



# New Visions Charter High School for Humanities III

## Student and Family Handbook

Updated, August 2017

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*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.*

## **Administration & Staff**

Porsche Cox, *Principal*

Ferrugia Sonthonax, *Director of School Operations*

Syliva Harris, *Assistant Principal*

Aaron Winik, *Assistant Principal*

Andrew Wintner, *Assistant Principal*

Escobar, Nelia - *Dean Coordinator*

Hammond, Darrel - *Dean Coordinator*

Hutchinson, Sherry Ann - *School Associate*

Koiki, Kehinde - *School Coordinator*

Perez, Michael - *Associate Dean*

Sillien, Marly - *School Coordinator*

Wadai, Younes - *Associate Director, Technology*

Wilkinson, Monica - *Associate Director of Special Education*

Williams, Shadae - *Attendance Coordinator*

## **Board of Trustees**

Jennella Young, *Chair*

Lior Evan, *Treasurer*

Eleanor Applewhaite

Rose De Pinto

Andrea Hargett

Dyane Jones

Jeremiah Thomas

## **Faculty**

Ali, Sa'eed - *ELA*  
Alliance, Christina - *Math*  
Baurle, Carl - *Math*  
Baurle, Christina - *Theater Arts*  
Bruce, Ron - *Resident*  
Cajigas, Christopher - *Social Studies*  
Campbell, Andrew - *Art*  
Cryer, Aimee - *ELA*  
DaSilva, Rene - *School Counselor*  
Garraud, Fitzgerald - *Math*  
Giordano, Patricia - *Science*  
Hadera, Eden - *Resident*  
Holford, Janelle - *Special Education*  
Ignacio, Rachel Mae - *ELA*  
Jones, Langston - *Social Studies*  
Kaur, Manpreet - *Science*  
Kim, Dae Ho - *Math*  
Kirchhausen, Robert - *ELL*  
Knight, Craig - *ELA*  
Lapierre, Adam - *Social Studies*  
Leong, Samantha - *Resident*  
Lesser, Max - *Special Education*

## **Faculty (Continued)**

Muschett, Simone - *Reading Specialist*  
Osborne, Katrina - *Special Education*  
Plotkin, Samuel - *ELA*  
Pope, Ernest - *English*  
Quaranta, Chelsea - *Reading Specialist*  
Reiter, Casey - *Physical Education*  
Roebuck, Jashaun - *Social Studies*  
Sigler, Khloe - *Math*  
Skepi, Laze - *Social Studies*  
Sokolovskaya, Yelena - *School Counselor*  
Tan, John- *Physical Education*  
Thomas, Patricia - *School Counselor*  
Unger, Maria - *Foreign Language*  
Waldron, Carmel - *Science*  
Weile, Staci - *Special Education*  
Yancey-Stembridge, Torian - *School Counselor*  
Yassin, Omar - *Science*  
Yhun, Sarah - *Math*

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# Introduction

*“Education is the key to unlocking the world, a passport to freedom!”*

- Oprah Winfrey

Dear Humanities III Family:

It is my pleasure to welcome you to the 2017-2018 school year! We are both honored and excited that you have chosen to begin or continue this journey with us. This year we will continue to focus on making our vision and mission the core of our daily work with students, staff, and families. At HUM III we don't just have a mission, we're on a mission!

Last year, we had our first graduating class. 100% of our graduates were accepted to college. In the fall, HUM III graduates will attend over 35 colleges and universities from Long Island to Maine to Buffalo to California. The road to college is long and demanding, therefore, it is our obligation to ensure that your child receives a solid foundation upon which to build his/her educational career. We look forward to partnering with you and your family to do whatever it takes to ensure that your child is successful. We hope that you will take advantage of the many opportunities to get involved at HUM III, and help to make our school an outstanding place to learn and grow.

Since it's inception in 2013, HUM III has strived to challenge each student to grow in his or her academic abilities and to be college-ready by the end of four years. We believe that all students should graduate from high school prepared for the demands of postsecondary education, meaningful careers and effective citizenship. Our academic program and course offerings have expanded this year to include CUNY College Now courses, St. John's College Advantage Program, and Advanced Placement Courses. Through a wider variety of elective courses such as History through Film, Creative Writing, and the History of Hip Hop, students will continue to develop authentic literacy skills while exploring, analyzing and synthesizing culture and the world around them.

This handbook outlines many of the policies and procedures of HUM III. It is designed to ensure that we are on the same page and working towards the same goals. We strive to be as transparent as possible with our policies, expectations, and information. Our hope is that this handbook will serve as a useful resource to answer many questions you may have. Please keep it handy so that you may refer to it when necessary. As you read through it, should any questions, thoughts, or concerns arise, please do not hesitate to contact us. It takes a village, including faculty, staff, families, and students to ensure child's achievement in school and life. Every day, our team will work hard to make this the best school possible. That is our commitment to you.

Sincerely,

Porsche Cox  
Principal

## I. HOW TO CONTACT OR VISIT US

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

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

### Visitor Policy

At HUM III, we welcome school visitors. In order to maintain a safe and secure environment all visitors must sign in and show ID as they enter the school building at the main entrance located at the front of the building. Once a visitor has signed in at the School Safety desk, the visitor will be escorted to our Welcome Center located on the 1st floor of the building. Upon reaching the Main Office, visitors must sign the HUM III logbook.

### Contacting Your Child during the School Day

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

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## II. SCHOOL CALENDAR

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

The New Visions Charter High School for the Humanities III opens on **August 14<sup>th</sup>, 2017**. We begin our school year with the Summer Bridge Program, a mandatory program from **August 28<sup>th</sup> through September 1, 2017**, where the school day is from 8:30am – 2:30pm. All new students must participate in our Summer Bridge Program. Summer Bridge is designed to help students successfully transition to the Humanities III both academically and socially. Fall term will begin on **September 7, 2017**

### School Closing Policy

The New Visions Charter High School for the Humanities III will follow the school closing policy of the New York

City Department of Education. Our school is closed or has a delayed opening when the New York City public schools are closed or have a delayed opening. Please listen to the information broadcast by any of the following radio stations: WINS (1010 AM), WCBS (880 AM), WLIB (1190 AM), WBLS (107.5 FM), WADO (1280 AM), WKDM (1380 AM), WYNE (91.5 FM), WSKQ (97.9 FM), WXLX (620 AM), or watch NY 1 or WYNE-TV on television for school closure or delayed school opening information.

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

## HUM III 2017-2018 SCHOOL CALENDAR

\*NO SCHOOL FOR STUDENTS indicates the school building is open, but students are not in attendance; SCHOOL CLOSED indicates the building is closed.

