New Visions Charter High School for Advanced Math & Science III
Student and Family Handbook
Updated, September 2019

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

“By education, I mean an all-round drawing of the best in child and man in body, mind and spirit.” – Mahatma Gandhi

Dear AMS III Parents/Guardians, scholars and Staff Members:

AMS III was established in 2013 and in this short life-time has become a force to be reckoned with in areas of post secondary acceptance, high school graduation, college readiness attainment and success for special education students. At AMS III, we believe that providing intentional and overwhelming support in socio-emotional areas and literacy will thoroughly prepare scholars to conquer the confusing world of post-secondary preparedness. We program each scholar for an Advanced Regents diploma and this has allowed us to provide students access to rigorous courses and at least three advanced placement courses by senior year. It is our commitment that besides access to complex academic areas we will provide off-campus internship, community service experiences, art and project based experiences that equip scholars to become global citizens and career minded. We believe that we can do right with any scholar and it is our commitment to empower them to become active thought-partners to social justice changes both around the school and in their local community.

The AMS III Way:
P.R.I.D.E. (Patience, Responsibility, Integrity, Dedication, and Empathy)

I am excited to welcome you to the AMS III family and I am confident that together we will be successful in all that we set out to achieve.

Sincerely,

Nissi Jonathan
Principal
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I. INTRODUCTION

Faculty and Staff

Administration & Operations Team
Nissi Jonathan, Principal
Victor Rodriguez, Deputy Director of School Operations
Anna Spoden, Instructional Director for Inclusive Education
Carol Franco, Assistant Principal, Grade 12
Shanell George, Assistant Principal, Grade 11
Jonathan Silkowski, Assistant Principal, Grade 10
Margaret Miranda, Assistant Principal, Grade 9
Clarke, Shavar - Dean Team Coordinator
Mohamed, Mark - Dean Coordinator
Gordon, Travis - Dean
Ramsey, Danielle - Dean
Hinds, Celia - Business Manager
Ouattara, Zie - Technology Director
Hoeksema, Clarita - Programming & Testing Director
Joseph, Larnelle - Community & Recruitment Manager
Caines, Makeeda - Family Specialist
Theophile, Faniola - Main office Coordinator
Maffai, Phylis - Main office and Staffing Liaison
O’Reggio, Sylvia: Main Office
Green, Althea - Main Office

Faculty (continued)
Francis, Charniqua - Special Education Coordinator and Math
Maio, Elaine - Special Education/ LE and Math
Martin, Shawn - Spanish / elective Lead
McKenna, Margaret - Math
Mothersill, Shannika - Special Education Coordinator and Science
Mulholland, Peter - ELA
Nelson, Hannah - Social Studies
Ortega, Cassandra - ELA/Seminar
Ott, Michelle - Science Lead
Pierre, Hers - Science
Quintyne, Candyce - Social Studies
Rougeux, Erin - ELA Lead
Santana, Ricky - Math
Sargeant, Rigoberto - Special Education/ Reading Specialist
Sciortino, Tara - Special Education - Science
Sears-Lyken, Simone - Special Education/ ELA
Shlyavas, Vlada - ELA
Sobel, Ryan - Economics - Internships
Stewart, Sara - Special Education/ ELA, USH
TBD - Physical Education
TBD - College Counselor
Trocchia, Ann - Visual Art
Wierzbowski, Mark - Music
Xu, Jacquelyn - Science

Board of Trustees
Lior Evan, Chairperson
Jeremiah Thomas, Treasurer
Musa Ali Shama, Secretary and Charter High School Superintendent
Andrea Hargett
Dyane Jones
Jennella Young
Mission

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

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

II. HOW TO CONTACT OR VISIT US

Address & Telephone/Contact Information

New Visions Charter High School for Advanced Math and Science III
Frank Macchiarola Educational Complex
3000 Avenue X
Brooklyn, NY 11235
Main Office: Room 210
Telephone Number: 718-934-9240
Website: newvisions.org/ams3

The Frank Macchiarola Educational Complex hours are 7:00 a.m. to 6:00 p.m.
The School’s operating hours are 8:15 a.m. to 4:15 p.m.

Visitor Policy

At AMS III we welcome school visitors. In order to maintain a safe and secure environment all visitors must sign in and show ID as they enter the school building at the main entrance located at the front of the building. It is strongly encouraged to take prior appointments to meet with school staff as we are here to service all students and their priorities will take precedence. If you need to meet with a specific staff member, kindly call the Main Office or email the staff member and ask for an appointment at least one day in advance unless the matter is very urgent. We could then ensure that instruction is not interrupted and your valuable time is not wasted. Once a visitor has signed in at the School Safety desk, the visitor will be picked up by a member of the Main Office team and assisted as needed. AMS III is located on the 2rd floor, of the Frank Macchiarola Educational Complex. Once visitors reach the Main Office room 210, they should sign the AMS III logbook.

Student phones are collected each day if they have the school given label posted on their device and it will be maintained in a secure location until the end of the school day.

If you need to contact your child during the school day or on a field trip, please contact the Main Office of the school at 718-934-9240.
### III. SCHOOL CALENDAR

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

#### Important Dates

The School Calendar includes the dates of school holidays and other important school events. Please keep this calendar handy and refer to it for important information. The New Visions Charter High School for Advanced Math and Science III opens on Aug 26 with Summer Bridge for all new and returning 10th graders, where the school day is from 8:30am – 1:00pm. Summer Bridge: August 26 - August 28. Fall term will begin on September 5th, 2018. The regular school calendar is below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<td>September 5, 2019</td>
<td>First Day of School/First Day of Quarter 1</td>
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<tr>
<td>September 11, 2019</td>
<td>Back to School Night: Grade 9, 10, 11</td>
</tr>
<tr>
<td>September 23, 2019</td>
<td>Back to School Night: 12 Grade ONLY</td>
</tr>
<tr>
<td>September 30, 2019</td>
<td>Rosh Hashanah – SCHOOL CLOSED</td>
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<td>October 1, 2019</td>
<td>Rosh Hashanah: SCHOOL CLOSED</td>
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<tr>
<td>October 9, 2019</td>
<td>Yom Kippur: SCHOOL CLOSED</td>
</tr>
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<td>October 14, 2019</td>
<td>Columbus Day: SCHOOL CLOSED</td>
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<tr>
<td>October 17, 2019</td>
<td><strong>Progress Report: Quarter 1</strong></td>
</tr>
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<td>November 5, 2019</td>
<td>Election Day: SCHOOL CLOSED for SCHOLARS</td>
</tr>
<tr>
<td>November 6, 2019</td>
<td>End of Quarter 1</td>
</tr>
<tr>
<td>November 7, 2019</td>
<td>Quarter 2 Begins</td>
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<tr>
<td>November 11, 2019</td>
<td>Veterans Day: SCHOOL CLOSED</td>
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<td>November 12, 2019</td>
<td>National Honor Society Induction</td>
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<td>November 13, 2019</td>
<td><strong>Quarter 1 Report Card</strong></td>
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<td>November 21, 2019</td>
<td>Thanksgiving Annual Lunch</td>
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<td>November 25-27, 2019</td>
<td>January Regents Mock/Midterms</td>
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<td>November 28 - 29, 2019</td>
<td>Thanksgiving: SCHOOL CLOSED</td>
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<td>December 10, 2019</td>
<td><strong>PARENT TEACHER CONFERENCE/Progress Report: Quarter 2</strong></td>
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<tr>
<td>December 23, 2019 - January 1, 2020</td>
<td>Winter Break: SCHOOL CLOSED</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<td>--------------------</td>
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<td>January 2, 2020</td>
<td>Scholars RETURN TO SCHOOL</td>
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<td>January 17, 2020</td>
<td>Quarter 2 / Semester 1 ends</td>
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<td>January 20, 2020</td>
<td>Dr. Martin Luther King Jr. Day: SCHOOL CLOSED</td>
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<td>January 21 - 23, 2020</td>
<td>Regents Week</td>
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<td>January 24 &amp; 27, 2020</td>
<td>Regents Scoring Day: SCHOOL CLOSED FOR SCHOLARS</td>
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<tr>
<td>January 28, 2020</td>
<td>First Day of Quarter 3/ Start of Semester 2</td>
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<td>February 6, 2020</td>
<td>Semester 1 Report Cards</td>
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<td>February 17-21, 2020</td>
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<td>City Wide SAT/ 11th grade ; Performance Series 9th and 10th</td>
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<td>March 10, 2020</td>
<td>Q3 Progress report Cards/ 2nd PARENT TEACHER CONFERENCE</td>
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<td>March 16-27, 2020</td>
<td>(Tentative) AP Mock Exams</td>
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<td>April 2, 2020</td>
<td>End of Quarter 3</td>
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<td>First Day of Quarter 4</td>
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<td>Mock June Regents Exams</td>
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<td>April 28, 2020</td>
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<td>Q4 Progress report cards</td>
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<td>United States History Regents</td>
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<td>June 6, 2020</td>
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<td>June 26, 2020</td>
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School Closing Policy
AMS III will follow the school closing policy of the New York City Department of Education. Our school is closed or has a delayed opening when the New York City public schools are closed or have a delayed opening. Please listen to the information broadcast by any of the following radio stations: WINS (1010 AM), WCBS (880 AM), WLIR (1190 AM), WBL (107.5 FM), WADD (1280 AM), WYBE (1380 AM), WYNE (107.5 FM), WSKQ (97.9 FM), WXXL (620 AM), or watch NY1 or WYNE-TV on television for school closure or delayed school opening information.

