perfectly all the time and that occasionally some students will test the boundaries that have been established. In this case, actions will be taken depending on the type of misbehavior. In all cases, thorough investigations will be conducted.

Students Disruption of Educational Process

Students at U Prep enjoy the right to quality education, free from unnecessary disruptions and distractions. Everyone in the U Prep community including students, parents, faculty and staff share in the responsibility of maintaining a respectful campus environment.

Some examples considered as disruptions of learning are:

- Students not performing assigned tasks
- Students exhibiting behavior that interferes with the teacher's efforts to teach or another student's effort to learn
- Students speaking out in inappropriate times
- Students moving around classroom inappropriately

The faculty or staff member immediately responsible for the situation will determine what constitutes disruptive or distracting behavior.

At the beginning of each school year or term, both teachers and students will work together to establish classroom procedures and expectations, and these will be expected to be followed by all participants in the classroom. Students will be given the opportunity to sign a "Student Contract" that signifies their agreement with the rules of the particular learning community.

Infractions of U Prep school policy will result in appropriate consequences and will be handled by school personnel.

Health Policy

HEALTH INFORMATION & MEDICAL HISTORY: If a child wakes up ill, it is expected that they will remain home from school in an effort to protect the ill student and other students and staff. If a student becomes ill at school, parents will be notified and expected to make arrangements for the student to be picked up right away. For this reason, it is important that parents complete the emergency information on the “Health Information” form and keep this information updated.

IMMUNIZATION: All students entering UPREP Rochester for the first time must bring a record of current immunizations. Immunization records are to be brought to the school where they will be placed in your child’s school records.

All students in New York State must be immunized according to State guidelines. State health regulations mandate that students cannot attend school unless they are properly immunized and can provide written documentation of any immunizations received unless they are medically exempt. If parents receive any notifications regarding any medical records needed, failure to provide necessary records could result in the exclusion of their child from school.

Parents can obtain copies of their child’s immunization records from the physician who administered the shot(s). If shots were obtained at the Health Department, parents can obtain copies of records there. To the extent practicable, the school nurse may verify a student’s immunization status through the New York State Immunization Information System.

ADMINISTERING MEDICATION: Our goal is to help every student at UPREP to have a safe and productive school year. For some, that means medication will need to be administered at school. Guidelines ask that the administration of medication at school be done only if absolutely necessary for the student to remain in school. Many times, the dosing schedule can be timed to avoid giving medication at school. Parents should discuss this option with their child’s physician. If medication at school is necessary, parents must follow the guidelines developed for the health and safety of all children at school. If a child’s dosage is before school, parents should inform the school if he/she did not receive prescribed dosage prior to arriving to school as well as possible side effects from the missed dosage. This will enable school personnel to make necessary adjustments in the student’s schedule for that day.

Before giving medication at school, the “Authorization to Administer Medication” form must be completed and on file in the office. Copies to this form may be obtained from the school. Most doctors or clinics have a similar form that may be acceptable. The doctor’s instructions on the prescription, as well as parent’s permission and signature, must be provided.

Prescription medication must be sent to school in a container labeled with a pharmacy label. Parents may ask your pharmacist for an extra-labeled bottle. An adult must bring the medication to the office. Any student found carrying any type of medication at school will be sent to the Chief Executive’s Office and a parent will be notified. Medication is maintained in a locked cabinet at all times with the nurse and the principal having the only keys to that medication cabinet.

Prescription medication will be administered by our school nurse, when the nurse is on duty in our building. The Chief Executive Officer is authorized to identify and provide training to employees, other than the school nurse, to administer medications in emergency situations as authorized by law. The nurse will keep an updated census on those students who require medication and its particulars.

Teaching and Conflict Resolution

Teaching and modeling positive behaviors are the primary approaches to discipline at U Prep. U Prep has adopted and promotes a particular culture of learning and set of values. This culture provides the foundation for individual classrooms to develop their own set of behavioral expectations. This self-governing model teaches many positive behavioral traits on a daily basis through countless interactions among students, between students, and teachers.

Conflicts arise within any community. Conflict resolution is in an area of the school environment that is crucial to the ongoing positive nature of our program. As a rule, all members of our community will attempt to use conflicts as a springboard to teach new and better behaviors.

Aggressive or disruptive behavior may happen for variety of reasons and in a variety of school settings. In line with our educational philosophy, these behaviors will be handled in a variety of ways that will integrate the needs of the child while teaching and modeling the desired outcome. Whenever possible those involved are invited to actively participate in the conflict resolution. Our goals are to protect each person's rights, and to help each person learn to make wise choices.

Expectations of Conduct

Students and staff will create classroom expectations. U Prep firmly resolves that all students have the right to learn in an environment that is safe, promotes learning and is free from distractions. The school shall enforce provisions of the code of conduct and discipline so that students demonstrating unacceptable behavior and their parents understand that such behavior shall not be tolerated and shall be dealt with according to the code and requirements of law.

The rights of the rest of the student body to an education free from disruptions may cause U Prep personnel to remove disruptive students from the learning community for a period of time.

Students are expected to conduct themselves in keeping with their level of maturity and development, acting with proper regard for teachers and others acting in a supervisory role, respect the educational purposes underlying all school activities, respect the widely shared use of school property, and acknowledge the rights and welfare of other students.

