New Visions Charter High Schools are nonsectarian, public schools. New Visions Charter High Schools do not discriminate against any student based on ethnicity, national origin, religion, gender or disability. We welcome applications of students with special needs, students with disabilities, and English language learners.
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Letter from the Principal

Dear Students and Families,

It is with great joy and excitement that I welcome the graduating classes of 2020, 2021, 2022 and 2023 to the 2019-2020 School Year at New Visions Charter High School for Advanced Math and Science II (AMS II)! This year I want us to continue our work together, as a community, to maintain our goals for attendance, credit accumulation, and college and career readiness. At AMS II, we will push all of our students to be the best that they can be! We strongly believe that **EVERY** student has a place within our school community, and we will remain committed to developing a plan for every student to successfully transition into their post-secondary paths for college and careers.

Our first three graduating classes have paved the way toward ensuring that all students, not only graduate, but also have a plan for their lives beyond high school. As we continue to refine and enhance our work, it is important that all of our students aim to meet the **College and Career Readiness (CCR) benchmarks as identified by the City University of New York** - this will enable students to start college with credit bearing courses. Another huge focus to ensure college and career readiness will be to maintain a **student Grade Point Average (GPA) of 80% or above** as this is an indicator of post-secondary success. We look forward to supporting all of our students in exploring their postsecondary and career pathways throughout all four years at AMS II. **Lastly, there will be a strong emphasis on student attendance.** In order for our students to learn and be successful, they must be in school each and every day! It is my promise that all members of the AMS II Community will continue to encourage students, daily, inside and outside of the classroom, to meet their goals and to go beyond what they think is possible while developing their RICHER core values Respect, Integrity, Commitment, Honor, Excellence and Responsibility.

As we continue our journey together, I ask that each member of the AMS II community read and reflect upon the mission and core values of our school.

I look forward to a very successful 2019-2020 school year seeing you at our Family Dinners at the end of September, parent-teacher conferences and all the wonderful events we’ll have throughout the year.

Sincerely,

*Sandy Manessis*  
Sandy Manessis  
Principal of AMS II
## School Faculty and Staff

### Administration
Sandy Manessis, Principal  
Bridget Lopez, Assistant Principal  
Daniel Milbrand, Assistant Principal  
Chloe Pinkerton, Assistant Principal  
Samantha Schneider, Assistant Principal  
Yvelis Brown, Associate Director of Operations  
Ja-Quan Greene, Associate Director of Human Relations  
Steven Rodriguez, Associate Director of School Culture

### Faculty
Christine Alves, Operations Manager  
Dana Ashwood, 12th Grade School Counselor  
Sherisha Baker, Social Studies  
Justin Bates, Special Education Resident  
Ramon Bernardez, Physical Education Assistant  
Breanne Berry, School Assistant  
Christina Brito, Foreign Language  
Ryan Brogan, Special Education  
Christopher Carron, Social Studies  
Colin Chan, Math  
Matthew Chapnick, Math  
Ashley Cox, Science  
Alexia Cruz, Foreign Language  
Zayra De Jesus, Math  
Nancy Dooley, Department Head of Instructional Supports and Interventions  
Kathryn Doud, Math  
Corey Ellis - Dean Assistant  
Alexandrea Feaster, School Assistant  
Frankelly Fernandez, Social Studies  
Frederick Fernandez, 9th Grade School Counselor  
Robert Ferrari, Physical Education  
Natalia Foreman, ELA  
Lauren Garcia, Operations  
Kathleen Grimes, Math  
Eric Han, Science  
Lena Harris, Special Education  
Krystal Hodrick, 9th and 10th Grade Social Worker  
Herschel Howel, Dean Assistant  
Emily Intzekostas, Science/ELA  
Special Education  
Lauren Janzekovich, Foreign Language  
Lorraine John, English  
Jessica Juhiend, English/Humanities  
Jordhan Kerridge, Math  
Catherine Khadabux, English  
James Kostka, Science  
April Laing, Social Studies  
Patrick LaRose, Technology Manager  
Amber Lee, Special Education  
Andrew Lee, CTE Coordinator  
Earl Lezama, Operations Associate  
Yohany Lopez, Math  
Dyara Martinez, Administrative Coordinator  
Ruben Martinez, Social Studies  
Erica Mattey, Parent Coordinator  
María Mejía, Department Head of Foreign Language and English as a New Language  
Mwalimu Mutua, Special Education  
Megan O'Donnell, Science  
Erin Ormsby, English  
Abimael Ortiz, Dean Associate  
Alexandra Paniagua, Math  
Joanna Pellegri, Social Studies  
Michelle Pizer, Science  
Andrea Plasko, 11th and 12th Grade Social Worker  
Caridad Ramos, Lead Counselor and 10th Grade School Counselor  
Steven Rodriguez, School Dean Manager  
Colin Russell, Theater Arts  
Rachel Sanderson, Social Studies  
Seema Shah, ELA  
Javonne Singleton, Operations  
Steven Strothers, Physical Education  
Zoraida Torres, College Counselor  
David Toth, ESL/Film and Digital Media  
Samantha Valcarcel, Mandated School Counselor  
Lizmary Valdez, Foreign Language  
Jenise Valentine, Science  
Alba Vega, Foreign Language  
Angela Veninga, Visual Art/Studio Art  
Moet Walsh, Social Studies  
Wendy White, 11th Grade School Counselor  
Zachary White-Stellato, Science  
Stacey Willie, Special Education  
Dashawn Wilson, Associate Dean  
Nicholas Zanata, Science

### Board of Trustees
Dr. Nancy Jacobs Grossman, Chair  
Musa Ali Shama, Secretary  
Peter Cantillo  
Dr. Deborah Jenkins  
Frederick Levy  
Lili Lynton  
Marsha Milan-Bethel  
Michael Nathan  
Selina Urbina  
Dr. Edna Vega  
Jindra Zitek

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I. Introduction

Mission

New Visions Charter High School for Advanced Math and Science II (AMS II) 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 II 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 II, successfully preparing all students for postsecondary success is an organizational responsibility and a civic commitment.

Vision

The goal of AMS II is to prepare our students to become successful members of the global community. Through an integrated, challenge-based curriculum, which includes local and global community-based projects, we seek to cultivate global citizens who have the tools necessary to compete within our global society. We believe that such “hands-on, minds-on” learning experiences are critical to student engagement and essential to the process of preparing students to become college and career ready.

We are also committed to the personal, social and emotional well-being of our students and seek to provide a caring and supportive learning environment that facilitates student growth. It is our goal to provide the necessary support to all of our students so that they are successful learners, responsible citizens and productive members of our global community.

Philosophy/Values

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

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

The six core values of AMS II will help our scholars become better citizens and to lead better lives. These are values that are visible and encouraged across each classroom.

At AMS II we honor students who uphold these RICHER values with a special award nominated by teachers at the end of trimester award ceremonies.

II. How to Contact or Visit Us

Address and Phone Number

School Address: New Visions Charter High School for Advanced Math and Science II
Jane Addams Campus Educational Campus
900 Tinton Avenue, Bronx, NY 10456
Telephone Number: 718-665-3671
Fax Number: 718-665-3674
Website: www.newvisions.org/ams2

The school’s operating hours are 8:30 a.m. to 4:45 p.m. Appointments are highly recommended to ensure that the specific AMS II staff member you want to meet is available.