*School closure information will also be available on the AMS III website, www.newvisions.org/ams3. Follow us on Snapchat, Instagram & Twitter! @NewVisionsAMS3

IV. SCHOOL DAY

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<td>8:30 - 9:23</td>
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<tr>
<td>2</td>
<td>9:27 - 10:20</td>
</tr>
<tr>
<td>3</td>
<td>10:24 - 11:17</td>
</tr>
<tr>
<td>LUNCH /ADVISORY</td>
<td>11:17 - 11:45</td>
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<tr>
<td>LUNCH /ADVISORY</td>
<td>11:47 - 12:15</td>
</tr>
<tr>
<td>6</td>
<td>12:17 - 1:10</td>
</tr>
<tr>
<td>7</td>
<td>1:14 - 2:07</td>
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<tr>
<td>8</td>
<td>2:11 - 3:04</td>
</tr>
<tr>
<td>Teacher Office Hours**</td>
<td>3:15 - 4:15</td>
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*4th & 5th period can be either Lunch or Advisory depending on scholar’s schedule
**Teacher’s Office Hours are available to scholars on Tuesdays & Thursdays

V. ARRIVAL AND DISMISSAL

Arrival Procedure
All AMS III scholars enter the Frank Macchiarola Educational Complex through the Avenue X entrance on the first floor only. Scholars are expected to arrive between 7:45 a.m. – 8:20 a.m. in order to be on time. First Period commences promptly everyday at 8:30 a.m. Scholars have to use their ID cards to swipe at main scanning in order to earn credit for PRIDE Attendance awards for the day. Scholars without an ID can pay $2 upon entry for a replacement ID, that must be picked up on the same day in the Main Office after school. Using your ID will allow scholars to each PRIDE dollars that entitle them to school-wide celebratory events free of charge.

Each scholar is allowed to deposit one cell phone that is labelled by AMS III. The school given label is considered registration of the device and it is the responsibility of the scholar to safeguard the label. New Labels if needed must be picked up at the Main Office from Ms. Althea Green during after-school hours. Safeguarding phones
involves high liability and hence any student recording a loss of the assigned phone label more than once will have to deposit their devices outside, like in nearby bodegas at your own expense. Please refer to the AMS III Cell Phone Policy at the end of this handbook for further details.

After going through scanning and depositing any registered electronic devices, all scholars arriving prior to 8:15 a.m. will go to the Cafeteria for breakfast. Breakfast must be eaten in the Cafeteria between 7:45 a.m. and 8:20 a.m. All classes will start promptly at 8:30 a.m. All scholars will be escorted from breakfast as a school to the second or third floor by an AMS III staff member. Scholars arriving after 9:20 a.m. will wait for their pick up by a school staff member and enter through the main visitor/parent entrance of the building and report to the Main Office in Room 210 prior to entering the classroom.

Scholar Identification Cards

All scholars are given an AMS III Scholar ID card during the first week of school and each scholar must carry or wear their ID while on campus and is required to present it to any staff member upon request. ID cards swiped at entry allow students to earn valuable PRIDE dollars, this will additionally allow staff to scan them to give more points for anything they do that deserves to be recognized. Lost ID cards for scholars will incur a cost of $1 for each new card requested from the Main Office. All replacement requests will be taken at the Main Office through completion of a request form and will be ready for pick-up the next business day.

Families and other guests will get a visitor’s badge from the School Safety desk located at the main entrance of the building and will be accompanied by an AMS III staff member to the Main Office. All late students will be expected to present their ID cards and make a call home attesting to the reason for the lateness.

Scanning

At AMS III we are committed to providing a safe, secure learning environment for all scholars in our school; therefore scholars 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. Scholars and all visitors should place all metal objects in their bag or backpack before reaching the scanner to help the line move quickly. Scholars 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 with a handheld wand to identify the object that set off the alarm. We ask that scholars and visitors pay attention and follow instructions from all School Safety Agents and be sensitive to other scholars or guests waiting to be scanned to enter the building. Thank you for your understanding and cooperation.

Dismissal Procedure

The school day ends at 3:04 p.m. Main building scanning will be closed for scholars to re-enter the building from 2:45 p.m. - 3:30 p.m. When scholars are dismissed, they are expected to leave the campus unless they are active participants in after-school activities from 3:15 p.m. - 4:15 p.m. (i.e., clubs and teacher office hours on Tuesday and Thursday). Any scholar not participating in an after-school club, athletic program, or teacher office hours must go home. At least one dean team member will accompany students to the bus stop for the main dismissal. Please note that the code of conduct applies to student behavior, not only during school hours and on school campus, but also before and after school, when such behavior negatively affects the educational process or endangers the health, safety, or welfare of the school community.

Permission to Leave School during the Day

If a student must leave during school hours, students must be picked up by a parent or adult authorized on his/her emergency contact card. 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**

The Main Office must be informed of every scholar absence by phone at 718-934-9240. New York state will receive daily reports of excused versus unexcused absences for each scholar. Absences for illness, either short or long-term, must be explained in writing by either a parent or doctor, to be considered an excused absence. All absences, excused and unexcused, will negatively affect the required me for all New York State courses needed towards graduation.

A parent who knows in advance that there will be an extended absence for their child must contact the school coordinator, Ms. Faniola Theophile in the Main Office number or the assigned guidance counselor to make arrangements for alternative instruction. An absence for a family emergency will be treated as an excused absence with respect to make-up of classwork but will still be recorded on the scholar record, even if a letter is submitted by the parent and approved by the school —this letter must be submitted to the school coordinator in the Main Office. Attendance of less than 90% for the entire school year, puts the scholar at risk to not graduate on time. The school reserves the right to use Social Services on grounds of educational neglect to intervene for any scholar who has less than 90% attendance for all non-medical reasons. Kindly be aware that below 90% attendance means that your child has already missed one month of instruction.

Absences
Scholars are responsible for all school work missed during an absence. We highly recommend that scholars 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. If a scholar will have an extended absence (for two weeks or more) due to a health condition, parents should discuss with the school counselor if their child may be eligible for Home Instruction Services provided by the New York City Department of Education. Non-compliance will result in failing grades for the scholar.

Lateness Policy
Scholars 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 scholar enters the campus between 7:45 a.m. – 8:15 a.m. in order to make it through security and to his or her first period class on time, which begins promptly at 8:30 a.m. Any scholar entering the classroom after 8:30 a.m. will be marked late. Lateness is considered a form of absence. Restorative sessions with the Student Justice Council (SJC) is mandated to a scholar who is late to school or to any assigned classroom for three times in a week. Being on-time to school is consistently rewarded through the “PRIDE Dollar” program with redemption of points in the School Store, special lunches, special dinners, and trips.

Late to Class Periods of the Day
Scholars are marked late if they are not in class at the beginning of each class period. Lateness to a classroom is treated in the same manner as lateness to school. Three occurrences of lateness will result in mandated sessions with the SJC Lead Restorative Workshop and parent or family conversations. The dean team and teachers will mark scholars late in the scholar information system (PowerSchool). Lateness is a legal record and is reported on a scholar’s transcript, which is shared with future colleges and other entities (i.e., scholarship funds).
### Attendance and Activities

In order for students to participate in after-school activities including PSAL, students must have at least 80% on-time attendance which means that you not just report to school but have HERO data to attest that you make entry before 8:30 a.m. each day for at least 80% of the time school was in session. The only exception to this is for students who plan to access teacher office hours till 4:15 p.m. on Tuesdays and Thursdays.

If students arrive to school after first period they are required to present a note from a parent, guardian or doctor and each unexcused absence or lateness will reported as such to New York state.

Students will not be allowed to participate in sports or any extracurricular activities for the day if they are not in the school building for their regularly scheduled classes.

### VII. SCHOOL CULTURE

#### Parents Supporting the Mission

Parents and families are highly valued members of the AMS III school community. Parents and families play an important role in the success of their children, particularly in high school. All families are requested to be part of the Family-School Alliance (FSA), a think-tank that informs best practices at AMS III. FSA meets once a month and presents opportunities to become key parent leaders. Parents of AMS III scholars support the mission of the school by making sure that their children:

- are in school and on time every day.
- are scheduled for at least 12 credits each year and that they keep track of their children’s progress in earning these credits.
- strive to achieve grades of 80% or higher in all of their courses. The average impacts overall Grade Point Average (GPA) and amount of college monies received.
- take their required state exams and strive for a grade of 75 or higher in ELA and 75 or higher in Math to attain College Readiness for City University of New York (CUNY).

