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

Dear Artist-Scholars and Families:

It is with great excitement that I celebrate your choice to be part of the New Visions Charter School for the Humanities IV (HUM IV) Nation in Rockaway Park. Every year you make that choice and renew your dedication to being a part of our growth.

Who am I?
This fall will be my ninth year in school leadership. I graduated from Northeastern University where teaching experiences in Ghana and Boston confirmed my desire to become a teacher. I taught English and writing for six years at a performing arts magnet school in Brooklyn and went on to earn a master’s degree in teaching from Pace University and a master’s degree in school leadership from Harvard University’s Graduate School of Education. As a Catapult Fellow in Denver, I learned from schools and leaders across the country who are effectively preparing students to become innovators. In addition to my experience as a teacher, assistant principal, and principal, I have experience supporting schools to strategically use the arts as a catalyst for growth.

Our Mission
We are artist-scholars who analyze global issues impacting humanity for the purpose of becoming an engaged community inspired to CREATE (commit, reflection envision, act, trust, excel).

What will it mean to attend HUM IV?
Students will be prepared to move through their four years in pathways that best suit their passions and aspirations. In order to accomplish this, we will offer meaningful and challenging coursework, internships, visual and performing arts curricula, and a thoughtful advisory program.

By senior year, our students will be prepared for success in college, the creative industries, and other post-secondary endeavors. They will also use their artistic experiences and learning to address a challenge that matters to them and their community.

When I hand each of you a diploma, it will not only represent that you met certain criteria, but that you were part of creating something unique, something necessary, and something in which you take great pride.

Sincerely,

Hannah Kehn, Founding Principal
New Visions Charter High School for the Humanities IV
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Staff

**School Leadership Team**
Hannah Kehn, Principal
Carl Baurle, Assistant Principal
Stephanie Rengifo, Director of Instruction and Student Achievement
Amanda Donaldson, Associate Director of Student Engagement
Michael Drexler, Deputy Director of School Operations

**Operations Team**
Danixa Carr, Operations Associate
Chris Jones, Technology Coordinator
Michael Morgan, Operations Assistant
Akai Ramsey, School Associate
Sashay Turner, Outreach Coordinator

**Student Success Team**
Daris Adderley, Restorative Approaches Facilitator
Shamaine Francis, Lead School Counselor
Princess Hosein, College and Career Counselor
Alyssa Infranco, Creative Arts Counselor
Lamar Pinkett, School Counselor
Larissa Torres, Restorative Approaches

**Teaching Team**
Blair Baron, History
Brooke Carbajal, Physical Education/Health
Steven Chovnick, Student Support
Jenai Davis, Digital Arts
Jarrel Doorn, Science
Gladys Gil, Foreign Language
Michael Gottlieb, History
Rebecca Jackson, Math
Kimberly Knoernschild, Math
Elizabeth Mashkow, ELA
Kelly Minot, History
Melissa Moore, Dance
Nicholas Moorman, Visual Arts
Elizabeth Morales, Science
Dwayne Morris, Music
Deja Mullings, Math
Emmanuel Ourum, Student Support
Robert Ryan, Student Support
Ramon Razon, ELA
Seth Roberts, History
Joanne Soli, Student Support
Curtis Sylvester, Physical Education
Primrose Thompson, ELA

**Board of Trustees**
Lior Evan, Chair
Jeremiah Thomas, III, Treasurer
Musa Ali Shama, Secretary
Andrea Harrett
Dyane Jones
Jennella Young

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Mission

New Visions Charter High School for the Humanities IV (HUM IV) provides all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility and rigor. HUM IV ensures that graduates have the skills and content knowledge necessary to succeed in post-secondary choices by engaging students, teachers and administrators in learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students’ imaginative and creative abilities, and celebrate achievement. Through an intensive study of English, History and Art concepts, students generate research questions, develop the skills necessary to answer those questions, create products that demonstrate understanding, and defend their knowledge publicly.

Vision

We are artist-scholars who analyze global issues impacting humanity for the purpose of becoming an engaged community inspired to: C.R.E.A.T.E.

Philosophy/Values

We promote and inspire the following Shared Values:

• Stability with Flexibility • Humanity • Growth • Design

These values are expressed in the HUM IV Habits of the Graduate - CREATE:

These habits also form an intellectual framework that our students and staff use in every classroom: arts and academics. Our Habits - Commit, Reflect, Envision, Act, Trust, and Excel - represent the most important aspects of artistic, academic, and humanist processes. We believe that practicing and reflecting on our habits promotes the kind of awareness, decision-making, focus, and confidence necessary to navigate the complexities of human existence.

Students and families will hear an ongoing theme throughout HUM IV: How does my work connect to the Habits of the Graduate?

Commit:
Am I clear on my goals and responsibilities?
Do I stick to my goals even when it’s hard and I feel like giving up?

Reflect:
How do I refine my work so that it becomes something I am proud of?
When I make a mistake, do I ask myself what I would do differently the next time?

Envision:
Do I find opportunities to deconstruct what is in place to build better realities for my community?
Am I using what I learn to imagine new visions for myself and my future?
Act:
Have I taken action to follow through on my ideas and vision?
Do my choices reflect my commitment to the Student Bill of Rights and Responsibilities?

Trust:
Do I take risks to fully engage in the process at hand?
Am I investing in becoming more connected to those around me?

Excel:
What am I learning about deeply?
How am I able to create and present in the areas I am passionate about?

Our CREATE Pledge
The founding community of students, families, and faculty contributed to the creation of our community’s pledge in 2017. Every morning following announcements, artist-scholars are given space to say our pledge aloud as a way of remaining mindful of our purpose:

“I commit to doing my best and not giving up.
I reflect on my choices and envision infinite possibility.
I act on my ideas to make the world a better place.
I trust that my school community will support me to excel at finding my purpose.”

II. How to Contact or Visit Us

Address and Phone Number
New Visions Charter High School for the Humanities IV
Beach Channel Campus
100-00 Beach Channel Drive
Far Rockaway, NY 11694

Main Office - Room C244
Tel: 718-734-3350
Fax: 718-734-3351
E-mail: create4hum@charter.newvisions.org

Visitor Policy
When guests walk into our building, the school safety agent at the front desk will welcome them. Guests will need to show photo ID, sign in, and proceed through scanning — HUM IV is a part of a scanning campus. The agent will then call the HUM IV Main Office to announce the visitor. After receiving authorization, the visitor will proceed to the Main Office located in room 244. Once in the Main Office, guests will sign their name in the visitor log, and receive a HUM IV visitors badge.
If the visit is for an appointment with a faculty member, the faculty member will come and receive their guest. If the visit is for a student pick-up, the Main Office will contact the students’ classroom for early dismissal.