Date	Day	Event	Date	Day	Event
Sep 4	Monday	School Closed - Labor Day	Jan 22 - 26	Monday -Friday	January Regents Exams
Sep 7	Thursday	First Day of School	Jan 29	Monday	Professional Development Day - No School for Students
Sep 19	Tuesday	Back to School Night	Feb 16	Friday	School Closed - Lunar New Year
Sep 21	Thursday	School Closed - Rosh Hashanah	Feb 19 - 23	Monday - Friday	School Closed -Midwinter Recess (includes President's Day)
Sep 22	Friday	School Closed - Rosh Hashanah	Feb 28 - March 2	Wednesday-Friday	Trimester #2 Final Exams
Oct 9	Monday	School Closed - Columbus Day	March 14	Wednesday	End of Trimester #2
Oct 11	Wednesday	PSAT Administration	March 15	Thursday	Beginning of Trimester #3
Oct 23	Monday	Trimester #1 Progress Report Parent Teacher Conference	March 21	Wednesday	SAT Exams for 11th Grade
Nov 7	Tuesday	Election Day - No School for Students	March 28	Wednesday	Trimester #2 Report Cards Parent Teacher Conferences

Nov 15 - 17	Wednesday-Friday	Trimester #1 Final Exams	March 30 - April 6	Friday - Friday	School Closed - Spring Break
Nov 23 - 24	Thursday - Friday	School Closed- Thanksgiving	April 25 - 26	Thursday - Friday	Mock Regents Exams
Nov 30	Thursday	End of Trimester #1	April 30	Monday	Trimester #3 Progress Report
Dec 1	Friday	Beginning of Trimester #2	May 28	Monday	School Closed- Memorial Day
Dec 18	Monday	Trimester #1 Report Cards Parent Teacher Conferences	June 7	Thursday	Professional Development Day - No School for Students
Dec 25 - Jan 1	Monday - Monday	School Closed- Winter Break	June 12 - 21	Tuesday - Thursday	June Regents Exams
<b>2018</b>			June 15	Friday	School Closed- Eid-al-Fitr
Jan 2	Tuesday	School Resumes	June 22	Friday	Regents Rating Day - No School for Students
Jan 15	Monday	School Closed- Dr. Martin Luther King Jr. Day	June 25	Monday	No School for Students
Jan 17	Wednesday	Trimester #2 Progress Report	June 26	Tuesday	Last Day of School Trimester #3 Report Cards

## DAILY HUM III SCHEDULE

BELL SCHEDULE			
All Grades Monday - Friday			
	Start Time	End Time	Length
<b>Period 1</b>	8:30	9:37	67 mins



Period 2	9:37	10:44	67 mins
Period 3	10:44	11:51	67 mins
Period 4	11:51	12:58	67 mins
Lunch	12:58	1:28	30 mins
Period 5	1:28	2:35	67 mins
Period 6	2:35	3:34	59 mins
AfterSchool	PSAL Sports Office Hours/ Tutoring (Tuesday) Clubs (Wednesday and Thursday)		

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### III. ARRIVAL AND DISMISSAL

#### Arrival Procedure

All HUM III students enter the Frank J. Macchiarola Educational Complex through the 1st floor entrance at 3000 Avenue X. Students are expected to arrive between 8:00am and 8:25am. If students would like to receive breakfast, they can arrive 20 to 40 minutes before school begins. Breakfast is served from 7:50am – 8:20am. Students are asked to arrive early enough to school to complete the entry process and get to their first period class on time. First period begins promptly at 8:30 am. Students arriving to school after 8:30 am will be marked late. Students arriving after 9:20 am will enter through the main visitor/parent entrance of the building and sign in with School Safety. A HUM III staff member will escort late students from the lobby to the third floor. Late students must report to the Main Office to present their ID, at which time parents/guardians will be notified of their child’s lateness. Students will be issued a late pass and should report directly to class. Late passes must be

presented to teachers when entering the classroom.

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

**Student Identification Cards:**

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

**Scanning:**

At HUM III we are committed to providing a safe, secure learning environment for all students in our school, therefore students and visitors will be asked to go through metal-detecting scanning machines like the kind used to screen airline passengers. These devices identify objects that are never allowed in our building and help us to keep everyone safe in our school. During the scanning process, bags, backpacks and all metal objects (keys, belts, coins, jewelry, etc.) are put through a scanner. Students/visitors should place all metal objects in their bag/backpack before reaching the scanner to help the line move quickly. Bottles or liquid containers that have been previously opened will not be allowed through the scanner; the seal of the bottle must be intact. Students/visitors who are not properly prepared for scanning or who set off the alarm must be scanned for a second time, but by a School Safety Agent with a handheld wand to identify the object that set off the alarm. We ask that students/visitors pay attention and follow instructions from all School Safety Agents and be sensitive to other students or guests waiting to be scanned to enter the building.

**Dismissal Procedure:**

The school day ends at 3:36 pm Mondays through Fridays. At the end of the day, students are dismissed and will be accompanied to the main entrance. Students must only exit through the main lobby. Any student not participating in an afterschool club or athletic program should go directly home. Students who do participate in afterschool clubs or athletic programs must go directly to the assigned room where attendance is taken for those activities.

#### **IV. ATTENDANCE AND LATENESS**

Attendance is one of the most essential requirements for ensuring academic success. On time graduation and attendance rates are strongly related to each other. Scholars that miss school may potentially be off track, are more likely to fail a course, or fail to graduate high school on time. For students to gain the knowledge and skills to become successful they need to be on time to school and in class every day.

Absences for illness, either short or long-term, must be explained in writing by either a parent or doctor, to be considered an excused absence. All other absences are unexcused. A parent who knows in advance that there will be an extended absence for their child must contact their child's school counselor and the Parent Coordinator. An absence for a family emergency will be treated as an excused absence if a letter is submitted by the parent and approved by the school. Excused absences are still considered an absence and are considered in each student's year-to-date attendance rate. Students are responsible for all schoolwork missed during an absence. Students are responsible for all schoolwork missed during an absence. Students and parents/guardians can log into PowerSchool and speak with teachers to identify schoolwork assigned on the day of an absence. For extended absences, parents should make arrangements with their child's school counselor and teachers to pick up assignments. If a student will have an extended absence (for four weeks or more) due to a health condition, parents should discuss with the School Counselor if their child may be eligible for Home Instruction services provided by the New York City Department of Education.

##### **Absences:**

Absences for illness, either short or long-term, must be explained in writing by either a parent or doctor, to be considered an excused absence. All other absences are unexcused. A parent who knows in advance that there will be an extended absence for their child must contact their child's school counselor and the Parent Coordinator. An absence for a family emergency will be treated as an excused absence if a letter is submitted by the parent and approved by the school. Excused absences are still considered an absence and are considered in each student's year-to-date attendance rate. Students are responsible for all schoolwork missed during an absence. Students are responsible for all schoolwork missed during an absence. Students and parents/guardians can log into PowerSchool and speak with teachers to identify schoolwork assigned on the day of an absence. For extended absences, parents should make arrangements with their child's school counselor and teachers to pick up assignments. If a student will have an extended absence (for four weeks or more) due to a health condition, parents should discuss with the School Counselor if their child may be eligible for Home Instruction services provided by the New York City Department of Education.