Conduct that disrupts or threatens to disrupt the operation of the school, that interferes in any way with the public or private rights of other students or citizens, that threatens or endangers the health or safety of any person, or that damages property will not be tolerated and will result in immediate disciplinary action and consequences. Possible consequences are listed below.

Misbehaviors (not meant as a comprehensive list) Examples

- Not following classroom rules

- Interrupting, talking out of turn when asked to be silent
- Not paying attention in class
- Being out of one's seat without permission during class
- Rudeness, negative body language
- Eating candy or chewing gum during class, in the halls, or on the field work
- Having a hat in your possession during instructional hours inside the school building
- Name-calling, teasing, or bullying
- Being late to class
- Disobeying a staff member (Insubordination)
- Being rude to an audience member or being rude on field work

Major Misbehaviors (not a comprehensive list) Examples

- Cursing or using obscene language or gestures
- Throwing food
- Disrupting the hallways, running, making noise, abusing pass privileges
- Being in areas that are off- limits
- Refusing to leave a classroom when asked
- Failure to report to your designated House Advisor
- Chronically disrupting others learning
- Verbal harassment, including racial, ethnic, or sexual slurs or negative remarks about someone's family member, Threatening a student or staff member
- Disobeying, disrespecting, or being insolent towards a teacher, member of the staff, custodian, or visitor
- Leaving building without permission
- Leaving class without permission
- Refusing to identify oneself to a staff member
- Bullying or intimidating others
- Bringing an unauthorized guest to school
- Defacing our school building
- Bringing obscene literature and/ or pictures
- Forging a parent's signature
- Chronic tardiness to school
- Failure to report after school when told to do so by any teacher
- Selling things without permission
- Use of personal stereos, beepers, cellular phones, Gameboys, toys, gum, and other items that distract students from learning
- Violating the schools dress code
- Inappropriate use of the internet
- Breaking bus rules
- Any action between school and home that endangers your safety, or the safety of others
- Stealing or Vandalism
- Cheating, plagiarism, or copying work

Consequences of Infractions: Moderate to Severe

A student's misconduct at U Prep will result in appropriate consequences for the student. Depending upon the severity of the misconduct as judged by U Prep personnel, consequences may include any of the following.

This is not meant as a rigid continuum.

- **Consequences given immediately without family notification.**

Options for consequences may include short term use of the following: a short time out period, a period of time in the Grade Level House Office, where students work alone, or one-on-one supervision in another setting with Grade Level Manager.

- **Consequences given immediately with family notification.**

Options for consequences may include short term use of the following: A short time out period, a period of time in another setting with our Grade Level Manager, where students work alone or with one-on-one supervision in another setting by the school Principal. In addition, there may be a peer mediation and/or intervention by a teacher. Student may be sent home per parent agreement. Student may return after parent conference is completed.

- **Community Service** to the school or larger community may be appropriate consequences for misconduct, especially in cases of vandalism, graffiti, damage or disrespect to property, etc.

- **Individual Behavior Plan After** previous visits to the Grade Level Manager, or when the teachers deem a student could benefit, student will work with the teacher to design an individual behavior plan (a copy of which will be sent home for parent/ guardian review). Families will be called at this point.

This plan can be reinstated at any point after its bi-monthly reevaluation, if it works to help the student behave better. This individual behavior plan will include behavioral guidelines written together by the teacher and student and may include a more structured learning environment, less free time, independent work time for individual subjects, time with the Grade Level House Manager.

Student may be sent home per parent agreement.

Suspension from school is not a desired outcome at U Prep and we hope the following steps will take place to avoid any suspension from school:

- 1) Classroom teachers and all staff are expected to, in most cases, take pro-active steps if they see a problem developing and stop the situation from escalating.
- 2) If your child is in a co-teaching classroom, one of the teachers can take your son out of the classroom, to calm him down, re-direct him and get him back in the classroom to continue instruction
- 3) If this is not successful, he is to be escorted to the grade level office/manager.
- 4) If your son is in a single-teacher classroom, he will be directed to the grade level office immediately. We do not want anything to escalate into a serious issue.

Grade-Level Manager will know your son very well and will do one or more of the following:

- 1) Counsel with your son, re-direct him and get him re-focused and back into class
- 2) Call home and include the home in calming your son down, re-focusing and getting him back into class.
- 3) Send your son home for the remainder of the day and set up a meeting with the family and your son to resolve the situation and get him back into class and school as soon as possible.

Our goal is always to use all the strategies above and any other creative strategy to avoid suspending any student from school and keeping all in our learning environment.

In the case of a serious issue that would warrant a suspension from school - we will exercise our right to:

- 1) Alternative PM School
- 2) A short-term suspension (1 to 5 days duration)
- 3) A long-term suspension which would require a hearing presided over by the CEO or a designated officer of U Prep

Ultimate disciplinary action and authority lies with the Executive Officers of the school. The process intends to be instructive, not punitive in nature. Serious or repeated infractions will result in a parent/teacher/student conference and consequences may be as serious as suspension or expulsion. For incidents warranting such consequence's parents/ guardians will be notified by a phone call or in writing.

Code of Conduct for Students with Disabilities

UPrep shall implement the following disciplinary policy procedures with respect to students with disabilities.