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

- install Powerschool and HERO apps on your personal phones or laptops. Setup automatic notifications for lateness, entry to school, grades and assignments.
- check their scholar’s agenda/planner book for assignments each day.
- provide a quiet space and time for the scholar to do homework daily.
- check the school’s website for announcements and information.
- take an appointment to visit teachers and maintain regular contact with their scholar’s advisor and school counselor. Your assigned school counselor is your primary point of contact.

#### Parent Teacher Conferences

Twice a year parents attend parent-teacher conferences at AMS III. During these conferences, parents meet with their scholar’s teachers to have conversations about their scholar’s academic progress, behavior and attendance.

These conferences will take place on the following dates:

<table>
<thead>
<tr>
<th>December 10, 2019</th>
<th>March 10, 2020</th>
</tr>
</thead>
</table>

Parents may also make individual appointments with subject area teachers, elective teachers, the school counselor, the assistant principal or principal during the school year as needed. Contact Ms. Makeeda Caines to set up appointments.
Service to the School
Ms. Makeeda Caines is the key Family Specialist for 2019-20 and is your contact to arrange for any appointments with school staff. We strongly recommend all families at AMS III become involved members or leaders of the school’s Family-School Alliance (FSA), which meet once a month. The FSA at AMS III takes an active role in all school-wide activities like student recruitment, cultural night, PRIDE events, and community advocacy. The FSA is also an active body to train other families in essential skills like financial planning, filing taxes, college planning, managing teens at home, and more. We will need your assistance with becoming or arranging for classroom speakers on certain projects, and to also be a good thought-partner as we solidify the vision for AMS III. Parents can support AMS III in several ways including but not limited to:

- Helping the office staff with administrative tasks.
- Attending FSA meetings.
- Chaperoning scholar activities.
- Assisting with scholar and parent outreach for school wide events.
- Assisting with the school’s Annual Community Events.

The Community Engagement Team is comprised of Mr. Joseph, Ms. Caines, Ms. Jonathan - the school principal, and the Family-School Alliance. The Community Engagement Team will create more service opportunities for parents to lead more parent engagement workshops. **We expect parents to support the mission of the school by completing at least 15 hours of service to the school every year. You could come read or participate in our classrooms or showcases, accompany scholars and assist with main office.** We encourage all parents to make time with our family specialist to set up service hours.

Dress Code
Scholars at AMS III are required to follow the AMS III dress code at all times including Physical Education class. Any financial assistance needed to provide for uniform can be directed to Mr. Larnelle Joseph, the Community Manager.

<table>
<thead>
<tr>
<th>THE AMS III DRESS CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The AMS III Light Blue Tops:</strong></td>
</tr>
<tr>
<td>○ Light Blue Long-Sleeve Oxford w/ AMS logo <strong>(with Logo)</strong></td>
</tr>
<tr>
<td>○ Polo (with logo). Long-sleeve polo for the winter.</td>
</tr>
<tr>
<td>○ Solid color sweater . “AMS III Light Blue, Navy Blue, Black or Grey” <strong>(No Hoodies)</strong></td>
</tr>
<tr>
<td><strong>Black Bottoms</strong></td>
</tr>
<tr>
<td>○ Solid Black Pants</td>
</tr>
<tr>
<td>○ Solid Black Khakis</td>
</tr>
<tr>
<td>○ Solid Black Knee-Length Skirts</td>
</tr>
<tr>
<td>○ Solid Black Knee-Length Shorts (85’ or higher/during an extreme heatwave)</td>
</tr>
<tr>
<td>○ Black Belts <strong>(No Sagging Pants)</strong></td>
</tr>
<tr>
<td><strong>Footwear</strong></td>
</tr>
<tr>
<td>○ Solid Black Sneakers / Shoes</td>
</tr>
<tr>
<td>○ Snow Boots/UGG Boots <strong>(Snow Days)</strong></td>
</tr>
</tbody>
</table>
Uniform Loaner
At AMS III, we can provide a courtesy loan to a student for a uniform shirt to maintain 100% uniform compliance. This is a service available in case of emergencies only. The following guidelines have to be adhered in order to access this service:

- The uniform loaner agreement has to be signed both at receipt and return of the loaned shirt — and this allows only one item to be loaned to any student at any given time.
- All loaners must be returned at the end of the school day to avoid loss of this privilege.
- Repeated use of this loaner privilege will result in loss of this privilege.

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. AMS III adheres to the following guidelines:

- AMS III 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 Victor Rodriguez, Deputy Director of School Operations
Email: vrodriguez13@charter.newvisions.org
Telephone Number: 718-934-9240

Shared Space
AMS III is extremely fortunate to share space at the Frank Macchiarola Educational Complex with New Visions Charter High School for the Humanities III, Origins High School, and Professional Pathways High School. AMS III scholars occupy half of the 2nd and 3rd floor of the building. We share the third floor with New Visions High School for the Humanities III and Origins High School is exclusively housed on the second floor. Professional Pathways is located in the basement.

Additionally, AMS III shares the following spaces of the building:
In order to be thoughtful and respectful learners, scholars should speak in low voices and be respectful to all scholars and school staff while traveling in the building. Although there are many schools located in our building, we are all one-school community. Foul language is not allowed on campus and scholars are expected to use language to encourage oneself and others.

As Brooklyn community members, AMS III scholars must set a positive example in the neighborhood when traveling to and from school by walking on the sidewalk, properly throwing away their garbage in trash cans, avoiding inappropriate language and hand gestures, and treating all Frank Macchiarola Educational Complex staff and community members with respect. In general, all scholars and staff at AMS III are role models and should be mindful of how their actions affect others.

Incentive Program

AMS III P.R.I.D.E DOLLARS are recorded each day in HERO using Scholar ID cards and hand scanners.

As a community we will use this program that encourages scholars to embody the AMS III way of life:

**PATIENCE, RESPONSIBILITY, INTEGRITY, DEDICATION AND EMPATHY (P.R.I.D.E.)**

All AMS III scholars will participate in this program that will allow scholars to earn “P.R.I.D.E Dollars” that can be exchanged for access to specific community events and also to redeem for rewards on “Spirit Days”. Periodically during each quarter there will be a celebration for scholars who exemplified P.R.I.D.E core values. Advisory teachers and the deans of school culture will work closely to implement and maintain a log of scholars who have earned these rewards. We will arrange events to reward scholars who show diligence and effort to represent AMS III (e.g., Community Shout-Outs, movies, dances, ice-skating, Mets games, Nets games, and outings to Dave and Buster’s, etc.).

Extracurricular Activities

After school activities begin in early October. These activities are created based on staff and scholar interests. Scholars must attend school during the day in order to participate in after school activities. Membership to after school activities is strongly encouraged in order to build a strong resume for post-secondary or college access.

Saturday Program/Assessment Preparation Classes

Saturday programs are designed to serve as one forum to support student need, including interventions for high need scholars. Saturday programs include:

- SAT
- Regents preparatory courses
- Science Lab make-up sessions
- Community Service

Athletic Teams

AMS III scholars are able to participate in the athletic programs through the Public Schools Athletic League (PSAL) held at the Frank Macchiarola Educational Complex. The sports events are separated according to season. There is
access to over thirty different sports teams; eligibility for participation is contingent upon passing all classes and avoiding discipline issues. Ms. Tisha Brown, the Data Associate, will coordinate all PSAL attendance and eligibility for AMS III.

Field Trips
The staff trip organizer responsible for a field trip will arrange the required paperwork for families to complete, including the consent forms/permission slips. These consent forms have to be returned at least 7 days before the date of the trip. Based on the specifics of each field trip, please ensure that your child reports to school on time as stated on the consent forms that will be sent home for each trip.

AMS III field trips are all directly related to content areas and mostly fully paid for. Hence we require families to ensure that their scholar be allowed to go on all field trips. If a payment is required, the amount and due date will be stated on the consent form. Transportation will be provided for all field trips. scholars will adhere to the AMS III standard of expected behavior — these expectations are explained clearly in this handbook and at the beginning of the school year. Scholars must also adhere to the expectations of the places we are visiting. Non-adherence to any behavior policies may result in the denial of access to future field trip activities and any other consequences as per the New Visions Charter High School Code of Conduct.

Electronic Devices
Electronic devices include cell phones, computing devices, portable music and entertainment systems. One assigned phone can be submitted each day for safe-keeping as per the AMS III Cell Phone Policy. AMS III is equipped with an adequate amount of educational technology for each scholar; therefore, personal electronic devices are not needed or encouraged to be brought to school. Scholars are not allowed to use personal or school-based devices at any time during the school day unless explicitly authorized by staff in a specific designated setting for matters related to learning aligned to AMS III instruction. If electronic devices are used in an unauthorized manner, scholars will be subject to disciplinary action and confiscation of devices as described in the Code of Conduct.