Because faculty and staff have limited free time during the day - all visitors should schedule an appointment in advance of visiting the school in order to meet with a specific faculty or staff member. To make an appointment, call 718.734.3350 or email create4hum@charter.newvisions.org.

Contacting Your Child During the School Day

Parents/caregivers can contact their student during the school day by calling the Main Office - 718-734-3350. An adult will take a message and your student will call you back at their next available opportunity.

Student Use of School Phones

Students will be able to call home if necessary, using one of the school phones in the Main Office. A student will be permitted to do so if they are ill or have an emergency that cannot wait until the end of the day. Students will need a pass to be in the main office during class time, Ensemble, and lunch.

III. School Calendar

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<th>Event Title</th>
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<td>Summer Bridge</td>
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<td>September 5</td>
<td>1st Day of School</td>
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<tr>
<td>September 16 - 27</td>
<td>Performance Series Testing Window (Students are tested in ELA class)</td>
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<tr>
<td>September 18</td>
<td>9th Grade Class Trip to Alley Pond Adventure Course</td>
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<tr>
<td>September 30 - October 1</td>
<td>Rosh Hashanah - No School</td>
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<tr>
<td>October 9</td>
<td>Yom Kippur - No School</td>
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<tr>
<td>October 10</td>
<td>10th &amp; 11th Grade Excursion Day #1</td>
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<tr>
<td>October 14</td>
<td>Columbus Day - No School</td>
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<tr>
<td>October 16</td>
<td>9th Grade Excursion Day #1, 10th/11th Grade PSAT/NMSQT</td>
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<td>October 16</td>
<td>Trimester 1 Progress Report</td>
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<tr>
<td>Event Date</td>
<td>Event Title</td>
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<tr>
<td>October 23</td>
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<td>November 5</td>
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<td>November 11</td>
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<td>November 28 - November 29</td>
<td>Thanksgiving Recess - No school</td>
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<td>December 2</td>
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<td>December 11</td>
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<td>December 23 - January 1</td>
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<td>January 9</td>
<td>9th, 10th, &amp; 11th Grade Excursion Day #3</td>
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<td>January 16</td>
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<td>January 21 - January 24</td>
<td>Regents Week—Only students who are testing are in attendance</td>
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<td>January 27</td>
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<td>January 29</td>
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<tr>
<td>February 17 - February 21</td>
<td>Mid-Winter Recess - No School</td>
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<td>March 4</td>
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<td>March 12</td>
<td>9th, 10th, &amp; 11th Grade Excursion Day #4</td>
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<tr>
<td>Event Date</td>
<td>Event Title</td>
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School Closing Policy

HUM IV 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), WBL (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.

You can also find up to date closing information on the school website - https://www.newvisions.org/humanities4.

IV. School Day

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<td>11:50 - 12:55</td>
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<td>12:55 - 1:30</td>
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V. Arrival and Dismissal

Arrival Procedure

Students are welcomed by HUM IV staff upon arrival at the main entrance. Upon arrival, students will turn in their cell phone and then proceed through scanning. Students are encouraged to arrive prior to 1st period which starts at 8:00 a.m. so they have time to get through scanning and be on time for the first period.

Students can enter the building at 7:40 a.m. for breakfast, at which time they will be directed to the 2nd floor cafeteria. HUM IV shares the 2nd floor cafeteria with Rockaway Collegiate during breakfast. At 7:55 a.m., students will be dismissed from the cafeteria. Any student arriving after 7:55 a.m. will enter the building and go up the left staircase and directly to our classrooms after scanning. HUM IV faculty will be on hand at entry from 7:40 a.m. to 9:45 a.m. to greet students, collect phones, support students getting into uniform.

Students that arrive after 9:45 a.m. will wait at scanning until a school agent calls the Main Office. The student must then go to the Main Office, sign in to get a late pass, and hand in their phone.

Student Identification Cards

Students will take a school picture during their first week of attendance at HUM IV. Students will receive a HUM IV ID card from the operations team at the start of the school year.

Students who have lost their ID card and need a new one should go to the Main Office to complete an ID Card Form. A replacement ID card will be provided within a week, during Ensemble.

Scanning

HUM IV is part of a scanning campus. Place bags, umbrellas, belts, and anything metal on the conveyor and walk through. If you have questions about the scanning process, please ask the agent. Students are allowed to bring liquids if they are in a sealed container that is not glass and stored in a student’s bag.

Daily Dismissal Procedure

Students will be dismissed at 3:40 p.m. on Mondays, Tuesdays, Thursdays, and Fridays.

Every Wednesday, students will be dismissed at 12:54 p.m., unless they plan to stay for lunch, which is served from 12:54-1:24 p.m. (Lunch is optional on Wednesdays).

- After lunch on Wednesdays, students may go to their lockers during a ten minute window and leave the building if not attending an after school activity.

During dismissal, faculty will be at designated posts, including four posts off-campus. At dismissal, phones will be returned to students. If a student needs to leave school earlier than dismissal, two options are available to communicate this to the school:

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1. A parent/guardian and/or designated person included in the student registration file, can come to the Main Office, show state ID, and physically sign out a student;
2. A parent/guardian and/or designated person can provide written consent allowing a student to leave at a designated time with a designated person.

It is strongly recommended that all communication for early dismissal arrive to the school as early as possible so that the dismissal can be properly executed. We also suggest that early dismissals are not less than 30 minutes prior to regular dismissal.

VI. Attendance and Lateness

At a New Visions Charter High School, attending school on time will provide the most beneficial education experience for a student. Below is a description of policies that support our values on attendance and also provide awareness of reporting policies to students and families.

In alignment with our 94% student attendance goal, students are expected to be present and on time to start their school day — it is one of their responsibilities. Attendance is taken each period in PowerSchool by their teacher and the official day’s attendance is taken during second period. Mr. Ramsey is the point of contact for all attendance updates and is located in the Main Office. Your child’s Ensemble Facilitator is the point of contact regarding any questions students or parents have about attendance.

Absences

When your child is absent, you will receive a Robocall at the end of 1st period stating that he/she has not arrived to school. You will then get a follow-up phone call from the school to identify the reason for the absence. If you know your child will be absent ahead of time, please call the school so that we can inform teachers.

Students must still bring in a signed note from home explaining the absence the next day, when he/she returns to school, or the absence will be considered an unexcused absence. If your child has 3 consecutive absences, please send in a medical note from a doctor. If there is no note, his/her Ensemble Facilitator will call home. If there is no parent contact, the parent will receive a certified letter from the principal asking for a Family Conference. More than 3 absences will result in a family meeting and/or home visit to support the family and encourage the student to attend school consistently. Once a student has 5 absences, he/she will be placed on an attendance contract to identify the supports the student needs to be present at school.

