New Visions Charter High Schools are nonsectarian, 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.
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Faculty and Staff

**Administration**
Kristin Greer, Principal
Kermit Patterson, Director of School Operations
Tanya Paul-Henry, Assistant Principal

**Faculty and Staff**
Victoria Akiwumi, Teacher - ELA
Carla Alleyne, Teacher - ELA
Terrell Amparado, Student Advisor
Marina Badillo, Associate Director of Counseling
Taneisha Bernard, Teacher - Social Studies
Fritz Cornely, Teacher - Math
Kaleema Crews, Student Advisor
Jazmine Dowtin, Social Worker
Jayson Edmund, Teacher - Special Education
Judith Figueroa, Teacher - Science
Towana Green, Special Education Manager
Maria Gutierrez, Teacher - Foreign Language
Italina James, Teacher - ENL
Amil John, Dean Manager
Benjamin Joseph, Pathways SPED Teacher
Ashley Juvonen, Teacher - Special Education
Kelsey Lovejoy, Teacher - Science

**Faculty and Staff (continued)**
Glenna Mason, Operations Manager
Tamaratere Omaya, Teacher - Social Studies
Kadian Robinson, Teacher - Math
Wayne Russell, Technology Specialist
Sophia Salmon, Student Advisor
Stacey Singh, Lead Student Advisor
Caitlin Thompson, School Counselor
Lesley Ware, Teacher - CTE
Shameeka Wilson, Recruitment & Community Coordinator
Kearran Wilson, Attendance Coordinator
Lorna Wong-Johnson, Teacher - Social Studies
Nazia Zakaria, Teacher - Special Education

**Board of Trustees**
Garrett Lynch, Board Chair
Marina Schreiber, Treasurer
Musa Ali Shama, Superintendent and Secretary
Elizabeth Chu
Sharon Hayes
Kelly Roman
Rebecca Zofnass
I. Introduction

Letter from Principal

Welcome Students, Parents, and Guardians.

I am extremely excited to serve as the Principal of New Visions AIM Charter High School I. AIM means to aspire to be great; invest in your future; and maximize your potential. AIM I is under the management of New Visions for Public Schools and authorized by The State University of New York (SUNY).

Our mission is to promote academic success by ensuring that disconnected youth — overage and under-credited students — graduate from high school prepared to excel in their academic, professional and personal lives. Our “second-chance” high schools offer customized and rigorous curricula, socio-emotional support, and work-based experiences to foster student engagement and accelerate student progress.

My vision for AIM I is to

As we embark on this new academic year,

I look forward to working with you. I know this will be a great year.

Kristin Greer
Principal
II. How to Contact or Visit Us

Address and Phone Number

New Visions AIM Charter High School I
1150 East New York Avenue
Brooklyn, NY 11212

Telephone: (718) 269-7090
School Website: www.newvisions.org/aim1

Visitor Policy

In order to maintain a safe and secure environment, all visitors are required to be scanned, to sign in and show valid identification as they enter the school building. Once a visitor has signed in, the visitor must wait to be escorted to the Main Office to sign the school log book.

Contacting Your Child During the School Day

Students must turn in their cell phones upon entering school every day. Student cell phones are returned to students at the end of the school day. AIM I encourages parents/guardians to communicate with students before and after school. If a parent or guardian needs to contact a student during the school day, please call the Main Office at (718) 861-7515.

III. School Calendar

<table>
<thead>
<tr>
<th>September</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 5</td>
<td>First Day of School</td>
</tr>
<tr>
<td>Sept 30</td>
<td>Rosh Hashanah - No School</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 1</td>
<td>Rosh Hashanah - No School</td>
</tr>
<tr>
<td>Oct 9</td>
<td>Yom Kippur - No School</td>
</tr>
<tr>
<td>Oct 14</td>
<td>Columbus Day - No School</td>
</tr>
<tr>
<td>Oct 28 - 30</td>
<td>Open School Night (Base Camp)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>November</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 5</td>
<td>Election Day - No School for Students</td>
</tr>
<tr>
<td>Nov 11</td>
<td>Veterans Day</td>
</tr>
<tr>
<td>Nov 27</td>
<td>End of Trimester 1</td>
</tr>
<tr>
<td>Date Range</td>
<td>Event</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Nov 28 - 29</td>
<td>Thanksgiving Holiday - No School</td>
</tr>
<tr>
<td><strong>December</strong></td>
<td></td>
</tr>
<tr>
<td>Dec 2</td>
<td>Beginning of Trimester 2</td>
</tr>
<tr>
<td>Dec 23 - Dec 31</td>
<td>Winter Break- No School</td>
</tr>
<tr>
<td><strong>January</strong></td>
<td></td>
</tr>
<tr>
<td>January 1</td>
<td>Winter Break- No School</td>
</tr>
<tr>
<td>Jan 20</td>
<td>Dr. Martin Luther King, Jr. Day - No School</td>
</tr>
<tr>
<td>Jan 21 - 24</td>
<td>Regents Examinations</td>
</tr>
<tr>
<td>Jan 27</td>
<td>No School for Students</td>
</tr>
<tr>
<td><strong>February</strong></td>
<td></td>
</tr>
<tr>
<td>Feb 17</td>
<td>President's Day - No School</td>
</tr>
<tr>
<td>Feb 18 - 21</td>
<td>Mid-Winter Break - No School</td>
</tr>
<tr>
<td><strong>March</strong></td>
<td></td>
</tr>
<tr>
<td>Mar 13</td>
<td>End of Trimester 2</td>
</tr>
<tr>
<td>Mar 16</td>
<td>Beginning of Trimester 3</td>
</tr>
<tr>
<td><strong>April</strong></td>
<td></td>
</tr>
<tr>
<td>Apr 9 -17</td>
<td>Spring Break - No School</td>
</tr>
<tr>
<td><strong>May</strong></td>
<td></td>
</tr>
<tr>
<td>May 25</td>
<td>Memorial Day - No School</td>
</tr>
<tr>
<td><strong>June</strong></td>
<td></td>
</tr>
<tr>
<td>June 4</td>
<td>No School for Students</td>
</tr>
<tr>
<td>June 17 - 25</td>
<td>Regents Examinations</td>
</tr>
<tr>
<td>June 26</td>
<td>Last Day of School</td>
</tr>
</tbody>
</table>

**School Closing Policy**

AIM I 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), WLIR (1190 AM), WBLB (107.5 FM), WADO (1280 AM), WKDM (1380 AM), WYNE
IV. School Day

Monday- Friday

<table>
<thead>
<tr>
<th>Base Camp</th>
<th>Peak Camp</th>
<th>Summit Camp</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time and Period</strong></td>
<td><strong>Time and Period</strong></td>
<td><strong>Time and Period</strong></td>
</tr>
<tr>
<td>8:00 a.m. - 8:15 a.m. Teacher Time</td>
<td>8:00 a.m. - 8:15 a.m. Teacher Time</td>
<td>8:00 a.m. - 8:15 a.m. Teacher Time</td>
</tr>
<tr>
<td>8:30 a.m. - 9:30 a.m. Period 1</td>
<td>8:30 a.m. - 9:30 a.m. Period 1</td>
<td>Summit not scheduled</td>
</tr>
<tr>
<td>9:35 a.m. - 10:05 a.m. Period 2</td>
<td>9:35 a.m. - 10:05 a.m. Period 2</td>
<td>9:35 a.m. - 10:05 a.m. Period 2</td>
</tr>
<tr>
<td>10:10 a.m. - 11:40 a.m. Period 3</td>
<td>10:10 a.m. - 11:40 a.m. Period 3</td>
<td>10:04 a.m. - 10:34 a.m Break</td>
</tr>
<tr>
<td>11:42 a.m. - 12:05 p.m. Lunch</td>
<td>11:38 a.m. - 12:05 p.m. Lunch</td>
<td>11:38 a.m. - 12:05 p.m. Lunch</td>
</tr>
<tr>
<td>12:07 p.m. - 1:09 p.m. Period 4</td>
<td>12:07 p.m. - 1:40 p.m. BI4, BI5</td>
<td>12:07 p.m. - 1:09 p.m. Period 4</td>
</tr>
<tr>
<td>1:11 p.m. - 1:43 p.m. 5 (32 min) Advisory/Elec/Lab</td>
<td>1:09 p.m. - 1:39 p.m. Break</td>
<td>1:09 p.m. - 1:39 p.m. Break</td>
</tr>
<tr>
<td>1:44 p.m. - 2:57 p.m. Period 6: Advisory/Elec/Lab</td>
<td>1:45 p.m. - 2:47 p.m. Period 6</td>
<td>1:45 p.m. - 2:47 p.m. Period 6</td>
</tr>
<tr>
<td>2:47 p.m. - 4:00 p.m. Teacher Time</td>
<td>2:47 p.m. - 4:00 p.m. Teacher Time</td>
<td>2:47 p.m. - 4:00 p.m. Teacher Time</td>
</tr>
</tbody>
</table>

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You can also find up to date closing information on the school website - www.newvisions.org/aim1
You can also find up to date closing information on the school website - www.newvisions.org/aim1.

V. Arrival and Dismissal

Arrival Procedure
The school day begins at 8:30 a.m. and students are expected to arrive at school and classes on time and on a daily basis. Students will enter the school at the 3rd floor scanning station unless otherwise posted.

Student Identification Cards
To ensure the safety of all students and to prevent trespassers from entering the school, students must have a student identification card, which are distributed at the beginning of the school year. Students are required to carry the ID card at all times while at school and must present the ID to any adult staff member upon request. Report a lost ID card to the Main Office immediately. Student ID cards are the property of AIM I.

