

NEW VISIONS CHARTER HIGH SCHOOL
FOR THE HUMANITIES III (HUM III)

Student and Family Handbook



August 2015

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.

Leadership and Staff

Porsche Cox, *Interim Acting Principal*
Catherine Cacho-Leary, *Director of School Operations*
Aaron Winik, *Assistant Principal*
Rene DaSilva, *School Counselor*
Michael Ghattas, *School Counselor*
Yelena Sokolovskaya, *School Counselor*
Shamaine Francis, *Social Worker*
Monica Wilkinson, *Associate Director of Special Education*
Nitsa Chery, *College & Career Advisor*
Mario Daniels, *Parent Coordinator*
Darrel Hammond, *Associate Dean*
Ernest Pope, *Associate Dean*
Evelyn Jones, *Business Manager*
Kehinde Koiki, *School Associate*
Marly Sillien, *School Secretary*
Fitzgerald Garraud, *School Assistant*
Adianez Perez, *School Assistant*

Board of Trustees

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Christina Alliance, *Math Specialist*
Nicole Andrade, *English Language Arts*
Carl Baurle, *Math*
Christina Baurle, *Theater Arts*
Andrew Buttermilch, *Social Studies*
Emilia Fiallo, *English Language Arts*
Patricia Giordano, *Science*
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Adam Lapierre, *Social Studies*
Erin Leary, *Spanish*
Max Lesser, *Special Education*
Mary Maher, *Special Education*
Howard Mascoe, *Social Studies*
Katrina Osborne, *Special Education*
Samuel Plotkin, *English Language Arts*
Chelsea Quaranta, *Reading Specialist*
Jashaun Roebuck, *Social Studies*
Monica Wilkinson, *Special Education*
Joan Shakes, *Science*
Omar Sharif, *Science*

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I. INTRODUCTION

Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit. – Aristotle

Dear HUM III Parents/Guardians, Students and Staff Members,

If you are new to New Visions Charter High School for the Humanities III (HUM III), welcome to our family! If you are returning for another year, welcome back, and thank you for your continued support and faith as we venture into another school year. Since its start in 2013, HUM III has committed to helping students develop the academic skills, professionalism, and social emotional competencies necessary to succeed in high school, college and the world beyond. We continue to work together to best serve the need of all HUM III Scholars.

We are so excited to begin our 3rd year. We will have our first group of students moving into Upper House. During the 2015-2016 school year, we will continue to build upon and refine our foundation and traditions, none being more important than our core values of Respect, Responsibility, and Rigor. We are committed to providing our students many opportunities, both inside and outside of the classroom, for high-caliber and quality learning, continual growth, and leadership opportunities. Our curricular program will foster opportunities for students to demonstrate proficiency in writing, research, and presenting on findings. We pledge that this will be work daily and we encourage each member of our community to work in partnership with us to enact our vision.

We know this journey is never an easy one. We recognize that these efforts take tremendous discipline and dedication, which can only be done with the joint efforts of families, staff and, of course, our students themselves. In our attempts at open communication and access to information we have prepared a handbook regarding the school's structure, attendance, schedule, culture, academics, among other pieces of helpful information. Hopefully this handbook will serve as a useful resource to answer many questions you may have. Please keep it handy so that you may refer to it when necessary.

Together, along with our staff and the extended family of New Visions, we are the HUM III Family. We look forward to an exciting and positive year!

Sincerely,

Porsche Cox
Principal, Interim Acting

Network Mission

New Visions Charter High School for the Humanities III (HUM III) 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.

HUM III 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 HUM III, 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 the Humanities III, 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.

Our School Mission

The New Visions Charter High School for the Humanities III will provide all scholars with a quality education in an atmosphere of respect, responsibility and rigor. We will ensure our graduates possess the character, skills and content knowledge necessary to succeed in their post-secondary academic and career choices.

II. HOW TO CONTACT OR VISIT US

New Visions Charter High School for the Humanities III
The Frank J. Macchiarola Educational Complex
3000 Avenue X
Brooklyn, NY 11235
Telephone Number: 718-368-4145
Fax Number: 718-368-4148

The Frank J. Macchiarola Educational Complex's hours are 7:00 am to 6:00 pm.
The School's operating hours are 8:15 am to 4:45 pm.

Visitor Policy

At HUM III, 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 at the main entrance located at the front of the building. Once a visitor has signed in at the School Safety desk, the visitor will be escorted to our Main Office located on the 3rd floor of the building. Upon reaching the Main Office, visitors must sign the HUM III logbook.

Contacting Your Child during the School Day

Students are not allowed to bring cell phones into the school building. All cell phones are collected and maintained in a secure location until the end of the school day. If you need to contact your child during the school day or on a field trip, please call the school's Main Office.

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 the Humanities III opens on **August 19th, 2015**. We begin our school year with the Summer Bridge Program, a mandatory program from **August 19th through August 28th, 2015**, 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 9, 2015**.

School Closing Policy

The New Visions Charter High School for the Humanities III 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), or watch NY 1 or WYNE-TV on television for school closure or delayed school opening information.

