VISION STATEMENT

The Vision at the Robert H. Goddard HS of Communications Arts & Technology is to offer our students a Rigorous student centered Learning Environment Where Teachers are Highly Effective and Students are graduating College and Career Ready.
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ATTENDANCE/LATENESS/DRESS CODE POLICY

ATTENDANCE

- School begins promptly at 7:20 am.
- Students are expected to attend school regularly and arrive on time.
- Your child needs to be sitting in his or her class and be ready to learn.

LATENESS

- Students are suggested to arrive to school 5-10 minutes prior to the start of the day to avoid lateness.
- If your child arrives to school after 7:20 am or if your child is late to class, he or she will be marked late. Our lateness policy is that after the third lateness, he or she could serve a 20-minute in-school academic detention. Lunch detention will take place during their lunch period.

DRESS CODE POLICY

Learning to dress appropriately for school, work, and recreation is an important learning experience and one that is stressed at the Robert H. Goddard High School. To assist our students in developing these habits of mind, our school expects its students to adhere to a recommended dress code.

Clothing selections should be conducive to the activities of learning. The following articles of clothing are considered inappropriate.

1. Shorts, skirts or dresses that do not reach the top of the knee.
2. Mesh or extremely sheer blouses or shirts that are not worn over a more solid article of clothing.
3. Spandex clothing.
4. Clothing that bares the midriff.
5. Halter tops of tank tops.
6. Clothing that is intentionally torn or has holes in inappropriate places.
7. Slippers, thongs, or flip-flop style shoes.
8. Hats (when worn in school), do-rags, baseball caps, bandannas, kerchiefs, etc.
9. Excessive amounts of jewelry or make-up.
10. Pants worn below the hips.
11. Clothing or buttons with an inappropriate emblem, insignia, writing or picture.
12. Tank-Tops.
13. Pajamas/slippers.

Students failing to adhere to this policy will be referred to the guidance counselor or supervisor for appropriate follow-up that will include parental contact and/or possible lunch detention. Students will be asked to change clothing or Parents will then be asked to bring up appropriate clothing for their children.
I agree to:

- Report to school on time at 7:20am and to all classes on time.
- Be prepared for all classes each day (notebook, textbook, pens, pencils, gym uniform, etc.).
- Turn in all assignments on time and ensure that all assignments are properly completed.
- Be respectful to all adult staff members and obey their instructions.
- Respect the rights and property of my fellow students.
- Never smoke, drink alcohol or use drugs on or off campus.
- Never bring matches, a lighter, or fireworks to school.
- Never eat food or candy anywhere in the building except the school cafeteria during my assigned lunch period.
- Never bring a weapon to school or anything that could be used as a weapon (including laser pointers).
- Never fight, play fight, menace or engage in any physical activity that could endanger myself or others.
- Never engage in extortion or theft of other people’s property.
- Never curse, name call, instigate arguments, or verbally abuse fellow students or staff members.
- Follow all instructions during a fire drill and remain silent during a fire drill.
- Always carry an official pass when in a hallway or stairwell after the late bell has rung.
- Never leave the building without permission or accompanied by an authorized adult.
- Never cut class or school.
- Be properly dressed at all times (no tank tops, halter tops, hats, hoods, face masks, etc.).
- Take proper care of school textbooks, materials, and computer equipment.
- Never deface, write graffiti or vandalize school property.
- Never take out cellular phones, radios, MP3 players, 2-way radios, earbuds, headphones, or electronic games in school.
- Pass through the hallways and stairwells in a manner that is not loud, disruptive or dangerous to myself or others.
SCHOOL RESPONSIBILITIES

I know that I have a right to:

- be in a safe and supportive learning environment, free from discrimination, harassment and bigotry;
- know what is correct, appropriate behavior and what behaviors may result in disciplinary actions;
- be counseled by members of the professional staff in matters related to my behavior as it affects my education and welfare within the school;

Robert H. Goddard High School is dedicated to providing our students with a high quality curriculum and instruction to enable them to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State and Common Core Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.
PARENT-SCHOOL COMPACT/PARENT INVOLVEMENT POLICY

TO INCREASE AND IMPROVE PARENT INVOLVEMENT AND SCHOOL QUALITY, HS 308 WILL:

1. Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I Program as outlined in the Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-parent Compact;

2. Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including parenting skills;

3. Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-parent Compact;

4. Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association).

5. Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month;

6. Conduct parent workshops such as Life Enhancing Skills to improve parent-student communication and relationship;

7. Provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, school quality guide, Quality Review Report, Learning Environment Survey Report);

8. Host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I Program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

9. Translate all critical school documents and provide interpretation during meetings and events as needed.
PARENTS’ RESPONSIBILITY

- Monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- Check and assist my child in completing homework tasks, when necessary;

- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- Set limits to the amount of time my child watches television or plays video games;

- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- Encourage my child to follow school rules and regulations and discuss this Compact with my child;

- Volunteer in my child’s school or assist from my home as time permits;

- Participate, as appropriate, in the decisions relating to my child’s education. I will also:

  - Communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

  - Respond to surveys, feedback forms and notices when requested;

  - Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

  - Participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

  - Take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and

  - Share responsibility for the improved academic achievement of my child.
TECHNOLOGY
INSTRUCTIONAL TOOLS

1. Skedula/PupilPath
2. Gradebook
3. iZone Online Classes
4. Macbooks
5. iPADS
6. Promethean Smart Boards
7. Elmo Projectors
8. Mimio Tablets
9. Eduware Assessment Clickers
10. Castle Learning Online Assessment
11. Discovery Streaming
12. SAT Test Prep
13. Portaportal.com Bookmaking Site
14. Novel NY Virtual library Database
15. Remind 101
16. Teacher and School Websites
17. Padlet, Quizlet
PARTNERSHIPS

1. Queens College-Student Teachers
2. Lincoln Center Institute-Art PD
3. Councilman Ulrich
4. Apple-Macbooks, PD
5. National Training Network-Math Common Core
6. College Board-AP Courses
7. iZone-Online Classes
8. Wildlife Conservation Society-VisionMaker NYC
9. Teen Choice-Social/Emotional Support
10. Plaza College-College Classes
GRADUATION

According to NYSED Regulation 100.5 and Chancellor’s Regulation A-501, all students must obtain at least 44 credits in order to graduate. These credits must be in the following areas:

- 8 credits in English
- 8 credits in Social Studies of which 4 must be in Global Studies, 2 in US History and 1 in Economics and 1 in Participation in Government
- 6 credits in Science including Labs
- 6 credits in Mathematics
- 2 credits in a Language other than English-LOTE
- 2 credits in Visual Arts, Music, Dance and/or Theater
- 5 credits in Health and Physical Education of which 4 must be in Physical Education and one must be in Health
- 7 credits in Electives

At the Robert H. Goddard High School students must pass 9 Regents exams to earn an Advanced Regent Diploma.
- 1 Common Core English Regents
- 3 Mathematics-CC Algebra, CC Geometry, CC Trigonometry
- 1 Global History
- 1 US History
- 2 Science
- 1 LOTE

In order to participate in graduation exercises, students must have MET all of their credits and regents requirements as per diploma type.
COLLEGE DEPARTMENT

At Robert H. Goddard High School, we believe that exposure to college is one of the best ways to encourage students to become college ready. Beginning in their Freshman year, our students at Robert H. Goddard High School are introduced to the collegiate and trade school world through our semi annual college fairs. Throughout the course of the year, our school provides various assemblies for our students ranging from what students will need to do to prepare for admission to college and what they should be aware of once they are college students, to discussing the importance of the PSAT / SAT, and the ACCESS program for students with Individualized Educational Plans. Students and parents also learn about how to file for financial aid. Throughout the course of their junior and senior years, we also offer college trips for all students.

In their Junior year, students are required to meet with Mrs. DeLillo to discuss their post graduation plans and to focus on the schools that they are planning to apply to. It is, at this meeting that the Juniors receive assistance in signing up for the SAT through the college board. Beginning the second week of their senior year, Seniors will meet with Mrs. DeLillo to firm up their college application choices and discuss their graduation needs for high school. All seniors will receive a timeline for deadlines for college applications submission as well as filing for financial aid. All students will receive assistance with their applications from Mrs. DeLillo. In late November, Robert H. Goddard High School will host a financial aid night for all parents. After January 1st, seniors can meet with Mrs. DeLillo to assist in filing for financial aid. All parents/guardians are welcomed and encouraged to attend any and all of these meetings.

As a school we encourage all students to look ahead to their future and demonstrate that they are college and career ready. We offer opportunities for our students to earn college credits through opportunities such as Advanced Placement classes. AP courses are available to all students.

At Robert H. Goddard High School, we believe every student deserves individualized attention to their post secondary plans. The college office is here to assist the students and their families with all of their concerns, questions and needs throughout your child's high school education.
PTA INVOLVEMENT

The PTA at Goddard High School is committed to Parent Involvement. As a Parent Teacher’s Association, we come together MONTHLY to provide valuable information about school programs, policies, and events. We rely on our teachers to educate our students and we rely more so for our parents to support our schools.

Together, we all play for Team Goddard.

We continue to look forward to PARTNERING together with YOU for the very BEST.

