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

Welcome to the class of 2023 and our returning students and families! We are excited and thrilled to start a new academic year. New Visions Charter High School for the Humanities II (HUMII) is a school that is focused on developing reading, writing, and thinking critically to prepare all scholars for the real world. At HUM II we are dedicated and focused on ensuring that EVERY scholar has a post secondary plan to attend college, seek out career training, and/or transition into a career.

Three core values are at the center of our work: Rigor, Respect, and Responsibility. We believe that our students learn and develop to understand that we are part of our local community and world. At HUM II, we learn from our mistakes, and develop empathy, and awareness of ourselves as well as others to function positively in the community.

The purpose of the HUM II student and family handbook is to deliver important information about our school and our programs to students and families. The handbook contains policies and procedures that ALL students are expected to follow. It is your responsibility to become familiar with this information. Do not hesitate to talk to a member of the administrative team, your school counselor, or teachers if you need assistance or clarification about any item included in this handbook.

Over this past year we have added programmatic opportunities at HUM II. We now have a prestigious Biliteracy Seal Program - three students from the class of 2019 have received this designation. This year we will expand our offerings to include a bilingual program for incoming 9th graders, a Lower House Writing program, and Summer Intersession.

This is going to be a great school year. Our expectations are for every student to be College and Career Ready to be prepared for the world! We look forward to going on this journey with you.

Sincerely,

David W. Neagley
Principal
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</tbody>
</table>
I. Introduction

Faculty and Staff

Leadership
David W. Neagley, Principal
Michelle Bey, Deputy Director of School Operations
Melissa Jacobs, Assistant Principal
Shannon Ortiz-Wong, Assistant Principal
Auriel Watson, Assistant Principal
Lauren Livingston, Assistant Principal
Jason Mayernick, Associate Director of Special Education
Liora Saat, Department Head of Data, Testing, and Programming.
Margarite Yuelys, Department Head of Math
Natasha Guiterrez, Department Head of Science

Operations
Andino, Chelsea - School Associate
Arthur, Chana - Office & Facilities Coordinator
Calderon, Lauren - School Manager of Records & Compliance
De Jesus, Lionny - Technology Specialist
Medina, Melanie - School Manager
Molina, Jaselle - Recruitment & Parent Engagement Manager
Vargas, Stephanie - Alumni & Partnerships Manager
Wright, Shelia - School Associate

Student Supports
Butler, Lashawn - Social Worker
Campbell, Michelle-Alexis, College & Career Counselor
Devine Bailey, Culture Coordinator
Garcia, Michael - Social Worker
Haack, Molly-School Counselor, 10th
Smith, Akeem - Culture Associate
Soto, Amaury - Culture Associate
Thomas, Michael - Culture Associate
Farrar, Turquoise-Counselor, 11th
Trinidad, Janesse - School Counselor, 12th
Vasquez, Chastity - School Counselor, 9th

Faculty
Acosta, Jasmine - Math
Arguello, Juan Albetro-Math
Aquino, Jimmy - Social Studies
Asibey, Sheena - Physical Education
Butler, Iris - ELA
Calderon, Kelly, Physical Education
Cesar, Andrea-Dance
Castanares, Joane - Social Studies
Chenug, Puiyee-ENL
Faculty (continued)
Crespo, Yessenia - Health
Czajkowska, Malgorzata-Special Education
Davis, Lorinda - SpEd
Detinger, Emily - ENL
Erler, Emily - ENL
Faber, Benjamin-Math
Francisco, Ivania-ENL/Spanish Language Arts
Frank, Alex-History
Frigenti, Karly - Special Education
Giraldo, Melissa - Reading Specialist
Gomez, Melanie - ELA
Guambana Pillco, Deyci - Spanish
Locoteta, Nicole - Social Studies
Lucki, Benjamin-Math
Lopez, Frederick - Librarian
Jarrin, Jairon - Social Studies
McAlister, Thomas-History
McGlyn, Thomas - Special Education
McMurray, Matthew - Science
McLennan, Ashley-Math
McMurray, Matthew - Science
Melo, Sandy - Science
Michael, Joshua - Special Education
Phelps, Richard - ELA
Pope-Brown, Marquitta - Visual Arts
Prescott, Alyssa - Science
Pugh, Libya - Theater
Rios, Karina - Special Education
Ruiz, Angela - Special Education
Rukki, Christina - Spanish
Saeed, Mishal - Literacy
Salomon, Clement - Special Education
Tin, Jenna - English
Tutu, Seth - ELA
Workalemahu, Yoter - Math

Board of Trustees
Dr. Nancy Jacobs Grossman, Chair
Musa Ali Shama, Secretary
Michael Nathan, Treasurer
Peter Cantillo
Frederick Levy
Lili Lynton
Selina Urbina
Dr. Edna Vega
Mission
HUM II is a community of students, their families, and staff that pursues college and career readiness through academic study presented in a supportive environment that emphasizes addressing the whole student.

Vision
HUM II is a community of students, staff and families that explores pathways for college and career readiness, ensures growth through the creation of a safe and supportive environment, rigorous academic study, a culture of mutual respect while taking responsibility in ensuring personal and collective success.

Philosophy/Values

● We believe that all students have the ability to achieve with the right support.
● At the core of our school is a conviction that to know another language is to know a culture and to know a culture is to know a person. We embrace multi-lingual members of our community with open arms and hope to develop language in all of our students.
● We embrace students as they are.
● We believe that reading is a human right! And it is our job to support students in developing reading skills in all classes.
● We believe that the ability to write well opens doors and is a method of expression for all scholars.
● We believe that critical thinking is a way of seeing the world.

II. How to Contact or Visit Us

Address and Phone Number
New Visions Charter High School for the Humanities II
Samuel Gompers Campus
455 Southern Boulevard
Bronx, NY 10455

Main Office Telephone Number: 718-665-5380
Fax Number: 718-665-5383 or 718-503-7650
Email: hum2@charter.newvisions.org
Website: www.newvisions.org/hum2

Parent Engagement and Recruitment Manager Contact: Jaselle Molina
jmolina23@charter.newvisions.org | 347-491-0939

The Samuel Gompers Campus building hours are 7:00 a.m. to 6:00 p.m. HUM II’s operating hours are 8:00 a.m. to 4:15 p.m.

Visitor Policy
Visitors are welcome. In order to maintain a safe and secure environment all visitors must sign in and show ID as they enter the school building at the main entrance located at the front of the building.
Once a visitor has signed-in at the School Safety desk, the visitor will be directed to the Main Desk (Room 319). Visitors must sign the Humanities II log book — a staff member will assist you upon arrival.

Please call the Main Office at (718) 665-5380 Ext: 3194 if you would like to schedule an appointment with a school counselor, assistant principal, teacher or any other member of the staff to ensure their availability.