##### **Permission to Leave School during the Day:**

If a student must leave during school hours, students must be picked up by a parent or adult authorized on his/her emergency contact card. No student under 18 years old is allowed to leave the school unattended by an adult. Early dismissal is strongly discouraged as it negatively impacts student learning.

**Lateness Policy:**

Students are expected to be in school and class on time. Lateness disruptive to the learning environment of all students and is considered a form of absence. Consequences may be given to a student who is late to school more than three times. Every student should be in the building no later than 8:25 am to make it through security and to their first period class on time, which begins at 8:30 am. Any student entering the building after 8:30 am will be marked late. Late to school other periods of the day – Students are marked late if they are not in class at the beginning of the class period. All students will have to sign a Late Log in the class for which they are late. Late Logs will be kept by each teacher and will be reviewed by the Attendance Associate every week. Ongoing and consistent lateness may result in disciplinary action.

**VII. SCHOOL CULTURE**

**Parents Supporting the Mission**

Parents and families are highly valued members of the HUM III school community. Parents and families play an important role in the success of their children, particularly in high school. Parents of New Visions Charter High School for the Humanities III students support the mission of the school by making sure that their children:

- Are in school and on time every day
- 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 70 or higher in math

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 for announcements and information
- Visit with or call their child’s teachers and maintain regular contact with their child’s advisor and school counselor

<b>October 23, 2017</b>	<b>December 18, 2017</b>	<b>March 28, 2018</b>
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Parents may also make individual appointments with subject area teachers, elective teachers, the school counselor, the Assistant Principal or Principal during the school year as needed. In addition, we encourage parents at HUM III to become involved members or leaders of the school’s Family-School Alliance.

**Service to the School:**

We encourage parents to support the mission of the school by becoming active members of our community. Parents can support HUM III in several ways including but not limited to:

- Helping the office staff with administrative tasks

- Attending FSA meetings
- Chaperoning student activities
- Assisting with student and parent outreach for school wide events

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

**Dress Code:**

Students at the New Visions Charter High School for the Humanities III (HUM III) are required to follow the HUM III dress code:

- Dark blue button down HUM III shirt/blouse/polo (with collar)
- Black slacks or skirt that is knee length (no slit)
- Black shoes or black sneakers with a rubber sole
- Black belt

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

To support our students, HUM III gives each new student a gift card to purchase one long sleeve uniform shirt, one short sleeve uniform shirt and one uniform sweater. A gym uniform is also required which can be purchased, along with any additional uniform items, at Ideal Uniform located at 1816 Flatbush Avenue, Brooklyn, NY 11210 or by phone 718-252-5090 or [www.idealuniform.com/NVH3-GU](http://www.idealuniform.com/NVH3-GU). If purchasing additional HUM III uniform items presents a financial hardship for any families, please speak to our Parent Coordinator.

In order to maintain an organized, safe and friendly learning environment, all HUM III students obey the following rules:

**Shared Space:**

HUM III is extremely fortunate and grateful to share space at the Frank J. Macchiarola Educational Complex with New Visions Charter High School for Advanced Math and Science III (AMS III), Professional Pathways High School, and Origins High School. HUM III will share the 3rd floor of the building along with AMS III. Origins High School will be on the first and second floors, while Professional Pathways will be located in the basement.

Although there are many schools located in our building, we are all one school community. HUM III student activities will take place in the following shared spaces of the building:

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

Students may not enter shared spaces without permission or the supervision of a HUM III staff member. Students should not enter the space of other schools without permission. As responsible members of the campus community and neighborhood, HUM III students must set a positive example at all times. In order to be respectful of our neighbors, students should speak in low voices throughout the building, properly throw away garbage in trash cans, refrain from using profanity and inappropriate physical gestures, and treat all persons with respect. This includes when traveling to and from school. In general, all students and staff at HUM III are role models and should be mindful of how their actions affect others.

### **Electronic Devices:**

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

### **School Property and Equipment:**

HUM III students are required to treat all school property and equipment (including technology such as computers, calculators, sports equipment, etc.) with the greatest amount of care and respect. When a student borrows any school equipment, they must return it to the staff in the same condition in which they received it. Students should never attempt to alter any school property or equipment; this may be considered tampering or vandalism. If a student receives an item that is damaged or not functioning, they should immediately report it to the staff member who loaned them the item. Theft, tampering, and vandalism of school property are distinct violations of the Code of Conduct.

### **Lost or Stolen Items:**

HUM III is not responsible for any lost or stolen items. We strongly discourage students from bringing any

valuable items (jewelry, electronic devices, expensive outerwear, etc.) to school. If a theft takes place on school grounds, HUM III will follow the standard procedures for student behavior that violates the Code of Conduct and the staff will conduct a thorough investigation. However, the school does not engage in replacement or recovery of stolen items.

**Extracurricular Activities:**

After-school activities begin in October. Students must attend school during the day in order to participate in after school activities. HUM III offers a variety of extracurricular activities including “The Voice of HUM III” choir, Step Team, Math Club, Martial Arts, Google Advocates, SIHLE (Sisters Informing, Healing, Living and Empowering) Program, Girls for Gender Equity Urban Leaders Academy, and Interact club.

**Saturday Program:**

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

**Athletic Teams:**

HUM III students are able to participate in the athletic programs through the Public Schools Athletic League (PSAL) held at the Frank J. Macchiarola Educational Complex. The sports events are separated according to season. Participating in athletics is a privilege and an honor. In order to participate in PSAL sports or any other club or activity, students must maintain a 75 GPA.

## **VII. CODE OF CONDUCT**

CODE OF CONDUCT AND DISCIPLINE POLICY: PROCEDURES TO ENABLE STUDENTS AND ADULTS AT HUM III TO BE SAFE, INCLUSIVE, AND PRODUCTIVE.

HUM III believes that sticking to this expectation will help us to achieve the mission of the School and to ensure that there is a sense of respect and security throughout the School community. Nevertheless, HUM III has established procedures that are followed when this sense of safety, inclusivity, and productivity is broken. HUM III utilizes a Code of Conduct that is based on the New York City Department of Education's **Citywide Behavioral Expectations** and incorporates many of its standards (hereafter "The Code of Conduct.") The Code of Conduct, included in this Handbook on pages 16-19 prohibits behaviors that are inconsistent with HUM III's goal of maintaining a sense of belonging and safety throughout the School. The Code of Conduct explains the kind of supportive interventions a student may receive for specific kinds of behavior, as well as possible disciplinary responses. Behavior that is in violation of the Code may result in an exclusion from social or afterschool activities, from regular classroom instruction (suspension) or, under certain circumstances, permanent removal from school (expulsion).

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

### **I. New Visions Charter High Schools Code of Conduct**

The Standards set forth in the Code of Conduct apply to behavior in school during school hours, before and after school, while on school property, while traveling in school activities, at all school-sponsored events and on other than school property when such behavior negatively affects the educational process or endangers the health, safety, or welfare of the School Community. The following conduct is prohibited and can lead to serious consequences. Please note that after reviewing the Code of Conduct and considering other infractions if applicable, the school leader will use his/her discretion to determine the level and appropriate support intervention and possible disciplinary response to the incident.



LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION
1	<b>1.1 Disrespect Toward Others</b> Any behavior that demonstrates a lack of regard for the feelings and wellbeing of others and/or disrupts the learning environment. DOE - B7	<ul style="list-style-type: none"> <li>• Communication with parent/guardian</li> <li>• One-on-One Restorative Conversation with staff or administrator</li> <li>• Restorative Conversation with those involved in the incident</li> <li>• Behavior and/or Attendance Contract</li> <li>• Mediation/Conflict Resolution</li> <li>• Community Service</li> <li>• Family meeting</li> <li>• Individual/Group Counseling</li> <li>• Review and/or revise pre-existing Behavior/Attendance Contract</li> </ul>	<ul style="list-style-type: none"> <li>• Removal from classroom/event</li> <li>• Detention during lunch/afterschool/Zero period</li> <li>• Exclusion from extracurricular activity</li> <li>• Behavior Contract/Disciplinary Probation</li> <li>• Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)</li> <li>• 1-2 day(s) In-School Suspension</li> </ul> <p><i>* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended.</i></p>
	<b>1.2 Teasing</b> Name-calling, gossiping, rumors, taunting, etc. DOE -B8		
	<b>1.3 Academic Negative</b> Doing little to no work during the class period; being insubordinate to teachers or staff.		
	<b>1.4 Trespassing</b> A student is in the space of another school in shared campus space, or on School grounds without permission of School or other DOE personnel.		
	<b>1.5 Lateness</b> A student enters school/class after the stated time on the bell schedule. DOE -B4		
	<b>1.6 Cutting</b> A student is absent for a period class and/or is not present on the floor; leaving class without permission of personnel. DOE -B3, B6, B20		
	<b>1.7 Uniform Infraction</b> A student is out of uniform - no shirt, black pants or is covering the uniform with other clothes (jackets, coats, hoodie, sweatshirt, etc) DOE -B2, B9		
LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION
2	<b>2.1. Vandalism</b> Causing intentional damage to school property, property belonging to staff, students or others DOE - B28	<ul style="list-style-type: none"> <li>• Communication with parent/guardian</li> <li>• One-on-One Restorative Conversation with staff or administrator</li> <li>• Restorative Conversation with those involved in the incident</li> <li>• Behavior Contract</li> <li>• Mediation/Conflict Resolution</li> <li>• Community Service</li> <li>• Family meeting</li> <li>• Individual/Group Counseling</li> <li>• Referral to a Community-Based Organization</li> <li>• Referral to external counseling/support service agency</li> <li>• Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP)</li> <li>• Review/Revise pre-existing Behavior Contract</li> </ul>	<ul style="list-style-type: none"> <li>• Removal from classroom/event</li> <li>• Detention during lunch/afterschool/Zero period</li> <li>• Exclusion from extracurricular activity</li> <li>• Behavior Contract/Disciplinary Probation</li> <li>• Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)</li> <li>• 1-3 day(s) In-School Suspension</li> </ul> <p><i>* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended.</i></p>
	<b>2.2 Threats/Intimidation</b> Engaging in or verbalizing an act of coercion; threatening violence or harm to others or threatening property destruction. DOE – B38, B43B37		
	<b>2.3 Smoking and/or possessing matches or lighters.</b> DOE - B13		
	<b>2.4 Academic Dishonesty</b> Engaging in scholastic dishonesty which includes but is not limited to cheating and plagiarism, & violating the school's internet use policy. DOE – B30, B31		
	<b>2.5 Knowingly Possessing Property</b> Knowingly possessing property belonging to another without permission. DOE – B29		

LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION
3	<b>3.1 Tampering with School Documents</b> Accessing without authorization, changing, or moving a record or document of a school by any method, including, but not limited to, computer access or electronic means. DOE – B27	<ul style="list-style-type: none"> <li>• Communication with parent/guardian</li> <li>• Family meeting</li> <li>• One-on-One Restorative Conversation with staff or administrator</li> <li>• Restorative Conversation with those involved in the incident</li> <li>• Formal Restorative Conference</li> <li>• Behavior Contract</li> <li>• One-way Contract with a commitment ensuring the harassment will not happen again</li> <li>• A Safety Plan</li> <li>• Mediation/Conflict Resolution [not to be used for Harassment or Bullying]</li> <li>• Community Service</li> <li>• Restorative Community Circle</li> <li>• Individual/Group Counseling</li> <li>• Referral to a Community-Based Organization</li> <li>• Referral to external counseling/support service agency</li> <li>• Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP)</li> <li>• Review/Revise pre-existing Behavior/One-way Contract</li> </ul>	<ul style="list-style-type: none"> <li>• Removal from classroom/space/event</li> <li>• Detention during lunch/afterschool/Zero period</li> <li>• Exclusion from extracurricular activity</li> <li>• Behavior Contract/Disciplinary Probation</li> <li>• Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)</li> <li>• 1-5 day(s) In-School Suspension or Out-of-School Suspension</li> </ul> <p><i>* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended.</i></p>
	<b>3.2 Contributing to an Unsafe Environment</b> Creating risk by recklessly engaging in behavior including but not limited to, disobeying directives of staff, school safety, or law enforcement; entering school or allowing entry to unauthorized persons against school rules; gang- related behavior including apparel, accessories, written, verbal, or physical gestures, signs or language; engaging in sexual behavior during school or school-related events; posting, sharing, or distributing material containing a 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, B22, , B25, B26, B36, B45		
	<b>3.3 Physical/Verbal Aggression/Horseplay (Moderate)</b> Any type of incidental physical contact toward students or staff that may or may not cause injury (ex: swearing, pushing, throwing things, play fighting, or other physical contact).DOE - B24		
	<b>3.4 Harassment/Discrimination</b> Using slurs, taunting, threatening, stalking, or seeking to intimidate or coerce another based on actual or perceived race, color, weight, national origin, ethnic group, citizenship/immigration status, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression, sex. DOE – B23, , DASA		
	<b>3.6 Bullying</b> Intentional aggressive behavior involving a power/strength imbalance including, but not limited to: <b>Physical Intimidation</b> (hitting, pushing, punching), <b>Verbal abuse</b> (name-calling, teasing), and/or <b>Cyber bullying</b> (sending mean, threatening or vulgar messages or images, posting sensitive, private information about another person; pretending to be someone else in order to make that person look bad; or intentionally excluding someone from an online group); or intentionally excluding someone from an organized or informal activity during the school day or under circumstances in which this Code of Conduct is applicableDOE – B40		
LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION
4	<b>4.1 Physical Aggression (Severe)</b> Any type of physical contact or threat that causes injury to students or school staff. (e.g. punching, hitting, kicking, shoving, grabbing, slapping, spitting, pinching or similar behaviors). DOE – B37	<ul style="list-style-type: none"> <li>• Communication with parent/guardian</li> <li>• Family meeting</li> <li>• One-on-One Restorative Conversation with staff or administrator</li> <li>• Restorative Conversation with those involved in the incident</li> <li>• Formal Restorative Conference</li> <li>• Behavior Contract</li> <li>• One-way Contract with a commitment ensuring the harassment will not happen again</li> <li>• A Safety Plan</li> <li>• Mediation/Conflict Resolution [not to be used for Sexual Harassment]</li> <li>• Community Service</li> <li>• Restorative Community Circle</li> <li>• Individual/Group Counseling</li> <li>• Referral to a Community-Based Organization</li> <li>• Referral to external counseling/substance use/support service agency</li> <li>• Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) for students with an IEP</li> <li>• Review/Revise pre-existing Behavior/One-way Contract</li> </ul>	<ul style="list-style-type: none"> <li>• Removal from classroom/space/event</li> <li>• Detention during lunch/afterschool/Zero period</li> <li>• Exclusion from extracurricular activity</li> <li>• Behavior Contract/Disciplinary Probation</li> <li>• Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)</li> <li>• 1-8 day(s) In-School Suspension or Out-of-School Suspension</li> <li>• Referral to the Discipline Review Board</li> </ul> <p><i>* An Alternate Instruction Plan and Reintegration Plan is required for any student who is removed from class and/or suspended</i></p>
	<b>4.2 Sexual Harassment/Suggestive Behavior</b> Making sexually suggestive comments, innuendoes, propositions, or engaging in nonverbal or physical conduct of a sexual nature (e.g. touching, patting, pinching, or sending or posting sexually suggestive messages or images). DOE – B35		
	<b>4.3 Possession of Controlled Substances</b> Possession of controlled substances or prescription medication without appropriate authorization, illegal drugs, drug paraphernalia or alcohol. DOE – B41, B50		
	<b>4.4 Falsely activating a Fire Alarm</b> Falsely activating a fire alarm or other disaster notice. DOE – B42		
	<b>4.5 Theft without force or intimidation</b> Taking or attempting to take property belonging to a person or the school without using force or intimidating behavior. DOE – B44		
	<b>4.6 Making a Bomb Threat</b> Making a bomb threat. DOE – 43		

LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION
5	<b>5.1 Starting a Fire</b> Starting a fire or attempting to start a fire in any campus setting.	<ul style="list-style-type: none"> <li>• Communication with parent/guardian</li> <li>• Family meeting</li> <li>• One-on-One Restorative Conversation with staff or administrator</li> <li>• Restorative Conversation with those involved in the incident</li> <li>• Formal Restorative Conference</li> <li>• Behavior Contract</li> <li>• One-way Contract with a commitment ensuring the harassment will not happen again</li> <li>• A Safety Plan</li> <li>• Mediation/Conflict Resolution [not to be used for Sexual Harassment]</li> <li>• Community Service</li> <li>• Restorative Community Circle</li> <li>• Individual/Group Counseling</li> <li>• Referral to a Community-Based Organization</li> <li>• Referral to external counseling/substance use/support service agency</li> <li>• Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) for students with an IEP</li> <li>• Review/Revise pre-existing Behavior/One-way Contract</li> </ul>	<ul style="list-style-type: none"> <li>• Removal from classroom/space/event</li> <li>• Detention during lunch/afterschool/Zero period</li> <li>• Exclusion from extracurricular activity</li> <li>• Behavior Contract/Disciplinary Probation</li> <li>• Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)</li> <li>• Parent accompanies child to school</li> <li>• 1-10 day(s) In-School Suspension or Out-of-School Suspension</li> <li>• Long-term suspension or expulsion**</li> <li>• Referral to Law Enforcement</li> </ul> <p><i>* Alternative Instruction and Reintegration Plans are required for any student who is suspended.</i></p> <p><i>** Before a Principal suspends a student for an Extended Suspension (more than 10 days), the Principal will 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).</i></p> <p><i>*** 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 Board of Trustees.</i></p> <p>Note: certain Category II weapons may have legitimate purposes, such as a box cutter or scissors. Before scheduling a suspension hearing for possession of an article listed as a Category II weapon for which a purpose other than infliction of harm exists, the Principal may consider whether the object is in the student's possession for legitimate reasons. A hearing officer may also consider whether there are mitigating factors when a student is found to have violated the Code of Conduct by possessing such object in the school setting.</p>
	<b>5.2 Threatening to Use Force to Take Property</b> Threatening to use force or using force to take or attempt to take property belonging to another person or the school.		
	<b>5.3 Using Force to Inflict Injury</b> Using force against or inflicting or attempting to inflict serious injury upon another person.		
	<b>5.4 Using Force to Inflict Injury Based on Characteristics</b> Using force against or inflicting or attempting to inflict injury upon another person 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.		
	<b>5.5 Engaging in Physical Sexual Aggression</b> Engaging in physical sexual aggression, compelling or forcing another to engage in sexual activity.		
	<b>5.6 Selling or Distributing Drugs</b> Selling or distributing illegal drugs, controlled substances, or alcohol.		
	<b>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.</b>		
	<b>5.7 Possessing or Selling any Category I or Category II Weapon</b> Possessing or selling any Category I or Category II weapon on school property or in a setting in which this Code of Conduct applies.		
	<b>5.8 Threatening to Cause Physical Injury Using Weapons</b> Threatening to cause physical injury using any Category I or Category II weapon.		
<b>5.9 Using Weapons to Cause Physical Injury</b> Using any Category I or Category II Weapon for the purpose of causing physical injury.			

**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.

## Weapons

### Category I

- Firearm, including pistol and handgun, silencers, electronic dart, and stun gun
- Shotgun, rifle, machine gun, or any other weapon which simulates or is adaptable for use as a machine gun
- Air gun, spring gun, or other instrument or weapon in which the propelling force is a spring or air, and any weapon in which any loaded or blank cartridge may be used (such as a BB gun or paintball gun)
- Switchblade knife, gravity knife, pilum ballistic knife and cane sword (a cane that conceals a knife or sword)
- Dagger, stiletto, dirk, razorblade, box cutter, case cutter, utility knife and all other knives
- Billy club, blackjack, bludgeon, chucka stick, and metal knuckles
- Sandbag and sandclub
- Sling shot (small, heavy weights attached to or propelled by a thong) and slung shot
- Martial arts objects including kung fu stars, nunchucks and shirkens
- Explosives, including bombs, fire crackers and bombshells

### Category II

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

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

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

When the Code of Conduct is violated, those most directly affected by the incident can expect to have a restorative conversation that is aimed at 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 Discipline Review Board for review.**

### **Discipline Review Board**

The Discipline Review Board is made up of teachers, students, and a member of the school counseling department; it focuses on addressing incidents that have impacted the school community. Over the course of the school year, the Discipline Review Board meets 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 meets to discuss ways to recognize students and staff who have contributed positively to the school community by promoting a safe, inclusive, and productive environment.