AMS III Procedure for Misuse of Electronic Devices
If a scholar is inappropriately using any electronic device, a staff person may confiscate these devices. The return of items are contingent upon a written agreement about not repeating the behavior and a legal guardian will be expected to come to school at a designated time to pick up the items from the family specialist in Room 255 or the dean of school culture in Room 237.

School Property and Equipment
AMS III scholars are required to treat all school property and equipment (including technology such as computers, text books, science lab materials, scientific calculators, sports equipment, etc.) with the greatest amount of care and respect. When a scholar borrows any school equipment, they must return it to school staff in the same condition in which they received it. Scholars should never attempt to alter any school property or equipment; this may be considered tampering or vandalism. If a scholar receives an item that is damaged or not functioning, they should immediately report it to the staff member who loaned them the item. Theft, tampering, and vandalism of school property are distinct violations of the Code of Conduct. All school issued materials have to be signed out and returned at the designated time. Non-receipt at the end of the year will result in the scholar being charged for the cost of the missing item and payment in full is needed for transcripts to be released.

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

**VIII. ACADEMICS**

New Visions Charter High Schools are designed to help students accelerate towards meeting diploma requirements at their individual skill level and at a developmentally appropriate pace. We use a **semester system** and provide after school office hours at least once a week to increase the opportunity for scholars seek academic support, pass Regents exams, and demonstrate mastery in their years at AMS III. We require students to take at least three years of Arts, Spanish, AP courses and prepare for more than the basic five New York State Regents. All of our courses emphasize reading, writing, speaking and listening skills. All courses are project-based classes, meaning scholars seek answers to important questions and apply what they learn to real-life situations and defend their work. In every class, scholars will ask questions, conduct research, produce original work, and defend their work in public presentations. At the end of each semester, scholars complete a project-based assessment using skills and concepts from many of their classes to address content skills and aligns to a real life question or need.

**Progressing towards Graduation**

AMS III’s four-year program is designed to provide the academic foundation, lifelong learning habits and critical thinking skills required for scholars to be successful in college. scholars at AMS III have opportunities to earn far more than the credits required by the state for high school graduation. We understand that scholars may need more time to be college-ready so we provide a longer school day that allows for more instructional time and more preparation. All courses are in session for at least 53 minutes, with dedicated time for targeted instruction and skill building. Our academic day runs from 8:30 a.m. until 3:04 p.m. If students average course grade is below 80%, they are expected to attend weekly office hours.

The school monitors every scholar’s course grades and standardized test results to ensure that scholars 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 scholars’ mastery of content so that they remain on-track toward graduation.

The table below outlines the minimum promotion criteria for grade level promotion. **Schools may require additional promotion criteria.**

<table>
<thead>
<tr>
<th>Promotion to Next Grade*</th>
<th>Coursework/Exams</th>
<th>Minimum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Successful completion of standards in academic subject areas</td>
<td>11 credits</td>
</tr>
<tr>
<td>11</td>
<td>Successful completion of standards in academic subject areas</td>
<td>22 credits</td>
</tr>
<tr>
<td>12</td>
<td>Successful completion of standards in academic subject areas</td>
<td>33 credits</td>
</tr>
</tbody>
</table>

Schools should accurately reflect students’ progress toward graduation by adjusting their grade levels and identifying students’ promotion standing in February. *Students in 9th grade for the first time cannot be promoted early.*
**Students with Disabilities**

New Visions Charter High School (name of school) 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, AMS III 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 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 District 22 is as follows:

- Committee on Special Education 6
- Serving Districts: 17, 18, 22
- 5619 Flatlands Avenue, Brooklyn, NY 11234
- Phone: 718-968-6200
- Fax: 718-968-6253
- Chairperson: Arlene Rosenstock

### 504 Accommodations

If a student does not have an IEP and a parent 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 Shannika Mothersill and Charniqua Francis for 504 Accommodations @ cmadden5@charter.newvisions.org and smothersill29@charter.newvisions.org. 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 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.

### 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 supports for multilingual learners at (insert school acronym) may include the following:
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: https://infohub.nyced.org/docs/default-source/default-document-library/acpolicy-graduationrequirementscard.pdf. Compensatory regulations apply for students with an Individualized Education Plan (IEP).

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><strong>Total Required to Graduate: 44</strong></td>
<td><strong>Total Required to Graduate: 5</strong></td>
</tr>
<tr>
<td>6 Math Credits</td>
<td>1 Math Regents</td>
</tr>
<tr>
<td><em>Course Options: Algebra, Geometry, Trigonometry, Calculus</em></td>
<td></td>
</tr>
<tr>
<td>6 Science Credits</td>
<td>1 Science Regents</td>
</tr>
<tr>
<td><em>Course Options: Living Environment, Earth Science, Chemistry, or Physics</em></td>
<td></td>
</tr>
<tr>
<td>8 Social Studies Credits</td>
<td>1 Social Studies Regents</td>
</tr>
<tr>
<td><em>Course Options: Global Studies, US History, Economics, Government</em></td>
<td></td>
</tr>
<tr>
<td>8 English Credits</td>
<td>1 English Regents</td>
</tr>
<tr>
<td><em>Course Options: Any English Courses</em></td>
<td></td>
</tr>
<tr>
<td>4 Physical Education Credits</td>
<td>Plus any 1 other Math, Science, Social Studies Regents exam or CDOS* Exam.</td>
</tr>
<tr>
<td>2 Foreign Language Credits**</td>
<td></td>
</tr>
<tr>
<td>2 Art Credits</td>
<td></td>
</tr>
<tr>
<td>1 Health Credits</td>
<td></td>
</tr>
<tr>
<td>7 Electives Credits</td>
<td></td>
</tr>
</tbody>
</table>

*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

Grading Policy
Scholars are graded in various content areas based on this general policy at AMS III. Scholars are expected to demonstrate various levels of writing, including on-demand tasks and project-based learning. The grading policy specific to a department can be referred to in the course outline.
GENERAL AMS III GRADING POLICY

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework Assignments</td>
<td>10 -15%</td>
</tr>
<tr>
<td>Classwork/In-class tasks</td>
<td>20 - 25%</td>
</tr>
<tr>
<td>Notebook Checks(can be taken out as per dept request)</td>
<td>5%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Tests /PBL</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10 - 15%</td>
</tr>
</tbody>
</table>

Progress Reports and Report Cards

Distribution is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Progress Report</th>
<th>Report Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1/S2</td>
<td>October 17, 2019</td>
<td>Nov 13, 2019</td>
</tr>
<tr>
<td>Q2/ S1</td>
<td>December 10, 2019</td>
<td>February 6, 2020</td>
</tr>
<tr>
<td>Q3/ S2</td>
<td>March 10, 2020</td>
<td>April 8, 2020</td>
</tr>
<tr>
<td>Q4 / S2</td>
<td>May 20, 2020</td>
<td>June 26, 2020</td>
</tr>
</tbody>
</table>

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

College and Career and Postsecondary Readiness

Our goal is for all students to graduate high school with a postsecondary plan that includes best fit education, training or employment and the skills and experience to succeed in that plan.

A major component of college and career preparation involves academic readiness. First, we want to ensure that all students maintain at least an 80 GPA during their high school career, as a strong GPA will impact college admittance. The school expects all students to take advanced courses while in high school (including AP, College Now, and/or advanced Regents courses). Finally, all students should strive to achieve “proficiency” in both English and math, because doing so will prepare them for college and the workplace. 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
To graduate with the skills and experience to succeed after high school, we expect all students to participate in experiences, such as 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.

IX. CODE OF CONDUCT

AMS III 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.