Activities:

*Parent Leadership Workshops

*Special Assemblies-Respect For All Week, CF, Outstanding Student Achievement

*Non-Profit Sponsorships

*Walk-A-Thons

*Title I-Lunch Forms
# PARENTAL HELPFUL TIPS WEBSITE LINKS

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<th>Website Link</th>
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<tr>
<td>NYC DOE CALENDAR</td>
<td><a href="http://schools.nyc.gov/Calendar/default.htm">http://schools.nyc.gov/Calendar/default.htm</a></td>
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<td>ENGLISH LANGUAGE LEARNERS</td>
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<td>BACK TO SCHOOL BASICS</td>
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<tr>
<td>FREE APPLICATION FOR STUDENT AID (FAFSA)</td>
<td><a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a></td>
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<tr>
<td>COLLEGE BOARD</td>
<td><a href="https://apstudent.collegeboard.org/home">https://apstudent.collegeboard.org/home</a></td>
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QUICK GUIDE TO TITLE I

A. What is Title I?
   a. Title I is the largest federal aid program for improving academic achievement of disadvantaged students across the U.S.
   b. Title I is part of the NCLB. Therefore, funding is allocated by the federal government to states for distribution to eligible districts and schools.

B. How is Eligibility determined?
   a. Title I school eligibility is determined by the percentage of students eligible for free or reduced lunch (poverty percentage).

C. Are there different types of Title I programs?
   a. Yes.
   b. Title I schools are either:
      Title I Targeted Assistance (TAS); or
      Title I School-wide Programs (SWP).

D. Which Program did HS 308 choose?
   a. The SWP option means that ALL students will benefit from the funds we received from the federal government under Title I.
   b. We can use Title I funds towards improving the academic achievement of all our students.
   c. Successful implementation of the School-wide model requires the commitment from the entire school community.

E. How is funding to be distributed under Title I?
   a. The use of Title I funding must be described in the school’s CEP (Comprehensive Education Plan).

F. What is the Goal and Purpose of Title I?
   a. The goal of the NCLB and purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.
   b. The purpose of the Title I is accomplished by:
      i. Ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with NY State Standards. This way students, teachers, parents, and administrators can measure progress.
      ii. Meeting the educational needs of low-achieving children in high-poverty schools, limited English proficient children, children with disabilities, neglected or delinquent children, and young children in need of reading assistance.
      iii. Closing the achievement gap between high- and low-performing children, especially achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers.
      iv. Affording parents with substantial and meaningful opportunities to participate in the education of their children.
G. What are the Title I Programmatic Requirements?

a. Highly Qualified Teachers and Paraprofessionals
   i. All teachers need to be HQT.
      1. State Certified
      2. Teaching within their license.
      3. BEDS reports will be printed if we have teachers who are not teaching within their content area.
   ii. Additional Programmatic Requirements:
      1. Use of effective methods and instructional strategies.
      2. High-quality and ongoing PD.
      4. Strategies to increase parent involvement.
      5. Description of strategies used for low-achieving students.

b. Parent Involvement
   i. Title I schools must have a plan that makes parents partners in their children’s education.
   ii. This written plan, called a **Parent Involvement Policy (PIP)**, is required at the school level.
   iii. The PIP and **School-Parent Compact** must be planned and implemented with meaningful consultation with parents.
   iv. **UNDER SWP** all students are considered participants, thus, all parents are Title I parents.
   v. The PIP describes how the school will work with parents to help all students in the school meet high academic standards.
      1. It includes a description of:
         a. Parent’s rights and responsibilities;
         b. What schools and parents are each supposed to do to help students achieve (a school-parent compact);
         c. When the annual Title I and other parent meetings will be held;
         d. How the school will communicate with parents;
         e. What learning goals students are expected to meet;
         f. How student progress is measured;
         g. What materials and training are available to help parents work with their children;
         h. How teachers and parents can learn from each other;
         i. Activities must focus on engaging parents in the improvement of student achievement.
         j. PIP must identify barriers to effective parent involvement and strategies to reduce them.
         k. Title I parent involvement can be coordinated with other parent involvement activities.
         l. Parent’s Right to Know: Each parent in a Title I funded school has the right to request qualification of their child’s teachers and instructional paraprofessionals.
Did you know?
It saves to eat school lunch... time & money

Your children may qualify for free school meals and it is easier than ever to APPLY ONLINE.

All you have to do is use any computer, tablet, or smartphone and go to nyc.applyforlunch.com.

You can apply as early as July for the 2014-2015 school year.

After completing four easy steps you will receive an immediate submission confirmation.

