



NEW VISIONS CHARTER HIGH SCHOOL
FOR ADVANCED MATH & SCIENCE (AMS)

Student and Family Handbook

August 2013

New Visions Charter High Schools are non-sectarian, public schools. New Visions Charter High Schools do not discriminate against any student based on ethnicity, national origin, religion, gender or disability. We welcome applications of students with special needs, students with disabilities, and English Language Learners.

Administration and Staff

Julia Chun, *Principal*
Cynthia Cervantes, *Chief Operating Officer*
Carlos Beato, *Assistant Principal – 10th Grade*
Robert Hiller, *Assistant Principal – 11th Grade*
Steven Serling, *Assistant Principal – 9th Grade*
Stephen Beard, *Guidance Counselor – 9th Grade*
Paula D’Aguanno, *Guidance Counselor – 11th Grade*
Felicia Harper, *Guidance Counselor – 10th Grade*
Lacresha Simpson, *Career & College Counselor*
Sakina Bess, *Coordinator of Student Discipline*
Monique Bowie, *Deputy Chief Operating Officer*
Shirley Rodriguez, *Enrollment Coordinator*
Sanya Hudson, *Family & Community Liaison*
Emma Stokes-Raab, *Office Manager*
Karim Azizi, *School Assistant*
David Burgess, *Facilities & Technology Associate*
Lisa De La Rosa, *Human Capital Associate*
Ashley Jones, *Finance Associate*

Faculty

Lauren Balzano, *ELL Specialist*
Amanda Barragry, *Art*
Luke Bolton, *Social Studies*
Jennifer Carberry, *Special Education, History*
Shari Cohen, *Health*
Barbara Dobkowski, *English Language Arts*
Barbara Donato, *Physical Education*
Joseph Fallica, *Science*
Fernando Gomez, *Special Education, Science*
Jessica Gomez, *Math*
Kali Heft, *English Language Arts*
Bridgett Hooks, *Music*
Martin Keil, *Science Lab*
Andrew Kempe, *Social Studies*
Daniel Kim, *Special Education, Math*
Madison Kittleson, *Science*

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I. INTRODUCTION

The function of education is to teach one to think intensively and to think critically... Intelligence plus character – that is the goal of true education. – Martin Luther King Jr.

Dear AMS Parents and Guardians,

Welcome to the New Visions Charter High School for Advanced Math and Science Family! We are committed to helping your student succeed academically, as well as cultivating their moral character strengths in order to prepare them for college and beyond.

Preparing AMS students means engaging them daily in challenge-based learning tasks where they use their critical thinking skills to discover, analyze and help solve real world issues. AMS Students will be equipped with the reading, writing, listening and speaking skills that they need to communicate easily and persuasively to any audience they encounter.

The most important message our students must internalize is the importance of upholding the three core values of AMS: *Rigor, Respect* and *Responsibility*. **Rigor** means that students are expected to work hard, persevere through adversity and should never give up. **Respect** means treating others as you would want them to treat you, and should be extended to others in the AMS community, all adults on campus, as well as others in the community at large. **Responsibility** means owning what you do and how you interact with others. It also means that we expect students to take the knowledge and skills they acquire in school to further the greater good of the community in which they live.

We recognize that these efforts take enormous discipline and dedication and can only be done through collaboration with our families, staff and, of course, our AMS students themselves. In our attempt at continued open communication and access to information, we have prepared a handbook of the school's structure, attendance, discipline, schedule, culture, and academics. I hope that this handbook will serve as a useful resource to answer questions you may have. Please keep it handy so that you may refer to it when necessary. As our school grows, we will continue to update our handbook and will make sure that you always have the most recent information.

Sincerely,
Julia Chun
Principal

Network Mission

New Visions Charter High School for Advance Math and Science (AMS) endeavors to extend equally to all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility and safety.

AMS ensures that students graduate with the skills and content knowledge necessary to succeed in their post-secondary choices by engaging students, teachers and administrators in coherent learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students' imaginative and creative abilities, and celebrate achievement. Through the intensive study of math and science concepts, students will generate research questions, develop the skills necessary to answer those questions, imagine and create products that demonstrate their learning, and defend their knowledge publicly. At AMS, successfully preparing all students for post-secondary success is an organizational responsibility and a civic commitment.

Philosophy

At the New Visions Charter High School for Advance Math and Science, our philosophy is to foster students' intellectual curiosity and love for learning, balancing this academic commitment with a focus on cultivating moral character and integrity. We believe that all students should be challenged academically and asked to use critical thinking skills to discover, analyze, and critique real world issues. We also believe that students should be equipped with the reading, writing, and speaking skills to easily and persuasively communicate their ideas to others.

Our school model enables our faculty to support students' intellectual, social, and personal development. Our curriculum enables students to pursue their own goals by striving to master skills and knowledge, while fostering creativity and independence in all academic disciplines. We will graduate students who will use their education to think critically and reflect on the world around them and who see how they can use their skills and talents to further the greater good of the community in which they live.

Motto

Our Motto, "Rigor, Respect, Responsibility" communicates the type of behavioral norms we expect from all scholars. These norms speak to the responsibilities all scholars have to their school community and to the community at large:

- **Rigor:** AMS scholars finish what they start, persevere in the face of challenges, and work their hardest to achieve academic and personal success
- **Respect:** AMS scholars respect the feelings of others, seek to ensure that all interactions with others are conflict free, and if conflicts do arise, they address any issues politely and with self-control
- **Responsibility:** AMS scholars assume ownership for their work, their attitudes, and their actions, striving to be honest and hard-working citizens of their communities.

II. HOW TO CONTACT OR VISIT US

New Visions Charter High School for Advance Math and Science
John F. Kennedy Campus
99 Terrace View Avenue
Bronx, NY 10463
Telephone Number: 718-817-7683
Fax Number: 718-817-7685

Visitor Policy

At AMS, we welcome school visitors. In order to maintain a safe and secure environment all visitors must sign in and show ID as they enter the school building. Once a visitor has signed-in at the School Safety desk, the visitor should report to our Parent Coordinator's office who will direct you to the Main Office located on the second floor of the building. When visitors reach the Main Office, they should sign the AMS logbook.

Mutual Respect in All Interactions

As partners on the road to your child's success, it is crucial that we work together to ensure we are creating a nurturing and supportive environment. To that end, we are committed to providing you and your child with an education and personal experience that is respectful and courteous even in the most difficult situations. Likewise, we ask that all visitors and callers engage with staff in a mutually respectful manner. You can be assured that we will take action to ensure that all parties are held to high expectations of courtesy and respect; should any visitor or caller engage in behavior that fails to support these values, AMS will act to handle the disruption accordingly.

Parent and Family Meetings

Due to the longer school days, our growing student body, and added responsibilities of AMS teachers and staff, parents/guardians must schedule all individual student/family meetings in advance. Please call to schedule a meeting before coming to the school, as the teacher or staff member may be teaching or otherwise unavailable. When a teacher or school administrator requests a meeting with a parent/guardian, it is important that the parent/guardian comes to the school for the meeting within 72 hours of the request. In some instances, if the parent/guardian cannot come to school within the 72 hours, or refuses to come, as a matter of safety, we may have to send the student home on a short-term suspension until the parent/guardian has met with school officials.

Contacting Staff

If you or your child is trying to call a teacher or staff member, but they are unavailable, please leave a message explaining the reason for the call, your name, your telephone number, and allow 24 hours for them to return your call. In the case that a staff member provides their personal number to families/students, please keep in mind that most staff cell phones are turned off during the day (when they are teaching or in meetings), so it is best to call staff in the evenings, or to call the school's main phone number to directly get in touch with staff.

If you have an urgent issue or emergency, we ask that you call the school directly, and ask to speak to the COO or Principal.

Contacting Your Child during the School Day

Students are not allowed to bring cell phones into the school building. AMS is co-located in a NYC Department of Education building that scans students through metal-detectors upon arrival. When a cell phone is found in the possession of a student, it will be taken by AMS staff.

If the student's cell phone is confiscated, please note:

- The **first** time a student's phone is confiscated, a parent can pick up the phone at their convenience, during school hours, Monday through Friday, and a detention is given
- The **second** time a student's phone is confiscated, a parent can pick up the phone at their convenience, during school hours, Monday through Friday
- The **third (or successive)** time a student's phone is confiscated, a parent can pick up the phone at their convenience, and must meet for a parent and administrator conference

Student Use of School Phones

School phones are for school-related business and emergencies. Students may use the office phones to communicate with parents and guardians, but may not use the school phones in the classrooms. When possible, please try to make plans with your child before they come to school so that they do not need to use the school phones during or at the end of the day.

Messages for Students

Time in the classroom is vital to the success of our students, and we strive to keep classroom interruptions to a minimum. We encourage families to communicate with their child before and after school, and to only reach out to students through the Main Office in cases of emergency. If your child has a cell phone, we encourage you to leave a voice mail or a text on their phone so that they can receive it after they leave school. If you need to contact your child during the school day or on field trips, please call the AMS Main Office at 718-817-7683.

III. SCHOOL CALENDAR

Important Dates

The School Calendar includes the dates of school holidays and other important school events. Please keep this calendar handy and refer to it for important information.

The New Visions Charter High School for Advance Math and Science opens on **August 19th, 2013**. We begin our school year with the Summer Bridge Program, a mandatory 10-day program from **August 19th through August 30th, 2013**, where the school day is from 8:30am – 2:30pm. All students must participate in our Summer Bridge Program. Students' successful participation in Summer Bridge will count towards their earning elective credit in the first trimester. Fall term will begin on **September 9th, 2013**.

School Closing Policy

The New Visions Charter High School for Advance Math and Science will follow the school closing policy of the New York City Department of Education. Our school is closed or has a delayed opening when the New York City public schools are closed or have a delayed opening. Please listen to the information broadcast by any of the following radio stations: WINS (1010 AM), WCBS (880 AM), WLIB (1190 AM), WBLS (107.5 FM), WADO (1280 AM), WKDM (1380 AM), WYNE (91.5 FM), WSKQ (97.9 FM), WXLX (620 AM), as well as "NY 1" (Channel 1 on cable television, and WYNE-TV (Channel 25 on television) for school closure or delayed school opening information. **School closure information will also be available on the AMS website.*

AMS 2013-2014 SCHOOL CALENDAR

NO SCHOOL FOR STUDENTS indicates the school building is open, but students are not in attendance; SCHOOL CLOSED indicates the building is closed.

DATES	EVENTS
August 19 th – 30 th , 2013	Summer Bridge (STUDENT ATTENDANCE REQUIRED)
August 30 th , 2013	End of Bridge FSO Carnival
September 2 nd – 6 th , 2013	NO SCHOOL FOR STUDENTS
September 9 th , 2013	First Day of School: Trimester #1 Begins
September 11 th , 2013	First Wednesday of the School Year - Full Day of School
October 2 nd , 2013	Curriculum Night
October 14 th , 2013	Columbus Day: SCHOOL CLOSED
October 16 th , 2013	Progress Reports for Trimester #1 PSAT Administration
November 5 th , 2013	Election day: NO SCHOOL FOR STUDENTS
November 11 th , 2013	Veteran's Day: SCHOOL CLOSED
November 28 th -29 th , 2013	Thanksgiving Recess: SCHOOL CLOSED Students return to School: Dec. 2 nd , 2013
December 4 th , 2013	Last Day of Trimester #1
December 5 th , 2013	Grading Day: NO SCHOOL FOR STUDENTS
December 6 th , 2013	First Day of Trimester #2
December 18 th , 2013	Trimester #1 Report Cards 1 st Parent/Teacher Conferences
December 23 rd , 2013 – January 1 st , 2014	Winter Recess: SCHOOL CLOSED Students return to school: Jan 2 nd , 2014
January 20 th , 2014	Martin Luther King Jr. Day: SCHOOL CLOSED
January 24 th , 2014	Progress Reports for Trimester #2
January 27 th – 30 th , 2014	January Regents Week
February 17 th – 21 st , 2014	Mid-winter Recess: SCHOOL CLOSED Students return to school: February 24 th , 2014
March 17 th , 2014	Last Day of Trimester #2
March 18 th , 2014	Grading Day: NO SCHOOL FOR STUDENTS
March 19 th , 2014	First Day of Trimester #3
April 2 nd , 2014	Trimester #2 Report Cards 2 nd Parent/Teacher Conferences
April 14 th – 22 nd , 2014	Spring Recess: SCHOOL CLOSED Students Return on April 23 rd , 2014
May 6 th , 2014	Progress Reports for Trimester #3
May 26 th , 2014	Memorial Day: SCHOOL CLOSED
June 17 th – 24 th , 2014	June Regents Week
June 26 th , 2014	Grading Day: NO SCHOOL FOR STUDENTS
June 27 th , 2014	Last Day of School for Students Trimester #3 Report Cards Distributed

IV. SCHOOL DAY

DAILY AMS SCHEDULE

ARRIVAL		
7:50am – 8:10am Entrance Time for Students Eating Breakfast		
8:15am – 8:25am Regular Morning Entrance Time for Students		
Mon, Tues, Thurs, Fri	Wednesday – Early Dismissal	Class/ Period
8:30am – 9:28am	8:30am – 9:18am	1 st period
9:30am – 10:28am	9:20am – 10:08am	2 nd period
10:30am – 11:28am	10:10am – 10:58am	3 rd period
11:30am – 12:00pm	11:00am – 11:30am	4 th period
12:02pm – 1:00 pm	11:32am – 12:20pm	5 th period
1:02pm – 2:00pm	12:22pm – 1:10pm	6 th period
2:02pm – 3:00pm	1:12pm – 2:00pm	7 th period
3:02pm – 4:00pm	2:02pm – 2:50pm	8 th period
4:02pm – 4:30pm	-----	9 th period

V. ARRIVAL AND DISMISSAL

Arrival Procedure

All AMS students enter the John F. Kennedy Campus through the 1st floor entrance at Tibbett Avenue.