### **Disciplinary Responses**

If the conduct of a student 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:

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

Procedures as described below will be followed:

#### **Detention**

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

#### **Exclusion from Social/Extracurricular Activities**

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

### **Behavior Contract/Disciplinary Oversight**

In some instances, the school may decide that a Behavior Contract is necessary in order to encourage changes in a student's behavior. For the duration of this Behavior Contract, the student is considered to be on disciplinary oversight, during which time the student's behavior is monitored and evaluated. The disciplinary oversight period is a positive effort to help recognize the student's ability to grow, to seek help when necessary, and to make better choices.

### **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 arrange, upon request, an immediate informal conference at which time parents will have an opportunity to ask questions and present relevant, additional information. 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.

During the time of the suspension, the student has a right to a minimum of two hours of instruction. When the suspension is complete, the student will be given a Reintegration Plan to provide the appropriate support services necessary for returning from suspension to maximize his/her ability to meet the academic and social standards within the school community. These support services may include 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.

### **Alternate Instruction and Reintegration Plans**

Students removed from school for disciplinary reasons will be given all classroom assignments and an opportunity to make up tests missed during the period of suspension. 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. A student serving an In-School Suspension gets a full day of instruction in an alternate location from his/her regular classes. A student serving an Out-of-School Suspension will receive a minimum of 2 hours of instruction each day during the period of suspension. Arrangements for Alternate Instruction will be made on an individual basis and may include phone

assistance, computer instruction, and/or home visits. One-on-one or small group tutoring may be arranged within the school or at a specified location. Reintegration Plans outline the positive contributions the student and staff will make in an effort to reintegrate the student into the school community. The student and his/her parent/guardian are invited to be part of co-creating this plan.

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

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 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. 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.

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 Board of Trustees which will act as an appeals body in all cases in which expulsion is recommended. The Board of Trustees will review the record of the hearing and will also provide the parent and student with an opportunity to present a written statement. The determination of the Board of Trustees will be final.

Any other determinations of the Hearing Officer can be also be appealed by parents or guardians to the Board of Trustees by using the Complaint Procedures described in this Handbook and providing notice of the intent to appeal within two weeks of the Hearing Officer's decision.

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

### **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, HUM III 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, and the School and the CSE or Section 504 Team will work together with the student and his/her parents to develop a plan to address the behavior within the school or in another setting.

If, upon review, the CSE's MDR team or the School's Section 504 Team determines that the student's conduct was not a result of his/her disability, then the student may be disciplined in the same manner as a student



without a disability. Parents may request an impartial review to challenge the CSE's manifestation determination. The student will remain in his/her current educational placement while the hearing is pending except under the following circumstances:

*A student with an IEP may be removed from school for up to forty-five days, whether or not the conduct is a manifestation of the student's disability, if a hearing officer finds that the student violated the Code of Conduct by bringing drugs or a weapon on to school property or by inflicting a serious bodily injury on another person. The student is then provided with educational services in an interim (temporary) alternative educational setting that is arranged in cooperation with the CSE.*

If a parent/guardian requests a hearing or an appeal to challenge the CSE's recommendation for an interim alternative educational setting or its manifestation determination, the child remains in the temporary alternative educational setting until the decision has been made by an Impartial Hearing Officer appointed by the New York City Department of Education, or until the time period for the suspension expires, whichever happens first, unless the parent and school agree otherwise.

#### Committee on Special Education (CSE) Meetings

HUM III will refer students with 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 disability. Referrals may also be made for consideration of an FBA or BIP to address behavioral concerns.

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

New Visions Charter High School for Humanities III 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 a number of provisions of our Code of Conduct, including 1.1, 1.2, 2.2, 3.1 and 3.2. Students who violate these code provisions 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 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 our 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 if electronic communication is used 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 school's Director of School Operations (DSO) serves as the Dignity Act Coordinator. The DSO's name and contact information is communicated annually in this Handbook. Students and Parents are encouraged to call the DAC to report instances of bullying or discrimination.

Dignity Act Coordinator:

Marangelitza Rivera

Director of School Operations

email: [mriviera24@charter.newvisions.org](mailto:mriviera24@charter.newvisions.org)

voice: (646) 343 - 7192

- 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. Notify parents of all students involved.
- Retaliation against any student or teacher who reports or assists in the investigation of harassment, bullying or discrimination is strictly prohibited and will be subject to disciplinary measures.

### **Search and Seizure**

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

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

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

The rules in the Code of Conduct apply to student behavior in school during school hours, but also before and after school while on school property, while traveling to and from school, in school activities, at all school-sponsored events and on other than school property when such behavior negatively affects the educational process or endangers the health, safety, or welfare of the school community. In all instances, students have rights in regards to his/her behaviors and due process, these rights are summarized below:

## **STUDENT RIGHTS**

Students have a right to:

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

## **IX. ACADEMICS**

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

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

### **Progressing towards Graduation**

SCHOOL 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 SCHOOL have opportunities to earn far more than the credits required by the State for high school graduation. We understand that students may need more time to be college-ready so we provide a longer school day that allows for more instructional time and more preparation. All courses last a minimum of 75 minutes, with dedicated time for targeted instruction and skill building. Our academic day runs from 8:30 a.m. until 4:30 p.m. (with early dismissal on Wednesdays at 1:30pm).

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.

### **College and Career and Postsecondary Readiness**

We work to ensure that by the time your child graduates he/she will engage in a set of experiences preparing them for postsecondary success. Experiences may include internships, service learning, community service, job shadowing, career exploration, and mentorships. Underwriting all of these experiences is the academic commitment to ensuring your child is prepared to meet the CUNY non-remediation benchmarks in English and mathematics.

### **Graduation Requirements**

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

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

### **Grading Policy**

Students are graded in two ways:

- Grades are determined by how well students show that they have mastered the class content and skills through tests, quizzes, classroom activities, homework and long-term projects. This is reflected in the teacher’s grade book which students and parents are able to check regularly on-line.
- In addition, throughout high school, student writing is judged using a scoring guide based on national standards for high school students. By the end of the 10<sup>th</sup> Grade, we expect student’s writing to have improved enough that he/she is able to meet all 10<sup>th</sup> Grade writing standards. If not, students may need extra work before they advance to the 11<sup>th</sup> Grade. In 11<sup>th</sup> and 12<sup>th</sup> Grade, we track student’s progress towards meeting graduation requirements for writing.

### **Progress Reports and Report Cards**

Distribution is as follows:

Semester	Progress Report	Report Card
<b>1</b>		
<b>2</b>		

## **X. STUDENT SERVICES**

### **Food Service**

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

### **Lunch Forms**

Our school offers breakfast, lunch, and snack for any extended-day programs after 4:30 pm. Scholars will have to enter their student ID number as part of accountability. HUM III covers the cost of food service. As part of our accountability, ALL parents/guardians are required to submit School Lunch Forms every year. When this form arrives home, please fill it out immediately and return it to the Main Office even if your child does not participate in the breakfast or lunch program. Please read the instructions carefully and call the school if you have any questions about the form. You can also complete this form online at [www.applyforlunch.com/application](http://www.applyforlunch.com/application).