If a student violates U Prep's discipline code and is being considered for a suspension or removal, U Prep must ensure the following due process protections are provided to the student and the student's parent(s) or guardian must be provided with a written notice, and a follow-up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the CEO and appropriate staff to discuss the incident and question any complaining witness against the student. For suspensions in excess of 5 consecutive school days, a written notice and a follow-up telephone call will occur, describing the basis for the proposed suspension, and explaining that the student has an opportunity for a fair hearing conducted by the CEO or designated officer of the school at which the student will have a right to question any witnesses on his behalf. Where possible, notification must also be provided by telephone. For any student of compulsory school age, U Prep must provide alternative education to the student during the suspension as set forth below, including any special services required by the Individualized Education Program prepared by the students' CSE of their district in which U Prep is located.

Final determination on a suspension or removal of a student, following due process, shall be made by the CEO.

In addition to the above, there are additional procedures and protections that apply to students with disabilities including:

- The provision of a free and appropriate education to students who are suspended or removed for disciplinary reasons for more than 10 school days in a school year, this includes a teacher going to the student's home or the student coming to U Prep during or after the scheduled school day to receive the required instruction according to the IEP.
- The responsibility of schools to address behaviors that result in suspensions or removals for more than 10 school days in a school year (functional behavior assessment and behavioral intervention plans)
- The determination of the relationship between the behavior and the student's disability when a suspension or removal would result in a disciplinary change of placement (manifestation determination)
- Providing the parent of the student a copy of the procedural safeguards notices (special education rights) whenever a disciplinary action will result in a disciplinary change in placement which is a removal for more than 10 consecutive school days.
- An expedited process to resolve disagreements between parents and school regarding certain disciplinary actions
- Protections for students who are not classified when a parent asserts that U Prep had knowledge, prior to the behavior that resulted in the disciplinary action, that the student was a student with a disability
- Expedited evaluations of students suspected of having a disability during the time the student is suspended.

U Prep has the authority to suspend or remove students with a disability to interim alternative educational settings for up to 45 days for offenses relating to illegal drugs, controlled substances, weapons, or where the student represents a safety concern. In instances when U Prep maintains that it is dangerous for a student to remain in his current educational placement, U Prep can request an expedited due process hearing to move the student to an interim setting. U Prep can remove a student with a disability from his or her current placement, when necessary, even though the student had previously been removed earlier in the school year as long as the removal does not constitute an instructional change in placement.

U Prep will work closely with the committee on special education to establish clear guidelines for communication and decision-making on disciplinary matters.

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. *{A student not specifically identified as having a disability but whose school district in which U Prep is located or charter school, prior to the behavior, which is the subject of the disciplinary action, has a basis of knowledge-in accordance with 34 CFR 300.527(b)- that a disability exists may request to be disciplined in accordance with these provisions.}* U Prep shall comply with sections 300.519-

300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations such federal law and regulations shall govern.

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

Students for whom the Individualized Education Plan (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the committee on special education (CSE) of the student's district in which U Prep is located for consideration of a change in the guidelines.

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

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

U Prep shall work with the district to ensure that the CSE of the student's district in which U Prep is located meets within 7 days of notification of any of the following:

1. The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
2. The commission of an infraction resulting from the student's disability.
3. The commission of an infraction by a disabled student, regardless of whether the student has previously been suspended during the U Prep year if, had such infraction has been committed by a non-disabled student, the CEO would seek a suspension in excess of 5 days.

U Prep shall ensure that when the suspension or removal of a student with a disability will require a disciplinary change of placement, the CSE will be immediately notified. The CSE can meet its required obligations to:

1. Convene a CSE meeting within 10 school days to make a manifestation determination.
2. Convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavior assessment or review an existing functional behavioral assessment or behavioral intervention plan.
3. Provide the student's parent with a copy of their procedural due process rights.
4. Work closely with the CSE of the students' district in which U Prep is located in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

Provisions of services during removal

Those students removed for a period fewer than 10 days will receive all classroom assignments and a schedule to complete such assignment during the time of his or her suspension. All assignments will be under the direction of a certified teacher.

Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. U Prep also shall provide alternative instruction to assist the student, so that the student is given full opportunity to complete assignments and master the curriculum, including additional instruction, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

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

During any removal for drug or weapon offense *{pursuant to 34 CFT 300.520() (2)}*

Services will be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his IEP. These service determinations will be made by the CSE of the student's district in which U Prep is located. U Prep will place students in interim alternative educational settings as appropriate and managed by *34 CRF 300.520(a)(2)*.

CSE Meetings

Meetings of the CSE of the student's district in which U Prep is located to either develop a behavior assessment plan or, if the student has one, to review such plan are required when: (1) the student is first removed from his current placement for more than 10 school days in a school year; and (2) when commencing a removal which constitutes a change in placement.

Subsequently, if other removals occur which do not constitute a change in placement, U Prep will work with the CSE of the student's district in which U Prep is located to review the student's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE of the student's district in which U Prep is located believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

U Prep ensures that the special education coordinator or special teacher, and the general classroom teacher, will attend all meetings regarding their students initiated by the committee on special education from the student's home district. These meetings could be relating to the development and implementation of behavioral intervention plans, initial referrals, change in service, or annual reviews, etc.