Once they have swiped and been scanned, they must immediately report to the cafeteria or their first period class, depending on their time of arrival. It is expected that scholars arrive between 8:15 am and 8:20 am daily. Scholars arriving to school at 8:30 am will be marked late.

Additionally, if scholars would like to receive breakfast, they may arrive between 8:05am and 8:15am. Please note that Parents/Caregivers of AMS scholars must use the same entrance of the building, present identification, and sign in with School Safety. Once they have signed in, a member of the AMS staff will guide the parent/caregiver to their destination.

Identification Cards

To ensure the safety of all students at AMS and to prevent trespassers from entering our school, AMS requires all students to carry a Student ID card on their person every day. Student ID

cards are distributed during the Summer Bridge program. Each student must carry/wear his or her ID while on campus and is required to present it to any adult staff member upon request. Students who are asked to present an ID and are not able to present it due to loss or misplacement may be subject to consequence.

This rule will be strictly enforced as it is in many other schools and workplaces. ID cards are the property of AMS.

1. All students will be issued a photo identification card during the beginning of the school year.
2. These cards are to be carried by the student at all times during the school day while on school property.
3. Students without a card (lost, stolen, misplaced or forgotten) will receive one warning, and be allowed to enter their OSIS number in lieu of swiping. Upon the second incident, the student will be issued a detention. A third incident will result in detention and a call home.
4. The ID card is necessary to enter the building at any time during the day, to enter classes, to check out library materials, to enter the lunch line, to receive physical education equipment, to participate in co-curricular activities, etc.
5. Students will be subject to disciplinary action for placing false information on or defacing their ID cards.

Scanning

At AMS we are committed to providing a safe, secure learning environment for all students in our school, therefore students and visitors are asked to go through metal-detecting scanning machines like the kind used to screen airline passengers. These devices identify objects that are never allowed in our building and help us to keep everyone safe in our school.

During the scanning process, bags, backpacks and all metal objects (keys, belts, coins, jewelry, etc.) are put through a scanner. Students/visitors should place all metal objects in their bag/backpack before reaching the scanner to help the line move quickly. Students/visitors who are not properly prepared for scanning or who set off the alarm must be scanned for a second time, but by a School Safety Agent with a handheld wand to identify the object that set off the alarm. We ask that students/visitors pay attention and follow instructions from all School Safety Agents and be sensitive to other students or guests waiting to be scanned to enter the building.

Dismissal Procedure

The school day ends at 4:30pm on Mondays, Tuesdays, Thursdays and Fridays; on Wednesdays the school day ends at 2:50pm. At the end of the day, students are dismissed. Any student not participating in an afterschool club or athletic program is free to go home. Students who do participate in afterschool clubs or athletic programs are to go directly to the assigned room where attendance is taken for those activities.

Departure from School

- Students are to depart from school and must leave school property/ grounds within 10 minutes after their last class. Students should not loiter in the locker areas, buildings or parking lots after school. Students who have detention are to bring books, coats, etc. with them and leave the building immediately afterwards.
- Students are reminded that they are not to loiter outside the buildings after school. This includes all areas around the school.
- The parking lot is a place for cars to be parked only. Loitering inside or outside of cars is not permitted.

VI. ATTENDANCE AND LATENESS

New Visions Charter High School for Advance Math and Science wants to create effective communicators, critical thinkers, and collaborative workers in order for our students to become academically and socially successful. For students to gain the knowledge and skills to become successful they need to be on time to class and school every day.

Absences

Consistent school attendance is critical to academic success. We aim to ensure that each and every student has consistent and punctual attendance throughout the school year. Daily school attendance has a huge impact on a student's academic success, and families must play a key role in ensuring students get to school every day and understand why their attendance is so important for success in school and in life. **The basic responsibility for the regular attendance of the student lies with the student and parent.**

We know some absences cannot be avoided due to health problems or other circumstances. But, we also know that when students miss too much school – **excused or unexcused** – they can fall behind academically. Your child is less likely to succeed if he or she is chronically absent (meaning missing 20 or more days in a school year).

Excused absences are when students are absent from school with a valid excuse and parental approval. Examples of excused absences include:

- Student illness (a doctor's note is required if a student is absent for more than five days);
- Death in the student's immediate family;
- Necessity for a student to attend a judicial proceeding as a plaintiff, defendant, witness or juror;
- Observance of a religious holiday;
- Temporary school closings due to weather, unsafe conditions or other emergencies;
- Medical reasons such as a doctor's appointment (a doctor's note is required);
- Failure of NYC to provide transportation where legally responsible; and
- Other emergency circumstances.

If a student will be out of school for any of the reasons listed above, before 10:00 AM on the day of absence, a parent must call the Main Office at (718) 817-7683, press 0, identify themselves and give their child's name, grade, date(s) of absence, and the reason for the absence. Calls may be placed the night before the absence. Whenever appropriate, a doctor's note should be provided to be placed on file. If the office does not receive a call or a note, the absence will be considered unexcused until documentation is provided.

Unexcused absences (truancy/cuts) are when students are absent from school without a valid excuse, with or without parental approval. Examples of unexcused absences include:

- Oversleeping;
- Doing errands;
- Cutting classes

Students who miss 26% to 60% of the school day without proof of an excused absence will receive a half-day unexcused absence. Cases of truancy may lead to further investigation by school officials, the police, and/or the Administration for Children's Services.

Religious Holidays

Parents must notify the school that the family will be observing a religious holiday *before* the day of the absence. If we are not notified of a religious holiday beforehand, the day is counted as an unexcused absence.

Pre-Arranged Absences

Pre-arranged absences must be coordinated with the Main Office, and permission must be requested in advance. It is our belief that we can only achieve the best educational outcomes for our students when our students are present in school. For this reason, we hope that families have given careful consideration to alternatives before making this request. Please note it is your son/daughter's responsibility to arrange for completion of all work with his/her teachers for the duration of the absence.

For extended absences, parents should make arrangements with their child's School Counselor and teachers to pick up assignments. If an extended absence will be for four weeks or more, parents should discuss with the School Counselor if their child may be eligible for Home Instruction services provided by the New York City Department of Education.

Permission to Leave School during the Day

If a student must leave during school hours, a parent must fax or email a written note that includes student name, grade, reason for early dismissal, method of transportation for the child, and a contact number for the parent writing the note. Unless the student has **written** parental permission to leave on their own, the student will not be allowed to leave until they are **picked up by a parent or adult authorized on his/her Emergency Contact Card**.

Attendance and Activities

Students who are absent cannot attend school or after-school activities. Students who arrive at the school on the same day of an absence to take care of school-related business, such as turning in an assignment or providing documentation regarding the absence, can only enter the school with a pass from AMS Operations personnel. In general, students participating in any practice session (including, but not limited to, after-school activities and athletic practice), competition, performance, and club activities must be in attendance on that school day. Students must also be in attendance on the given date to participate in a field trip. Students who leave school due to an early dismissal are considered to be no longer in attendance on that day.

Lateness Policy

Students are expected to be in school and class on time. Lateness is considered a form of absence. It is the responsibility of every student to be in the building no later than 8:20 am in order to make it through security and to their first period class on time, which begins at 8:30 am. Students must swipe in at the entrance with their ID cards before 9am. After 9am, they must report to the office to swipe in. All students swiping in after 8:30am will be marked late and automatically receive a detention. Parents may call ahead of time, bring a student in to the office, or the student may contact them from the office to provide a reason for the tardiness. If a

student fails to swipe in for the day, they will receive a half day unexcused absence until PM attendance is taken.

Late to school other periods of the day – Scholars are marked late if they are not in class at the beginning of the class period. Scholars who are more than 5 minutes late to class will be considered cutting and will receive the appropriate consequences. Ongoing and consistent lateness will not be tolerated and will result in further disciplinary action.

VII. SCHOOL CULTURE

Parents Supporting the Mission

Parents and families are highly valued members of the AMS school community. Parents and families play an important role in the success of their children, particularly in high school. Parents of New Visions Charter High School for Advance Math and Science students support the mission of the school by making sure that their children:

- Are in school and on time every day
- Are scheduled for at least 21 credits each year and that they keep track of their children’s progress in earning these credits
- Strive to achieve grades of 80 or higher in all of their courses
- Take their required state exams and strive for a grade of 75 or higher in ELA and 80 or higher in math.¹

Parents will also become involved in their child’s education at home by making every effort to:

- Check their child’s agenda book for assignments each day
- Provide a quiet space and time for the student to do homework
- Check the school’s website for announcements and information
- Visit with or call their child’s teachers and maintain regular contact with their child’s advisor and school counselor

Twice a year parents attend parent-teacher conferences at AMS. During these conferences, parents meet with their child’s advisor, who is the primary contact person for their child at school, to have conversations about their student’s academic progress, behavior and attendance.

These conferences will take place on the following dates:

December 18th, 2013	April 2nd, 2014
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Parents may also make individual appointments with subject area teachers, elective teachers, the school counselor, the Assistant Principal or Principal during the school year as needed. In addition, we encourage parents at AMS to become involved members or leaders of the school’s Family-School Alliance.

Service to the School

We expect parents to support the mission of the school by completing at least 15 hours of service to the school every year. We encourage all parents to make time with our Parent Coordinator to set up service hours. Parents can support AMS in several ways including but not limited to:

- Helping the office staff with administrative tasks

¹ This is the level of performance required to enter the CUNY College system without taking remedial classes.

- Attending FSA meetings
- Chaperoning student activities
- Assisting with student and parent outreach for school wide events
- Assisting with the school's Annual Community Events

Parent engagement programs are run by the Parent Coordinator who, with the Principal and the Family-School Alliance, will create more service opportunities for parents.

Dress Code

Students at the New Visions Charter High School for Advance Math and Science (AMS) are required to follow the AMS dress code:

- Light blue button down AMS shirt/blouse/polo (with collar)
- Black slacks or skirt that is knee length (no slit)
- Black shoes or black sneakers with a rubber sole
- Black belt

It is our goal at AMS to prepare all students for college, career and beyond. To accomplish this, we have put many supports in place for our students including the AMS dress code. We believe that student learning increases with strong values and in an environment of support. As part of our expectation for excellence on behalf of all students, AMS students are required to be in uniform at all times while at school, including during Physical Education class, unless otherwise instructed by the Principal. Failing to be in uniform is a violation of the dress code policy and of the school's values.