Visitor Policy

At AMS II, 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 of the Jane Addams Campus, which is on Tinton Avenue. Once a visitor has signed in at the School Safety desk, the School Safety Agent (SSA) will issue a visitor’s pass that must be worn at all times while in the building. Visitors will then be escorted by an AMS II staff member to the Main Office. Once visitors reach the Main Office, they should sign the AMS II logbook and wait for the person he or she is meeting.

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

Contacting Your Child During the School Day

If you need to contact your child during the school day in the case of an emergency, please call the Main Office at (718) 665-3671. An AMS II staff member will escort the student to the Main Office or a counselor’s office where the child can speak with his/her parent/guardian. Please call your child during the school day only in the case of an emergency since it is extremely important that we do not interrupt instruction or the learning process of our scholars. Only adults listed on the Emergency Contact form can have contact with students; therefore it is of the utmost importance that your child’s Emergency Contact information is accurate, as well as updated when information changes.
## III. School Calendar

### September

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 (Monday)</td>
<td>Labor Day (schools closed)</td>
</tr>
<tr>
<td>5 (Thursday)</td>
<td>School session begins for all students.</td>
</tr>
<tr>
<td>30 (Monday)</td>
<td>Rosh Hashanah (schools closed)</td>
</tr>
</tbody>
</table>

### October

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Tuesday)</td>
<td>Rosh Hashanah (schools closed)</td>
</tr>
<tr>
<td>9 (Wednesday)</td>
<td>Yom Kippur (schools closed)</td>
</tr>
<tr>
<td>14 (Monday)</td>
<td>Columbus Day observed (schools closed)</td>
</tr>
<tr>
<td>16 (Wednesday)</td>
<td>PSAT/SAT School Day</td>
</tr>
</tbody>
</table>

### November

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 (Tuesday)</td>
<td>Election Day. Students will not be in attendance.</td>
</tr>
<tr>
<td>11 (Monday)</td>
<td>Veteran’s Day (schools closed)</td>
</tr>
<tr>
<td>28-29 (Thursday–Friday)</td>
<td>Thanksgiving recess (schools closed)</td>
</tr>
</tbody>
</table>

### December

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>23–31 (Monday–Tuesday)</td>
<td>Winter recess (schools closed)</td>
</tr>
</tbody>
</table>

### January

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Wednesday)</td>
<td>Last day of winter recess (schools closed)</td>
</tr>
<tr>
<td>20 (Monday)</td>
<td>Dr. Martin Luther King Jr. Day (schools closed)</td>
</tr>
<tr>
<td>21-24 (Tuesday-Friday)</td>
<td>January 2019 Regents Exams</td>
</tr>
</tbody>
</table>

### February

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-21 (Monday–Friday)</td>
<td>Lunar New Year and Midwinter Recess, including Presidents Day observed (schools closed).</td>
</tr>
</tbody>
</table>

### March

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 (Wednesday)</td>
<td>SAT School Day</td>
</tr>
</tbody>
</table>
**April**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-17 (Thursday–Friday)</td>
<td>Spring Recess (schools closed)</td>
</tr>
</tbody>
</table>

**May**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 (Monday)</td>
<td>Memorial Day observed (schools closed)</td>
</tr>
</tbody>
</table>

**June**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 (Thursday)</td>
<td>Chancellor’s Conference Day for staff development. Students will not be in attendance.</td>
</tr>
<tr>
<td>18-25 (Tuesday-Tuesday)</td>
<td>June 2019 Regents Exams</td>
</tr>
<tr>
<td>26 (Wednesday)</td>
<td>Last Day of School for All Students</td>
</tr>
</tbody>
</table>

**Parent Teacher Conferences (PTC)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Progress Report or End of Trimester (T1, T2 or T3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/29/2019</td>
<td>Progress Reports PTC</td>
</tr>
<tr>
<td>12/18/2019</td>
<td>End of T1 PTC Report Cards</td>
</tr>
<tr>
<td>2/6/2020</td>
<td>Progress Reports PTC T2 (targeted interventions only)</td>
</tr>
<tr>
<td>3/25/2020</td>
<td>End of T2 PTC Cards</td>
</tr>
<tr>
<td>5/7/2020</td>
<td>Progress Reports PTC T3 (target interventions only)</td>
</tr>
<tr>
<td>6/26/2020</td>
<td>Report Card Distribution for T3</td>
</tr>
</tbody>
</table>

**Assessment Dates and Testing Windows**

- **Fall PSAT/SAT:** October 16, 2019
- **Spring PSAT/SAT:** March 4, 2020
- **NYSITELL:** August – September 30, 2019
- **Fall Performance Series Reading:** July 16, 2019 – November 27, 2019
- **Winter Performance Series Reading:** December 2, 2019 – February 28, 2020
- **Spring Performance Series Reading:** March 1, 2020 – May 29, 2020
- **NYSESLAT Speaking:**
  - April 13, 2020 – May 15, 2020
  - NYSESLAT LRW: May 4, 2020 – May 15, 2020
School Closing Policy

AMS II 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), WBLS (107.5 FM), WADO (1280 AM), WKDM (1380 AM), WYNE (91.5 FM), WSKQ (97.9 FM), WXLX (620 AM), or watch NY1 or WYNE-TV on television for school closure or delayed school opening information.

You can also find up to date closing information on the school website - www.newvisions.org/ams2

IV. School Day

2019-2020 Student Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>7:23 a.m. - 8:13 a.m.</td>
<td>Before School Activities for Students</td>
</tr>
<tr>
<td>-</td>
<td>8:15 a.m. - 8:25 a.m.</td>
<td>Breakfast, Student Locker Time</td>
</tr>
<tr>
<td>1</td>
<td>8:25 a.m. - 9:25 a.m.</td>
<td>Class time</td>
</tr>
<tr>
<td>HR</td>
<td>9:25 a.m. - 9:30 a.m.</td>
<td>Homeroom Announcement</td>
</tr>
<tr>
<td>2</td>
<td>9:32 a.m. - 10:32 a.m.</td>
<td>Class Time</td>
</tr>
<tr>
<td>3</td>
<td>10:34 a.m. - 11:34 a.m.</td>
<td>Class Time/Lunch</td>
</tr>
<tr>
<td>4</td>
<td>11:36 a.m. - 12:36 p.m.</td>
<td>Class Time</td>
</tr>
<tr>
<td>5</td>
<td>12:38 p.m. - 1:38 p.m.</td>
<td>Class Time/Lunch</td>
</tr>
<tr>
<td>6</td>
<td>1:40 p.m. - 2:40 p.m.</td>
<td>Class Time</td>
</tr>
<tr>
<td>7</td>
<td>2:42 p.m. - 3:42 p.m.</td>
<td>Class Time</td>
</tr>
<tr>
<td>-</td>
<td>3:45 p.m.</td>
<td>Student Dismissal 3:45 p.m. (everyday)</td>
</tr>
<tr>
<td>8</td>
<td>3:45 p.m. - 4:35 p.m.</td>
<td>After School Activities for Students</td>
</tr>
</tbody>
</table>

V. Arrival and Dismissal

Arrival Procedure

AMS II scholars must enter the building through the main entrance of the Jane Addams Campus located at 900 Tinton Avenue. Students should plan to arrive to school no later than 8:10 a.m. First period begins at 8:25 a.m. Students arriving to school after 8:25 a.m. will be marked late.