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

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

Daily Dismissal Procedure
The school day ends at 2:47 p.m. Any student not meeting with a teacher, participating in an after school club or program must exit the school grounds. Students participating in programs should go directly to the assigned room where attendance will be taken.

Permission to Leave School During the Day
If a student must leave during school hours, students must be picked up by a parent, guardian or other adult authorized on his/her emergency contact card. Students under the age of 18 must provide written consent from a parent or guardian in order to leave the school building early. Students leaving school
early is strongly discouraged as it negatively impacts student learning.

Parents/guardians must go to the Main Office when picking up a student early from school.

VI. Attendance and Lateness

Consistent school attendance is critical to academic success. We ask that families/guardians help ensure that students get to school every day and understand why timeliness is important for success in school and in life.

Attendance is taken upon entry to the building and also at the beginning of each period. Any student arriving after school starts and a short grace period is required to speak with an Advocate Counselor or a designee within a day of the tardiness to discuss the reason for being late. If there is a persistent pattern of tardiness, such as being late twice in a week or six times in a month, the student will be required to attend a conference with the Director of Student Support or designee to discuss measures for improvement.

Absences

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

When students consecutively miss 5 or more school days—excused or unexcused—they can fall behind academically. A child is less likely to succeed if he or she is chronically absent (meaning missing 20 or more days in a school year).

Attendance of less than 90% for the entire school year puts the student at risk to not graduate on time. Students are responsible for all schoolwork missed during an absence. We highly recommend that students attend as much school as possible on the day of a scheduled doctor visit. For extended absences, parents should make arrangements with their child’s School Counselor and teachers to pick up assignments. Kindly be aware that below 90% attendance means that your child has already missed one month of instruction. If a student will have an extended absence (for four weeks or more) due to a health condition, parents should discuss with the Advocate Counselor if their child may be eligible for home instruction provided by the New York City Department of Education.

If a student will be out of school for any reason, a parent/guardian must call the main office at (718) 269-7090 before 10:00 AM and give their child’s name, date(s) of absence, and the reason for the absence. Calls may be placed the night before the absence and left on the school’s voicemail. Whenever appropriate, a doctor’s note should be provided to be placed on file. If the office does not receive a call or a note, the absence will be considered unexcused until documentation is provided.

Unexcused absences (truancy/cuts) occur when students are absent from school without a valid excuse, with or without parental approval. Cases of truancy may lead to further investigation by school officials, the police, and/or the Administration for Children’s Services. Examples of unexcused absences...
include:

- Oversleeping,
- Doing errands,
- Baby sitting, and
- Cutting classes,

No student is allowed to leave the school during the school day without parent/guardian authorization provided to the Main Office. If a student must leave during school hours, a parent or adult must pick up students under 18 years of age, as authorized on his/her emergency contact card. Students are responsible for all schoolwork missed during any such absence.

**Lateness**

Students are expected to be in school and class on time; being present in the campus is not considered the same as being on time to the classroom. We strongly recommend that each student enters the campus between 8:15a.m. – 8:25 a.m. in order to make it through security and to his or her first period class on time, which begins promptly at 8:30am. Any student entering the building after 8:15 a.m. will be marked late. Students must present their ID cards at the entrance before 8:30 a.m. After 9:30 a.m., they must report to their Advocate Counselor in the Youth Development Office to check-in and be marked tardy. Any student arriving after 9:30 a.m. will be marked late and automatically receive a detention. Parents may call ahead of time and bring a student into the office, or the student may contact their parent from the office to provide a reason for the student’s tardiness. Students that adhere to being on time for school will partake in the school’s incentive program.

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. Lateness to a classroom is treated in the same manner as lateness to school. Three occurrences of lateness will result in a detention, which will involve a student conference with his/her Advocate Counselor. A pattern of lateness will require a family conference held with the Dean of Students. Lateness is reported to both the permanent record and to the State records, just like daily attendance.

**Attendance and Activities**

At AIM I, we offer various extra-curricular, post-secondary, and school-wide educational trips to ensure our students experience a high quality education. Students who are absent or arrive after 10:30 a.m., will lose the privilege of participating in any extracurricular activities. Students will be allowed to come to school on the same day of an absence to take care of school-related business, such as turning in an assignment or providing documentation regarding the absence. In general, students participating in any practice session (including, but not limited to, after-school activities and athletic practice), competition, performance, and club activities must be in attendance on that school day. Students must also be in attendance on the given date to participate in a field/educational trip.

**VII. School Culture**

**Families/Caregivers Supporting the Mission**

AIM I’s success depends heavily upon the support and commitment of our student’s parents and
guardians. We need their involvement and energy to ensure that students feel supported from every side. Parents’ and caregivers’ main responsibilities are:

- to be involved in their student’s education and to communicate regularly with AIM I faculty members
- to actively participate in as many events and workshops offered at school, when possible; and
- to read and regularly review this handbook which serves as a guide for success.

Parents and caregivers will have an opportunity to participate in various school activities, including FAFSA Night, college application workshops, and Meet & Greet events, etc.

Dress Code and Standards

All dress code requirements reflect principles of cleanliness, respect, and safety. Any clothing or accessory with offensive, violent, sexual or derogatory words, pictures, diagrams, drawings, or containing language that demeans a person’s ethnic background, color, race, national origin, religious belief, sexual orientation, or disability are prohibited.

Apparel or accessories depicting gangs (images, words, colors, numbers and signs), displaying an allegiance to a gang, tobacco, alcohol, drugs, sexual connotations, obscenities, violence, and ethnic or racial slurs/superiority are prohibited. Students wearing clothing considered inappropriate by an administrator may be asked to change.

AIM I has high expectations for all our students and supports our students to meet these expectations. Anytime a student feels they do not have sufficient or appropriate clothing to wear to school, they may speak with an adult for assistance. AIM I will always respect a student’s privacy. In the event that a student who is in violation of the dress code requires different clothes, alternative clothing that can be worn for the day will be provided. The borrowed clothing should be returned at the end of the day.

Cell Phone & Electronic Devices

Students are not allowed to use any type of electronic device, including cell phones, tablets, and iPods, at any time during the school day. If these items are seen or heard by a staff member, they will be confiscated. In order for the item to be returned, a parent/guardian may be required to come to the school and pick up the item.

Gender Expression

Every student is valued, respected, and deserves a safe learning environment, including transgender and gender-nonconforming students. Discrimination or harassment based on a student’s actual or perceived gender identity or expression will not be tolerated and will result in consequences according to this handbook regarding bullying, discrimination, and harassment. AIM I adheres to the following guidelines

- AIM I is required to have the legal name of students and their biological gender on record, and must use a student’s legal name on standardized tests (i.e., on transcripts, in ATS, or on Regents exams). In all other cases however, a student’s preferred name, preferred pronoun, and gender identity will be used (i.e., by teachers, on classroom documents, etc.) Student privacy will always be respected and school personnel will not share information that may reveal a student’s
transgender status. Only school employees with a legitimate need will have access to a student’s records.

- Transgender and gender-nonconforming students have the right to discuss and express their gender identity openly and decide when, with whom, and how much to share with peers, staff, and also family. School staff will support in every way possible following the student’s lead. School counselors are here to support students regarding gender identity and gender expression.
- Students have the right to dress according to their gender identity and expression, within the dress code.
- Student IDs will be issued in the preferred name of the student.
- Transgender students can participate in physical education and sports according to their gender identity; participation in contact sports will be determined individually.
- Transgender students have the right to use the restrooms and locker rooms that are in line with their gender identity, or they can be provided with alternative arrangements to the best of the school’s ability and according to their comfort level.
- In any other circumstances where students are separated by gender in school activities (i.e. overnight field trips), students can participate according to their gender identity. If there is a privacy concern, alternative accommodations will be provided to the best of the school’s ability.

If you have additional questions, please contact Kermit Patterson, the Director of School Operations, kpatterson23@charter.newvisions.org, (718) 269-7090.

Family Conferences & Award Ceremonies

Twice a year parents, families, or support teams are invited to attend our family conference nights at AIM I. During these conferences, parents/guardians meet with their child’s Advocate Counselor, teachers, and school staff, and have conversations about their student’s academic, socio-emotional, and post-secondary progress, behavior and attendance. During our conference nights, we will celebrate all of our students’ progress with an Awards Ceremony. A parent and family events calendar will be shared that includes dates regarding conference night and parent workshops.

Parents may also make individual appointments with subject area teachers, elective teachers, the Advocate Counselor, Assistant Principals or the Principal during the school year as needed. In addition, we encourage parents at AIM I to become involved members or leaders of the school’s support team.

Engagement Pathways

AIM I has designed Engagement Academic Pathways to motivate and engage our students to develop their own plans for post-secondary success. This program allows our students to graduate with their high school diploma and a path to success. Students can choose from one of four pathways to explore their interests: College Success; Arts & Athletics; Vocational; and 21st Century Job-Readiness. Each pathway program helps students plan for their post-secondary success through an academic and rigorous curriculum. Students are offered opportunities including college courses and college preparatory classes, vocational certification classes, arts classes in various fields, job-readiness classes and internships, and sports classes and opportunities to participate on sports teams. We seek to encourage students to pursue post-secondary goals as part of their high school education.

Our four engagement pathways are:
- College Success Pathway
• The College Success Pathway is designed to engage students who have the desire to obtain a college degree. This pathway has a heightened focus on academic achievement to help students through the college application process and be prepared to excel in their collegiate journey.