To support our students, AMS gives each new student a gift card to purchase one long sleeve uniform shirt, one short sleeve uniform shirt and one uniform sweater. A gym uniform is also required which can be purchased, along with any additional uniform items, at Flynn & O'Hara located at 136 Westchester Square in the Bronx or by phone 718-863-7561 or www.flynnohara.com. If purchasing additional AMS uniform items presents a financial hardship for any families, please speak to our School Counselor or Parent Coordinator.

In order to maintain an organized, safe and friendly learning environment, all AMS students obey the following rules:

Shared Space

AMS is extremely fortunate and grateful to share space at the John F. Kennedy Campus with Bronx Theatre High School, Bronx School of Law and Finance, Marble Hill School for International Studies, Bronx Engineering and Technology Academy, English Language Learners and International Support and Preparatory Academy, New Visions Charter High School for the Humanities, and John F. Kennedy High Schools. AMS student activities will take place as follows:

- | | |
|-------------|------------------|
| • Cafeteria | • Auditorium |
| • Gymnasium | • Nurse's Office |

In order to be thoughtful and respectful learners, students should speak in low voices and be respectful to all students and school staff while traveling in the building. Although there are many schools located in our building, we are all one school community.

As Northwest Bronx community members, AMS students must set a positive example in the neighborhood when traveling to and from school. Students are consistently in the public eye and citizens are fully aware they are a student of AMS. Therefore, they are expected to behave in a manner that is reflective of AMS. This behavior includes observations of all laws, respect for the property of others, and showing courtesy and respect for others. By walking on the sidewalk, properly throwing away their garbage in trash cans, avoiding inappropriate language and hand gestures, and treating all John F. Kennedy campus staff and community members with respect, all students and staff at AMS can be role models to others, and uphold the values of our school and community.

Incentive Program

AMS believes all scholars deserve to be recognized for their contributions to our learning community. To that end, it is important to recognize scholars that exemplify our school pillars of **Rigor, Responsibility, and Respect** by acknowledging the following character strengths when observed: **Tenacity, Awareness, and Presence**.

Taken together, these character strengths are referred to by our learning community as TAP. Acknowledging TAPs in action when we see them is critical to our ability to enforce high expectations for behavior, and build a culture of success.

How do Scholars earn TAP points?

TAP points are rewarded to Scholars when they exhibit any of the 3 following characteristics:

Tenacity, Awareness & Presence

As an AMS Scholar I show **Tenacity** when:

- I finish whatever I begin
- I try very hard even after I experience failure
- I work independently with focus

As an AMS Scholar I show **Awareness** when:

- I am able to find a solution during conflicts with others
- I demonstrate respect for others feelings
- I know when and how to include others

As an AMS Scholar I show **Presence** when:

- I come to class prepared
- I pay close attention and resists distractions
- I remember and follow directions
- I get to work right away rather than procrastinate

How are TAP points given?

Each teacher will receive a classroom set of TAP slips to give to scholars when appropriate. These will be kept in a TAP folder, which will be provided to all teachers.

The process is as follows:

- A scholar displays strong character, in one or more of the three character strengths
- The behavior is observed by a teacher, who completes a TAP form
- The teacher gives a carbon copy to the scholar at the end of class (discretion is key)
- Teacher places original in TAP folder to return to Dean's Assistant (Mr. Azizi)
- All issued TAP points must be turned in by the end of the week to Dean's Assistant (Mr. Azizi) so that points can be tallied and posted for scholars to view
- Teachers can give up to 5 points in each category, per scholar per period.
 - I.e., a scholar can get 5 points for Tenacity and 5 points for Presence, but cannot receive 10 points for Tenacity from one teacher

How does the point system work?

TAP point tallies will be posted outside of the Dean's office each Monday.

Rewards by Points

Scholars who exemplify the above mentioned character strengths earn points in increments of (5) towards rewards that can be redeemed for items from the SWAG mart (Scholars Working on Achieving Greatness). At the end of every trimester, scholars who have earned at least 50 TAP points will be entered into a raffle.

Scholars who have accumulated 150 TAP points or more by the end of the first trimester will be eligible to participate in a TAP Trip. TAP Trips may include the following:

- Dave and Buster's
- Movies
- UniverSoul Circus
- Hershey Park
- Yankees Game
- Knicks/Nets/Lady Liberty Game
- Dorney Park
- Bowling
- Miniature Golf

**Incentives and TAP Trips are subject to change, pending season and Admin approval.

**Please note once a scholar has earned points they cannot be taken away however if the scholar's behavior and/or academic performance are not in alignment with the TAP incentive program a scholar maybe excluded from participating in the incentive trip.

Electronic Devices

Electronic devices include CD players, iPods, cell phones, MP3 players, Video Games, etc.

Scholars are not allowed to use these devices at any time during the school day. If they are seen

or heard by a staff member, they will be taken by the staff member. In order for the items to be returned, parents must come to school and pick up the items from our Parent Coordinator. Parents wishing to contact their children may do so by calling the school directly.

School Property and Equipment

AMS scholars are required to treat all school property and equipment (including technology such as computers, calculators, sports equipment, etc.) with the greatest amount of care and respect. When a scholar borrows any school equipment, they must return it to the staff in the same condition in which they received it. Scholars should never attempt to alter any school property or equipment; this may be considered tampering or vandalism. If a scholar receives an item that is damaged or not functioning, they should immediately report it to the staff member who loaned them the item. Theft, tampering, and vandalism of school property are distinct violations of the Code of Conduct.

Lost or Stolen Items

AMS is not responsible for any lost or stolen items. We strongly discourage scholars from bringing any valuable items (jewelry, electronic devices, expensive outerwear, etc.) to school. If a theft takes place on school grounds, **AMS** will follow the standard procedures for student behavior that violates the Code of Conduct and the staff will conduct a thorough investigation. However, this investigation does not include any procedures for recovering or replacing the stolen items.

Extracurricular Activities

After-school activities begin in October. Students must attend school during the day in order to participate in after school activities. After school clubs run from 4:30pm-5:30pm every day except for Friday, and include:

- Community Service
- Dance
- Fashion
- Fitness (Girls and Boys Clubs)
- Glee
- GSA
- Homework Help
- Journalism
- Math Team
- Music
- Outdoor Club

Saturday Program

Saturday School programs run twice a year, concurrent to Regents Testing. For January Regents exams, Saturday School begins in November. For June Regents testing, Saturday School begins in March

Athletic Teams

AMS students will participate in the athletic programs through the Public Schools Athletic League (PSAL) held at the John F. Kennedy Campus. The sports events are separated according to season. These include:

- Baseball
- Basketball
- Cheerleading
- Flag Football
- Football
- Gymnastics
- Track
- Volleyball

VIII. CODE OF CONDUCT

THE OVERRIDING CODE OF CONDUCT AND BEHAVIOR ASKS ALL STUDENTS AND ADULTS AT AMS TO BE SAFE, KIND AND PRODUCTIVE.

AMS believes that sticking to his expectation will help us achieve the mission of the school and ensures that there is a sense of respect and security throughout the school community. Nevertheless, AMS has established procedures that are followed when this sense of safety, kindness and productivity is broken.

The Code of Conduct prohibits actions that get in the way of AMS's goal of maintaining a sense of respect and security throughout the school. The Code of Conduct also explains the kind of consequences a student may receive for specific kinds of behavior. Behavior that is in violation of the Code may be dealt with within the School setting, but it is also punishable by suspension from school or social or afterschool activities or, under certain circumstances, by expulsion. Over the course of the school year, the Discipline Review Board will review the Code of Conduct to decide whether more standards for student behavior are necessary. The Code of Conduct has been approved by the School's Board of Trustees and is subject to ongoing review by the Discipline Review Board and the School Community.

Discipline Review Board

The Discipline Review Board is made up of teachers and a member of the school counseling department; it focuses on rewarding students, teachers and staff who have contributed positively to the school community by promoting a kind, safe, and productive environment. In addition to these meetings, the Discipline Review Board meets when a student's actions disrupt the education process or endangers the well-being of other members of the school community.

What Happens When a Student Breaks a Rule in the Code of Conduct

When a student breaks a rule or behaves in a way that disturbs the education process or endangers others, the Discipline Review Board will meet to recommend the consequences. The Board will evaluate the situation and make recommendations to the Principal and other School Leaders. The Board's recommendations may consist of excluding the student from school events or extra-curricular activities, a short-term suspension, a long-term suspension, or expulsion. For safety reasons, a short-term suspension may be given to the student prior to the Board starting the investigation. The Principal is responsible for making final decisions regarding discipline issues that include, but are not limited to:

- Disciplinary Probation
- Exclusion from class or school events
- An in-school suspension
- An out-of-school suspension
- In rare instances, long-term suspension (or expulsion).

Disciplinary Probation

Disciplinary Probation is a period of time decided by the Principal from the recommendation of the Discipline Review Board, during which a student's behavior is monitored and evaluated to determine the student's right to actively participate in AMS. The Disciplinary Probation period is a positive effort to help the student realize that all choices have consequences and is designed to help the student address his/her behavior. After a serious and/or repeated disciplinary problem, the student and Principal may develop and sign a Probation Agreement that outlines the positive contributions the student will make in an effort to re-integrate back into the school community. As part of the Agreement, the Principal will assign an adult mentor from the community and setup a regular meeting schedule so the mentor can follow the student's progress. The student's parent/guardian is invited to be part of this process.

Suspensions and Expulsions

In all cases of removal from school, students are entitled to and will receive Due Process protections. Before a student is removed from school for more than ten days, the Principal arranges a hearing before a Hearing Officer. The Hearing Officer is usually the COO of the School, but may be another person appointed by the Principal who has not been involved in the conduct that is the subject of the hearing. The student has the right to be represented by counsel or an advocate. The decision of the Hearing Officer can be appealed to the Board of Trustees. After a Hearing Officer is appointed, a representative of the Hearing Officer will contact the parent to schedule the hearing and answer any questions about the hearing process.

Search and Seizure

School authorities have legal permission to search a student's desk, book bag, lockers, cubbies and the actual student when there is reasonable suspicion to believe that a student is in the possession of an item which is forbidden on school property or which may be used to disrupt or interfere with the education process.

Searches are conducted under the authorization of the Principal or someone appointed by the Principal. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process may be removed from students' desks, book bag, lockers, cubbies, and from the student by school authorities.

Students with Disabilities

Students with disabilities have the same rights and responsibilities as other students and may receive consequences for the same misbehaviors. In addition to the New Visions Charter High School for Advance Math and Science's Code of Conduct procedures for all students, our school will obey all federal and state laws and regulations governing the discipline of students with disabilities.

If a student who has an Individualized Education Program (IEP) is charged with a violation of the Code of Conduct that may result in a long-term suspension (more than ten days), AMS will

refer the student to the school district's Committee on Special Education (CSE) for a "Manifestation Determination Review." If the CSE determines that there is a connection between the student's disability and the behavior that led to the disciplinary investigation, the student will return to class and the School and the CSE will work together with the student and his/her parents to develop a plan to address the behavior within the school or in another setting.

Protection for Children Not Yet Eligible for Special Education and Related Services

A student who does not have an IEP may claim any of the protections given under federal law to students with disabilities, if the parent of the student had requested that the student be evaluated or expressed concern about the student's possible need for special education services, or if school officials had expressed concerns about the student's pattern of behavior before the behavior that started the disciplinary action.

Special Education Students or Students Who Receive 504 Accommodations

In the case of a Special Education student, or a student who receives 504 accommodations, AMS ensures that it makes the appropriate adjustments necessary to obey all federal laws concerning the education of students with disabilities.

Possible Consequences for Violating the Code of Conduct

Safety, order and student discipline are fundamental to learning at AMS. While students need a challenging curriculum, dedicated teachers, and proper materials, they must also have a secure environment in which to learn. It is the policy of AMS that a safe environment conducive to learning shall be maintained at school in order to provide an equal and appropriate educational opportunity for all students.

To that end, AMS enforces a strict policy regarding discipline for certain infractions, including but not limited to the following: classroom distractions; fighting; possessing, using, or threatening to use weapons; or the unlawful possession, use or distribution of drugs by AMS students on school properties or at any school-sponsored activity. Students will be subject to disciplinary action if they engage in prohibited conduct either while on school property, while attending any school-sponsored activity, or while in transit going to or returning from an excursion, whether on foot, or via train, bus, or car. Such disciplinary action may include but not be limited to the following measures: detention, suspension, expulsion, and/or exclusion from school and all school-sponsored activities.

