



2020-2021 SOUTH BUFFALO
CHARTER SCHOOL
PARENT / STUDENT HANDBOOK
FOR VIRTUAL LEARNING

SUCCESS

Learning o Respect o Character o Community

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BOARD OF TRUSTEES

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and Bryan Bollman

STAFF DIRECTORY

TITLE	NAME
Principal K-8	David Ehrle
Assistant Principal K-2	David Thomas
Assistant Principal 3-5	Gina Dudkowski
Assistant Principal 6-8	Ginalouise Palermo
Behavior Systems Coordinator	Thomas Wheeler
Special Education Coordinator	Courtney Slabyk
Director of IT	Scott Paterek
Chief Information Officer	Andrew Huff
Main Office	Angelica Gonzalez
Transportation	Carol Land
Attendance	Nicole Krysztofowicz
Health Office	Elizabeth Maloney
Health Office	Lisa Inglut
Counseling Center K-2	Carole Taggart
Counseling Center 3-5	Lem Graham
Counseling Center 6-8	Beth Garigen
Child Associate for Primary Project	Paula Murphy
Library Media Specialist	Jillian Tefft
Instructional Coach Technology	Steven Pritchard

ABOUT SBCS

MISSION STATEMENT

South Buffalo Charter School is a collaborative learning community. Our focus on learning is driven by research, data, and collaborative reflection to increase student achievement. We are dedicated to creating students that are prepared for the 21st century through an environment that encompasses character education, technology integration, and rigorous academics.

“Jaguar Pledge”

I am a proud member of SBCS
I come today dressed for success
I am honest
I am respectful
I am prepared to do my best
I am responsible for me

“Digital Citizenship Pledge”

We, the digital citizens of South Buffalo Charter School, pledge to...
Communicate responsibly and kindly with others.
Protect our own and others’ private information.
Stand up & report cyberbullying.
Respect each other’s ideas and opinions.
Give proper credit when we use others’ work.

COMMITMENT TO STUDENTS

- As a student, you will be provided a safe and structured learning environment
- You will engage in authentic learning experiences and student-centered activities
- You will be given multiple opportunities to learn and improve without judgment
- Your learning will be assessed on a regular basis and feedback will be provided in a timely manner
- You will be treated with fairness and equality
- Your staff is committed to your academic success and personal growth

ABOVE ALL...

You will have the benefit of educators who work together collaboratively to seek out and use those practices that have a positive impact on your achievement.

CORE BELIEFS

At SBCS, we celebrate key virtues that all of us can honor in each other and in ourselves. By recognizing these traits, we encourage even more positive attitudes and behaviors that we know are at the core of a happy and fulfilling life. Teachers nominate the students, who are then recognized at a monthly Town Hall Meeting, and their names and photos are displayed in the lobby.

VIRTUES

Responsibility
Respect
Citizenship

Tolerance
Self-Control
Honesty

Teamwork
Courage
Determination

Kindness

POWER SCHOOL

All students have a Power School account in their name that parents can access. Students in grades 5-8 also have a student account. This account gives students and families access to student information such as grades and attendance, etc. Power School log-in information is sent home at the beginning of the school year. Visit the SBCS website and click on the Power School link at the top of the page. If you have problems setting up or accessing your account, please call the Main Office for assistance.

SCHOOL VISITATION POLICY

If parents need to come to the school during virtual learning, they need to wear a mask and ring the bell at the front door. The main office will address the needs of the parent either outside or in the foyer, weather dependent.

EXTRACURRICULAR ACTIVITIES

At this time, SBCS is not holding any activities at the school building. Any clubs or extracurricular activities will be conducted virtually. A list of afterschool clubs will be available on the school website once they are created.

ELIGIBILITY REGULATIONS

The purpose of eligibility regulations is to ensure that learning and education is each student's top priority. It is our intention to prepare students for life by teaching them the

necessary skills and strategies to be successful. Students participating in extracurricular activities are considered ambassadors that represent the SBCS community. It is expected that they conduct themselves in a highly respectful and responsible manner. The following are SBCS'S extra-curricular eligibility regulations:

ACADEMICS: Students must have a cumulative average of 75% or higher for the grading period prior to the start of an athletic /club/activity season. It is the school's expectation that students maintain a minimum of a 75% average throughout any period of participation. If this standard is not maintained a student **may** be deemed ineligible, losing the privilege to participate.