AMS II scholars are welcome to go to the cafeteria for breakfast or attend a Zero Period class, if it is offered. Scholars are expected to arrive to school in complete dress code, which consists of the light blue uniform polo or button-down shirt, black pants and black shoes.
ALL STUDENTS MUST ENTER AND EXIT THE BUILDING IN FULL DRESS CODE.

Student Identification Cards

All students are provided with an AMS II Student ID card during the Summer Bridge program and/or the first day of school. Students must carry their ID while on campus, and are required to present it to any campus staff member upon request. Students and staff are provided with a different badge to identify their connection with their school.

It is the student’s responsibility to swipe in each day using their Student ID during entry — it is connected to daily school attendance. If students forget their ID, they will need to sign in using a log. If a student loses an ID, they will be assessed a $3 ID replacement fee.

Parents/guardians and other individuals will be provided with a visitor’s pass upon signing in with school safety officers upon entry to the building.

Scanning

AMS II is located on a non-scanning campus; however School Safety Agents may periodically conduct unannounced scanning as a precautionary measure to ensure student safety. At AMS II, we are committed to providing a safe, secure learning environment for all students in our school, therefore when unannounced scanning takes place, students 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.

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

Daily Dismissal Procedure

The school day ends at 3:45 p.m. every day. Any student not participating in an afterschool club, enrichment program, or athletic program is dismissed to go home. Students who participate in afterschool activities are to report directly to their assigned classrooms where attendance will be taken. Students must have a permission slip on file to participate in afterschool activities.

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 their 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 come to the Main Office when picking up a student early from school.
VI. Attendance and Lateness

Absences

AMS II wants to create effective communicators, critical thinkers, and collaborative workers in order for our students to become academically and socially successful. For students to gain the knowledge and skills to become successful they need to be on time to class and school every day. Absences for illness, either short- or long-term, must be explained in writing by a doctor to be considered an excused absence. All other absences are unexcused. A parent/guardian who knows in advance that there will be an extended absence for their child must contact their child’s school counselor and the parent Coordinator. This type of absence must be documented and kept in the student’s file. An absence for a family emergency will be treated as an excused absence if a letter is submitted by the parent/guardian and approved by the school. Please keep in mind that the child’s attendance for the day is not reversed, as the child was absent on that day. When an “excused” absence is entered in our student information system it indicates that there is documentation to support the absence.

Students are responsible for all school work missed during an absence. EXAMS CAN ONLY BE MADE UP IF A DOCTOR’S NOTE IS PROVIDED - THIS POLICY IS IN EFFECT FOR ALL EXAMS AND FOR ALL ABSENCES (with the exception of Regents exams. There are no make-ups for Regents exams — the student must wait until the next Regents administration to take any missed exams in January, June, or August).

For extended absences, parents/guardians should make arrangements with their child’s School Counselor and teachers to pick up assignments. If a student will have an extended absence (for four weeks or more) due to a health condition, parents should discuss eligibility for Home Instruction Services provided by the New York City Department of Education with the school counselor.

Lateness

Students are expected to be in school and class on time. Lateness is considered a form of absence if a student misses a class. Consequences may be given to a student who is late to class more than three times. Every student should be in the building no later than 8:15 a.m. to make it to their first period class on time, which begins at 8:25 a.m. Any student entering the building or the classroom after 8:25 a.m. will be marked late.

Parents/Guardians should expect to be contacted by the school in order to ensure that they are aware of student lateness on a daily basis.

Late to School Other Periods of the Day

Students are marked late if they are not in class at the beginning of the class period. Every student has two minutes between classes to get to their destination. All students will have to sign a Late Log in the class for which they are late. Late Logs will be kept by each teacher and will be reviewed by the Attendance Coordinator every week. Ongoing and consistent lateness may result in disciplinary action.

Attendance and Activities

Students must be in school on time each day. If students arrive to school after 4th period they are required to present a note from a parent, guardian or doctor. Students will not be allowed to participate in sports or extracurricular activities for the day if they are not in the school building for their regularly scheduled classes.
VII. School Culture

Families/Caregivers Supporting the Mission

Parents and families are highly valued members of the AMS II school community and play an important role in the success of their children, particularly in high school. Parents/guardians of AMS II students support the mission of the school by making sure that their children:

- are in school and on time every day.
- are scheduled for at least 21 credits each year and that they keep track of their children’s progress in earning these credits.
- strive to achieve grades of 80 or higher in all of their courses.
- take their required state exams and strive for a grade of 75 or higher in ELA and 80 or higher in math. One of the most important things is to ensure that students are striving to meet college and career readiness goals. AMS II will help support students and families to hit these goals early. We expect family support to encourage students to be college and career ready. ¹

Parent/Guardian Rights

☐ Visit school and classes at times that respect the educational environment arranged by the grade-level administrator and/or school counselor.
☐ Be treated with courtesy by all members of the school staff.
☐ Organize and participate in organizations for parents.
☐ Be informed of academic requirements of any school program.
☐ Request a conference to inspect their child’s cumulative record.
☐ Participate in meaningful parent-teacher conferences to discuss their child’s school progress and welfare.
☐ Be informed of school policies and administrative decisions.

Parent/Guardian Responsibilities

☐ Provide required immunizations documents to the school.
☐ Notify the school whenever their child is absent.
☐ Ensure your child attends school regularly.
☐ Assume primary responsibility for the discipline of the child.
☐ Model cooperation with school and transportation personnel.
☐ Respond to school personnel requests for information and meetings.

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

☐ check their child’s agenda book for assignments each day.
☐ provide a quiet space and time for the student to do homework.
☐ check the school’s website for announcements and information.
☐ visit or call their child’s teachers and maintain regular contact with their child’s advisor and school counselor.

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

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

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Parents/guardians may also make individual appointments with subject area teachers, elective teachers, the school counselor, the assistant principal, or principal during the school year as needed. In addition, we encourage parents/guardians at AMS II to become involved members or leaders of the school’s Family School Alliance (FSA) - contact the parent coordinator for more information about the FSA.

**Service to the School**

We expect parents/guardians to support the mission of the school by completing at least 15 hours of service to the school every year. We encourage all parents/guardians to schedule time with our parent coordinator to set up service hours.

**Parents can support AMS II in several ways, including but not limited to:**

- Helping the office staff with administrative tasks
- Attending PTA/FSA meetings
- Chaperoning student activities
- Assisting with student and parent outreach for school-wide events

Parent engagement programs are run by the parent coordinator who, with the principal and the Parent-Teacher Association (or the FSA) will create more service opportunities for parents/guardians. Presence in the school is subject to the discretion of the school administration.