**Contacting Your Child During the School Day**

Scholar cell phones are collected in the morning before scanning into the building and distributed at the end of their scheduled day. If you need to contact your scholar during the school day, parents/guardians can call the Main Office phone at (718) 665-5380. A staff member will arrange for the student to contact you.

Our goal at HUM II is to maximize instructional time to ensure scholars are well prepared for college and career. Therefore, we ask families and scholars to limit the use of phones during the school day to emergency situations only.

**Student Use of School Phones**

School phones may be used only in the case of an emergency.

### III. School Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Occasion/Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 5</td>
<td>First day of School for ALL students</td>
</tr>
<tr>
<td>Sept 30- Oct 1</td>
<td>Rosh Hashanah (School closed)</td>
</tr>
<tr>
<td>Oct 3</td>
<td>Back to School Night (Curriculum night)</td>
</tr>
<tr>
<td>Oct 8</td>
<td>Powerschool Parent Workshop 5-7 pm</td>
</tr>
<tr>
<td>Oct 9</td>
<td>Yom Kippur (School closed)</td>
</tr>
<tr>
<td>Oct 14</td>
<td>Columbus Day (School closed)</td>
</tr>
<tr>
<td>Oct 16</td>
<td>Progress Reports due (T1)</td>
</tr>
<tr>
<td>Oct 15</td>
<td>Picture Day</td>
</tr>
<tr>
<td>Nov 5</td>
<td>No School for Students - Election Day/Chancellor’s Conference Day for Staff Development</td>
</tr>
<tr>
<td>Nov 7</td>
<td>Parent Teacher Conference</td>
</tr>
<tr>
<td>Nov 11</td>
<td>Veterans Day</td>
</tr>
<tr>
<td>Nov 12</td>
<td>Picture Day (Part 2)</td>
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<td>Nov 27</td>
<td>End of Trimester 1</td>
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<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Nov 28-29</td>
<td>Thanksgiving Recess (School closed)</td>
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<tr>
<td>Dec 2</td>
<td>Trimester 2 Begins</td>
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<tr>
<td>Dec 5</td>
<td>Family Dinner Project 6-8pm</td>
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<tr>
<td>Dec 11</td>
<td>Report Cards (T1)</td>
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<tr>
<td>Dec 16</td>
<td>Holiday Spirit Week</td>
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<tr>
<td>Dec 23-Jan 1</td>
<td>Winter Recess (School closed)</td>
</tr>
<tr>
<td>Jan 4</td>
<td>Saturday Regents Prep</td>
</tr>
<tr>
<td>Jan 11</td>
<td>Saturday Regents Prep</td>
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<tr>
<td>Jan 16</td>
<td>Progress Reports (T2)</td>
</tr>
<tr>
<td>Jan 18</td>
<td>Saturday Regents Prep</td>
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<tr>
<td>Jan 20</td>
<td>Dr. Martin Luther King Day (School closed)</td>
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<tr>
<td>Jan 21-24</td>
<td>Regents Exams</td>
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<tr>
<td>Jan 27</td>
<td>No School for Students - Regents Scoring Day</td>
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<tr>
<td>Feb 8</td>
<td>Open House 10-12pm</td>
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<tr>
<td>Feb 17-21</td>
<td>Mid-Winter Recess (School closed)</td>
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<tr>
<td>March 4</td>
<td>PSAT/SAT</td>
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<tr>
<td>March 13</td>
<td>End of Trimester 2</td>
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<tr>
<td>March 16</td>
<td>Trimester 3 Begins</td>
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<tr>
<td>March 25</td>
<td>Report Cards (T2)</td>
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<tr>
<td>March 26</td>
<td>Parent Teacher Conference</td>
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<tr>
<td>April 9-17</td>
<td>Spring Recess (School closed)</td>
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<td>April 23</td>
<td>2nd Family Dinner Project</td>
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<td>April 27</td>
<td>Progress Reports (T3)</td>
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<tr>
<td>May 25</td>
<td>Memorial Day (School closed)</td>
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<tr>
<td>June 2</td>
<td>Regents Exam</td>
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<tr>
<td>June 4</td>
<td>Chancellor’s Day for Staff Development (No school for students)</td>
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<td>June 10</td>
<td>HUM II Senior Prom</td>
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<tr>
<td>June 17-25</td>
<td>Regents Exams</td>
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</tbody>
</table>
School Closing Policy

HUM 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/humanities2

IV. School Day

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<thead>
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3rd Fl Lunch Period 6

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2nd Fl Class Period 6

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<td>1:38</td>
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3rd Fl Lunch Period 6
V. Arrival and Dismissal

Arrival Procedure

Scholars enter the Samuel Gompers Campus through the Auditorium entrance beginning at 7:45 a.m. Supervision for students starts at 7:45 a.m.

ALL STUDENTS MUST ENTER AND EXIT THE BUILDING IN FULL UNIFORM DRESS CODE.

Student Identification Cards

All scholars are issued one complimentary HUM II Student ID card to identify their connection with their school. Each scholar must carry/wear the ID so that they can scan in for attendance every morning.

While on campus, scholars should be prepared to present their ID to any staff or member of the Samuel Gompers Campus staff upon request. Scholars are responsible for the cost ($5) of replacing lost ID cards.

Scholars who are not in their 1st period class by 8:16 a.m. are considered late and must receive a late pass. Parents/Guardians will receive a call notifying them when their scholar is late or absent.

Scanning

At HUM II we are committed to providing a safe, secure learning environment for all scholars in our school, therefore scholars and visitors are asked to go through metal-detecting scanning machines like the kind used to screen airline passengers.

These devices identify objects that are never allowed in our building and help us to keep everyone safe in our school. During the scanning process, bags, backpacks and all metal objects (keys, belts, coins, jewelry, etc.) are put through a scanner. Scholars should place all allowed metal objects in their backpack before reaching the scanner to help the line move quickly.

Scholars who are not properly prepared for scanning or who set off the alarm must be scanned for a second time, but by a School Safety Agent with a handheld wand to identify the object that set off the alarm. We ask that scholars pay attention and follow instructions from all School Safety Agents and be sensitive to others waiting to be scanned to enter the building.

Daily Dismissal Procedure

The school day ends at 3:38 p.m. on Mondays, Tuesdays, Wednesdays and Fridays. On Thursdays our school day ends at 2:32 p.m. Upper House scholars may have an earlier dismissal time depending on their academic programming needs. When Upper House scholars dismiss early, they are to exit the building down Staircase D and out via the main lobby. Any Upper House scholar who participates in afterschool clubs, enrichment activities or athletic programs are to re-scan into the building at the start of their after school program. At the end of the day, scholars are dismissed through the exit on Tinton Avenue.
Any scholar not participating in an afterschool club, enrichment activities, or an athletic program should leave the premises to go home. Scholars who are dismissed at the end of the regular school day and participate in afterschool clubs, enrichment activities, or athletic programs are to go directly to the assigned room where attendance is taken for those activities.

