CODE OF
CIVILITY

OWNCS

Our World Neighborhood
Charter Schools

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Our Commitment to Civility

While we experienced great success in the past, it is our belief that each year presents a new opportunity for the school, students, and parents to work collaboratively to make our schools the very best they can be. By committing to excellence parents, students, teachers, staff, and administrators pledge to create open and honest lines of communication and to create programs and experiences for each child that is founded on the principles of best practices in education guided by the schools' mission and commitment to the principles of the International Baccalaureate Organization.

We are committed to improving all the schools' academic, extracurricular, support, and enrichment programs, so that student success will not be only in the area of English Language Arts and Mathematics, but also in Science, Social Studies, and Foreign Languages—Spanish and Mandarin. As we continue to grow and mature, we are still committed to the goals of creating a safe and nurturing environment in which each child develops a positive sense of self while recognizing his or her roles and obligations as a member of a community of learners and of the world. We must all embrace the OWN way of doing things. Meaning we honor and respect the diversity of our community and accept that individual needs are important, but that as a school we are members of a wider community that must support each other and find ways to respect and co-exist in a harmonious manner.

This handbook is a guide and a resource that begins to delineate how we wish to create a positive learning environment. It is our roadmap. We ask that you read and discuss this handbook with your child.

We are determined to reach out a hand of support, love, and respect to each child and parent to work collaboratively with all OWN staff members to ensure that each child learns to his or her potential.

Respectfully,

Brian Ferguson

Brian Ferguson
Chief Executive Officer

Stephanie Rochman

Stephanie Rochman
OWN 1 Elementary School

Anita Angrum

Anita Angrum
OWN 1 Middle School

Tiffany McAfee

Tiffany McAfee
OWN 2 Howard Beach

Tanicqua Pryor

Tanicqua Pryor
OWN 3 Corona

Board of Trustees

Dear Members of the OWN Community:

More than any time in OWNCS' history since opening its doors in 2002, have we demonstrated our mission and vision of our founders in ways that nourish every aspect of our students', families', and staffs' triumph. During a time of unprecedented upheaval due to a global pandemic, the entire OWNCS community has united to effectively provide for our students' academic success and overall well-being. This is only accomplished through a highly competent, flexible, and innovative administration and staff who believe that OWNCS's success is solely possible through partnerships with one another along with our parents and community members as invaluable supporters.

Recent times have caused dramatic adjustments and something we have not previously encountered. For some time, we could not enjoy our in-person connections at our trusted and welcoming schools. Despite this disconnect, the administration and staff along with our students and their families adjusted to virtual and hybrid learning. Our goal to address academic learning as equal to health and social and emotional support for all students and their families was never more evident. Now that we have returned once more to our in-person setting, we recognize that the practices and lessons that we highlighted during this period of separation have increased our diligence in creating a safe and solid foundation that fosters flexibility and individualized learning for every student.

We prepare our students for a global world, one filled with opportunities and a variety of skills that combine academic and technological preparedness along with ways to cherish diversity and a passion to give to others. Every student who passes our halls knows that the constant supportive environment OWNCS provides creates a solid foundation with high expectations that lead to future success while learning to adapt to a changing world. It is never more important during times of altering priorities, political strife, social injustices, and threats to our environment and personal health. In doing so, we need to acknowledge and appreciate the dedication of our teachers, staff, and parent organization along with the incredible leadership of our Chief Executive Officer, who despite the outward challenges prioritized the needs of our students and their families.

The Board of Trustees is extremely proud of OWNCS' achievements, priorities, and resilience. We hold great confidence that OWNCS continued growth will lead to increased numbers of students who will become leaders and influencers in their future endeavors. As Board President, I am aware of the importance of individualized learning, focus on social and emotional well-being, and family and community engagement as the essential factors of OWNCS' continued success. That said, time for collaboration, appreciation for one another, and innovation are equally essential. Everyone contributes; thus, we need your volunteer time, your constructive criticism, your financial donations, and, above all, we need you to partner with us by creating a healthy, ready to learn, and successful OWNCS experience.

Sincerely,
Jeanette Betancourt, EdD
Board Chair

Complaint Policy and Procedure

Formal Complaints

A formal complaint involves an alleged violation of law and/or charter. Examples of formal complaints are:

- Improper discipline of a special-education student (violates IDEA)
- Billing the wrong district for a student (violation of Charter Schools Act)
- Child abuse in the school (violation of New York State law)

Issues involving a violation of law and/or charter may be resolved informally, but the complainant can at any time during the process initiate the formal complaint process.

Procedures for filing a formal complaint

All formal complaints from a parent, individual or public agency must be submitted in writing. If you wish you may pick up a complaint form in the school's main office. The complaint should include:

- The nature of the violation
- The facts on which the statement is based
- The signature and contact information of the person filing the complaint
- If alleging violations with respect to a specific child, include:
  - The name and address of the residence of the child
  - A description of the nature of the problem of the child (the concerns that led you to file the complaint), including the facts relating to the problem
  - A proposed resolution of the problem to the extent known and available at the time the person is filing the complaint

What to expect once a formal complaint has been filed

1. Please submit your complaint to the School Secretary of the elementary school. She will date stamp it and place it in the mailbox of the Chief Executive Officer and Board of Trustees.

2. All formal complaints will be reviewed by the Board of Trustees at the next public board meeting following the date of receipt of the complaint as long as the complaint was filed with sufficient time for the Board to review it. So, if a complaint is filed on October 30, the Board will review it at the following Board meeting.

3. The Board will respond to your complaint in writing within 10 business days after the Board meeting.

Upon resolution of a complaint, OWNCS will provide you with:

1. A written determination and any remedial action to be taken and the reasons for such determinations

2. A written notice informing you of your right to appeal the determination to SUNY, Charter Schools Institute if the complaint involves a violation of law or charter

3. A copy of the SUNY's grievance policies (as they are posted on the website of the Institute at https://www.newyorkcharters.org/contact-us/complaint-process-foil-requests/

The Formal Complaint Appeal Process

SUNY Charter Schools Institute's role in the formal complaint process is a limited one, and it is generally restricted to appeals after the school's board of trustees has handled the complaint. Detailed instructions for filing an appeal are available on the Parent Resources pages of the Institute's website: www.newyorkcharters.org;parentResources.htm#questions.

Informal Complaints

Many types of complaints do not involve violations of law or charter. Examples of informal complaints are:

- "Xena pulls my daughters' hair. Can't she move seats?"
- "I want my son in a different class or section."
- " My child was retained in the 3rd grade and I think she should be in the 4th grade." (no discrimination; assume charter was followed)
- "I think my child deserves an 'A' in that course, not a 'B'."

It is the desire of the school to work closely with parents and students to resolve issues that are problematic for either party in a manner that is respectful, thoughtful and beneficial for both parties. It is the hope of the school that issues that would fall in the category of 'informal complaints' be resolved quickly at the school level and are not handled by the school's Board of Trustees.

Procedures for filing an Informal Complaint:

- Complaints on behalf of your child should be made as quickly as possible to the teacher. You may submit your complaint in writing, orally, or via email to the teacher or person involved. The school directory has a complete list of all email addresses.
- If the teacher does not resolve the issue to your satisfaction you may take your complaint to an administrator—the Dean or Principal.
- If the Dean or Principal does not resolve the issue, you should take your complaint to the Chief Executive Officer.
- If your complaint is about a school administrator or teacher, and you have not been able to resolve it with person involved, you should proceed to the Chief Executive Officer.
- If your complaint is about the Chief Executive Officer, you should file your complaint in writing to the President of the Board of Trustees.

What to expect once an informal complaint has been filed

You should expect a response within a reasonable amount of time. If you do not get a response in a reasonable amount of time you may move the complaint up the chain of command. If no action is taken at all, you may proceed to the Board of Trustees, under what would be a violation of this policy, which is part of the school's charter.

Upon resolution of your complaint, OWN will provide you with

A response that includes the reason for the action taken, if any. Response to informal complaints may take the form of oral or written communication. To the extent possible, the school will keep a written record of informal complaints.

The Informal Complaint Appeal Process

If a parent is not satisfied with the resolution or action taken by a teacher, staff member or administrator, he or she may appeal to the Chief Executive Officer.

The OWN Board of Trustees does not handle appeals of informal complaints, unless the initial complaint was about the Chief Executive Officer.

SUNY Charter Schools Institute does not handle appeals of informal complaints

A Blueprint for Living and Learning

Introduction

The faculty and staff at the OWN Charter School are dedicated to providing the schools' students with the skills necessary to reason, communicate, and live with dignity in a civil society. Central to this mission is the creation of a school community characterized by respect and caring.

The schools' Code of Civility has been designed to guide the efforts of teachers and staff in creating a safe, orderly environment and to help all students attain the goal of academic excellence and an abiding appreciation of the cultures represented within our diverse community. The Code, which states the school-wide rules governing student behavior as well as the consequences for breaking the rules, serves as a contract among parents, students, and staff.

The Code of Civility identifies ten character virtues, our Pillars of a Positive Community, that are at the center of the school's character education curriculum and that will be cultivated with care and consistency at the school. In addition, it describes the ways in which appropriate choices will be encouraged as well as the roles and responsibilities of students, parents, and teachers.

Establishing a policy that promotes character education and discipline is an ongoing process. Alone, this Code will not ensure discipline, nor will it develop an individual's character. As part of a comprehensive effort supported by all members of the school community, however, it will guide the process. Faculty and staff will work continuously to achieve as much consistency as possible with regard to disciplinary matters, and they will be prepared to revise and adapt disciplinary procedures as necessary.

The OWN *Code of Civility* is in force:

- At all times on the school grounds.
- Off the school grounds at a school activity, function, or event.
- En route to and from school for transported students.

Embracing the principles of the OWN *Code of Civility* is a first and vital step toward creating the type of environment in which all children can thrive. It will not only minimize physical harm and disruption among students, it will help establish among all members of the school community the habits that characterize a civil society. This is our Code, a blueprint for living and learning.

Safe and Drug Free School

We are working to maintain a Safe and Drug Free environment in an effort to make our learning environment a positive one that exemplifies the benefits of a drug free lifestyle. The use of illicit drugs and the unlawful possession and use of alcohol or tobacco is wrong and harmful. Guidelines have been set in the *Code of Civility* that address these issues. We encourage you to speak openly with your children about these issues.

Pillars of a Positive Community

OWN Charter Schools recognize that effective instruction requires a positive and orderly environment focused on learning, and that schools have an important role to play in supporting parents' efforts to teach basic values to their children. The Schools' *Code of Civility* defines expectations for conduct, focusing on ten character virtues: respect, responsibility, perseverance, kindness, truth, citizenship, courage, self- discipline, fairness, and true friendship. These "Pillars of a Positive Community" are the cornerstone of the Schools' character education curriculum. Everyone associated with OWN Charter Schools—staff, administrators, Board members, and students—pledges to abide by these *Pillars*, so that the entire school community becomes a model of learning and caring. This will enable students to model these virtues in their actions in order to develop the habits that characterize a civil society. Parents can help reinforce such lessons by talking about these virtues and encouraging their children to model them at home.

Please read the *Code* thoroughly and discuss it with your children. Every parent/guardian and student will be asked to sign a contract identical to the one on the last page of this handbook. This "contract" indicates that everyone understands and agrees to the Schools' rules and expectations. The contract will be co-signed by the Principal of each school building upon receipt. The *Code of Civility* thus serves as a set of guiding principles for the entire learning community. Staff, students, and parents at the school will work together to help each student reach their full potential in academic achievement and moral maturity. Toward this end, staff will make every effort to keep students focused on the following ten character virtues, our *Pillars of a Positive Community* in school, the workplace, and society at large.

KINDNESS: To care for others by offering help and showing gratitude

At the school, students will learn to be kind to one another: to include rather than exclude others on the playground and all activities, to cheer up someone who is sad, and to treat others the way they would like to be treated. Perhaps the greatest challenge in practicing kindness consistently is to grant forgiveness. Grudges and ill-will destroy the bonds of trust in our friendships and communities, and they will not be allowed to flourish at the school. To be kind means to be willing to apologize for our own mistakes and to forgive the mistakes of others. Students will learn that kindness can prevent personal conflicts and forgiveness can resolve them.

FRIENDSHIP: To select and to be true friends

A true friend is someone who will always try, for your sake, to do what they believe is good for you. The faculty and staff at OWN School will encourage students to develop true friendships with those who share sound values and live by them. They will learn that the characteristics of true friendship include loyalty and dependability, and that true friends demonstrate other virtues such as a good sense of humor, intellectual curiosity, and kindness. Students will be taught that deception, manipulation, and insensitivity are not signs of a true friendship

COURAGE: To act bravely and honorably when there is risk involved

At OWNCS, students will learn that taking physical or social risks for things that are worthwhile is courageous and honorable. For example, students will learn that it takes courage to tell the truth, to accept the consequences of inappropriate behavior, and to participate in games in which they may not excel. At the same time, students will learn to be prudent and avoid risks that are reckless or potentially harmful. Careful distinctions will be drawn between rational and irrational fears to help students overcome the latter and deal with the former.

RESPECT: To treat others and oneself with courtesy and care

By teaching and modeling respect for others, faculty and staff at the school will help students learn what it means to care for all persons as individuals, regardless of race, religion, socio-economic background, gender identity, sexual-orientation, or disability. From the first day of school, students will learn that there is no place for vulgar or mean-spirited language in the school community. In the early grades, courtesy and sharing will be emphasized, and good manners will be taught. In the later grades, students will learn to communicate and debate constructively, to look people in the eyes when speaking to them, and to greet everyone with a smile or a warm handshake. Students will demonstrate respect by walking quietly in the halls, without pushing, shoving, or hitting others. Ultimately, practicing respect for others will enable students to avoid negative behaviors such as name calling, teasing, and blaming.

By teaching respect for oneself, teachers, and staff will help students learn what it means to care for one's physical self (e.g., personal hygiene). Respecting oneself also means taking care to develop one's character and drawing satisfaction from meeting high ethical standards. Students who value themselves physically and ethically are more likely to make positive choices that promote good health and strong character.

Showing respect helps to support healthy relationships and healthy attitudes. When everyone demonstrates respect for themselves and others, a safe, clean, and welcoming school environment is the result.

TRUTH: To be sincere in character, words, and deeds

To live by the truth—to be sincere in character—means to seek objective understanding, to recognize falsehood, to learn from mistakes, and to seek wisdom. At the school, students will learn to lead lives of integrity by telling and seeking the truth. Students will be encouraged to practice honesty— sincerity in words and deeds—by saying what they mean, meaning what they say, keeping their promises to others, and setting realistic goals for themselves. Honesty also includes never manipulating others for personal benefit. Intellectual honesty will be fostered by teaching thoughtful reflection—the ability to think logically, consider reliable evidence, and make informed judgments rather than hasty conclusions based on opinion, impulse, or prejudice. Cheating and lying will not be tolerated at the school.

RESPONSIBILITY: To fulfill one's obligations in a timely manner

To do one's part thoughtfully and promptly as a member of a family, school, and community, is a character virtue worth cultivating. Responsibility entails order—putting things back where they belong—and stewardship—taking care of personal property and common spaces. It also includes doing one's work, neatly, completely, and promptly. Teaching our students to fulfill obligations and duties even when it is difficult to do so is crucial to living in a civil and productive society.

In teaching responsibility, faculty and staff will help to create a community in which students can feel proud of their roles in the smooth functioning of their classrooms. This includes classroom jobs, punctuality, and personal accountability. By holding students accountable, staff will underscore a powerful twofold lesson: students' claims and actions matter, and their words and deeds—whether intentional or unintentional—have consequences. Students will aspire to be responsible by owning up to their actions, taking charge of themselves and their conduct and affecting positive change in others.

SELF-DISCIPLINE: To manage one's time and energies wisely

Students at the school will learn that there is a time for work and a time for play, and that they may not always get what they want in the time or place that they want it. Faculty and staff will cultivate patience as part of the development of self-discipline, which is important both as a virtue in itself and as a means to achieve higher goals. The individual who possesses self-discipline has developed the ability to manage their temper, appetites and urges, habits of work, and habits that show consideration of others. In a supportive positive community, children realize that lack of self-control can have negative consequences for themselves and others.

FAIRNESS: To use the concept of equality in making sound decisions

At the school, students will learn to "play by the rules," not for the rules' sake alone but because to do so is fair and just. Prior to beginning a game or activity, for example, students may ensure fairness by establishing an agreement among all participants concerning the rules. Students will be taught to value what is just and to discern what is not. At OWNCS, equality entails the inclusion of all people in a diverse world.

PERSEVERANCE: To demonstrate "stick-to-it-ness"

"Slow and steady wins the race" is the moral of Aesop's fable of the tortoise and the hare. Of course, like other virtues, perseverance must be linked with worthy goals. Someone who persists in a pointless, misguided, or harmful endeavor achieves little. But knowing what should be done, without having the perseverance to accomplish it, will also result in failure. Thus, developing the habit of perseverance is an important goal. Though it is not always easy, perseverance leads to pride in one's achievements.

Laziness or distractions often get the better of all of us. For young people, the allure of television, video and computer games, cell phones and other electronic devices is very strong. Such distractions often consume valuable time that might otherwise be devoted to positive social interactions, exercise, creative endeavors, and academic achievement. Perseverance helps students resist inappropriate diversions, and stick to worthwhile tasks. Students will be taught to start tasks promptly and enthusiastically and to finish them with attention to detail and pride in the final product.