Due Process

Anytime the behavior of a student with a disability constitutes a disciplinary action, a Functional Behavioral Assessment (FBA) will be conducted, and a decision will be made as to preparing or modifying the behavior intervention plan. These procedures are followed each time to ensure that when a behavior incident occurs that a suspension or removal of a student with a disability does not constitute a disciplinary change in placement, and that the student is not suspended or removed for behaviors related to the student's disability as determined by the CSE and other qualified individuals.

If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken:

Not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in *34 CRF 300.504*

Immediately, if possible, but in no case later than 10 school days after the date on which such decision is made, the CSE of the student's district in which U Prep is located and

other qualified personnel shall meet and review the relationship between the students' disability and the behavior subject to the disciplinary action.

If, upon review, it is determined that the student's behavior was not a manifestation of his or her disability, then the student may be disciplined in the same manner as a student without a disability, except as provided in *34 CRF 300.121(d)*, which relates to provision of services to students with disabilities during periods or removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the student will remain in his current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and charter school agree otherwise.



University Preparatory Charter School for Young Men

INTERNET POLICY

Electronic information research skills are now necessary to prepare students for the future. The Board expects that staff will integrate such information throughout the curriculum, as well as provide guidance and instruction to students regarding the appropriate use of such resources. The staff is responsible for consulting the guidelines for instructional materials contained within, as employees, will honor the goals for selection of instructional materials contained therein.

School employees and students are responsible for appropriate conduct on school computer networks just as they would be in any democracy. Because others can always view any information on the network, general school rules for behavior and communications apply. The network is provided for school employees and students to conduct research and to communicate, as it relates to school business and learning. School employees and students must sign a documentation of agreement before they will be granted access to use the school's network service. Students (under age 18) must submit parent permission forms before they will be allowed to use the school's network services.

Access to telecommunications is a privilege that will enable school employees and students to explore information sources such as libraries, databases, and bulletin boards while communicating with others. U Prep Rochester ultimately believes parents and guardians are responsible for promoting the positive standards individuals should follow when using information sources. Therefore, U Prep Rochester allows each family or individual the privilege to decide whether or not to apply for network access.

So that electronic resources will adequately complement the curriculum, school personnel will review information resources so that they may offer resources that comply with educational and instructional materials. The school's staff will be instructed to offer developmentally appropriate guidance to students when they use electronic information resources, such as the Internet.

Teachers will inform students of their rights as they pertain to the network, before students are allowed to access the school's network.

Although most resources will have already been screened, students may be able to access materials that have not been previously viewed by school personnel. Students will be given a list of rules and resources that will apply when surfing outside predetermined screened areas.

Students may access information from the network only if they have a signed parental permission form in their cumulative file. Signed permission forms are not transferable and may not be shared.

STUDENT INTERNET USAGE

This policy does not attempt to articulate all required and/or acceptable uses of the Computer Systems; nor is it the intention of this policy to define all inappropriate usage. Generally, the same standards of acceptable student conduct which apply to any school activity or setting will apply to use of the Computer Systems. UPREP students must also adhere to the laws, policies and rules governing computers including, but not limited to, the Code of Conduct, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state law.

Students should exhibit responsible behavior while using the school's network and computer resources. In addition, they are expected to honor the school's Technology Use Agreement which shall be signed by every student annually. All student use of the school's technology and any files or stored data in school equipment or systems may be accessed and reviewed by appropriate instructional and administrative staff. Students must surrender any equipment or files generated on school equipment immediately on demand of the principal.

The following are examples of inappropriate uses of technology and are not permitted:

- Using the network to participate in unlawful or unethical activity or to post unlawful or unethical materials or information.
- Violating copyright laws and regulations while using the network.
- Using the network for non-educational purposes.
- Destroying or changing computer equipment or network files or resources.
- Disrupting or vandalizing the work of another user.
- Using the network to invade the privacy of another person.
- Using offensive language on the network.
- Gaining access to unauthorized resources or sites, also known as "hacking."
- Evading or attempting to evade network safety protocols
- Using the network to post anonymous messages that may cause congestion on the network, also known as "spamming."
- Using the network to access materials that may be considered damaging or obscene, using illegal or unethical standards as set by the community and/or state.
- Engaging in bullying behavior towards students, staff, or anyone affiliated with the school.

Instruments of Implementation

The principal or his/her designee shall review the Internet Usage Policy annually with all students. New students shall be given a copy of the Policy upon enrollment. Annually, every student shall sign the Technology Use Agreement which shall be kept on file in the school office. The principal or his/her designee shall forward to every parent a copy of this Policy when students are enrolled.



University Preparatory Charter School for Young Men

1290 Lake Avenue
Rochester, NY 14613

FIELD TRIP CONSENT FORM

I hereby consent for my child. _____

To take trips as part of the **University Preparatory Charter School for Young Men** educational program.

Our students frequently take walking tours around the neighborhood accompanied by teachers and other staff members. In addition to walking trips, students may also be transported by school bus, hired vehicles or RTS bus.

In case of emergency during any field trip, I may be reached at the following telephone numbers:
_____ or _____

If I am unavailable, please call _____ at _____

Below are listed any medical problems and/or special instructions in case of a medical emergency:

I understand the above and hereby give consent to have my child participate in field trips and under the conditions above.