Lateness

At the end of first period, a Robocall will be sent notifying families that their scholar has not arrived to school yet. Repeated tardiness to school or class(es) may result in a call, a letter, and/or meeting request from a student’s Ensemble Facilitator. Students may also be placed on an attendance contract to encourage them to attend school on time each day.

Students that arrive past 9:45 a.m. will follow the following entry procedure:
1. Students will go to the main entrance of the school and let School Safety know they are a HUM IV student.
2. School Safety will then call the Main Office to let us know we have a late student and will inform HUM IV staff the name(s) of the student(s).
3. The student(s) is(are) to go straight to the Main Office and will:
   a. hand in the cell phone(s);
   b. get into uniform;
   c. sign the late entry log;
   d. get a late pass; and
   e. receive the morning announcements.
4. Student(s) then go to class.

If students arrive in the last 10 minutes of class, they will be held in the Main Office until passing as to not disrupt the closing of the period. The sole purpose of these steps is to ensure the student(s) attendance is properly inserted into ATS and teachers are notified that the student(s) just arrived to school.

**Attendance and Activities**

Per PSAL Policy, students with three unexcused absences from school are not allowed to practice or participate in a game.

Students with an unexcused absence the day of any after school activity cannot participate in that activity.

Nonrequired activities, like field day, a school dance, etc., may be withheld from a student with chronic lateness and/or who is not meeting other priority responsibilities.

**VII. School Culture**

**Families/Caregivers Supporting the Mission**

HUM IV’s success depends heavily upon the support and commitment of our students’ parents/caregivers. We need their involvement and energy as we continue to build our school. Parents’ and caregivers’ main responsibilities are:

- to be involved in their students’ education and to communicate regularly with HUM IV faculty and staff members;
- to contribute to the positive reputation of our school and in the recruitment of new students;
- to actively participate in as many events and workshops offered at school, when possible;
- to attend two family conferences per year;
- to attend the CREATE Presentations each year; and
- to read and regularly review this handbook, which serves as a guide for success.

Parent/Caregiver teacher conferences are held twice a year - once in the fall and once in the spring. These conferences are about academic, artistic and wellness goals, progress, and work that students
feel proud of. Conference participants include the student, parent/caretaker and Ensemble Facilitator. Also, please note that Conferences are not for individual meetings with teachers. Parent/caregivers can make an appointment with an individual teacher at anytime.

In addition, there is a CREATE Presentation that occurs at the end of the 9th and 10th grades. During CREATE Presentations students present their growth and excellence in our Habits of the Graduate to a small group (family, peers, and Ensemble Facilitator). CREATE Presentations serve as an important “rite of passage” at HUM IV.

**Behavioral Expectations for Students**

**Principles for Student Engagement**

- Success starts with a strong student peer culture where students call out cultural breaches and promote prosocial behaviors (behavior which is positive, helpful, and intended to promote social acceptance and friendship).
- A strong student peer culture is dependent on a rights-based approach where students know their rights as learners and the responsibilities they have to defend these rights for themselves and others.
- Students need consistent opportunities to uphold social norms through routinized team learning activities and school wide systems that enlist taking responsibility for self and others.
- HUM IV has a group called “Keepers of Responsibilities,” or KōR (pronounced “core.”). This small group of students help to maintain students’ responsibilities, and are used in lower level incidents when restorative circles can be used to address issues.

**Keepers of Responsibility (KōR)**

HUM IV Artist-Scholars are given a list of 22 responsibilities they agree to uphold. These responsibilities are the foundation of our school - they are the vehicle that drives our CREATE habits. KōR members are a select group of upperclassmen who envision and provide feedback on strategies that establish and maintain a peer culture where “students hold one another accountable for maintaining norms and defending rights for themselves and others.”

We believe that an excellent education prepares students to emerge from high school knowing how to be successfully independent and interdependent.

We create a culture where students:

- make decisions, connect with others, and put new learning to use.
- feel supported to execute their rights as students.
- commit to the responsibilities that come with those rights.
- hold themselves and others accountable to logical consequences and “making things right” when harm is caused.

Our culture is based on Responsibility-Based Cognitive Discipline and Restorative Approaches.

**Responsibility-Based Cognitive Discipline**

This model shifts away from thinking that problem behavior from a student is because there is something wrong with the student, but instead that there is a need to teach skills in order for students
to adjust to their environment. Teaching students about routines, norms, expectations, and how to meet those expectations through peer reinforcement is the main focus. In our peer culture students hold one another accountable for maintaining norms and defending rights for themselves and others.

The following social and emotional learning competencies are taught, practiced, and reinforced within all classrooms: self-awareness, self-management, responsible decision making, relationship skills, and social awareness.

**Restorative Approach: Circles**

At the core of HUM IV’s culture and restorative practices are restorative circles. Circles are a proactive practice which will help us build relationships and community, enhance classroom learning, celebrate our successes and collectively respond to conflict and challenges we experience as a school.

**The Artist-Scholar Bill of Rights and Responsibilities**

Students have a right to:

1. 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.
2. 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.
3. 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.
4. 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.
5. be counseled by staff in matters related to their behavior as it affects their education and welfare in the school.
6. know possible dispositions and outcomes for violations of the Code of Conduct.
7. 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.
8. 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.
9. be accompanied by a parent and/or representative at conferences and hearings.
10. the presence of school staff in situations where there may be police involvement.
11. be secure in their persons and belongings and to carry in the school building personal possessions which are appropriate for use on the premises.
12. be free from unreasonable or indiscriminate searches, including body searches.
13. be free from corporal punishment and verbal abuse.
14. 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.

15. receive written communication in the home language of the student and family.
16. confidentiality in the handling of student records maintained by the school system.

Responsible behavior by each student is the only way in which the rights set forth in this document can be upheld. When responsibilities are not met, students are supported to reflect, set goals, and take action. Sometimes this includes receiving consequences and repairing harm.