**School closure information will also be available on the HUM III website.*

HUM III 2015-2016 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 – 28, 2015	Summer Bridge (STUDENT ATTENDANCE REQUIRED)
September 9, 2015	First Day of School: Trimester #1 Begins Full Day of School
September 14 & 15, 2015	Rosh Hashanah: SCHOOL CLOSED
September 23 & 24, 2015	Yom Kippur & Eid-al-Adha: SCHOOL CLOSED
October 12, 2015	Columbus Day: SCHOOL CLOSED
October 14, 2015	PSAT Exams
October 21, 2015	Progress Reports for Trimester #1 Parent/Teacher Conferences
November 3, 2015	Election day: NO SCHOOL FOR STUDENTS
November 11, 2015	Veteran's Day: SCHOOL CLOSED
November 26 & 27, 2015	Thanksgiving Recess: SCHOOL CLOSED
December 9, 2015	First Day of Trimester #2
December 21, 2015	Trimester #1 Report Cards Parent/Teacher Conferences
December 24, 2015 – January 1, 2016	Winter Recess: SCHOOL CLOSED Students return January 4, 2016
January 18, 2016	Martin Luther King Jr. Day: SCHOOL CLOSED
January 26 – 28, 2016	January Regents Testing Week
January 29, 2016	Regents Grading Day: NO SCHOOL FOR STUDENTS
February 3, 2016	Progress Reports for Trimester #2
February 8, 2016	Lunar New Year: SCHOOL CLOSED
February 15 – 19, 2016	Mid-winter Recess: SCHOOL CLOSED; Students return Feb. 22 nd
March 21, 2016	First Day of Trimester #3
March 25, 2016	Good Friday: SCHOOL CLOSED
March 30, 2016	Trimester #2 Report Cards
April 25 – 29, 2016	Spring Recess: SCHOOL CLOSED; Students return May 2 nd
May 4, 2016	Progress Reports for Trimester #3
May 30, 2016	Memorial Day: SCHOOL CLOSED
June 14 – 22, 2016	June Regents Testing Week
June 23, 2016	Regents Grading Day: NO SCHOOL FOR STUDENTS
June 28, 2016	Last Day of School for Students Trimester #3 Report Cards Distributed

IV. SCHOOL DAY

DAILY HUM III SCHEDULE

Mondays, Tuesdays, and Thursdays	Wednesdays and Fridays <i>Early Dismissal</i>	Period
8:00am – 8:25am	8:00am – 8:25am	Arrival & Breakfast
8:30am – 9:35am	8:30am – 9:23am	1 st period
9:37am – 10:42am	9:25am – 10:18am	2 nd period
10:44am – 11:49am	10:20am – 11:13am	3 rd period
11:51am – 12:21pm	11:15am – 12:08pm	4 th period
12:23pm – 12:53pm	12:10pm – 12:40pm	5 th period
12:55pm – 2:00pm	12:42pm – 1:35pm	6 th period
2:02pm – 3:07pm	1:37pm – 2:30pm	7 th period
3:09pm – 4:14pm	---	8 th period

V. ARRIVAL AND DISMISSAL

Arrival Procedure

All HUM III students enter the Frank J. Macchiarola Educational Complex through the 1st floor entrance at 3000 Avenue X. Students are expected to arrive between 8:00am and 8:25am.

If students would like to receive breakfast, they can arrive 20 to 40 minutes before school begins. Breakfast is served from 7:50am – 8:20am. Students are asked to arrive early enough to school to complete the entry process and get to their first period class on time. First period begins promptly at 8:30 am. Students arriving to school after 8:30 am will be marked late. Students arriving after 10:00am will enter through the main visitor/parent entrance of the building and sign in with School Safety. A HUM III staff member will escort late students from the lobby to the third floor. Late students must report to the Main Office to present their ID, at which time parents/guardians will be notified of their child's lateness. Students will be issued a late pass and should report directly to class. Late passes must be presented to teachers when entering the classroom.

Identification Cards

All students are given a HUM III Student ID card; each student must carry/wear his or her ID at all times. Students and staff are provided with a different badge to identify their connection with their school. Parents and other guests do not get ID cards; they get a Visitor's badge from the School Safety desk located at the main entrance of the building.

Scanning

At HUM III we are committed to providing a safe, secure learning environment for all students in our school, therefore students and visitors will be 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. Bottles or liquid containers that have been previously opened will not be allowed through the scanner; the seal of the bottle must be intact. 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 4:18pm on Mondays, Tuesdays, and Thursdays; on Wednesdays and Fridays the school day ends at 2:30pm. At the end of the day, students are dismissed and will be accompanied to the main lobby; students must only exit through the lobby. 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.

VI. ATTENDANCE AND LATENESS

New Visions Charter High School for the Humanities III works to foster the skills of creativity, critical thinking, communication and collaboration in order to support academic success. Attendance is one of the most essential requirements for ensuring your child's success. We have seen that on-time graduation and attendance rates are strongly related. Scholars that miss school may potentially be off track, are more likely to fail a course, or fail to graduate high school within four years. For students to gain the knowledge and skills to become successful they need to be on time to school and class every day.

Absences

Absences for illness, either short or long-term, must be explained in writing by either a parent or doctor, to be considered an excused absence. All other absences are unexcused. A parent who knows in advance that there will be an extended absence for their child must contact their child's school counselor and the Parent Coordinator. An absence for a family emergency will be treated as an excused absence if a letter is submitted by the parent and approved by the school.