HUM II scholars may only leave the building early if they have information on file about an academic program outside of school, or if they have written permission from a parent/guardian (if under the age of 18). All written notes, emails, or text messages for scholar release will be verbally confirmed by a main office staff member (room 319) before a scholar is allowed to leave the building.

Your Scholar will then be given an early dismissal form, that is to be shown to lobby security upon departure or a Truancy Police Officer if stopped.

Permission to Leave School During the Day

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

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

VI. Attendance and Lateness

HUM II wants to create effective communicators, critical thinkers, and collaborative workers in order for our scholars to become academically and socially successful. For scholars to gain the knowledge and skills to become successful they need to be on time to class and school every day.

Absences

Absences for illness, either short or long-term, must be explained in writing by either a parent/guardian or doctor, to be considered an excused absence. The note must contain the parent/guardian name, contact number, and dates the scholar will be out. If the scholar is leaving early, the exact time must be indicated on the note. 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, school records manager, and/or the parent manager. 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.

After three consecutive absences, the school records coordinator will begin a formal attendance follow up, which may include mandatory parent meetings with the Attendance Team, Home Visits, and in extreme cases, notification to New York City Administration of Children’s Services.

Scholars are responsible for all school work missed during an absence. Scholars have the same number of days they were absent to submit make-up assignments (for example, if the student was absent for two days, they must submit the make-up assignment within the first two days that they returned to school).

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

Lateness

Scholars are expected to be in school and class on time. Scholars who are not in their 1st Period class by 8:16 a.m. are considered late, unless they have an alternative schedule.

Ongoing and consistent lateness may result in a parent meeting and follow the same protocol outlined for attendance above.

Attendance and Activities

In order to qualify for school trips and events, scholars should be in good standing. Other criteria will vary based on individual trips - that criteria will be shared with students in advance of the trip.

VII. School Culture

Families/Caregivers Supporting the Mission

Parents and families are highly valued members of the HUM II school community. Parents and families play an important role in the success of our scholars, particularly in high school. Parents HUM 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 15 credits each year and that they keep track of their children’s progress in earning these credits.
- strive to achieve grades of 80 or higher in all of their courses.
- take their required state exams and strive for a grade of 75 or higher in ELA and 80 or higher in math.¹

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

- provide a quiet space and time for the student to do homework.
- check the school’s website and/or School CNXT app for announcements and information.
- visit with, or call their child’s teachers and maintain regular contact with their child's advisor and school counselor.

Several times a year parents attend parent-teacher conferences at HUM II. During these conferences, parents meet with their child’s advisor, who is the primary contact person for their child at school, to have conversations about their student’s academic progress, behavior and attendance. These conferences will take place on the following dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>HUM II Back to School BBQ</td>
</tr>
<tr>
<td>November</td>
<td>Parent-Teacher Conference for Trimester</td>
</tr>
<tr>
<td>March</td>
<td>Parent-Teacher Conference for Trimester II</td>
</tr>
</tbody>
</table>

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

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Parents may also make individual appointments with subject area teachers, elective teachers, the school counselor, the assistant principal or principal during the school year as needed. In addition, we encourage parents at HUM II to become involved members or leaders of the school's Family-School Alliance.

Service to the School
We expect parents to support the mission of the school by completing at least 15 hours of service to the school every year. We encourage all parents to schedule time with our parent manager to set up service hours. Parents can support HUM II in several ways including but not limited to:

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

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

Award Ceremonies
HUM II has success assemblies by trimester.

Incentive Programs
Positive Behavior Intervention System (PBIS) is a program supported by HUM II to promote and maximize academic achievement and behavioral competence. It is a school-wide strategy for helping all scholars achieve important social and learning goals. We know that when good behavior and good teaching come together, our scholars will excel in their learning.

As part of the PBIS program, we will establish several clear rules for the behavior we expect in all areas of our school. We will explicitly teach those expectations to the scholars and reward them frequently with positive reinforcement and rewards for their great behavior. The expectations for all scholar behavior will be clear throughout our building: during arrival and dismissal, in the Cafeteria, in the classroom, in the Auditorium, in the Main Office, while in hallways, and in the Library. You will be able to ask your scholar, “What are the expectations in your school?” , “How do you follow those expectations?” , and “What happens when a teacher sees you following the expectations?”

Our school expectations and three core values - respect, responsibility and rigor - which will specifically address bullying behaviors, provide for a safer school environment and give more time for instruction. We will apply consistent consequences according to our Code of Conduct and positive reinforcement for all scholars. By detailing expected behavior, modeling behavior lessons, and teaching to scholars in a positive way, we will provide a common language for everyone in our building, including scholars, teachers, operational staff, school safety and custodial staff.

We believe that by helping scholars practice good behavior, we will build a school community where all scholars share an environment where they can succeed and grow.

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LIVE SCHOOL

- Live School provides a platform for all stakeholders to ensure that both a system is implemented with fidelity for 1) rewarding and celebrating behavior that is aligned to our culture and 2) for supporting students that need focused support in making crucial mindset shifts.

- **Check in/check out (CICO)**
  - CICO gives individual students who are struggling with behavior, time management, or remaining engaged in class the opportunity to receive encouragement and support from a designated member of staff. The staff member and scholar check-in in the morning and right before dismissal to ensure the student stays on track for success.

- **Attendance Incentives**
  - 3 events will be held for students who have received and maintained strong attendance.

Support Services

When a student walks into the Student Services Suite, they must complete the Student Drop-in Form, located on top of the main desk. In this form the students will fill out:

1. Name
2. Who they would like to meet with/schedule an appointment with: (Counselor, Social Worker, Instructional Department Head or Assistant Principal)
3. If this meeting is a walk-in or by appointment
4. A message detailing the nature of the requested meeting
5. What is the meeting in regards to (Multiple choice questions will apply)

The appropriate student support member will attend to the student.

Dress Code and Standards

Scholars at HUM II are required to adhere to the following dress code:

- Dark blue polo/ HUM II Oxford button-down shirt
- Black slacks, shorts or knee-length skirt (no slit)
- Black footwear preferred. No open-toe shoes, sandals or high-heel footwear allowed
- Black belt
- No Hats, or Do-rags.
- During cold weather months HUM II scholars may only wear HUM II sweaters in the building. All scholars must purchase a HUM II sweater.
- No outerwear can be worn inside the classrooms- all coats and non HUM II sweaters must be stored in lockers.
- HUM II T- shirts are only worn in the gym. On gym days scholars must come to school in the school uniform and change into their gym clothes during their physical education class. After PE class, scholars must change back into their full school uniform.
- Uniforms are worn throughout the school year, including in August during summer school or summer bridge. The principal will determine all spirit/non uniform days, and families will be notified ahead of time.