Parent/Guardian
Signature: _____ Date: _____

University Preparatory Charter School for Young Men
Parent's consent to Pupil Participation in Clubs, Games and Competitive Sports

School: _____ **Date:** _____

To the President:

I _____ the parent/guardian of _____ Here-
by permit him to engage in club activities, activities, after-school games, athletics and competitive
sports, as conducted by the public schools at my risk. If, at any time, I deem that the continuance
of this
permission is inadvisable, I must notify the school CEO in writing. I have read the policy of U Prep
concerning accidents printed below on this form and agree to allow my child to participate under
these conditions.

I permit him to receive an athletic physical offered by the RCSD as conducted by the Monroe
County Health Department if my child is to participate in interscholastic athletic sports or to sub-
mit an athletic physical from the physician of my choice.

This consent shall be valid as long as my child remains a student in U Prep or until I revoke con-
sent in writing to the CEO.

**POLICY OF U PREP IN CASE OF ACCIDENTS TO PUPILS OCCURRING IN SCHOOL
OR ON SCHOOL PROPERTY:**

Student Signature

Parent Signature

MINOR INJURIES: Treatment of cuts, bruises, abrasions, etc., is in general rendered by the Community
Health Nurse (C.H.N.) of the Monroe County Health Department. In the absence of the nurse, treatment is
rendered by the Health or Physical Education teacher, school staff or another available person.

MAJOR INJURIES: Send injured pupil to hospital nearest to the school by ambulance or taxicab. Pend-
ing its arrival, first aid is rendered by C.H.N. or available person.

TREATMENT AT HOSPITAL: On arrival at the hospital, medical treatment is rendered by hospital
staff. Supervision of the case by UPrep ceases.

NOTIFICATION OF PARENTS: Whenever possible, the parent is notified of an injury to a child, but
necessary medical attention is not delayed on this account.

PAYMENT FOR MEDICAL SERVICES IN CASE OF INJURY: In case of injury, it is the parent's
health coverage, if any, which must be applied to cover medical costs.

**This parent permission form must be signed by the parent/guardian and the student and filed
with the school CEO. The CEO then submits the student's name to the nurse for a physical.**



U PREP EXTRA- CURRICULAR ACTIVITIES

RULES AND REGULATIONS

Eligibility

In order for a student to be a part of a sports team, the student must be passing all of his core academic subjects, and or be approved by the Athletic Director/CEO. Students must maintain a high level of sportsmanship on and off the playing field.

Absence from School

A student who is absent from school may not participate in any extra-curricular activity or school-related activity that day unless the CEO grants specific permission to participate.

Attendance

Students are obligated to make club advisors and/ or coaches aware, in advance, of any legitimate absences from meetings or practices due to religious observation, medical appointment, family obligation or illness.



VISITORS TO U PREP ROCHESTER

Parents and other citizens are encouraged to visit U Prep Rochester to observe the work of students and teachers. However, schools must maintain certain limits regarding visitors so that their primary mission of teaching and learning can take place effectively.

The following are among the rules for visitors:

- Anyone who is not a regular staff member of U Prep Rochester or student at the school will be considered a visitor.
- During school hours all visitors, including Board members must report to the front desk upon arrival at school. There they will be required to sign the visitor's register and wait for a U Prep staff member to escort them to their destination. The U Prep escort will remain with the visitor for the entire visit.
- Visitors who wish to observe a classroom while school is in session are required to arrange such visits 24 hours in advance with the classroom teacher (s), so that class disruption is kept to a minimum.
- Teachers are expected not to take class time to discuss individual matters with visitors. Meeting with teachers should be pre-arranged by phone or through written correspondence.
- All visitors are expected to abide by the rules for public conduct on school property including turning cell phones off and refraining from emailing and texting during classroom visits.



VISITORS

If you are expecting a visitor to our school, we ask that you complete this form in advance and give it to the Main Office. There will be additional forms at the Main Office for your convenience.

Thank you for your cooperation.

Date: _____

To: _____

From: _____

Room: _____

Phone Ext.: _____

(Please print clearly)

RE: Visitor Notification

This is to inform you that the following person (s) will be visiting U Prep Rochester and let you know who, when and why he/she is visiting. *The visit should be for school-related purposes only.

Name of visitor(s): _____

Visiting Whom? _____

When? Day/Date: _____

—

Reason for Visit? _____

When my visitor arrives and checks in at the Main Office, please call me for verification. Once verification has been made, please have an administrator escort the visitor to his/her designated destination.

(Staff member's signature)

*Please be advised the school CEO reserves the right to refuse admittance of a visitor depending upon conditions within the school environment (i.e., the last day before vacation, lack of school-related purpose, during exam, etc.).

COMPLAINT POLICY

Constructive criticism of the schools will be welcomed by the board when it is motivated by a sincere desire to improve the quality of the educational program or to equip the schools to do their tasks more effectively.

Whenever a complaint is made directly to the board as a whole or to an individual board member, the individual or group involved will be advised to take their concern to the appropriate staff member.

The board believes that complaints and grievances are best handled and resolved as close to their origin as possible, and that staff should be given every opportunity to consider the issues and attempt to resolve the problem prior to involvement by the board. Therefore, the proper channeling of complaints involving staff, instruction, discipline, or learning materials will be as follows:

1. Teacher (Grade level Manager)
2. Principal
3. CEO
4. Board of Directors

If a complaint, which was presented to the board and referred back through the proper channels, is adjusted before it comes back to the board, a report of the disposition of the matter will be made to the board by the CEO.