**Support Services**

Grade-level counselors and administrators are listed in the table below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>School Counselor</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>Freddy Fernandez</td>
<td>Chloe Pinkerton</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:ffernandez17@charter.newvisions.org">ffernandez17@charter.newvisions.org</a></td>
<td><a href="mailto:cpinkerton17@charter.newvisions.org">cpinkerton17@charter.newvisions.org</a></td>
</tr>
<tr>
<td>10th</td>
<td>Caridad Ramos</td>
<td>Daniel Milbrand</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:cramos13@charter.newvisions.org">cramos13@charter.newvisions.org</a></td>
<td><a href="mailto:dmilbrand3@charter.newvisions.org">dmilbrand3@charter.newvisions.org</a></td>
</tr>
<tr>
<td>11th</td>
<td>Wendy White</td>
<td>Samantha Schneider</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:wwhite24@charter.newvisions.org">wwhite24@charter.newvisions.org</a></td>
<td><a href="mailto:sschneider7@charter.newvisions.org">sschneider7@charter.newvisions.org</a></td>
</tr>
<tr>
<td>12th</td>
<td>Dana Ashwood</td>
<td>Bridget Lopez</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:dashwood28@charter.newvisions.org">dashwood28@charter.newvisions.org</a></td>
<td><a href="mailto:blopez27@charter.newvisions.org">blopez27@charter.newvisions.org</a></td>
</tr>
<tr>
<td>9th and 10th</td>
<td>Krystal Hodrick</td>
<td>Andrea Plasko</td>
</tr>
<tr>
<td>Grade Social Worker</td>
<td><a href="mailto:khodrick25@charter.newvisions.org">khodrick25@charter.newvisions.org</a></td>
<td><a href="mailto:aplasko6@charter.newvisions.org">aplasko6@charter.newvisions.org</a></td>
</tr>
<tr>
<td>11th and 12th</td>
<td>Mandated School Counselor</td>
<td>Samantha Valcarcel</td>
</tr>
<tr>
<td>Grade Social Worker</td>
<td><a href="mailto:svalcarcel26@charter.newvisions.org">svalcarcel26@charter.newvisions.org</a></td>
<td><a href="mailto:svalcarcel26@charter.newvisions.org">svalcarcel26@charter.newvisions.org</a></td>
</tr>
</tbody>
</table>

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Dress Code and Standards

Students at AMS II are required to follow the dress code daily:

- Light blue button-down AMS II shirt/blouse/ polo (with collar)
- Black slacks or skirt that is knee-length (no slit)
- All Black shoes
- Black belt

It is our goal at AMS II to prepare all students for college, career and beyond. To accomplish this, we have put many supports in place for students, including the AMS II dress code. We believe that student learning increases with strong values and in a supportive environment that includes students who demonstrate Respect, Integrity, Commitment, Honor, Excellence, and Responsibility. As part of our expectation for excellence on behalf of all students, AMS II students are required to be in uniform at all times while at school, including during Physical Education class, unless otherwise instructed by the principal. Failing to be in uniform is a violation of the dress code policy and our school’s core values.

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

Cell Phone and Electronic Devices

Electronic devices include but are not limited to cell phones, computing devices and portable music and entertainment systems. Students are not allowed to use these devices at any time during the school day unless explicitly authorized by staff and in a specific designated setting. If electronic devices are used in an unauthorized manner they will be removed by school personnel, and scholars will be subject to disciplinary action as described in the Code of Conduct. Parents wishing to contact their child during the school day may do so by calling the school directly at (718) . In order for the items to be returned, a parent/guardian must come to school and pick up the item(s) from the dean, operations coordinator, or associate director of operations.

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 II adheres to the following guidelines

- AMS II 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:

Samantha Schneider, Assistant Principal
New Visions Charter High School for Advanced Math & Science II
900 Tinton Avenue
Bronx, NY 10456
Phone: (718) 665-3671
Email: sschneider7@charter.newvisions.org

Shared Space

AMS II is extremely fortunate and grateful to be co-located on the Jane Addams Campus with the School for Tourism and Hospitality (STH). AMS II students occupy the 1st floor and 3rd floors of the building, while the School for Tourism and Hospitality occupies the majority of the 2nd floor. **AMS II students will share space with STH students in the following areas:**

- Cafeteria
- Gymnasium
- Auditorium
- Library/Lower Level
- 2nd Floor
- Nurse’s Office

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

As South Bronx community members, AMS II students 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 Jane Addams Campus staff and community members with respect. In general, all students and staff at AMS II are role models and should be mindful of how their actions affect others.
School Property

Students and faculty are provided with network access, email accounts, and other technology equipment. Students have access to the digital world using laptops, tablets, computer labs and other technology tools. 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 (see the Acceptable Internet Use Policy in this handbook).

Lost or Stolen Items

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

Extracurricular Activities

After school activities begin in October. If a student wants to start a student club or organization, the student must find a faculty sponsor and the student faculty sponsor should connect with the grade-level assistant principal. Students must attend school during the day in order to participate in any after school activities.

Saturday Program

Saturday School will take place at various points in the school-year for students who can benefit from enrichment and extra help. Invitations and outreach to families will be conducted prior to each enrichment opportunity.

Field Trips

AMS II students may participate in field trips throughout the school year. Students must have a signed permission slip prior to the day of the trip in order to attend field trips.

Athletic Teams

AMS II students have an opportunity to participate in the Jane Addams Campus athletic programs through the Public Schools Athletic League (PSAL). Students also have the opportunity to participate in sports through the Charter School Athletic Association (CSAA). In order to participate, students and families must have a signed athletic contract for both PSAL and CSAA.

Guidelines for Participation

1. Good Academic Standing (not failing more than one class)
2. Consistent School Attendance of 90% or better
3. Good Culture Standing
These policies will be monitored by the school athletic director. If a student does not meet the guidelines for participation, the athletic director and grade-level school counselor/administrator will meet to create a student contract.

Current Athletic Teams

<table>
<thead>
<tr>
<th>Sports</th>
<th>Charter League</th>
<th>PSAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball (PSAL-Girls and Boys; Charter-Boys)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Girls Table Tennis</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Soccer (PSAL-Girls and Boys; Charter-Boys)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Softball</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Baseball</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Volleyball Girls</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Girls Bowling</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Boys Flag Football</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Track and Field (Girls and Boys)</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

VIII. Academics

Progressing towards Graduation

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 trimester system, meaning we have three terms within a school year, along with an extended school day to increase the opportunity for students to gain credits, prepare for Regents exams, and demonstrate mastery within their first years of high school. This design frees time at the end of high school for a number of postsecondary opportunities, where students participate in career exploration opportunities and advanced courses to prepare for life, college, and a career.

All of our courses emphasize reading, writing, speaking and listening skills. All courses are challenge-based, meaning students seek answers to important questions and apply what they learn to real-life situations. In every class, students will ask questions, conduct research, produce original work, and defend their work in public presentations. At the end of each trimester, students complete an “Anchor Project,” using skills and concepts from many of their classes to address a real life question or need.