• **Arts & Athletics Pathway**
  - The Arts & Athletics Pathway is geared towards artists and athletes interested in developing and acquiring the necessary skills for success in their desired field. Students in this pathway will graduate with a professional portfolio. This pathway focuses on individual achievement through dance, music, theatre, art, and sports, and helps build students’ self-confidence and motivation to determine their own success.

• **The 21st Century Workforce Pathway**
  - The 21st Century Workforce Pathway is a job readiness program for students who are interested in pursuing a career immediately after high school. This pathway prepares students with 21st century workforce skills by enabling them to participate in an internship program and earn income while in high school.

• **Vocational Pathway**
  - The Vocational Pathway is focused on exposing and training students in various vocations. Students will be provided practical hands-on experiences, leading to transferrable skills and certifications to further their success after graduation.

Support Services

An important component of the AIM I educational program is the Youth Development Model, which provides students with an Advocate Counselor (AC) who will help them be successful in school and in achieving their post-secondary goals. The Advocate Counselor will ensure that every student obtains supports that he or she needs in order to be successful at school. The AC works closely with students to develop important personal skills and stay focused on academic, graduation, and post-secondary goals. Every AIM I student will work with his/her AC to design a Graduation Plan (Grad Plan) that will provide the roadmap for the student’s success at AIM I and in his/her post-secondary school or chosen field.

In addition to the Advocate Counselor and Grad Plan, other important support services include the following:

• College integration workshops and seminars;
• College entrance and readiness exam (ACT, SAT, PSAT) workshops;
• Regents Preparatory Sessions & Tutoring (weekdays and Saturdays);
• Career/Vocational Training and Workshops (Culinary, Animation, Web Development/Coding)
• Workforce Certifications through the Vocational Pathways, Career Development and Occupational Studies (CDOS) credential.
• Leaders Exemplifying Attitude Determined for Success ("LEADS")- Internship program, as part of the 21st Century Pathway (which provides students with real-world work experiences and opportunities to earn income);
• After school clubs and activities;
• Sports teams (Volleyball, Basketball, Table Tennis, Track & Field, & Flag Football);
• Artistic opportunities (including Dance, Theatre, Film, Drumline/Band, Media Studies, and Vocal Performance);
- Certified Guidance Counselors (who provide a structured college-readiness environment to ensure that students have an accurate and appropriate graduation track and a seamless progression into their post-secondary plans);
- Certified Social Workers (who aid students in navigating social-emotional barriers that may impact student achievement);
- Mental Health Counseling referrals;
- Teen Parenting and counseling groups;
- Adolescent Trauma Treatment and small group counseling;
- Summer School Program (Academic & External Partnerships).

Shared Space
AIM I shares space in our facility with Brownsville Academy High School. AIM I activities take place in the following shared areas:

- Cafeteria
- Weight Lifting Room
- Dance Room
- Nurse’s Office
- Library

In order to be a respectful learning community, students should speak in a low voice and be respectful of all students and school staff when traveling in the building.

Please note that our school is ADA compliant and handicap accessible, as well as all of our classrooms. Access to a ramp and elevator is available.

Lost or Stolen Items
AIM I is not responsible for lost or stolen property. We discourage students from bringing valuable items such as jewelry or electronics to school. If a theft takes place on school grounds, AIM I will follow the standard disciplinary procedures set forth in the Code of Conduct and staff will conduct a thorough investigation. The process does not include any procedures for recovering or replacing stolen property.

Extracurricular Activities
After-school activities begin in October. Students must attend school during the day in order to participate in after school activities. After school clubs run from 3:15 p.m.-5:15 p.m. every day except for Friday, and include, but are not limited to:

- Community Service
- Internships
- Athletic Programs (Girls and Boys)
- Clubs and Activities
Field Trips

Throughout the school year students have the opportunity to go on a variety of school-sponsored trips. Students must submit a signed permission slip by the due date in order to participate in the field trip.

Athletic Teams

Students have the opportunity to participate in campus athletic programs through the Public Schools Athletic League (PSAL). The sports events are separated according to season. Students must have a 75 GPA to be able to participate in afterschool sports.

VIII. Academics

New Visions AIM Charter High School I’s program is designed to provide the academic foundation, lifelong learning habits and critical thinking skills required for students to be successful. Students at AIM I have opportunities to earn far more than the credits required by the state for high school graduation. Courses are generally in session for at least 60 minutes, with dedicated time for targeted instruction and skill building.

Our academic day runs from 8:30 a.m. until 2:47 p.m.

The school monitors every student’s course grades and standardized test results to ensure that students are progressing toward graduation. If needed and at designated times throughout the year, additional support is provided during after-school enrichment classes and/or on Saturdays to accelerate students’ mastery of content so that they remain on-track toward graduation.

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. A course-specific breakdown of these 44 credits can be found in the table below. For a breakdown of all diploma options and requirements for local, Regents and Advanced Regents diplomas please refer to the following resource from the NYC Department of Education:


Contact the guidance counselor or assistant principal for additional information or clarification about graduation requirements and options for your student.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Regents Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Required to Graduate: 44</td>
<td>Total Required to Graduate: 5</td>
</tr>
</tbody>
</table>
| 6 Math Credits  
Course Options: Algebra, Geometry, Trigonometry, Calculus | 1 Math Regents |
| 6 Science Credits  
Course Options: Living Environment, Earth Science, Chemistry, or Physics | 1 Science Regents |
### 8 Social Studies Credits
*Course Options: Global Studies, US History, Economics, Government*

| 1 Social Studies Regents |

### 8 English Credits
*Course Options: Any English Courses*

| 1 English Regents |

### 4 Physical Education Credits

| Plus any 1 other Math, Science, Social Studies Regents exam or CDOS* Exam. |

### 2 Foreign Language Credits**

| 2 Art Credits |

### 1 Health Credits

| 7 Electives Credits |

*CDOS means Career Development and Occupational Studies

**Students with IEPs who are exempt from foreign language credits would then need to earn 9 elective credits

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### Students with Disabilities

AIM I is committed to providing students with disabilities with the special education services outlined in their Individual Educational Programs (IEPs). This includes, but is not limited to, providing students with integrated co-teaching, small classes to support foundational skills such as reading and math, and other related services. Please contact the school for more information on academic support services available for students with disabilities. Additionally, AIM I partners with the Committee on Special Education (CSE) to contract related services such as speech therapists, occupational therapists, hearing providers and physical therapists. The related service staff typically come to the school to provide these services and in some cases, parents/guardians can contract these services independently with a provider.

If the family believes a student’s IEP should be revised and would like to update or revise these accommodations before the student’s IEP annual review meeting, please provide the request in writing to the school and the Committee on Special Education (CSE). Contact information for the Committee on Special Education for AIM I is as follows:

- Committee on Special Education 5
- Serving Districts: 19, 23, 32
- 1665 St. Marks Avenue, Brooklyn, NY 11233
- Phone: 718-240-3557 or 718-240-3558
- Fax: 718-240-3555
- Chairperson: Geraldine Beauvil

### 504 Accommodations

If a student does not have an IEP and a parent/guardian would like to request accommodations, the parent or student (if they are over the age of 18) can submit a request in writing to the school for accommodations. Requests must be submitted in writing to (name of the coordinator for 504 Accommodations and email address). A form for such a request may be obtained from the coordinator.

Supporting documents from the student’s physician or other qualified health professional must be provided. If the coordinator has questions about the nature of the disability or the need for accommodations, parents/guardians 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/guardians have the right to an impartial hearing review with respect to any decision of the review team that involves the identification, evaluation, or placement of a student with a disability.

- Committee on Special Education 5
- Serving Districts: 19, 23, 32
- 1665 St. Marks Avenue, Brooklyn, NY 11233
- Phone: 718-240-3557 or 718-240-3558
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- Chairperson: Geraldine Beauvil

**Multilingual Learners**

All students who are identified as English language learners are entitled to English as a New Language (ENL) services outlined by **NYCRR Part 154 regulations**. Students should be supported by an ENL licensed teacher in at least one co-taught content course providing English language instruction. Students may also be provided with an elective language development course to provide additional support. Our schools look at student performance on the NYSESLAT assessment of language proficiency, as well as literacy assessments, to identify what kinds of supports multilingual learners need. A few of our schools also provide bilingual content courses in Spanish and native language arts classes in addition to English as a New Language services for our multilingual learners. Specific support for multilingual learners at AIM I may include the following:

- Standalone English language development elective

**College and Career and Postsecondary Readiness**

We work to ensure that by the time your child graduates he/she will engage in a set of experiences preparing them for postsecondary success. Experiences may include internships, service learning, community service, job shadowing, career exploration, and mentorships. These experiences help students develop knowledge of which career paths and college majors to pursue and build the persistence, communication and teamwork skills valued by colleges and employers.

Underwriting all of these experiences is the academic commitment to ensuring students are prepared to meet the CUNY non-remediation benchmarks in English and mathematics. Students can demonstrate proficiency by earning high scores on tests, such as the Regents, SAT, or ACT - see proficiency guidelines below.

- **English (Reading and Writing)**
  - NY State English Regents score of 75 or higher
  - SAT I Verbal score of 480 or higher, or SAT Critical Reading score of 480 or higher, or SAT EBRW score of 480 or higher
  - ACT English score of 20 or higher

- **Mathematics**
  - NY State Regents
    - Common Core Regents score of 70 or higher in Algebra I, or a score of 70 or higher in Geometry, or a score of 65 or higher in Algebra 2
Score of 80 or higher in Integrated Algebra or Geometry or Algebra 2/Trigonometry and successful completion of the Algebra 2/Trigonometry or higher-level course
- Score of 75 or higher in Math A or Math B, or Sequential II or Sequential II
  - SAT Math score of 500 or higher
  - SAT Math section (exam date March 2016 and thereafter), score of 530 or higher
  - ACT Math score of 21 or higher.