The uniform can be purchase in store at:
It is our goal at HUM II to prepare all scholars for college, career and beyond. To accomplish this, we have put many supports in place for our scholars, including the HUM II dress code. We believe that scholar learning increases with strong values and in a supportive environment. As part of our expectation for excellence on behalf of all scholars, HUM II scholars are required to be in uniform at all times while at school, including during Physical Education class, unless otherwise instructed by the principal. Failing to be in uniform is a violation of the dress code policy and of the school’s values.

To support our scholars, HUM II each new scholar receives support for an initial round of uniforms. A HUM II gym t-shirt is required during gym/fitness class. Scholars can wear sweatpants, athletic pants, or shorts during gym. However, they must change back into their standard uniform after gym class is over.

If purchasing additional HUM II uniform items presents a financial hardship for any family, please speak to our school counselor, school social worker, or manager of parent engagement and recruitment.

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 outlined in the Code of Conduct regarding bullying, discrimination, and harassment. HUM II adheres to the following guidelines:

- HUM 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 gender identity status. Only school employees with a legitimate need will have access to a student’s records.
- Gender-nonconforming and transgender 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.
- Gender-nonconforming and transgender students can participate in physical education and sports according to their gender identity; participation in contact sports will be determined individually.
- Gender-nonconforming and 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. At HUM II...
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 Lauren Livingston (llivingston28@charter.newvisions.org) or David W. Neagley (dneagley14@charter.newvisions.org).

Cell Phone and Electronic Devices

Electronic devices include cell phones, computing devices, airpods, Apple watches, portable music, and entertainment systems. Scholars are not allowed to use these devices at any time during the school day. Cell phones are collected in the morning by a staff member - students are given a padded cell phone envelope with a label to assure that they are protected.

If a scholar loses their envelope, or it becomes worn or torn, they can purchase another one for $2.00. Scholars are given a ticket that they must hold on to for the day. That ticket matches the placement of where their cell phone is being stored.

Scholars’ cell phones are distributed to them at the end of the day in a secure location by an authorized staff member. Parents/Guardians wishing to contact their child during the school day may do so by calling the school directly.

A parent or guardian may be called to pick up a device that has not been properly checked-in for the day.

Shared Space

HUM II is extremely fortunate and grateful to share space at the Samuel Gompers Campus. HUM II scholars will occupy parts of the second and third floors of the building; HERO High School will occupy the 1st and part of the 2nd floor of the building, and the Mott Haven Community High School occupies the basement. HUM II scholar activities will take place in the following shared spaces of the building:

- Cafeteria
- Gymnasium
- Auditorium
- Library
- Locker Room
- Nurse’s Office

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

As South Bronx community members, HUM II scholars must set a positive example in the neighborhood when traveling to and from school by walking on the sidewalk, properly throwing away their garbage in trash cans, avoiding inappropriate language and hand gestures, and treating all Samuel Gompers campus staff and community members with respect. In general, all scholars and staff at HUM II are role models and should be mindful of how their actions affect others.
Please note that our school is ADA compliant and handicap accessible, as well as all of our classrooms. Access to a ramp and elevator is available.

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

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

Scholars are assigned individual lockers, with locks at the beginning of the year, and are encouraged to use their lockers to store their items in.

Extracurricular Activities

After-school activities begin in September. Our after-school clubs are driven by scholar interest, and new clubs and programs are offered throughout the year. Scholars must attend school during the day in order to participate in after-school activities. On-campus after-school activities run Mondays through Fridays, but not on Thursdays. Athletic teams are provided with practice and game schedules at the beginning of the season.

Field Trips

In any given trimester, scholars must have:

- Fewer than 3 combined after-school restorative conference and/or ISS (In-school suspension).
- No OSS (Out-of-school suspension)
- Fewer than 5 unexcused/unlawful absences

Consent forms for students to participate in field trips must be signed at least seven (7) days before the date of the trip.
Athletic Teams
HUM II participates in athletic programs through the Public Schools Athletic League (PSAL) held at the Samuel Gompers Campus. Available sports include boys’ and girls’ basketball, girls’ softball, and indoor and outdoor track.

HUM II also participates in the Charter School Athletic Association (CSAA). Available sports include flag football, volleyball, and soccer.

Requirements to participate in campus sports include submitting a PHYSICALS AND CONSENT forms completed and signed, passing 5 classes, including Physical Education, and 90% attendance.

VIII. Academics
New Visions Charter High Schools are designed to help students accelerate towards meeting diploma requirements at their individual skill level and at a developmentally appropriate pace. We use a trimester system, meaning we have three terms within a single school year, along with an extended school day to increase the opportunity for students to gain credits, 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 post-secondary 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.

Progressing towards Graduation
HUM 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 HUM II have opportunities to earn far more than the credits required by the State for high school graduation. We understand that students may need more time to be college-ready so we provide a longer school day that allows for more instructional time and more preparation. Most courses are in session for 60 minutes, with dedicated time for targeted instruction and skill building. The academic day runs from 8:16 a.m. until 3:38 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

HUM 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, HUM 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 7 is as follows:

- 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

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 Jason Mayernick, Associate Director of Special Education (ADSE), via email at mayernick8@charter.newvisions.org. A form for such a request may be obtained from the ADSE.

Supporting documents from the student’s physician or other qualified health professional must be provided. If the coordinator has questions about the nature of the disability or the need for accommodations, parents are invited to a team review, which will include persons knowledgeable about
the student, about the meaning of the information in the supporting evaluations or reports, and about the options for accommodation in the school.

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

**Multilingual Learners**

All students who are identified as English language learners are entitled to English as a New Language (ENL) services outlined by [NYCRR Part 154 regulations](https://www.nysed.gov/pecial-education/transition/program-overview#Enl). Students should be supported by an ENL licensed teacher in at least one co-taught content course providing English language instruction. Students may also be provided with an elective language development course to provide additional support. Our schools look at student performance on the NYSESLAT assessment of language proficiency, as well as literacy assessments, to identify what kinds of supports multilingual learners need. A few of our schools also provide bilingual content courses in Spanish and native language arts classes in addition to English as a New Language services for our multilingual learners. Specific supports for multilingual learners at HUM 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 diplomas please refer to the following resource from the NYC Department of Education: [https://infohub.nyced.org/docs/default-source/default-document-library/acpolicy-graduationrequirementscard.pdf](https://infohub.nyced.org/docs/default-source/default-document-library/acpolicy-graduationrequirementscard.pdf). Compensatory regulations apply for students with an Individualized Education Plan (IEP).