AMS III 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**<br>Behaving in a manner which disrupts the educational process (e.g. making excessive noise in a classroom, library or hallway).<br>Doe – B7 | ● Communication with parent/guardian<br>● One-on-One Restorative Conversation with staff or administrator<br>● Restorative Conversation with those involved in the incident<br>● Restorative Circle<br>● Behavior and/or Attendance Contract<br>● Mediation/Conflict Resolution<br>● Community Service<br>● Family meeting<br>● Individual/Group Counseling<br>● Review and/or revise pre-existing Behavior/Attendance Contract<br>● Removal from classroom/event<br>● Detention during lunch/after school/Zero period<br>● Exclusion from extracurricular activity<br>● Behavior Contract/Disciplinary Probation<br>● Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)<br>1-2 day(s) In-School Suspension | *
|       | **1.2 Disrespectful to Others**<br>Engaging in verbally rude or disrespectful behavior (e.g. teasing, name calling, gossiping, taunting, etc).<br>Doe – B8 | ● Communication with parent/guardian<br>● One-on-One Restorative Conversation with staff or administrator<br>● Restorative Conversation with those involved in the incident<br>● Restorative Circle<br>● Behavior and/or Attendance Contract<br>● Mediation/Conflict Resolution<br>● Community Service<br>● Family meeting<br>● Individual/Group Counseling<br>● Review and/or revise pre-existing Behavior/Attendance Contract<br>● Removal from classroom/event<br>● Detention during lunch/after school/Zero period<br>● Exclusion from extracurricular activity<br>● Behavior Contract/Disciplinary Probation<br>● Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)<br>1-2 day(s) In-School Suspension | *
|       | **1.3 Insubordinate Behavior**<br>Failing to follow directions of a teacher or other lawful authority in the classroom. | ● Communication with parent/guardian<br>● One-on-One Restorative Conversation with staff or administrator<br>● Restorative Conversation with those involved in the incident<br>● Restorative Circle<br>● Behavior and/or Attendance Contract<br>● Mediation/Conflict Resolution<br>● Community Service<br>● Family meeting<br>● Individual/Group Counseling<br>● Review and/or revise pre-existing Behavior/Attendance Contract<br>● Removal from classroom/event<br>● Detention during lunch/after school/Zero period<br>● Exclusion from extracurricular activity<br>● Behavior Contract/Disciplinary Probation<br>● Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)<br>1-2 day(s) In-School Suspension | *
|       | **1.4 Loitering**<br>Failing to be in one’s assigned place on school premise.<br>Doe – B06 | ● Communication with parent/guardian<br>● One-on-One Restorative Conversation with staff or administrator<br>● Restorative Conversation with those involved in the incident<br>● Restorative Circle<br>● Behavior and/or Attendance Contract<br>● Mediation/Conflict Resolution<br>● Community Service<br>● Family meeting<br>● Individual/Group Counseling<br>● Review and/or revise pre-existing Behavior/Attendance Contract<br>● Removal from classroom/event<br>● Detention during lunch/after school/Zero period<br>● Exclusion from extracurricular activity<br>● Behavior Contract/Disciplinary Probation<br>● Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)<br>1-2 day(s) In-School Suspension | *
|       | **1.5 Lateness**<br>Being late for school or class.<br>Doe – B4 | ● Communication with parent/guardian<br>● One-on-One Restorative Conversation with staff or administrator<br>● Restorative Conversation with those involved in the incident<br>● Restorative Circle<br>● Behavior and/or Attendance Contract<br>● Mediation/Conflict Resolution<br>● Community Service<br>● Family meeting<br>● Individual/Group Counseling<br>● Review and/or revise pre-existing Behavior/Attendance Contract<br>● Removal from classroom/event<br>● Detention during lunch/after school/Zero period<br>● Exclusion from extracurricular activity<br>● Behavior Contract/Disciplinary Probation<br>● Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)<br>1-2 day(s) In-School Suspension | *
|       | **1.6 Cutting**<br>A student is absent for a period class and/or is not present on the floor; leaving class without permission of personnel.<br>Doe – B3, B6, B20 | ● Communication with parent/guardian<br>● One-on-One Restorative Conversation with staff or administrator<br>● Restorative Conversation with those involved in the incident<br>● Restorative Circle<br>● Behavior and/or Attendance Contract<br>● Mediation/Conflict Resolution<br>● Community Service<br>● Family meeting<br>● Individual/Group Counseling<br>● Review and/or revise pre-existing Behavior/Attendance Contract<br>● Removal from classroom/event<br>● Detention during lunch/after school/Zero period<br>● Exclusion from extracurricular activity<br>● Behavior Contract/Disciplinary Probation<br>● Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)<br>1-2 day(s) In-School Suspension | *
|       | **1.7 Uniform Infraction**<br>A student is out of uniform - no shirt, black pants or is covering the uniform with other clothes (jackets, coats, hoodie, sweatshirt, etc).<br>Doe – B2, B9 | ● Communication with parent/guardian<br>● One-on-One Restorative Conversation with staff or administrator<br>● Restorative Conversation with those involved in the incident<br>● Restorative Circle<br>● Behavior and/or Attendance Contract<br>● Mediation/Conflict Resolution<br>● Community Service<br>● Family meeting<br>● Individual/Group Counseling<br>● Review and/or revise pre-existing Behavior/Attendance Contract<br>● Removal from classroom/event<br>● Detention during lunch/after school/Zero period<br>● Exclusion from extracurricular activity<br>● Behavior Contract/Disciplinary Probation<br>● Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)<br>1-2 day(s) In-School Suspension | *
| 2     | **2.1 Vandalism**<br>Causing intentional damage to school property, property belonging to staff, students or others.<br>Doe – B28 | ● Communication with parent/guardian<br>● One-on-One Restorative Conversation with staff or administrator<br>● Restorative Conversation with those involved in the incident<br>● Restorative Circle<br>● Behavior and/or Attendance Contract<br>● Mediation/Conflict Resolution<br>● Community Service<br>● Family meeting<br>● Individual/Group Counseling<br>● Review and/or revise pre-existing Behavior/Attendance Contract<br>● Removal from classroom/event<br>● Detention during lunch/after school/Zero period<br>● Exclusion from extracurricular activity<br>● Behavior Contract/Disciplinary Probation<br>● Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)<br>1-2 day(s) In-School Suspension | *
|       | **2.2 Threats/Intimidation**<br>Engaging in or verbalizing an act of coercion; threatening violence or harm to others or threatening property destruction.<br>Doe – B38, B43, B37 | ● Communication with parent/guardian<br>● One-on-One Restorative Conversation with staff or administrator<br>● Restorative Conversation with those involved in the incident<br>● Restorative Circle<br>● Behavior and/or Attendance Contract<br>● Mediation/Conflict Resolution<br>● Community Service<br>● Family meeting<br>● Individual/Group Counseling<br>● Review and/or revise pre-existing Behavior/Attendance Contract<br>● Removal from classroom/event<br>● Detention during lunch/after school/Zero period<br>● Exclusion from extracurricular activity<br>● Behavior Contract/Disciplinary Probation<br>● Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)<br>1-2 day(s) In-School Suspension | *
|       | **2.3 Smoking traditional cigarettes and/or use of electronic cigarettes and/or possessing matches or lighters.**<br>Doe – B13 | ● Communication with parent/guardian<br>● One-on-One Restorative Conversation with staff or administrator<br>● Restorative Conversation with those involved in the incident<br>● Restorative Circle<br>● Behavior and/or Attendance Contract<br>● Mediation/Conflict Resolution<br>● Community Service<br>● Family meeting<br>● Individual/Group Counseling<br>● Review and/or revise pre-existing Behavior/Attendance Contract<br>● Removal from classroom/event<br>● Detention during lunch/after school/Zero period<br>● Exclusion from extracurricular activity<br>● Behavior Contract/Disciplinary Probation<br>● Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)<br>1-2 day(s) In-School Suspension | *
|       | **2.4 Knowingly Possessing Property**<br>Knowingly possessing property belonging to another without permission.<br>Doe – B29 | ● Communication with parent/guardian<br>● One-on-One Restorative Conversation with staff or administrator<br>● Restorative Conversation with those involved in the incident<br>● Restorative Circle<br>● Behavior and/or Attendance Contract<br>● Mediation/Conflict Resolution<br>● Community Service<br>● Family meeting<br>● Individual/Group Counseling<br>● Review and/or revise pre-existing Behavior/Attendance Contract<br>● Removal from classroom/event<br>● Detention during lunch/after school/Zero period<br>● Exclusion from extracurricular activity<br>● Behavior Contract/Disciplinary Probation<br>● Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)<br>1-2 day(s) In-School Suspension | *

1. DOE number references corresponding New York City Department of Education code of conduct infractions.
<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>
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<tbody>
<tr>
<td>3</td>
<td>3.1 Academic Dishonesty</td>
<td>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</td>
<td>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 Circle • Individual/Group Counseling • Referral to a Community-Based Organization • Referral to external counseling/support service agency • Functional Behavioral Assessment (FBA) or Behavioral Intervention</td>
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<td></td>
<td>3.2 Tampering with School Document</td>
<td>Tampering with, changing or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means. DOE – B27</td>
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<td>3.3 Contributing to an Unsafe Environment</td>
<td>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 special events)</td>
<td>• Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended.</td>
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<td><strong>3.4 Physical/Verbal Aggression/Horseplay (Moderate)</strong></td>
<td>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</td>
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<td><strong>3.5 Harassment/Discrimination</strong></td>
<td>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</td>
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<td><strong>3.6 Gang-related Behavior</strong></td>
<td>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</td>
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<td><strong>3.7 Bullying</strong></td>
<td>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</td>
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<tr>
<td><strong>Plan (BIP)</strong></td>
<td>Review/Revise pre-existing Behavior/One-way Contract</td>
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### 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