Postsecondary exploration begins from the first day a student walks through out doors. Their actions and dedication at AIM I is what will propel them forward in life, and conversations about their future commence the first day of school. By the time students enter their senior year, they are ready to choose their majors and apply to colleges if that is the right path for them. Many of our students go on to lucrative trades and enroll in training programs that lead to licenses and certifications.

Grading Policy
- **AIM I Charter High School School-Wide Grading Policy**

  Classroom level assessment of scholar learning should measure two critical areas: 1) **Proficiency in Content and Skill Development**: What do students know? What are they able to do? 2) **Engagement**: How deeply are students engaged in learning?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Unit Formative Assessments</td>
<td>Formative Assessments include: Do Now, Exit Tickets, Classwork, Summaries. Do Now must create background knowledge for the lesson or check for misconceptions from the previous day's learning objective. Classwork is content/skill practice and is aligned to the lesson learning objective.</td>
</tr>
<tr>
<td>30%</td>
<td>Unit Summative Assessments</td>
<td>Summative assessments include: Tests, Midterms and Finals. Alternative summative assessments such as works of art, culinary projects, graphic design projects, coding projects, portfolios, and culminating performances may be given in select courses.</td>
</tr>
<tr>
<td>30%</td>
<td>Performance Tasks/Essays</td>
<td>At least 1 performance task, project or essay (i.e. literary analysis, argument writing) should be given at the end of a Trimester and entered into PowerSchool. Performance tasks should include multiple parts and offer authentic experiences for students to demonstrate their learning and deep understanding of Trimester skills and concepts.</td>
</tr>
</tbody>
</table>

*denotes administrative approval needed

**Failing Work**: FW
**Failing, No Work**: FNW
**Incomplete**: I
**Long-Term Absence/Chronic Absence**: LTA
**Passing**: P

94-100 = A
90-93 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
65-69 = D
Alternative summative assessments such as works of art, culinary projects, graphic design projects, coding projects, portfolios, and culminating performances may be given in select courses.

| 10% | Engagement | Student Engagement includes: Group Work, Pair Share, Discussion
How well does a student participate in a group or in discussion (responding to and asking questions, building upon another student’s ideas, collaborating in a group or think, pair, share)? Is the student an active listener - leaning forward and making eye-contact, taking notes during collaborative work or in discussion?

| 10% | Continuous Growth | Does the student seek out additional knowledge or actively incorporate feedback such as revising an essay or completing a math problem while showing steps, justifying an answer? To what degree is he or she engaged in improving his/her skills? How proactive is the student about his or her learning and does the student persevere in learning?

See the table (right) for the grading scale used at all New Visions Charter High Schools.

**IX. Code of Conduct**

AIM I is committed to providing a safe, inclusive, and productive environment for students and adults.

Our school believes that sticking to this expectation will help us achieve the mission of the school and ensure that there is a sense of respect and security throughout the school community. In support of this mission, our school has established and implemented procedures to provide a sense of safety, inclusivity, and productivity in the school environment.

AIM I utilizes a Code of Conduct that is based on the New York City Department of Education’s Citywide Behavioral Expectations and incorporates many of its standards (hereafter “The Code of Conduct.”) The Code of Conduct, included in this handbook, prohibits behaviors that are inconsistent with the school’s goal of maintaining a sense of belonging and safety. 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. Behavior that is in violation of the Code of Conduct may result in an exclusion from social or afterschool activities, regular classroom instruction (suspension), or, under certain circumstances, permanent removal from school (expulsion).

**Restorative Approach**

Restorative Approach means that we believe that all the members of our community (staff, students, and families) have the ability to address and prevent misconduct and prevent potential harm by working collaboratively with each other. 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 their mistakes and to grow from each challenge or conflict.
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 during school activities, at all school-sponsored events, and other behavior that occurs off (including online behavior) when such behavior negatively affects the educational process or endangers the health, safety, or welfare of the school community.

Please note that after reviewing the Code of Conduct and considering the student’s disciplinary history, including previous violations of the Code of Conduct, the school leader may, in his or her discretion, consider support interventions and disciplinary responses from the next Level.

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>BEHAVIOR</th>
<th>SUPPORT INTERVENTION</th>
<th>POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION</th>
</tr>
</thead>
</table>
| 1     | 1.1 Disruptive Behavior | Behaving in a manner which disrupts the educational process (e.g. making excessive noise in a classroom, library or hallway). DOE – B7 | • Communication with parent/guardian  
• One-on-One Restorative Conversation with staff or administrator  
• Restorative Conversation with those involved in the incident  
• Restorative Circle  
• Behavior and/or Attendance Contract  
• Mediation/Conflict Resolution  
• Community Service  
• Family meeting  
• Individual/Group Counseling  
• Review and/or revise pre-existing Behavior/Attendance Contract  
• Removal from classroom/event  
• Detention during lunch/after school/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  |
|       | 1.2 Disrespectful to Others | Engaging in verbally rude or disrespectful behavior (e.g. teasing, name calling, gossiping, taunting, etc). DOE – B8 |  |
|       | 1.3 Insubordinate Behavior | Failing to follow directions of a teacher or other lawful authority in the classroom. |  |
|       | 1.4 Loitering | Failing to be in one’s assigned place on school premise. DOE – B06 |  |
|       | 1.5 Lateness | Being late for school or class. 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, B20 |  |
|       | 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 |  |
| 2     | 2.1 Vandalism | Causing intentional damage to school property, property belonging to staff, students or others. DOE – B28 | • Communication with parent/guardian  
• One-on-One Restorative Conversation with staff  
• Removal from classroom/event  
• Detention during lunch/after |

1 DOE number references corresponding New York City Department of Education code of conduct infractions.
2.2 Threats/Intimidation
Engaging in or verbalizing an act of coercion; threatening violence or harm to others or threatening property destruction. DOE – B38, B43, B37

2.3 Smoking traditional cigarettes and/or use of electronic cigarettes and/or possessing matches or lighters. DOE – B13

2.4 Knowingly Possessing Property
Knowingly possessing property belonging to another without permission. DOE – B29

<table>
<thead>
<tr>
<th>LEVEL</th>
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<th>POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION</th>
</tr>
</thead>
</table>
| 3     | 3.1 Academic Dishonesty Engaging in scholastic dishonesty which includes but is not limited to: a. Cheating (e.g., copying from another’s test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one’s self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test) b. Plagiarizing (appropriating another’s work and using it as one’s own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source) c. Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit) d. Violating the school’s Internet Use Policy | Communication with parent/guardian • Family meeting • One-on-One Restorative Conversation with staff or administrator • Restorative Conversation with those involved in the incident • Restorative Circle • 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 | Removal from classroom/space/ev ent • Detention during lunch/after school/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

Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended.
### 3.3 Contributing to an Unsafe Environment
Defying or disobeying the lawful authority or directive of school personnel or school safety agents in a way that substantially disrupts the educational process and/or poses a danger to the school community; engaging in sexual behavior during school or school-related events; posting, sharing, or distributing material containing a depiction of violence; posting, sharing or distributing obscene pictures of students or staff, including posting such on the internet or texting; using an object capable of causing injury.  

DOE – B27

| 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)  
· Review/Revise pre-existing Behavior/One-way Contract  

Out-of-School Suspension  
· Long-term suspension or expulsion**

* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended.

### 3.4 Physical/Verbal Aggression/Horseplay (Moderate)
Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel (e.g., pushing past another person), or throwing an object (e.g., chalk) or spitting at another person.  

DOE - B24

### 3.5 Harassment/Discrimination
Using slurs, taunting, threatening, stalking, or seeking to intimidate or coerce another based on actual or perceived race, color, weight, national origin, ethnic group, citizenship/immigration status, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression, sex.  

DOE – B23, DASA

### 3.6 Gang-related Behavior
Engaging in gang-related behavior (e.g., wearing or displaying gang apparel and/or accessories, writing graffiti, making gestures or signs or language)  

DOE – B26

### 3.7 Bullying
Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication example: Snapchat, Instagram, Facebook, email, text message, etc.) to engage in such behavior (cyber-bullying) based on an individual's actual or perceived race, color, creed, religion, religious practices, ethnicity, national origin, citizenship/immigration status, gender, gender identity, gender expression, sexual orientation, disability or weight; such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical intimidation that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting;
exclusion from peer groups designed to humiliate or isolate; **verbal abuse** - using derogatory language or making derogatory jokes or name calling to humiliate or harass. DOE – B39, B40

### 3.8 Trespassing
Entering or attempting to enter a school building without authorization or through an unauthorized entrance or bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules.
DOE – B22, B26

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>BEHAVIOR</th>
<th>SUPPORT INTERVENTION</th>
<th>POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION</th>
</tr>
</thead>
</table>
| 4     | 4.1 Aggressive or Harmful Behavior (Severe)  
Any type of physical contact or threat that causes injury to students or school staff. Also includes reckless behavior causing serious injury or substantial risk of injury. (e.g. punching, hitting, kicking, shoving, grabbing, slapping, spitting, pinching or similar behaviors). DOE – B37, B45, B46 | • 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  
| • Removal from classroom/space/event  
• Detention during lunch/after school/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  
• Long-term suspension or expulsion** |
| 4     | 4.2 Sexual Harassment/Suggestive Behavior  
Making sexually suggestive comments, innuendoes, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (e.g., touching, patting, pinching, lewd or indecent public behavior, or sending or posting sexually suggestive messages or images). DOE – B34 |  |
| 4     | 4.3 Possession of Controlled Substances  
Possessing controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol. Drug paraphernalia includes, but is not limited to, electronic devices designed to deliver controlled substances or prescription medication, without appropriate authorization. DOE – B41 |  |
| 4     | 4.4 Falsely activating a Fire Alarm  
Falsely activating a fire alarm or other disaster notice. DOE – B42 |  |
| 4     | 4.5 Theft without force or intimidation  
Taking or attempting to take property belonging to a person or the school without using force or intimidating behavior. DOE – B44 |  |
| 4     | 4.6 Making a Bomb Threat  
Making a bomb threat. Including but not limited to verbal or written threats including threats made on the internet. DOE – 43 |  |
| 4     | 4.7 Use of Controlled Substances  
Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, |  |