The board expects the professional staff to receive complaints courteously and to make a proper reply to the complainant.

Matters referred to the CEO and/or board is requested to be in writing and should be specific in terms of action desired.

Concerns about board actions or board operations are welcome anytime.

COMPLAINT RESOLUTION

Step 1:

The patron will meet with the proper school personnel as outlined in the channeling of complaints procedure to resolve the issue. If the issue is not resolved at the lowest possible level, the patron may take the complaint to the next level. Whenever a complaint about staff, instruction, discipline, or learning materials is received from a patron of the UPrep School District by the school board, a board member, or an employee, a copy of the policy and procedure for resolution of the complaint.

Step 2:

The principal meets with the patron and employee involved individually or jointly in an attempt to resolve the problem. If resolution involved is agreeable to the patron, a report and implementation procedure will be made in writing by the principal. If no agreement is reached, the principal will render a decision in writing and a copy will be given to the patron, employee, and CEO. Within 30 days the patron or employee may go to Step 3 by writing to the CEO.

Step 3:

The complaint with the principal's action will be given to the CEO. The CEO will meet with the patron, employee, and principal together or individually. If a resolution is reached, the CEO will write a report and implementation plan, notifying the patron, employee, principal, and school board. If no agreement is reached, the CEO will render a decision in writing and deliver it to the patron, employee, and principal. The patron or employee, within 30 days, goes to Step 4 by notifying the CEO.

Step 4:

The school board will consider the complaint while meeting in executive session (if dealing with personnel). The CEO will provide the board with the file packet which contains the complaints, the employee's response, principal's decision, and CEO's decision. At this hearing, the patron will explain the complaint, the CEO will explain the administrator's response, and the employee will explain their response. The school board will render its decision which will be implemented by the CEO.

Habits Of Work- "HOWs" ---

Each student is expected to adhere to the Habits of Work in every classroom consistently.

Habits of Work

Handle class materials and school with respect.

Be punctual with attendance and assignment deadlines. Follow directions the first time.

Be prepared for class. Ask questions.

Listen when others speak. Set and Pursue goals.

Participate in opportunities for self-assessment and revision. Contribute to the success of the group.

Give and receive honest and respectful feedback. Ask for help when needed; offer help when you can.



**UNIVERSITY PREPARATORY CHARTER SCHOOL FOR
YOUNG MEN**

Freedom of Information Policy

U Prep Rochester's policy and procedures for compliance with the Freedom of Information Law are available upon request at the school office:

Grade 7-12
University Preparatory Charter School for Young Men
1290 Lake Avenue
Rochester, New York 14613
Phone: (585)672-1280
Fax: (585)458-2732

- **Records Access Officer**
 - o *Mr. Walter Larkin Jr.*
 - o *1290 Lake Avenue*
 - o *Rochester, New York 14613*
 - o *Phone: (585)672-1280*
 - o *Fax: (585)458-2732*

- **Records Access Appeals Officer**
 - o *Ms. Latresha Fuller*
 - o *1290 Lake Avenue*
 - o *Rochester, New York 14613*
 - o *Phone: (585)672-1280*
 - o *Fax: (585)458-2732*

All records are housed in the University Preparatory Charter School for Young Men's designated grade school office and copies are available upon request.



UNIVERSITY PREPARATORY CHARTER SCHOOL FOR YOUNG
MEN (U PREP ROCHESTER)
CONFIDENTIALITY OF STUDENT RECORDS POLICY

There are two federal laws concerning the confidentiality of students' education records:

1. The Family Educational Rights and Privacy Act (FERPA)
2. The Individuals with Disabilities Education Act (IDEA)

U Prep Rochester has in place the following policies in regard to the Confidentiality of Student Records, taking into account the protections that are guaranteed by FERPA and IDEA.

- CEO, Walter Larkin is responsible for handling all requests for any education records of all students at U Prep.
- Any and all requests for review of a students' record (by a parent or anyone else outside of our school community) must be made in writing.

CEO Larkin will require that the attached "Request to Review Records" be completed. Once this form is received, a mutually agreed upon day and time will be established for the party to review a student's records.

Any party reviewing student records will do so in the presence of the CEO.

Specific procedures for Parents reviewing their child's records

1. When a parent requests a record, it must be provided to him or her no later than 45 days from the date of request.
2. If the request by a parent for a record is connected to a meeting of a Committee on Special Education (CSE), we will provide the requested record prior to such meeting or hearing, or within 45 days, whichever period is shorter.
3. CEO Larkin will check with the individuals, who identify themselves as parents or guardians, in fact carry such status. If a "spouse" requests access to records and is not on our school records as a custodial parent, the custodial parent will be contacted. That custodial parent must put in writing permission for the other parent to view the child's records.
4. A parent must sign our **Consent for Release of Student Information** form in order to release any student records to any non-school staff entity. (See attached form)

Specific procedures for non-staff reviewing a child's records

1. Parents must give their consent before any education records or personally identifiable information can be disclosed. "Personally Identifiable Information" includes:

- a. Name of the child, parent, or other family member
 - b. Address of the child
 - c. Personal identifier number (social security number or student number)
 - d. Personal characteristics or other information that would make it possible to identify the child with reasonable certainty by CEO Larkin.
2. Parents will be notified as to:
- a. Who is requesting the records?
 - b. What, specifically, is being requested?
 - c. The reason for the request

*Parents will review copies of what is being requested to determine if they want the information released.