Students may also be disciplined for conduct committed away from school property and outside school hours if the conduct jeopardizes the safety of AMS, AMS scholars, and/or AMS staff. AMS shall provide a fair and consistent approach to student discipline, within the context of students' rights and responsibilities.

Detentions

AMS has implemented detention in the disciplinary policy to address and develop the behavior of scholars. Detention may be required for scholars struggling with attendance issues, behavioral issues, and/or homework issues.

When a detention is issued, the AMS staff member gives the scholar the top copy of the detention slip, and turns in the carbon copy to the Dean. The Dean then notifies parents within 24 hours of a scholar receiving detention from AMS Staff. Daily detention lists are posted every day at 2pm throughout the halls. Detention takes place on Monday, Tuesday, Wednesday, and Thursday for a period of 50 minutes after school.

First Detention

- Scholar receives written notice from AMS staff, stating why they have received detention
- An automated phone call goes home from the Dean of Students to the parent(s) of the student
- Scholar has 24 hours from the end of the school day on the day it was issued to serve detention
- If the scholar fails to serve detention within that time they are automatically given a second detention to serve (please note they do NOT receive written notice of this, but it is listed on daily detention lists that are posted at 2pm daily)

Second Detention

- Automated Phone call home
- Scholar must serve both detentions within one week of receiving the second detention

Third Detention

- Parent and Administrator phone conference
- Scholar must serve all three detentions within one week of receiving the third detention
- Letter to scholar and parent goes home, informing them they are at their third detention, and that failure to serve detention will result in suspension
- If the scholar does not serve three detentions within one week of receiving the third detention, they are given another detention, which qualifies them for an out-of-school suspension

Four or More Detentions

- Upon a scholar's failure to serve all three detentions, or in the case that a student accumulates more than three detentions at any given time, detentions will lead to an out-of-school suspension

Additionally, as an alternative to detention, disciplinary actions may include, but are not limited to:

- Scholar being sent to the office
- Calling parents/guardians
- Administrator/Parent/Scholar conference
- Administrator/Scholar conference
- Alternative volunteer service (e.g., soup kitchens, shelters)

- Behavior Plan
- Behavior/Academic Contract
- Cafeteria duty
- Counselor/Parent conference
- Counselor/Scholar conference
- Counselor/Teacher conference
- Temporary Classroom Change
- Guidance/Counselor referral
- Homeroom Switch
- In-School Community Service
- In-School Suspension
- Loss of Incentives
- Lunch detention
- Parent Shadowing
- Peer Mediation
- Referral to FECS
- Reflective essay (topic to be selected by teacher or administrator)
- Reprimands and Warnings
- Restriction of participation in after school and/or extracurricular activities
- Saturday School
- Schedule adjustment(s)
- Time Outs
- Teacher/Parent conference (e-mail, letter, telephone)
- Teacher/Scholar conference

In-School Suspension

If a student skips detention three times, the student is considered to be in defiance of the school rules and they will receive an In-school Suspension. A student serving In-school Suspension must come to school at the regular time in full uniform. The student will receive instruction in an alternative setting within the school in addition to receiving all assignments and taking all tests and quizzes administered on the days that the suspension is in effect. Each of the student's teachers will provide work assignments that s/he must complete under the direct supervision of the Suspension Supervisor. The student does not attend any classes or go out for a break. The student will eat lunch in the assigned room.

Exclusion from Social/Extra-curricular Activities

Any student may be excluded from social or extra-curricular activities for academic or behavioral reasons including receiving a referral within one to five days of a field trip or social activity and/or receiving a suspension within 15 days of a field trip or social activity.

Removal from School

When a major rule is broken, so is the sense of kindness, safety and productivity of the community. The Discipline Review Board may recommend a long-term suspension, or in rare

cases, expulsion from the school community. This matter is not taken lightly; the student's rights to the highest Due Process protections will always be honored.

Provision of Education Services during Out-of-School Suspensions

Students removed from school for disciplinary reasons will be given all classroom assignments and an opportunity to make up tests missed during the time of his or her suspension. The school also provides alternative instruction so that the student is given the full opportunity to complete assignments with school support. A student serving an Out-of-School Suspension must receive a minimum of 2 hours of instruction each day during their suspension and receive all assignments, tests and quizzes given on the days that the suspension is in effect. Arrangements for instruction will be made on an individual basis and may include phone assistance, computer instruction, and/or home visits; one-on-one or small group tutoring may be arranged within the school or at a specified location.

Due Process for Students with Disabilities

If AMS is considering an Out-of-School Suspension for a student with a disability for more than ten consecutive days, then the school will notify the student's parent/guardian that a disciplinary hearing will be scheduled and provide the parent/guardian with the procedural safeguards notice and will request the CSE to schedule a "Manifestation Determination Review" to take place *before* the date of the disciplinary hearing. The district's CSE and other qualified staff will meet within the following ten days to review the relationship between the child's disability and the behavior that is the subject of the disciplinary hearing.

If, upon review, it is determined that the child's behavior was not a result of his/her disability, then the child may be disciplined in the same manner as a child without a disability. Parents may request an impartial review to challenge the CSE's manifestation determination. The child will remain in his/her current educational placement while the hearing is pending except under the following circumstances:

A student with an IEP may be removed from school for up to forty-five days, for a violation of the Code of Conduct that involves bringing drugs or a weapon on to school property or for inflicting a serious physical injury on another person, whether or not the behavior is connected with the disability. The student is then provided with educational services in a temporary alternative educational setting that is arranged in cooperation with the CSE.

If a parent/guardian requests a hearing or an appeal to challenge the CSE's recommendation for a temporary alternative educational setting or its manifestation determination, the child remains in the temporary alternative educational setting until the decision has been made by the Hearing Officer or until the time period for the suspension expires, whichever happens first, unless the parent and school agree otherwise.

Committee on Special Education (CSE) Meetings

AMS will refer the student to the CSE to create a Functional Behavioral Assessment or a Behavioral Intervention Plan if the student is removed from school for more than ten days for disciplinary reasons and as needed to address behavioral concerns.

Overview of the New Visions Charter High School Code of Conduct

The rules in the Code of Conduct apply to student behavior in school during school hours, but also before and after school while on school property, while traveling in school activities, at all school-sponsored events and on other than school property when such behavior negatively affects the educational process or endangers the health, safety, or welfare of the school community. A detailed description of conduct that violates the New York City Department of Education Citywide Standards and the School's Code of Conduct is listed in the following pages.

The Code of Conduct is reviewed by the Discipline Review Board to determine whether additional standards for student behaviors are necessary.

New Visions Charter High Schools Code of Conduct

The Standards set forth in the Code of Conduct apply to behavior in school during school hours, before and after school, while on school property, while traveling in school activities, at all school-sponsored events and on other than school property when such behavior negatively affects the educational process or endangers the health, safety, or welfare of the School Community. The following conduct is prohibited and can lead to serious disciplinary consequences:

LEVEL	BEHAVIOR	RESPONSES TO FIRST OFFENSE	RESPONSES TO SECOND OFFENSE	RESPONSES TO THIRD OFFENSE	RESPONSES TO ADDITIONAL OFFENSES (MORE THAN 3)
1	<p>1.1 Disrespect Toward Others Any type of behavior that demonstrates a lack of regard for the feelings and wellbeing of others and/or disrupts the learning environment. DOE - B7, B10</p>	<p>1. Small Conference with school staff or administrator 2. Student completes Fix-it Plan 3. Student participates in an apology of action</p>	<p>1. Communication with parent 2. Small Conference with school staff or administrator 3. Student completes Fix-it Plan 4. Student participates in an apology of action</p>	<p>1. Communication with parent 2. Small Conference with school staff or administrator 3. Student completes Fix-it Plan or Behavior Contract 4. Student participates in an apology of action 5. Student is assigned after school detention</p>	<p>1. Parent meeting 2. Review/Revise Fix-it Plan or Behavior Contract 3. Student participates in an apology of action 4. 1-day in school suspension</p>
<p>1.2 Teasing Name-calling, gossiping, rumors, taunting, etc. DOE -B8</p>					
<p>1.3 Academic Negative Doing little to no work during the class period. Being insubordinate of teachers or school staff. DOE – B21</p>					
<p>1.4 Trespassing A student is in the space of another school or in shared campus space without permission of School or other DOE personnel. DOE – B6, B20</p>					

LEVEL	BEHAVIOR	RESPONSES TO FIRST OFFENSE	RESPONSES TO SECOND OFFENSE	RESPONSES TO THIRD OFFENSE	RESPONSES TO ADDITIONAL OFFENSES (MORE THAN 3)
1	<p>1.5 Lateness A student enters school/class after the stated time on the bell schedule. DOE -B4</p>	<p>1. Communication with parent 2. 1 - 3 late arrivals/cuts, student is assigned detention (lunch or after school)</p>	<p>1. Communication with parent 2. After 4 - 6 late arrivals/cuts, student is assigned detention (lunch or after school) 3. Student completes Fix-it Plan and/or Attendance Contract 4. Small Conference with school staff & parent</p>	<p>1. Parent meeting 2. After 7 - 9 late arrivals/cuts, student is assigned detention 3. Student completes Fix-it Plan and/or Attendance Contract 4. 5. 1-day in-school suspension</p>	<p>After more than 10 late arrivals/cuts/uniform infractions: 1. Parent meeting 2. Review/Revise Fix-it Plan/Attendance Contract. 3. Student participates in an apology of action 4. Student is assigned detention 5. 1-3 day in-school suspension 6. Reintegration Plan</p>
	<p>1.6 Cutting A student is absent (or late three times) for a period class and is not present on the floor; leaving class without permission of personnel. DOE -B3, B6, 20</p>				
	<p>1.7 Uniform Infraction A student is out of uniform - no shirt, black pants or is covering the uniform with other clothes (jackets, sweat shirt, etc). DOE -B2, B9</p>	<p>1. Communication with parent 2. 1 - 3 uniform infractions, student is assigned detention (lunch or after school)</p>	<p>1. Communication with parent 2. After 4 - 6 uniform infractions, student is assigned detention (lunch or after school) 3. Student completes Fix-it Plan/Uniform Contract 4. Small Conference with school staff & parent</p>	<p>1. Parent meeting 2. After 7 - 9 uniform infractions, student is assigned detention (lunch or after school) 3. Review/Revise Fix-it Plan or Uniform Contract 4. Small Conference with school staff & parent</p>	

LEVEL	BEHAVIOR	RESPONSES TO FIRST OFFENSE	RESPONSES TO SECOND OFFENSE	RESPONSES TO THIRD OFFENSE	RESPONSES TO ADDITIONAL OFFENSES (MORE THAN 3)
2	2.1 Vandalism Causing intentional damage to school property, property belonging to staff, students or others. DOE B28	<ol style="list-style-type: none"> 1. Communication with parent 2. Student completes Fix-it Plan 3. Student participates in an apology of action 4. Small Conference with school staff or Peer Mediation or Conflict Resolution 5. Student assigned detention 	<ol style="list-style-type: none"> 1. Communication with parent 2. Student completes Fix-it Plan 3. Student participates in an apology of action 4. Student assigned detention 5. Small Conference with school staff /Peer Mediation/Conflict Resolution 6. Small Conference with school staff & parent 7. Community service 	<ol style="list-style-type: none"> 1. Communication with parent 2. Behavior Contract 3. Community service 4. Restorative Conference with school staff & parent 5. 1-day in-school suspension 	<ol style="list-style-type: none"> 1. Parent meeting 2. Review/Revise Behavior Contract 3. Community service 4. 1-3 day(s) in-school suspension 5. Reintegration Plan
	2.2 Threats/Intimidation Engaging in or verbalizing an act of coercion; threatening violence or harm to others or threatening property destruction. DOE – B38, B43				
	2.3 Lying, giving false information or misleading school personnel DOE –B16				
	2.4 Smoking and/or possessing matches or lighters DOE - B13				
	2.5 Academic Dishonesty Engaging in scholastic dishonesty which includes but is not limited to cheating and plagiarism, & violating the school’s internet use policy. DOE – B32, B31				
	2.6 Knowingly possessing property belonging to another without permission DOE – B29				
	2.7 Patterns of Level 1 incidents				