**HUM IV students are held responsible to:**

1. attend school regularly and punctually and make every effort to achieve in all areas of their education.
2. be prepared for class with appropriate materials and properly maintain textbooks and other school equipment.
3. follow school regulations regarding entering and leaving the classroom and school building;
4. help maintain a school environment free of weapons, illegal drugs, controlled substances and alcohol.
5. behave in a manner that contributes to a safe learning environment and that does not violate other students’ right to learn.
6. share information with school officials regarding matters which may endanger the health and welfare of members of the school community.
7. respect the dignity and equality of others and refrain from conduct that denies or impinges on the rights of others.
8. show respect for school property and respect the property of others, both private and public.
9. be polite, courteous and respectful toward 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, and refrain from making slurs based on these criteria.
10. behave in a polite, truthful and cooperative manner toward students and school staff.
11. promote good human relations and build bridges of understanding among the members of the school community.
12. use non-confrontational methods to resolve conflicts.
13. participate and vote in student government elections.
14. provide positive leadership by making student government a meaningful forum to encourage maximum involvement.
15. work with school staff in developing broad extracurricular programs in order to represent a range of physical, social and cultural interests and needs of students.
16. observe ethical codes of responsible journalism.
17. refrain from obscene and defamatory communication in speech, writing and other modes of expression, including electronic expression, in interactions with the school community.
18. express themselves in speech, writing and other modes of expression, including electronic expression in a manner that promotes cooperation and does not interfere with the educational process.
19. assemble in a peaceful manner and respect the decision of students who do not wish to participate.
20. bring to school only those personal possessions which are safe and do not interfere with the
learning environment.
21. adhere to the guidelines established for dress and activities in the school gymnasium, physical education classes, laboratories and shops.
22. be familiar with the school Code of Conduct and abide by school rules and regulations.
23. provide leadership to encourage fellow students to follow established school policies and practices.
24. keep parents informed of school-related matters, including progress in school, social and educational events; and ensure that parents receive communications that are provided by school staff to students for transmittal to parents.

Award Ceremonies

Honoring Growth and Achievement

At the end of every trimester, HUM IV convenes by grade for an end of trimester community meeting. Families are welcome to attend. While in attendance, parents and students are expected to turn off cell phones, sign in upon entering the event, and show support and respect for the school community and /or performers.

- Teachers recognize top growers and achievers in their classes for the semester (students receive letters home, certificates, and pins)
- Ensemble Facilitators recognize top growers and achievers in attendance (students receive letters home, certificates, a Slay Day, and pins)
- School staff recognize students who embody CREATE Habits with a CREATE Award (students receive letters home, certificates, a Slay Day, a special lunch, and pins)
- Leadership recognizes students with top growth and achievement related to acts of leadership, and GPA

Incentive Programs

Tiers of Leadership

Both midway and at the end of every trimester, data related to attendance, punctuality, adherence to the dress code, and School Leader Referrals are reviewed and students who are meeting these responsibilities are placed on one of three “Tiers of Leadership”. Each of the three tiers denotes specific earned rights and responsibilities.

<table>
<thead>
<tr>
<th>Tier</th>
<th>Criteria</th>
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</table>
| Tier 1 | No more than one unexcused absence  
|        | Late to school no more than two times  
|        | Zero disciplinary referrals to SST and School Leaders  
|        | Consistently in uniform  
|        | Consistently on time to class  
|        | Consistently prepared for class  |
| Tier 2 | No more than two unexcused absences to school  
|        | Late to school no more than three times |
| Consistently in uniform  
| Consistently on time to class  
| Zero school leader referrals  
| Consistently prepared for class  |

| Tier 3  
| No more than two unexcused absences to school  
| Late to school no more than four times  
| Consistently in uniform  
| Consistently on time to class  
| Zero school leader referrals  
| Mostly prepared for class  |

**Earned Rights and Responsibilities**

When students meet the responsibilities required of them, they can **earn additional rights and responsibilities (Earned R&R)**. The following are three examples. As more Earned Additional R&R are determined by faculty and students, they will be communicated to parents/caregivers.

| Earned Additional Rights & Responsibilities  
| ---  
| Serve as Ambassadors when there are special guests and visitors  
| Eat lunch outside in one of our shared campus courtyards  
| Attend special “extra” excursions — like to a Broadway Show  
| Leave Campus for Lunch  
| Hold cell phones and Chromebooks senior year  
| Attend non-required school events — like dances  
| “Slay Days” - non-uniform days  
| End of Year Beach Party  
| CREATE Awards  
| Leadership Credits  |

**Leaving Campus for Lunch**

As a special tribute to students in Tier 1 of our Tiers of Leadership, with guardian consent, they can leave campus for lunch. Any breaches in responsibility during time off campus will result in the loss of this privilege.

**End of Year Beach Party**

At the end of every year, we throw a beach party for students who were on a Tier at any point in the year.

**CREATE Awards**

Every month, the entire staff votes on one student per grade to receive a CREATE Award. The recipient of this honor made choices that reflect an understanding of our CREATE habits. Students of the month receive a letter home, a Slay Day, and a special lunch.
Slay Days

1. Students receive SLAY passes, depending on the Tier of Leadership they are on (see rubric below)
2. Students must submit their SLAY pass to the ADSE to redeem their SLAY day, at least 48 hours in advance. This will give the ADSE time to inform our school community who will be slaying in the upcoming days, to avoid any miscommunication or questioning of students.
3. Once the SLAY pass is submitted, the ADSE will take note of the date redeemed and provide the scholar with a sticker, to wear on their SLAY day. By taking note of the date, the ADSE can keep track of the number of SLAY days the student has remaining. The ADSE will also send out email reminders if scholars forget to use their SLAY days.
4. The Student must wear the sticker as an identifying marker for all team members that they are allowed to SLAY for the day. This sticker will help to inform community members that you have earned this privilege by being on our Tiers of Leadership program and that you have followed our SLAY protocol to redeem your SLAY day.
5. If a student loses their sticker, they must report directly to the ADSE, to receive a new one. This sticker is an important factor, that will help scholars avoid having to answer multiple questions about “why they are out of uniform” and is considered “out of uniform” for the day.
6. Students without a sticker will be considered “OUT OF UNIFORM”, even if they have a pass and did not redeem it as stated above.
7. Slay Days are non-transferrable.

Rubric
Scholars should use the rubric below to identify how many SLAY days they will receive, based on the Tiers

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLAY 6x - within 3 months</td>
<td>SLAY 4x - within 3 months</td>
<td>SLAY 2x - within 3 months</td>
</tr>
</tbody>
</table>

Additional ways to earn a SLAY day
As a community, we want to acknowledge scholars that are trying their hardest, however, haven’t made it to the Tiers of Leadership Program. In order to continue encouraging scholars and highlighting their concerted efforts, scholars will receive SLAY days in the following ways:

- On the second Tuesday of every month, starting in October, students with perfect attendance for the preceding month will be eligible to SLAY. Students and parents will be informed at least 48 hours in advance, to avoid any miscommunication and give scholars enough time to prepare. All team members will be given a list of scholars that are eligible to SLAY.
- Students will be eligible to SLAY on their birthday! Birthdays are special and we want to acknowledge you! Scholars must pick up a SLAY day sticker from the ADSE, at least 48 hours prior to their birthday. Steps 1-6 above apply. Additionally, they will be given a birthday sash to wear as an option.
- Lastly, students that earn Student of the Month, Top Grower and Achievers at the end of each Trimester, will receive a SLAY day pass. This pass can be redeemed at any time during the school year. Steps 1-6 above apply.
Leadership Team has full discretion to reward scholars with SLAY days based on students EXCELling at ONE of our priority responsibilities.