ATTENDANCE: Students should have a 90% attendance rate to participate in extra-curricular activities. Students should be in school on the day of the event in order to participate. Extenuating circumstances can be discussed with a supervisor.

ACADEMICS

PROMOTIONAL POLICY

SBCS is committed to high standards of academic achievement for all our students. We are continually striving to enrich our curriculum and provide rigorous instruction to better meet State and National Standards. Therefore, it is critical that students have reached a level of grade mastery that encompasses both the necessary content and skill sets needed. If this does not take place, promotion to the next grade can be detrimental to a child's continued academic success.

SBCS has four grade reporting periods throughout the year. If a child fails two or more core subjects with a final course average below 65% or its equivalent, the school may not promote the child to the next grade level. Parents will be notified of possible retention during the Parent/Teacher Conferences at the end of the third quarter. From there a final list of retentions is created based on collective input from classroom teachers, support staff and administration. All retention decisions will be made through considerable thought and deliberation using academic reports, teacher anecdotal records and observations, informal and formal assessment data, social/emotional development levels, attendance records and other relevant information. Once the retention list is complete, retention meetings are held with each parent/guardian of those students to finalize the decision and plan for the student's future. Final decisions regarding retention are at the discretion of administration.

Summer school may be offered for 7th and 8th grade students through Buffalo Public Schools. A student must pass three out of the four core courses to be promoted to the next grade level. Core courses include math, science, ELA, and social studies. If a student fails

two or three core courses, the student must successfully complete summer school for those courses in order to be promoted to the next grade level. If a student fails all four core courses, there may be an opportunity through Buffalo Public Schools to attend a full day summer school program. If this program is not available, the student will be retained in their current grade level. If it is available, students must attend and pass three out of the four core courses. If they do not attend or do not pass summer school, they will be retained in their current grade. If a student fails one course, summer school will be recommended, but not required.

If a student fails two or more core courses, they cannot participate in the moving up ceremony.

REPORT OF GRADES

Students are graded numerically four times during the school year. Report cards will be issued at the end of the 10th, 20th, 30th and 40th week of school. Actual grades are reported in the progress report and through the Power School Parent Portal. At the conclusion of the quarter, grades below fifty (50%) will be raised to fifty (50%). All report cards are mailed directly to the student's home. Grade reports are a summary of achievement. Sixty-five (65%) is the minimum passing grade. Individual teacher comments will be on the report card. Parents are invited to confer with the school at any time. A student must achieve a final course average of 65% or higher to be awarded course credit.

PROGRESS REPORTS

A progress report will be sent home with students at the end of the 5th, 15th, 25th and 35th week of school to advise parents of their son/daughter's progress in school. These reports are designed to make parents aware of their child's academic growth. Parents are invited to confer with a counselor or teacher at any time; however, Parent/Teacher Conferences will be scheduled at the end of the first three quarters. Parents have daily access to grades and missing assignments by logging into the Power School Parent Portal.

GRADING POLICY

Students will be graded in the 2020-2021 school year, and both students and staff will follow the districts regular grading policy, rather than the grading policy that was modified during the spring closure.

LATE WORK/MISSING ASSIGNMENTS

Students will receive full credit if their assignment is turned in by midnight the day it's due. They will receive partial credit if it is turned in up to a week late from the due date. No credit will be given for work that is turned in after that.

ABSENCE DUE TO ILLNESS

Work will be given upon return from an excused absence due to illness. Work is due a week after returning.