CITIZENSHIP: To fulfill one's responsibilities to community, country, and world

Citizenship at the school will help to develop school spirit and promote responsibility to the community. Citizenship includes patriotism—loyalty to our country and its democratic principles— an ideal essential to the flourishing of our society. Citizenship, in the sense of OWNCS, also includes the concept of oneself as a citizen of the world and the dedication of oneself to the betterment of that world. To foster citizenship, students will learn about national and international heroes and their contributions, our nation's political institutions, and national and international current affairs. Students will be encouraged to think critically, to engage in debate over important issues, and to develop an appreciation for national and international civic and cultural traditions.

When conflicts arise between students, as they invariably do between members of any community, the staff will use these as opportunities to engage students in the process of resolving them in a positive manner. Students who learn the fundamentals of conflict resolution become better citizens and better leaders.

Dignity for All Students Act Policy ("DASA")

On July 24, 2000, the Safe Schools Against Violence in Education Act (SAVE) was enacted into law by the State of New York. Every school district throughout the state was required to be in full compliance by July 1, 2001. OWNCS adopted its district-wide School Safety Plan accordingly. The legislation amended State Education Law by creating a new Article 2, Dignity for All Students, and revising Section 801-a regarding instruction in civility, citizenship, character education, tolerance, respect for others, and dignity. It combats bias-based bullying, harassment, and discrimination in public schools, includes awareness and sensitivity in the relations of people including individuals of different races, weights, national origins, ethnicity, religions or religious practices, mental or physical abilities, sexes, sexual orientations, gender identities or expressions.

The Dignity for All Students Act (DASA) is now in effect and is a part of the schools' Code of Civility and disciplinary policies and procedures. The Act was established to ensure a school environment free of discrimination and harassment. OWNCS is committed to promoting safe and healthy learning environments where students are secure in their pursuit of educational success. The right to learn and to teach in an educational setting that is safe, free from disruption and conducive to learning is essential.

NYS's Anti-Bullying Law

All children have the right to attend school in a safe, welcoming, & caring environment.

In accordance with New York State's Dignity for All Students Act (Education Law §§ 10-18 and § 2801(4)) ("Dignity Act" or DASA) and applicable regulations, OWN Charter Schools are committed to providing an educational environment that promotes respect, dignity, and equality among its students, faculty, staff, and administration. The key principle in the Dignity Act relates to material incidents of harassment and discrimination, particularly those that are based on a student's race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (defined to include gender identity or expression), or sex.

OWNCS recognizes that acts of discrimination and harassment, including bullying, taunting, or intimidation, and isolation, whether in person or by electronic means or information technology ("cyberbullying"), are detrimental to student learning and achievement. Such behavior affects not only the students who are its targets, but also those individuals who participate in, and witness such acts.

To this end, OWNCS prohibits all forms of discrimination and harassment, including, but not limited to, bullying, taunting or intimidation, including isolation, against students by students or employees on school property and at school-related and extra-curricular events or activities including, but not limited to, transportation to/from school and school-related functions.

OWNCS recognizes that constitutional issues may arise regarding restriction of student speech, when regulating in these areas (e.g., bullying, cyberbullying, and sexting), but that student expression that materially and substantially disrupts the work and discipline of the school may be regulated and prohibited. OWNCS's Student Disciplinary Code of Civility is intended to reflect these standards and ideals and to incorporate prohibited conduct under the Dignity Act.

OWNCS will post this policy and the Code of Civility on its website and distribute these documents to each student annually.

Dignity Act Coordinator

Each school will designate Dignity Act Coordinators (DAC). OWNCS will make the coordinators' contact information available to all school personnel, students and parents and guardians, through posting on OWNCS's website and posting in the main office. Additionally, at least annually, their names and contact information will be provided to parents and persons in parental relation by a mailing or notice sent home.

OWNCS recognizes that when adults respond quickly and consistently to bullying behavior, they send the message that it is not acceptable. The DAC's work will focus on the premise that no student be harassed or discriminated against due to their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), sex or economic status. In addition, the DAC will work to ensure that all students are provided with a safe, supportive, and positive school climate, drawing on such resources and curricula as are appropriate. This will include immediate intervention upon receiving a report of harassment or bullying, involving other adults where appropriate, separating the students, making sure everyone is safe, meeting any immediate medical or mental health needs, and modeling respectful behavior when intervening.

Staff Training and Code of Conduct

All administration, staff and faculty are expected to maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex, or economic status, which will strengthen students' confidence and promote learning. They are also expected to confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function. Administration, staff, and faculty are also expected to address personal biases that may prevent equal treatment of all students in the school or classroom, and to report incidents of discrimination and harassment that are witnessed or otherwise brought to a staff member's attention in a timely manner. OWNCS's Code of Civility for staff shall reflect these ideals and expectations. OWNCS shall provide training to faculty, staff and administration regarding the Dignity Act and the schools' policies.

Reporting of Incidents

OWNCS shall submit to the Commissioner of Education an annual report of material incidents of discrimination and/or harassment that occurred in each school year in accordance with Education Law § 15 and applicable regulations, through the BEDS system or other form designated by the Commissioner of Education.

Sexual Harassment

The Board of Trustees is committed to safeguarding the right of all students within the OWNCS network of schools to learn in an environment that is free from all forms of sexual harassment. Conduct of a sexual nature is deemed to be sexual harassment when the recipient perceives such behavior as unwelcome. It is irrelevant that the harasser had no intention to sexually harass the person. The Board recognizes that sexual harassment of students can originate from a person of either sex against a person of the opposite or same sex and from peers as well as employees, or any individual students on school grounds or at school sponsored activities. When an alleged sexual harassment occurs and the school knows about it, they shall take immediate and appropriate corrective action.

The Board, consistent with State and Federal law, therefore, condemns all unwelcome behavior of a sexual nature which may impose a requirement of sexual cooperation as a condition of academic advance, or which may have the purpose or effect of creating an intimidating, hostile, or offensive teaming environment. The Board also prohibits any retaliatory behavior against complainants or any witnesses. Any student who believes that they been subjected to sexual harassment should report the alleged misconduct immediately so that appropriate corrective action may be taken. The complainant shall not be discouraged from reporting an incident of alleged sexual harassment. In the absence of a victim's complaint, the Board, upon learning of, or having reason to suspect the occurrence of any sexual misconduct will ensure that appropriate individuals promptly commence an investigation.

The following are examples of sexual harassment: Unwanted sexual behavior, which may include touching, verbal comments, sexual name calling, spreading sexual rumors, gestures, jokes, pictures, leers (stares), overly personal conversation, cornering or blocking student's movement, pulling at clothes as well as other behaviors.

OWNCS K–8 Distraction-Free Policy

Effective: 2025–2026 School (Effective beginning September 2, 2025)

In alignment with New York State's "Distraction-Free Schools" legislation **New York State Distraction-Free Schools Law**

Purpose

To foster a focused, respectful, and academically supportive environment for all students in grades K–8, free from the distractions of internet-enabled personal devices during the school day.

Who & When This Applies To

This policy applies to all OWNCS students in grades K–8, during:

School hours: From student entry to dismissal, this includes all instructional and non-instructional times (i.e. homeroom periods, lunch, recess, stud halls, passing times) and field trips off campus.

All settings: Classrooms, hallways, cafeterias, restrooms, and playgrounds.

Prohibited Devices, but not limited to:

- Smartphones
- Smartwatches
- Smart glasses
- Tablets or personal laptops, MP#, iPod, iPad.
- Wireless earbuds or headphones connected to personal devices and internet

These devices **must not be used or visible** at any time during the school day unless specifically authorized.

Storage Procedures

All K–8 students must store prohibited devices in one of the following ways:

- For Grades 6-8: Turned off and placed secured lockers or school-provided designated storage
- For K-5:Turned off upon arrival and stored in backpacks K-5 or collected and stored by teachers

Allowed Exceptions

Use of a device is only permitted when:
- Required by an **Individualized Education Program (IEP or 504)**
- Needed for a **medical reason such as diabetes monitoring**, with proper documentation
- Authorized for use in **translation or language support**
- Permitted by a **teacher** for an approved **educational activity**

Parent Communication

OWNCS staff will communicate with families using designated school communication channels.

If a parent/guardian needs to contact a student during the school day, they should call their school's main office which will relay messages to students or call the student to the office to speak with the parent/guardian, or they may drop off written notes at the school's main office.

Students with appropriate authorization will be permitted to use the phone in the main office, nurse's office or in the classroom (with teacher approval) to call a parent or guardian.

Discipline & Enforcement

OWNCS will apply **age-appropriate and supportive responses** to policy violations.

The formal progressive discipline procedures are as follows:

Grades 6-8 Middle School Level:
   a. **First offense**: The device will be confiscated and returned to the student at the end of the day.
   b. **Second offense**: The device will be confiscated and will be returned to the student at the end of the day upon parent/guardian request. One detention will be assigned.
   c. **Third offense**: The device will be confiscated and will be returned only to the parent/guardian. Two detentions will be assigned.
   d. **Fourth offense**: The device will be confiscated and will be returned only to the parent/guardian. One day of In-School Suspension will be assigned.

Refusal to comply with a staff member's directive regarding cell phone use constitutes insubordination and/or gross insubordination and will be addressed in accordance with the OWNCS Code of Conduct. A cell phone policy violation becomes insubordination when a student willfully fails to follow a direct instruction from staff.

K-5 Elementary Level:
   a. **First offense**: Verbal warning to return device to backpack.
   b. **Second offense**: The device will be confiscated and will be returned to the student at the end of the day upon parent/guardian request.
   c. **Third offense**: The device will be confiscated and will be returned only to the parent/guardian. Student will engage in reflective activity (ie: write/present about the importance of following directions)

Refusal to comply with a staff member's directive regarding cell phone use constitutes insubordination and or gross insubordination and will be addressed in accordance with the OWNCS Code of Conduct. A cell phone policy violation becomes insubordination when a student willfully fails to follow a direct instruction from staff.

Suspension will not be used solely for device-related violations.

Monitoring & Reporting

Beginning on September 2, 2025, OWNCS will track and report:
   ● Number and type of incidents
   ● Interventions and resolutions
   ● Equity data to ensure fair enforcement across demographics

IMPORTANT NOTE: OWNCS will not be responsible for any personal electronic devices that are lost, stolen, or damaged on school premises.

The Roles of School Personnel

Each member of the school community has a role to play in creating a safe, orderly environment that is conducive to learning.

Chief Executive Officer

The role of the Chief Executive Officer with regard to discipline is to guide staff and students in their efforts to ensure student success—the central mission of the school.

The Chief Executive Officer will have a thorough working knowledge of the Code of Civility, and when necessary, will assist staff in implementing classroom and school-wide management procedures. Working with the schools' Principal, Social Worker, Assistant Principals, Guidance Counselor, Dean of Students, and Coaches, the Chief Executive Officer will provide training and continued support to teachers as they strive to teach students to embrace the tenets of the *Pillars of a Positive Community* and school rules.

The Chief Executive Officer or their designee will assist staff in responding to severe misbehavior, such as uncooperative behavior and physically dangerous and/or illegal acts, as well as any chronic or recurring problems. In certain cases, a member of the school's leadership will initiate time-out periods, parent conferences, suspensions, or other severe consequences. The building leader may also contact the appropriate law enforcement authorities, depending on the nature of the infraction.

Classroom Teachers and Instructional Assistants

The classroom teacher is the center of the school's character education and discipline policy. The OWNCS Code of Civility recognizes the need for a cooperative relationship between students, parents, and educators. Teachers and staff are expected to:

- Be models of the *Pillars of a Positive Community*.
- Be prepared and enthusiastic in implementing the curriculum.
- Use consistent and compassionate guidance procedures.
- Help maintain an atmosphere conducive to good behavior.
- Strive to create a positive learning environment.
- Help students resolve conflicts in a constructive and compassionate manner.
- Seek to involve students in the development of classroom policies.
- Plan a flexible curriculum to meet the needs of all students.
- Differentiate instruction to meet the needs of all students.
- Encourage parent and community participation.
- Refrain from yelling and from making profane or inflammatory statements.
- Be well-groomed, and conduct themselves in a safe and responsible manner.
- Be consistently on time and prepared.
- Work cooperatively with colleagues, parents, and administrators.
- Seek changes in an orderly and approved manner.

Teachers will continually emphasize to both students and parents the importance of the *Pillars of a Positive Community and the tenets of the International Baccalaureate's Learner Profile.* The *Pillars and Learner Profiles* will be established as rules for each classroom, and students will be encouraged to live by the ten character virtues; teachers will underscore expectations for student behavior by relating student actions to the *Pillars of a Positive Community and the Learner Profiles*. In this way, teachers will focus on teaching, modeling and encouraging appropriate conduct, rather than just trying to "control" behavior.

Three basic principles of classroom management and discipline will be implemented by all teachers.

- At the beginning of the school year, students will be taught how to behave responsibly in each type of classroom activity, and these lessons will be reinforced throughout the year as necessary.
- Teachers will strive to provide positive reinforcement by interacting frequently with each student when the student is behaving appropriately.
- When misbehavior occurs, teachers will redirect actions or calmly and consistently implement mild classroom "consequences," corrective actions taken in response to inappropriate behavior, using such instances as teaching opportunities. The focus of interaction with each student should continue to be primarily positive.

Though these principles will serve as useful guides, each teacher, student, and situation is unique. Teachers will use professional discretion to select the specific procedures that fit individual student needs and particular situations.

Teachers will work in collaboration with other staff to solve problems that are chronic or severe. Techniques that may be used by teachers in dealing with minor behavior problems as well as procedures for responding to chronic misbehavior are described under "Encouraging Appropriate Conduct."

School Nurse or Medical Personnel

The school nurse will be available to faculty, staff, and students for consultation on such matters as personal hygiene, nutrition, substance abuse, depression, child abuse, or neglect. The nurse will also provide medical care for students who are ill or injured. When the nurse is not on school grounds, staff will assist students in need and will determine whether parents should be contacted and the student sent home.

Responsibilities and Rights of Students

Students will take pride in their academic and social achievements and their efforts to create a model society based on a desire for knowledge, compassion for their classmates, and an abiding appreciation of the diversity that characterizes our school and neighborhoods. Throughout the day, students will practice the school's *Pillars of a Positive Community and IB Learner Profiles* and cultivate the virtues they embody. In the classroom, students will follow the teacher's rules for group instruction, which will be articulated for each activity.

Students shall have the responsibility to

- Arrive on time and attend all classes daily.
- Come to class with appropriate working materials and be responsible for their own work.
- Complete classroom assignments and homework to the best of her/his abilities.
- Understand the teacher's grading system and monitor their own progress in each class.
- Respect and protect school facilities, properties, and materials.
- Abide by the rules set forth by the school and individual classroom teacher and accept the consequences of acceptable and unacceptable behavior.
- Be familiar with the *handbook and the code of civility*.
- Cooperate with school personnel in cases involving disciplinary actions; they should follow prescribed steps of grievance procedure and accept final decisions.
- Refrain from profane or inflammatory statements.
- Conduct themselves in a safe and responsible manner.
- Know and observe school rules of dress and appearance.
- Consider and respect the divergent points of view of others; they should also be sure that their personal expressions (speech, written, or symbolic) are not damaging to or infringing on the rights of others.
- Respect the rights of others to participate in symbolic or religious activities of their choice.
- Abide by the rules and guidelines of extracurricular activities and clubs; they should show good school spirit and sportsmanship.
- Support and take an active interest in student government.
- Assemble in such a way as to avoid disrupting the educational process or conflicting with school rules.

Students shall have the right to

- Attend school and benefit from quality educational opportunities.
- Be informed of all school rules and regulations, and the consequences of breaking those rules and regulations.
- Receive due process in all disciplinary actions. This shall include a grievance procedure.
- Receive a free and appropriate education, which will include instruction using texts and materials at a level which allows an opportunity for success.
- Know in advance how grades in a class will be determined.
- Use school facilities, properties, and materials.
- Hear, examine, and express divergent points of view; this shall include freedom of speech, written expression, and symbolic expression.
- Be shown personal respect by other students and school personnel.
- Be supported in their social and emotional growth.
- Bnjoy appropriate break times for exercise.
- Decide whether or not to participate in symbolic (e.g., flag salute) or religious activities.

- Dress and groom in such a way as to express personal preferences within the parameters of the school dress code.
- Peacefully assemble on school grounds.
- Enjoy reasonable degrees of personal privacy. However, upon reasonable suspicion, students' spaces and belongings may be searched for prohibited or illegally possessed substances or objects.

Responsibilities of Parents/Family

Parents are encouraged to participate fully in the education of their children. Support and cooperation of parents are vital. Parents are expected to support the academic learning of their child by maintaining high expectations for both the student and the school. The major role of parents with regard to discipline and character education at the school is to demonstrate consistent interest in the child's progress at school and support for the child's best efforts. Parental support provides an enormous incentive for a child to strive for excellence.

Parents may be asked to help teach their child specific skills, such as remembering homework, learning to be more independent, or managing anger appropriately. If parents are asked to assist staff, specific information will be provided on ways to help the student.

If there is a severe or recurring problem, parents will be asked to help staff teach the student an alternative set of behaviors. In such cases, it is important to recognize that teaching a student to behave appropriately as a contributing member of the school community is in the student's best interest. By working together, parents and staff can help the student acquire the skills that will increase opportunities for success. Failure to comply with the specifics of the school's plan for teaching appropriate behavior and continued student misbehavior may result in the student's suspension and/or expulsion.