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

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

<table>
<thead>
<tr>
<th>Course Options: Any English Courses</th>
<th>1 English Regents</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 English Credits</td>
<td></td>
</tr>
</tbody>
</table>

**Course Options: Any English Courses**

<table>
<thead>
<tr>
<th>4 Physical Education Credits</th>
<th>Plus any 1 other Math, Science, Social Studies Regents exam or CDOS* Exam.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Foreign Language Credits**</td>
<td></td>
</tr>
<tr>
<td>2 Art Credits</td>
<td></td>
</tr>
<tr>
<td>1 Health Credits</td>
<td></td>
</tr>
<tr>
<td>7 Electives Credits</td>
<td></td>
</tr>
</tbody>
</table>

*CDOS means Career Development and Occupational Studies
**Students with IEPs who are exempt from foreign language credits would then need to earn 9 elective credits

### Grading Policy

All gradebooks must reflect the following categories, weights and minimums.

<table>
<thead>
<tr>
<th>Weight and Category</th>
<th>Assignment Description (this list is not exhaustive, it can include other items as well)</th>
<th>Minimum Number of Assignments by PROGRESS REPORT TIME</th>
<th>Minimum Number of Assignments by the END of the TRIMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>40% (Major)</td>
<td>Summative assessments (i.e., End of unit exam, Final exam for trimester, midterm, Research paper, culminating assignments, group projects, final draft of essays, science labs, etc.)</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>30% (Minor)</td>
<td>Formative assessments. (i.e., assessments used to inform your instruction so that you know what students are and aren't learning). Examples: Quizzes, first, second, third drafts of essays, and projects, Socratic seminars, etc.</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>20% (Daily)</td>
<td>Do Now, daily/weekly participation, exit or admit slips, completion of classwork.</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>10% (Homework)</td>
<td></td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>

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Other policy information:

- **Major and Minor**
  - No zeros should be given for Major and Minor assignments because they represent a breakdown in the learning process.
  - Late Majors and Minor assignments turned in within a two-week grace period will be accepted, but subjected to a **two-points** a day grade reduction.
  - All major assignments need to go through the revision process, including final exams which could include test corrections and/or alternate assignments to demonstrate what they have learned.

- **Daily and Homework**
  - Daily and Homework assignments turned in late, after 24 hours will be accepted, but subjected to a grade reduction.

- **End of Term Grades**
  - See the table (above) for the grading scale used at all New Visions Charter High Schools.

### College and Career and Postsecondary Readiness

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

A major component of college and career preparation involves academic readiness. First, we want to ensure that all students maintain at least an 80 GPA during their high school career, as a strong GPA will impact college admittance. The school expects all students to take advanced courses while in high school (including AP, College Now, and/or advanced Regents courses). Finally, all students should strive to achieve “proficiency” in both English and math, because doing so will prepare them for college and the workplace. Students can demonstrate proficiency by earning high scores on tests, such as the Regents, SAT, or ACT - see proficiency guidelines below.

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

- **Mathematics**
  - NY State Regents
    - Common Core Regents score of 70 or higher in Algebra I, or a score of 70 or higher in Geometry, or a score of 65 or higher in Algebra 2
    - A 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
    - A 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.

The HUM II College and Career Counselor will:
- Educate students and parents about colleges, the college admissions process, trends, procedures, and testing; advise and support classes of 30-50 seniors and families as they go through the process; and help students and families aspire realistically and choose wisely.
- Meet with juniors and seniors, individually and in groups, to talk about the college process and individual college choices. The College Counselor also advises 9th and 10th graders on program choices.
- Meet with all college admissions representatives who visit our campus and facilitate meetings between college representatives and students.
- Work with Registrars to maintain records on seniors, including GPA’s and transcripts.
- Write an official school recommendation for each senior.
- Maintain, and share information on colleges, college guides, scholarships, financial aid, and paying for college.
- Act as lead advisor to the senior class as a whole and advise several individual seniors each year by providing academic and personal counseling.
- Track admissions decisions, statistics, and provide reports to the Board of Trustees.
- Make informational presentations to parents, such as the annual presentations to parents of 8th graders, parents of juniors, new parents, and the Parents’ Association.
- Provide training and/or workshops to advisors to support the college readiness advisory curriculum.
- Maintain and disseminate information about standardized tests such (i.e., SAT, ACT, and TOEFL, help administer AP and PSAT exams), serve as AP Coordinator, and work with the Registrar to arrange for or extended time on these tests, as warranted.
- Recruit, screen, orient, enroll, and prepare students to participate in the school-year internship program, which includes work experience with local employers.
- Teach and/or coordinate professional workshops that help students connect their on-the-job experiences with academic learning and career exploration and planning.
- Coordinate with school administrators, faculty, and counseling staff to ensure that students successfully participate in the school-year internship program.
- Maintain accurate data, records, and files to track the activities, achievements, participation, progress, and status of individual students.

IX. Code of Conduct

HUM 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.

HUM 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 intervention 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 exclusion from social or afterschool activities, regular classroom instruction (suspension), or, under certain circumstances, permanent removal from school (expulsion).

**Restorative Approach**

Restorative Approach means that we believe that all the members of our community (staff, students, and families) have the ability to address and prevent misconduct and prevent potential harm by working collaboratively with each other. We are committed to addressing our challenges in thoughtful and responsive ways by taking responsibility for our actions and developing solutions as a community. We believe all of our students belong here in our community and that each one deserves every opportunity to correct their mistakes and to grow from each challenge or conflict.

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 breaks a rule or behaves in a way that disturbs the educational process or endangers others, the principal will decide the level of violation and the appropriate support or intervention and possible disciplinary response to the incident. In some cases, the principal will make a referral to the Student Support Team (also known as the Discipline Review Board) for review.

**New Visions Charter High Schools Code of Conduct**

The standards set forth in the Code of Conduct apply to behavior in school during school hours, before and after school, while on school property, while traveling during school activities, at all school-sponsored events, and other behavior that occurs off (including online behavior) when such behavior negatively affects the educational process or endangers the health, safety, or welfare of the school community.

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

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>BEHAVIOR</th>
<th>SUPPORT INTERVENTION</th>
<th>POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION</th>
</tr>
</thead>
</table>
| 1       | 1.1 Disruptive Behavior  
Behaving in a manner which disrupts the educational process (e.g. making excessive noise in a classroom, library or hallway).  
[DOE - B7](#)  
1.2 Disrespectful to Others  
Engaging in verbally rude or disrespectful behavior (e.g. teasing, name calling, gossiping, taunting, etc).  
[DOE - B8](#) | ● Communication with parent/guardian  
● One-on-One Restorative Conversation with staff or administrator  
● Restorative Conversation with those involved in the incident  
● Restorative Circle  
● Behavior and/or Attendance | ● 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, |

2 [DOE number references corresponding New York City Department of Education code of conduct infractions](#).