Leadership Credit
The Leadership Team awards “Leadership Credit” to students acting as leaders. Acts of leadership include serving as a mentor, peer mediator, upstander, Keeper of Responsibility, volunteer at recruitment and enrollment events, and participant in school projects.

Support Services
HUM IV believes that every student should have the support to succeed in school. We work to provide access to the tools and resources needed for students with a range of learning needs. The student support team (SST) works to make curriculum accessible to all students and to give students the social-emotional support needed to be successful.

Special Education
If a student has an Individual Education Plan (IEP), the school uses the document to provide the student support services that are needed. HUM IV offers Integrated Co-Teaching classes (ICT), which contain one content teacher and a special education teacher. Each year, HUM IV will work with the Committee of Special Education (CSE) to secure the student’s IEP meeting date and develop an IEP that best supports the student’s needs. When a new student is entering HUM IV, a meeting will be scheduled to review the student’s IEP with the parent and Director of Student Support.

Counseling
HUM IV has a team of social workers, creative arts therapist, and counselors. At HUM IV, the counselor and social workers work with all students — services fall into different categories: (1) long- and short-term school-based individual and group counseling or social skills, (2) mandated counseling based on IEP related service recommendations, (3) parent consultation and recommendations to outside counselors, and (4) teacher consultation/mediations. The creative arts therapist provides an alternative to “talk” counseling, such as dance movement therapy.

College/Career Counseling
HUM IV has a College and Career counselor that works with 11th grade students. The college and career counselor works with students to identify possible career choices and what colleges to apply to. HUM IV will work with students and parents to provide guidance and support through the entire post-secondary process.

Literacy Intervention
HUM IV works to provide literacy interventions to students that are below grade-level in reading comprehension. Each fall and spring, 9th and 10th grades students are administered the Performance Series Assessment, which is used to determine reading comprehension levels. Based on the student’s Lexile level, HUM IV will make a determination if the student is in need of literacy intervention and will notify parents and guardians if interventions are needed.
Dress Code and Standards

Why A Dress Code?
Students at New Visions Charter High Schools observe a dress code for the following four reasons:

1. We want to bring a level of professionalism and creativity to how we represent our school community.
2. There are three other schools on our campus and having a uniform makes it easy for our faculty and students to recognize and support each other.
3. We are proud of our school and want to represent it not only while on campus, but also while walking to school and in our communities. This is a great way to market and recruit future artist-scholars!
4. Parents and caregivers have shared that having a school uniform “levels the playing field” for students and decreases the opportunities for students to compete over clothing.

At times, it will be appropriate for students to dress out of uniform because it relates to a particular activity or experience they engage in.

What to Wear

- Founder’s Zip Up and other HUM IV created uniform pieces
- Navy blue short- or long-sleeved polo shirt with school logo
- White short- or long-sleeved button-down collared shirt with school logo
- Navy, grey, or black zip up or button down (when worn with uniform shirt)
- Navy with white trim v-neck pullover sweater with school logo
- Navy blue cardigan with school logo
- Black pants (can be jeans), shorts, or skirt
- Shoes of any color are acceptable, **except** for heels and slippers
- Black belt
- Gym clothes (shorts and non-uniform shirts) are required and can be any color: shorts, sweatpants, t-shirts, and sweatshirts

How to Wear It

- In general, our acceptable school colors are grey, navy, white, and black. Students wearing any other color will be asked to remove that article of clothing.
- Layers are encouraged as temperatures can change from room to room. If wearing layers, please ensure our school logo is visible and school colors represented.
- Students are required to keep all outerwear (i.e., jackets and coats) in lockers as they will not be allowed on table tops and can be lost if carried around.
- Non-uniform sweatshirts and sweaters must be worn with a uniform shirt underneath that is visible.
- Hats, bandanas, wave caps, hoodie hoods or visors are not allowed on while indoors. Our campus and all New Visions Charter High Schools have a no hat policy.
- Ribbons, rubber bands, barrettes, or headbands are permitted. Students are always permitted head covers that are worn in connection with the exercise of religious practice.
- Shirts that show the midriff are not allowed. Spaghetti strap tank tops are not allowed.
● Pants are to be worn at least ankle length but not touching the ground. Pants should not have rips.
● Skirts and shorts cannot be shorter than just above the student's kneecaps.
● For the safety of our students, no house shoes, slippers, or sandals of any kind are allowed. Sneakers and hard shoes, including boots, of any color are advised.

What Happens if a Student is Out of Uniform?
Our operations associates make rounds during second period every day to complete uniform checks and support students out of uniform to “get on the team”. We can offer a loaner uniform for students. Every time a student requires a loaner uniform or is out of uniform, caregivers receive a call. After the third consecutive day out of uniform, a family conference will be scheduled to discuss what is getting in the way of meeting this responsibility. If any other faculty or staff member observes a student out of uniform, they will contact the Main Office, and one of the operations associates will come with a uniform loan. A student should never be sent out of class to get in uniform.

Are There Dress Down Days?
No, however students may earn a “Slay Day” from their Ensemble Facilitator, a member of the Student Success Team, or the Leadership Team. Slay Days are awarded to students who are consistently “on point” in particular Responsibilities of focus for the school. During a Slay Day, the whole school community is notified and the student may wear an outfit of their choice that still meets the three bullets of our “how to wear it” criteria. They will wear a sticker that says, “I slayed at New Visions.”

What are the Expectations for Uniform during Excursions?
Students are to be in uniform during excursions unless otherwise communicated.

What are the Expectations for Uniform during Regents Testing?
Students may be out of uniform during Regents Exams and are allowed to wear clothing of their choice as long as it meets the last six bullets of our “how to wear it” criteria.

Cell Phone, Electronic Devices, School Equipment & Lockers

Phone and Personal Electronic Devices
All students will be required to turn in their cell phones at the scanning station each morning. All students will be required to turn in their cell phones at the scanning station each morning.

Parents/caregivers can call the Main Office in the event that they need to get an urgent message to their student. Similarly, if students need to reach parents/caregivers, they will do so in the Main Office with permission from a faculty or staff member.

Cell Phone Use During Excursions
Cell phones are collected during excursions unless the excursion warrants the use of cell phones.

At no time, other than when property is secured by the school, is the school responsible for lost, stolen, or damaged property. This includes, but is not limited to cell phones.
Equipment Belonging to the School

At HUM IV we are privileged to provide a 1:1 Chromebook ratio for students in addition to calculators, and state-of-the-art equipment in support of digital art, studio art, astronomy, photography, and science labs.

Responsibility #2, from our Bill of Rights and Responsibilities, communicates that students must be prepared for class with appropriate materials and properly maintain textbooks and other school equipment.