### LEVEL | BEHAVIOR | SUPPORT INTERVENTION | POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION
--- | --- | --- | ---
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  
• Review to the Discipline Review Board  
• Referral to the Discipline Review Board  
• 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  
• Removal from classroom/space/event  
• Detention during lunch/after school/Zero period  
• Exclusion from extracurricular activity  
• Behavior Contract/Disciplinary Probation  
• Long-term suspension or expulsion**  
* An Alternate Instruction Plan and Reintegration Plan is required for any student who is removed from class and/or suspended

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 – B43 |  

4 | **4.7 Use of Controlled Substances**
Using controlled substances or prescription medication without appropriate authorization, or
<table>
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<tr>
<th>LEVEL</th>
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<th>POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION</th>
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<tbody>
<tr>
<td>5</td>
<td><strong>5.1 Starting a Fire</strong>&lt;br&gt;Starting a fire or attempting to start a fire in any campus setting. <strong>DOE – B50</strong></td>
<td>● Communication with parent/guardian&lt;br&gt;● Family meeting&lt;br&gt;● One-on-One Restorative Conversation with staff or administrator&lt;br&gt;● Restorative Conversation with those involved in the incident&lt;br&gt;● Formal Restorative Conference&lt;br&gt;● Behavior Contract&lt;br&gt;● One-way Contract with a commitment ensuring the harassment will not happen again&lt;br&gt;● A Safety Plan&lt;br&gt;● Mediation/Conflict Resolution [not to be used for Sexual Harassment]&lt;br&gt;● Community Service&lt;br&gt;● Restorative Community Circle&lt;br&gt;● Individual/Group Counseling&lt;br&gt;● Referral to a Community-Based Organization&lt;br&gt;● Referral to external counseling/substance use/support service agency&lt;br&gt;● Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) for students with an IEP&lt;br&gt;● Review/Revise pre-existing Behavior/One-way Contract</td>
<td>● Removal from classroom/space/event&lt;br&gt;● Detention during lunch/after school/Zero period&lt;br&gt;● Exclusion from extracurricular activity&lt;br&gt;● Behavior Contract/Disciplinary Probation&lt;br&gt;● Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)&lt;br&gt;● Parent/guardian accompanies child to school&lt;br&gt;● 1-10 day(s) In-School Suspension or Out-of-School Suspension&lt;br&gt;● Long-term suspension or expulsion**&lt;br&gt;● Referral to Law Enforcement **Before a principal suspends a student for an Extended Suspension (more than 10 days), the principal will schedule a formal disciplinary hearing. At this hearing, the school will present evidence to support the charge of a code</td>
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<td><strong>5.2 Threatening to Use Force to Take Property</strong>&lt;br&gt;Threatening to use force or using force to take or attempt to take property belonging to another person or the school. <strong>DOE – B51</strong></td>
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<td><strong>5.3 Using Extreme Force to Inflict Injury</strong>&lt;br&gt;Using extreme force against or inflicting or attempting to inflict serious injury upon school personnel, school safety agents, or students. Also includes planning, instigating, or participating with another or other, in an incident of group violence. <strong>DOE – B52, B53, B54</strong></td>
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<td><strong>5.4 Gang-related Violence</strong>&lt;br&gt;Engaging in threatening, dangerous or violent behavior that is gang-related. <strong>DOE – B55</strong></td>
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<td><strong>5.5 Engaging in Physical Sexual Aggression</strong>&lt;br&gt;Engaging in physical sexual aggression, compelling or forcing another to engage in sexual activity. <strong>DOE – B56</strong></td>
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<td><strong>5.6 Selling or Distributing Drugs</strong>&lt;br&gt;Selling or distributing illegal drugs, controlled substances, or alcohol. <strong>DOE – B57</strong></td>
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<td><strong>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.</strong></td>
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<td><strong>5.7 Possessing or Selling any Category I or Category II Weapon</strong>&lt;br&gt;Possessing or selling any Category I or Category II weapon on school property or in a setting in which this Code of Conduct applies. <strong>DOE – B59</strong></td>
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<td><strong>5.8 Threatening to Cause Physical Injury Using Weapons</strong>&lt;br&gt;Threatening to cause physical injury using any Category I or Category II weapon. <strong>DOE – B59</strong></td>
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| 5.9 Using Weapons to Cause Physical Injury | violation and the student will have the opportunity to present his/her case and be accompanied and represented by a parent and/or an advocate or counsel. If the student has an IEP, the principal will also refer the student to the Committee on Special Education (CSE) for a Manifestation Determination Review (MDR).

*** 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. |

Using any Category I or Category II Weapon for the purpose of causing physical injury. DOE – B60, B61 |
## WEAPONS

<table>
<thead>
<tr>
<th>Category I</th>
<th>Category II</th>
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<tbody>
<tr>
<td>● 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</td>
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<td>● Stun gun/weapon</td>
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<td>● 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)</td>
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<td>● Switchblade knife, gravity knife, pilum ballistic knife and cane sword (a cane that conceals a knife or sword)</td>
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<td>● Dagger, stiletto, dirk, razor blade, box cutter, case cutter, utility knife and all other knives</td>
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<td>● Billy club, blackjack, bludgeon, chuka stick, and metal knuckles</td>
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<td>● Slingshot (small, heavy weights attached to or propelled by a thong) and slingshot</td>
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<td>● Martial arts objects including kung fu stars, nunchucks and shirkens</td>
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<td>● Explosives, including bombs, firecrackers and bombshells</td>
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<td>● Acid or dangerous chemicals (such as pepper spray, mace)</td>
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<td>● *Imitation gun or other imitation weapon</td>
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<td>● Loaded or blank cartridges and other ammunition</td>
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<td>● *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).</td>
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* 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. If the conduct of a scholar significantly disrupts the academic process or creates risks for the scholar or others, the principal may initiate procedures for other kinds of disciplinary responses, including, but not limited to, the following:

- Student Justice Council and mandated Restorative Sessions.
- Student Support Team meeting including all pertinent staff and the family.
Discipline Review Board
The Discipline Review Board is made up of teachers, students, and a member of the school counseling Department. It focuses on addressing incidents that have impacted the school community. Over the course of the school year, the Discipline Review Board may meet to make recommendations for interventions to repair harm and restore relationships. These interventions may consist of restorative conferences, referrals to counseling or evaluation, community service, or exclusion from school events or extracurricular activities.

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

For more information contact Shanell George, Assistant Principal, SGeorge13@charter.newvisions.org, 718-934-9240

Restorative Workshop/Circle
Scholars may be assigned to restorative sessions with the Student Justice Council (SJC) after school, or mandated community service as a consequence of violating the Code of Conduct, or for lateness or uniform violations. Scholars will have time to reflect on reasons for the infraction and design an action plan for behavior modification at these sessions. Parents or guardians will be notified of the week their scholar will be required to attend the restorative workshop assignment. Calls and emails will be sent to the numbers provided to us with the schedule to assigned SJC sessions. Parents are asked to remember to maintain current phone numbers and email addresses without the School.

Exclusion from Social/Extracurricular Activities
A scholar may be excluded from social or extracurricular activities for academic or behavioral reasons. A scholar who is suspended or otherwise disciplined for violating the Code of Conduct may not be permitted to participate in an upcoming trip or activity depending on the impact on the community.

Promise Cards and Disciplinary Oversight
In some instances, the school may decide that a Promise Card or conduct sheets is necessary in order to encourage changes in a scholar’s behavior. For the duration of this tool, the scholar is considered to be on disciplinary oversight, during which time the scholar’s behavior is monitored and evaluated on a daily basis. The disciplinary oversight period is a positive effort to help recognize the scholar’s ability to grow, to seek help when necessary, and to make better choices. Mark Mohamed is the Restorative Practice Coordinator.

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 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 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, 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 and student an opportunity to present a written statement. If the outcome of the Superintendent's determination is unsatisfactory, parents 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 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 onto 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 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.

**DASA Dignity Act Coordinator (DAC):**  
Victor Rodriguez, Deputy Director of School Operations  
Email: vrodriguez13@charter.newvisions.org  
Telephone Number: 718-934-9240

- 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 degrading 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 scholar who has done the bullying in a reflective activity such as writing a statement about the misbehavior and how it might affect others. The SJC will be an active participant in all such matters.
  b. Provide supportive intervention and mediation to assist in conflict resolution.
  c. Assign an adult mentor to the scholar who has been bullied and to the scholar who was responsible for the conduct.
  d. Encourage class discussions or school-wide meetings to re-emphasize behavioral expectations.
  e. Refer scholars who have been victims of bullying to counseling within the school. Notify parents of all scholars involved.

- Retaliation against any scholar or teacher 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 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.

XI. ADDITIONAL SERVICES

Food Service
AMS III offers breakfast, lunch, and snack for any extended-day programs after 4:15 p.m. free of charge to families

Lunch Forms
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.

**Lunch Policy**

Lunch takes place in the Cafeteria on the 1st Floor. Scholars are expected to use the designated stairwell to travel to the Cafeteria. Scholars are not allowed to leave the building during their assigned lunch period. Scholars may bring their non-microwavable lunch with them and eat it in the Cafeteria. However, scholars will not have access to a refrigerator.