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<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  
● 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  
* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended. |
| 2     | 2.2 Threats/Intimidation | ● 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  
● 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  
* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended. |
| 2     | 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  
● Community Service  
● 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  
* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended. |
| 2     | 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  
● 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  
* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended. |

## LEVEL 3

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>SUPPORT INTERVENTION</th>
<th>POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION</th>
</tr>
</thead>
</table>
| 3.1 Academic Dishonesty | ● Communication with parent/guardian  
● Family meeting  
● One-on-One Restorative Conversation with staff or administrator  
● Restorative Conversation with those involved in the incident  
● Restorative Circle  
● Formal Restorative Conference  
● Behavior Contract  
● One-way Contract with a commitment ensuring the harassment will not happen again  
● A Safety Plan  
● Mediation/Conflict Resolution | ● 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) | 1-5 day(s) In-School Suspension  
1-3 day(s) In-School Suspension  
Out-of-School Suspension  
* Long-term suspension or expulsion**  
* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended. |
| 3.2 Tampering with School Document | ● Communication with parent/guardian  
● Family meeting  
● One-on-One Restorative Conversation with staff or administrator  
● Restorative Conversation with those involved in the incident  
● Restorative Circle  
● Formal Restorative Conference  
● Behavior Contract  
● One-way Contract with a commitment ensuring the harassment will not happen again  
● A Safety Plan  
● Mediation/Conflict Resolution  
● Community Service  
● 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) | 1-5 day(s) In-School Suspension  
1-3 day(s) In-School Suspension  
Out-of-School Suspension  
* Long-term suspension or expulsion**  
* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended. |
<table>
<thead>
<tr>
<th>LEVEL 4</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>4</td>
<td>3.3 Contributing to an Unsafe Environment Defying or disobeying the lawful authority or directive of school personnel or school safety agents in a way that substantially disrupts the educational process and/or poses a danger to the school community; engaging in sexual behavior during school or school-related events; posting, sharing, or distributing material containing a depiction of violence; posting, sharing or distributing obscene pictures of students or staff, including posting such on the internet or texting; using an object capable of causing injury. DOE – B21, B33, B45</td>
<td>● Communication with parent/guardian  ● Family meeting  ● One-on-One Restorative Conversation with staff or administrator  ● Restorative Conversation with those involved in the incident  ● Formal Restorative Conference  ● Behavior Contract</td>
<td>● Removal from classroom/space/event  ● Detention during lunch/after school/Zero period  ● Exclusion from extracurricular activity  ● Behavior Contract/Disciplinary Probation  ● Short-term loss of privileges (such as leadership programs, internships,</td>
</tr>
<tr>
<td>4</td>
<td>3.4 Physical/Verbal Aggression/Horseplay (Moderate) Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel (e.g., pushing past another person), or throwing an object (e.g., chalk) or spitting at another person. DOE - B24</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>3.5 Harassment/Discrimination Using slurs, taunting, threatening, stalking, or seeking to intimidate or coerce another based on actual or perceived race, color, weight, national origin, ethnic group, citizenship/immigration status, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression, sex. DOE – B23, B44</td>
<td></td>
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<tr>
<td>4</td>
<td>3.6 Gang-related Behavior Engaging in gang-related behavior (e.g., wearing or displaying gang apparel and/or accessories, writing graffiti, making gestures or signs or language) DOE-B26</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>3.7 Bullying Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying) based on an individual’s actual or perceived race, color, creed, religion, religious practices, ethnicity, national origin, citizenship/immigration status, gender, gender identity, gender expression, sexual orientation, disability or weight; such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical intimidation that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; verbal abuse -using derogatory language or making derogatory jokes or name calling to humiliate or harass. DOE – B39, B40</td>
<td>● Communication with parent/guardian  ● Family meeting  ● One-on-One Restorative Conversation with staff or administrator  ● Restorative Conversation with those involved in the incident  ● Formal Restorative Conference  ● Behavior Contract</td>
<td>● Removal from classroom/space/event  ● Detention during lunch/after school/Zero period  ● Exclusion from extracurricular activity  ● Behavior Contract/Disciplinary Probation  ● Short-term loss of privileges (such as leadership programs, internships,</td>
</tr>
<tr>
<td>4</td>
<td>3.8 Trespassing Entering or attempting to enter a school building without authorization or through an unauthorized entrance or bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules DOE: B22, B26</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (e.g., touching, patting, pinching, lewd or indecent public behavior, or sending or posting sexually suggestive messages or images). DOE – B34 |   |   |
### 5.8 Threatening to Cause Physical Injury Using Weapons

Threatening to cause physical injury using any Category I or Category II weapon. DOE- B59

### 5.9 Using Weapons to Cause Physical Injury

Using any Category I or Category II Weapon for the purpose of causing physical injury. DOE- B60, B61

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.

**Note:** NVCHS Code of Conduct – 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 her or her discretion, consider support interventions and disciplinary responses from the next Level.
<table>
<thead>
<tr>
<th>Category I</th>
<th>Category II</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Firearm, including pistol, starter gun, and handgun, silencers,</td>
<td>● Acid or dangerous chemicals (such as pepper spray, mace)</td>
</tr>
<tr>
<td>electronic dart, shotgun, rifle, machine gun, or any weapon which will or</td>
<td>● *Imitation gun or other imitation weapon</td>
</tr>
<tr>
<td>is designed to or may readily be converted to expel a projectile by action</td>
<td>● Loaded or blank cartridges and other ammunition</td>
</tr>
<tr>
<td>of an explosive</td>
<td>● *Any deadly, dangerous, or sharp pointed instruments which can be used or</td>
</tr>
<tr>
<td>● Stun gun/weapon</td>
<td>is intended for use as a weapon (such as scissors, nail file, broken</td>
</tr>
<tr>
<td>● Air gun, spring gun, or other instrument or weapon in which the</td>
<td>glass, chains, wire).</td>
</tr>
<tr>
<td>propelling force is a spring or air, and any weapon in which any</td>
<td></td>
</tr>
<tr>
<td>loaded or blank cartridge may be used (such as a BB gun or paintball</td>
<td></td>
</tr>
<tr>
<td>gun)</td>
<td></td>
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<tr>
<td>● Switchblade knife, gravity knife, pilum ballistic knife and cane sword</td>
<td></td>
</tr>
<tr>
<td>(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</td>
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</tr>
<tr>
<td>knife and all other knives</td>
<td></td>
</tr>
<tr>
<td>● Billy club, blackjack, bludgeon, chuka stick, and metal knuckles</td>
<td></td>
</tr>
<tr>
<td>● Slingshot (small, heavy weights attached to or propelled by a thong)</td>
<td></td>
</tr>
<tr>
<td>and slingshot</td>
<td></td>
</tr>
<tr>
<td>● Martial arts objects including kung fu stars, nunchucks and shirkens</td>
<td></td>
</tr>
<tr>
<td>● Explosives, including bombs, firecrackers and bombshells</td>
<td></td>
</tr>
</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.