### **Lunch Policy**

Lunch takes place in the Cafeteria on the 2nd 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 III will provide a Student MetroCard to each student who is eligible based on the distance between the student's residence and the school. Not all students will qualify for a Student MetroCard. Students may qualify for full-fare or half-fare MetroCard. Students who receive half-fare MetroCards are responsible for paying of half of the fare directly to the bus or subway in cash or with a Pay-per-ride MetroCard. Student MetroCards will be distributed once in September and once in January. This card is the sole responsibility of the student to maintain. If this card is lost or stolen, it must be immediately reported to the 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.

### **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.

### **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 E290, and the parent is informed by the School Nurse or HUM III 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 III staff will contact 911 and the parents. An HUM III staff member will travel with the student with EMS in loco parentis until a parent/guardian arrives at the designated hospital. EMS will determine the hospital and parents will be notified accordingly.

### **Medication**

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

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

All self-medication must be supervised. Supervision will be arranged by the Principal. If your child does not meet New York State Education Department standards for self-medication, arrangements will be made for



administration of medication by an appropriately licensed professional. Those students requiring use of inhalers or Epinephrine (Epi-Pen) must make sure to clearly outline and authorize such use as outlined on the MAF. Each year, the MAF must be updated, signed by the parent/guardian and the student's medical provider, and filed in the student's health record at the school.

### **Prevention of Child Abuse and Neglect**

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

School staff members will also report any allegation of child abuse in the School setting to the Principal of HUM III, or, if the Principal is not available, the Assistant Principal. A written report of the allegation is provided on a form to be provided by the Principal. Following investigation, the Principal, or designee, will notify the Office of Special Investigations (OSI) of the New York City Department of Education (718-935-3800) and the Office of the Special Commissioner of Investigation (SCI) for the New York City School System (212 510-1400).

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

### **Emergencies, Drills, and Evacuations**

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

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

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

## **XII. RIGHTS AND RESPONSIBILITIES**

### **Non-Discrimination**

New Visions Charter High School for Humanities III does not discriminate on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or age in its programs and activities. The following person has been designated to handle inquiries regarding the School's non-discrimination policies:

Ferrugia Sonthonax, Business Manager  
New Visions Charter High School for Humanities III  
Frank Macchiarola Educational Complex  
3000 Avenue X  
Brooklyn, NY 11235  
Telephone Number: 718-368-4145  
E Mail: [fsonthonax3@charter.newvisions.org](mailto:fsonthonax3@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 Board of Trustees.

### **Complaint Policy (NYSED Policy same for HUM II, AMS II, HUM III, AMS III, AMS IV, /SUNY Policy Link for HUM, AMS, AIM I, AIM II**

Section 2855 (4) of the NYS Charter Schools Act provides that parents (as well as any other individual) who believe that a charter school has **violated a term of its charter, the New York Charter Schools Act of 1998, or any other law relating to the management or operation of the charter school**, can bring a complaint to the charter school's Board of Trustees and seek relief.

Nothing in the following procedure for addressing complaints precludes an individual or group from submitting a complaint directly to the Board of Trustees.

Complaints should be submitted in writing to the Principal. Upon receipt of the complaint, the Principal will respond in writing or in person within ten business days. If this does not resolve the complaint, or if the complaint pertains to the Principal, then the individual or group may submit the complaint, in writing, to the Secretary of the Board of Trustees.

Complaints should be addressed to:

Board of Trustees  
New Visions Charter High School for Humanities III  
205 East 42nd Street, 4th Floor  
New York, NY 10017  
Attn: New Visions Charter School Superintendent

If, after making your complaint, you are unsatisfied with the school's Board of Trustees' determination and action you can make a formal complaint to the school's authorizer.

Complaints should be addressed to:

The Regents of the University of New York, Charter Schools Office  
89 Washington Ave.  
Albany, New York 12234  
Telephone Number: 518-474-1762

For a full complaint policy, please contact Ferrugia Sonthonax at 718-368-4145

### **Disability Accommodations**

Parental requests for accommodations for students based on disability must be submitted in writing to Athena Costanza, Coordinator for Section 504. A form for such request may be obtained from the Coordinator. Supporting documents from the student's physician or another qualified health professional must be provided. If the Coordinator has questions about the nature of the disability or the need for accommodations, parents are invited to a team review which will include persons knowledgeable about the student, about the meaning of the information in the supporting evaluations or reports, and about the options for accommodation in the school. Parents have the right to impartial review with respect to any decision of the review team that involves the identification, evaluation or placement of a student with a disability.

### **Access To Information**

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

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

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those

records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- o School officials with legitimate educational interest,
- o Other schools to which a student is transferring,
- o Specified officials for audit or evaluation purposes,
- o Appropriate parties in connection with financial aid to a student,
- o Organizations conducting certain studies for or on behalf of the school,
- o Accrediting organizations,
- o To comply with a judicial order or lawfully issued subpoena,
- o Appropriate officials in cases of health and safety emergencies, and
- o State and local authorities, within a juvenile justice system, pursuant to specific State law.

New Visions Charter School for Humanities III may disclose the following “directory information” without the prior written consent which is otherwise required for release of education records: **student’s name, participation in a school activity or sports team, honors and awards, and dates of attendance.**

In addition, Federal law now requires schools to provide military recruiters, upon request, with three categories of directory information about high school juniors and seniors – names, addresses and telephone numbers. The school must provide this information unless parents or eligible students advise the school in writing that they do not wish this information to be released without prior written consent.

You may request that directory information not be released either to military recruiters or for any purpose by notifying the school prior to October 1, 2017.

Notice should be provided in writing to Ferrugia Sonthonax, Business Manager, New Visions Charter High School for Humanities III, Frank Macchiarola Educational Complex, 3000 Avenue X, Brooklyn, NY 11235. Questions should be addressed to Ferrugia Sonthonax at 718-368-4145.

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

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

### **Freedom Of Information Law (Foil) Policy And Procedures**

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

**Requests For Public Access To Records:** Student records are not available for inspection, except in accordance with the Family Education and Privacy Act described above. All student records will be stored in a locked storage cabinet. Student health records and academic records will be kept in the main office accessible to appropriate staff who may only remove a file by signing the file in and out. Student IEPs will also be kept in a locked storage cabinet, accessible only to appropriate Special Education staff.

Requests for public information must be in writing and submitted to the school's records access officer who is the 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 Records:** If the person requesting information is denied access to a record, he or she may, within 30 days, appeal such a denial to the Principal or his or her designee. Upon timely receipt of such an appeal, the School will, within 10 business days of the receipt of the appeal, fully explain, in writing, the reasons for further denial or provide access to the record(s) sought.

The School will also advise the requester of the right to appeal. Any person denied access to a record may make an appeal in writing to the New Visions Charter High School for the SCHOOL Board of Trustees, with offices at the address below, within 30 days of receipt of denial of access.