ATTENDANCE

- Students are expected to participate in virtual classes every day that school is in session.
- Students are expected to be available for virtual classes during normal school hours Attendance will be taken each period.
- An 85% attendance rate is needed for students to meet all grade level requirements each year. Middle School students with less than an 85% attendance rate may be required to attend summer school in order to move to the next grade level.
- Attendance means the student is on a google meet, on time, and stays for the entire meeting, until the teacher dismisses the class. The student must also complete the work assigned for that class on that day if it is due on that day.
- Students must participate and have their cameras on for the duration of the virtual session in order to be counted as present.
- Students will be marked tardy if they come into a google meet late.
- If students are going to miss school or a class, they need to contact the classroom teacher and copy the main office. If students don't participate in the google meet it's considered an illegal absence.
- If a student leaves early from a meet, they will be marked absent.
- Wednesday attendance/asynchronous days – Attendance is based on work completion for that day.
- If the student is having internet issues, they need to inform the teacher ASAP via Remind.

School attendance is both a right and a responsibility in the State of New York. New York State Compulsory Education Law, Article 65, section 3205 requires every parent, guardian, or other person in this state having control and charges of a child from the ages of 6 to 16 to send the child to school regularly. In New York, the State Education Department (SED) defines chronic absenteeism as missing 10 percent of school days, or 18 days or more, per year, in a 180-day school year. That's about two days per month. Notably, that includes both excused and unexcused absences. The student must attend school the entire time classes are in session. Failure to do so, or chronic absenteeism, will result in an investigation of the absences and possible notification to Child Protective Services (CPS) for Educational Neglect as warranted. Attendance will be tracked on all student report cards and letters will be sent home for chronic absenteeism.

LEAVING EARLY, ARRIVING LATE

When your child is tardy and/or being released early, the school's policy is as follows:

- Any student logging into a google meet late, will be considered tardy, unless due to an internet issue.
- Any student dismissed from school prior to the end of the virtual session (grades K-5, 3:00 and grades 6-8, 2:15) will be considered an early release.
- The parent must provide written documentation via email to the teacher and main office indicating the reason for tardiness/early release.
- All forms of tardy and early release will be tracked on student report card.

*** Please note that the school reserves the right to hold an attendance meeting at any point to address attendance concerns that are negatively impacting a student's academics and/or behaviors.**

*** Should a student be exhibiting both tardiness and chronic absences, the school will combine the resulting school actions when setting a course for positive intervention.**

ABSENCES

When your child is absent, the school's policy is as follows:

- It is the parent's/guardian's responsibility to notify your student's classroom teacher via email and copy our attendance officer: nforant@southbuffalocs.org.
- Provide written notification stating the date of and reason for the absence upon return to school. This can be emailed to nforant@southbuffalocs.org or the student's homeroom teacher.
- Provide written medical documentation via email to nforant@southbuffalocs.org or the student's homeroom teacher for any absence that is 3 or more consecutive days, which should include:
 - Reason for appointment
 - Date of appointment/dates of absences note covers
 - Return date to school (if applicable)
 - Dates of absences that medical documentation is provided for will be noted as medical absences.
- We reserve the right to hold an attendance conference at any time.

SCHOOL WORK MISSED DUE TO ABSENCES

Students are responsible for making arrangements with the teacher for all missed assignments incurred during their absence. Class work can be completed upon their return. Teachers are not be able to provide work ahead of time for students going on vacation. Work is due one week after students return to school.

DRESS CODE

Students are expected to dress appropriately for the virtual classes and Google meetings.

DIGNITY FOR ALL STUDNETS ACT (“DASA”)

The intent of the Dignity for All Students Act (Dignity Act) is to provide all public school students (including charter school students) with an environment free from harassment, bullying (including cyber-bullying) and discrimination, as well as to foster civility in public schools. The Dignity Act focuses on the prevention of discriminatory behaviors, including harassment/bullying, through the promotion of educational measures meant to positively impact school culture and climate.

SBCS prohibits and will immediately investigate and respond to acts of harassment, bullying (including cyber-bullying) and discrimination against students by students and/or by school employees on school property or at a school function. Violations of DASA should be reported to school personnel as soon as possible so an investigation can occur. Should you have questions or concerns at any time, please contact our Dignity Act Coordinator, Gina Dudkowski and David Thomas.

Under DASA, the following terms are defined as follows:

- *“School Property”* means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus (Education Law §11[1]).
- *“School Bus”* means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law §11[1] and Vehicle and Traffic Law §142).
- *“School Function”* means a school-sponsored extra-curricular event or activity (Education §11[2]).
- *“Disability”* means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from

performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law §11[4] and Executive Law §292[21]).