AMS II’s four-year program is designed to provide the academic foundation, lifelong learning habits and critical thinking skills required for students to be successful in college. Students at AMS II have opportunities to earn far more than the credits required by New York state for high school graduation. We understand that students may need more time to be college-ready so we provide a longer school day that allows for more instructional time and
more preparation. All courses are in session for a minimum of 60 minutes, with dedicated time for targeted instruction and skill building. The academic day runs from 8:30 a.m. until 4:35 p.m.

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

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**

AMS II 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 II 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 8 is as follows:

- **Committee on Special Education 2**
- Serving Districts: 8, 11 and 12
- 3450 East Tremont Ave., Floor 2; Bronx, NY 10465
- Phone: 718-794-7420 | Español: (718) 794-7490
- Fax: 718-794-7445
- Chairperson: Tricia DeVito
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 the 504 Coordinator, Amber Lee - a form for such a request may be obtained from Ms. Lee (her email address is alee20@charter.newvisions.org).

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 have the right to an impartial hearing review with respect to any decision of the review team that involves the identification, evaluation, or placement of a student with a disability.

- Committee on Special Education 2
- Serving Districts: 8,11,12
- 3450 East Tremont Ave., Floor 2; Bronx, NY 10465
- Phone: 718-794-7420 | Español: (718) 794-7490
- Fax: 718-794-7445
- Chairperson: Tricia DeVito

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. New Visions Charter High 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. Specific supports for multilingual learners at AMS II may include the following:

- Co-taught content courses with English as a New Language instructional support
- Standalone English language development elective
- Bilingual content courses in Spanish and English
- Home language arts courses in Spanish

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

Students are graded in two ways:

- Grades are determined by how well students show that they have mastered the class content and skills through tests, quizzes, classroom activities, homework and long-term projects. This is reflected in the teacher’s grade book, which students and parents are able to check regularly on-line using PowerSchool.

- In addition, throughout high school, student writing is evaluated using a scoring guide based on national standards for high school students. By the end of the 10th grade, we expect students’ writing to have improved enough that they are able to meet all 10th grade writing standards. If these standards are not met, students may need extra work before they advance to the 11th grade. In 11th and 12th grades, the school monitors student progress towards meeting graduation requirements for writing.

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

| 94-100 = A | 55 = FW (Failing Work), FNW (Failing, No Work) |
| 90-93 = A- | 55+ LTA* (Failing, Long-Term Absence/Chronic Absence) |
| 87-89 = B+ | P = Passing (100) |
| 83-86 = B | I = Incomplete* |
| 80-82 = B- | TR = Transfer* |
| 77-79 = C+ | *denotes administrative approval needed |
| 73-76 = C | |
| 70-72 = C- | |
| 65-69 = D | |
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
    - Score of 75 or higher in Math A or Math B, or Sequential II or Sequential II
  - SAT Math score of 500 or higher
  - SAT Math section (exam date March 2016 and thereafter), score of 530 or higher
  - ACT Math score of 21 or higher

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.

If you have any questions about college opportunities or pathways please contact:

Samantha Schneider, Assistant Principal
Email: sschneider7@charter.newvisions.org
Phone: (718) 665-3671

IX. Code of Conduct

AMS II 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 II 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).

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.

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 school property (including online behavior) when such behavior negatively affects the educational process or endangers the health, safety, or welfare of the School Community. The following conduct is prohibited and can lead to serious consequences.

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>
<tbody>
<tr>
<td>1</td>
<td>1.1 Disruptive Behavior</td>
<td>● Communication with parent/guardian</td>
<td>● Removal from classroom/event</td>
</tr>
<tr>
<td></td>
<td>Behaving in a manner which disrupts the</td>
<td>● One-on-One Restorative Conversation with staff or</td>
<td>● Detention during lunch/after school/Zero period</td>
</tr>
<tr>
<td></td>
<td>educational process (e.g. making excessive</td>
<td>administrator</td>
<td>● Exclusion from extracurricular activity</td>
</tr>
<tr>
<td></td>
<td>noise in a classroom, library or hallway).</td>
<td>● Restorative</td>
<td>● Behavior Contract/Disciplinary</td>
</tr>
<tr>
<td></td>
<td>DOE – B72</td>
<td>Conversation with those involved in the incident</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2 Disrespectful to Others</td>
<td>● Restorative Circle</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engaging in verbally rude or disrespectful</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>behavior (e.g. teasing, name calling,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>gossiping, taunting, etc).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DOE – B8</td>
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</table>

2 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>
</tr>
</thead>
</table>
| 2     | 2.1 Vandalism | • Communication with parent/guardian  
• One-on-One Restorative Conversation with staff or administrator  
• Restorative Conversation with those involved in the incident 
• Restorative Circle  
• Behavior Contract  
• Mediation/Conflict Resolution  
• Community Service  
• Family meeting  
• Individual/Group Counseling  
• Referral to a Community-Based Organization  
• Referral to external counseling/support service agency  
• Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP)  
• Review/Revise pre-existing Behavior Contract | • Removal from classroom/event  
• Detention during lunch/after school/Zero period  
• Exclusion from extracurricular activity  
• Behavior Contract/Disciplinary Probation  
• Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)  
• 1-3 day(s) In-School Suspension |
|       | 2.2 Threats/Intimidation | • Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)  
• 1-2 day(s) In-School Suspension | * Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended. |
|       | 2.3 Smoking traditional cigarettes and/or use of electronic cigarettes and/or possessing matches or lighters | • Communication with parent/guardian  
• One-on-One Restorative Conversation with staff or administrator  
• Restorative Conversation with those involved in the incident 
• Restorative Circle  
• Behavior Contract  
• Mediation/Conflict Resolution  
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• Family meeting  
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• Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP)  
• Review/Revise pre-existing Behavior Contract |
|       | 2.4 Knowingly Possessing Property | • Communication with parent/guardian  
• One-on-One Restorative Conversation with staff or administrator  
• Restorative Conversation with those involved in the incident 
• Restorative Circle  
• Behavior Contract  
• Mediation/Conflict Resolution  
• Community Service  
• Family meeting  
• Individual/Group Counseling  
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• Review/Revise pre-existing Behavior Contract | • Referral to external counseling/support service agency  
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• Review/Revise pre-existing Behavior Contract |

**1.3 Insubordinate Behavior**
Failing to follow directions of a teacher or other lawful authority in the classroom.

**1.4 Loitering**
Failing to be in one’s assigned place on school premise. **DOE – B06**

**1.5 Lateness**
Being late for school or class. **DOE – B4**

**1.6 Cutting**
A student is absent for a period class and/or is not present on the floor, leaving class without permission of personnel. **DOE – B3, B6, B20**

**1.7 Uniform Infraction**
A student is out of uniform - no shirt, black pants or is covering the uniform with other clothes (jackets, coats, hoodie, sweatshirt, etc). **DOE – B2, B9**

**2.1. Vandalism**
Causing intentional damage to school property, property belonging to staff, students or others. **DOE – B28**

**2.2 Threats/Intimidation**
Engaging in or verbalizing an act of coercion; threatening violence or harm to others or threatening property destruction. **DOE – B38, B43, B37**