Parents who have concerns about their child's adjustment to the school or any aspect of the school's program and policies will be asked to discuss their concerns first with their child's teacher. Every teacher at the school will be prepared to work with parents and will respond to parental concerns appropriately and expeditiously. The Guidance Counselor, Dean of Students, Social Worker, Assistant Principal, or Principal will also be available if there are issues that exceed the scope of a parent-teacher conference.

Participation

- Attend all parent-teacher conferences.
- Attend school functions and activities with your child.
- Become an active member of the Parents Association.
- Respond promptly to school requests for information or permission.

Environment

- Ensure that your child is clean and dressed according to the school's dress code.
- Maintain regular medical and dental checkups for your child. Help your child maintain a healthy lifestyle by leading one yourself.
- Communicate openly with your child in order to help solve any school problem.
- Support school officials in maintaining a safe and orderly school environment.
- Discuss the Pillars of a Positive Community with your child.
- Make sure they understand school rules and the laws concerning students' use, possession, distribution, or sale of tobacco, alcohol, or any controlled substance on or near the school.
- Ensure that your child understands that possessing or handling any type of weapon on school property, on the way to or from school, or at any school event is prohibited and may lead to expulsion and notification of the police and New York State Education Department.

Education

- Fill your home with books. Read together every night.
- Make certain your child's attendance at school is regular and punctual and that all absences are properly excused and in compliance with school procedures.
- Instill in your child the desire to learn. Plan family visits to museums, libraries, theatres, and science centers.
- Become acquainted with the school, staff, curriculum, and activities.
- Ensure that your child has the necessary materials and supplies needed for school.
- Ensure that your child has a quiet and proper place and time to study at home.

Respect

- Be respectful of OWNCS teachers, staff, and the rules that guide the school. Treat all members of our learning community with the same level of basic respect and patience that you yourself wish to receive in return.
- Do not smoke while on school grounds.
- Guide your child, from the earliest years of their life, to be polite, to exercise self-control, and to be accountable for their actions.
- Teach your child, by word and example, respect for law, for the authority of the school, and for the rights and property of others.
- Encourage your child to respect honest work and to develop an interest in exploring broader fields of knowledge.
- Know and understand the rules your child is expected to observe at school, be aware of the consequences for violations of these rules, and accept legal responsibility for your child's actions.
- Accept the right of the Board of Trustees to require respectable behavior of all students and non students at all activities involving the school.
- Understand that the rulings of the Board reflect the final authority at the school on all matters pertaining to discipline.
- Encourage your child to respect and learn about the different cultures represented by our diverse student body.

Expression

- Encourage your child to conduct themself in an appropriate manner so as to contribute towards the educational progress of their classmates.
- Insist that your child never make obscene gestures, libelous, racist or sexist statements, or use intimidating tactics toward others.
- Encourage your child to dress appropriately so that their appearance will not disrupt the educational process or activities.

Encouraging Appropriate Conduct

At the school, students will be encouraged to make appropriate choices regarding their personal conduct. The following are the chief means by which faculty and staff will ensure order and support the development of good character at the school.

Acknowledging Appropriate Conduct

Positive Interactions and Positive Feedback

Daily interactions between staff and students provide the best opportunities for encouraging appropriate behavior and promoting the development of good habits. Staff at the school will strive to interact with students in a friendly, supportive manner at all times. Staff will attempt to interact with each student more frequently when the student is engaged in appropriate behavior than when the student is behaving inappropriately.

Positive interactions will include greeting students, talking to students, making eye contact, smiling, and overtly praising students when such accolades are deserved. When praising students, staff will attempt to provide them with specific information about which behaviors are contributing to success. For example, a staff member might say, "Alicia, you have been very responsible in remembering to bring your homework on the day it is due."

Correcting Inappropriate Conduct

Consequences for Minor Misbehavior

We expect that the great majority of our students will strive to meet OWNCS' expectations for responsibility and self-discipline. We also understand, however, that no single set of procedures will be effective in helping every student develop the skills and attitudes necessary for success. Therefore, a series of interventions has been designed for students who have not been motivated by the school wide procedures. As teachers and faculty adapt disciplinary procedures to meet individual needs, the focus will remain positive and an emphasis will be placed on the continuing need for calm and consistent consequences.

Students will learn that certain actions are unacceptable at the school and misbehavior has consequences. Students who engage in any type of misbehavior, whether minor or severe, will be required to make amends and/or restore the situation. Restitution may involve an apology; community or school service; or fixing, replacing, and/or paying for damage caused. The teacher or a designated administrator will determine the type of restitution required for a particular infraction. If possible, the restitution assignment will be communicated to the student's parents prior to their completion of the task. In all cases, parents will be informed of the child's inappropriate behavior and the restitution requirement.

Consequences for Severe Misbehavior

Most misbehavior will be handled with discussion or the use of mild consequences. However, severe misbehavior will be met swiftly with specific and stern consequences. Severe misbehavior is defined   as belonging to at least one of the following categories:

- Uncooperative behavior
- Physically dangerous behavior
- Illegal behavior

Uncooperative behavior is the direct refusal to comply with a reasonable staff instruction within a specified period of time. In such cases, the staff member involved will first explain to the student why their actions are inappropriate and may issue a mild consequence. If the student continues to ignore or disregard the instruction, they will be sent to the designated administrator and the incident will be reported to the Principal.

In cases of physically dangerous behavior—fighting, assault, physical intimidation—staff will firmly inform the students to stop the physical altercation. If the students do not respond, staff will use professional judgment to determine whether or not to intervene physically. Staff will not be required to take action that could be physically dangerous; in such cases, another student will be sent immediately for additional assistance. The designated administrator will notify parents and decide whether to contact the appropriate law enforcement authorities.

If a staff member is aware that a student is engaged in illegal activity, the staff member will refer the case to the Principal or designee who will notify the student's parent or guardian and, together with the Chief Executive Officer, will decide whether to contact the appropriate law enforcement authorities.

The tables of the Discipline Chart outline the specific procedures that will be applied in response to severe misbehavior. *Any or all* of the consequences listed for the various offenses may be imposed. Episodes of severe misbehavior are cumulative. An Expulsion Hearing may be convened upon the third instance.

Referral

Referrals to the schools' support team–,Social Worker, Guidance Counselor, Assistant Principal or Principal will be made only in response to severe or recurring behavior problems.

When making an office referral, the referring staff member will complete a Referral Form as soon as possible after the infraction. The Leadership Team will keep records on referrals which will be periodically reviewed to determine whether it is necessary to revise school policies, or whether there is a need for further staff development to ensure the consistent implementation of current policies.

Time Out

At the school, time outs may be used for students who need a neutral environment to help manage their own behavior, or to cool down or reflect on inappropriate behavior. Such time outs involve removing the student from the instructional setting to a supervised area, such as the back of a classroom.

The following procedure is suggested when imposing a time out. *No student shall ever be unsupervised during a time out situation.*

- Upon the behavioral infraction, the student will be sent on a short time out away from the instructional setting. The student will be told in a firm, non-emotional voice, that they have made the choice to continue the

inappropriate behavior, and that a time out is the consequence.

- When the time-out has expired, the student will be told firmly that certain behaviors damage the School community and that they must want to contribute to a Positive Community before being allowed to rejoin the class. The student will be allowed to rejoin their classmates when they can communicate this desire to the teacher.

Suspension

In response to cases of severe misbehavior, the Principal, or a designee, may suspend or temporarily remove the student from school for up to ten school days. Suspension is regarded as a serious consequence. Once a student is suspended, they cannot go back and rejoin their class. The administration will attempt to contact parents and inform them of their child's infraction and its basic circumstances. Parents are expected to accept the suspension. *Suspended students must be picked up immediately by their parents or proper authorities may be notified.* (At the discretion of the school administration, a suspended student may be allowed to go home by bus.) The student's parents will be required to meet with the Principal, or designee, and any staff members involved

in the suspension prior to the student's return to the school. During this meeting, parents are NOT entitled to know what specific consequences, if any, were given to the other child/children involved in the infraction. A suspended student must attend a daily instructional session during suspension.

Parents are responsible for transporting children to and from these sessions. In addition, the student is required to complete homework related to the disciplinary infraction.

Expulsion

Expulsion is defined as the removal of the right and obligation of a student to attend the school under the conditions set by the school's Board of Trustees. The Chief Executive Officer will have final authority in recommending the expulsion of a student to the Board. A student who commits any reportable crime or who has had three instances of severe misbehavior may be subject to an expulsion hearing before the Board. Expulsions are final. Expelled students are not permitted on school grounds or at any school-related functions.

Students with Disabilities

Students with disabilities may be suspended for inappropriate behavior. The Principal may give a short-term suspension to a student with disabilities. The Principal may suspend a disabled student from school for a total of ten school days in a school year.

The Principal may recommend a student with disabilities for a long-term suspension or expulsion (greater than ten days) by following these procedures:

1. The Principal will follow regular procedures for long-term suspension or expulsion as described above.

2. Once the Principal has made a recommendation for long-term suspension or expulsion of a student with disabilities, they will refer the matter to the Committee on Special Education of the District Office.

If the District Office concurs that a suspension or expulsion hearing is in order, the parent will be notified in writing of the time and place of the proceeding.

Expulsion Procedures

If the offense is serious and/or the student has a series of several violations, the Chief Executive Officer may recommend to the Board of Trustees that the student be expelled from school.

The Chief Executive Officer/designee may suspend the student from school and will inform the parent at the time of suspension or within three (3) school days of the intent to file written charges for expulsion and offer to meet with the parent and student to discuss the reason(s) for the suspension and expulsion. Homework assignments will be provided to the student during the period prior to the expulsion hearing. Parents are encouraged to pick up the homework or must make arrangements to secure the assignments.

Charges for expulsion will be presented to the Board of Trustees in executive session for a formal hearing. The president of the Board of Trustees, or other board member designated by the Board president, will preside over the hearing.

The parent and student may attend the hearing and have the right to bring counsel. The parent and student may elect to waive their rights to appear at the meeting by an affirmative waiver or by failing to appear at the designated time. This action will be deemed a waiver of rights to contest the expulsion.

At the expulsion hearing, the Chief Executive Officer or designee will present the evidence to support the charges against the student. The student or parent will have the opportunity to answer the charges against the student and to present evidence to support the student's position.

Parents must be notified within three (3) school days of the findings by the Board of Trustees. If a parent wishes to appeal the decision of the Board of Trustees based on their belief that their child was not afforded due process and/or that some law was broken they may file a formal complaint to SUNY, Charter Schools Institute and/or the New York State Education Department in accordance with the processes and procedures detailed in the School's Complaint Policy.

Disciplinary Procedures for Students with Disabilities

OWNCS takes its obligations for providing all students with disabilities their due process protections in accordance with the Individuals with Disabilities Act (IDEA), and its implementing regulations including (34CFR, Part 300 et seq.) and all NY State laws and regulations concerning students with disabilities. OWNCS will work closely with the student's Committee of Special Education of the NYC Department of Education to further assist in mainly all the rights to which the student with disability is entitled.

It is expected that all students, with or without disability, will comply with the school's Code of Civility and disciplinary expectations. All students will be treated equitably in accordance with the school's code of civility. However, if a student with disabilities is perceived to have violated the code to the degree that they will be suspended from school for more than 10 school days, or several times which with will amount to more than 10 school days in a given school year, additional safeguards are in place to ensure that the student's behavior was not caused or resulted or was a "manifestation" of their disability. Therefore, for a student with disability, if said student is being suspended for a cumulative of more than 10 school days the actions will be deemed a change in placement for that student. Thus, triggering additional protections and the need for the convening of a manifestation team and meetings.

The manifestation team will be composed of a representative from the students' CSE, the parent or guardian, and relevant members of the student's CSE IEP team. The meeting will be convened no later than 10 days after the decision to change placement of the student. The purpose of the meeting is to determine whether the student's conduct was a direct

manifestation of the student's disability. The parent/guardian will be notified of the student's behavior and the suspension. The parent/ guardian will also be advised that the CSE has been notified of the suspension, the purpose of the CSE meeting, and the names of the expected people at the meeting. The parent will also be advised of their rights during this process.

Process

The manifestation team must review the student's IEP together with all relevant information from the student's file and any other information provided by the school and the parent/guardian.

If a student is found guilty of conduct involving serious bodily injury, drugs and alcohol, or weapons, he/she may be removed to an Interim Alternative Educational Setting (IAES) for up to 45 days, regardless of whether the behavior was a manifestation of their disability. Those circumstances are the only circumstances when a student with a disability may be disciplined regardless of whether the conduct is related to the student's disability.

If the manifestation team concludes that the child's behavior resulted from the child's disability, the manifestation team must conduct a functional behavioral assessment ("FBA") and implement a behavioral intervention plan ("BIP") to address the behaviors giving rise to the conduct, unless an FBA or BIP was made prior to the student's violation of school rules giving rise to the suspension, in which case each should be reviewed and revised, if necessary, to address the behavior. Moreover, the student must also be returned to their original placement (i.e., the placement from which he/she was removed), unless: (a) the parent and CSE agree to another placement as part of the newly created or revised BIP, or (b) in cases where the child:

Carries or possesses a weapon to or at school, on school premises, or to or at a school function; knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function; The Committee on Special Education shall determine an appropriate Interim Alternative Educational Setting ("IAES"), which shall not exceed 45 days.

If a student is found guilty of conduct involving serious bodily injury, drugs and alcohol, or weapons, he/she may be removed to an IAES for up to 45 days, regardless of whether the behavior was a manifestation of their disability. Those circumstances are the only circumstances when a student with a disability may be disciplined regardless of whether the conduct is related to the student's disability.

Alternative Instruction

If the suspension is upheld, the student, at the school's sole discretion, the student may be placed in alternative instruction, or be required to remain at home during the pendency of the suspension, but not for a period greater than the amount of time a non-disabled student would be subject to suspension for the same behavior.

A suspended elementary school student will be assigned to alternative instruction for direct instruction for a minimum of one hour per day and a secondary school student will be assigned for a minimum of two hours of direct instruction per day. The school will assign staff to develop alternative instruction that will enable the student to complete required coursework and make sure that the student progresses toward their IEP goals. If the school believes it is unable to accommodate the provisions of the student's IEP, it will immediately contact the CSE to convene a meeting to remedy the situation. The school will coordinate with the student's general education teachers to ensure that the coursework and homework is gathered and provided to the student. During alternative instruction, the school will ensure all assignments are taught, reviewed, and submitted to the general education teacher in a timely fashion. In addition, when appropriate, the student may be assigned a project designed to address the behavior that gave rise to the suspension.

Appeals

An appeal against a decision imposing a long-term suspension or expulsion may be made, in writing, to the Chief Executive Officer, no later than ten (10) calendar days from the date of the written decision. The CEO may adopt in whole, or in part, the original decision imposing the discipline. This decision may also be appealed to the Board of Trustees and subsequently to may the school's authorizer, SUNY, Charter Schools Institute, and NYS Education Department pursuant to Education Law §2855(4) and the school's Complaint Policy and Procedures.

Reporting Crimes and Disruptive Behavior

It is important that all students and parents understand that, in addition to taking disciplinary action at the school level, certain criminal and/or disruptive behavior must be reported to the police and to the New York State Education Department through VADIR (Violent and Disruptive Incident Report). The following incidents will be reported.

- Capital Crimes
- Assaults or Threats of Assault
- Possession of Weapons
- Robbery or Theft
- Sexual Abuse
- Property Damage
- Drug or Alcohol Use

Additionally, the Chief Executive Officer has the discretion to report any other incident occurring within the regular operation of the school.

Any student who is formally charged with a felony by a proper prosecuting attorney for an incident which is shown to have an adverse impact on the educational program, discipline, or welfare in the school in which the student enrolled shall, following an administrative hearing conducted pursuant to rules of the NY State Board of Education, and after due notice to the parents, parent, or guardian, and when suspension is recommended, be suspended from all classes until the determination of their guilt or innocence, or the dismissal of charges, is made by a court of competent jurisdiction.

The Chief Executive Officer may suspend students under specified conditions for lengths of time in excess of 10 school days provided daytime alternative educational options are utilized. This remedy for disruptive behavior is authorized in addition to consequences specifically provided in the Code of Civility.

Zero Tolerance for School-Related Crimes

It is essential that schools be safe and orderly to provide environments that foster learning and high academic achievement. To this end the Board of Trustees of Our World Neighborhood Charter School has adopted a policy of Zero Tolerance for School-Related Crimes. Students found to have committed any of the aforementioned "reportable" offenses on school property, school sponsored transportation, or during a school-sponsored activity may be brought before the Board for an expulsion hearing.

Discipline Chart

The CEO may contact the appropriate authorities, depending on the severity of the dangerous behavior and the age of the student involved.