**Transportation**

AMS III will provide eligible scholars MetroCard based on the distance between the scholar’s residence and the school. Not all scholars will qualify for a scholar MetroCard. Scholar MetroCards will be distributed once in September and once in January. This card is the sole responsibility of the scholar to maintain. If this card is lost or stolen, it must be immediately reported to the Main Office.

School busing will only be provided for scholars who have busing mandated by their Individualized Education Plan (IEP).

**XII. HEALTH AND SAFETY**

**Emergency Forms**

Please ensure that you have completed and submitted an updated emergency form with correct contact numbers. **THESE FORMS ARE USED TO CONFIRM AUTHORITY DURING EMERGENCIES; INFORMATION SHOULD BE CURRENT AT ALL TIMES.** Parents/guardians should inform us immediately if telephone numbers or other contact information on the scholar’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.

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 right) according to the right to the right.
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 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.

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.
Scholar Illness at School
If a scholar becomes ill during the day, the scholar should inform a teacher that they are not feeling well. If the staff determines that the scholar is too ill to remain in the class, the scholar is escorted to the School Nurse at the Health Center and the parent is informed by the School Nurse or an AMS III staff. If a scholar is not seriously ill, the Nurse will ask him or her to rest for a short time before returning to class. If a scholar is seriously ill or injured, the School Nurse or AMS III staff will contact 911 and the parents. An AMS III staff member will travel with the scholar with EMS as loco parentis until a parent or guardian arrives at the designated hospital. EMS will determine the hospital and parents 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.

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).

Emergencies, Drills, and Evacuations
In accordance with state and city regulations, AMS III participates in regularly scheduled fire and evacuation drills. These drills are coordinated with the Frank Macchiarola Educational Complex. In case of a fire or other emergency that requires an evacuation, our evacuation site is nearby.

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

XIII. RIGHTS AND RESPONSIBILITIES

Non-Discrimination
AMS III does not discriminate on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, 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:

Victor Rodriguez
Deputy Director of School Operations & Coordinator for Section 504, Title II of the ADA, & Title IX
New Visions Charter High School for Advanced Math and Science III

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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 are encouraged to reach out with questions and requests for guidance.

Contact Victor Rodriguez for additional information: 718-934-9240 | vrodriguez13@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 York 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 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

AMS III 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 -

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 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:
Ms. Nissi Jonathan  
New Visions Charter High School for Advanced Math & Science III  
3000 Avenue X  
Brooklyn, NY 11235

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 Charter High School for Advanced Math & Science III  
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.

The Regents of the University of New York, Charter Schools Office (SED)  
NYS Education Department  
89 Washington Avenue  
Albany, New York 12234  
or send it by email to charterschools@mail.nysed.gov.

For additional information about the complaint policy contact Mr. Rodrigue at 718-934-9240 or vrodriguez13@charter.newvisions.org.

Withdrawal

AMS III 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.

AMS III 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 specific 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 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 Victor Rodriguez, School DDSO, at New Visions Charter High School for Advanced Math and Science III, 3000 Avenue X, Brooklyn, NY 11235. For additional information - 718-934-9240, vrodriguez13@charter.newvisions.org

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

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Freedom Of Information Law (FOIL) Policy And Procedures

Upon request, AMS III provides copies of information and records which are available for public inspection in accordance with New York Freedom of Information Law (FOIL).

Requests For Public Access To Records

Student records are not available for inspection, except in accordance with the Family Education 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 Charter High School for Advanced Math & Science III Board of Trustees, with offices at the address below, within 30 days of receipt of denial of access.

Board of Trustees
The New Visions Charter High School for Advanced Math & Science III
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:

Victor Rodriguez  
New Visions Charter High School for Advanced Math and Science III  
Frank Macchiarola Educational Complex  
3000 Avenue X  
Brooklyn, NY 11235  
Telephone Number: 718-934-9240  
E Mail: vrodriguez13@charter.newvisions.org

Records are available for public inspection and copying at the above address as well.

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/ams-iii-hum-iii-board-of-trustees](https://www.newvisions.org/pages/ams-iii-hum-iii-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.
Advising 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
AMS III believes that technology and the use of computers must be an integral part of students’ high school education and is essential to prepare them for success in college and in the workplace. Our vision for technology includes building a learning environment where technology is integrated into every subject area in every classroom and all students have equitable access to computers. Infusing technology into the classroom environment, together with ongoing staff training, is critical in preparing students for the challenges awaiting them.
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.

AMS III 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)](https://www.itsupport.nyc.gov/)

### 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)](https://www.itsupport.nyc.gov/).

### 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, 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 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,
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 - ams3tech@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.

AMS III 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 email ams3tech@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 AMS III 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.
Technology Policy, Procedures, and Information 2019-2020

The focus of the Technology at AMS III is to provide tools and resources to the 21st Century Learner. Excellence in education requires that technology is seamlessly integrated throughout the educational program. Technology immersion does not diminish the vital role of the teacher. To the contrary, it transforms the teacher from a director of learning to a facilitator of learning. Effective teaching and learning with iPads and Computers integrates technology into the curriculum anytime, any place. The policies, procedures and information within this document apply to all iPads, laptop computers, Computer Lab, and other technology tools used at AMS III, including any other device considered by the administration to come under this policy. AMS III teachers may set additional requirements for use in their classroom.

1. PROCEDURES
1.1 Use of Device Procedure
iPads or computers will be stationed in the classrooms and will be distributed by the teacher before or during class.

1.2 Returning Devices
If a student fails to return the iPad or computers at the end of class, certain consequences will be imposed. The student will pay the replacement cost of the iPad or computers, or, if applicable, any insurance deductible. Failure to return the device will result in a theft report being filed with the New York Police Department and the School Safety Department.

Furthermore, the student will be responsible for any damage to the device and must return the device and accessories to the issuing teacher or department in satisfactory condition. “Damage” also includes, but is not limited to, the loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by the student’s own negligence, errors or omissions. The student will be charged a fee for any needed repairs, not to exceed the replacement cost of the iPad or computer. Devices that are broken or fail to work properly must be immediately taken to the supervising teacher or technology department for an evaluation of the equipment.

2. TAKING CARE OF DEVICES
2.1 General Precautions
The iPad or Computer is school property and all users will follow this policy and the New Visions for Public Schools Acceptable Internet Use Policy for technology.

Devices must remain free of any writing, drawing, stickers, or labels that are not the property of AMS III. They should be returned in the cart, plugged in.

2.2 The protective cases with keyboard provided along with iPads have sufficient padding to protect the iPad from normal treatment and provide a suitable means for carrying the device within the school.
   - iPads should always be within the protective case when carried.

2.3 Screen Care
The device screens can be damaged if subjected to rough treatment. The glass screens are particularly sensitive to damage from excessive pressure on the screen.
• Do not lean on the top of the iPad or laptop computer when it is closed.
• Do not place anything near the device that could put pressure on the screen.
• Do not place anything in the carrying case that will press against the cover.
• Do not bump the Devices against lockers, walls, car doors, floors, etc. as it will eventually break the screen.

3. USING A DEVICE AT SCHOOL
3.1 iPads and Laptop Computers are intended for use at school each day. In addition to teacher expectations for device use, school messages, announcements, calendars, and schedules may be accessed using the device.

3.2 Lock Screen and Background photos
Inappropriate media may not be used as a lock screen or background photo. The presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drugs, gang related symbols or pictures will result in disciplinary actions.

3.3 Sound, Music, and Games in Class
Sound from the iPad or computer external speaker must be muted at all times unless permission is obtained from the teacher for instructional purposes. Music and videos can be used at the discretion of the teacher. Internet games are not allowed on the iPads during class time.

4. MANAGING YOUR FILES & SAVING YOUR WORK
4.1 Do not store files or data to devices.
Students may save their work in Google programs such as Google Document, Google Spreadsheet, Google Presentations, Google Forms, etc. It is recommended that students make use of Google Drive so that files can be accessed from home computers or any computer with an Internet connection. Some storage space is available on the iPads and computers, but it will not be backed up in the case of re-imaging of the device. It is the student’s responsibility to ensure that work is not lost due to mechanical failure or accidental deletion. Device malfunctions are not an acceptable excuse for not submitting work. Google Drive is your best option for problem-free saving and sharing of documents and other student work.

4.2 AMS III makes no guarantee that its network will be up and running 100% of the time. In the rare case that the network is down or otherwise malfunctioning, the school will not be responsible for lost or missing data.

5. APPS
5.1 Originally Installed Apps
iPads and laptops have been loaded with a variety of apps that you will find useful in many areas of your educational experience at AMS III. Deleting apps is not possible.