For more information contact Lauren Livingston, Assistant Principal of Culture and Climate, llivingston28@charter.newvisions.org, (646)284-7561.

Restorative Sessions
Depending upon the infraction, scholars may receive a verbal warning, a short term loss of privileges, a lunch restorative session or an after-school restorative session ranging from 30 minutes to 110 minutes. During all restorative sessions scholars will be engaged in a restorative circle to support them in reflecting upon their actions as well as completing academic assignments. Scholars will be advised of the reason for the session and given an opportunity to respond or explain. Parents/guardians will be notified in the event that their scholar receives a restorative session. Calls and emails will be sent to the numbers provided to us — parents/guardians are asked to remember to maintain current phone numbers and email addresses with the School.

Exclusion from Social/Extracurricular Activities
In order to participate in social and extracurricular activities in any given trimester, scholars must have:

- Fewer than 3 combined after-school restorative conference and/or ISS (In-school suspension).
- No OSS (Out-of-school suspension)
- Fewer than 5 unexcused/unlawful absences

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

**Alternative Instruction and Reintegration Plans**
The School will provide alternate instruction so that the student is given the full opportunity to complete assignments, tests, and quizzes given on the days that the suspension is in effect along with direct instruction. Students removed from school for disciplinary reasons will be given all classroom assignments and an opportunity to make up tests missed during the period of suspension.

Students serving an In-School Suspension get a full day of instruction in an alternative location from their regular classes.

Students serving an Out-of-School Suspension will receive a minimum of two hours of instruction each school day (ten hours per school week) during the period of suspension. Arrangements for Alternative Instruction will be made on an individual basis and may include phone assistance, computer instruction, and/or home visits. One-on-one or small group tutoring may be arranged within the school or at a specified location.

Reintegration Plans outline the positive contributions the student and staff will make in an effort to reintegrate the student into the school community. Students and their parent/guardian are invited to co-create this plan.

**Long-term Suspensions (more than 10 days) and Expulsions**
Before a student is excluded from school for more than ten days, the student will have an opportunity to present evidence on his or her own behalf at a formal disciplinary hearing before a hearing officer. The hearing officer will generally be an administrator from the New Visions network of schools or a staff member from another New Visions Charter High School who has not been involved in the conduct that is the subject of the hearing.

The student has the right to be represented by counsel or an advocate. The parent coordinator or dean can provide information about how to contact an advocate. After a hearing officer is appointed, a representative of the hearing officer will contact the parent/guardian to schedule the hearing and answer any questions about the hearing process. If the student has an IEP, the principal will also refer the student to the Committee on Special Education (CSE) for a Manifestation Determination Review (MDR). The purpose of the MDR is to determine whether the conduct that is the subject of the hearing is closely related to the student's need for special education. More information about the MDR is
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 determination 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 intent to appeal within two weeks of the hearing officer’s decision.

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

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

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

**Protections for Children Not Yet Eligible for Special Education and Related Services**
A student who does not have an IEP may claim any of the protections given under federal law to students with disabilities. The school will refer a Student to the CSE for an MDR, if, before the behavior that led to the disciplinary proceeding occurred, the parent of the student had requested that the student be evaluated or expressed concern about the student's possible need for special education services, or if school officials had expressed concerns about the student's pattern of behavior.

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

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

*If, upon review, the CSE's MDR team or the school's Section 504 Team determines that the student's conduct was not a result of his/her disability, then the student may be disciplined in the same manner as a student without a disability.* Parents/guardians may request an impartial review to challenge the CSE's manifestation determination. The student will remain in his/her current educational placement while the hearing is pending except under the following circumstances:

- A student with an IEP may be removed from school for up to forty-five days, whether or not the conduct is a manifestation of the student’s disability, if a hearing officer finds that the student violated the Code of Conduct by bringing drugs or a weapon on school property or by inflicting 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.

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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.

  Dignity Act Coordinator: Lauren Livingston, Assistant Principal of Culture and Climate, llivingston28@charter.newvisions.org, (646)284-7561

- 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

Lunch Forms

Our school offers breakfast and lunch. Scholars will have to enter their student ID number as part of accountability. HUM II covers the cost of food service. As part of our accountability, ALL parents/guardians are required to submit School Lunch Forms every year. Verification of school lunch forms also cover fee waivers for national college exams (SAT/ACT) as well as fee waivers for college applications, for eligible students.

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

Lunch Policy

Lunch takes place in the Cafeteria on the 3rd Floor. Students are 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

HUM II will provide a Student MetroCard to each student who is eligible based on the distance between

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the student’s residence and the school. Not all students will qualify for a Student MetroCard.

If you have concerns about your child not receiving a metrocard, please contact:

**The Department of Pupil of Transportation - (718) 392-8855**

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 ensure that you have completed and submitted an **updated** emergency form with correct contact numbers. **THESE FORMS ARE USED TO CONFIRM AUTHORITY DURING EMERGENCIES; INFORMATION SHOULD BE CURRENT AT ALL TIMES.**

Parents should inform us immediately if telephone numbers or other contact information on the student’s emergency form changes. The information on this form is vital for the safety and well being of your child.

If you move, you must submit a copy of the lease, con edison, or cable bill as proof. Please keep in mind that this may change the type of Metrocard that your scholar may receive.

**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.

Medication

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

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

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

Families can obtain the MAF from the Main Office or download it using this link.

Mental Health

If a school staff member becomes aware of any indication that a student is contemplating harm to themselves and/or suicide the school staff member shall immediately notify the school social worker and the school staff must notify the student’s parent or guardian and request that the parent/guardian come to the school immediately for a conference. If appropriate, the student will be kept under adult supervision by at least one staff member until the parent/guardian is contacted. At the conference, school staff may encourage the family to agree on an intervention plan, which may include immediate emergency psychiatric screening.

Emergency personnel (911) shall be called if deemed necessary or appropriate by the school in circumstances where the child’s health or safety is in danger. The parent/guardian may be required to notify the school of the results of the screening and provide written psychiatric medical clearance prior to the pupil’s return to school.

In the event a student is prepared to return to school, but does not yet have the required medical clearance, the school shall offer alternative instruction to the student pending receipt of such clearance.
Students with Medical/Mental Health Conditions Who Require Special Accommodations

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

Student Illness at School

If a student becomes ill during the day, the student should inform a teacher that he/she is not feeling well. If the staff determines that the student is too ill to remain in the class, the student is escorted to the School Nurse in Room 124 and the parent is informed by the School Nurse or HUM II staff. If a student is not seriously ill, the Nurse will ask him/her to rest for a short time before returning to class. If a student is seriously ill or injured, the School Nurse or HUM II staff will contact 911 and the parents. A HUM II staff member will travel with the student with EMS in lieu of parent, until a parent/guardian arrives at the designated hospital. EMS will determine the hospital and parents will be notified accordingly.