Behavior	1st Offense	2nd Offense	3rd Offense
Uncooperative Behavior (e.g., disrespect toward staff members and peers, refusal to follow directions)	All of the following consequences may be imposed: - Staff member explains to the student why their actions are inappropriate and attempts to redirect behavior. - Mild consequence issued by staff member. - Optional: Student Support Team convened to establish an instructional discipline action plan; parent and student (if appropriate) are informed of the plan.	All of the following consequences may be imposed: - Parent notified and detention assigned. - Parent notified to pick up student immediately. - 1–3 day suspension (or longer depending on severity), and meeting between parent, student, and teacher prior to re-entry. - Student Support Team convened to establish instructional discipline action plan; parent and student (if appropriate) are informed of the plan.	All of the following consequences may be imposed: - Parent notified to pick up student immediately. - Long-term suspension up to 10 days or possible expulsion. - Meeting between parent and Administrator prior to re-entry. - Board of Trustees notified regarding possible expulsion.
Physically Dangerous Behavior (e.g., fighting, assault, physical intimidation)	All of the following consequences may be imposed: - Parent notified to pick up student immediately. - 1–3 day suspension (or longer depending on severity), and mandatory meeting among parent, student, staff member involved, and administrator prior to re-entry. - Optional: Student Support Team convened to establish an instructional discipline action plan; parent and student (if appropriate) are informed of the plan.	All of the following consequences may be imposed: - Parent notified to pick up student immediately. - 3–5 day suspension (or longer depending on severity), and mandatory meeting between parent and administrator prior to re-entry. - Student Support Team convened to establish instructional discipline action plan; parent and student (if appropriate) are informed of the plan.	All of the following consequences may be imposed: - Parent notified to pick up student immediately. - Long-term suspension up to 10 days or possible expulsion. - Mandatory meeting between parent and administrator prior to re-entry. - Board of Trustees notified regarding possible expulsion.

Illegal Acts (e.g., theft, vandalism, use of illegal substances)	All of the following consequences may be imposed: - Parent notified to pick up student immediately. -1–3 day suspension (or longer depending on severity), and mandatory meeting among parent, student, staff member involved, and administrator prior to re-entry. - Optional: Student Support Team convened to establish instructional discipline action plan; parent and student (if appropriate) are informed of the plan.	All of the following consequences may be imposed: - Parent notified to pick up student immediately. - 3–5 day suspension (or longer depending on severity), and meeting between parent and Social Worker prior to re-entry. - Mandatory Student Support Team convened to establish instructional discipline action plan; parent and student (if appropriate) are informed of the plan.	All of the following consequences may be imposed: - Parent notified to pick up student immediately. - Long-term suspension (up to 10 days) or possible expulsion. - Meeting between parent and Social Worker prior to re-entry. - Board of Trustees notified regarding possible expulsion.

Acceptable Use and Safety Policy for OWNCS's Computer Network

Our World Neighborhood Charter Schools (OWNCS) make available to its students access to computers and interconnected computer systems within the school and to the Internet, the world wide network that provides various means of accessing significant educational materials and opportunities. In order for OWNCS to be able to make its computer network and Internet access available, all students must take responsibility for appropriate and lawful use of their issued device and internet resources. Teachers and other Staff will make reasonable efforts to supervise student use of network and Internet access. Students must understand that inappropriate computer use can result in one or more of the following; school discipline, loss of the privilege of using their issued device, internet resources and/or criminal prosecution.

Below is the Acceptable Use and Safety Policy ("Policy") of OWNCS's computer network and the Data Acquisition Site that provides Internet access. Upon reviewing, signing, and returning this Policy, a student will be eligible for Internet access at the school. If a student is under 18 years of age, the "PARENT'S OR GUARDIAN'S AGREEMENT" must be signed and returned. OWNCS cannot provide access to any student who is 18 or older until the Policy is signed and recorded or to a student under 18, until the "PARENT'S OR GUARDIAN'S AGREEMENT is signed and recorded.

Listed below are the provisions of your agreement regarding computer network and Internet use. If you have any questions about these provisions, you should contact the OWNCS Technology Department.

I. Personal Responsibility

By signing this Policy, you are agreeing to follow all rules outlined in the policy and to report violations of the policy by other students.

II. Term of Permitted Use

A student who returns a properly signed Policy will have computer, network, and Internet access during the remainder of the students' academic career while enrolled in any of the Our World Neighborhood Charter Schools (OWNCS).

III. Acceptable Uses

A. Educational Purposes Only

OWNCS provides access to its devices, computer networks and the Internet for educational purposes only.

B. Unacceptable Uses of OWNCS Devices and Network

Among the uses that are considered unacceptable and which constitute a violation of this Policy are the following:

1. Uses that violate the law or encourage others to violate the law.

2. Transmittal of offensive or harassing messages.

3. Any use which is commercial in nature.

4. To use the Internet to view, transmit or download pornographic or otherwise objectionable materials.

5. To use the Internet to transmit confidential or copyright materials.

6. To use the internet to download any program, partial program, or game without the express permission of the supervising teacher and OWNCS Technology Department.

7. Any use of the internet or computer, which causes harm to others or their property.

8. Any use of the internet or computer, in which the application being used is not permitted by the supervising teacher.

9. Any improper use of passwords.

10. Any programming vandalism.

11. Any "hacking" activities

12. Any activities designed to expose OWNCS or other computers to computer "viruses". 13. Using a device that wasn't assigned to you or misplacing your assigned device.

14. Students cannot provide private information about themselves over the internet including the student's credit card or social security number.

C. Netiquette

All users must abide by rules of network etiquette, which include the following:

1. Be polite. Use appropriate language. No swearing, vulgarities, suggestive, obscene, belligerent, or threatening language.

2. Avoid language and uses that may be offensive to other users. Do not use, distribute, or redistribute jokes, stories, or other materials that are based upon slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation.

3. Do not assume that a sender of e-mail is giving their permission for you to forward or redistribute the message

to third parties or to give their e-mail address to third parties. This should only be done with permission or when you know that the individual would have no objection.

IV. Internet Safety

A. General Warning: Individual Responsibility of Parents and Users

All users and their parents/guardians are advised that access to the electronic network may include the potential for access to materials inappropriate for school-aged pupils. Every user must take responsibility for their use of the computer network and Internet and stay away from these sites. Parents of minors are the best guide to materials to shun. If a student finds that other users are visiting offensive or harmful sites, they should report such use to their supervising teacher.

B. Personal Safety

Be safe. In using the computer network and Internet, do not reveal personal information such as your home address or telephone number. Do not use your real last name or any other information which might allow a person to locate you without first obtaining the permission of a supervising teacher. Do not arrange a face-to-face meeting with someone you "meet" on the computer network or Internet without your parent's permission. If someone attempts to arrange a meeting with you because of an internet contact you must report the communication, immediately, to your supervising teacher. Do not share your password with anyone.

C. "Hacking" and Other Illegal Activities

It is a violation of this Policy to use the School's computer network or the Internet to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access. Any use which violates state or federal law relating to copy- right, trade secrets, the distribution of obscene or pornographic materials, or which violates any other applicable law or municipal ordinance, is strictly prohibited.

D. Confidentiality of Student Information

Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or guardian or, if the student is 18 or over, the permission of the student themself. Users should never give out private or confidential information about themselves or others on the Internet, particularly credit card numbers and Social Security numbers. Only a member of the school administration may authorize the release of student information, as defined by New York law, for internal administrative purposes or approved educational projects and activities.

E. Additional Considerations for Different Age Groups

1. Elementary Schools: Focus on online safety, responsible communication, and cyberbully prevention. Implement stricter monitoring and filtering for younger students

2. Middle School: Address emerging issues like social media use, digital citizenship, and responsible online behavior.

F. Active Restriction Measures

The School, either by itself or in combination with the Data Acquisition Site providing Internet access, will utilize filtering software or other technologies to prevent users from accessing visual depictions   that are (1) obscene, (2) child pornography, or (3) harmful to minors. The School will also monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing such depictions or any other material that is inappropriate for minors.

Internet filtering software or other technology-based protection systems may be disabled by a supervising teacher or school administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by students age 17 or older.

The term "harmful to minors" is defined by the Communications Act of 1934 (47 USC Section 254 [h] [7], as meaning any picture, image, graphic image file, or other visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors

V. Privacy

Network and Internet access is provided as a tool for your education. OWNCS reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of OWNCS and no user shall have any expectation of privacy regarding such materials.

VI. Failure to Follow Policy

The user's use of the computer network and Internet is a privilege, not a right. A user who violates this Policy, shall at a minimum, have their access to the computer network and Internet terminated, which OWNCS may refuse to reinstate for the remainder of the student's enrollment in the OWNCS. A user violates this Policy by their own action or by failing to report any violations by other users that come to the attention of the user. Further, a user violates this Policy if they permit another to use the account or password to access the computer network and Internet, including any user whose access has been denied or terminated. OWNCS may also take other disciplinary action in such circumstances. In some instances, inappropriate computer and Internet use violates state and/or federal laws and may result in criminal prosecution or juvenile court action.

VII. Warranties/Indemnification

OWNCS makes no warranties of any kind, either express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this Policy. It shall not be responsible for any claims, losses, damages or costs (including ~ fees) of any kind suffered, directly or indirectly, by any user or their parent(s) or guardian(s) arising out of the user's use of its computer networks or the Internet under this Policy. By signing this Policy, users are taking full responsibility for their use, and the user who is 18 or older or, in the case of a user under 18, the parent(s) or guardian(s) are agreeing to indemnify and hold the School, the OWNCS, the Data Acquisition Site that provides the computer and Internet access opportunity to the OWNCS and all of their administrators, teachers, and staff harmless from any and all loss, costs, claims or damages resulting from the user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or, if the user is a minor, the user's parent(s) or guardian(s) agree to cooperate with the School in the event of the School's initiating an investigation of a user's use of their access to its computer network and the Internet, whether that use is on a School computer or on another computer outside the OWNCS' network.

VIII. Updates

Users, and if appropriate, the user's parents/guardians, may be asked from time to time to provide new or additional registration and account information or to sign a new Policy, for example, to reflect developments in the law or technology. Such information must be provided by the user (or their parents or guardian) or such new Policy must be signed if the user wishes to continue to receive service.

If after you have provided your account information, some or all of the information changes, you must notify the person designated by the School to receive such information.

Legal References

Children's Internet Protection Act of 2000 (H.R. 4577, P.L. 106-554)
Communications Act of 1934, as amended (47 U.S.C. 254[h],[lJ)
Elementary and Secondary Education Act of 1965, as amended (20 U.S.C.6801 et seq.,)

International Baccalaureate (IB) Policies: Primary Years Programme (PYP)

PYP Language Policy

All teachers in Our World Neighborhood Charter Schools are language teachers. We believe language is the key to all learning. Language learning is a life-long process and essential in developing interpersonal and intrapersonal skills. Furthermore, we believe that all students should have the opportunity to learn a second language and that mother-tongue languages should be honored. This enables students to have a better understanding of the world in which we live and promotes a more global perspective. As communication in our world changes rapidly, we are committed to adapting language instruction to reflect the evolution of language in a modern world.

This document describes our philosophies with regard to language and language development:

- It provides the school with a framework that will promote consistency in our approach between grade levels and between subjects.
- It provides parents with information about our principles and practices and assists them in understanding the curriculum.
- It assists teachers in the planning, presenting and evaluation stages of teaching.
- It is a tool for teachers to use to reflect on their language practice and guide professional development.

The points in this policy describe what we value and what we aspire to achieve as we continue to grow in our beliefs and practices. These practices may not YET be reflected in all of the points described in this policy, but it is our goal to put these principles into practice as we continue to grow.

Language Philosophy

Language is the major element that connects the curriculum. We believe that language is a vehicle for transdisciplinary learning and inquiry, and as such, provides a learning environment that promotes, generates and supports effective communication and language development. We understand that since language is central to learning, all teachers are, in practice, language teachers with responsibilities to facilitate effective communication.

Additionally, we believe that the IB Learner Profile is an integral part of learning within the PYP and MYP. It represents the qualities of effective learners and what makes students internationally minded. The five essential elements of the PYP (knowledge, skills, attitudes, concepts, and action) together with the overarching Learner Profile attributes informs the

planning, teaching and assessing of all languages.

Language learning extends beyond the classroom and has close connections to the school library. The library has been organized in a way that labels books which highlight specific Learner Profile attributes. The librarian highlights these attributes monthly to support the language development in the classrooms. The teacher plans collaboratively with other classroom teachers and single-subject teachers.

Language of Instruction

English is the primary language of instruction in Our World Neighborhood Charter Schools. All core curricula and instructional resources, including Units of Inquiry and the Programme of Inquiry, are written and presented in English. Through a variety of teaching methodologies that focus on inquiry teaching and collaboration, all areas of language arts instruction are addressed. Students are engaged in a wide variety of learning experiences in which they are actively involved in listening, speaking,   reading and writing. Language is embedded in the curriculum and language learning is meaningful and relevant.

The focus of language is its application across the subject areas and throughout the transdisciplinary Programme of Inquiry (POI). The Programme of Inquiry provides an authentic context for learners   to develop and use language. Wherever possible, language is taught through the relevant, authentic context of the Units of Inquiry. Language is used as a tool to construct meaning and develop an understanding of the world.

Language is essential to the development of social, emotional and cognitive skills. Language is used in multiple ways within a variety of contexts and for varied audiences. It has certain conventions that are essential, yet allow individuals to express themselves creatively.

The PYP classrooms are also connected to the broader world through technology. Students conduct research and communicate through printed media as well as through electronic networks in order to access information, communicate globally, and locate multimedia resources.

Language development allows students to acquire and apply a set of skills and attitudes as well as gain an understanding of the use of language. Language consists of strands (oral language,   visual language and written language) which operate interactively. Each of these strands addresses both expressive and receptive aspects of language acquisition. The acknowledgement of both the expressive and receptive aspects ensures that teachers will be aware of the need to provide a balanced language program. In the PYP Language Scope and Sequence (Making the PYP Happen, 2009), the strands of oral, visual and written language have been described separately and are represented by four continuums: listening and speaking; viewing and presenting; reading; and writing.

Language skills can be further developed by challenging each student's level of understanding and providing models of effective communication on an ongoing basis. There are different developmental stages as well as learning styles that need to be taken into account when learning a language. Individual students will progress through these stages at their own pace. Developing confidence as a communicator is critical in all students' language development.

The Our World Neighborhood Charter Schools' Scope and Sequence documents (based on both New York State Next Generation Learning Standards as well as the Primary Years Programme's Language Scope and Sequence documents) identify the key expectations considered essential in language learning. The Our World Neighborhood Charter Schools Parent and Student Handbook as well as the Scope and Sequence documents found in *Making the PYP Happen* are the documents that guide our expectations and work with students.

Principles and Practices of Teaching a Language

We believe that students become good communicators when:

- Students are engaged in a wide variety of activities in which they actively listen, speak, read and write.
- The language curriculum is embedded in the Our World Neighborhood Charter Schools curriculum and language activities are meaningful and relevant. (The teaching of elements of language such as text structure, grammar, spelling and vocabulary are taught as much as possible within the context of the Units of Inquiry and have relevance within that context.)
- The teaching of elements of language such as text structure, grammar, spelling and vocabulary are taught as much as possible within the context of the Units of Inquiry and have relevance within that context.
- The learning environment is positive, supportive and encourages verbal expression. • Students are involved in assessing their work and receive continuous feedback from both adults and peers.
- Native language development is valued and supported.
- Students and teachers view language as a system with patterns and structures that operate as tools for communication in different settings and situations.
- Differences in the developmental stages and learning styles of students are acknowledged and utilized when planning curriculum and instruction.
- The teacher models effective oral and written communication strategies.

Spanish Instruction/Language B

Our World Neighborhood Charter Schools incorporates Spanish as Language B. Students in kindergarten through fifth grade receive instruction in Spanish weekly. Student instruction is provided by certified Specialist teachers who specialize in the area of Spanish. The purpose of this instruction is to immerse students in the Spanish language and expose them to the unique perspectives and practices provided by learning a second or other language.

Students learn the target language through a variety of activities and methods. The American Council for the Teaching of Foreign Language (ACTFL) five C's of World Readiness Standards for Learning Languages (Communication, Culture, Connections, Comparisons and Communities) are incorporated as well as the language strands of oral, visual and written communication. The language components of listening, speaking, presenting, reading, writing, and viewing across all grade levels are an important part of instructional experiences in Spanish.

Other Components

- Classrooms support Spanish language learning through conversations and connections as appropriate.
- When applicable, attempts are made to incorporate meaningful Spanish connections to the Units of Inquiry.
- The Spanish-speaking world is explored through study and conversation that may include both the customs and geography of those regions.
- Technology is incorporated to enhance and expand learning when applicable.
- A variety of teaching resources including audio, video, authentic texts, and realia are used when applicable in the instruction of Spanish.
- Student work may be displayed.
- Labeling objects within the classroom in Spanish is a continuing and growing practice as is the incorporation of Spanish within the daily school-wide announcements.
- Students and their families are provided opportunities to connect with the larger Spanish speaking community through interactions and events. Some examples may be, but not limited to: conversations with visiting native speakers, classroom parent volunteers and participation in the schoolwide Multicultural Fair - a celebration

recognizing the world cultures and heritages represented in our community.

- Professional development and collaborative time are provided on a regular basis for the   elementary World Language staff under the supervision of the Our World Neighborhood Charter   Schools elementary school Principal.
- Resources and teaching materials are continually evaluated, updated and expanded.
- Common assessments are given at the second and fifth grade levels. Second grade is interpretive in format while fifth grade is interpersonal and oral in format.

Native Language Support

We encourage parents and students to continue to communicate in their Native Language whenever possible. We believe that the continued development of the native language language is crucial for cognitive development and in maintaining cultural identity. It enables our school community to develop intercultural awareness and understanding, and enables students to maintain esteem for the language, literature and culture of their home country.

It is inherent in our mission to strive to support the diverse population within the Our World Neighborhood Charter Schools community. As students with differing languages and cultures enter our schools, appropriate resources may be purchased and provided for use by students and teachers. Additionally, a variety of resources, in native language languages, will continue to be purchased through our annual library and PYP budgets.