Students are responsible for all school work missed during an absence. Students are responsible for all schoolwork missed during an absence. Students and parents/guardians can log into PowerSchool and speak with teachers to identify schoolwork assigned on the day of an absence.

For extended absences, parents should make arrangements with their child's school counselor and teachers to pick up assignments. If a student will have an extended absence (for four weeks or more) due to a health condition, 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, students must be picked up by a parent or adult authorized on his/her emergency contact card.** No student under 18 years old is allowed to leave the school unattended by an adult.

Lateness Policy

Students are expected to be in school and class on time. Lateness disruptive to the learning environment of all students and is considered a form of absence. Consequences may be given to a student who is late to school more than three times. Every student should be in the building no later than 8:25 am to make it through security and to their first period class on time, which begins at 8:30 am. Any student entering the building after 8:30 am will be marked late.

Late to school other periods of the day – Students are marked late if they are not in class at the beginning of the class period. All students will have to sign a Late Log in the class for which they are late. Late Logs will be kept by each teacher and will be reviewed by the Attendance Associate every week. Ongoing and consistent lateness may result in disciplinary action.

VII. SCHOOL CULTURE

Parents Supporting the Mission

Parents and families are highly valued members of the HUM III 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 the Humanities III 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 HUM III. 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:

October 12, 2015	December 21, 2015
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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 HUM III 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 HUM III in several ways including but not limited to:

- Helping the office staff with administrative tasks
- 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 the Humanities III (HUM III) are required to follow the HUM III dress code:

- Dark blue button down HUM III 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

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

It is our goal at HUM III to prepare all students for college, career and beyond. To accomplish this, we have put many supports in place for our students including the HUM III 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, HUM III 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, HUM III 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 7301 13th Avenue in the Brooklyn or by phone 718-567-8593 or www.flynnohara.com. If purchasing additional HUM III 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 HUM III students obey the following rules:

Shared Space

HUM III is extremely fortunate and grateful to share space at the Frank J. Macchiarola Educational Complex with New Visions Charter High School for Advanced Math and Science III (AMS III), Professional Pathways, Origins High School, and Sheepshead Bay High School. HUM III will share the 3rd floor of the building along with AMS III. Sheepshead Bay High School and Origins will occupy the 1st and 2nd floors, while Professional Pathways will occupy the basement. Although there are many schools located in our building, we are all one school community. HUM III student activities will take place in the following shared spaces of the building:

- Cafeteria
- Gymnasium
- Auditorium
- Nurse's Office
- Science Labs
- Outdoor facilities such as the Field

As responsible members of the campus community and neighborhood, HUM III students must set a positive example at all times. In order to be respectful of our neighbors, students should speak in low voices throughout the building, properly throw away garbage in trashcans, refrain from using profanity and inappropriate physical gestures, and treat all persons with respect. This includes when traveling to and from school. In general, all students and staff at HUM III are role models and should be mindful of how their actions affect others.

Electronic Devices

Electronic devices include cell phones, computing devices and portable music and entertainment systems. The Frank J. Macchiarola Educational Complex does not allow students to bring these devices through scanning machines. Scholars have the option of storing their devices in a storage locker upon arrival to the school. Scholars are not allowed to use electronic devices at any time during the school day unless explicitly authorized by staff in a specific designated setting. If they are used in an unauthorized manner, scholars will be subject to disciplinary action as described in the Code of Conduct. Parents/Guardians wishing to contact their child during the school day may do so by calling the school directly.

School Property and Equipment

HUM III students 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 student borrows any school equipment, they must return it to the staff in the same condition in which they received it. Students should never attempt to alter any school property or equipment; this may be considered tampering or vandalism. If a student 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

HUM III is not responsible for any lost or stolen items. We strongly discourage students from bringing any valuable items (jewelry, electronic devices, expensive outerwear, etc.) to school. If a theft takes place on school grounds, HUM III will follow the standard procedures for student behavior that violates the Code of Conduct and the staff will conduct a thorough investigation. However, the school does not engage in replacement or recovery of 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. HUM III offers a variety of extracurricular activities including The Voice of HUM III Choir, Step Team, Math Club, Martial Arts, Google Advocates, SIHLE (Sisters Informing, Healing, Living and Empowering) Program, Girls for Gender Equity Urban Leaders Academy, and Interact club.

Saturday Academy

Beginning in October, Saturday Academy begins for those students who can benefit from enrichment and extra help. Students attending Saturday Academy must follow the same rules and behavior expectations established outlined for the regular school day.

Athletic Teams

HUM III students are able to participate in the athletic programs through the Public Schools Athletic League (PSAL) held at the Frank J. Macchiarola Educational Complex. The sports events are separated according to season.

VIII. CODE OF CONDUCT

THE OVERRIDING CODE OF CONDUCT AND BEHAVIOR ASKS ALL STUDENTS AND ADULTS AT HUM III TO BE SAFE, INCLUSIVE, AND PRODUCTIVE.