- *“Discrimination”* means discrimination against any student by a student or students and/or employee or employees on school property or at a school function including, but not limited to, discrimination based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
- *“Emotional harm”* that takes place in the context of “harassment or bullying” means harm to a student’s emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student’s education.
- *“Employee”* means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title 9-B of article 5 of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law §§11[4] and 1125[3]).
- *“Gender”* means a person’s actual or perceived sex and includes a person’s gender identity or expression (Education Law §11[6]).
- *“Sexual Orientation”* means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law §11[5]).
- *“Harassment/bullying”* means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying as defined in Education Law §11(8), that
 - a. has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or
 - b. reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or
 - c. reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
 - d. occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

For purposes of this definition, the term “threats, intimidation or abuse” shall include verbal and non-verbal actions. (Education Law §11[7])

- *“Cyberbullying”* means harassment/bullying, as defined above, through any form of electronic communication.

Acts of harassment and bullying that are prohibited include those acts based on a person's actual or perceived membership in the following groups including, but not limited to:

- Race, Color, Weight, National Origin, Ethnic Group, Religion, Religious Practice, Disability, Sex, Sexual Orientation, Gender (which includes a person's actual or perceived sex, as well as gender identity and expression)

To support every student's right to learn, DASA ensures that schools work with families, communities, and law enforcement to help prevent any form of discrimination and harassment, including cyber-bullying. Under DASA, schools play an important role – working with families, communities and law enforcement – to prevent harassment, bullying and discrimination, and to support a student's right to learn. DASA enables schools in New York to extend disciplinary policies to address acts of harassment, intimidation, threats of violence, or discrimination that are communicated electronically on or off school premises where there is a foreseeable risk of substantial disruption within the school environment. SBCS will work with parents, our school counselor, and law enforcement to address and help prevent incidents of harassment, intimidation, discrimination and bullying, including cyber-bullying. Parents/guardians are advised to do the following:

- Closely monitor your child's use of the Internet and texting devices, including I-Pods and cellular phones
- Monitor your child's use of social networking sites like Facebook, Snapchat
- Talk with your child about safe and responsible use of the Internet and texting devices
- Explain to your child the seriousness of cyber-bullying and how to recognize it
- Discuss with your child what he or she should do if he or she is the victim of cyber-bullying
- Report incidents of cyber-bullying to school officials (provide evidence if possible)

South Buffalo Charter School will thoroughly investigate all allegations of harassment, intimidation, discrimination, and bullying, including cyber-bullying. Should allegations be found credible, disciplinary actions will be taken in the same manner as other prohibited conduct per our Code of Conduct.

SCOPE OF CYBER-BULLYING

DASA prohibits discrimination, including harassment/bullying/cyber-bullying of students on school property, including at school functions by any student and/or employee. DASA states that cyber-bullying may include, among other things, the use, both on and off school property, of electronic technology, including but not limited to e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems, and social media websites intended to deliberately harass or threaten others.

ENGAGES IN CYBERBULLYING

As with other forms of bullying, cyberbullying is an attempt to display power and control over someone perceived as weaker. Cyberbullying involving District students may occur both on campus and off school grounds and may involve student use of the District Internet system or student use of personal digital devices while at school, such as cell phones, digital cameras, and personal computers to engage in bullying.

Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technology tool, such as sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages, digital pictures or images, or Web site posting (including blogs):

Cyberbullying has the effect of:

- Physically, emotionally or mentally harming a student;
- Placing a student in a reasonable fear of physical, emotional or mental harm;
- Placing a student in reasonable fear of damage to or loss of personal property; and
- Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

Also, cyberbullying that occurs off-campus, that causes or threatens to cause a material or substantial disruption in the school, could allow school officials to apply the "**Tinker standard**" where a student's off-campus "speech" may be subject to formal discipline by school officials when it is determined that the off-campus speech did cause a substantial disruption or threat thereof within the school setting [Tinker V. Des Moines Indep. Sch. Dist. 393 U.S. 503 (1969)]. Such conduct could also be subject to appropriate disciplinary action in accordance with the *District Code of Conduct* and possible referral to local law enforcement authorities.