We encourage parents to use their native language outside of school as a way to maintain their child's connection to their culture. Through school events, we celebrate the diversity of our student body and provide opportunities for students and families to share their cultures and heritages with each other. Parents are invited into the classroom and to school events whenever possible to share their language   and culture. Staff members continue to create connections with families in order to foster positive relationships that create a connection to a student's first language. Students may be encouraged to be language "experts" in their native language as we are committed to creating a school environment that supports all students in their language development.

English Language Learners

Our World Neighborhood Charter Schools is committed to supporting ELLs (English Language Learners) in many ways. Upon entrance into the school, all families complete the Home Language Survey. Any student whose home language or first language is not English is then interviewed by the ELL teacher to determine the student's oral proficiency in English. Once this screening process is completed, the ELL teacher conducts a formal assessment of any student who speaks little or no English to determine the student's level of English proficiency by administering the NYS Identification Test for ELLs (NYSITELL).

The approach that the ELL teacher will use to support ELL English acquisition in conjunction with the classroom teacher is one of sheltered instruction. Sheltered instruction is an approach for teaching content to ELLs in strategic ways that make the subject matter concepts comprehensible (i.e. provide access to mainstream, grade level content—not watering down the subject matter) while promoting the students' English language development.

Research of ESL programs indicates successful performance on ELA assessments is based upon the development of both oral proficiency and cognitive academic language proficiency. Academic language proficiency includes the language skills required for literacy and complex thinking such as reading comprehension, writing mechanics, critical thinking skills, study skills, and academic   vocabulary. Strategies that promote the acquisition of cognitive academic language proficiency include… sheltered English instruction.[1]

The ELL teacher will plan and work collaboratively with the classroom teachers to integrate language and content and infuse socio-cultural awareness to scaffold instruction for students learning   English. Students' language learning is

promoted through social interaction and contextualized communication, which can be readily generated in all subject areas.[2,3] The ELL teacher will guide students to construct meaning from texts and classroom discourse and to understand complex content concepts by scaffolding instruction—beginning instruction at the current level of student understanding and moving students to higher levels of understanding through tailored support. The tailored support can include such strategies as adjusting their speech (paraphrasing, giving examples, providing analogies, elaborating student responses) to facilitating student comprehension and participation in discussions whether otherwise discourse might be beyond their language proficiency level.[4] Another way the ELL teacher works in sheltered instruction within the classroom is by adjusting instructional tasks so they are incrementally challenging (pre-teaching vocabulary before a reading assignment) and students learn the skills necessary to complete tasks on their own.[5] Through these strategies, teachers can socialize students to the academic language setting.

Classroom teachers are also able to develop their own individual capacities to effectively teach the ELLs in their classrooms. Sheltered instruction requires effective collaboration between the ELL and classroom teacher, supported by professional development for all teachers working with ELLs—not just the ELL teacher. Through collaboration and professional development, the classroom teachers are also able to deepen their knowledge of and skills in sheltered instruction strategies that effectively reach ELLs, helping them develop English language without falling behind in content knowledge. ELLs may also receive small group pull out instruction from the ELL teacher.

Beyond the push-in and pull-out support, we continue to provide experiences and support within the classroom to build relationships with families. The primary instructional model used in the classroom—the workshop model—supports peer support and ELLs are frequently partnered with an English proficient student within the collaborative component of the workshop model to provide support and assistance. Assignments/learning experiences will be adapted as needed to ensure students are able to participate and be engaged in daily classroom activities. Classrooms may include labels in both English and the native language of the student. In addition, tools may be created to 1 Cummins, J. (1989). Empowerin*g minority students*. Sacramento, CA: California Association for Bilingual Education. [2] Vygotsky, L. (1978). Mind and society: The development of higher psychological processes (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds. And Trans.). Cambridge, MA: Harvard University Press.

[3] Tharp, R., & Gallimore, R.(1988). Rousing minds to life. Cambridge: Cambridge University Press [4] Bruner, J. (1978). The role of dialogue in language acquisition. In A. Sinclair, R. Javella, & W. Levelt (Eds.), The child's conception of language (pp. 241-256). New York: Springer-Verlag.

[5] Applebee, A., & Langer, J. (1983). Instructional scaffolding: Reading and writing as natural language activities. Language Arts, 60, 168-175. support effective classroom communication, which may include technology that translates or word walls that consist of common phrases.

Future assessments of the student's English language proficiency are conducted in the Spring using the NYS English as a Second Language Achievement Test (NYSESLAT), the only assessment used to determine ELA proficiency and exit from ELL status.

Assessment of Language

Language comprehension, both written and oral, are assessed on an ongoing basis. The results are used to inform instruction. A variety of formal benchmark assessments are used throughout the year to assess student language progress. These assessments are indicated in the Our World Neighborhood Charter Schools Assessment Policy (See the Assessment Policy document for more specific information related to assessment.).

Resources

- Making The PYP Happen: A Curriculum Framework for International Primary Education (IBO, 2009)
- PYP Language Scope and Sequence (IBO, 2009)
- The Primary Years Programme as a Model of Transdisciplinary Learning (IBO, 2010)
- Guidelines for developing a school language policy (IBO, 2008)
- IB/PYP Scope and Sequence –English

The following people formed the initial Language Policy Committee (2020-21): Brian Ferguson (CEO), Gina Patino (IB Program Coordinator), Hilary Kimball (ENL teacher), Karina Cordero (Spanish language teacher), and Maria Mikanda (Assistant Principal).

PYP Inclusion Policy

The Our World Neighborhood Charter Schools Admissions Policy

Our World Neighborhood Charter Schools' admission policy is non-sectarian and does not discriminate against any student on the basis of ethnicity, national origin, gender, disability or any other ground that would be unlawful if done by a school. Admission to Our World Neighborhood Charter Schools will not be limited on the basis of intellectual ability, measures of achievement or aptitude, English proficiency level, athletic ability, disability, race, creed, gender, sexual orientation, national origin, religion or ancestry. Any child who is qualified under New York State law for admission to a public school is qualified for admission to any Our World Neighborhood Charter Schools. OWNCS will ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school.

Our World Neighborhood Charter Schools' Commitment to Inclusion

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. (Learning diversity in the International Baccalaureate programmes; 2010)

All students enrolled in Our World Neighborhood Charter Schools in Kindergarten to Grade 5 will be enrolled in the school's Primary Years Programme (PYP). As part of its mission, OWNCS is committed to developing students into globally-minded citizens who understand, appreciate and respect people different from themselves. Thus, OWNCS is committed to creating culturally, ethnically, racially and socio-economically diverse school communities where adults and children from all different backgrounds will come together within one community which celebrates both our shared values and our unique individual identities.

Our World Neighborhood Charter Schools' educational program is one of inclusion: students of all backgrounds and abilities are educated together in classrooms of heterogeneous learners. Students with disabilities, English language learners and struggling students receive support and interventions with their grade-level peers within the general education classrooms through instructional differentiation and scaffolding by the content area teacher and additional

support and modifications provided by interventionists. Our commitment to inclusion ensures all students have access to the PYP and are held to the same expectations and performance standards so that all can realize their best possible selves.

Support for Struggling Students

Teachers and specialists frequently assess the students to determine each child's individual needs and provide any special services, modifications, accommodations, and/or materials they require to   access the curriculum and achieve their highest potential. A teacher may refer a struggling student to the School's Student Support Team (SST). The SST provides a school-based mechanism to enable school personnel to meet the needs of individual children within the school who are having difficulty in the educational setting. It is a team composed of an administrator, instructional coach, classroom   teachers, social worker, special education teacher, reading specialist, parents, and ELL teacher, as necessary, which implements the schools' Response to Intervention (RTI) process. The team is child centered and facilitates a process that results in the implementation of accommodations, services, and interventions that will enable the child to be successful in school. Classroom teachers provide records of observation, assessment data, intervention data and other information for review by the SST.

The SST will review the student's behavior and academic performance, interview the student's teacher(s), and consult with the student's parents and offer recommendations. The SST may use the Pre-Referral Intervention Manual (PRIM)[1] to guide the identification of RTI strategies. The options to be considered exist along a wide continuum of support, ranging from mild accommodations to extensive intervention and may be available within the school, the district of residence or located   elsewhere in the community. The SST has the responsibility to: (1) Review any problems (academic/ developmental, behavioral, social/emotional) interfering with the child's performance in school; (2) Brainstorm solutions; (3) Make recommendations to meet the child's needs; and (4) Monitor/review   results of the recommendations. The monitoring and review process takes place approximately every 6 weeks after the SST analyzes internal assessment results, including i-Ready, Running Records, and other internal assessments.

If there is no improvement in the student's academic or other areas of concern the student will   receive intensive academic intervention including from intervention specialists like the Reading Specialists, ELL teachers, Special Education teachers and counselors and the utilization of specific   reading intervention programs—such as Wilson *Foundations* and Fountas and Pinnell *Leveled Literacy Intervention* or the promotion of the home-school connection to address needs.

A referral to the Committee for Special Education will be considered only when it is clearly[1] http://www.hawthorne-ed.com/images/pre-referral/samples/h00680sb.pdf demonstrated and documented that the interventions, curriculum modifications, prevention strategies, and remedial services are insufficient to address the student's needs.

Throughout the year, teachers and instructional specialists with oversight and support from the Principal and instructional coaches will evaluate the progress of the struggling students from their performance on ongoing student assessments and student classroom observations. The workshop model facilitates instructional staff being able to make real time modifications to the lesson plans and instructional strategies to address the needs of struggling students. The performance of struggling students will also be measured using formative and summative assessments and standardized assessments like the i-Ready and the New York State assessments. Analysis of assessment data will allow the instructional team to see progress or lack of progress and particular areas in which progress was or was not made.

Students with Special Needs

OWNCS provides instruction to students with disabilities in the most inclusive environment possible with their non-disabled peers to the extent appropriate and subject in all instances to the requirements and restrictions included in

each student's IEP prepared by the Committee on Special Education (CSE) of the student's district of residence and in accordance with all applicable federal and state laws and regulations (e.g., IDEA). OWNCS will ensure that the special education programs and services as indicated on each student's IEP will be provided directly to the student during school hours. OWNCS will provide support services to students to ensure that IEP mandates and measurable goals are met. OWNCS will not place a student in a learning environment that is inconsistent with the IEP. Students with disabilities will also be expected to participate in, and receive credit for, nonacademic, extracurricular and ancillary programs and activities with all other students to the extent allowed by the IEP. Students with disabilities will receive all notices concerning school sponsored programs, activities, and services.

At OWNCS, the least restrictive environment includes special education teacher support services (SETSS) and Integrated Co-Teaching Classrooms (ICT) for its students with disabilities. Our World Neighborhood Charter Schools' counseling staff provides IEP-mandated counseling to SWD in addition to providing counseling services to other students within the general education population. Our World Neighborhood Charter Schools work with the NYCDOE to ensure that students receive speech language pathology and audiologist services; psychological services; physical and occupational therapy; and other related services as needed by its enrolled SWD's IEPs. Special education students in Our World Neighborhood Charter Schools receive their adapted curriculum work and other therapies, such as speech-language therapy and occupational therapy in a setting that is in accordance with their IEPs. The school will ensure that the teacher of a student with a disability is knowledgeable about the student's needs and will help implement any modifications or accommodation as determined by the CSE of the student's district of residence. In any event that Our World Neighborhood Charter Schools is unable to provide services in accordance with the student's IEP, it will rely on the school district of the student's residence to provide services.

English Language Learners

Our World Neighborhood Charter Schools uses the approach of sheltered instruction for teaching content to English language learners in strategic ways that make the subject matter concepts comprehensible (i.e. provide access to mainstream, grade level content—not watering down the subject matter) while promoting the students' English language development. Research of ESL programs indicate successful performance on ELA assessments is based upon the development of both oral proficiency and cognitive academic language proficiency. Academic language proficiency includes the language skills required for literacy and complex thinking such as reading comprehension, writing mechanics, critical thinking skills, study skills, and academic vocabulary. Strategies that promote the acquisition of cognitive academic language proficiency include: sheltered English instruction.[2] We expect that our classroom teachers, through targeted professional development as well as through push-in support with a trained ELL teacher, will build their own capacities in integrating sheltered strategies in the classroom. Content instruction is provided in English with sheltered English instructional methods to make content comprehensible. Sheltered English Instruction is "a means for making grade-level academic content more accessible for English language learners while at the same time promoting their English language development."[3]

The ELL teacher plans and works collaboratively with the classroom teachers to integrate language and content and infuse socio-cultural awareness to scaffold instruction for students learning English. Students' language learning is promoted through social interaction and contextualized communication, which can be readily generated in all subject areas.[4,5]

The ELL teacher will guide students to construct meaning from texts and classroom discourse and to understand complex content concepts by scaffolding instruction—beginning instruction at the current level of student understanding and moving students to higher levels of understanding through tailored support. The tailored support can include such strategies as adjusting their speech (paraphrasing, giving examples, providing analogies, elaborating student responses) to facilitating student comprehension and participation in discussions whether otherwise discourse might be beyond their language proficiency level.[6] Another way the ELL teacher works in sheltered instruction within the classroom is by

adjusting instructional tasks so they are incrementally challenging (pre-teaching vocabulary before a reading assignment) and students learn the skills necessary to complete tasks on their own.[7] Through these strategies, teachers can socialize students to the academic language setting.

Classroom teachers are also able to develop their own individual capacities to effectively teach the ELLs in their classrooms. Sheltered instruction requires effective collaboration between the ELL and classroom teacher, supported by professional development for all teachers working with ELLs—not just the ELL teacher. Through collaboration and professional development, the classroom teachers are also able to deepen their knowledge of and skills in sheltered instruction strategies that effectively reach ELLs, helping them develop English language without falling behind in content knowledge.

[2] Cummins, J. (1989). *Empowering minority students*. Sacramento, CA: California Association for Bilingual Education. [3] Short, D., Hudec, J. & Echevarria, J. (2002). *Using the SIOP Model: Professional Development Manual for Sheltered Instruction.* Washington, D.C.: Center for Applied Linguistics

[4] Vygotsky, L. (1978). Mind and society: The development of higher psychological processes (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds. And Trans.). Cambridge, MA: Harvard University Press.

[5] Tharp, R., & Gallimore, R.(1988). Rousing minds to life. Cambridge: Cambridge University Press [6] Bruner, J. (1978). The role of dialogue in language acquisition. In A. Sinclair, R. Javella, & W. Levelt (Eds.), The child's conception of language (pp. 241-256). New York: Springer-Verlag.

[7] Applebee, A., & Langer, J. (1983). Instructional scaffolding: Reading and writing as natural language activities. Language Arts, 60, 168-175.******

At Our World Neighborhood Charter Schools, we believe it is the responsibility of all educators, supported by the community, to develop optimal learning environments for all learners to ensure each of our learners will have access to the IB MYP.

Committee and Review Process

A committee will review this policy on an ongoing basis. These positions are voluntary and, when necessary, may be appointed by the Chief Executive Officer or his/her designee. The following roles are standing positions on the committee:

IB Program Coordinator, Principal, Special Education Teacher, ENL Teacher, General Education Teacher, Chief Academic Officer

The IB program coordinator will ensure that the inclusion policy is reviewed by staff at a minimum of every two years to reflect the current needs of the schools' population and to ensure consistency with IB expectations. All staff will commit to following and reflecting on the policy throughout the school year. It will be available on the school website for all stakeholders to view.

References

- Pride Schools Inclusion Policy-MYP
- Chestnut Ridge Middle School IB MYP Inclusion Policy
- https://www.ibo.org/globalassets/digital-tookit/flyers-and-artworks/QAinclusive-education en.pdf
- http://blogs.ibo.org/blog/2016/08/26/what-is-inclusion/

PYP Academic Honesty and Integrity Policy

What is Academic Integrity and Honesty?

The IB defines academic honesty as "a set of values that promote personal integrity and good practice in teaching, learning and assessment." Academic honesty is embedded in the Primary Years Programme standards and practices (2014).

Academic integrity and honesty are reflected in one's respect for one another's intellectual property and the completion of "authentic" pieces of work which are "based on [the individual's own] original ideas with the ideas and work of others fully acknowledged." (*Academic Honesty in the IB Educational Context*). At Our World Neighborhood Charter Schools, students demonstrate academic integrity and honesty by acknowledging responsibility for the production of their own work, recognizing the work of others, and maintaining honor and trust in the learning environment.

Background and Our Philosophy

At Our World Neighborhood Charter Schools, academic integrity is expected of every student in all their academic undertakings, whether in their formal coursework or in their school relationships and interactions with respect to the educational process. We believe that academic integrity is reflected in adherence to a set of values and expectations that are grounded in the concept of *honesty* with respect to the intellectual efforts of oneself and others. Academic integrity and honesty are key to communicating and facilitating a student's acquisition of knowledge, understanding of concepts, and mastery of skills. OWNCS believes that the education of all students is a collaborative effort in which all stakeholders (teachers, parents, guardians, administration, and community members) play an important role. Therefore, at Our World Neighborhood Charter Schools, all stakeholders are responsible for modeling, teaching, and practicing academic honesty in order to support the growth and development of students who act with integrity and honesty and hold themselves accountable for their own actions. OWNCS consistently encourages and models the practices of academic integrity and honesty while embracing the Learner Profile Attributes and Attitudes.