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

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

**Probation**
- Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)
- 1-2 day(s) In-School Suspension

* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended.*
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</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td><strong>3.1 Academic Dishonesty</strong>&lt;br&gt;Engaging in scholastic dishonesty which includes but is not limited to:&lt;br&gt;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)&lt;br&gt;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)&lt;br&gt;c. Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)&lt;br&gt;d. Violating the school’s Internet Use Policy</td>
<td>● Communication with parent/guardian&lt;br● Family meeting&lt;br● One-on-One Restorative Conversation with staff or administrator&lt;br● Restorative Conversation with those involved in the incident&lt;br● Restorative Circle&lt;br● Formal Restorative Conference&lt;br● Behavior Contract&lt;br● One-way Contract with a commitment ensuring the harassment will not happen again&lt;br● A Safety Plan&lt;br● Mediation/Conflict Resolution [not to be used for Harassment or Bullying]&lt;br● Community Service&lt;br● Restorative Community Circle&lt;br● Individual/Group Counseling&lt;br● Referral to a Community-Based Organization&lt;br● Referral to external counseling/support service agency&lt;br● Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP)&lt;br● Review/Revise pre-existing Behavior/One-way Contract</td>
<td>● Removal from classroom/space/event&lt;br● Detention during lunch/after school/Zero period&lt;br● Exclusion from extracurricular activity&lt;br● Behavior Contract/Disciplinary Probation&lt;br● Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)&lt;br● 1-5 day(s) In-School Suspension or Out-of-School Suspension&lt;br● Long-term suspension or expulsion**</td>
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<td><strong>3.2 Tampering with School Document</strong>&lt;brTampering 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.</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></td>
<td><strong>3.3 Contributing to an Unsafe Environment</strong>&lt;brDefying or disobeying the lawful authority or directive of school personnel or school safety agents in a way that substantially disrupts the educational process and/or poses a danger to the school community; engaging in sexual behavior during school or school-related events; posting, sharing, or distributing material containing a depiction of violence; posting, sharing or distributing obscene pictures of students or staff, including posting such on the internet or texting; using an object capable of causing injury.</td>
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<td><strong>3.4 Physical/Verbal Aggression/Horseplay (Moderate)</strong>&lt;brShoving, 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</td>
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</table>
### 3.5 Harassment/Discrimination
Using slurs, taunting, threatening, stalking, or seeking to intimidate or coerce another based on actual or perceived race, color, weight, national origin, ethnic group, citizenship/immigration status, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression, sex.

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

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

### 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.

<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>
</tr>
</thead>
</table>
| 4     | 4.1 Aggressive or Harmful Behavior (Severe) | ● Communication with parent/guardian  
● Family meeting  
● One-on-One Restorative Conversation with staff or administrator | ● Removal from classroom/space/event  
● Detention during lunch/after school/Zero period  
● Exclusion from extracurricular activity |
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5.1 Starting a Fire</td>
<td>Starting a fire or attempting to start a fire in any campus setting. DOE – B50</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 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>
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<tr>
<td>Section</td>
<td>Description</td>
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<tr>
<td>5.4</td>
<td>Gang-related Violence&lt;br&gt;Engaging in threatening, dangerous or violent behavior that is gang-related. DOE – B55</td>
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</tr>
<tr>
<td>5.5</td>
<td>Engaging in Physical Sexual Aggression&lt;br&gt;Engaging in physical sexual aggression, compelling or forcing another to engage in sexual activity. DOE – B56</td>
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<tr>
<td>5.6</td>
<td>Selling or Distributing Drugs&lt;br&gt;Selling or distributing illegal drugs, controlled substances, or alcohol. DOE – B57</td>
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<td>5.7</td>
<td>WEAPONS&lt;br&gt;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.</td>
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<tr>
<td>5.8</td>
<td>Threatening to Cause Physical Injury Using Weapons&lt;br&gt;Threatening to cause physical injury using any Category I or Category II weapon. DOE – B59</td>
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</tr>
<tr>
<td>5.9</td>
<td>Using Weapons to Cause Physical Injury&lt;br&gt;Using any Category I or Category II Weapon for the purpose of causing physical injury. DOE – B60, B61</td>
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</table>

The harassment will not happen again<br>- A Safety Plan<br>- Mediation/Conflict Resolution [not to be used for Sexual Harassment]<br>- Community Service<br>- Restorative Community Circle<br>- Individual/Group Counseling<br>- Referral to a Community-Based Organization<br>- Referral to external counseling/substance use/support service agency<br>- Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) for students with an IEP<br>- Review/Revise pre-existing Behavior/One-way Contract

leadership programs, internships, team/sports programs and/or special events<br>- Parent accompanies child to school<br>- 1-10 day(s) In-School Suspension or Out-of-School Suspension<br>- Long-term suspension or expulsion**<br>- Referral to Law Enforcement

* Alternative Instruction and Reintegration Plans are required for any student who is suspended. ** 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 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.

<table>
<thead>
<tr>
<th>WEAPONS</th>
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<tbody>
<tr>
<td><strong>Category I</strong></td>
</tr>
<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>
</tr>
<tr>
<td>● Stun gun/weapon</td>
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<tr>
<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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<tr>
<td>● Switchblade knife, gravity knife, pilum ballistic knife and cane sword (a cane that conceals a knife or sword)</td>
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<tr>
<td>● Dagger, stiletto, dirk, razor blade, box cutter, case cutter, utility knife and all other knives</td>
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<tr>
<td>● Billy club, blackjack, bludgeon, chuka stick, and metal knuckles</td>
</tr>
<tr>
<td>● Slingshot (small, heavy weights attached to or propelled by a thong) and slingshot</td>
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<tr>
<td>● Martial arts objects including kung fu stars, nunchucks and shirkens</td>
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<tr>
<td>● Explosives, including bombs, firecrackers and bombshells</td>
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</tbody>
</table>

* 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.

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.

Detention

Scholars may be assigned to detention at lunch, or after school, as a consequence of violating the Code of Conduct, lateness, or uniform violations. Students will be advised of the reason for the detention and given an opportunity to respond or explain. Parents/guardians will be notified in the event that their scholar receives a detention. Calls will be sent to the contact information on record. Parents/guardians are asked to remember to maintain current phone numbers and email addresses with the school.

Exclusion from Social/Extracurricular Activities

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

Other Disciplinary Responses

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

- In-School Suspension
- Out-of-School Suspension
- Long-term suspension (or Expulsion), in rare instances
Short-term Suspensions (10 days or less: In School or Out of School)

Our students are assured Due Process protections before any removal from school or from classes for disciplinary reasons. Before suspending a student, the principal will arrange for a preliminary investigation of reported misconduct and will notify the student of the allegations and provide the student with an opportunity to respond. The principal will also notify parents/guardians in writing and will arrange, upon request, an immediate informal conference at which time parents 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 his/her 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 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 may request an impartial review to challenge the CSE’s manifestation determination. The student will remain in his/her current educational placement while the hearing is pending except under the following circumstances:

- A student with an IEP may be removed from school for up to forty-five days, whether or not the conduct is a manifestation of the student’s disability, if a hearing officer finds that the student violated the Code of Conduct by bringing drugs or a weapon on to school property or by inflicting a serious bodily injury on another person. The student is then provided with educational services in an interim (temporary) alternative educational setting that is arranged in cooperation with the CSE.
- If a parent/guardian requests a hearing or an appeal to challenge the CSE’s recommendation for an interim alternative educational setting or its manifestation determination, the child remains in the temporary alternative educational setting until the decision has been made by an Impartial hearing officer appointed by the New York City Department of Education, or until the time period for the suspension expires, whichever happens first, unless the parent and school agree otherwise.