3. There are some circumstances in which a school need not obtain parental consent. They include the following individuals or entities:
- a. To state and local educational authorities
 - b. To officials of another school in which the student seeks or intends to enroll
 - c. In response to a judicial order or subpoena (though the parent will be notified prior to disclosure in order to permit the parent to seek judicial relief)
 - d. To other school officials when the school has determined to have legitimate education interests.
4. Records of access
- a. Under FERPA and IDEA, each charter school must maintain a record indicating all individuals and organizations (other than school officials) that have requested and/ or obtained access to a student's education records and indicating the legitimate interest each had in obtaining access to the records ("record of access"). The only exceptions to this are for school officials who the school has determined have a legitimate educational interest, parents requesting records of their children and a party seeking access pursuant to a secret order/subpoena of a grand jury or other law enforcement subpoena. The record of access must be maintained with the education records of each student.
 - b. This record of access is itself confidential and is only available to parents, the school's custodian of records and assistants thereto, school officials, and authorized representative of certain designated governmental officials who are charged with auditing the records keeping system (34 CFRss 99.32 and 34 CFRss 300.563).
 - c. A sample of our Record of Access form for recording individuals who have had access to a student's education records is attached.

1. Parent

- a. If a parent believes the information in their child's records is inaccurate or misleading or that information in the records violates the child's right to privacy or other rights, the parent may request that the charter school amend it. The charter school must then decide, within a reasonable period of time, whether to amend the information. If the charter school decides not to amend the information as requested, it must inform the parent of this decision, and advise the parent of the parent's right to a hearing.



Re: Consent for Release of Student Information

Dear /Name/:

Pursuant to the Family Educational Rights and Privacy Act, a school cannot release the education records of a student without the prior written consent of the adult student or the minor student's parent/legal guardian (except in certain very specific circumstances not applicable here)

We are therefore writing to let you know that a request was made by (name of requestor) on (date request was made) to view the following records of (name of student): (List of records requested). The (name of requestor) has stated that the reason for this request is (reason for request to review records).

If you consent to the release of these records, please so indicate by filling out the permission slip below and returning it to the school. Please note that you are under no obligation to provide your permission. If you have any questions about this matter, please contact CEO Walter Larkin (585) 672-1280.

Thank you for your attention to this matter. Sin-

cerely,

Walter Larkin, CEO

I hereby grant permission for the release records indicated above to the person organization indicated above.

Print Name:_____

Date:_____

Signature: _____

_____ I request copies of the released records also be sent to me.

REQUEST TO REVIEW RECORDS

Pursuant to the Family Education Rights and Privacy Act and/ or Part B of the Individuals with the Disabilities in Education Act, the following form must be completed whenever a person other than a school official with a legitimate educational interest makes a request to review student records. Persons required to complete this form include parents of students enrolled in the school.

Please note that unless otherwise provided by law, access to student education records will only be granted upon receipt of the written permission of a student's parent or legal guardian.

To be completed by requestor

Date of request: _____

Name of student and/or ID number: _____

Name of requestor: _____

Requestor's affiliation or relationship to student:

Reason for request:

Description of records requested to be reviewed:

I hereby agree to keep the information disclosed to me confidential according to all applicable laws and regulations.

Signature: _____ Date: _____

Print Name: _____

To be completed by school personnel

Status of request: Approved _____

_____ Denied...

Reason for approval or denial:

School official approving/ denying request:

Print Name: _____

Signature: _____ Date: _____

Materials reviewed:

Were copies of materials
provided? Yes/No

If yes, records must be pro-
vided within 45 days of the
request.

Are these records being

Dignity for All Students/Non-Discrimination (DASA)

UPREP seeks to create an environment free of harassment, bullying, and discrimination, to foster civility in the school, and to prevent conduct which is inconsistent with its educational mission. UPREP, therefore, prohibits all forms of harassment and bullying of students by employees, other students, or visitors on school property and at school functions. Prohibited harassment includes discrimination against students, including, but not limited to, those acts based on a person's actual or perceived race (including protective hairstyles), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity or sex by school employees or other students on school property and at school sponsored activities and events that take place at locations off school property. In addition, other acts of harassment, bullying, and/or discrimination which can reasonably be expected to materially and substantially disrupt the education process may be subject to discipline or other corrective action even if they do not occur on school property or at a school sponsored activity.

Dignity Act Coordinator

UPREP will designate at least one employee holding such licenses and/or certifications as required by the Commissioner to serve as the Dignity Act Coordinator(s) (DAC). UPREP will make best efforts to ensure that each DAC will be trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), and sex. Additional training may address: the social patterns of harassment, bullying, and discrimination, including, but not limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex; the identification and mitigation of harassment, bullying, and discrimination; strategies for effectively addressing problems of exclusion, bias, and aggression in educational settings. All DAC appointments shall be approved by the Board.