Academic Integrity and Honesty and the Learner Profile

Our World Neighborhood Charter Schools strive to promote students' sense of self and regard for others. OWNCS works to develop lifelong learners, who embody the IB Learner Profile and the IB PYP Attitudes. While students are engaged in constructivist and inquiry-based learning, working on assessment tasks, using technology, and/or communicating and reflecting on their work, they are expected to demonstrate principled behavior. Independence, responsibility, and integrity are crucial in preparing students to show confidence in their own work and respect for the work of others.

Since the Learner Profile is the foundation of the Primary Years Programme, and serves as the cornerstone of the Our World Neighborhood Charter Schools Academic Honesty and Integrity Policy, students are encouraged to be:

- Inquirers who acquire the skills necessary to conduct inquiry and research.
- Knowledgeable as they explore concepts, ideas, and issues.
- Principled as they act with integrity, honesty and take responsibility for their actions
- Open-minded as they seek and evaluate a range of points of view.
- Risk takers who articulate and defend their opinions and beliefs.
- Thinkers who make ethical decisions.
- Communicators who use a variety of resources to research and share their personal thinking.
- Balanced as they understand the importance of intellectual, physical, and emotional balance.
- Reflective as they give careful consideration to their own learning and experiences.
- Caring as they show empathy, compassion, and respect to the needs of others.

These qualities, when applied to learning and student work, establish skills and behaviors which support practices displayed within the classroom and in everyday life. These practices are introduced, modeled, and used throughout the entire school community.

What is Academic Integrity and Honesty in the PYP

As the Learner Profile Attributes and Attitudes are the basis for the development of academic integrity in our students, Our World Neighborhood Charter Schools students who demonstrate academic integrity and honesty are those who:

- Take responsibility for their own work
- Work individually unless otherwise instructed
- Recognize the difference between individual work and group work
- Give credit to other people working in the group
- Not copy other people's work
- Reference sources according to agreed-upon (age-appropriate) bibliographic formats for each grade.
- Use information technology and library resources responsibly.

Roles and Responsibility in Supporting Academic Honesty

Faculty (including teachers, Student Support services team, administration, and support personnel):

- Communicate appropriate collaboration versus collusion with each assignment.
- Teach a recognized citation convention for written and non-written works.
- Demonstrate and model academic honesty in presentations, etc.
- Report and record academic dishonesty through a referral and school notes.
- Assure that students in their class understand that when they submit a task as their own, they are representing that they have not received nor given aid on assignments or assessments. Teachers can opt to ask students to use their signature to explicitly assure this point if needed.
- Minimize temptation for academic misconduct in assignments/assessment situations.
- Communicate with students, parents, counselors, administrators, about concerns and academic misconduct offenses.
- Involve students in reflection/discussion in the instance of academic misconduct Students:
- Confirm understanding of academic integrity and honesty with signature on Academic Integrity Parent/Student Agreement each year.
- Report academic misconduct violations to a trusted school employee.
- Strive to produce authentic work.
- Understand that putting their name on an assignment certifies it as their own work, cited appropriately.
- Minimize academic misconduct temptation by balancing time appropriately.
- If an incident of academic misconduct occurs, either intentional or unintentional, complete a reflection process with the teacher.
- Understand proper citation expectations for assignments
- Ask for guidance when unsure.

Administration

- Support academic honesty policy and investigate all counselor/teacher reports of academic misconduct.
- Ensure that all staff, students, and parents understand definitions, responsibilities, and repercussions.
- Ensure the academic honesty policy is applied consistently throughout the school.
- Provide staff development and guidance on academic writing and referencing systems that are available.

- Provide teachers with material to guide students in maintaining academic honesty.
- Investigate academic misconduct when necessary.
- Make parent and student contact to reflect on academic misconduct incidents. Parents, guardians, and/or outside support:
- Read and sign the Academic Integrity Parent/Student Agreement.
- Encourage children to practice academic honesty.
- Encourage children to cultivate a culture of academic honesty at home and in school.
- Address concerns of academic misconduct/academic misconduct with their child and school personnel if necessary.
- Monitor hired tutors to assure authentic student work.

Communication Plan

Our World Neighborhood Charter Schools' Academic Integrity Policy will be published on the school website and in the Parent-Student Handbook and Code of Civility. It will be discussed with students and parents early in the school year and referred to often throughout the school year when opportunity arises.

Review of the Academic Honesty Policy

This policy will be reviewed and updated annually by the Our World Neighborhood Charter Schools elementary school administration, PYP Coordinator, and pedagogical team.

Consequences for Academic Dishonesty in the PYP

While all members of the OWNCS community is committed to the tenets of the school's Academic Honesty and Integrity Policy, OWNCS believes that it is important that all students and parents know and understand that there are a series of possible consequences for failure to adhere to the principles of the Academic Honesty and Integrity Policy. Academic dishonesty includes behaviors such as plagiarism, collusion and misconduct during assessment. There are no academic consequences for students in the PYP for engaging in academic dishonesty until the 4th grade. However, teachers are vigilant about regularly correcting and providing advice and guidance to students when they engage in academic dishonesty. When handling issues involving academic dishonesty, the teacher and student will discuss opportunities and choices to make better decisions in the future. Supporting the student and helping them understand the importance of academic honesty is essential to the continued growth of the student. The following are the consequences for deliberate incidences of academic dishonesty in Grades 4 and 5:

Consequences for deliberate plagiarism

1. First incident

- Students have the opportunity to correct the error
- The teacher will lead a reflection session with the student
- IB coordinator will be informed
- Parents will be informed

2. Second incident

- No opportunity to correct error
- IB coordinator to be informed and lead a reflection session
- Parents to be invited into school
- Students sign a formal letter of commitment about future conduct.

3. Third incident

- Suspension from school for a time to be decided by the Principal

Consequences for Collusion/Misconduct during assessments

1. First incident

- A reflection of behavior to be completed, guided by the teacher
- Parents will be informed
- IB coordinator will be informed

2. Second incident

- A reflection on behavior to be completed, guided by the IB Coordinator
- Parents will be invited into school
- Student will sign a letter of commitment about future conduct

3. Third incident

- Suspension from school for a time to be decided by the Principal

References

- PYP From Principles to Practice International Baccalaureate Organization.
- Academic Honesty in the IB educational context (2014)
- The Magellan International School Academic Honesty Policy
- Brooklyn Technical High School Academic Integrity Policy
- Daystar Academic IB PYP Academic Honesty Policy
- Midland Public Schools IB PYP Academic Honesty Policy
- Bloomfield Hills Schools PYP Academic Honesty Policy

PYP Assessment Policy

Statement of Belief

At Our World Neighborhood Charter Schools, assessment is integral to teaching and learning. We believe the overarching purpose of assessment is to provide all our stakeholders (students, parents, teachers, administrators and the greater community) with feedback on the learning process. Assessment involves the gathering and analysis of information about student performance and is designed to inform curriculum and instructional practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. Students and teachers should be actively engaged in assessing the students' progress as part of the development of their wider critical thinking and self-assessment skills. The PYP approach to assessment recognizes the importance of assessing the process of inquiry as well as the product(s) of inquiry, and aims to integrate and support both. (Making the PYP Happen, 2009). Our World Neighborhood Charter   Schools' assessment protocol is ongoing, authentic, varied and purposeful and includes diagnostic, formative and summative components. It is a collaborative and informative process that involves students, families, teachers and community. Instructional and curricular decision making is driven by our assessments.

The Purpose of Assessment

Through the use of authentic assessments, we have objective measures by which we can communicate to students and parents the strengths and areas of growth for students, individually and collectively (by class, grade, schoolwide and by accountability subgroup). Assessment data allows students to be an active part of the learning process through reflection and demonstration of their understanding. It allows them to understand their performance in relation to the grade level expectations and reflect on their progress towards developing themselves as learners as articulated in the Learner Profile and fostering the Learner Profile Attributes that support the development of a positive attitude towards people, the environment and learning. Parents see evidence and gain information concerning their child's status in relation to grade level expectations and state norms, while supporting and celebrating their child's learning. For teachers, regular assessments inform instruction by helping them gather objective information needed to adjust instruction or to reteach for continued learning and allow them to communicate progress with students and families. Administrators use assessment to build a sense of community within the school and communicate the school's progress.

Types of Assessment

Diagnostic assessment/Pre-assessment

Knowledge of a student's prior knowledge informs instruction within the classroom. Prior to teaching, a diagnostic or pre-assessment helps teacher and students find out what the students already know and can do and informs how instruction must be differentiated in order to meet different entry points in a classroom of heterogeneous learners.

Formative Assessments

Formative assessment is a part of the learning process and is used to provide timely feedback to master necessary skills and concepts in preparation for the summative assessment task. Formative assessments allow teachers to gauge student progress toward meeting the NYS Next Generation Learning Standards.

Teachers will use multiple forms of formative assessment which may include, but are not limited to: running records, homework, classwork, exit slips, student observations, agree/disagree, graphic organizers, think-pair-share, and quizzes. Regular student reflections, both written and spoken, are also forms of formative assessment.

Summative Assessments

Summative assessments are given to gauge the student's progress in major concepts or areas of instruction. Teachers will use a variety of summative assessment tasks which may include the end of unit tests, essays, presentations, portfolios, and a variety of projects.

New York State Assessments

All students in Grades 3-5 take the mandated New York State Assessments in ELA, math and science (Grade 5). Students identified as English Language Learners take the New York State English as a Second Language Achievement Test until they score high enough to exit from ELL status.

The following table outlines Our World Neighborhood Charter Schools' assessment protocol in the PYP:

Assessment/(Grade)	Purpose	When Administered
NYS ELA (Grades 3-5)	Identify students' ability to meet or exceed grade level standards in reading, reading comprehension and writing.	April*
NYS Math (Grades 3-5)	Identify students' ability to meet or exceed grade level standards in mathematical computation, mathematical reasoning and problem solving	April*
NYS Science (Grade 5)	Identify students' ability to meet or exceed grade level standards in science content and use of scientific tools	April/May*
NYS Alternate Assessment (K-5)	Identify SWD's ability to meet or exceed grade level standards in all areas, if required by their IEPs	January-March
Home Language Information Survey (HLIS) (K-5)	Identify those students who may be eligible for ESL programs as identified by home language	Upon enrollment
NYS Identification Test for ELLs (NYSITELL) (K-5)	To measure language proficiency in English; to determine entitlement to ESL/Bilingual programs for students whose home language is other than English.	Once in Sept. if required by the HLIS
NYSESLAT (K-5)	To measure student progress in developing English language proficiency & determine if an ELL's proficiency has been met to be removed from ESL services	May

Assessment/(Grade)	Purpose	When Administered
iReady (Reading and Math) (K-5)	iReady will be used for two purposes: (1) benchmarking to determine progress of students towards benchmarks and to modify instruction to address identified gaps and (2) to monitor year-to-year growth.	Beginning in September, three times per year
Running Records (K-5)	An assessment tool used by teachers to evaluate students' reading and comprehension. They are used to help find students' reading levels, check their fluency and find weaknesses in comprehension.	Every 4 to 6 weeks
DIBELS and TC Benchmark Assessments (K-2)	To assess the phonics and phonics-related skills which have a high rate of application in beginning to read. Results are used to plan instruction for students and to develop instructional groups.	At least 3 times each year
On Demand Writing (K-5)	To assess a student's ability to write an authentic piece of writing in one setting.	Every 4-6 weeks
Teacher Generated Assessments (K-5)	Teacher-developed assessments (tests, quizzes, homework, or other graded and ungraded assignments) administered to assess students' mastery of material covered in class at a given point within a unit of study.	The administration is determined by the teacher

Assessment/(Grade)	Purpose	When Administered
Curricular End of Unit Assessments (K-5)	Commercial or teacher developed summative assessments covering material from an entire unit of study. Gauges to what extent students have achieved specific standards.	At the end of each unit The timing of the administration of the assessment is dependent upon the length of the units
Quarterly Benchmark Assessments (K-5)	Benchmark tests in Math, Science and Social Studies which provide an assessment of students' progress towards attainment of standards that were taught during the previous quarter.	At the end of each quarter
Portfolios (K-5)	To showcase student work, reflect and document growth and achievement over time.	Ongoing

Assessment of the Essential Elements of the PYP

The five essential elements of the PYP are assessed through the units of inquiry and are recorded on the planner for each unit. These assessments are both formative and summative ones.

- Knowledge: assessment of the knowledge learned in each unit is done through the summative assessment. It reflects an understanding of the central idea.
- Skills, concepts, and attitudes: each unit provides opportunities for different skills, concepts, and attitudes. Reflection on growth in these areas is recorded on the planners and self-assessments are done by the students.
- Action: student actions that are initiated beyond the scope of the unit are recorded on the planner.

Policy Review

OWNCS will review the assessment policy annually as part of the end of year annual curriculum review and analysis of progress towards accountability goals.

References

- Making it happen: A curriculum framework for international primary education. www.ibo.org, 2009
- PYP Assessment Policy—Meridian School, an IB World School
- Providence Elementary School PYP Assessment Policy
- Our World Neighborhood Charter Schools charter

International Baccalaureate (IB) Policies: Middle Years Programme (MYP)

MYP Language Policy

Philosophy

The Our World Neighborhood Charter Schools' MYP Language Program is designed to assist students in acquiring and refining the linguistic skills necessary to succeed in the 21st century. Mastery of the spoken and written word is fundamental to overall educational success. Continual acquisition of knowledge rests on an individual's ability to use his or her language skills for information gathering, understanding, critical analysis and evaluation in addition to effective communication with others. As language is a principal method of communicating and learning, our goal is to encourage language learning as a lifelong process promoting academic and social growth. Language learning promotes internationalism and multicultural understanding and must be fostered in all aspects of the school community. To achieve this goal, we employ the MYP Language Aims and Objectives as well as our school's guiding principles and New York State Next Generation Learning Standards to our instructional practices. Students are encouraged to use written language in exchange with other languages in a myriad of contexts to support the acquisition of interdisciplinary skills and as a means to express themselves powerfully, purposefully and creatively while reflecting on their learning and their lives as well as connecting with the world. Language is promoted as a tool of expression and valued as an essential part of a student's identity. All students are encouraged to incorporate the Learner Profile as they work toward creating a better and more peaceful world. Teachers must strive to recognize the language needs of all students and work to serve these needs within and outside of the classroom. All teachers are language teachers and all classes incorporate language through reading, speaking, writing, and listening for a number of purposes. Utilizing an inquiry and project based learning approach of the MYP curriculum framework, students explore language and work toward becoming global communicators. Instruction and Assessment in Language and Literature.

Beliefs and Practices

Engagement in language instruction allows students to work within the New York State Standards for Languages other than English (LOTE) and MYP assessment criteria to consider the fundamental concepts of analyzing, organizing, producing text, and using language with the purpose of communicating, learning holistically and promoting intercultural awareness.

Within the Middle Years Programme, students will read a variety of texts including narrative, informational, and argumentative. Through listening, reading and writing instruction, students will locate, evaluate, and synthesize information in order to develop existing and create new knowledge. Our World Neighborhood Charter Schools' language instruction places equal emphasis on the acquisition and application of listening and speaking skills, as well as reading and writing skills, in order to enhance comprehension and communication.

In order to provide students with an authentic and diverse language and literature learning experience, teachers will:

- Use the MYP aims and objectives as best practice
- Facilitate reading in all subject areas
- Enable students to learn and use language effectively, appropriately, accurately, and confidently.
- Develop students' powers of oral and written communication.

- Enable students to develop and use language skills in a variety of contexts and purposes.
- Promote the appreciation, understanding, and analysis of literature
- Encourage students to explore language as a means to understand the differing perspectives of people from other cultures
- Develop students' awareness of the role of language in other areas of the curriculum and to other ways of knowing
- Provide an opportunity for enjoyment, creativity, and intellectual stimulation through knowledge of language and literature
- Provide cross-curricular connections between texts when available
- Utilize a variety of texts with multiple perspectives
- Group students based on interest, ability, and data
- Use formative assessments to drive instruction
- Design reading/writing instruction with authentic summative assessments
- Participate in state and federally mandated assessments
- Provide opportunities for students to take action within the larger community
- Provide opportunities for real life knowledge and cultural awareness through language instruction
- Develop global citizens

Instruction and Assessment in Language Acquisition

Beliefs and Practices

Language proficiency in two or more languages is objective for Our World Neighborhood Charter Schools and is seen as a continuum along which each individual student progresses in a variety of courses beginning in grade K through 8 (for Spanish) and Grade 5 to 8 (for Mandarin).

In order to provide students with an authentic and diverse language acquisition learning experience, teachers will:

- Use the MYP aims and objectives as best practice
- Set goals based on an outcome of proficient communication, regardless of a student's starting point or background in the language
- Include aspects of culture as part of the curriculum
- Employ an interactive approach to language learning
- Integrate the skill areas of listening, speaking, reading, writing, and viewing
- Embed grammatical structures and vocabulary development within instruction
- Use formative assessments to drive instruction
- Design instruction for authentic summative assessment
- Provide opportunities for students to take action within the larger community

School Language Profile

Language of Instruction

The primary language of instruction for Our World Neighborhood Charter Schools is English. Through schoolwide instruction, students develop the fluency and literacy skills necessary to ensure their ability to communicate effectively. As required by New York State, the Next Generation Learning Standards for ELA are implemented in all grade levels. The school also offers instruction in Languages other than English, specifically Spanish (Grades K-8) and Mandarin (Grades 5-8) which is aligned with New York State Standards for LOTE.