LEVEL	BEHAVIOR	RESPONSES TO FIRST OFFENSE	RESPONSES TO SECOND OFFENSE	RESPONSES TO THIRD OFFENSE	RESPONSES TO ADDITIONAL OFFENSES (MORE THAN 3)
3	<p>3.1 Harassment Using slurs, taunting, threatening, stalking, or seeking to intimidate or coerce another based on actual or perceived race, color, weight, national origin, ethnicity, citizenship/immigration status, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression. DOE – B23, B40, DASA</p>	<ol style="list-style-type: none"> 1. Communication with parent 2. Fix-it Plan including steps for attempting to ensure that the harassment never happens again 3. Student apology of action 4. A Safety Plan should be made with student who received harassment or bullying 5. Student is assigned 2 days of detention 6. Peer Mediation or Conflict Resolution or Responsive Circle 7. Restorative Conference 	<ol style="list-style-type: none"> 1. Administrator calls parent 2. Restorative Conference with Parent 3. Behavior Contract 4. 1-day in-school suspension 5. A Safety Plan should be made with student who received harassment 6. Peer Mediation or Conflict Resolution or Responsive Circle 	<ol style="list-style-type: none"> 1. Parent meeting 2. Review/Revise Behavior Contract 3. 1-3 day in-school suspension 4. Reintegration Plan 5. A Safety Plan should be made with student who received harassment or bullying 6. Peer Mediation or Conflict Resolution 	<ol style="list-style-type: none"> 1. Parent meeting 2. 2-5 day suspension 3. Reintegration Plan 4. A Safety Plan should be made with student who received harassment or bullying 5. Peer Mediation or Conflict Resolution
	<p>3.2 Bullying Intentional aggressive behavior involving a power/strength imbalance including:</p> <ul style="list-style-type: none"> • Physical Intimidation (hitting, pushing, punching) • Verbal abuse (name-calling, teasing) • Cyber bullying (sending mean, threatening or vulgar messages or images, posting sensitive, private information about another person; pretending to be someone else in order to make that person look bad; or intentionally excluding someone from an online group) DOE – B40 				
	<p>3.3 Tampering with School Documents Accessing without authorization, changing, or moving a record or document of a school by any method, including, but not limited to, computer access or electronic means. DOE – B27</p>				

LEVEL	BEHAVIOR	RESPONSES TO FIRST OFFENSE	RESPONSES TO SECOND OFFENSE	RESPONSES TO THIRD OFFENSE	RESPONSES TO ADDITIONAL OFFENSES (MORE THAN 3)
3	<p>3.4 Physical/Verbal Aggression/Horseplay (Moderate) Any type of <u>incidental</u> physical contact toward students or staff that may or may not cause injury (ex: swearing, pushing, throwing things, play fighting, or other physical contact) DOE - B24</p>	<ol style="list-style-type: none"> 1. Communication with parent 2. Fix-it Plan including steps for attempting to ensure that the harassment never happens again 	<ol style="list-style-type: none"> 1. Administrator calls parent 2. Restorative Conference with Parent 3. Behavior Contract 4. 1-day in-school suspension 	<ol style="list-style-type: none"> 1. Administrator calls parent 2. Parent meeting 3. Review/Revise Behavior Contract 4. 1-3 day in-school suspension 	<ol style="list-style-type: none"> 1. Administrator calls parent 2. Parent meeting 3. 2-5 day suspension 4. Reintegration Plan
	<p>3.5 Contributing to an Unsafe Environment Creating risk by recklessly engaging in behavior including but not limited to, disobeying directives of staff, school safety, or law enforcement, entering school or allowing entry to unauthorized persons against school rules, gang-related behavior including apparel, accessories, written, verbal, or physical gestures, signs or language, engaging in sexual behavior during school or school-related events, posting, sharing, or distributing material containing a threat/depiction of violence against or obscene pictures of students or staff, including posting such on the internet or texting, using or throwing an object capable of causing injury, planning, instigating, or participating with others in a violent incident. DOE – B21, B22, B23, B25, B26, B30, B36, B45, B55</p>	<ol style="list-style-type: none"> 3. Student apology of action 4. A Safety Plan should be made with student who received harassment or bullying 5. Student is assigned 2 days of detention 6. Peer Mediation or Conflict Resolution or Responsive Circle 7. Restorative Conference 	<ol style="list-style-type: none"> 5. A Safety Plan should be made with student who received harassment or bullying 6. Peer Mediation or Conflict Resolution or Responsive Circle 	<ol style="list-style-type: none"> 4. 1-3 day in-school suspension 5. Reintegration Plan 6. A Safety Plan should be made with student who received harassment or bullying 7. Peer Mediation or Conflict Resolution 	<ol style="list-style-type: none"> 5. A Safety Plan should be made with student who received harassment or bullying 6. Peer Mediation or Conflict Resolution
	<p>3.6 Patterns of Level 2 incidents</p>				

LEVEL	BEHAVIOR	RESPONSES TO FIRST OFFENSE	RESPONSES TO SECOND OFFENSE	RESPONSES TO THIRD OFFENSE	RESPONSES TO ADDITIONAL OFFENSES (MORE THAN 3)
4	4.1 Physical Aggression (Severe) Any type of <u>ongoing</u> or <u>intentional</u> physical contact or threat that causes injury to students or school staff. (e.g. punching, hitting, kicking, shoving, grabbing, slapping, spitting, pinching or similar behaviors). DOE – B37	1. Communication with parent 2. Parent meeting 3. Fix-it Plan including steps for attempting to ensure that the harassment never happens again	1. Communication with parent 2. Restorative Conference with Parent 3. Behavior Plan 4. A Safety Plan should be made with student who received harassment or was injured	1. Communication with parent 2. Parent meeting 3. Review/Revise Behavior Contract 4. A Safety Plan should be made with student who received harassment or was injured	1. Communication with parent 2. Restorative Family Conference 3. Review/Revise Behavior Contract 4. A Safety Plan should be made with student who received harassment or was injured
	4.2 Sexually Suggestive Behavior Making sexually suggestive comments, innuendoes, propositions, or engaging in nonverbal or physical conduct of a sexual nature (e.g. touching, patting, pinching, or sending or posting sexually suggestive messages or images). DOE – B35	4. A Safety Plan should be made with student who received harassment or was injured 5. Referral for Counseling Services*	5. Referral for Counseling Services* 6. 6-10 day suspension 7. Reintegration Plan	5. Referral for Counseling* 6. Extended Suspension** 7. Reintegration Plan 8. Notify Board **Before a Principal suspends a student for ten days or more, the Principal will schedule a hearing at which the students will be accompanied by a parent and may be represented by an advocate or counsel. If the student has an IEP, the Principal will also refer the student to the Committee on Special Education (CSE).	5. Referral for Counseling Services* 6. Extended Suspension** 7. Reintegration Plan 8. Notify Board
	4.3 Possession of controlled substances or prescription medication without appropriate authorization, illegal drugs, drug paraphernalia or alcohol DOE – B41, B50	6. 1-5 day suspension 7. Reintegration Plan 8. Peer Mediation or Conflict Resolution or Responsive Circle 9. Restorative Conference	6. 1-5 day suspension 7. Reintegration Plan 8. Peer Mediation or Conflict Resolution or Responsive Circle 9. Restorative Conference	6. 1-5 day suspension 7. Reintegration Plan	6. Extended Suspension** 7. Reintegration Plan 8. Notify Board
	4.4 Falsely activating a fire alarm or other disaster notice DOE – B42	*Counseling can be provided as a supportive resource, not consequence.	*Counseling can be provided as a supportive resource, not consequence.	7. Reintegration Plan	8. Notify Board

LEVEL	BEHAVIOR	RESPONSES TO FIRST OFFENSE	RESPONSES TO SECOND OFFENSE	RESPONSES TO THIRD OFFENSE	RESPONSES TO ADDITIONAL OFFENSES (MORE THAN 3)
4	4.5 Theft without force or intimidation Taking or attempting to take property belonging to a person or the school without using force or intimidating behavior DOE – B44	1. Communication with parent 2. Parent meeting 3. Fix-it Plan including steps for attempting to ensure that the harassment never happens again	1. Communication with parent 2. Restorative Conference with Parent 3. Behavior Plan 4. A Safety Plan should be made with student who received harassment or was injured	1. Communication with parent 2. Parent meeting 3. Review/Revise Behavior Contract 4. A Safety Plan should be made with student who received harassment or was injured 5. Referral for Counseling 6. Extended Suspension** 7. Reintegration Plan 8. Notify Board	1. Communication with parent 2. Restorative Family Conference 3. Review/Revise Behavior Contract 4. A Safety Plan should be made with student who received harassment or was injured 5. Referral for Counseling Services 6. Extended Suspension** 7. Reintegration Plan 8. Notify Board
	4.6 Possession or use of items with intent to inflict injury (e.g. nail file, box cutters, scissors, etc.)	4. A Safety Plan should be made with student who received harassment or was injured	5. Referral for Counseling Services* 6. 6-10 day suspension 7. Reintegration Plan	5. Referral for Counseling Services** 6. Extended Suspension** 7. Reintegration Plan 8. Notify Board	5. Referral for Counseling Services 6. Extended Suspension** 7. Reintegration Plan 8. Notify Board
	4.7 Starting a fire in any campus setting DOE – B47	5. Referral for Counseling Services* 6. 1-5 day suspension 7. Reintegration Plan 8. Peer Mediation or Conflict Resolution or Responsive Circle	6. 6-10 day suspension 7. Reintegration Plan	7. Reintegration Plan 8. Notify Board	6. Extended Suspension** 7. Reintegration Plan 8. Notify Board
	4.8 Patterns of Level 3 incidents	9. Restorative Conference *Counseling can be provided as a supportive resource, not consequence.	7. Reintegration Plan	8. Notify Board	8. Notify Board

LEVEL	BEHAVIOR	POSSIBLE RESPONSES
5	5.1 Threatening to use, or using a weapon that is capable of causing serious physical injury	<p>Incidents in this category are serious and should not occur more than once. To decrease the likelihood that a repeat offense of this nature occurs, the administrator will respond with one or more of the responses outlined below:</p> <ol style="list-style-type: none"> 1. Administrator calls parent 2. Restorative Conference with Parent/Family 3. Parent accompanies child to school 4. Referral to the Discipline Review Committee 5. Community Service 6. Referral for Counseling Services 7. Referral to Law Enforcement 8. Extended Suspension* <p>Dependent upon the outcome of the hearing</p> <ul style="list-style-type: none"> • Reintegration Plan • Review of alternative programs with opportunity for reinstatement after 6 months • Permanent removal from school** <p>* Before a Principal suspends a student for ten days or more, the Principal will schedule a hearing at which the students will be accompanied by a parent and may be represented by an advocate or counsel. If the student has an IEP, the Principal will also refer the student to the Committee on Special Education (CSE).</p> <p>** A student may not be permanently removed from school without a hearing where parent/guardian is present.</p> <p><i>A Safety Plan will be made with any student(s) who received harassment or were injured in the incident. The Board of Trustees will be notified regarding the disciplinary hearing.</i></p>
	5.2 Theft Taking or attempting to take property belonging to a person or the school using force or intimidating behavior. DOE – B52	
	5.3 Possession of weapons Before requesting a suspension for a possession of a weapon, the principal must consider whether there are mitigating factors present. DOE – B59 Note: weapons such as a firearm, machine gun, switchblade, metal knuckles, etc. are subject to suspension, whatever the student’s intent, however, other items such as a box cutter or scissors that can be used as dangerous weapons but are not dangerous if used properly and that may be in the student’s possession for legitimate reasons may be the subject to mitigating circumstances and not automatically require a mandatory suspension.	
	5.4 Selling or distributing illegal drugs, controlled substances, or alcohol on campus DOE – B58	
	5.5 Sexual Assault Engaging in physical sexual aggression, compelling or forcing another to engage in sexual activity. DOE – B57	
	5.6 Other violent offense	
<p>Note: NVCHS Code of Conduct – After reviewing the Code of Conduct and considering other infractions if applicable, the administrator will use his/her discretion to determine the level and appropriate response to the incident.</p>		

IX. ACADEMICS

Course Information

Every teacher will provide a course overview to the students in the first week of school. Each student will receive 2 copies of each course overview as follows: 1) One student copy will be kept and followed by each student and 2) One parent copy to be reviewed, signed and returned to each teacher as acknowledgement of what they can expect from each course offered at AMS. Throughout the year, students and their families can go on-line to check for assignments, course resources and announcements.