UPREP will share the name, designated school, and contact information of each DAC with all school personnel, students, and parents or persons in parental relation. This information will be provided by:

- a) Listing this information in the Student and Family Handbook provided at the beginning of each school year, with updates posted on UPREP's website and emailed to parents/ persons in parental relation; and
- b) Posting this information in highly visible areas of school buildings; and
- c) Making this information available at UPREP administrative offices.

If a DAC vacates his or her position, another school employee will immediately be designated for an interim appointment as DAC, pending approval from the Board, within 30 days of the date the position was vacated. In the event a DAC is unable to perform the duties of the position for an extended period of time, another school employee will immediately be designated for an interim appointment as DAC, pending return of the previous individual to the position.

Training and Awareness

Each year, employees will be provided with training to promote a supportive school environment that is free from harassment, bullying, and/or discrimination, and to discourage and respond to incidents of

harassment, bullying, and/or discrimination. This training may be provided in conjunction with existing professional development, will be conducted consistent with guidelines approved by the Board, and will:

- a) Raise awareness and sensitivity to potential acts of harassment, bullying, and/or discrimination.
- b) Address social patterns of harassment, bullying, and/or discrimination and the effects on students.
- c) Inform employees on the identification and mitigation of such acts.
- d) Enable employees to prevent and respond to incidents of harassment, bullying, and/or discrimination.
- e) Make school employees aware of the effects of harassment, bullying, cyberbullying, and/or discrimination on students.
- f) Provide strategies for effectively addressing problems of exclusion, bias, and aggression.
- g) Include safe and supportive school climate concepts in curriculum and classroom management; and
- h) Ensure the effective implementation of school policy on conduct and discipline.

Rules against bullying, discrimination, and/or harassment will be included in the Code of Conduct, publicized District-wide, and disseminated to all staff and parents. Any amendments to the Code of Conduct will be disseminated as soon as practicable following their adoption. New teachers will be provided a complete copy of the current Code of Conduct upon their employment, and an age-appropriate summary will be distributed to all students at a school assembly at the beginning of each school year.

Reports and Investigations of Harassment, Bullying, and/or Discrimination

Students who have been subjected to harassment, bullying, and/or discrimination, persons in parental relation whose children have been subjected to such behavior, or other students who observe or are told of such behavior, are encouraged and expected to make verbal and/or written reports to the DAC, Principal and/or other school personnel. All District staff who are aware of harassment, bullying, and/or discrimination, are required to orally report the incident(s) within one school day to the Principal, Chief Executive Officer, or designee and report it in writing within two school days after making an oral report.

The DAC will conduct a thorough investigation of all reports of harassment, bullying, and/or discrimination, and ensure that these investigations are completed promptly after receipt of any such reports. All investigations will be conducted in accordance with law, UPREP's Code of Conduct, and applicable UPREP policy and procedure. Where appropriate, the DAC or other individual conducting the investigation, may seek outside assistance in investigating, responding to, and remedying complaints of harassment, bullying, and/or discrimination.

In the event any investigation reveals harassment, bullying, and/or discrimination, UPREP will take prompt action reasonably calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom the harassment, bullying, and/or discrimination was directed. These actions will be taken consistent with applicable laws and regula-

tions, UPREP policies and administrative regulations, as well as UPREP's Code of Conduct and any and all applicable guidelines approved by the Board.

The Chief Executive Officer, Principal, or designee will notify the appropriate local law enforcement agency when it is believed that any incident of harassment, bullying, and/or discrimination constitutes criminal conduct.

The Chief Executive Officer will report to the Board at least once during each school year on data and trends related to harassment, bullying, and/or discrimination to the Superintendent. This report will be submitted in a manner prescribed by the Board.

UPREP will annually report material incidents of harassment, bullying, and/or discrimination which occurred during the school year as required to the State Education Department. This report will be submitted in a manner prescribed by the Commissioner, on or before the basic educational data system (BEDS) reporting deadline, or other date as determined by the Commissioner.

Prohibition of Retaliatory Behavior

Any person who has reasonable cause to suspect that a student has been subjected to harassment, bullying, or discrimination by an employee or student on school grounds or at a school function, who acts reasonably and in good faith and reports this information to school officials, the Commissioner of Education, or law enforcement authorities, or otherwise initiates, testifies, participates, or assists in any formal or informal proceedings, will have immunity from any civil liability that may arise from making that report, or from initiating, testifying, participating, or assisting in those proceedings. Furthermore, the Board prohibits any retaliatory action against any person who, acting reasonably and in good faith, makes a report of harassment, bullying, or discrimination, or who otherwise initiates, testifies, participates, or assists in the investigation of a complaint of harassment, bullying, or discrimination.

Publication of UPREP Policy

At least once during each school year, all school employees, students, and parents will be provided with a written or electronic copy of this policy, or a plain-language summary thereof, including notification of the process by which students, parents, and school employees may report harassment, bullying, and/or discrimination. Additionally, UPREP will maintain a current version of this policy on its website at all times.

Application

Nothing in this policy or its implementing regulations should be interpreted to preclude or limit any right or cause of action provided under any local, state, or federal ordinance, law or regulation including, but not limited to, any remedies or rights available under the Individuals with Disabilities Education Act, Title VII of the Civil Rights Law of 1964, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act of 1990.