CODE OF CONDUCT

STUDENT EXPECTATIONS

SBCS students are expected to show respect toward others in all they do. Students are expected to:

- Will come prepared, ready to learn, and be a positive member of their school community.
- Demonstrate respect for the conduct of classes and the work of SBCS employees by remaining well behaved and reasonably quiet while on a class meeting. Students may be removed from a classroom meeting for inappropriate or disruptive behavior.
- Demonstrate respect for all SBCS equipment, including: computers, musical instruments, and all school materials and supplies.
- Students may be held financially responsible for damage, defacement, loss or theft of school property such as, but not limited to books, music equipment, technology devices, classroom equipment, etc. Students will pay to replace the item(s) plus any labor cost incurred. Students with financial obligations to the school will be placed on the ineligible list until the obligation is met.
- Adhere to school rules, dress code and behavior expectations.

Maintaining an environment of respect and safety requires the prohibition of certain behaviors and items. Therefore, the following behaviors and items are prohibited:

- Weapons of any form
- Pranks on campus or off campus directed toward other members of the SBCS community
- Paraphernalia, literature, symbols or any other references written, visual or verbal to gangs, hate groups, discriminatory or criminal organizations
- Lewd and Sexually explicit materials
- Damaging or misuse of SBCS property
- Gambling
- Initiating a false report

STUDENT DISCIPLINE INFORMATION

The students of SBCS are expected to follow all school rules and expectations. The disciplinary code outlines student conduct in the major areas of a student's daily life at school. As a guideline, the code may not cover every situation that occurs, every degree of behavior, or every variation in every given disciplinary encounter. Nevertheless, SBCS shall not be precluded from pursuing discipline for instances that are not specifically mentioned within the code; students may still be subject to discipline in these instances in accordance with the principles and objectives set forth in the code. It is specifically noted that any behavior that is illegal that

interferes with the learning of others, or that compromises the safety of any member of the school community is considered a violation of the code, whether or not mentioned in the code. This code shall apply to all school settings and functions during, before and after the normal school day, including online learning.

A copy of this Student Handbook and Student Code of Conduct is available on South Buffalo Charter School website.

Students may be subject to disciplinary action, up to and including suspension from school, when they:

A. ENGAGE IN ANY FORM OF ACADEMIC MISCONDUCT

Examples of academic misconduct include, but are not limited to:

1. Incomplete homework/unprepared for class.
2. Plagiarism.
3. Cheating.
4. Copying.
5. Altering records.
6. Assisting another student in any of the above actions.
7. Use of an electronic device to promote or aid any of the aforementioned forms of academic misconduct.

B. ENGAGE IN CONDUCT THAT IS DISORDERLY/DISRUPTIVE

Examples of disorderly and/or disruptive conduct include, but are not limited to:

1. Engaging in any willful act that disrupts the normal operation of the virtual school community.
2. Unauthorized use of personal electronic devices (i.e. cell phones, MP3 devices, cameras, computers, laptops, tablets, e-reader, or any devices deemed inappropriate by the administration).
3. Using language or gestures that are profane, lewd, vulgar or abusive.
4. Sharing school information (passwords, google meets, classroom codes, etc) with people not affiliated with SBCS or the student's class.

C. ENGAGE IN CONDUCT THAT IS INSUBORDINATE

Examples of insubordinate conduct include, but are not limited to:

1. Failure to comply with the reasonable directions of teachers, school administrators and other school employees in charge of students, or otherwise demonstrated disrespect.

D. ENGAGE IN CONDUCT THAT IS VIOLENT

Examples of violent conduct include, but are not limited to:

1. Aggressive behavior towards school personnel.
2. Aggressive behavior towards another student.
3. Committing or attempting to commit an act of cyber bullying.

4. Displaying what appears to be a weapon.
5. Communication by any means, including oral, written or electronic (such as through the Internet, email or texting) on or off school property, where the content of such communication (a) can reasonably be interpreted as a threat to commit an act of violence; or, (b) results in material or substantial disruption to the educational environment.
7. Bomb threats/ misuse of 911/ false alarms.