Prevention of Child Abuse and Neglect

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

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

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

Emergency, Drills and Evacuations

In accordance with state and city regulations, HUM II participates in regularly scheduled fire and evacuation drills. These drills are coordinated with the Samuel Gompers Campus. In case of a fire or other emergency that requires an evacuation to a nearby site.
Every member of the staff is adequately trained and prepared to best handle emergency situations and to notify families.

XII. Rights and Responsibilities

Non-Discrimination

New Visions Charter High School for Humanities 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. In accordance with Section 504 of the Rehabilitation Act, Title II of the Americans with Disabilities Act, and Title IX, the following person has been designated to respond to concerns and complaints regarding the School’s Non-Discrimination policies: Lauren Livingston (llivingston28@charter.newvisions.org).

If a concern about discrimination cannot be resolved informally with the Coordinator, any individual may submit a written complaint which is promptly investigated. The Coordinator then prepares a report of her findings, and, if appropriate, remedial action is taken. An appeal from the Coordinator’s report can be made to the Superintendent. Decisions made by the Superintendent can be appealed 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 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 to establish eligibility and access services. Students and parents are encouraged to reach out with questions and requests for guidance.

**HUM II McKinney-Vento Act Liaison:** Lashawn Butler, Social Worker  
Email address: lbutler14@charter.newvisions.org  
Telephone Number: 646-685-9701

For more information visit the following website:  
https://www2.ed.gov/policy/elsec/leg/esea02/pg116.html
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 the 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

HUM II does not ask about or track the immigration status of students or family members. Our personnel will not keep any documentation related to the 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:

David W. Neagley
New Visions Charter High School for the Humanities II
455 Southern Blvd
Bronx, NY 104
Telephone Number: (718)
E Mail: dneagley14@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 the Humanities 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: David W. Neagley (dneagley14@charter.newvisions.org)

Withdrawal

HUM 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.

HUM 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.
The Family Educational Rights and Privacy Act (FERPA)

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

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

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

The school may disclose the following “directory information” without the prior written consent which is otherwise required for release of education records: student’s name, participation in a school activity or on a sports team, honors and awards, and dates of attendance, unless parents or eligible students advise the school in writing that they do not wish this information to be released.

In addition, federal law now requires schools to provide military recruiters, upon request, with three categories of directory information about high school juniors and seniors – names, addresses, and telephone numbers. The school must provide this information.

You may request that directory information not be released either to military recruiters or for any purpose by notifying the school prior to October 1st. Notice should be provided in writing to Michelle Bey, Deputy Director of School Operations, New Visions Charter High School for the Humanities II, 455 Southern Blvd. Bronx, NY 10455, E-Mail: mbey16@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, HUM 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 the Humanities 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 Humanities 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 Deputy Director of School Operations at the address below. Records are available for public inspection and copying at this address as well:

Michelle Bey, Deputy Director of School Operations
New Visions Charter High School for the Humanities II
455 Southern Blvd.
Bronx, NY 10455
E Mail: mbey16@charter.newvisions.org

**Hours for Public Inspection:** Requests for public access to records shall be accepted and records produced during the School's regular business hours, which are 8:15 a.m. until 4:30 p.m., Monday through Friday, excluding school and legal holidays.

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

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

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

**Board Meeting Public Notice**
The school will post a calendar with all Board meeting dates at the school at all times. Students and families can also access the board meeting calendar and minutes online at [https://www.newvisions.org/pages/ams-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

HUM 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.

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

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

Access to Inappropriate Material

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

Inappropriate Network Usage

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

Prevention of inappropriate network usage includes:
- Unauthorized access, including ‘hacking’ and other unlawful activities.
- Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

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

Parental Notification and Responsibility

The school will provide students and parents/guardians with guidelines and instructions for student safety while using the Internet. The school’s Acceptable Internet Use Policy contains restrictions on accessing inappropriate material and explains that student use generally is supervised.
The school encourages parents or guardians to have conversations with their child(ren) about what material is and is not acceptable for their child(ren) to access through the school system.

**General Principles of Access**
The school provides access to the Internet, including access to email, for its employees, students, and guests. Guests include but are not limited to parents, 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/guardian consent is obtained at the time a student registers in the school. Parents/guardians, moreover, are strongly encouraged to discuss and monitor their child’s school Internet use.

Student access to the Internet is regulated by this policy, related regulations, and the Code of Conduct. Employee use is regulated by this policy, related regulations, and employment policy. All use is in compliance with the acceptable use provisions of the Internet service provider.

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

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

In accordance with the policy, the school’s technology liaison is the Building-Level Coordinator for the Internet and email system. Users may contact the school’s technology liaison with questions or comments about the Acceptable Internet Use Policy by sending an email to the school’s service desk system - hum2tech@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.

HUM 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 hum2tech@charter.newvisions.org.

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

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

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

The school has established a process for modifying the filter or for de-filtering Internet access for students when it is educationally appropriate. The school’s technology liaison will review requests for modification of the filter. Where questions remain about whether the modification is needed or appropriate the principal shall make the final decision. In certain instances, the question will be brought to the New Visions Charter Management Organization’s Superintendent or the Board of Trustees. All determinations made at the school level may be reviewed by the Superintendent or the Board of Trustees. The filter is set at a level restricting access to Internet sites that may contain information, including, but not limited to, crime, violence, sex acts, sex attire, sex/nudity, sex/personal, basic sex
education, advanced sex education, sexuality, and sports.

**Regulations of Access**

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

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

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

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

At the time of student registration, parents or guardians will be provided with a consent form in order to give the school permission to use photographs of the student or student artwork or to use quotes, movies or video tapes of the student on its website, in connection with stage productions, athletic events, honors and awards, etc. Parents or guardians must provide consent in order for this information to be used by the school.

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

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

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

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

**Selection of Material**
When using the Internet for class activities, teachers, or staff at HUM 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.
SIGNATURE PAGE

Dear Parent(s)/Guardians(s) and Scholars:

Please indicate:

☒ You have read and understand all the rules and regulations of the 2019-2020 New Visions Charter High School for Humanities II Code of Student Conduct.

☒ You acknowledge and agree to the terms of our After School Restorative-Instructional Session and give your scholar/s permission to attend the 110 minute session, if warranted, at Hunts Point Library.

This Code of Conduct contains important information that should be discussed with your child. We ask that you sign and return this page to indicate that you have received and reviewed the above information with your child/children.

Student Name: _________________________________________________________________
(Print)

Student Signature: _____________________________________________________________
(Signature)

Student ID: ________________ Cohort: _______

Parent/Guardian Name: ___________________________________________________________
(Print)

Parent/Guardian Signature: _____________________________________________________
(Signature)