FOUR EASY ONLINE SUBMISSION STEPS

Agree To The Terms of Use
Enter Household Information
Provide Student Information for All Children In Your Household
Review, Sign, and Submit Your Application

nyc.applyforlunch.com

Need Assistance or Have Questions? Call the SchoolFood Help Desk: (877) 363-6325

NYC Department of Education

Your privacy is important to us. All information is kept confidential. Federal regulations do not allow the Department of Education to share your information with any other agency.
**New York City Department of Education**

**2014-2015 Application for Free and Reduced-Price Meals**

**COMPLETE ONE APPLICATION FOR ALL CHILDREN IN HOUSEHOLD ATTENDING ANY SCHOOL. RETURN APPLICATION TO YOUR CHILD’S SCHOOL.**

- I DO NOT QUALIFY FOR FREE OR REDUCED-PRICE MEALS. Complete PART 2 with student information, and go to PART 5 to sign and date form. Return to school.

**WRITE THE NAMES OF ALL CHILDREN ATTENDING SCHOOL IN GRADES PREK TO HIGH SCHOOL.**

**PART A**

- **BIRTH DATE**
  - MM
  - DD
  - YY

- **PRINT LEGAL NAME OF STUDENTS ATTENDING SCHOOL**
  - FIRST NAME
  - MI
  - LAST NAME
  - SCHOOL
  - GRADE

- **SCHOOL BOROUGH**
  - MANHATTAN
  - BRONX
  - QUEENS
  - BROOKLYN
  - STATEN ISLAND

- **STUDENT ID (OSIS #)**

**PART B**

- **WRITE CURRENT INCOME AND PAY PERIOD FOR ALL HOUSEHOLD MEMBERS.**
  - **GROSS EARNINGS FROM WORK (BEFORE DEDUCTIONS): ALL JOBS**
  - **CHILD SUPPORT / ALIMONY PAYMENTS**
  - **PAY FROM PENSION, RETIREMENT / SSI**
  - **ANY OTHER INCOME**

- **TOTAL NUMBER OF PERSONS IN HOUSEHOLD**

- **SIGNATURE: AN ADULT HOUSEHOLD MEMBER MUST SIGN THIS APPLICATION AND PROVIDE THE LAST FOUR DIGITS OF THEIR SOCIAL SECURITY NUMBER (SSN), OR MARK THE “I DO NOT HAVE A SSN BOX” BEFORE IT CAN BE APPROVED.**

- **DATE OF BIRTH**
  - **ADULT HOUSEHOLD MEMBER NAME AND SIGNATURE**

- **ENTER TODAY'S DATE**

- **HOME PHONE**
  - **CELL PHONE**

- **BEST TIME TO CALL**
  - **MORNING **
  - **DAYTIME PHONE**
  - **EMAIL**
HS 308 School-Based Policy for Use of Cell Phones, Computing Devices, and Portable Music and Entertainment Systems on School Property

A. **As per Chancellor’s Regulation** A-413 students are permitted to **BRING** the following electronic items to school: (1) Cell Phones; (2) Laptops, tablets, iPads, and other similar computing devices; and (3) Portable music and entertainment systems, such as iPods, MP3 players, PSP, and Nintendo DS.

B. It is the policy of the Robert H. Goddard High School that all such items mentioned above may NOT be used in school.

C. Students bringing such electronic items to school must keep them turned off and stored in their backpack.

D. Students who use cell phones, computing devices, and/or portable music and entertainment systems in violation of any provision of the DOE’s Discipline Code, the school’s policy, Chancellor’s regulation A-413, and/or the DOE’s Internet Acceptable Use and Safety Policy (“IAUSP”) will be subject to discipline in accordance with the guidance interventions and disciplinary responses set forth in the Discipline Code.

E. **Confiscation and return of electronic items:** In the case when a cell phone or any electronic device has been confiscated by an administrator or teacher the following options will be available to school staff. Method of confiscation and redistribution will be determined on a case by case basis.

   - Confiscation of item and return at end of school day
   - Confiscation of item and return following parent conference
   - Confiscation of item and return following student entering into behavioral contract
   - Revocation of privilege to bring item to school.

F. **Indemnification:**

   1. **If a student’s device is broken, misplaced or lost, HS308 is not responsible to replace the device.**

   2. In the event that a device is stolen, our staff will investigate the incident and discipline students accordingly.

G. **Shared space in campus schools:** In campus schools like ours the Middle School has adopted a similar policy as stated above.
I, _________________________ parent/guardian of _______________________ in Grade______ have received and reviewed the Parent Handbook and discussed the expectations with my child.

Print Name: _______________________________

Signature: _______________________________ 

Date: _______________________________
ROBERT H. GODDARD HIGH SCHOOL

High School for Communication Arts and Technology
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ph 718.848.8357  fx 718.848.8579

CREATED BY:

ROSE PINO
PARENT COORDINATOR