E. ENGAGE IN ANY CONDUCT THAT ENDANGERS THE SAFETY, MORALS, HEALTH OR WELFARE OF OTHERS

Examples of such conduct include, but are not limited to:

1. Harassment/Intimidation/Bullying/Cyberbullying.
2. Texting, tweeting or posting a message that is offensive, harassing or causes a disruption to the learning environment.
3. Hazing
4. Sexual Harassment
5. Possessing, viewing, selling, or using obscene material.

F. MISUSE OF TECHNOLOGY

A violation of the School's policy and/or regulations regarding use of computerized information resources ("Acceptable Use Policy") may result in the loss of computer access, disciplinary actions and/or prosecution in accordance with law, regulation and/or the District Code of Conduct.

DISCIPLINARY ACTIONS

Depending on the nature of the violation, student discipline should be progressive in nature, i.e., a student's first violation may merit a lighter penalty than subsequent violations, or where a specific consequence has been indicated. However, nothing precludes SBCS from pursuing disciplinary actions that do not follow a progressive path when a student's misconduct is particularly egregious, as determined by SBCS school officials.

Range of disciplinary actions includes, but is not limited to:

- Warning
- Removal from Google Meet or classroom meeting
- Conferences (student/parent/counselor/administrator)
- Loss of privileges
- Administrative hearing
- Superintendent's hearing
- Expulsion

DISCIPLINE OF STUDENTS WITH DISABILITIES

If the conduct of a student is related to a disability or suspected disability, the student may be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability. A student identified as having a disability shall not be disciplined for behavior directly caused by his/her disability, without following the procedures mentioned above. This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

SOUTH BUFFALO CHARTER SCHOOL ADMINISTRATIVE PARENTAL/ GUARDIAN POLICY FOR PARENTS/GUARDIANS AND ACKNOWLEDGEMENT FORM REGARDING REMOTE LEARNING

In accordance with the New York State Education Department's July 16, 2020 guidance regarding the re-opening of schools for the 2020-21 school year, the South Buffalo Charter School is providing students the opportunity to engage in remote learning during the COVID-19 pandemic if the child and his parents)/ legal guardians(s) so desire, and/or if other circumstances warrant.

However, we will need everyone's assistance and cooperation to ensure that any student engaging in remote learning is doing so in accordance with all applicable laws and policies. Specifically, we will want to ensure that all students' privacy rights are respected, and that all students are meeting the School's high expectations for academic integrity.

Under the Family Educational Rights and Privacy Act ("FERPA") student educational records are protected from unauthorized disclosure. While it is more difficult to protect against the unauthorized disclosure of student records when students are using electronic devices and applications (some of which have recording capabilities) to participate in their classrooms while they themselves are outside of school, and perhaps in the presence of non-students, it is expected that students and parents will take necessary precautions to avoid those unauthorized disclosures of student records.

Therefore, while students participating in remote learning may use electronic devices and applications, the School's expectation will be that no one (including, but not limited to students, parents or legal guardians) will make any recording of any classroom or any instruction when participating in remote learning. The School also expects that students will take precautions to not utilize the electronic devices in areas where non-students can see their screens and to utilize ear phones and/or to minimize the volume on their devices if in the presence of a non-student so that non-students cannot hear what is occurring in the classroom.

If a recording of any lesson or classroom needs to be made, such a recording shall be made only by a School employee in a way that takes great care not to create an educational

record by not having student images and/or voices recorded, and only with the prior permission of a School administrator.

Similarly, the School expects that students participating in remote learning adhere to any and all academic integrity requirements. It is possible that students participating in remote learning will be required to take tests, exams or assessments while sitting before a mobile device outfitted with a camera and a mobile application to ensure that the students are complying with any and all testing requirements, including timing requirements for certain tests. These testing and monitoring requirements may vary from classroom to classroom throughout the School.

Finally, we ask that all parents/ legal guardians not interrupt any teacher's instruction with questions or comments. If a parent / legal guardian has a question for a teacher, we ask that you please contact the individual teacher via telephone or e-mail – the same way you would if student learning was occurring in-person in the school building.