Additional Languages

Our World Neighborhood Charter Schools offer second language instruction in the following languages recognized by the MYP:

- Spanish
- Mandarin

Support for Native Language

Our World Neighborhood Charter Schools recognizes the native language as the language a person has grown up speaking from an early age. Forty-five percent (45%) of Our World Neighborhood Charter Schools' student body is comprised of children of immigrant families as evidenced by the number of students who reside in households where English is not the home language. According to the school's home language report, there were 29 languages other than English that were indicated as the home languages of Our World Neighborhood Charter Schools' students. The languages span the globe and include countries in Central and South America, Africa, Eastern Europe, Western Europe, Southeast Asia, the Middle East, the Far East and the Pacific Islands. We support our families whose native language is not English by encouraging our parents and students to speak and develop their native language at home and share with the school community. The development of the native language language is critical for maintaining a student's cultural identity.

While Our World Neighborhood Charter Schools does not offer additional native language instruction, we aim to support students and families in the maintenance and development of both native language language and literacy skills by recognizing and celebrating the many languages and cultures represented in our school community through schoolwide celebrations, assisting families in accessing materials in their mother-tongue and providing mother-tongue resources in the school library and online language programs like Mango.

Learning of Host Country/Regional Language and Culture

Language instruction at Our World Neighborhood Charter Schools is one of inclusion. Accommodations are made for students needing additional language support. English language learners receive English language support from the ELL teacher. Identification of English Language Learners begins with the administration of the Home Language Survey to all students who have not previously been administered the Home Language Survey in New York State, followed by an oral assessment of English proficiency if the child's home language is not English. Once this screening process is completed, the ELL teacher conducts a formal assessment of any student who speaks little or no English to determine the student's level of English proficiency by administering the NYS Identification Test for ELLs (NYSITELL) which will determine the level of services that the student shall receive. All Our World Neighborhood Charter Schools students will participate in the MYP and the school provides all students with the proper support to do so.

Our World Neighborhood Charter Schools has a robust program to develop English Language Learners' (ELLs) English language proficiency. The school has ELL teachers who will work with classroom teachers in incorporating specific strategies like sheltered instruction in their classrooms to support ELLs (and former ELLs) in reading and math skills and in acquiring content knowledge. The ELL Teachers also provide direct instructional support to ELLs. The level of academic support is gleaned through assessment for our ELL students to inform educators of specific language needs and report progress as needed to the ELL teachers. All school communications are made available to parents in the native language.

Strategies to Support Teachers and Students

All educators at Our World Neighborhood Charter Schools are responsible for the development of student language. Therefore, teachers, administrators, media specialists, and support staff will engage in ongoing professional development

to continue to improve literacy instruction. All students are supported in language development through the workshop model and inquiry-based   instruction. Differentiated instructional practices are incorporated in lesson plans and instructional   units in order to meet the needs of diverse learners. The Our World Neighborhood Charter Schools Inclusion Policy describes the tiers of potential support for students to allow for all students to fully participate in the MYP.

Communication Plan

The Our World Neighborhood Charter Schools' MYP Language Policy is intended to be an accessible document to all stakeholders. Therefore, this document will be offered in translated languages spoken by our community.

Review of the Language Policy:

This will be reviewed and updated annually by Our World Neighborhood Charter Schools.

References

"MYP Language Policy." Richland County School District One. 2018, richlandone.org/cms/lib/ SC02209149/Centricity/Domain/969/MYP_LanguagePolicyRev.2018.pdf

MYP Inclusion Policy

The Our World Neighborhood Charter Schools' Admissions Policy

Our World Neighborhood Charter Schools' admission policy is non-sectarian and does not discriminate against any student on the basis of ethnicity, national origin, gender, disability or any other ground that would be unlawful if done by a school. Admission to Our World Neighborhood Charter Schools will not be limited on the basis of intellectual ability, measures of achievement or aptitude, English proficiency level, athletic ability, disability, race, creed, gender, sexual orientation, national origin, religion or ancestry. Any child who is qualified under New York State law for admission to a public school is qualified for admission to any Our World Neighborhood Charter Schools. OWNCS will ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school.

Our World Neighborhood Charter Schools' Commitment to Inclusion

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. (Learning diversity in the International Baccalaureate programmes; 2010)

All students enrolled in Our World Neighborhood Charter Schools in Grades 6-8 will be enrolled in the school's Middle Years Programme (MYP). As part of its mission, Our World Neighborhood Charter Schools is committed to developing students into globally-minded citizens who understand, appreciate and respect people different from themselves. Thus, Our World Neighborhood Charter Schools is committed to creating culturally, ethnically, racially and socio-economically diverse school communities where adults and children from all different backgrounds will come together within one community which celebrates both our shared values and our unique individual identities.

Our World Neighborhood Charter Schools' educational program is one of inclusion: students of all backgrounds and abilities are educated together in classrooms of heterogeneous learners. Students with disabilities, English language learners and struggling students receive supports and interventions with their grade-level peers within the general education classrooms through instructional differentiation and scaffolding by the content area teacher and additional support and modifications provided by interventionists. Our commitment to inclusion ensures all students have access

to the MYP and are held to the same expectations and performance standards so that all can realize their best possible selves.

Support for Struggling Students

Teachers and specialists frequently assess the students to determine each child's individual needs and provide any special services, modifications, accommodations, and/or materials they require to   access the curriculum and achieve their highest potential. A teacher may refer a struggling student to the School's Student Intervention Team (SIT). The SIT provides a school-based mechanism to enable school personnel to meet the needs of individual children within the school who are having difficulty   in the educational setting. It is a team comprised of an administrator, ELA Coach, classroom teachers, social worker, special education teacher, reading specialist, parents and ELL teacher, as necessary, which implements the schools' Response to Intervention (RTI) process. The team is child-centered and facilitates a process that results in the implementation of accommodations, services, and interventions that will enable the child to be successful in school. Classroom teachers provide records of observation, assessment data, intervention data and other information for review by the SIT.

The SIT will review the student's behavior and academic performance, interview the student's teacher(s), and consult with the student's parents and offer recommendations. The SIT may use the Pre-Referral Intervention Manual (PRIM)[1] to guide the identification of RTI strategies. The options to be considered exist along a wide continuum of support, ranging from mild accommodations to extensive intervention and may be available within the school, the district of residence or located   elsewhere in the community. The SIT has the responsibility to: (1) Review any problems (academic/ developmental, behavioral, social/emotional) interfering with the child's performance in school; (2) Brainstorm solutions; (3) Make recommendations to meet the child's needs; and (4) Monitor/review   results of the recommendations. The monitoring and review process takes place approximately every [1] [PRE-REFERRAL INTERVENTION MANUAL (PRIM)](#) 6 weeks after the SIT analyzes internal assessment results, including i-Ready, Running Records, and   other internal assessments.

If there is no improvement in the student's academic performance or other areas of concern the student will receive intensive academic intervention including from intervention specialists like the Reading Specialists, ELL teachers, Special Education teachers and counselors, or the promotion of the home-school connection to address needs.

A referral to the Committee for Special Education will be considered only when it is clearly   demonstrated and documented that the interventions, curriculum modifications, prevention strategies, and remedial services are insufficient to address the student's needs.

Throughout the year, teachers and instructional specialists with oversight and support from the Principal, guidance counselor, and instructional coaches will evaluate the progress of the   struggling students from their performance on ongoing student assessments and student classroom   observations. The workshop model facilitates instructional staff being able to make real time   modifications to the lesson plans and instructional strategies to address the needs of struggling   students. The performance of struggling students will also be measured using formative and summative assessments and standardized assessments like the i-Ready and the New York State   assessments. Analysis of assessment data will allow the instructional team to see progress or lack of   progress and particular areas in which progress was or was not made.

Students with Special Needs

Our World Neighborhood Charter Schools provides instruction to students with disabilities in the   most inclusive environment possible with their non-disabled peers to the extent appropriate and   subject in all instances to the requirements and restrictions included in each student's IEP prepared by the Committee on Special Education (CSE) of the student's district of residence and in accordance with all applicable federal and state laws and regulations (e.g., IDEA). OWNCS will ensure that the special education programs and services as indicated on each student's IEP will be

provided directly to the student during school hours. OWNCS will provide support services to students to ensure that IEP mandates and measurable goals are met. OWNCS will not place a student in a learning environment that is inconsistent with the IEP. Students with disabilities will also be expected to participate in, and receive credit for, nonacademic, extracurricular and ancillary programs and activities with all other students to the extent allowed by the IEP. Students with disabilities will receive all notices concerning school-sponsored programs, activities, and services.

At Our World Neighborhood Charter Schools, the least restrictive environment includes special education teacher support services (SETSS) and Integrated Co-Teaching Classrooms (ICT) for its students with disabilities. Our World Neighborhood Charter Schools' counseling staff provides IEP-mandated counseling to SWD in addition to providing counseling services to other students   within the general education population. Our World Neighborhood Charter Schools works with the NYCDOE to ensure that students receive speech language pathology and audiologist services; psychological services; physical and occupational therapy; and other related services as needed by its enrolled SWD's IEPs. Special education students in Our World Neighborhood Charter Schools receive their adapted curriculum work and other therapies, such as speech-language therapy and   occupational therapy in a setting that is in accordance with their IEPs. The school will ensure that   the teacher of a student with a disability is knowledgeable about the student's needs and will help implement any modifications or accommodation as determined by the CSE of the student's district of residence. In any event that Our World Neighborhood Charter Schools is unable to provide services in accordance with the student's IEP, it will rely on the school district of the student's residence to provide services.

English Language Learners

Our World Neighborhood Charter Schools uses the approach of sheltered instruction for teaching content to English language learners in strategic ways that make the subject matter concepts comprehensible (i.e. provide access to mainstream, grade level content—not watering down the subject matter) while promoting the students' English language development. Research of ESL   programs indicates successful performance on ELA assessments is based upon the development   of both oral proficiency and cognitive academic language proficiency. Academic language proficiency includes the language skills required for literacy and complex thinking such as reading   comprehension, writing mechanics, critical thinking skills, study skills, and academic vocabulary. Strategies that promote the acquisition of cognitive academic language proficiency include: sheltered English instruction.[2] We expect that our classroom teachers, through targeted professional development as well as through push-in support with a trained ELL teacher, will build their own   capacities in integrating sheltered strategies in the classroom. Content instruction is provided in English with sheltered English instructional methods to make content comprehensible. Sheltered English Instruction is "a means for making grade-level academic content more accessible for English language learners while at the same time promoting their English language development."[3]

The ELL teacher plans and works collaboratively with the classroom teachers to integrate language and content and infuse socio-cultural awareness to scaffold instruction for students learning English. Students' language learning is promoted through social interaction and contextualized communication, which can be readily generated in all subject areas.[4,5] The ELL teacher will guide   students to construct meaning from texts and classroom discourse and to understand complex content concepts by scaffolding instruction—beginning instruction at the current level of student understanding and moving students to higher levels of understanding through tailored support. The tailored support can include such strategies as adjusting their speech (paraphrasing, giving examples, providing analogies, elaborating student responses) to facilitating student comprehension and participation in discussions whether otherwise discourse might be beyond their language proficiency level.[6] Another way the ELL teacher works in sheltered instruction within the classroom is by adjusting instructional tasks so they are incrementally challenging (pre-teaching vocabulary before a reading assignment) and students learn the skills necessary to complete tasks on their own.[7] Through these strategies, teachers can socialize students to the academic language setting.

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[2] Cummins, J. (1989). *Empowering minority students*. Sacramento, CA: California Association for Bilingual Education. [3] Short, D., Hudec, J. & Echevarria, J. (2002). *Using the SIOP Model: Professional Development Manual for Sheltered Instruction.* Washington, D.C.: Center for Applied Linguistics

[4] Vygotsky, L. (1978). Mind and society: The development of higher psychological processes (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds. And Trans.). Cambridge, MA: Harvard University Press.

[5] Tharp, R., & Gallimore, R.(1988). Rousing minds to life. Cambridge: Cambridge University Press [6] Bruner, J. (1978). The role of dialogue in language acquisition. In A. Sinclair, R. Javella, & W. Levelt (Eds.), The child's conception of language (pp. 241-256). New York: Springer-Verlag.

[7] Applebee, A., & Langer, J. (1983). Instructional scaffolding: Reading and writing as natural language activities. Language Arts, 60, 168-175.

Classroom teachers are also able to develop their own individual capacities to effectively teach the ELLs in their classrooms. Sheltered instruction requires effective collaboration between the ELL and classroom teacher, supported by professional development for all teachers working with ELLs—not just the ELL teacher. Through collaboration and professional development, the classroom teachers are also able to deepen their knowledge of and skills in sheltered instruction strategies that effectively reach ELLs, helping them develop English language without falling behind in content knowledge.

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At Our World Neighborhood Charter Schools, we believe it is the responsibility of all educators, supported by the community, to develop optimal learning environments for all learners to ensure each of our learners will have access to the IB MYP.

Committee and Review Process

A committee will review this policy on an ongoing basis. These positions are voluntary and, when necessary, may be appointed by the Chief Executive Officer or his/her designee. The following roles are standing positions on the committee:

IB Program Coordinator, Principal, Special Education Teacher, ENL Teacher, General Education Teacher, Chief

Academic Officer

The IB program coordinator will ensure that the inclusion policy is reviewed by staff at a minimum of every two years in order to reflect the current needs of the schools' population and to ensure consistency with IB expectations. All staff will commit to following and reflecting on the policy throughout the school year. It will be available on the school website for all stakeholders to view.

References

- Pride Schools Inclusion Policy-MYP
- Chestnut Ridge Middle School IB MYP Inclusion Policy
- https://www.ibo.org/globalassets/digital-tookit/flyers-and-artworks/QAinclusive-education en.pdf
- http://blogs.ibo.org/blog/2016/08/26/what-is-inclusion/

MYP Academic Honesty and Integrity Policy

What is Academic Honesty?

The IB defines academic honesty as "a set of values that promote personal integrity and good practice in teaching, learning and assessment." Academic honesty is embedded in the Middle Years Programme standards and practices (2014).

Academic integrity and honesty is reflected in one's respect for one another's intellectual property and the completion of "authentic" pieces of work which are "based on the individual's own original ideas with the ideas and work of others fully acknowledged." (*Academic Honesty in the IB Educational Context*). At Our World Neighborhood Charter Schools, students demonstrate academic honesty and integrity by acknowledging responsibility for the production of their own work, recognizing the work of others, and maintaining honor and trust in the learning environment.

Background and Our Philosophy

At Our World Neighborhood Charter Schools (OWNCS), academic integrity is expected of every student in all their academic undertakings, whether in their formal coursework or in their school relationships and interactions with respect to the educational process. We believe that academic integrity is reflected in adherence to a set of values and expectations that are grounded in the concept of *honesty* with respect to the intellectual efforts of oneself and others. Academic honesty and integrity are key to communicating and facilitating a student's acquisition of knowledge, understanding of concepts, and mastery of skills. We believe that the education of all students is a collaborative effort in which all stakeholders (teachers, staff, parents, guardians, administration, and community members) play an important role. Therefore, at Our World Neighborhood Charter Schools, all stakeholders are responsible for modeling, teaching and practicing academic honesty in order to support the growth and development of students who act with integrity and honesty and hold themselves accountable for their own actions. OWNCS consistently encourages and models the practices of academic honesty and integrity while embracing the Learner Profile Attributes and Attitudes.

Academic Integrity and Honesty and the Learner Profile

Our World Neighborhood Charter Schools strive to promote students' sense of self and regard for others. OWNCS works to develop lifelong learners, who embody the IB Learner Profile and the IB MYP Attitudes. While students are engaged in constructivist and inquiry-based learning, working on assessment tasks, using technology, and/or communicating and reflecting on their work, they are expected to demonstrate principled behavior. Independence, responsibility, and integrity are crucial in preparing students to show confidence in their own work and respect for the work of others.

Since the Learner Profile is the foundation of the Middle Years Programme (MYP), and serves as the cornerstone of the Our World Neighborhood Charter Schools' Academic Integrity Policy, students are encouraged to be:

- Inquirers who acquire the skills necessary to conduct inquiry and research.
- Knowledgeable as they explore concepts, ideas and issues.
- Principled as they act with integrity, honesty and take responsibility for their actions.
- Open-minded as they seek and evaluate a range of points of view.
- Risk takers who articulate and defend their opinions and beliefs.
- Thinkers who make ethical decisions.
- Communicators who use a variety of resources to research and share their personal thinking.
- Balanced as they understand the importance of intellectual, physical and emotional balance.
- Reflective as they give careful consideration to their own learning and experiences.
- Caring as they show empathy, compassion and respect to the needs of others.

These qualities, when applied to learning and student work, establish skills and behaviors which support practices displayed within the classroom and in everyday life. These practices are introduced, modeled and used throughout the entire school community.

What is Academic Integrity and Honesty in the MYP?

The MYP strives to create principled, balanced learners per the IB Learner Profile through a focus on intercultural awareness, communication, and holistic learning. Given the areas of focus in the MYP, students will often be working in collaboration with their peers and using sources from experts all over the world to develop their understanding of the topics of inquiry. Therefore, OWNCS expects students to meet the following expectations which are related to the Learner Profile Attributes and Attitudes and are the basis for the development of academic integrity in our students:

- Students take responsibility for their own work.
- Students work individually unless otherwise instructed.
- Students recognize the difference between individual work and group work.
- Students give credit to other people working in the group.
- Students do not copy other people's work.
- Students reference sources according to agreed-upon (age-appropriate) bibliographic formats for each grade.
- Students use information technology and library resources responsibly.
- Students are expected to work together, to recognize and encourage contributions of others in the group.
- Students are expected to know that the purpose of an assessment, summative or formative, is to show what they know, understand, and can do and must provide their own work. • Each group member takes responsibility for his or her roles/tasks and ensures that the other members of the group understand the task and their responsibilities.
- When a product is required from a group, the product should reflect each member's contribution.
- Each student's work should be explicitly acknowledged.
- Each student is capable of reflecting on his or her participation and the participation of the other members of the group.
- Students are able to reflect on the group's processing and communication.
- Students will always appropriately give credit to any outside research used to inform their product.