HUM III believes that sticking to this 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, HUM III has established procedures that are followed when this sense of safety, inclusivity, and productivity is broken. The Code of Conduct prohibits behaviors that get in the way of HUM III's goal of maintaining a sense of belonging and safety throughout the school. The Code of Conduct explains the kind of supportive interventions a student may receive for specific kinds of behavior, as well as possible disciplinary responses that the school may decide is necessary. Behavior that is in violation of the Code may result in an exclusion from school (suspension) or social or afterschool activities or, under certain circumstances, by permanent removal from school (expulsion).

New Visions Charter High Schools believe in Restorative Practices; this means that we believe that all the members of our community (staff, students, and families) have the ability to address and prevent harm by talking and working together. We are committed to addressing our challenges in thoughtful and responsive ways by taking responsibility for our actions and developing solutions as a community. We believe all of our students belong here in our community and that each one deserves every opportunity to correct his/her mistakes and to grow from each challenge or conflict.

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

When the Code of Conduct is violated those most directly affected by the incident can expect to have a restorative conversation that is aimed at coming up with a resolution that will repair the harm done, as well as repair the relationships of those involved. When a student breaks a rule or behaves in a way that disturbs the education process or endangers others, the Principal will decide the level of violation and the appropriate support intervention and possible disciplinary response to the incident. In some cases, the Principal will make a referral to the Discipline Review Board for review.

Discipline Review Board

The Discipline Review Board is made up of teachers, students, and a member of the school counseling department; it focuses on addressing significant incidents that have impacted the school community. Over the course of the school year, the Discipline Review Board meets to review cases of significant violations of the Code of Conduct and make recommendations for the interventions necessary to repair the harm and restore the relationships of those impacted by the incident. These interventions may consist of restorative conferences, referrals to counseling, community service, excluding the student from school events or extracurricular 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 Discipline Review Board beginning their review. Along with the Discipline Review Board's recommendations, the Principal is responsible for making final decisions regarding disciplinary responses that include, but are not limited to:

- Detention
- Exclusion from class or school events
- Behavior Contracts/Disciplinary Probation
- An In-School Suspension
- An Out-of-School Suspension
- In rare instances, long-term suspension (or expulsion).

In addition to these meetings, the Discipline Review Board meets to discuss ways to recognize students and staff who have contributed positively to the school community by promoting a safe, inclusive, and productive environment. 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.

Detentions

Students may be assigned to detention, which is held on Mondays, Tuesdays and Thursdays for a period up to 45 minutes. The school will contact the parent to explain the issue that warrants a detention. During detention, students are asked to reflect on their behavior and develop a plan to change any problematic behaviors. Students may be given work to do during detention.

If a student skips detention two times, he or she is considered to be defying school rules and may receive an In-school suspension. A student serving In-school suspension must report to school at the regular time and in full uniform. Each teacher provides the student with work assignments that s/he must complete under the direct supervisions of a Dean. A student serving an In-school suspension will be taught in a different classroom within the school and will receive all assignments, tests, and quizzes given by their regular teachers on the days that s/he is suspended. The student does not attend any of his/her regular classes. The student will eat lunch in the assigned suspension room.

Exclusion from Social/Extracurricular Activities

Any student may be excluded from social or afterschool activities for academic or behavioral reasons including receiving a Dean 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.

Behavior Contract/Disciplinary Probation

In some instances, the school may decide that a Behavior Contract is necessary in order to support the student's behavior change over time. For the duration of this Behavior Contract, the student is considered to be on Disciplinary Probation, during which time the student's behavior is monitored and evaluated to determine the student's ability to modify their previous

behavior and cooperatively participate in the HUM III community. The Disciplinary Probation period is a positive effort to help recognize the student's ability to grow, to seek help when necessary, and to make better choices going forward.

Short-term Suspensions (Less than 10 days)

Removal from school is not a matter we take lightly and the student's rights to the highest Due Process protections will always be honored. For safety reasons, the Principal has discretion to suspend a student for up to ten days for a given incident. During the time of the suspension, the student has a right to a minimum of two hours of instruction in an alternate location. When the suspension is complete, the student will be given a Reintegration Plan to provide the appropriate support services necessary for returning from suspension to maximize his/her ability to meet the academic and social standards within the school community. These support services may include any in the range of support interventions listed in the Code of Conduct and/or a combination of social-emotional and academic services as best meets the needs of the individual student. For long-term suspension (exclusion from school for more than ten days) or possible expulsion (permanent removal from school), the Principal will make a referral to the Discipline Review Board requesting a formal disciplinary hearing.

Alternate Instruction and Reintegration Plans

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/her suspension. The school must provide alternate instruction so that the student is given the full opportunity to complete assignments, tests, and quizzes given on the days that the suspension is in effect along with school support. A student serving an In-School Suspension gets a full day of instruction in an alternate location from his/her regular classes. A student serving an Out-of-School Suspension must receive a minimum of 2 hours of instruction each day during their suspension. Arrangements for Alternate 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. Reintegration Plans outline the positive contributions the student and staff will make in an effort to reintegrate the student back into the school community. The student and his/her parent/guardian are invited to be part of co-creating this plan.