For all disciplinary concerns please contact the associate director of school culture:

Steven Rodriguez
Email: rodriguez617@charter.newvisions.org
Phone: (718) 665-3671

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

Policy on Bullying, Harassment and Discrimination

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

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

- At the beginning of each school year we remind our students about the importance of respecting each other, being polite and maintaining a civil environment. We explain that bullying and harassment based on differences (including, but not limited to, differences in race, ethnicity, religion, gender, physical appearance and disabilities) are hurtful and can be considered “discrimination” under the law and our Code of Conduct.

- Students are reminded that harassment, bullying (including cyberbullying) and discrimination are violations of the Code of Conduct whether they occur on school property, traveling to and from school, at a bus stop used by students, at any school function, including any school-sponsored activity, or even away from school property. This includes the use of electronic or online communication (example: Snapchat, Instagram, Facebook, email, text message, etc.), also known as cyberbullying, to exchange words or pictures that have the effect of bullying or harassing a fellow scholar.

- The school annually appoints a Dignity Act Coordinator (DAC) who is trained to handle disputes between students or between students and school employees that involve race, color, weight, national origin, gender, disability and all of the other areas of difference that are covered in our Code of Conduct. The DAC’s name and contact information is communicated annually in this Handbook. Students and parents/guardians are encouraged to contact the DAC to report instances of bullying or discrimination.

DAC Coordinator:  Samantha Schneider, Assistant Principal
Email: sschneider7@charter.newvisions.org
voice: (718) 665-3671

- School employees who witness harassment, bullying, discrimination or any conduct that would have the effect of ridiculing or demeaning another person will take prompt action to de-escalate the situation. They will also notify the principal orally of such acts within one day of their occurrence and file a written report summarizing what they have seen or has been reported.

- The principal shall arrange for a thorough investigation of any report of bullying, harassment or discrimination or any conduct that has the purpose or effect of ridiculing, humiliating, or demeaning another person. The DAC will complete the investigation and report to the principal.

- Upon receipt of a report of a material incident of harassment, bullying, and/or discrimination, the principal shall take prompt action to intervene, including the following:
  a. Initiate disciplinary proceedings, as above, and/or engage the student who has done the bullying in a reflective activity such as writing a statement about the misbehavior and how it might affect others.
b. Provide supportive intervention and mediation to assist in conflict resolution.

c. Assign an adult mentor to the student who has been bullied and to the student who was responsible for the conduct.

d. Encourage class discussions or school-wide meetings to re-emphasize behavioral expectations.

e. Refer students who have been victims of bullying to counseling within the school.

f. Notify the parents of each student involved, ensuring confidentiality is maintained when discussing the incident.

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

Search and Seizure

School authorities have legal authority to search a student or the student’s desk, book bag, lockers, or cubbies when there is reasonable suspicion to believe that a student is in the possession of an item which is forbidden on school property or which may be used to disrupt or interfere with the education process; and the student does not voluntarily remove the objects upon request.

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

Student Rights

The rules in the Code of Conduct apply to student behavior in school during school hours, but also before and after school while on school property, while traveling to and from school, during school activities, at all school-sponsored events, and behavior that occurs off school property (including online behavior) when such behavior negatively affects the educational process or endangers the health, safety, or welfare of the school community. In all instances, students have rights and due process protections in regards to their behaviors, some of these rights are summarized below.

Students have a right to:

- attend school and receive a free public school education until age 21 or receipt of a high school diploma, whichever comes first, as provided by law;
- students who have been determined to be English Language Learners are entitled to bilingual education or English as a second language program as provided by law;
- students with disabilities who have been determined to be in need of special education are entitled to a free appropriate public education until age 21, as provided by law;
- be in a safe and supportive learning environment, free from discrimination, harassment, bullying, and bigotry, and to file a complaint if they feel that they are subject to this behavior;
- receive courtesy and respect from others regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression, religion, national origin; citizenship/immigration status, weight, sexual orientation, physical and/or emotional condition, disability, marital status and political beliefs;
- receive a written copy of the school’s policies and procedures, including the Code of Conduct early in the school year or upon admission to the school during the school year;
- be counseled by staff in matters related to their behavior as it affects their education and welfare in the
school;

● know possible dispositions and outcomes for violations of the Code of Conduct;

● due process with respect to disciplinary action for alleged violations of school regulations for which they may be suspended or removed from class by school staff; students with disabilities, 504 plans, or who are “presumed to have a disability” have the right to certain protections under IDEA;

● know the procedures for appealing the actions and decisions of school officials with respect to their rights and responsibilities as set forth in this document;

● be accompanied by a parent and/or representative at conferences and hearings;

● the presence of school staff in situations where there may be police involvement;

● be secure in their persons and belongings and to carry in the school building personal possessions which are appropriate for use on the premises;

● be free from unreasonable or indiscriminate searches, including body searches;

● be free from corporal punishment and verbal abuse;

● organize, promote, and participate in student organizations, social and educational clubs or teams and political, religious, and philosophical groups consistent with the requirements of the Equal Access Act;

● receive written communication in the home language of the student and family; and

● confidentiality in the handling of student records maintained by the school system.

X. Student Services

Food Service

AMS II offers breakfast, lunch, and snack for any extended-day programs after 4:30 p.m. Scholars will have to enter their student ID number as part of accountability. AMS II covers the cost of food service.

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. Please read the instructions carefully and call the school if you have any questions about the form.

Lunch Procedures

Lunch takes place in the Cafeteria on the 3rd Floor. Students are expected to use the designated stairwell to travel to the cafeteria. Students are not allowed to leave the building during their assigned lunch period. Students may bring their lunch with them and eat it in the cafeteria, however, students will not have access to a refrigerator or microwave.

Transportation

AMS II will provide a Student MetroCard to each student who is eligible based on the distance between the student’s residence and the school (at least a half mile). Not all students will qualify for a Student MetroCard.
Student MetroCards will be distributed once in September and once in January. This card is the sole responsibility of the student to maintain. If this card is lost or stolen, it must be immediately reported to the Main Office.

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

**XI. Health and Safety**

### Emergency Forms

Please complete and submit an updated emergency form with correct contact numbers and email address. **THIS INFORMATION IS USED TO CONFIRM AUTHORITY DURING EMERGENCIES; INFORMATION SHOULD BE CURRENT AT ALL TIMES.** Parents/guardians should inform us immediately if telephone numbers or other contact information on the student’s emergency form changes. The information on this form is vital for the safety and well being of your child.

### Immunizations

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

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 you or your child’s grade level for required vaccinations.