* An Alternate Instruction Plan and Reintegration Plan is required for any student who is removed from class and/or suspended.
<table>
<thead>
<tr>
<th>LEVEL</th>
<th>BEHAVIOR</th>
<th>SUPPORT INTERVENTION</th>
<th>POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td><strong>5.1 Starting a Fire</strong></td>
<td>● Communication with parent/guardian</td>
<td>● Removal from classroom/space/event</td>
</tr>
<tr>
<td></td>
<td>Starting a fire or attempting to start a fire in any campus setting.</td>
<td>● Family meeting</td>
<td>● Detention during lunch/after school/Zero period</td>
</tr>
<tr>
<td></td>
<td>DOE – B50</td>
<td>● One-on-One Restorative Conversation with staff or administrator</td>
<td>● Exclusion from extracurricular activity</td>
</tr>
<tr>
<td></td>
<td><strong>5.2 Threatening to Use Force to Take Property</strong></td>
<td>● Restorative Conversation with those involved in the incident</td>
<td>● Behavior Contract/Disciplinary Probation</td>
</tr>
<tr>
<td></td>
<td>Threatening to use force or using force to take or attempt to take</td>
<td>● Formal Restorative Conference</td>
<td>● Short-term loss of privileges (such as leadership programs, internships,</td>
</tr>
<tr>
<td></td>
<td>property belonging to another person or the school.</td>
<td>● Behavior Contract</td>
<td>team/sports programs and/or special events)</td>
</tr>
<tr>
<td></td>
<td>DOE – B51</td>
<td>● One-way Contract with a commitment ensuring the harassment will not happen again</td>
<td>● Parent/guardian accompanies child to school</td>
</tr>
<tr>
<td></td>
<td><strong>5.3 Using Extreme Force to Inflict Injury</strong></td>
<td>● A Safety Plan</td>
<td>● 1-10 day(s) In-School Suspension or Out-of-School Suspension</td>
</tr>
<tr>
<td></td>
<td>Using extreme force against or inflicting or attempting to inflict</td>
<td>● Mediation/Conflict Resolution [not to be used for Sexual Harassment]</td>
<td>● Long-term suspension or expulsion**</td>
</tr>
<tr>
<td></td>
<td>serious injury upon school personnel, school safety agents, or students.</td>
<td>● Community Service</td>
<td>● Referral to Law Enforcement</td>
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<td></td>
<td>Also includes planning, instigating, or participating with another or</td>
<td>● Restorative Community Circle</td>
<td>* Alternative Instruction and Reintegration Plans are required for any student who is</td>
</tr>
<tr>
<td></td>
<td>other, in an incident of group violence.</td>
<td>● Individual/Group Counseling</td>
<td>suspended.</td>
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<tr>
<td></td>
<td>DOE – B52, B53, B54</td>
<td>● Referral to a Community-Based Organization</td>
<td></td>
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<tr>
<td></td>
<td><strong>5.4 Gang-related Violence</strong></td>
<td>● Referral to external counseling/substance use/support service agency</td>
<td>** Before a principal suspends a student for an Extended Suspension (more than</td>
</tr>
<tr>
<td></td>
<td>Engaging in threatening, dangerous or violent behavior that is</td>
<td>● Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) for students with an IEP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>gang-related.</td>
<td>● Review/Revise pre-existing Behavior/One-way Contract</td>
<td>(more than 10 days), the principal will schedule a formal disciplinary hearing.</td>
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<tr>
<td></td>
<td>DOE – B55</td>
<td></td>
<td>At this hearing, the school will present evidence to support the charge of a code violation</td>
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<td></td>
<td><strong>5.5 Engaging in Physical Sexual Aggression</strong></td>
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<tr>
<td></td>
<td>Engaging in physical sexual aggression, compelling or forcing another</td>
<td></td>
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<tr>
<td></td>
<td>to engage in sexual activity.</td>
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<td></td>
<td>DOE – B56</td>
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<tr>
<td></td>
<td><strong>5.6 Selling or Distributing Drugs</strong></td>
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<td></td>
<td>Selling or distributing illegal drugs, controlled substances, or alcohol.</td>
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<tr>
<td></td>
<td>DOE – B57</td>
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<tr>
<td></td>
<td><strong>WEAPONS:</strong> The New York City Department of Education has defined the</td>
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<td></td>
<td>Term WEAPONS for disciplinary purposes. It has also provided a list of</td>
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<tr>
<td></td>
<td>Category I and Category II weapons. This List is attached. It will</td>
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<tr>
<td></td>
<td>govern the following Level 5 violations.</td>
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<td><strong>5.7 Possessing or Selling any Category I or Category II Weapon</strong></td>
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<td>Possessing or selling any Category I or Category II weapon on school</td>
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<td>property or in a setting in which this Code of Conduct applies.</td>
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<td></td>
<td>DOE – B59</td>
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<td><strong>5.8 Threatening to Cause Physical Injury Using Weapons</strong></td>
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<td></td>
<td>Threatening to cause physical injury using any Category I or Category II</td>
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<td>weapon. DOE – B59</td>
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**WEAPONS:** The New York City Department of Education has defined the Term WEAPONS for disciplinary purposes. It has also provided a list of Category I and Category II weapons. This List is attached. It will govern the following Level 5 violations.

** WEAPONS: The New York City Department of Education has defined the Term WEAPONS for disciplinary purposes. It has also provided a list of Category I and Category II weapons. This List is attached. It will govern the following Level 5 violations.
5.9 Using Weapons to Cause Physical Injury
Using any Category I or Category II Weapon for the purpose of causing physical injury. DOE – B60, B61

and the student will have the opportunity to present his/her case and be accompanied and represented by a parent/guardian 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).

*** A student may not be expelled without a formal disciplinary hearing. The determination of the hearing officer will be reviewed on the record of the disciplinary hearing by the Superintendent.

Note: certain Category II weapons may have legitimate purposes, such as a box cutter or scissors. Before scheduling a suspension hearing for possession of an article listed as a Category II weapon for which a purpose other than infliction of harm exists, the principal may consider whether the object is in the student’s possession for legitimate reasons. A hearing officer may also consider whether there are mitigating factors when a student is found to have violated the Code of Conduct by possessing such object in the school setting.

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<table>
<thead>
<tr>
<th>WEAPONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category I</td>
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Firearm, including pistol, starter gun, and handgun, silencers, electronic dart, shotgun, rifle, machine gun, or any weapon which will or is designed to or may readily be converted to expel a projectile by action of an explosive

- Stun gun/weapon
- Air gun, spring gun, or other instrument or weapon in which the propelling force is a spring or air, and any weapon in which any loaded or blank cartridge may be used (such as a BB gun or paintball gun)
- Switchblade knife, gravity knife, pilum ballistic knife and cane sword (a cane that conceals a knife or sword)
- Dagger, stiletto, dirk, razor blade, box cutter, case cutter, utility knife and all other knives
- Billy club, blackjack, bludgeon, chuka stick, and metal knuckles
- Slingshot (small, heavy weights attached to or propelled by a thong) and slingshot
- Martial arts objects including kung fu stars, nunchucks and shirkens
- Explosives, including bombs, firecrackers and bombshells

Acid or dangerous chemicals (such as pepper spray, mace)

- *Imitation gun or other imitation weapon
- Loaded or blank cartridges and other ammunition
- *Any deadly, dangerous, or sharp pointed instruments which can be used or is intended for use as a weapon (such as scissors, nail file, broken glass, chains, wire).

* Before requesting a suspension for possession of an article listed in Category II for which a purpose other than infliction of physical harm exists, e.g., a nail file, the principal must consider whether there are mitigating factors present. In addition, the principal must consider whether an imitation gun is realistic looking by considering factors such as its color, size, shape, appearance and weight.

What Happens When a Student Violates 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 achieving a resolution that will repair the harm done, as well as repair the relationships of those involved. When a student engages in behavior that violates the Code of Conduct or behaves in a way that disturbs the educational process or endangers others, the principal, assistant principal, and/or a dean will decide the level of violation and the appropriate support or intervention and possible disciplinary response to the incident. In some cases, the principal may make a referral to the Discipline Review Board.

Detention

Scholars may be assigned to Detention at lunch, after school, or on a Saturday as a consequence of violating the Code of Conduct, or for lateness or dress code violations. Students will be advised of the reason for the Detention and given an opportunity to respond or explain. Parents/guardians will be notified in the event that their student receives a detention. Calls and emails will be sent to the numbers provided to us; Parents are asked to remember to maintain current phone numbers and email
addresses with the School.

Exclusion from Social/Extracurricular Activities

A student may be excluded from social or extracurricular activities for academic or behavioral reasons. A student who is suspended or otherwise disciplined for violating the Code of Conduct within 15 days of a field trip or social activity may not be permitted to participate in the trip or activity.