Long-term Suspensions (More than 10 days) and Expulsions

For long-term suspension (exclusion from school for more than ten days) or possible expulsion (permanent removal from school), the Principal may make a referral to the Discipline Review Board requesting a formal disciplinary hearing. Upon review, the school will arrange a hearing before an impartial Hearing Officer. The impartial Hearing Officer is typically an administrator from the New Visions network of schools 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.

After a Hearing Officer is appointed, a representative of the Hearing Officer will contact the parent/guardian to schedule the hearing and answer any questions about the hearing process. If the student has an IEP, the Principal will also refer the student to the Committee on Special Education (CSE) for a Manifestation Determination Review (MDR).

At the hearing, the school will present a case against the student, including evidence and witnesses, and make a recommendation to the Hearing Officer for a disciplinary consequence. The student will also have the opportunity to present his/her case and be accompanied and represented by a parent and/or an advocate or counsel; the student also has the opportunity to present evidence and witnesses, as well as to cross-examine any of the school's witnesses. The Hearing Officer will first determine based on the cases and evidence presented whether or not the student is guilty of the charges against him/her. If the student is found guilty, the Hearing Officer will make a determination regarding the penalty. The decision of the Hearing Officer can be appealed to the Board of Trustees. If the Hearing Officer makes a penalty recommendation for expulsion, the recommendation will be sent to the Board of Trustees for approval. Decisions made by the Board of Trustees may be appealed to the Regents of the University of New York, Charter Schools Office.

Students with Disabilities

Students with disabilities have the same rights and responsibilities as other students and may be receive consequences for the same misbehaviors. In addition to the New Visions Charter High School for the Humanities III'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), HUM III 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, HUM III ensures that it makes the appropriate adjustments necessary to obey all federal laws concerning the education of students with disabilities.

Due Process for Students with Disabilities

If HUM III 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

HUM III 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.

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.

The New Visions Charter High School Code of Conduct, Rights, and Responsibilities

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. In all instances, students have rights in regards to his/her behaviors and due process, these rights are summarized below:

STUDENT RIGHTS

Students have a right to:

- attend school and receive a free public school education until age 21 or receipt of a high school diploma, whichever comes first, as provided by law; students who have been determined to be English Language Learners are entitled to bilingual education or English as a second language program as provided by law; students with disabilities who have been determined to be in need of special education are entitled to a free appropriate public education until age 21, as provided by law;
- be in a safe and supportive learning environment, free from discrimination, harassment, bullying, and bigotry, and to file a complaint if they feel that they are subject to this behavior
- receive courtesy and respect from others regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression, religion, national origin, citizenship/immigration status, weight, sexual orientation, physical and/or emotional condition, disability, marital status and political beliefs;
- receive a written copy of the school's policies and procedures, including the Code of Conduct early in the school year or upon admission to the school during the school year;
- be counseled by staff in matters related to their behavior as it affects their education and welfare in the school;
- know possible dispositions and outcomes for specific offenses;
- due process with respect to disciplinary action for alleged violations of school regulations for which they may be suspended or removed from class by school staff; students with disabilities, 504 plans, or who are "presumed to have a disability" have the right to certain protections under IDEA;
- know the procedures for appealing the actions and decisions of school officials with respect to their rights and responsibilities as set forth in this document;
- be accompanied by a parent and/or representative at conferences and hearings;
- the presence of school staff in situations where there may be police involvement;
- be secure in their persons and belongings and to carry in the school building personal possessions which are appropriate for use on the premises;
- be free from unreasonable or indiscriminate searches, including body searches;
- be free from corporal punishment and verbal abuse;
- organize, promote and participate in student organizations, social and educational clubs or teams and political, religious, and philosophical groups consistent with the requirements of the Equal Access Act;
- receive written communication in the home language of the student and family;
- confidentiality in the handling of student records maintained by the school system.

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 consequences:

LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED <u>IN ADDITION</u> TO SUPPORT INTERVENTION
1	1.1 Disrespect Toward Others Any behavior that demonstrates a lack of regard for the feelings and wellbeing of others and/or disrupts the learning environment. DOE - B7, B10	<ul style="list-style-type: none"> • Communication with parent/guardian • One-on-One Restorative Conversation with staff or administrator • Restorative Conversation with those involved in the incident • Behavior and/or Attendance Contract • Mediation/Conflict Resolution • Community Service • Family meeting • Individual/Group Counseling • Review and/or revise pre-existing Behavior/Attendance Contract 	<ul style="list-style-type: none"> • Removal from classroom/event • Detention during lunch/afterschool/Zero period • Exclusion from extracurricular activity • Behavior Contract/Disciplinary Probation • Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events) • 1-2 day(s) In-School Suspension <p style="margin-top: 10px;"><i>* An Alternate Instruction Plan and Reintegration Plan is required for any student who is removed from class and/or suspended</i></p>
	1.2 Teasing Name-calling, gossiping, rumors, taunting, etc. DOE -B8		
	1.3 Academic Negative Doing little to no work during the class period; being insubordinate of teachers or staff. DOE – B21		
	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		
	1.5 Lateness A student enters school/class after the stated time on the bell schedule. DOE -B4		
	1.6 Cutting A student is absent for a period class and/or is not present on the floor; leaving class without permission of personnel. DOE -B3, B6, 20		
	1.7 Uniform Infraction A student is out of uniform - no shirt, black pants or is covering the uniform with other clothes (jackets, coats, hoodie, sweatshirt, etc) DOE -B2, B9		

LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED <u>IN ADDITION</u> TO SUPPORT INTERVENTION
2	2.1 Patterns of Level 1 incidents	<ul style="list-style-type: none"> • Communication with parent/guardian • One-on-One Restorative Conversation with staff or administrator • Restorative Conversation with those involved in the incident • Behavior Contract • Mediation/Conflict Resolution • Community Service • Family meeting • Individual/Group Counseling • Referral to a Community-Based Organization • Referral to external counseling/support service agency • Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) for students with an IEP • Review/Revise pre-existing Behavior Contract 	<ul style="list-style-type: none"> • Removal from classroom/event • Detention during lunch/afterschool/Zero period • Exclusion from extracurricular activity • Behavior Contract/Disciplinary Probation • Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events) • 1-3 day(s) In-School Suspension <p><i>* An Alternate Instruction Plan and Reintegration Plan is required for any student who is removed from class and/or suspended</i></p>
	2.2 Vandalism Causing intentional damage to school property, property belonging to staff, students or others. DOE - B28		
	2.3 Threats/Intimidation Engaging in or verbalizing an act of coercion; threatening violence or harm to others or threatening property destruction. DOE – B38, B43		
	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 Lying, giving false information or misleading school personnel DOE –B16		

LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED <u>IN ADDITION</u> TO SUPPORT INTERVENTION
3	3.1 Patterns of Level 2 incidents	<ul style="list-style-type: none"> • Communication with parent/guardian • One-on-One Restorative Conversation with staff or administrator • Restorative Conversation with those involved in the incident • Behavior Contract • Mediation/Conflict Resolution • Community Service • Family meeting • Individual/Group Counseling • Referral to a Community-Based Organization • Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) for students with an IEP • Review/Revise pre-existing Behavior Contract 	<ul style="list-style-type: none"> • Removal from classroom/space/event • Detention during lunch/afterschool/Zero period • Exclusion from extracurricular activity • Behavior Contract/Disciplinary Probation • Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events) • 1-3 day(s) In-School Suspension or Out-of-School Suspension <p><i>* An Alternate Instruction Plan and Reintegration Plan is required for any student who is removed from class and/or suspended</i></p>
	3.2 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		
	3.3 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		

LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED <u>IN ADDITION</u> TO SUPPORT INTERVENTION
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>	<ul style="list-style-type: none"> • Communication with parent/guardian • Family meeting • One-on-One Restorative Conversation with staff or administrator • Restorative Conversation with those involved in the incident • Formal Restorative Conference • Behavior Contract • One-way Contract with a commitment ensuring the harassment will not happen again • A Safety Plan • Mediation/Conflict Resolution [not to be used for Harassment or Bullying] • Community Service • Restorative Community Circle • Individual/Group Counseling • Referral to a Community-Based Organization • Referral to external counseling/support service agency • Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) for students with an IEP • Review/Revise pre-existing Behavior/One-way Contract 	<ul style="list-style-type: none"> • Removal from classroom/space/event • Detention during lunch/afterschool/Zero period • Exclusion from extracurricular activity • Behavior Contract/Disciplinary Probation • Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events) • 1-5 day(s) In-School Suspension or Out-of-School Suspension <p><i>* An Alternate Instruction Plan and Reintegration Plan is required for any student who is removed from class and/or suspended</i></p>
	<p>3.5 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>		
	<p>3.6 Bullying Intentional aggressive behavior involving a power/strength imbalance including: Physical Intimidation(hitting, pushing, punching), Verbal abuse (name-calling, teasing), and/or 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>		

LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION
4	4.1 Patterns of Level 3 incidents	<ul style="list-style-type: none"> • Communication with parent/guardian • Family meeting • One-on-One Restorative Conversation with staff or administrator • Restorative Conversation with those involved in the incident • Formal Restorative Conference • Behavior Contract • One-way Contract with a commitment ensuring the harassment will not happen again • A Safety Plan • Mediation/Conflict Resolution [not to be used for Sexual Harassment] • Community Service • Restorative Community Circle • Individual/Group Counseling • Referral to a Community-Based Organization • Referral to external counseling/substance use/support service agency • Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) for students with an IEP • Review/Revise pre-existing Behavior/One-way Contract 	<ul style="list-style-type: none"> • Removal from classroom/space/event • Detention during lunch/afterschool/Zero period • Exclusion from extracurricular activity • Behavior Contract/Disciplinary Probation • Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events) • 1-8 day(s) In-School Suspension or Out-of-School Suspension • Referral to the Discipline Review Board <p><i>* An Alternate Instruction Plan and Reintegration Plan is required for any student who is removed from class and/or suspended</i></p>
	4.2 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		
	4.3 Sexual Harassment/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		
	4.4 Possession of controlled substances or prescription medication without appropriate authorization, illegal drugs, drug paraphernalia or alcohol DOE – B41, B50		
	4.5 Falsely activating a fire alarm or other disaster notice DOE – B42		
	4.6 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		
	4.7 Possession or use of items with intent to inflict injury (e.g. nail file, box cutters, scissors, etc.)		
	4.8 Starting a fire in any campus setting DOE – B47		

LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION
5	5.1 Threatening to use, or using a weapon that is capable of causing serious physical injury	<ul style="list-style-type: none"> • Communication with parent/guardian • Family meeting • One-on-One Restorative Conversation with staff or administrator • Restorative Conversation with those involved in the incident • Formal Restorative Conference • Behavior Contract • One-way Contract with a commitment ensuring the harassment will not happen again • A Safety Plan • Mediation/Conflict Resolution [not to be used for Sexual Harassment] • Community Service • Restorative Community Circle • Individual/Group Counseling • Referral to a Community-Based Organization • Referral to external counseling/substance use/support service agency • Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) for students with an IEP • Review/Revise pre-existing Behavior/One-way Contract 	<ul style="list-style-type: none"> • Removal from classroom/space/event • Detention during lunch/afterschool/Zero period • Exclusion from extracurricular activity • Behavior Contract/Disciplinary Probation • Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events) • Parent accompanies child to school • 1-10 day(s) In-School Suspension or Out-of-School Suspension • Referral to Law Enforcement • Referral to the Discipline Review Board for Consideration of an Extended Suspension or Expulsion^{***} <p><i>* An Alternate Instruction Plan and Reintegration Plan is required for any student who is suspended</i></p> <p><i>** Before a Principal suspends a student for an Extended Suspension (more than 10 days), the Principal will make a referral to the Discipline Review Board who will use their discretion to request a formal disciplinary hearing before an impartial hearing officer. At this hearing, the school will present a case against the student and the student will have the opportunity to present his/her case and be accompanied and represented by a parent and/or an advocate or counsel. If the student has an IEP, the Principal will also refer the student to the Committee on Special Education (CSE) for a Manifestation Determination Review (MDR).</i></p> <p><i>*** A student may not be expelled without a formal disciplinary hearing and approval from the Board of Trustees.</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 support intervention and possible disciplinary response to the incident.</p>			

IX. ACADEMICS

New Visions Charter High Schools are organized to accelerate growth from the individual skill level of the student towards meeting diploma requirements at a developmentally appropriate pace. We use a trimester system, meaning we have three terms within a single school year, along with an extended school day to increase the opportunity for students to gain credits, pass Regents exams, and demonstrate mastery within their first years of high school. This design frees time at the end of high school for a number of post-secondary opportunities, including Upper House, where students receive field options and advanced courses to prepare for life, college, and a career.

All of our 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.

A Sample Course of Study

POTENTIAL COURSE OFFERINGS	LOWER HOUSE 9 th & 10 th GRADES	UPPER HOUSE 10 th / 11 th & 12 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	US History & AP AP European History Electives
SCIENCE	Living Environment Applied Physics Electives	Chemistry Earth Science 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 or AP Art Theater Art III, IV
OTHER	Physical Education College & Career Readiness Advisory	Internship College Now Advisory

Progressing towards Graduation

HUM III'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 HUM III 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 65 minutes, with dedicated time for targeted instruction and skill building. Our academic day runs from 8:30 a.m. until 4:14 p.m. (with early dismissal on Wednesdays and Fridays).

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.

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 HUM III 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.

Demonstrating Mastery and Proficiency

HUM III 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.

After-school and Saturday Academy 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.

College & Career Readiness

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.

Promotion at New Visions Charter High Schools

At New Visions Charter High Schools there are two kinds of promotion:

- Grade-level advancement towards graduation and
- Transition from Lower House to Upper House for post-secondary readiness.

All promotion criteria are modified for students with an Individualized Education Plan (IEP).

Grade-level Advancement towards Graduation

Grade-level advancement is determined by the number of credits and Regents exams passed in order to graduate within four years. For each grade-level there are a minimum number of credits required in order to stay on track for graduation and move onto the next grade. See the chart below.

Minimum Credits Earned to be Promoted to 10th Grade	Minimum Credits Earned to be Promoted to 11th Grade	Minimum Credits Earned to be Promoted to 12th Grade	10 Additional Credits must be earned during 12 th Grade in order to graduate Credit Total: 44 See below for details
2 Math 2 Science 2 Social Studies 2 ELA 1 PE	2 Math 2 Science 2 Social Studies 2 ELA 1 PE	2 Math 2 Science 2 Social Studies 2 ELA 1 PE	
3 Electives	2 Foreign Language <i>or</i> 2 Art	1 Elective	
Credit Total: 12	Credit Total: 24	Credit Total: 34	

Graduation Requirements

Qualifying for a New Visions Charter High School diploma requires 44 total credits and 5 Regents exams passed at or above a score of 65. Compensatory regulations apply for students with an Individualized Education Plan (IEP). A course specific breakdown of these 44 credits can be found in the table below:

Graduation Credits Total Required: 44	Regents Exams Total Required: 5
6 Math Credits <i>Course Options: Algebra, Geometry, Trigonometry, Calculus</i>	1 Math Regents
6 Science Credits <i>Course Options: Living Environment, Earth Science, Chemistry, or Physics</i>	1 Science Regents
8 Social Studies Credits <i>Course Options: Global Studies, US History, Economics, Government</i>	1 Social Studies Regents
8 English Credits <i>Course Options: Any English Courses</i>	1 English Regents
4 Physical Education Credits	Plus any 1 other Math, Science, Social Studies Regents exam or approved alternative exam
2 Foreign Language Credits	
2 Art Credits	
1 Health Credits	
7 Electives Credits	