Overview of 9th Grade Curriculum

(See graduation requirements for a full picture of the four years)

- Science: Earth Science
- Math: Integrated Algebra culminating in a Regents exam²
- Social Studies: Government, Economics and World Religions
- English Language Arts: Literature and non-fiction reading, writing and oral communication skills often linked to the other subjects
- English Foundations: Reading, writing and grammar for proficient communication
- Art
- Foreign Language
- Physical Education
- Advisory: College and Career Readiness

All courses emphasize reading, writing, speaking and listening skills. All courses are challenge-based, meaning students seek answers to important questions and apply what they learn to real-life situations. In every class, students will ask questions, conduct research, produce original work, and defend their work in public presentations.

At the end of each trimester, students complete an “Anchor Project,” using skills and concepts from many of their classes to address a real life question or need. For instance, at the end of the first trimester, students will design their Student Government.

² Students who take the Integrated Algebra Regents exam in June and score 80 or higher on the exam will be given more advanced work.

A Sample Course of Study

POTENTIAL COURSE OFFERINGS	LOWER HOUSE 9 th & 10 th GRADES	UPPER HOUSE 10 th & 11 th GRADES
MATH	Algebra I Math Modeling Geometry Electives Math Lab	Algebra II Pre-Calculus AP Calculus Statistics Electives
HISTORY	World Government Economics Global Studies Electives	US History & AP AP European History Electives
SCIENCE	Earth Science Living Environment Applied Physics Electives	Chemistry Regents Physics AP Biology Electives
ENGLISH LANGUAGE ARTS	English Language Arts Reading Lab Electives	AP English AP Literature Electives
FOREIGN LANGUAGE	Spanish I, II Native Language-Spanish	Spanish III, IV Native Language-Spanish III, IV AP Spanish
ART	Studio Art I, II Theater Art I, II	Studio Art III, IV Theater Art III, IV AP Art
OTHER	Physical Education College & Career Readiness Advisory	Internship College Now Advisory

College & Career Readiness

Each day, one class period is devoted to College & Career Readiness. Two to three days per week, students will attend Advisory College and Career Readiness Class. All teachers serve as mentors and student advocates through their Advisory groups. Students are grouped in Advisories by grade and meet on a weekly basis with their Advisor. We have small Advisory groups so that students receive personalized attention and provide a safe place to talk about academic challenges and successes, as well as social issues. We use a dedicated College and Career Readiness curriculum in order to prepare students for the ultimate goal of getting in to a top-tier college or university or other challenging post-secondary options. We understand that our students must compete with other students from across the state and country who have strong critical thinking skills, who have mastered challenging courses, who show that they have academic stamina, who score well on standardized tests, and who are well prepared for the rigors of college course work. Given this rigorous competition, our College Readiness

curriculum addresses the key benchmarks that students need to achieve in the college preparation process.

After-school and Saturday School will serve as enrichment opportunities for students. The supports that students receive during this time are based on a study of each student's progress, including student performance on various exams and assessments. The staff will then determine the skills that the student needs to master in their classes; the staff will then develop a series of lessons and create challenge projects that will help students develop the skills they need. We will pay particular attention to the needs of students with disabilities or who are English Language Learners or who are in need of basic skills in particular areas. These students may be provided with additional accommodations and supports to assist them in mastering their coursework.

Demonstrating Mastery and Proficiency

AMS is dedicated to teaching students to master each learning unit before moving on to the next level of learning. To "demonstrate mastery" is to show that the student has developed the skills and fully understands all the important concepts in that course. When looking at student work for proficiency, we expect to find that the student is showing strong skills in that particular area such as writing, understanding problems, finding evidence in what they are reading, and being able to explain what they know.

Lower House Exit Criteria

In order to exit from Lower House and participate in Upper House, students must complete the following academic requirements (Writing on-demand, Presentation, Credits, Regents):

1. Writing
 - Students must demonstrate proficiency in Writing at the 10th grade level (2.5 on the NVCHS rubric), as outlined by Common Core standards.
 - Writing must be done on-demand at a scheduled time with the Principal or designee. For example, students may demonstrate writing proficiency during a final exam or a Regents exam.
2. Research and Presentation
 - Students must make an individual presentation to a Principal or designee that demonstrates proficiency in content mastery and speaking skills.
 - Presentations can be on any topic of a student's choice. Presentations can be modifications of a group project or presentation, or anchor project.
3. Regents
 - Students must pass the Algebra Regents exam with a score of 80 or higher, and English Language Arts Regents exam with a score of 75 or higher.

- Students must pass the Living Environment and Global History Regents exams with a score of 65 or higher.
- Students who have scored below a 65 on any Regents exam will be programmed into a structured intervention class in 11th grade.

4. Credits

- Students must have a minimum of 28 credits, with a total of 16 credits in the core content areas.
- Students must also have 2 credits in Foreign Language and 5 credits in electives.

Students may be promoted to the next grade level if they have met NVCHS Promotion Requirements, but may not yet be eligible to participate in Upper House. As with all cases, modifications for any student who has an Individualized Education Plan (IEP) will be considered and followed.

Note on Accelerated Students: Students who enter 9th grade having passed the Algebra Regents exam with a score of 80 or higher and the Living Environment Regents exam with a score of 65 or higher may be eligible for Upper House in 10th grade. These students must pass all classes (earn 15 credits by the end of 9th grade) and must pass the Geometry Regents exam with a score of 65 or higher and the ELA Regents exam with a score of 75 or higher.

Note on Student Waivers: If a student is missing 1 element from the Regents or Credits criteria (for example scoring below 80 on the Algebra Regents exam, or not having enough credit in Foreign Language) he/she may request a waiver from the Principal with a plan of action to complete that missing element after moving into Upper House. Waivers approved by the Principal must be presented to the Board of Trustees.

Grading Policy

Students are graded in two ways:

- Grades are determined by how well students show that they have mastered the class content and skills through tests, quizzes, classroom activities, homework and long-term projects. This is reflected in the teacher's grade book which students and parents are able to check regularly on-line. Students can get two kinds of grades – one for the quality of his/her work and one for his/her professionalism (turning work in on time, turning in work that reflects his/her best effort and working diligently in class.)
- In addition, throughout high school, student writing is judged using a scoring guide based on national standards for high school students. By the end of the 10th Grade, we expect student's writing to have improved enough that he/she is able to meet all 10th Grade writing standards. If not, students may need extra work before they advance to the 11th Grade. In 11th and 12th Grade, we track student's progress towards meeting graduation requirements for writing.

Progress toward Graduation

The school monitors every student's course grades and standardized test results to ensure that students are progressing toward graduation. Additional support is provided during after-school enrichment classes, on Saturdays and/or during Summer Bridge to accelerate students' mastery of content so that they remain on-track toward graduation.

Testing

- Early in the school year students will take diagnostic assessments in reading and math, as well as the EXPLORE exam, to help teachers understand what extra support and/or challenges each student will need both in regular classes and in the enrichment classes. These diagnostic assessments will be given again later in the year to measure how much students have progressed.
- In June of 9th Grade, students take the Integrated Algebra Regents Exam.
- In October of the 10th Grade, students take the PSATs, the first step in getting ready to take the SAT exam which many four- year colleges require for admission.
- In the spring of the 10th Grade, students take the PLAN exam, a follow-up to EXPLORE, which measures their progress towards college readiness.
- In June of the 10th Grade, students take the Global Studies, English Language Arts and Living Environment Regents Exams.
- In January of the 11th Grade, students take the English Language Arts Regents Exam.
- In fall of 11th Grade, students re-take the PSAT exam to qualify for college scholarships.
- In the spring of 11th Grade, students take the SAT exam for the first time.
- In June of 11th Grade, students take the Regents exam in United States History and Government.
- Throughout their high school career, students may take additional Regents exams to qualify for an Advanced Regents diploma.
- In fall of the 12th Grade, students take the ACT exam which many colleges require for admission. It is the upper grade equivalent to EXPLORE and PLAN, so it serves to measure how much progress they have made since the 9th Grade. Depending on which colleges they are applying to, students may also re-take the SAT to improve their score.

Progress Reports and Report Cards

Distribution is as follows:

Trimester	Progress Report	Report Card
1	October 16 th , 2013	December 18 th , 2013
2	January 24 th , 2014	April 2 nd , 2014
3	May 6 th , 2014	June 27 th , 2014

End-Of-Year Promotion and Retention Policy

AMS has high standards for promotion. Grade promotion is not automatic; students must earn promotion by showing that they have mastered the essential knowledge and skills in each grade.

AMS provides extensive interventions throughout the school year and multiple opportunities for students to demonstrate mastery. Academic problems are identified early to help the student, parent and school come to a workable solution. If, after many efforts have been made it becomes necessary to hold-back a student, a detailed Retention Plan will be made to increase the support of the student during the Retention year and to provide a clear plan to getting back on track.

The decisions to promote students to the next grade level are based on a student's grades, standardized test scores, attendance, and classroom assessments. We will look thoughtfully at student test scores, examples of student work, teacher observations, and other measures to make these decisions. Students may not be promoted from Lower House (grades 9 and 10) to Upper House (grades 11 and 12) if they cannot achieve mastery on the 9th-10th grade level benchmarks in reading, writing and mathematics as outlined by the Common Core Standards.

Students who have IEPs are promoted to the next grade based upon demonstrating mastery in their courses. In certain cases, the Committee on Special Education will recommend customized standards for a specific student which may be considered in the promotion decision. However, students with IEPs who have significant attendance or behavioral problems unrelated to their IEPs must complete content coursework requirements that are in line with their IEPs or they may be held-back.

Graduation Requirements

AMS's four-year program is designed to provide the academic foundation, lifelong learning habits and critical thinking skills required for students to be successful in college. Students at AMS have opportunities to earn far more than the credits required by the State for high school graduation. We understand that students may need more time to be college-ready so we provide a longer school day that allows for more instructional time and more preparation. All courses last a minimum of 58 minutes, with dedicated time for targeted instruction and skill building. Our academic day runs from 8:30 a.m. until 4:30 p.m. (with early dismissal on Wednesdays).

An Intense Focus on Reading, Writing and Speaking

It is our belief that a strong foundation in reading, writing and speaking is the most important set of skills required for college success. Every class at AMS requires students to read for meaning, discuss using evidence from the text, and write with precision and purpose. We teach students various reading and explanation strategies to help them make sense of texts and to recognize important evidence. Through presentation of Anchor Projects to their peers and the school community, students are required to discuss their ideas and their analysis of the challenge. We also assign three kinds of essays (informational, argumentative and narrative) in all core classes and give the students feedback on their ability to articulate their ideas clearly, persuasively and to a specific audience.

X. STUDENT SERVICES

Food Service

Our school offers breakfast, lunch, and snack for any extended-day programs to all scholars.

Lunch Forms

Parents are required to submit School Lunch Forms every year. When this form arrives home, please fill it out immediately and return it to the Main Office even if your child does not participate in the breakfast or lunch program. Please read the instructions carefully and call the school if you have any questions about the form.

Lunch Policy

Lunch takes place in the Cafeteria on the 3rd and 5th floors. Scholars are not allowed to leave the building during their assigned lunch period. Scholars may bring their lunch with them and eat it in the Cafeteria, however, students will not have access to a refrigerator or microwave.

Transportation

AMS will provide a Student MetroCard to each student who is eligible based on the distance between the student's residence and the school. Not all students will qualify for a Student MetroCard. Students may qualify for full-fare or half-fare MetroCard. Students who receive half-fare MetroCards are responsible for paying half of the fare directly to the bus or subway in cash or with a Pay-per-ride MetroCard. Student MetroCards will be distributed once in September and once in January. This card is the sole responsibility of the student to maintain. If this card is lost or stolen, it must be immediately reported to the School Secretary. Busing will only be provided for students who have busing mandated by their Individualized Education Plan (IEP).