Other Disciplinary Responses

If the conduct of a student violates the Code of Conduct and significantly disrupts the academic process or creates risks for the student or others, the principal may initiate procedures for other kinds of disciplinary responses, including the following:

- In-School Suspension
- Out-of-School Suspension
- Long-term suspension (or Expulsion), in rare instances

Short-term Suspensions (10 days or less: In School or Out of School)

Our students are assured Due Process protections before any removal from school or from classes for disciplinary reasons. Before suspending a student, the principal will arrange for a preliminary investigation of reported misconduct and will notify the student of the allegations and provide the student with an opportunity to respond. The principal will also notify parents/guardians in writing and will arrange, upon request, an immediate informal conference at which time parents/guardians will have an opportunity to ask questions and present relevant, additional information or evidence. If the student’s presence in school presents a continuing danger to persons or property or an ongoing threat of disruption to the academic process, the suspension will be out of school and will be effective immediately. Under some circumstances, the suspension will be served within the school setting. The principal may suspend a student for up to ten days.

Students serving an In-School Suspension gets a full day of instruction in an alternative location from their regular classes. Students serving an Out-of-School Suspension will receive a minimum of two hours of instruction each school day (ten hours per school week) during the period of suspension. When the suspension is complete, the school will provide students with a Reintegration Plan to facilitate the appropriate support services necessary for returning from suspension and to maximize their ability to meet the academic and social standards within the school community. These support services may include a referral for a functional behavioral assessment or a combination of social-emotional and academic services as best meets the needs of the individual student.

Alternative Instruction and Reintegration Plans

The school will 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 direct instruction. Students removed from school for disciplinary reasons will be given all classroom assignments and an opportunity to make up tests missed during the period of suspension.

Students serving an In-School Suspension get a full day of instruction in an alternative location from their regular classes.
Students serving an Out-of-School Suspension will receive a minimum of two hours of instruction each school day (ten hours per school week) during the period of suspension. Arrangements for Alternative 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 into the school community. Students and their parent/guardian are invited to co-create this plan.

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

Before a student is excluded from school for more than ten days, the student will have an opportunity to present evidence on his or her own behalf at a formal disciplinary hearing before a hearing officer. The hearing officer will generally be an administrator from the New Visions network of schools or a staff member from another New Visions Charter High School who has not been involved in the conduct that is the subject of the hearing.

The student has the right to be represented by counsel or an advocate. The parent coordinator or dean can provide information about how to contact 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). The purpose of the MDR is to determine whether the conduct that is the subject of the hearing is closely related to the student’s need for special education. More information about the MDR is provided below.

At the hearing, the school will present evidence and witnesses to support the charges that are being reviewed at the hearing and, if the charges are substantiated, will also make a recommendation with respect to consequences. The student will have the right to be accompanied and be represented by a parent/guardian and/or an advocate or counsel and will have 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 evidence presented, whether or not the student is guilty of the charges. If the student is found guilty, the hearing officer will have an opportunity to review the student’s academic and disciplinary record, and the parents/guardians and student will have an opportunity to present additional information which may be relevant to the disposition. The hearing officer will make a recommendation regarding the penalty.

If the behavior that is the subject of the disciplinary hearing was a Level 3, 4, or 5 violation, as categorized in the Code of Conduct, the hearing officer, following review of the student’s disciplinary record and after hearing any mitigating information presented by the student and parent/guardian, may recommend that the student be expelled. If, however, the hearing officer makes a penalty recommendation for expulsion, the decision of the hearing officer will automatically be referred for review to the Superintendent of New Visions Charter High Schools. The Superintendent will review the record of the hearing and will also provide the parent/guardian and student an opportunity to present a written statement. If the outcome of the Superintendent’s determination is unsatisfactory, parents/guardians and students can appeal to the Board of Trustees, which will act as an appeals body in all cases in which expulsion is recommended. The determination of the Board of Trustees will be final.
**Appeals to Suspensions and Expulsions**

Any other determinations of the hearing officer can also be appealed by parents or guardians to the Superintendent or the Board of Trustees by using the Complaint Policy procedures described in this handbook and providing notice of the intent to appeal within two weeks of the hearing officer’s decision.

If a parent or guardian is not satisfied with the decision made by the Board of Trustees, a further complaint may be made to the Regents of the University of New York, Charter Schools Office, NYS Education Department, 89 Washington Ave, Albany, New York 12234, or by email to charterschools@nysed.gov.

**The Discipline Policy for Students with Disabilities**

Students with disabilities have the same rights and responsibilities as other students and may receive consequences for the same misbehaviors. However, in addition to the procedural protections accorded all students in disciplinary matters, **students with disabilities have additional protections guaranteed by federal and state laws**.

**Protections for Students with Individualized Education Programs (IEPs)**

If a student with an IEP is charged with a violation of the Code of Conduct that may result in a long-term suspension (more than ten days) or a short-term suspension which brings the total number of suspension days for the student to more than ten during the school year, the school will refer the student to the Committee on Special Education (CSE) for a Manifestation Determination Review (MDR). The MDR will take place after the suspension hearing (if the student is found responsible for the conduct which is the subject of the hearing) or immediately after the tenth suspension day in a series of short term suspensions.

**Protections 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. The school will refer a Student to the CSE for an MDR, if, before the behavior that led to the disciplinary proceeding occurred, the parent/guardian 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.

**Protections for Students Who Receive 504 Accommodations**

A student who receives 504 accommodations for an educational disability is also entitled to additional protections in disciplinary proceedings. The Section 504 Team within the school will review the student’s evaluations and Section 504 plan and will determine whether or not the conduct which is the subject of the disciplinary proceeding is a manifestation of the student’s disability.

**Consequences of Manifestation Determination Review**

If the CSE’s MDR Team or the school’s 504 Team finds that there is a connection between the student’s disability and the behavior that is the subject of the disciplinary proceedings the student will return to class. The school will refer students with a disability to the CSE for consideration of a Functional Behavioral Assessment (FBA) or a Behavioral Intervention Plan (BIP) if the student’s conduct is subject to disciplinary procedures and a determination has been made by the CSE that the conduct was a manifestation of the disability. Referrals may also be made for consideration of an FBA or BIP to
address behavioral concerns

If, upon review, the CSE’s MDR team or the school’s Section 504 Team determines that the student’s conduct was not a result of his/her disability, then the student may be disciplined in the same manner as a student without a disability. Parents/guardians may request an impartial review to challenge the CSE’s manifestation determination. The student 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, whether or not the conduct is a manifestation of the student’s disability, if a hearing officer finds that the student violated the Code of Conduct by bringing drugs or a weapon on to school property or by inflicting a serious bodily injury on another person. The student is then provided with educational services in an interim (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 an interim alternative educational setting or its manifestation determination, the child remains in the temporary alternative educational setting until the decision has been made by an Impartial hearing officer appointed by the New York City Department of Education, or until the time period for the suspension expires, whichever happens first, unless the parent/guardian and school agree otherwise.

Special Rules Relating to Dignity for All Students Act (DASA)

Policy on Bullying, Harassment and Discrimination

The school is committed to creating and maintaining a safe and supportive environment. Acts of bullying and harassment which create a hostile school environment are prohibited in the Code of Conduct. Students who violate the Code of Conduct are subject to the disciplinary procedures described in this policy.

The school has, in addition, adopted special rules and procedures for responding to conduct that creates a hostile school environment. The goal of these additional procedures is to encourage a climate of civility and to prevent future violations of our rules relating to bullying and discrimination. Additional Dignity for All Students Act (DASA) measures include the following:

- At the beginning of each school year we remind our students about the importance of respecting each other, being polite and maintaining a civil environment. We explain that bullying and harassment based on differences (including, but not limited to, differences in race, ethnicity, religion, gender, physical appearance and disabilities) are hurtful and can be considered “discrimination” under the law and our Code of Conduct.
- Students are reminded that harassment, bullying (including cyberbullying) and discrimination are violations of the Code of Conduct whether they occur on school property, traveling to and from school, at a bus stop used by students, at any school function, including any school-sponsored activity, or even away from school property. This includes the use of electronic or online communication (example: SnapChat, Instagram, Facebook, email, text message, etc.), also known as cyberbullying, to exchange words or pictures that have the effect of bullying or harassing a fellow scholar.
- The school annually appoints a Dignity Act Coordinator (DAC) who is trained to handle disputes between students or between students and school employees that involve race, color, weight,
national origin, gender, disability and all of the other areas of difference that are covered in our Code of Conduct. The DAC’s name and contact information is communicated annually in this Handbook. Students and parents/guardians are encouraged to contact the DAC to report instances of bullying or discrimination.

DAC: Kermit Patterson  
Director of School Operations  
New Visions AIM Charter High School I  
1150 East New York Avenue  
Brooklyn, NY 11212  
(718) 269-7090  
kpatterson23@charter.newvisions.org

- School employees who witness harassment, bullying, discrimination or any conduct that would have the effect of ridiculing or demeaning another person will take prompt action to de-escalate the situation. They will also notify the principal orally of such acts within one day of their occurrence and file a written report summarizing what they have seen or has been reported.
- The principal shall arrange for a thorough investigation of any report of bullying, harassment or discrimination or any conduct that has the purpose or effect of ridiculing, humiliating, or demeaning another person. The DAC will complete the investigation and report to the principal.
- Upon receipt of a report of a material incident of harassment, bullying, and/or discrimination, the principal shall take prompt action to intervene, including the following:
  a. Initiate disciplinary proceedings, as above, and/or engage the student who has done the bullying in a reflective activity such as writing a statement about the misbehavior and how it might affect others.
  b. Provide supportive intervention and mediation to assist in conflict resolution.
  c. Assign an adult mentor to the student who has been bullied and to the student who was responsible for the conduct.
  d. Encourage class discussions or school-wide meetings to re-emphasize behavioral expectations.
  e. Refer students who have been victims of bullying to counseling within the school.
  f. Notify the parents/guardians of each student involved, ensuring confidentiality is maintained when discussing the incident.