Transition from Lower House to Upper House for Post-Secondary Readiness

Upper House is designed for students who have achieved college-level mastery of their courses, indicating that they are ready for advanced field opportunities and courses. Students transition from Lower House to Upper House by meeting specific college-ready benchmarks. These include earning high scores on the English (75+) and Math (80+) Regents exams, as well as scoring at or above proficiency on the NYS ELA Common Core Persuasive Writing Regents Rubric. Before moving to Upper House, students must also have passed four of five required Regents exams and accumulated a minimum of 30 credits. Due to our trimester system and expeditious progress towards graduation, if students remain on track throughout their first years in high school, students can enter Upper House as early as the end of 10th grade or as late as the end of trimester two of 12th grade.

Note on Student Waivers for Upper House: If a student is missing 1 element from the Regents or Credits criteria, he/she may request a waiver from the Principal with a plan of action to complete that missing element after moving into Upper House.

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.

Testing

- Early in the school year scholars will take diagnostic assessments in reading and math, as well as an ACT exam, to help teachers understand what extra support and/or challenges each scholar 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 scholars have progressed.
- In June of 9th Grade, scholars take the Common Core Algebra Regents Exam.
- In October of the 10th Grade, scholars 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, scholars take ACT exams that measure their progress towards college readiness.
- In June of the 10th Grade, scholars take the Global Studies, English Language Arts and Living Environment Regents Exams.
- In January of the 11th Grade, scholars take the English Language Arts Regents Exam.
- In fall of 11th Grade, scholars re-take the PSAT exam to qualify for college scholarships.
- In the spring of 11th Grade, scholars take the SAT exam for the first time.
- In June of 11th Grade, scholars take the Regents exam in United States History and Government.
- Throughout their high school career, scholars may take additional Regents exams to qualify for an Advanced Regents diploma.

- In fall of the 12th Grade, scholars take another ACT exam which many colleges require for admission. This exam measures how much progress they have made since the 9th Grade. Depending on which colleges they are applying to, scholars 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 21, 2015	December 21, 2015
2	February 3, 2016	March 30, 2016
3	May 4, 2016	June 28, 2016

End-Of-Year Promotion and Retention Policy

HUM III 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. HUM III 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.

X. STUDENT SERVICES

Food Service

Our school offers breakfast, lunch, and snack for any extended-day programs after 4:30 pm.

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 1st floor. Students are expected to report to the cafeteria during their scheduled lunch period only. Students are not allowed to leave the building or be in any other location on campus during their scheduled lunch period. Students may bring their lunch with them and eat it in the cafeteria, however, students will not have access to a refrigerator or microwave. During lunch, students must remain in the area designated for HUM III. Students must throw their garbage in a trash in order to maintain the cleanliness of the Cafeteria and other shared spaces.

Transportation

HUM III 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. HUM III 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 Nurse and the parent/guardian is informed by the School Nurse. 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 parent/guardian. If a student is seriously ill or injured, the school nurse will contact 911 and the parent/guardian.

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 DSO (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 HUM III, or, if the Principal is not available, the DSO. 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, HUM III participates in regularly scheduled fire and evacuation drills. These drills are coordinated with the Frank J. Macchiarola Educational Complex.

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

**I.S. 14
2424 Batchelder Street
Brooklyn, NY 11235
(718) 743-0220**

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 the Humanities III 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:

Catherine Cacho-Leary
Director of School Operations & Coordinator for Section 504, Title II of the ADA, and Title IX
New Visions Charter High School for the Humanities III
The Frank J. Macchiarola Educational Complex
3000 Avenue X
Brooklyn, NY 11235
Telephone Number: 718-368-4145
E Mail: ccacholeary21@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 his 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 the Humanities III
c/o New Visions for Public Schools
320 West 13th Street
NYC, NY 10014
Attn: Ronald Chalusian, 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 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 Catherine Cacho-Leary, Director of School Operations, at 718-368-4145.

DISABILITY ACCOMMODATIONS

Parental requests for accommodations for students based on disability must be submitted in writing to Catherine Cacho-Leary, 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 the Humanities III 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, 2015. Notice should be provided in writing to Catherine Cacho-Leary, School DSO, at New Visions Charter High School for the Humanities III, 3000 Avenue X, Brooklyn, NY 11235. Questions should be addressed to Catherine Cacho-Leary at 718-368-4145.

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 the Humanities III 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 DSO 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 the Humanities III 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 the Humanities III
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 DSO of the School at address below. Records are available for public inspection and copying at this address as well:

Catherine Cacho-Leary
New Visions Charter High School for the Humanities III
The Frank J. Macchiarola Educational Complex
3000 Avenue X
Brooklyn, NY 11235
Telephone Number: 718-368-4145
E Mail: ccacholeary21@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 the Humanities III 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 the Humanities III has, with minor modifications, adopted the Internet use policy of the New York City Department of Education. The main components of the HUM III 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 HUM III'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 HUM III 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

HUM III 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 High 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.

HUM III 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 HUM III 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.