Board of Trustees  
New Visions Charter High School for Humanities III  
205 East 42nd Street, 4th Floor  
New York, NY 10017

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

**Required Records:** The School shall maintain the following records and information:

- A record of the final vote of each trustee in every proceeding in which the trustees vote,
- A record setting forth the name, public office address, title and salary of every officer or employee of the education corporation, and
- A reasonably detailed current list, by subject matter, of all records in the Education Corporation's custody or possession.

**Location:** All FOIL requests should be sent to the Business Manager of the School at address below. Records are

available for public inspection and copying at this address as well:

Ferrugia Sonthonax, Business Manager  
New Visions Charter High School for Humanities III  
Frank Macchiarola Educational Complex  
3000 Avenue X  
Brooklyn, NY 11235  
Telephone Number: 718-368-4145  
E Mail: fsonthonax3@charter.newvisions.org

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

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

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

**Open Meetings Policy**

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

**Board Meeting Public Notice:** The School will post a calendar with all Board meeting dates at the school at all times.

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

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

**Minutes Of Meetings:** The Secretary of the Board shall take minutes at all open meetings and make them available to the public within two weeks of the meeting. Minutes shall include the date of the meeting, a summary of all motions, proposals, resolutions and any other matter formally voted upon as well as a record of

how each Trustee voted. Minutes shall not include any matter not required to be disclosed to the general public. The minutes shall be available at the school and posted on the school's website.

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

Executive sessions may only be held for:

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

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

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

**Enforcement:** Any person wishing to report the school's failure to comply with of the New York State Open Meetings Law has standing to bring a proceeding in accordance with Article 78 of the Civil Practice Law and Rules and/or an action for declaratory or injunctive relief.

### **Acceptable Internet Use Policy**

**Preamble:** The New Visions Charter High School for the SCHOOL believes that technology and the use of computers must be an integral part of students' high school education and is essential to prepare them for success in college and in the workplace. Our vision for technology includes building a learning environment where technology is integrated into every subject area in every classroom and all students have equitable access

to computers. Infusing technology into the classroom environment, together with ongoing staff training, is critical in preparing students for the challenges awaiting them.

The New Visions Charter High School for the SCHOOL has, with minor modifications, adopted the Internet use policy of the New York City Department of Education. The main components of the SCHOOL Internet use policy are summarized here. The complete Internet use policy has been adopted, with permission and with minor modifications from the NYCDOE. It is SCHOOL s policy to:

- Prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications,
- Prevent unauthorized access and other unlawful online activity,
- Prevent unauthorized online disclosure, use, or dissemination of personal identification information, and
- Comply with the Children’s Internet Protection Act.

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

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

Prevention of inappropriate network usage includes:

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

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

**Adoption:** The SCHOOL Board will adopt the Internet Safety Policy at a public meeting, following formal public notice.

**Parental Notification and Responsibility:** As appropriate, the school will provide students and parents with guidelines and instructions for student safety while using the Internet. The school Internet Acceptable Use Policy contains restrictions on accessing inappropriate material and student use generally is supervised. However, there is a wide range of material available on the Internet, some of which may or may not fit the particular values of the students. It is not practically possible for the school to monitor and enforce a wide range of social values in student use of the Internet. Further, the school recognizes that parents bear primary responsibility for transmitting their particular set of family values to their children. The school will encourage parents to specify to their child(ren) what material is and is not acceptable for their child(ren) to access through the school system.



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

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

As with other curricular offerings and tools, parents do not have a general right to opt their child out of classroom use of the Internet. As set forth more fully below however, parental consent is required with respect to certain aspects of Internet use (e.g., posting a child's photograph on a school web page). Parental consent is obtained at the time a student registers in the School. Parents moreover, are strongly encouraged to discuss and monitor their child's school Internet use and to discuss any issues or concerns that they may have with the school's teacher and administrators.

Student access to the Internet is governed by this policy, related regulations, and the student disciplinary code. Employee use is governed by this policy, related regulations, and employment policy. All use is in compliance with the acceptable use provisions of the Internet service provider.

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

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

In accordance with the Policy, the New Visions Technology Director or her school-based designee will be the Building-Level Coordinator for the internet and e-mail system. Users may contact the New Visions Technology Department with questions or comments about the Internet Acceptable Use Policy via the internal "Help Desk" system. The Building-Level Coordinator approves building-level activities, ensures teachers receive proper

training in the use of the system and of this policy, establishes a system to ensure adequate supervision of students using the system, maintains executed user agreements if applicable and is responsible for interpreting the Internet Acceptable Use Policy at the building level. Although this Internet Acceptable Use Policy does not require execution of user agreements by students or employees, the school may institute such a school-based requirement.

As set forth in more detail below, the Internet is equipped with internet filtering software. The New Visions Technology Director is responsible for reviewing all requests for modifying the Internet filtering software or for defiltering and will be responsible for assuring that filters are restored when the modification or de-filtering is no longer appropriate.

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

Students who require technical assistance with Internet access or e-mail should inform their teachers and other school staff should inform the New Visions Technology Department via the internal Help Desk ticketing system.

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

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

**Filtering:** The school has installed Internet filtering software in an attempt to block user access to inappropriate and/or harmful text on the Internet. The software works by scanning web site addresses, web site content, e-mail and other documents for objectionable words or concepts. Objectionable words and concepts are pre-determined by the school. When the software finds any such objectionable words or concepts, it denies the user access to them. Generally, levels of access go from the least restrictive level, which allows users access to the 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 New Visions Technology Director can be called on to offer assistance when filtering technology interferes with legitimate educational research.

The School has established a process for modifying the filter or for de-filtering Internet access for students when it is educationally appropriate. The New Visions Technology Director will review requests for modification of the filter. Where questions remain about whether the modification is needed or appropriate the Principal shall make the final decision. In certain instances, the question will be brought to the New Visions Charter Management Organization's Vice President for Charter or the Board of Trustees. All determinations made at the School level may be reviewed by the Board of Trustees. The filter is set at a level restricting access to Internet sites that may

contain information regarding crime, violence, sex acts, sex attire, sex/nudity, sex/personal, basic sex education, advanced sex education, sexuality, and sports.

### **Regulations of Access**

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

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

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

**Privacy:** The School takes all steps necessary to minimize the risk of unauthorized disclosure of student record information or other personal information about students. All electronic systems containing student record information require passwords for access and the School has

established a system of permissions that limits access of information to authorized users who have a legitimate educational reason for the information.

At the time of student registration, parents or guardians sign a consent form that gives the School permission to use photographs of the student or student artwork or to use quotes, movies or video tapes of the student on its website, in connection with stage productions, athletic events, honors and awards, and so on. This information will not be used if the parent or guardian does not provide consent.

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

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

As required by the Children's Internet Protection Act (CIPA), the school will monitor students' online activities. Such monitoring may lead to discovery that the user has violated or may be violating, the school Internet Acceptable Use Policy, the student disciplinary code, or the law. The school also reserves the right to monitor

other users (e.g., non students) online activities.

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

**Selection of Material:** When using the Internet for class activities, teachers at SCHOOL 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.