- Retaliation against any student or staff member who reports or assists in the investigation of harassment, bullying or discrimination is strictly prohibited and will be subject to disciplinary measures.

Search and Seizure

School authorities have legal authority to search a student or the student’s desk, book bag, lockers, or cubbies 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; and the student does not voluntarily remove the objects upon request.

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.
Student Rights

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 to and from school, during school activities, at all school-sponsored events, and behavior that occurs off school property (including online behavior) 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 and due process protections in regards to their behaviors, some of these rights are summarized below.

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 violations of the Code of Conduct;
- 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/guardian 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; and
- confidentiality in the handling of student records maintained by the school system.
X. Student Services

Lunch Forms

Our school offers breakfast, lunch, and snack for any extended-day programs after 4:30 p.m. at no cost to students and families. However, as part of school accountability, ALL parents/guardians are required to submit school lunch forms every year. Verification of school lunch forms also cover fee waivers for national college exams (SAT/ACT) as well as fee waivers for college applications, for eligible students.

When this form arrives home, please fill it out immediately and return it to the Main Office or complete the form online (click here for the online form) even if your child does not participate in the breakfast or lunch program. Please read the instructions carefully and call the school if you have any questions about the form.

Lunch Policy

Lunch takes place in the Cafeteria on the 3rd Floor. Students are not allowed to leave the building during their assigned 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.

Transportation

AIM I will provide a Student MetroCard to each student who is eligible based on the distance between the student’s residence and the school (at least a half mile). Not all students will qualify for a Student 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 Main Office.

Busing will only be provided for students who have busing mandated by their Individualized Education Plan (IEP)

XI. Health and Safety

Emergency Forms

Please complete and submit an updated emergency form with correct contact numbers and email address. THIS INFORMATION IS USED TO CONFIRM AUTHORITY DURING EMERGENCIES; INFORMATION SHOULD BE CURRENT AT ALL TIMES. Parents/guardians 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 child.
Immunizations

New York State Public Health Law requires students to get certain vaccines in order to attend school, unless they are entitled to a medical exemption. Vaccines prevent you or your child from getting infections in school and from spreading diseases to other children.

<table>
<thead>
<tr>
<th>Vaccines</th>
<th>Pre-Kindergarten</th>
<th>Kindergarten - Grade 5</th>
<th>Grades 6 - 11</th>
<th>Grade 12</th>
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</thead>
<tbody>
<tr>
<td>Diphtheria, tetanus and pertussis (DTP)</td>
<td>4 doses (or 6 doses if the fourth dose was received at age 4 years or older)</td>
<td>5 doses</td>
<td>3 doses</td>
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<tr>
<td>Pertussis booster (Tdap)</td>
<td>1 dose (on or after age 11 years)</td>
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<td></td>
<td></td>
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<tr>
<td>Polio ( IPV/IPV )</td>
<td>3 doses</td>
<td>4 doses</td>
<td>4 doses</td>
<td>5 doses</td>
</tr>
<tr>
<td>Measles, mumps and rubella (MMR)</td>
<td>1 dose</td>
<td>2 doses</td>
<td></td>
<td></td>
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<tr>
<td>Hepatitis B</td>
<td>3 doses</td>
<td>3 doses</td>
<td>3 doses</td>
<td></td>
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<tr>
<td>Varicella (chickenpox)</td>
<td>1 dose</td>
<td>2 doses</td>
<td></td>
<td>1 dose</td>
</tr>
<tr>
<td>Meningococcal conjugate vaccine (MenC), WCV</td>
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<td></td>
<td>Grades 7, 8, 9 and 10: 1 dose</td>
<td>2 doses</td>
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<tr>
<td>Haemophilus influenza type B conjugate (Hib)</td>
<td>1 to 4 doses (or 3 doses if previously received)</td>
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<td></td>
<td></td>
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<tr>
<td>Pneumococcal conjugate (PCV)</td>
<td>1 to 4 doses (or 3 doses if previously received)</td>
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<td></td>
<td></td>
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<tr>
<td>Influenza</td>
<td>1 dose</td>
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</table>

The number of vaccine doses your child needs may vary based on age and previous vaccine doses received. Your child may need additional vaccines or booster doses if they have certain health conditions. Talk to your doctor if you have questions. For more information, call 211 or visit nycgoeshealth and search for student vaccines.

For this reason, every student attending a New Visions Charter High School must be vaccinated unless they are entitled to a medical exemption. Please check the chart (to the left) according to you or your child’s grade level for required vaccinations.

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/guardian approval documented on the Medication Administration Form (MAF).

Parents/guardians 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 the daily dose recommended by the student’s physician. Sharing 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 deliver 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. Families can obtain the MAF from the Main Office or download it using this link.

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Mental Health

If a school staff member becomes aware of any indication that a student is contemplating harm to themselves and/or suicide the school staff member shall immediately notify the school social worker and the school staff must notify the student’s parent or guardian and request that the parent/guardian come to the school immediately for a conference. If appropriate, the student will be kept under adult supervision by at least one staff member until the parent/guardian is contacted. At the conference, school staff may encourage the family to agree on an intervention plan, which may include immediate emergency psychiatric screening. Emergency personnel (911) shall be called if deemed necessary or appropriate by the school in circumstances where the child’s health or safety is in danger. The parent/guardian may be required to notify the school of the results of the screening and provide written psychiatric medical clearance prior to the pupil’s return to school. In the event a student is prepared to return to school, but does not yet have the required medical clearance, the school shall offer alternative instruction to the student pending receipt of such clearance.

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. This ensures that it makes the appropriate adjustments necessary to obey all federal laws concerning the education of students with 504-related needs. Families can obtain more information about 504 Accommodations using [this link](#).

Student Illness at School

If a student becomes ill during the day, the student should inform a teacher that they are 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 in Room 103, and the parent/guardian is informed by the school nurse or AIM I staff. If a student is not seriously ill, the Nurse will ask them to rest for a short time before returning to class. If a student is seriously ill or injured, the School Nurse or AIM I staff will contact 911 and the parents/guardians. An AIM I staff member will travel with the student with EMS in loco parentis until a parent/guardian arrives at the designated hospital. EMS will determine the hospital and parents/guardians will be notified accordingly.

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 an assistant principal, 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](http://www.ocfs.state.ny.us).

School staff members will also report any allegation of child abuse in the school setting to the principal,
or, if the principal is not available, the assistant principal. The principal will promptly notify the students’ parent or guardian of the allegation; this notice will include a statement of their rights, responsibilities, and the procedures that will take place. Following an investigation, the principal, or designee, will notify, as appropriate, the NVCHS Superintendent, the charter authorizer, the Office of Special Investigations (OSI) of the New York City Department of Education and/or the Office of the Special Commissioner of Investigation (SCI) of the New York Police Department.

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

Emergency, Drills and Evacuations

In accordance with state and city regulations, AIM I participates in regularly scheduled fire and evacuation drills. These drills are coordinated with other schools on campus. In case of a fire or other emergency that requires an evacuation, our primary evacuation site is nearby.

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

AIM I does not discriminate on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression, sex or age in its programs and activities. The following person has been designated to handle inquiries regarding the school’s non-discrimination policies:

Kermit Patterson
Director of School Operations
New Visions AIM Charter High School I
1150 East New York Avenue
Brooklyn, NY 11212

Telephone: (718) 269-7090
EMail: kpatterson23@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 or her findings, and, if appropriate, remedial action is taken. An appeal to the coordinator’s report can be made to the Board of Trustees.

Education of Students in Temporary Housing (McKinney Vento Homes Education Assistance Act)

The McKinney-Vento Homeless Education Assistance Act is a federal law that protects the public education of young people who are temporarily without a fixed, regular, and adequate night-time
residence. Students may become eligible for McKinney-Vento assistance if they or their family are sharing housing with other persons due to loss of their own housing, living in a publicly or privately operated shelter, or spending their nights in any place not ordinarily used as a regular sleeping place. McKinney-Vento assistance may enable eligible students to get the support services needed to participate fully in any school activities, including before and after-school activities, and even help in preparing for and applying to college.

A McKinney-Vento liaison has been appointed for your school. The liaison will help students establish eligibility and access services. Students and parents/guardians are encouraged to reach out with questions and requests for guidance.

For additional information contact Kermit Patterson, Director of School Operations, (718) 269-7090 | kpatterson23@charter.newvisions.org.

Supporting Immigrant Families

New Visions Charter Schools are committed to protecting the right of every student to attend public school, regardless of immigration status or national origin. The United States Supreme Court has also recognized the importance of public education for all students, including undocumented students. We want you to know that New Visions, in solidarity with the New City Department of Education (NYC DOE):

- Does not permit federal agents, including Immigration and Customs Enforcement (ICE), to enter schools, except when required by law;
- Does not track immigration status of students or family members, and will not release student information unless required to by law; and
- Will continue to ensure that all students get a quality education.
- Public schools are at the center of our democracy, and New Visions Charter Schools remain safe places for all students, families, and educators.

Confidentiality
AIM I does not ask about or track the immigration status of students or family members. Our personnel will not keep any documentation related to immigration status that you may give them. Unless required by law, school staff will not share student information.

Language Access
To help you learn important information and communicate with your child’s school, the DOE provides free translation services in Spanish, Chinese, Bengali, Arabic, Russian, Urdu, Haitian Creole, French, and Korean, as well as interpretation in over 200 languages.