XI. HEALTH AND SAFETY

Emergency Forms

Please ensure that you have completed and submitted an updated emergency form with correct contact numbers. THESE FORMS ARE USED TO CONFIRM AUTHORITY DURING EMERGENCIES; INFORMATION SHOULD BE CURRENT AT ALL TIMES. Parents should inform us immediately if telephone numbers or other contact information on the student's emergency form changes. The information on this form is vital for the safety and well being of your student.

Students with Medical/Mental Health Conditions Who Require Special Accommodations

Students with medical and/or mental health conditions who require special accommodations should have a 504 Form completed by their medical provider. Every year, this form needs to be updated by the child's medical provider and placed on file at the school in the student's health record. AMS ensures that it makes the appropriate adjustments necessary to obey all federal laws concerning the education of students with 504-related needs.

Student Illness at School

If a student becomes ill during the day, the student should inform a teacher that he/she is not feeling well. If the staff determines that the student is too ill to remain in the class, the student is escorted to the School Clinic and the parent is informed by the staff of the School Clinic. If a student is not seriously ill, the Nurse will ask him/her to rest for a short time before returning to class. If the student cannot return to class we will contact his/her parents. If a student is seriously ill or injured, the Nurse will contact 911 and the parents.

Medication

If your child takes prescription medication that must be given during the school day, the medication must be accompanied by a physician's order and delivered by a parent or a legal guardian to the designated supervising adult in the original container dispensed by a registered pharmacy. Students may self medicate when there is physician and parent approval documented on the Medication Administration Form (MAF).

Parents are also asked to complete a Medication Administration Form (MAF) if they wish to authorize their child to self-administer over-the-counter medications, such as an allergy medication, during the school day. Students should not carry more than a single dose as recommended by the student's physician. The sharing of any medications with other students during the school day is strictly prohibited. Medications in excess of the dose needed for the day will be confiscated. Medication to be taken on an "as needed" basis must remain in a properly labeled pharmacy container and in a locked medication cabinet in the possession of a supervising adult. Students must delivery such medication to this person at the start of the school day.

All self-medication must be supervised. Supervision will be arranged by the Principal. If your child does not meet New York State Education Department standards for self-medication, arrangements will be made for administration of medication by an appropriately licensed professional. Those students requiring use of inhalers or Epinephrine (Epi-Pen) must make sure to clearly outline and authorize such use as outlined on the MAF. Each year, the MAF must be updated, signed by the parent/guardian and the student's medical provider, and filed in the student's health record at the school.

Prevention of Child Abuse and Neglect

According to New York State Law, school officials and licensed or certified staff are mandated reporters of suspected child abuse or maltreatment. Reporting is required if the victim is under the age of 18, and the subject of the report is a parent or other person (18 or older) who is legally responsible for the child's care. A mandated reporter, together with the COO (if such person is available) will report such suspicion to the New York Statewide Central Register of Child Abuse and Maltreatment (SCR). The hotline number for making this report is 1-800-342-3720. Within 48 hours of the oral report, the School will file a written report on Form LDSS-2221A which can be obtained at www.ocfs.state.ny.us.

School staff members will also report any allegation of child abuse in the School setting to the Principal of AMS, or, if the Principal is not available, the COO. A written report of the allegation is provided on a form to be provided by the Principal. Following investigation, the Principal, or designee, will notify the Office of Special Investigations (OSI) of the New York City Department of Education (718-935-3800) and the Office of the Special Commissioner of Investigation (SCI) for the New York City School System (212 510-1400).

Allegations of corporal punishment, including verbal abuse of a student, by a staff member are reported to the Principal and, following investigation, to OSI (718-935-3800).

Emergencies, Drills, and Evacuations

In accordance with state and city regulations, AMS participates in regularly scheduled fire and evacuation drills. These drills are coordinated with the John F. Kennedy Campus.

In case of a fire or other emergency that requires an evacuation, our evacuation site is:

U-HAUL
230 West 230th Street
New York, NY 10463

Every member of the staff is adequately trained and prepared to best handle emergency situations and to notify families.

XII. RIGHTS AND RESPONSIBILITIES

NON-DISCRIMINATION

New Visions Charter High School for Advance Math and Science does not discriminate on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or age in its programs and activities. The following person has been designated to handle inquiries regarding the School's non-discrimination policies:

Cynthia Cervantes
Chief Operating Officer and Coordinator for Section 504, Title II of the ADA and Title IX
New Visions Charter High School for Advanced Math and Science
99 Terrace View Avenue, Room 254
Bronx, NY 10464
Telephone Number: 718-817-7683
E Mail: ccervantes17@charter.newvisions.org

If a concern about discrimination cannot be resolved informally with the Coordinator, any individual may submit a written complaint which is promptly investigated. The Coordinator then prepares a report of her findings, and, if appropriate, remedial action is taken. An appeal from the Coordinator's report can be made to the Board of Trustees.

COMPLAINT POLICY

Section 2855 (4) of the NYS Charter Schools Act provides that parents (as well as any other individual) who believe that a charter school has **violated a term of its charter, the New York Charter Schools Act of 1998, or any other law relating to the management or operation of the charter school**, can bring a complaint to the charter school's Board of Trustees and seek relief. Nothing in the following procedure for addressing complaints precludes an individual or group from submitting a complaint directly to the Board of Trustees.

Complaints should be submitted in writing to the Principal. Upon receipt of the complaint, the Principal will respond in writing or in person within ten business days. If this does not resolve the complaint, or if the complaint pertains to the Principal, then the individual or group may submit the complaint, in writing, to the Secretary of the Board of Trustees. Complaints should be addressed to:

Board of Trustees
New Visions Charter High School for Advance Math and Science
c/o New Visions for Public Schools
320 West 13th Street
NYC, NY 10014
Attn: Ronald Chaluisan, Secretary

If, after making your complaint, you are unsatisfied with the school's Board of Trustees' determination and action you can make a formal complaint to the school's authorizer.

Complaints should be address to:

The State University of New York
Charter Schools Institute's Grievance Desk
41 State Street, Suite 700
Albany, New York 12207

The Charter Schools Institute will conduct the investigation of your grievance and issue any remedial orders on behalf of the State University Trustees. If you are not satisfied with the Charter Schools Institute's response to your claim, you have the right to "appeal" to the Board of Regents.

Complaints should be addressed to:

The Regents of the University of New York, Charter Schools Office
89 Washington Ave.
Albany, New York 12234
Telephone Number: 518-474-1762

For a full complaint policy, please contact Cynthia Cervantes, Chief Operating Officer, at 718-817-7683.

DISABILITY ACCOMMODATIONS

Parental requests for accommodations for students based on disability must be submitted in writing to Cynthia Cervantes, Coordinator for Section 504. A form for such request may be obtained from the Coordinator. Supporting documents from the student's physician or another qualified health professional must be provided. If the Coordinator has questions about the nature of the disability or the need for accommodations, parents are invited to a team review which will include persons knowledgeable about the student, about the meaning of the information in the supporting evaluations or reports, and about the options for accommodation in the school. Parents have the right to impartial review with respect to any decision of the review team that involves the identification, evaluation or placement of a student with a disability.

ACCESS TO INFORMATION

FERPA POLICY

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that are recipients of Federal funds.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest,
 - Other schools to which a student is transferring,
 - Specified officials for audit or evaluation purposes,
 - Appropriate parties in connection with financial aid to a student,
 - Organizations conducting certain studies for or on behalf of the school,
 - Accrediting organizations,
 - To comply with a judicial order or lawfully issued subpoena,
 - Appropriate officials in cases of health and safety emergencies, and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

New Visions Charter School for Advance Math and Science may disclose the following "directory information" without the prior written consent which is otherwise required for release of education records: **student's name, participation in a school activity or sports team, honors and awards, and dates of attendance.**

In addition, Federal law now requires schools to provide military recruiters, upon request, with three categories of directory information about high school juniors and seniors – names, addresses and telephone numbers. The school must provide this information unless parents or eligible students advise the school in writing that they do not wish this information to be released without prior written consent.

You may request that directory information not be released either to military recruiters or for any purpose by notifying the school prior to October 1, 2013. Notice should be provided in writing to Cynthia Cervantes, School COO, at New Visions Charter High School for Advanced Math and Science, 99 Terrace View Avenue, Room 254, Bronx, NY 10463. Questions should be addressed to Cynthia Cervantes at 718-817-7683.

Complaints or questions with respect to the School's FERPA Policy may be addressed to:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

FREEDOM OF INFORMATION LAW (FOIL) POLICY AND PROCEDURES

Upon request, New Visions Charter High School for Advance Math and Science provides copies of information and records which are available for public inspection in accordance with New York Freedom of Information Law (FOIL).

REQUESTS FOR PUBLIC ACCESS TO RECORDS

Student records are not available for inspection, except in accordance with the Family Education and Privacy Act described above. All student records will be stored in a locked storage cabinet. Student health records and academic records will be kept in the main office accessible to appropriate staff who may only remove a file by signing the file in and out. Student IEPs will also be kept in a locked storage cabinet, accessible only to appropriate Special Education staff.

Requests for public information must be in writing and submitted to the school's records access officer who is the COO of the School. The records access officer will respond to all requests within five business days. The response will be in writing and will indicate either that the request is being granted or denied, or an approximate anticipated date when the request is granted or denied, which shall be reasonable under the circumstances of the request.

Every request for records that is received by any school employee must immediately be forwarded to the records access officer. School personnel other than the records access officer are not authorized to respond to requests for records under FOIL, whether orally or in writing.

A request must reasonably describe each record being requested. Whenever possible, a person requesting records should provide information, including the date of the records, which will identify the records being requested.

DENIAL OF ACCESS TO RECORDS

If the person requesting information is denied access to a record, he or she may, within 30 days, appeal such a denial to the Principal or his or her designee. Upon timely receipt of such an appeal, the School will, within 10 business days of the receipt of the appeal, fully explain, in writing, the reasons for further denial or provide access to the record(s) sought.

The School will also advise the requester of the right to appeal. Any person denied access to a record may make an appeal in writing to the New Visions Charter High School for Advance Math and Science Board of Trustees, with offices at the address below, within 30 days of receipt of denial of access.

Board of Trustees
New Visions Charter High School for Advance Math and Science
c/o New Visions for Public Schools
320 West 13th Street, 6th floor
New York, NY 10014

The School will also forward a copy of the appeal, as well as its ultimate determination, to the New York State Committee on Open Government. The Committee on Open Government, which is a division of the New York State Department of State, is located at 41 State Street, Albany, New York 12231.

Required Records

The School shall maintain the following records and information:

- A record of the final vote of each trustee in every proceeding in which the trustees vote,
- A record setting forth the name, public office address, title and salary of every officer or employee of the education corporation, and
- A reasonably detailed current list, by subject matter, of all records in the Education Corporation's custody or possession.

Location

All FOIL requests should be sent to the COO of the School at address below. Records are available for public inspection and copying at this address as well:

Cynthia Cervantes, Chief Operating Officer
New Visions Charter High School for Advanced Math and Science
99 Terrace View Avenue, Room 254
Bronx, NY 10463
Telephone Number: 718-817-7683
E-mail: ccervantes17@charter.newvisions.org

Hours for Public Inspection

Requests for public access to records shall be accepted and records produced during the School's regular business hours, which are 8:30 am until 4:30 pm, Monday through Friday, excluding school and legal holidays.

Fees

No fee is charged for inspection of records, search for records, or any certification of records pursuant to FOIL. For requests involving 10 pages or more of records, a copying fee of 25 cents per photocopy page is charged.

Public Notice

A notice containing the name and address of the records access officer and the name and address of the records appeals officer, along with the location where records can be seen or copied, is posted in a conspicuous location where School records are stored.

OPEN MEETINGS POLICY

All meetings of the Board of Trustees are open to the general public, except for items covered under executive session, as required by the Open Meetings Law. For the purposes of this policy, a "meeting" shall be understood as any scheduled or unscheduled gathering of the school's Board of Trustees to conduct school business at which a quorum of the Trustees shall be present. This also includes meetings of committees and subcommittees of the Board. Documents to be reviewed by the Board in open session will be available prior to the meeting on the School's website.