At the beginning of the school year, the MYP coordinator will lead a workshop that defines academic honesty and integrity, in addition to academic dishonesty. Students will read the academic integrity and honesty policy and sign that they have understood it. Throughout the year, subject teachers liaise with the librarian to reiterate citing and bibliography expectations every time research is undertaken.

Academic Honesty and Integrity at OWNCS

Academic honesty involves integrity in teaching, learning, and assessment. This means that students must respect the intellectual property of others and submit work that is their original creation. Should students choose to use the ideas of others, it is necessary for them to cite their sources appropriately. As such, students at OWNCS are provided with a style guide outlining the correct use of MLA format. All teachers in all subjects are required to ensure that citations are appropriately used and correctly referenced. In addition, the school's librarian serves as a resource for training students in the correct use of the style guide.

IB defines academic misconduct as, "deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment." In addition, "behavior that may disadvantage another student is also regarded as academic misconduct."

The following describe the various concepts related to academic honesty at OWNCS.

Cheating and Accomplice to Cheating

Cheating is defined as behavior that results in a student making a deliberate choice to gain an unfair advantage. An accomplice to cheating is someone who makes the deliberate choice to assist someone else in gaining that unfair advantage.

Cheating may include, but is not limited to:

- Copying another student's work (with or without his/her knowledge)
- Copying assessments
- Forgery
- Using unauthorized notes or study aids during an assessment
- Submitting as one's own work that has been copied
- Communicating with other students during an assessment

Collusion

Collusion refers to assisting another student in cheating. Collusion may include, but is not limited to:

- Giving intellectual property belonging either to oneself or to another to a student with the intention of assisting him/her in cheating
- Providing information on how to obtain access to an assessment
- Providing information on how to obtain access to someone else's intellectual property
- Forging documents for another student
- Helping copy documents for another student
- Providing unauthorized notes or study aides to another student during an assessment
- Taking an online assessment or completing an online assignment in someone else's name

Collaboration

Collaboration is a necessary part of the learning experience. As such, students must be explicitly taught what constitutes both appropriate and inappropriate collaboration on a shared academic task. In collaborative tasks, students must take an equitable share of the work and responsibility. While working on a collaborative task, students are to refrain from any activity that could be classified as cheating or as accomplice to cheating. Cheating will also be considered to have occurred should one student allow others in the group to complete all or most of the required tasks.

Authentic Authorship

Authentic authorship means that a student's work is based on his/her original ideas, while formally and fully acknowledging the contributions of others. Students may use outside resources to support and supplement their work but only when these sources are correctly cited in accordance with the OWNCS Style Guide.

Duplication

Duplication is a student's turning in the same work for different assessment tasks, different subjects, and/or in different years. Students must produce new work for each assessment task in each subject area each year.

Intellectual Property

Intellectual property is defined as the ideas or work of another person. This is true of work produced by both students

and professionals.

Paraphrasing

Paraphrasing is defined as using one's own words to restate the ideas of another. Generally, paraphrased information involves vocabulary, style, and structure different from the original source. While paraphrasing is acceptable, the paraphrased information must still be properly cited using MLA format.

Malpractice

Malpractice is defined as any act of academic dishonesty including, but not limited to, plagiarism, cheating, collusion, and duplication.

Plagiarism

Plagiarism is the use of the words, ideas, or products of another person or source without giving proper credit to that source. Plagiarism can be either intentional or unintentional. Students in all subject areas are explicitly taught about plagiarism and how it can be avoided.

Citations

OWNCS will follow the MLA format for citations. Students are provided with a style guide that outlines the formatting for in-text citations and works cited. All teachers and the school librarian work with students to assist them in using citations and works cited pages correctly.

In-text Citation Examples:

Direct quote example: "In a 2018 survey of 500 middle school students, 55.8% stated they would not want to wear a school uniform" (Smith 78).

Indirect quote example: Nearly 56% of students surveyed said that they would not be interested in wearing a school uniform (Smith 78).

Works Cited Page Examples:
Book: Green, Roger Lancelyn. Tales of the Greek Heroes. London, Puffin Classics, 1958.
Website: Hilliard, Patricia. "Teaching Students the Skills of Expert Readers." Edutopia. May 21, 2015, https://www.edutopia.org/blog/teaching-students-skills-expert-readers-tricia-hilliard.

Roles and Responsibility in Supporting Academic Integrity and Honesty

Faculty (including teachers, counselors, media specialists, staff, support and paraprofessionals)

- Communicate appropriate collaboration versus collusion with each assignment
- Teach a recognized citation convention for written and nonwritten works
- Demonstrate and model academic honesty in presentations, etc.
- Report and record academic dishonesty through a referral
- Assure students understand that when they submit a task as their own, they are representing that they have not received nor given aid on assignments or assessments. Teachers can opt to ask students to use their signature to explicitly assure this point if needed
- Minimize temptation for malpractice in assignments/assessment situations

- Communicate with students, parents, counselors, administrators, with concerns and malpractice offenses
- Teachers, administrators, and counselors involve students in reflection/discussion in the instance of academic dishonesty

Students

- Confirm understanding of academic honesty with signature on Code of Conduct form each year • Report malpractice violations to a trusted school employee
- Work to produce authentic work
- Understand that putting your name on an assignment certifies it as your own work, cited appropriately
- Minimize malpractice temptation by balancing time appropriately
- If an incident of malpractice occurs, either intentional or unintentional, complete the reflection process with your instructor
- Understand proper citation expectations for assignments
- Ask for guidance when you are unsure

Administration

- Support academic honesty policy and investigate all counselor/teacher reports of malpractice
- Ensure that all staff, students, and parents understand definitions, responsibilities, and repercussions
- Ensure the academic honesty policy is applied consistently throughout the school
- Provide staff development and guidance on academic writing and referencing systems that are available
- Provide teachers with material to guide students in maintaining academic honesty
- Investigation of malpractice
- Make parent and student contact to reflect on malpractice incidents

Parents, guardians, and/or outside support

- Read/sign Code of Conduct form
- Encourage your child to practice academic honesty
- Encourage your child to cultivate a culture of academic honesty in school
- Address concerns of academic misconduct/malpractice with your student and school personnel if necessary
- Monitor hired tutors to assure authentic student work

OWNCS Consequences for Academic Dishonesty in the MYP

While it is the full expectation of OWNCS that all students will adhere to the tenets of the school's Academic Integrity and Honesty Policy, it also believes that it is important that students understand the consequences for violating the policy and engaging in behaviors that are defined as academically dishonest. Academic dishonesty includes behaviors including but not limited to plagiarism, collusion, and misconduct during assessment. Our World Neighborhood Charter Schools distinguishes between inadvertent plagiarism and deliberate plagiarism. With inadvertent plagiarism, teachers are vigilant about regularly correcting and working with students to ensure they understand how to appropriately cite and credit sources and/or people that they used or who contributed to their final work product. Inadvertent plagiarism does not result in academic consequences.

Consequences for deliberate plagiarism

1. First incident

- The work will not receive a grade
- The IB coordinator to be informed and give the student a guidance session on what academic honesty is and how it can be put into practice
- Students will be given a different task that covers the same assessment criteria
- Parents to be informed

2. Second incident

- The work will not receive a grade
- The IB coordinator will be informed
- Parents will be invited into school
- Student signs a formal letter of commitment about future conduct

3. Third incident

- Suspension from school for a time to be decided by the Principal

Consequences for collusion/misconduct

1. First incident

- The work will not receive a grade
- The IB coordinator will be informed and lead a reflection session
- Parents informed

2. Second incident

- The work will not receive a grade
- The IB coordinator will be informed and lead a second reflection session
- The parents will be invited into school
- Student to sign a letter of commitment about future conduct

3. Third incident

- Suspension from school for a time to be decided by the Principal

Communication Plan

Our World Neighborhood Charter Schools' Academic Integrity and Honesty Policy will be published on the school website and in the Student Handbook. It will be discussed with students and parents early in the school year and referred to often throughout the school year when opportunity arises.

Review of the Academic Integrity and Honesty Policy

This policy will be reviewed and updated annually by the Our World Neighborhood Charter Schools middle school administration, MYP Coordinator, and pedagogical team.

Sources

- From Principles into Practice International Baccalaureate Organization (2014)
- Academic Honesty in the IB educational context (2014)

- The Magellan International School Academic Honesty Policy
- Brooklyn Technical High School Academic Integrity Policy
- Daystar Academic IB PYP Academic Honesty Policy
- Midland Public Schools IB PYP Academic Honesty Policy
- Bloomfield Hills Schools MYP Academic Honesty Policy
- Franklin Academy MYP Academic Honesty Policy

MYP Assessment Policy

Statement of Belief

At Our World Neighborhood Charter Schools, assessment is integral to teaching and learning. We believe the overarching purpose of assessment is to provide all our stakeholders (students, parents, teachers, administrators and the greater community) with feedback on the learning process. Assessment involves the gathering and analysis of information about student performance and is designed to inform curriculum and instructional practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. Students and teachers should be actively engaged in assessing the students' progress as part of the development of their wider critical thinking and self-assessment skills. Our World Neighborhood Charter Schools' assessment protocol is ongoing, authentic, varied and purposeful and includes diagnostic, formative and summative components. It is a collaborative and informative process that involves students, families, teachers and community. Instructional and curricular decision making is driven by our assessments.

The Purpose of Assessment

Through the use of authentic assessments, we have objective measures by which we can communicate to administrators, teachers, students and parents the strengths and areas of growth for students, individually and collectively (by class, grade, schoolwide and by accountability subgroup).

Purpose of Assessment for Students

- To provide consistent, timely feedback and opportunity for reflection
- To measure what students know at various points in learning
- To identify strengths and weaknesses in skill acquisition
- To promote student ownership of learning
- To promote self-advocacy
- To develop habits of life-long learning
- To understand their performance in relation to the grade level expectations and reflect on their progress towards developing themselves as learners as articulated in the Learner Profile and internalizing the Approaches to Learning that support the development of skills necessary to become capable and independent learners.

Purpose of Assessment for Teachers

- To help set standards and evaluate progress to determine the effectiveness of teaching and inform, enhance and improve instructional practice
- To guide curriculum development and review
- To guide instructional practice and inform instructional differentiation
- To provide diagnostic feedback to students and motivate student performance • To provide student performance data as mandated by its authorizer as well as local, state and IB criteria

Purpose of Assessment for Parents

- To receive consistent, timely feedback on their child's performance
- To receive evidence and gain information concerning their child's status in relation to grade level expectations and state norms
- To discover opportunities for conversation with their child's teacher and their child themselves
- To allow parents and teachers to work together to promote student learning
- To provide data as a result of instruction of curriculum

Types of Assessment

Our World Neighborhood Charter Schools administers diagnostic, formative and summative assessments as well as both criterion-referenced and norm-referenced assessments (mainly New York State assessments and iReady assessments). To determine a student's achievement level against MYP criteria for all subject areas, teachers will use a criterion-referenced assessment approach; therefore, student achievement is measured by their progress against specific learning objectives rather than in comparison to other students in the class/grade. Student performance will be measured against pre-determined assessment criteria based on the aims and objectives of each subject area. The achievement level for each learning goal and the quality of work expected for each achievement level will be articulated in a rubric with specific criterion. Teachers will gather evidence from a range of assessment tasks, formative and summative, to enable them to identify students' achievement levels against established assessment criteria published in the IB subject guides.

Diagnostic assessment/Pre-assessment

Familiarity with a student's prior knowledge informs instruction within the classroom. Prior to teaching, a diagnostic or pre-assessment helps teacher and students find out what the students already know and can do and informs how instruction must be differentiated in order to meet different entry points in a classroom of heterogeneous learners.

Formative Assessments

Formative assessment is a part of the learning process and is used to provide timely feedback to master necessary skills and concepts in preparation for the summative assessment task. Formative assessments allow teachers to gauge student progress toward meeting the NYS Next Generation Learning Standards and the IB MYP criteria and allow students to understand what needs to be improved so that they can demonstrate their understanding successfully.

Teachers will use multiple forms of formative assessment which may include, but not be limited to: quizzes, tests, homework, classwork, exit slips, student observations and short writing assignments. Regular student reflections, both written and spoken, are also forms of formative assessment.

Summative Assessments

Summative assessments are given to gauge the student's progress in major concepts or areas of instruction. Teachers will use a variety of summative assessment tasks which may include end of unit tests, essays, presentations, open-ended tasks, process journals, portfolios and a variety of other projects.

New York State Assessments

All students in Grades 6-8 take the mandated New York State Assessments in ELA, math and science (Grade 8). Students identified as English Language Learners annually take the New York State English as a Second Language Achievement Test until they score high enough to exit from ELL status.

The following table outlines Our World Neighborhood Charter Schools' assessment protocol in the MYP:

Assessment/(Grade)	Purpose	When Administered
NYS ELA/(6-8)	Identify students' ability to meet or exceed grade level standards in reading, reading comprehension and writing.	April*
NYS Math/(6-8)	Identify students' ability to meet or exceed grade level standards in mathematical computation, mathematical reasoning and problem solving	April*
NYS Math/(6-8)	Identify students' ability to meet or exceed grade level standards in mathematical computation, mathematical reasoning and problem solving	April*
NYS Science/(8)	Identify students' ability to meet or exceed grade level standards in science content and use of scientific tools	April/May*
NYS Alternate Assessment/ (6-8)	Identify SWD's ability to meet or exceed grade level standards in all areas, if required by their IEPs	January-March
Home Language Information Survey (HLIS)/(6-8)	Identify those students who may be eligible for ESL programs as identified by home language	Upon enrollment
NYS Identification Test for ELLs (NYSITELL)/(6-8)	To measure language proficiency in English; to determine entitlement to ESL/Bilingual programs for students whose home language is other than English.	Once in Sept. if required by the HLIS
NYS Identification Test for ELLs (NYSITELL)/(6-8)	To measure language proficiency in English; to determine entitlement to ESL/Bilingual programs for students whose home language is other than English.	Once in Sept. if required by the HLIS
NYSESLAT/(6-8)	To measure student progress in developing English language proficiency & determine if an ELL's proficiency has been met to be removed from ESL services	May
iReady (Reading and Math)/ (6-8)	iReady will be used for two purposes: (1) benchmarking to determine progress of students towards benchmarks and to modify instruction to address identified gaps and (2) to monitor year-to-year growth.	Beginning in September, three times per year

Assessment/(Grade)	Purpose	When Administered
Running Records (6-8)	An assessment tool used by teachers to evaluate students' reading and comprehension. They are used to help find students' reading levels, check their fluency and find weaknesses in comprehension.	Every 4 to 6 weeks The MS only uses running records in specific situations (i.e., the results of an iReady diagnostic comes into question for a particular student.)
On Demand Writing/(6-8)	To assess a student's ability to write an authentic piece of writing in one setting.	Every 4-6 weeks at the beginning of a unit

Teacher Generated Assessments /(6-8)	Teacher-developed assessments (tests, quizzes, homework or other graded and ungraded assignments) administered to assess students' mastery of material covered in class at a given point within a unit of study.	The administration is determined by the teacher
Curricular End of Unit Assessments (6-8)	Commercial or teacher developed summative assessments covering material from an entire unit of study. Gauges to what extent students have achieved specific standards.	At the end of each unit The timing of the administration of the assessment is dependent upon the length of the units
Quarterly Benchmark Assessments (6-8)	Benchmark tests in Math, Science and Social Studies which provide an assessment of students' progress towards attainment of standards that were taught during the previous quarter.	At the end of each quarter
Portfolios (6-8)	To showcase student work, reflect and document growth and achievement over time.	Ongoing
Unit Summative Assessment/ Project	Teachers use descriptors to identify students' achievement levels against established IB assessment criteria on a variety of assessment tasks (authentic performances of understanding).	At the end of each unit

Grade Reporting

Teachers report to parents on student achievement quarterly, with interim progress reports at the midpoint of each quarter. In addition, there are two Parent Teacher Conferences each year. The process of communicating achievement with parents is designed to be open, transparent and collaborative.

Teachers have collaboratively developed a scale to convert numeric IB grades (0-8) to the grading nomenclature that has been used at Our World Neighborhood Charter Schools. The established conversion chart is below.

Assessment/(Grade)	Purpose
8	95-100
7	90-94
6	85-89
5	80-84
4	75-79
3	70-74
2	61-69
1	50-60
0	< 50

Assessment Review

Our World Neighborhood Charter Schools educate students to become independent thinkers and lifelong learners. Our educational philosophy is based on inquiry, active and experiential learning, and social justice.

We are committed to providing strong educational opportunities for children in underserved communities.

We believe in the importance of creating socio-economically and culturally diverse schools.

We will review our assessment policy annually as part of the end of year annual curriculum review and analysis of progress towards accountability goals.

References

- Leland Public Schools MYP Assessment Policy
- MYP Assessment Policy—Richland County School District One
- St. Francis of Assisi School IB-MYP Assessment Policy
- Our World Neighborhood Charter Schools charter
- MYP: From Principles into Practice (2014)