- For additional information, visit the following link - https://www.schools.nyc.gov/school-life/support/in-your-language.

Safe Schools
To maintain a safe environment for all students, non-local law enforcement officers, including Immigration and Customs Enforcement (ICE) personnel, are not allowed to enter the school except when required by law, and only after the school has consulted with its lawyers.

- Learn about other ways we keep students safe.
Additional Resources

- Mayor’s Office of Immigrant Affairs - Has information to help you know your rights. Call 311 or visit [Know Your Rights: Federal Immigration Enforcement](#).
- ActionNYC - ActionNYC is a program that offers free, safe immigration legal help from trusted community organizations in your language.
  - To make an appointment, call 800-354-0365 between 9AM and 6PM, Monday through Friday, or call 311 and say “ActionNYC.”
- ThriveNYC - If you’re feeling anxious, stressed, or depressed, help is available. You are not alone. ThriveNYC will give you access to mental health support services in your language.
  - Call 888-NYC-WELL or text “WELL” to 65173.
- Consumer Protection Tips for Immigrants - The NYC Department of Consumer Affairs (DCA) created these tips to educate immigrants about their rights and where to turn for help.

Complaint Policy

Section 2855 (4) of the NYS Charter Schools Act provides that a parent/guardian or any other individual, entity or group may bring a complaint to the Superintendent alleging that a charter school has violated a term of its charter, the New York Charter Schools Act, or any other law relating to the management or operation of the charter school, to 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 or directly to the school.

Complaints to the Superintendent or Board of Trustees should be in writing and should include a detailed statement of the complaint, including the names of the individuals involved and what provision of the school’s charter or the law that you believe has been violated. The complaint should also state what response has been received from the school thus far and what specific action or relief the individual is seeking.

The complaint must also include the name, address and phone number of the complainant. The Superintendent and the Board of Trustees will take steps to investigate the complaint, will provide an opportunity for the complainant to address the Superintendent at a scheduled meeting, or address the Board at the next scheduled Board meeting, and will provide a response within thirty days of receiving the formal written complaint.

The school encourages parents or guardians to submit complaints that can be resolved at the school level directly to the principal. Upon receipt of the complaint, the principal will investigate the allegations and will respond in writing or in person within ten business days. If this does not resolve the complaint, the individual or group may submit the complaint, in writing, to the Superintendent.

Complaints to the principal may be delivered to the principal by mail or email to the following address:

Kristin Greer  
School Principal  
New Visions AIM Charter High School I  
1150 East New York Avenue  
Brooklyn, NY 11212  
Telephone: (718) 269-7090
Complaints to the Superintendent may be delivered to the Superintendent by mail or email to the following address:

New Visions for Public Schools
Attn: Superintendent of Charter Schools
205 E. 42nd Street, 4th Fl
New York, NY 10017
Email: sallen@newvisions.org
Phone: 212.645.5110

If the complainant believes that the Superintendent has not adequately addressed the complaint, the individual or group may present the complaint to the school’s Board of Trustees. Board of Trustees, which will act as an appeals body for any complaints that are not satisfactorily resolved by the Superintendent.

Complaints to the Board of Trustees should be addressed to:

Board of Trustees
The New Visions AIM Charter High School I
c/o New Visions for Public Schools
205 E 42nd Street, 4th Floor
New York, NY 10017

If the complainant believes that the Board of Trustees has not adequately addressed the complaint, the individual or group may present the complaint to the school’s charter authorizer.

Complaints should be addressed to:

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

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

The Board of Regents has delegated the authority to handle complaints concerning charter schools to the Commissioner of Education. Complaints must be in writing and must include the information which is required for a complaint to the Superintendent or the Board of Trustees. The Complaint should include a copy of the response that you received from the Superintendent, as well as the Board of Trustees and should state clearly what specific action or relief you are seeking. Mail the complaint to:

The Regents of the University of New York, Charter Schools Office
NYS Education Department
89 Washington Avenue
Albany, New York 12234

or send it by email to charterschools@mail.nysed.gov.
Withdrawal

AIM I is a school of choice. As such, circumstances may arise in which a parent or guardian wishes to transfer their child to a different school. A parent/guardian may withdraw a student by completing a discharge form. Contact the school’s Main Office for the form and discuss other education options for the student.

AIM I will ensure the timely transfer of any necessary school records to the student’s new school. If a parent or guardian wishes to re-enroll the student in the school after they have transferred, the family must submit a new application, and the student will be placed on the school’s waitlist.

Access to Information

The Family Educational Rights and Privacy Act (FERPA)

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/guardians 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/guardians 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. Schools may charge a fee for copies.
- Parents/guardians 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/guardian 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/guardian 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/guardian 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 specifics state law.
The school 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 on a sports team, honors and awards, and dates of attendance**, unless parents/guardians or eligible students advise the school in writing that they do not wish this information to be released.

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.

You may request that directory information not be released either to military recruiters or for any purpose by notifying the school prior to October 1st. Notice should be provided in writing to:

Kermit Patterson, the Director of School Operations, kpatterson23@charter.newvisions.org, (718) 269-7090.

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, AIM I 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 Rights and Privacy Act (FERPA) 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 business manager 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 Record**

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 AIM Charter High School II Board of Trustees, with offices at the address below, within 30 days of receipt of denial of access.

Board of Trustees
The New Visions AIM Charter High School II
205 East 42nd Street, 4th Floor
New York, NY 10017

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 address below - records are available for public inspection and copying at this address as well:

Kermit Patterson, the Director of School Operations, kpatterson23@charter.newvisions.org, (718) 269-7090.

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 a.m. until 4:30 p.m., 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. Students and families can also access the board meeting calendar and minutes online at https://www.newvisions.org/pages/aim-charter-schools-board-of-trustees

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, or his designee, 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. 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 appeals 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).

Acceptable Internet Use Policy

AIM I 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.

All school equipment is for school purposes only and not for personal use. School technology policy and procedures promote the responsibility and proper use of all technology equipment and computer labs.

AIM I has, with minor modifications, adopted the Acceptable Internet Use Policy of the New York City Department of Education. The main components of the school’s Acceptable Internet Use Policy are summarized below:

- The school will use technology protection measures to block or filter inappropriate material via Internet, electronic mail, or other forms of direct electronic communications.
- The school will take measures to block unauthorized access or detect unlawful activity which may include but is not limited to physical or technological measures.
- The school will prevent unauthorized online disclosure, use, or dissemination of personal identification information.
- The school will comply with the Children’s Internet Protection Act (CIPA).

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
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 (CIPA).

Parental Notification and Responsibility
The school will provide students and parents/guardians with guidelines and instructions for student safety while using the Internet. The school’s Acceptable Internet Use Policy contains restrictions on accessing inappropriate material and explains that student use generally is supervised.

The school encourages parents or guardians to have conversations with their child(ren) about what material is and is not acceptable for their child(ren) to access through the school system.

General Principles of Access
The school provides access to the Internet, including access to email, for its employees, students, and guests. Guests include but are not limited to parents/guardians, substitute teachers, temporary employees, family volunteers, and other school volunteers. Internet access and the use of email 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/guardians for learning activities both in school and at home, employee professional or career development, communication between teachers, students, and their parents/guardians 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, they should consult with the appropriate supervisor, principal, teacher, etc.

This Acceptable Internet Use Policy governs all electronic activity, including email 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/guardians do not have a general right to opt their child out of classroom use of the Internet. However, as set forth more fully below, 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/guardian consent is obtained at the time a student registers in the school. Parents/guardians, moreover, are strongly encouraged to discuss and monitor their child's school Internet use.

Student access to the Internet is regulated by this policy, related regulations, and the Code of Conduct. Employee use is regulated 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 Acceptable Internet Use Policy and works with school staff to enforce this policy.

In accordance with the policy, the school’s technology liaison is the Building-Level Coordinator for the Internet and email system. Users may contact the school’s technology liaison with questions or comments about the Acceptable Internet Use Policy by sending an email to the school’s service desk system - aimtech@charter.newvisions.org. 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 Acceptable Internet Use Policy at the building level. Although this Acceptable Internet 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 school’s technology liaison coordinates any modifications to the Internet filtering software or any defiltering of software and will be responsible for assuring that filters are restored when the modification or de-filtering is no longer appropriate.

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

Students who require technical assistance with Internet access or email should inform their teachers and other school staff, and they should inform the technology liaison by emailaimtech@charter.newvisions.org.

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 any 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 content on the Internet. The software works by scanning web site addresses, website content, email 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 website or document that contains the word or concept, to the most restrictive level, which denies users access to the website or document that contains the word or concept. The school’s technology liaison 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 school’s technology liaison 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 Superintendent or the Board of Trustees. All determinations made at the school level may be reviewed by the Superintendent or the Board of Trustees. The filter is set at a level restricting access to Internet sites that may contain information, including but not limited to, 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 at 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 any violation of the school’s Acceptable Internet Use Policy and specifically prohibits the 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 any violation of the Acceptable Internet Use Policy to gain the self-discipline necessary to behave appropriately on an Internet network. If the alleged violation also involves a violation of other provisions of the Code of Conduct, the violation is handled in accordance with the applicable provision of the code.

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 will be provided with a consent form in order to give 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, etc. Parents or guardians must provide consent in order for this information to be used by the school.

As part of the school’s obligation to maintain 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 Acceptable Internet Use Policy, the school will not use cookies to gather personally identifiable information about any of its users. Personal identifying information includes, but is not limited to, names, home addresses, email 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 Acceptable Internet Use Policy, the Code of Conduct, 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 expectation of privacy 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, or staff at AIM I must 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.