BOARD MEETING PUBLIC NOTICE

The School will post a calendar with all Board meeting dates at the school at all times.

For Board meetings scheduled at least one week in advance, the School shall publicize such meetings to the general public in the following manner:

- Provide notice of the time and place of the scheduled meeting to the news media.
- Post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
- Advise the president of the school's parent organization in order that he or she might disseminate the information as he or she sees fit.

MINUTES OF MEETINGS

The Secretary of the Board shall take minutes at all open meetings and make them available to the public within two weeks of the meeting. Minutes shall include the date of the meeting, a summary of all motions, proposals, resolutions and any other matter formally voted upon as well as a record of how each Trustee voted. Minutes shall not include any matter not required to be disclosed to the general public. The minutes shall be available at the school and posted on the school's website.

EXECUTIVE SESSIONS

An executive session may be called via motion and majority vote by the Board to enter an executive session. The motion must specifically identify the general area or areas of the subjects to be considered. All Board members may participate in executive sessions, and the Board may authorize others to attend as well. In no case shall public funds be appropriated during an executive session.

Executive sessions may only be held for:

- Matters which imperil the public safety if disclosed,
- Any matter which may disclose the identity of a law enforcement agent or informer,
- Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed,
- Discussions regarding proposed, pending or current litigation,

- When such law applies to the school employees, collective negotiations that are within the scope of Article 14 of the Civil Service Law,
- The medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation,
- The preparation, grading or administration of examinations, or
- The proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

EXCEPTIONS TO THE OPEN MEETINGS LAW

The Board may conduct closed meetings for the following matters which are exempted from the Open Meetings Law:

- Judicial or quasi-judicial proceedings (such as student disciplinary hearings and employee grievance hearings).
- Any matter that is confidential under New York State Law or Federal law (such as the discussion of a student's individual handicapping conditions or academic records).

ENFORCEMENT

Any person wishing to report the school's failure to comply with of the New York State Open Meetings Law has standing to bring a proceeding in accordance with Article 78 of the Civil Practice Law and Rules and/or an action for declaratory or injunctive relief.

ACCEPTABLE INTERNET USE POLICY

Preamble

The New Visions Charter High School for Advance Math and Science believes that technology and the use of computers must be an integral part of students' high school education and is essential to prepare them for success in college and in the workplace. Our vision for technology includes building a learning environment where technology is integrated into every subject area in every classroom and all students have equitable access to computers. Infusing technology into the classroom environment, together with ongoing staff training, is critical in preparing students for the challenges awaiting them.

The New Visions Charter High School for Advance Math and Science has, with minor modifications, adopted the Internet use policy of the New York City Department of Education. The main components of the AMS Internet use policy are summarized here. The complete Internet use policy appears as Appendix E, and has been adopted, with permission and with minor modifications from the NYCDOE.

It is AMS's policy to:

- Prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications,
- Prevent unauthorized access and other unlawful online activity,
- Prevent unauthorized online disclosure, use, or dissemination of personal identification information, and
- Comply with the Children's Internet Protection Act.

Access to Inappropriate Material

Internet filters are used to block or filter access to inappropriate information on the Internet, or other forms of electronic communications. Specifically, visual depictions of material deemed obscene, child pornography or any material deemed harmful to minors is blocked.

Inappropriate Network Usage

Steps are taken to promote the safety and security of users of our school's online computer network when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications.

Prevention of inappropriate network usage includes:

- Unauthorized access, including 'hacking' and other unlawful activities
- Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

All members of the school staff are responsible for supervising and monitoring usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act.

Adoption

The AMS Board will adopt the Internet Safety Policy at a public meeting, following formal public notice.

Parental Notification and Responsibility

As appropriate, the school will provide students and parents with guidelines and instructions for student safety while using the Internet. The school Internet Acceptable Use Policy contains restrictions on accessing inappropriate material and student use generally is supervised.

However, there is a wide range of material available on the Internet, some of which may or may not fit the particular values of the students. It is not practically possible for the school to monitor and enforce a wide range of social values in student use of the Internet. Further, the school recognizes that parents bear primary responsibility for transmitting their particular set of family values to their children. The school will encourage parents to specify to their child(ren) what material is and is not acceptable for their child(ren) to access through the school system.

General Principles of Access

AMS is obtaining access to the Internet, including access to e-mail, for its employees, students, and guests. Guests include but are not limited to parents, substitute teachers, temporary employees, parent volunteers and other school volunteers. Internet access and the use of e-mail through the use of the school's system are limited to use for educational purposes. The term "educational purpose" includes use of the system by students and their parents for learning activities both in school and at home, employee professional or career development, communication between teachers, students and their parents and the facilitation of information-sharing between teachers and administrators throughout the New Visions Charter School network. If any user has a question about whether proposed Internet use is consistent with the school's educational purpose, goals, and mission, s/he should consult with the appropriate supervisor, principal, teacher, etc.

This Internet Acceptable Use Policy governs all electronic activity, including e-mail and access to the Internet, which is undertaken by New Visions employees, school employees, students, and parents/guardians either in their official capacity or as part of the educational, instructional or extracurricular programs connected to the school. No employee, student, or parent/guardian may engage in activities prohibited by this policy, whether through the school's Internet service or through another Internet Service Provider, when those activities are undertaken either in their official capacity or as part of the educational, instructional, or extracurricular programs of the school.

As with other curricular offerings and tools, parents do not have a general right to opt their child out of classroom use of the Internet. As set forth more fully below however, parental consent is required with respect to certain aspects of Internet use (e.g., posting a child's photograph on a school web page). Parental consent is obtained at the time a student registers in the School. Parents moreover, are strongly encouraged to discuss and monitor their child's school Internet use and to discuss any issues or concerns that they may have with the school's teacher and administrators.

Student access to the Internet is governed by this policy, related regulations, and the student disciplinary code. Employee use is governed by this policy, related regulations, and employment policy. All use is in compliance with the acceptable use provisions of the Internet service provider.

The school reserves the right to terminate any user's access to the Internet, including access to e-mail, at any time and for any reason. The school reserves the right to monitor all Internet access, including all e-mail, through use of the school's system. The school specifically reserves the right to revoke access and/or take other appropriate disciplinary action, with respect to any user who violates this policy.

System Responsibilities

The Principal, or his/her designee, serves as the coordinator to oversee Internet access via use of school systems. The Principal, or his/her designee, is responsible for the dissemination of this Internet Acceptable Use Policy and works with school staff to enforce this policy.

In accordance with the Policy, the New Visions Technology Director or her school-based designee will be the Building-Level Coordinator for the internet and e-mail system. Users may contact the New Visions Technology Department with questions or comments about the Internet Acceptable Use Policy via the internal "Help Desk" system. The Building-Level Coordinator approves building-level activities, ensures teachers receive proper training in the use of the system and of this policy, establishes a system to ensure adequate supervision of students using the system, maintains executed user agreements if applicable and is responsible for interpreting the Internet Acceptable Use Policy at the building level. Although this Internet Acceptable Use Policy does not require execution of user agreements by students or employees, the school may institute such a school-based requirement.

As set forth in more detail below, the Internet is equipped with internet filtering software. The New Visions Technology Director is responsible for reviewing all requests for modifying the Internet filtering software or for de-filtering and will be responsible for assuring that filters are restored when the modification or de-filtering is no longer appropriate.

AMS reserves the right to revise this Internet Acceptable Use Policy as it deems necessary and will post the current policy on its web site as notice to users of any revisions. Users are responsible for reading the policy regularly.

Students who require technical assistance with Internet access or e-mail should inform their teachers and other school staff should inform the New Visions Technology Department via the internal Help Desk ticketing system.

Limitation of Liability

The school makes no warranties of any kind, either expressed or implied, that the functions or the services provided by or through the system are error-free or without defect. The school is not responsible for any damage users may suffer, including but not limited to, loss of data or interruptions of service. The school is not responsible for the accuracy or quality of the information obtained through or stored on the system. The school is not responsible for financial obligations arising from a user's unauthorized use of the system.

Users will indemnify and hold the school harmless from any losses sustained by the school, as a result of intentional misuse of the system by user.

Filtering

The school has installed Internet filtering software in an attempt to block user access to inappropriate and/or harmful text on the Internet. The software works by scanning web site addresses, web site content, e-mail and other documents for objectionable words or concepts. Objectionable words and concepts are pre-determined by the school. When the software finds any such objectionable words or concepts, it denies the user access to them. Generally, levels of access go from the least restrictive level, which allows users access to the web site or document that contains the word or concept, to the most restrictive level, which denies users access to the web site or document that contains the word or concept. The New Visions Technology Director can be called on to offer assistance when filtering technology interferes with legitimate educational research.

The School has established a process for modifying the filter or for de-filtering Internet access for students when it is educationally appropriate. The New Visions Technology Director will review requests for modification of the filter. Where questions remain about whether the modification is needed or appropriate the Principal shall make the final decision. In certain instances, the question will be brought to the New Visions Charter Management Organization's Vice President for Charter or the Board of Trustees. All determinations made at the School level may be reviewed by the Board of Trustees.

The filter is set at a level restricting access to Internet sites that may contain information regarding crime, violence, sex acts, sex attire, sex/nudity, sex/personal, basic sex education, advanced sex education, sexuality, and sports.

Regulations of Access

Review of Access Privileges

The school will cooperate fully with local, state, or federal officials in any lawful investigation concerning or relating to any illegal activities conducted through the system.

The school may revoke Internet access in its sole discretion. If a student's access is revoked, the school will ensure that the student nonetheless continues to have a meaningful opportunity to participate in the educational program.

The Code of Conduct specifically prohibits violation of the School's Internet Policy and specifically prohibits use of the internet or social networking sites to bully or harass other students. Students should refer to the Code of Conduct for specific consequences of such Code violations. The Discipline Review Board will work with students who are subject to disciplinary procedures for violation of the Acceptable Internet Use Policy to assist the student in gaining the self-discipline necessary to behave appropriately on an electronic network. If the alleged violation also involves a violation of other provisions of the student disciplinary code, the violation is handled in accordance with the applicable provision of the code. Employee violations of the School Internet Acceptable Use Policy are handled by appropriate discipline.

Privacy

The School takes all steps necessary to minimize the risk of unauthorized disclosure of student record information or other personal information about students. All electronic systems containing student record information require passwords for access and the School has established a system of permissions that limits access of information to authorized users who have a legitimate educational reason for the information.

At the time of student registration, parents or guardians sign a consent form that gives the School permission to use photographs of the student or student artwork or to use quotes, movies or video tapes of the student on its website, in connection with stage productions, athletic events, honors and awards, and so on. This information will not be used if the parent or guardian does not provide consent.

As part of its system of assuring the privacy of students and teachers, the school reserves the right to use "cookies" on its site. Cookies allow the school, among other things, to verify sites that a user has visited and information about the user's activities while online.

Except as otherwise provided in this Internet Acceptable Use Policy, the school will not use cookies to gather personal identifying information about any of its users. Personal identifying information includes, but is not limited to, names, home addresses, e-mail addresses and telephone numbers.

As required by the Children's Internet Protection Act (CIPA), the school will monitor students' online activities. Such monitoring may lead to discovery that the user has violated or may be violating, the school Internet Acceptable Use Policy, the student disciplinary code, or the law. The school also reserves the right to monitor other users (e.g., non students) online activities.

Users should be aware that their personal files may be reviewed by the School and may be discoverable in court and administrative proceedings and in accordance with public records laws. System users have no privacy expectation in the contents of their personal files and records of their online activity while on the school system.

Selection of Material

When using the Internet for class activities, teachers at AMS take steps to:

- Select material that is appropriate in light of the age of the students and that is relevant to the course objectives.
- Preview the materials and sites they require students to access to determine the appropriateness of the material contained on or accessed through the site
- Provide guidelines and lists of resources to assist their students in channeling their research activities effectively and properly.
- Assist their students in developing the skills to ascertain the truthfulness of information, distinguish fact from opinion, and engage in discussions about controversial issues while demonstrating tolerance and respect for those who hold divergent views.