To this end we support all students to take the following actions as needed with regard to school equipment:

- Return all equipment to its designated owner/place after use.
- Immediately report any damage to the teacher in charge.
- Immediately report any potential breaches in security to the teacher in charge.
- Always put computers back in the appropriate cart/numbered slot.
- Handle all equipment with the utmost care to ensure our equipment stays in great condition for future classes.

School Property and Equipment

Responsibility #2, from our Bill of Rights and Responsibilities, states that students have the responsibility to properly maintain resources and equipment. This ensures our resources and materials last a long time and are enjoyed by future classes of artist-scholars.

Lockers

Assignment of Lockers and Locks

- Students will be assigned a locker and a lock. Students may only use the locks they are assigned. Students don’t have to buy their own lock! Students should not trade lockers with another student because they are responsible for the contents in their assigned locker.
- Students will be responsible for a replacement fee of $10.00 for lost locks.
- Students must only use the lockers they are assigned — sharing lockers is unnecessary because everyone gets their own locker!

Appropriate Use of Lockers

- Lockers belong to the HUM IV community. If School Leaders have concerns related to Responsibility #4 - help maintain a school environment free of weapons, illegal drugs, controlled substances and alcohol — lockers may be searched. All lockers are accessible to School Leaders.
- Please do not decorate your locker with anything permanent (e.g. stickers) so that our lockers are kept in tip top condition for future classes of students.
- All outerwear and “non-dress code items” are required to be stored in lockers (not carried) so as to ensure they are kept safe and that our learning environments are not cluttered.
- Lockers are cleaned prior to use at the beginning of each school year. It is critical that throughout the school year students keep them clean and food-free so as to prevent vermin.
- During the first couple weeks of school, students practice how to use their lock in Ensemble.

Students who misuse this locker agreement may lose the privilege of having a locker for an extended period of time.
Schedule of Use of Lockers

All students use their locker:

- during an extended passing time prior to the start of period 2;
- during an extended passing time prior to our second lunch period (midday); and
- at the end of the day after last period ends.

So as to not disrupt instruction, students will NOT be able to use their lockers during any other time unless it is an emergency and accompanied by a note from a faculty member.

Students who arrive after period 2 begins will leave any outerwear on the coat racks in the Main Office.

Refusal to keep outerwear in a locker will result in a family conference.

Gender Expression

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

- HUM IV is required to have the legal name of students and their biological gender on record, and must use a student’s legal name on standardized tests (i.e., on transcripts, in ATS, or on Regents exams). In all other cases however, a student’s preferred name, preferred pronoun, and gender identity will be used (i.e., by teachers, on classroom documents, etc.) Student privacy will always be respected and school personnel will not share information that may reveal a student’s transgender status. Only school employees with a legitimate need will have access to a student’s records.
- Transgender and gender-nonconforming students have the right to discuss and express their gender identity openly and decide when, with whom, and how much to share with peers, staff, and also family. School staff will support in every way possible following the student’s lead. School counselors are here to support students regarding gender identity and gender expression.
- Students have the right to dress according to their gender identity and expression, within the dress code.
- Student IDs will be issued in the preferred name of the student.
- Transgender students can participate in physical education and sports according to their gender identity; participation in contact sports will be determined individually.
- Transgender students have the right to use the restrooms and locker rooms that are in line with their gender identity, or they can be provided with alternative arrangements to the best of the school’s ability and according to their comfort level.
- In any other circumstances where students are separated by gender in school activities (i.e. overnight field trips), students can participate according to their gender identity. If there is a privacy concern, alternative accommodations will be provided to the best of the school’s ability.

If you have additional questions, please contact Amanda Donaldson, (646) 939-5295, amandadonaldson14.
Shared Space

We are fortunate to share a large campus with three other schools and two programs.

- Channel View School for Research
- Rockaway Collegiate
- Rockaway Park
- Restart Academy
- Gateway Academy

We take pride in modeling our Habits of the Graduate on campus and representing our school’s mission. Our students interact with students from across the campus when participating on sports teams — we see this as a great opportunity for students to develop positive relationships across campus. Our faculty and staff work hard to build relationships with campus security and the faculty of the other schools.

The HUM IV bell schedule is different from the other schools — we work with the other schools on campus to share gyms, the library, auditorium, cafeteria, and courtyards.

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

School Property

Students and faculty are provided with network access, email accounts, and other technology equipment.

Students have access to the digital world using laptops, tablets, computer labs and other technology tools. All school equipment is for school purposes only and not for personal use. School technology policy and procedures promote the responsibility and proper use of all technology equipment and computer labs.

Lost or Stolen Items

Lost or found items should be dropped off and placed in the bin in the Main Office (Room 244). If you have reason to believe something was stolen, inform a faculty member or write an anonymous note and leave in the “SST Mailbox” in the Main Office.

Extracurricular Activities

**Student Government**

*Responsibility #13* states that students have a right to vote in student elections and *Responsibility #19* states that students have the right to peaceful assembly in the form of Student Government. Student Government is an opportunity to develop leadership skills and provide a valuable service to the HUM IV
community. Student Government is divided into three branches: Executive Officers, Arts Senators and Class Representatives.

**Executive Officers:** Executive Officers oversee all Student Government activities and communication between the student body and the faculty. Elections are held in May or June of the prior year.

**Arts Senators:** Arts Senators represent each focus area within Student Government and present student academic and artistic concerns to the faculty. Arts Senator nominations and elections are held in the beginning of each school year in September.

**Class Representatives:** Class Representatives represent each grade level within Student Government and organize grade-level and school-wide activities, as well as fundraising. Class Representatives also serve on city- and state-wide youth councils. Class Representative nominations and elections are held in the beginning of each school year in September.

**After-school Clubs**
We will offer extracurricular clubs throughout the year. What we offer is based on students’ interests and the capacity of our faculty. Participation is contingent upon students meeting their responsibilities during the day.

**National Honor Society**
Students that meet an 85% cumulative GPA by the end of trimester one in their second year at HUM IV, will be sent an invitation to apply to the HUM IV charter of National Honor Society (NHS). Students will complete an application and a faculty committee will review and determine if the student meets the criteria for acceptance into the NHS. NHS is founded on the principals of character, service, leadership, and scholarship. Students will participate in academic and service activities each year to maintain membership.

**Office Hours**
Every Wednesday, teachers will have set office hours for extra help and R1 Reflections from 1:00-1:45 p.m. Teachers may also have additional office hours posted outside their classrooms that students can attend during the week.