5.2 Additional Apps
If you find apps that you believe would be beneficial to your use of the iPad or laptop computers as a learning device, contact your teacher or other AMS III staff and ask them to review the app for possible inclusion on the standard set of applications. Scholars may not in any circumstance load additional apps on their iPads without prior approval of the School.

5.3 Procedure for re-loading apps
If technical difficulties occur or inappropriate non-AMS III installed apps are discovered, the iPad or computer will be restored from backup. The school does not accept responsibility for the loss of any software or documents deleted due to an iPad wipe and computer re-image.

5.4 App Upgrades
Updated versions of school-purchased apps are available on an ongoing basis as the app developers improve their products. These updates will be installed on the iPads by the Technology Manager.

6. ACCEPTABLE USE

The use of the New Visions Charter High Schools technology resources is a privilege, not a right. The privilege of using the technology resources provided by AMS III is not transferable or extensible by students to people or groups outside of the organization and terminates when a student is no longer enrolled at AMS III. This policy is provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources. If a person violates any provision in this policy, privileges may be terminated, access to the school’s technology resources may be denied, and the appropriate disciplinary action outlined in the AMS III Code of Conduct will be imposed. Violations may result in disciplinary action up to and including suspension/expulsion for students. When applicable, law enforcement agencies may be involved.

6.1 Parent/Guardian Responsibilities

Discuss with your children the values and the standards that your children should follow on the use of the Internet just as you do on the use of all media information sources such as television, telephones, movies, and radio.

If you want your student to opt out of using school computers or iPads, you will need to sign a form indicating this and understand that your student is still responsible for meeting each course’s requirements through the use of other tools.

6.2 Students are responsible for:

- using devices in a responsible and ethical manner.
- obeying general school rules concerning behavior and communication that apply to iPad/computer use.
- using all technology resources in an appropriate manner so as to not damage school equipment. This “damage” includes, but is not limited to, the loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by the students own negligence, errors or omissions. Use of any information obtained via AMS III’s designated Internet System is at your own risk. The school specifically denies any responsibility for the accuracy or quality of information obtained through its services.
- helping our school protect our computer system/devices by contacting an administrator about any security problems they may encounter.
- monitoring all activity on their account(s), maintaining and accessing their own website passwords, and not allowing other students to use their personal login information.
- reporting any email, blog post comments, or other online interactions containing inappropriate or abusive language (cyberbullying) or questionable subject matter.
- returning devices to the supervising teacher at the end of class.

6.3 Student Activities Strictly Prohibited

- Illegal installation or transmission of copyrighted materials.
- Any action that violates existing Board policy or public law.
- Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, or sexually explicit materials.
- Use of sites selling term papers, book reports, and other forms of student work.
- Use of non-academic gaming sites/apps.
- Changing of settings.
- Spamming-sending mass or inappropriate emails.
- Gaining access to other student’s accounts, files, and/or data.
● Use of the school’s Internet/E-mail accounts for financial or commercial gain or for any illegal activity. Example, such as hacking, spreading malware, spamming, access staff or other student accounts, etc.
● Use of anonymous and/or false communications.
● Participation in credit card fraud, electronic forgery or other forms of illegal behavior.
● Vandalism (malicious attempt to harm or destroy hardware, software or data, including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components) of school equipment will not be allowed.
● Transmission of materials (text, images, or videos) that are obscene, offensive, threatening or otherwise intended to harass or demean recipients is prohibited.
● Bypassing the AMS III web filter through a web proxy.
● Using the network for hate mail or defamatory statements, statements intended to injure or humiliate others by disclosure of personal information that is true or false is not allowed.

6.4 Legal Propriety
Students will comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. If you are unsure, ask a teacher, school administration or parent/guardian for clarification. Plagiarism is a violation of the AMS III Code of Conduct. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text. Use or possession of hacking software is strictly prohibited and violators will be subject to consequences outlined in the AMS III Code of Conduct. Violation of applicable state or federal law will result in criminal prosecution or will result in disciplinary action by the school.

6.5 Student Discipline
If a student violates any part of this policy, the administration will take disciplinary steps. Suspension, loss of technology privileges for a determined time, and other actions may be taken. Parents/Guardians will be notified immediately of the incident.

7. PROTECTING & STORING
7.1 Devices left in Unsupervised Areas
Under no circumstances should devices be taken out of the classrooms or left in unsupervised areas. Unsupervised areas include the school grounds/campus, the commons, classrooms, locker rooms/gym, library, unlocked classrooms and hallways. Any device left in these areas are in danger of being stolen.

8. COST OF REPAIRS
The AMS III insurance policy allows coverage for up to two incidents of accidental damage from handling iPads or laptop computers, but each is subject to a $49 service fee charged to the student for iPads. Students will be responsible for the entire cost of repair for MacBook Air laptops.

Students will be held responsible for ALL accidental or intentional damage that they cause to iPads or computers including, but not limited to: broken screens, cracked plastic pieces, inoperability, etc. Should the cost to repair exceed the cost of purchasing a new device, the student will pay the full replacement value.
SIGNATURES NEEDED BELOW
PLEASE RETURN TO ROOM 210 OR MAIL TO AMS III, 3000 AVE X, BROOKLYN, NY 11235

Advanced Math & Science III Student Pledge for Technology Use

STUDENT AGREEMENT:
1. I will take good care of school devices.
2. I will never leave a device unattended.
3. I will never loan out devices to other individuals after I’m assigned one by the teacher.
4. I will keep food and beverages away from iPads or laptops since they may cause damage to the device.
5. I will use technology devices in ways that are appropriate, meet AMS III expectations, and are educational.
6. I will not place decorations (such as stickers, markers, etc.) on the iPad or computers. I will not deface the serial number, iPad sticker asset ID, or other school labels on any device.
7. I understand that the iPads and laptop computers, and their contents are subject to inspection at any time without notice and prior consent and remains the property of New Visions Advanced Math & Science III.
8. I will follow the Acceptable Internet Use and Technology Policy, Procedures policies outlined in the AMS III Student and Family Handbook.
9. I will be responsible for all damage or loss caused by neglect or abuse.
10. I have read and understood and agree to be bound by the terms of the AMS III Student and Family Handbook.
11. I will use technology at school only for school related purposes.
12. I will not install any software on iPads or computers.
13. I will not transmit any material that is in violation of any federal, state, or local laws and regulations, including, copyrighted material, threatening, or offensive material. If I have any questions about the appropriateness I will ask the AMS III Technology Manager for clarification.
14. I understand that AMS III may require return of the iPads or computers if it is used inappropriately and I agree to release and hold harmless AMS III from any liability as it pertains to inappropriate material while the device is on loan to me.
15. I understand that all school technology is the sole property of New Visions Advanced Math and Science III and in the event devices are not returned constitutes theft.

CONSEQUENCES FOR VIOLATION OF THIS AGREEMENT:
Should I commit a violation, I understand that the consequences of my actions may include suspension/loss of computer privileges or data and files, disciplinary action, and/or referral to law enforcement.

Student Name (print):__________________________________________________________
Student Signature:___________________________________________ Date:__________________________

I agree to the stipulations set forth in the above documents including the Technology Policy, Procedures, and Information and the Acceptable Internet Use Policy. I agree that failure to follow these guidelines may result in loss of my privileges and disciplinary actions may be taken.

Student Name (Please Print): ________________________________________
Student Signature: _________________________________________________
Date: ______________

Parent Name (Please Print): _________________________________________
Parent Signature: __________________________________________________
Date: ______________
AMS III Parent/Guardian Contract for use of Personal Electronic Devices

I have read the AMS III policy of my child's school on electronic devices and the Code of Conduct in the Student and Family Handbook and understand the behavior that is required of my child. I agree to help my child follow these policies by:

- discussing with my child the contents of the school's technology policy and the Code of Conduct in the Student and Family Handbook.
- agreeing to the school policy that students must adhere a school-issued label to their device in order for the school to check-in their electronic device.
- encouraging my child to be a respectful and peaceful member of the school community, and to never use an electronic device to engage in harassment, bullying or intimidation, or to take photos or post pictures of others without authorization.
- reminding my child that personal electronic devices **must be checked into the school prior to entering the school and will be distributed to students after dismissal time.**
- calling the school if I need to contact my child during the school day and not trying to reach my child on their electronic device during the school day.
- teaching my child to be responsible and safe about their electronic devices while traveling to and from school, to not display the devices or carry them in a manner that attracts attention, to always travel using safe, familiar streets with good lighting, and to refrain from using shortcuts through isolated areas.
- reminding my child that checking their electronic device in school is a privilege, and that the **privilege may be revoked**, or electronic devices may be confiscated by the school if they are used in violation of the school's policy or the Code of Conduct.
- reminding my child that the school is not responsible or liable if a student’s device is lost, damaged or stolen - that it is my child’s responsibility to take proper care of their device, and that devices may not be charged at school.

Parent Name (please print CLEARLY): __________________________________________ Date: _______________________

Parent Signature: ________________________________________________________________