<table>
<thead>
<tr>
<th>Vaccinations</th>
<th>Pre-Kindergarten</th>
<th>Kindergarten - Grade 5</th>
<th>Grades 6 - 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diphtheria, tetanus and pertussis (DTaP)</td>
<td>4 doses</td>
<td>5 doses</td>
<td>3 doses</td>
<td></td>
</tr>
<tr>
<td>Tetanus, diphtheria and pertussis booster (Tdap)</td>
<td>1 dose (or at age 11 years)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polio (IPV/IPV)</td>
<td>3 doses</td>
<td>4 doses</td>
<td>3 doses</td>
<td></td>
</tr>
<tr>
<td>Measles, mumps, and rubella (MMR)</td>
<td>1 dose</td>
<td>2 doses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>3 doses</td>
<td>3 doses</td>
<td>3 doses</td>
<td></td>
</tr>
<tr>
<td>Varicella (chickenpox)</td>
<td>1 dose</td>
<td>2 doses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meningococcal conjugate (MenACWY)</td>
<td></td>
<td></td>
<td>3 doses</td>
<td></td>
</tr>
<tr>
<td>Haemophilus influenza type B conjugate (Hib)</td>
<td>1 to 4 doses</td>
<td>or 1 dose (or at age 11 years)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pneumococcal conjugate (PCV)</td>
<td>1 to 4 doses</td>
<td>or 1 dose (or at age 11 years)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Influenza</td>
<td>1 dose</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

### Medication

If your child takes prescription medication that must be given during the school day, the medication must be accompanied by a physician’s order and delivered by a parent or a legal guardian to the designated supervising adult in the original container dispensed by a registered pharmacy. Students may self medicate when there is physician and parent approval documented on the Medication Administration Form (MAF).
Parents are also asked to complete a Medication Administration Form (MAF) if they wish to authorize their child to self-administer over-the-counter medications, such as an allergy medication, during the school day. Students should not carry more than 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.

**Student Illness at School**

If a student becomes ill during the day, the student should inform a teacher that they are not feeling well. If the staff determines that the student is too ill to remain in the class, the student is escorted to the school nurse in Room 439, and the parent is informed by the school nurse or AMS II staff. If a student is not seriously ill, the nurse will ask the student to rest for a short time before returning to class. If a student is seriously ill or injured,
the School Nurse or AMS II staff will contact 911 and the parents. An AMS II staff member will travel with the student with EMS in loco parentis until a parent/guardian arrives at the designated hospital. EMS will determine the hospital and parents/guardians will be notified accordingly.

Prevention of Child Abuse and Neglect

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

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

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

Emergency, Drills and Evacuations

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

XII. Rights and Responsibilities

Non-Discrimination Policy

AMS II 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:

For all information related to rights and responsibilities please contact:

Samantha Schneider, Assistant Principal
Email: sschneider7@charter.newvisions.org
Phone: (718) 665-3671

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.

For all information related to the education of students in temporary housing please contact:

Yvelis Brown, Associate Director of Operations
Email: ybrown11@charters.newvisions.org
Phone: (646) 341-1018

Supporting Immigrant Families

New Visions Charter Schools are committed to protecting the right of every student to attend public school, regardless of immigration status or national origin. The United States Supreme Court has also recognized the importance of public education for all students, including undocumented students.

We want you to know that New Visions, in solidarity with the New City Department of Education (NYC DOE):

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

Confidentiality

AMS II 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 by mail or email to the following address:

Sandy Manessis
New Visions Charter High School for Advanced Math & Science II
900 Tinton Avenue
Bronx, NY 10456
Telephone Number: (718) 665-3671
E Mail: smanessis10@charter.newvisions.org

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 II
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.

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

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

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

For any specific complaints, concerns, or questions about the complaint policy, please contact:

Samantha Schneider, Assistant Principal
Email: sschneider7@charter.newvisions.org
Phone: (718) 665-3671

Withdrawal

AMS II 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 students by completing a discharge form. Contact the school’s Main Office for the form and discuss other education options for the student.

AMS II 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 a student in the school after they have transferred, the student must submit a new application, and 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 or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent/guardian or eligible student in order to release any information from a student’s education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34
CFR § 99.31):

- school officials with legitimate educational interest;
- other schools to which a student is transferring;
- specified officials for audit or evaluation purposes;
- appropriate parties in connection with financial aid to a student;
- organizations conducting certain studies for or on behalf of the school;
- accrediting organizations;
- to comply with a judicial order or lawfully issued subpoena;
- appropriate officials in cases of health and safety emergencies; and
- state and local authorities, within a juvenile justice system, pursuant to specifics state law.

The school may disclose the following “directory information” without the prior written consent which is otherwise required for release of education records: student’s name, participation in a school activity or on a sports team, honors and awards, and dates of attendance, unless parents 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 Samantha Schneider, New Visions Charter High School for Advanced Math & Science II, 900 Tinton Avenue, Bronx NY 10456 or email Ms. Schneider at sschneider7@charter.newvisions.org.

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

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

Freedom Of Information Law (FOIL) Policy And Procedures

Upon request, AMS II 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 II Board of Trustees, with offices at the address below, within 30 days of receipt of denial of access.

Board of Trustees  
The New Visions Charter High School for Advanced Math & Science II  
205 East 42nd Street, 4th Floor  
New York, NY 10017

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

**Required Records**
The school shall maintain the following records and information:
- a record of the final vote of each trustee in every proceeding in which the trustees vote;
- a record setting forth the name, public office address, title and salary of every officer or employee of the education corporation; and
- a reasonably detailed current list, by subject matter, of all records in the education corporation’s custody or possession.

**Location**
All FOIL requests should be sent to the Samantha Schneider at the address below. Records are available for public inspection and copying at this address as well:

Samantha Schneider  
Assistant Principal  
New Visions Charter High School for Advanced Math & Science II  
900 Tinton Avenue  
Bronx, NY 10456  
Phone: (718) 665-3671  
Email: sschneider7@charter.newvisions.org

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**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 the following link - [https://www.newvisions.org/pages/ams-ii-hum-ii-board-of-trustees-calendar](https://www.newvisions.org/pages/ams-ii-hum-ii-board-of-trustees-calendar).

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

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

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

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

Executive sessions may only be held for:

- matters which imperil the public safety if disclosed;
• any matter which may disclose the identity of a law enforcement agent or informer;
• information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
• discussions regarding proposed, pending or current litigation;
• when such law applies to the school employees, collective negotiations that are within the scope of Article 14 of the Civil Service Law;
• the medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;
• the preparation, grading, or administration of examinations; or
• the proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

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

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

Acceptable Internet Use Policy

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

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

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

**Inappropriate Network Usage**
Steps are taken to promote the safety and security of users of our school’s online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Prevention of inappropriate network usage includes:

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

**Supervision and Monitoring**
Members of the school staff are responsible for supervising and monitoring usage of the online computer network and access to the Internet in accordance with this policy and the **Children’s Internet Protection Act (CIPA)**.

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

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

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

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

As with other curricular offerings and tools, parents/guardians do not have a general right to opt their child out of classroom use of the Internet. However, as set forth more fully below, parental consent is required with respect to certain aspects of Internet use (e.g., posting a child's photograph on a school web page). Parental 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 - ams2tech@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 II 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 ams2tech@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. Employee violations of the school Acceptable Internet Use Policy are handled by appropriate discipline.

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

At the time of student registration, parents or guardians 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 II 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.