**Health Education and CAP**
Health education that teaches responsible decision-making enables students to be more productive in school and in life. As a complement to the health education that students receive, the HIV/AIDS education program requires a Condom Availability Program (CAP) at public high schools, which can help reinforce students’ decision-making in and out of the health education classroom. According to state law, through CAP, students in grades 9-12 may request free condoms, medically accurate health information, and health referrals from trained school staff. As a parent, guardian, or custodian, you may ask the school not to provide your adolescent with condoms.

To request that your child not receive condoms through CAP, you must write a letter to Principal Kehn that includes the following:

- Full name of student
- Grade of student
- Student’s identification/OSIS number (Note: If you do not have this information, we will provide
Excursions/Field Trips

We highly encourage and promote exposure to experiences outside of “school walls”. In support of this, excursions/field trips happen twice a trimester by Ensemble and are connected in some way to one or more issues that impact humanity (education, justice and equity, environment, safety, health, or art and culture). At least one of these excursions is college and/or career focused. These excursions are factored into students’ Ensemble grade and attendance is tracked for participation in end of year events. Every grade has a “class trip” every year that is focused on college, adventure, travel, and/or teambuilding.

We partner with Lincoln Center Education to provide six-week artist residencies that take place in subjects like ELA and the arts. These residencies culminate in grade-level trips to the Lincoln Center Performing Arts Complex. Participation in Excursions count as Process Grades.

Students receive a grade based on participation in Ensemble excursions, class trips, Lincoln Center performances, and trips connected to course curriculum. Trips specifically offered as an earned right for students in Tiers of Leadership (i.e., beach party) are optional.

Athletic Teams

Freshmen, new to high school, are all eligible for sports in the fall season. Students who have not advanced to the next grade or are second year freshmen need a transcript review to confirm eligibility to participate on sports teams.

Eligibility for participation in sports based on attendance is audited beginning with the 1st report card. In order to remain eligible, students must maintain 90% attendance, which works out to no more than 3 absences per marking period.

Eligibility for participation in sports based on grades and attendance is audited with the second report card. To remain eligible, students must pass at least 5 classes including Physical Education — 3 of the 5 classes must be core subjects. Students must also have maintained a minimum average of 65.

In the winter and spring seasons freshmen must meet the attendance and grade requirements as stated above.

After students have been in high school for 2 semesters their transcripts must be checked in addition to report cards and attendance. To be eligible students must have accumulated a minimum of 10 credits, not including credits from Physical Education, in the 2 semesters preceding the sport season they are trying out to play.

Physical Education must always be passed in order to participate in PSAL sports. A student who becomes ineligible during a sports season can continue to practice with the team, but cannot compete...
in any games or matches. In addition, on a daily basis students must also be in school on time and attend every class in order to participate in practices and/or competitions.

As our school day ends later than the other schools on our campus, we will work hard to schedule students who are on sports teams in end of day Physical Education class. Their participation in practice will count towards Physical Education credits.

VIII. Academics

HUM IV is 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 with a progress report in the middle of each trimester. We also have 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 internships, AP Courses, and a Senior Capstone Project.

All of our courses emphasize reading, writing, speaking and listening skills. All courses are challenge-based, interdisciplinary, and provide students with opportunities to engage with issues that impact humanity. In all content areas, students seek answers to important questions, reflect and revise their work, and apply what they learn to CREATE something new. In every class, students will ask questions, conduct research, produce original work, and defend their work in public presentations.

At the end of each school year in 9th and 10th grade, students complete a CREATE Presentation, which we call their "rite of passage". In this presentation, students reflect on how work and experiences from the year demonstrate their growth and excellence in our Habits of the Graduate - Commit, Reflect, Envision, Act, Trust, and Excel. Starting in 11th grade, students begin working on a Senior Capstone Project that brings together their expertise in the arts, research, writing, and communication skills to address a challenge or strengthen an asset in their community.

Progressing towards Graduation

HUM IV’s four-year program is designed to provide the academic foundation, life-long learning habits and critical thinking skills required for students to be successful in college and other post secondary endeavors. Students at HUM IV have opportunities to earn far more than the credits required by New York State (NYS) 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 65 minutes, with dedicated time for targeted instruction and skill building. Our academic day runs from 8:00 a.m. until 3:40 p.m. (with early dismissal on Wednesdays at 12:30pm).

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.
### On-Track for Graduation Progression

The table below illustrates the typical progression to be on-track to graduate in four years. Schools may require additional promotion criteria.

<table>
<thead>
<tr>
<th>End of 9th Grade*</th>
<th>Credits Needed</th>
<th>Regent Exams Passed with at least a 65</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11 credits</td>
<td>1 Math 1 Science</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>End of 10th grade</th>
<th>Credits Needed</th>
<th>Regent Exams Passed with at least a 65</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22 credits</td>
<td>1 Math 1 Science 1 History</td>
</tr>
<tr>
<td></td>
<td>- 4 ELA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 4 History</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>End of 11th grade</th>
<th>Credits Needed</th>
<th>Regent Exams Passed with at least a 65</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>33 credits</td>
<td>1 Math 1 Science 1 History 1 ELA 1 Plus One</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>End of 12th Grade</th>
<th>Credits Needed</th>
<th>Regent Exams Passed with at least a 65</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>44 credits</td>
<td>1 Math 1 Science 1 History 1 ELA 1 Plus One</td>
</tr>
</tbody>
</table>

*First time 9th graders cannot be promoted early.

### Graduation Requirements

This table below illustrates the minimum requirements for graduation with a NYS Regents Diploma.

<table>
<thead>
<tr>
<th>Graduation Credits Total Required: 44</th>
<th>Regents Exams Total Required: 5 with a score of 65</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6 Math Credits</strong></td>
<td></td>
</tr>
<tr>
<td>Up to 4 Algebra, and additional higher level math credits</td>
<td>1 Math Regents</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6 Science Credits</strong></td>
<td></td>
</tr>
<tr>
<td>2 Life Science, 2 Physical Science, and 2 Additional Science Credits</td>
<td>1 Science Regents</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8 Social Studies Credits</strong></td>
<td></td>
</tr>
<tr>
<td>4 Global Studies, 2 US History, 1 Economics, and 1 Government credit(s)</td>
<td>1 Social Studies Regents</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8 English Credits</strong></td>
<td></td>
</tr>
<tr>
<td>4 English 9/10 credits and 4 English 11/12 credits</td>
<td>1 English Regents</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4 Physical Education Credits</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2 Foreign Language Credits</strong></td>
<td></td>
</tr>
</tbody>
</table>

*First time 9th graders cannot be promoted early.*
<table>
<thead>
<tr>
<th>Art Credits</th>
<th>Science, Social Studies Regents exam or approved alternative exam or CDOS* exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1 Health Credits</td>
</tr>
<tr>
<td></td>
<td>7 Electives Credits</td>
</tr>
</tbody>
</table>

*CDOS means Career Development and Occupational Studies

**Credit/Regent Contact:** Carl Baurle  
Assistant Principal  
Telephone Number: 347-461-8178  
Email: cbaurle1@charter.newvisions.org

**Students with Disabilities**

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

If the family believes a student’s IEP should be revised and would like to update or revise these accommodations before the student’s IEP annual review meeting, please provide in writing to the school and the Committee on Special Education (CSE). Contact for the Committee on Special Education 4 for District 27 is below:

- Satellite Office: 82-01 Rockaway Blvd. floor2, Ozone Park, NY 11416  
- Phone: 718-642-5715  
- Fax: 718-642-5891  
- Chairperson: Chris Cinicola

**504 Accommodations**

If a student does not have an IEP and a parent would like to request accommodations, the parent or student (if they are over the age of 18) can submit a request in writing to the school for accommodations.

Requests must be submitted in writing to (name of the Coordinator for 504 Accommodations and email address). A form for such a request may be obtained from the Coordinator.

Supporting documents from the student’s physician or other qualified health professional must be provided. If the Coordinator has questions about the nature of the disability or the need for accommodations, parents are invited a team review, which will include persons knowledgeable about the student, about the meaning of the information in the supporting evaluations or reports, and about the options for accommodation in the school.
Parents have the right to an impartial hearing review with respect to any decision of the review team that involves the identification, evaluation, or placement of a student with a disability.

Committee on Special Education 4 for District: 27

- Satellite Office: 82-01 Rockaway Blvd. floor2, Ozone Park, NY 11416
- Phone: 718-642-5715
- Fax: 718-642-5891
- Chairperson: Chris Cinicola

Multilingual Learners

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

College and Career and Postsecondary Readiness

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

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

College & Career Readiness Benchmark

This table explains the different methods of obtaining college and career readiness criteria. Students must earn one of the criteria in both English and mathematics.

<table>
<thead>
<tr>
<th>English Criteria for College/Career Readiness</th>
<th>Mathematics Criteria for College/Career Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may meet the college readiness requirement in reading and writing by documenting any one of the following:</td>
<td>Students may meet the college readiness requirement in mathematics by documenting any one of the following:</td>
</tr>
<tr>
<td>● SAT Critical Reading score of 480 or higher or SAT Evidence-Based Reading and Writing (EBRW) section score of 480 or higher</td>
<td>● SAT Math Section score of 530 or higher</td>
</tr>
<tr>
<td></td>
<td>● ACT Math score of 21 or higher</td>
</tr>
</tbody>
</table>

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To graduate with the skills and experience to succeed after high school, we expect all students to participate in experiences, such as internships, service learning, community service, job shadowing, career exploration, and mentorships. These experiences help students develop knowledge of which career paths and college majors to pursue and build the persistence, communication and teamwork skills valued by colleges and employers.

Grading Policy

HUM IV follows a set grading policy in all classes. Grades are determined by how well students show that they have mastered the class content and skills through drafts, tests, quizzes, classroom activities, homework, presentations, and long-term projects. This is reflected in the teacher’s grade book which students and caregivers are able to check regularly via PowerSchool.

The grading scale used across all New Visions Charter High Schools is provided in the table to the right.

HUM IV students are graded on four components, which include homework, daily CREATE grades, Process Assignments, and Product Assignments. Class gradebooks will be setup in the following manner:

- **Homework** - 10%
- **CREATE Rubric** - 20%
- **Process Assignments** - 30%
- **Product Assignments** - 40%

Students are expected to make up any assignments in a timely manner. Process Assignments must be completed within 2 school days of the initial due date and Product Assignments must be completed within 5 school days of the initial due date in the case of an excused absence or lateness in meeting the deadline. Exceptions may be approved by the teacher or administration for extenuating circumstances.

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 10th grade, we expect student writing to have improved enough that he/she is able to meet all 10th grade writing standards. If not, students may need extra work before they advance to the 11th grade. In 11th grade, we track student progress towards
meeting graduation requirements for writing.

**Progress Reports and Report Cards**

Distribution is as follows:

<table>
<thead>
<tr>
<th>Trimester</th>
<th>Progress Report</th>
<th>Report Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>October 16, 2019</td>
<td>November 27, 2019</td>
</tr>
<tr>
<td>2</td>
<td>January 16, 2020</td>
<td>March 13, 2020</td>
</tr>
<tr>
<td>3</td>
<td>April 27, 2020</td>
<td>June 26, 2020</td>
</tr>
</tbody>
</table>

**CREATE Rubric (a.k.a. CREATE Grades)**

Our Habits of the Graduate - Commit, Reflect, Envision, Act, Trust, and Excel - are not just words we put on a wall. We create learning experiences where students practice and reflect on their growth and excellence every day. As part of this, all lessons include bi-weekly, school-wide CREATE objectives in addition to content specific objectives. Students receive a daily "CREATE Grade" connected to whether or not they meet the objective for the day.

Here is an example - *I commit to completing my work to the best of my ability.*

**Homework**

Homework will be counted as 10% of every student’s grade in every class. All teachers will assign at least two, but no more than three homework assignments each week for classes that meet every day. For classes that meet every other day, teachers will assign at least one, but no more than two homework assignments. A teacher may also give an assignment on Monday that is due Friday. In this case, it is worth two homework grades. Homework is graded according to effort, not correctness and should provide students with opportunities to practice skills and concepts learned in class.

**Process Assignments (a.k.a. Process Grades)**

Process Assignments are those tasks completed in class that are aligned with trimester products (tests, projects, presentations). Process assignments can be things like drafts of papers, practice presentations or seminars, quizzes, notes, and outlines.

**Product Assignments /Product Grades**

Over the course of the year students will take and complete multiple assessments, also known as Product grades.

**Extra Credit**

Teachers may offer extra credit assignments to students who have completed the majority of their assignments for the trimester. Extra credit is work that can be done that addresses an area for growth in order to reach proficiency or work that pushes proficiency to distinguished. Extra credit will be at most worth 5% of a previous process or product grade.

**Revisions to Product Assignments**

Students are also allowed to hand in revisions or corrections to Product Assignments if the revisions meet revision standards. Revisions will be used to recalculate the score of the original Product
Assignment.

**Standardized Assessments**

As part of state requirements for graduation as well as in alignment with the New Visions network, students also take standardized tests throughout the year which include Performance Series, PSAT/NMSQT, SAT, ACT, and On-Demand Writing Tasks. These assessments do not affect a student’s academic performance, but are a measure for teachers, caregivers, and students of their progress to meet proficiency. Students in all grades will take Regents exams, which are only offered in January, June, and August. Students will be notified if they are scheduled for a Regents exam — these are used to measure proficiency in the course and meeting graduation requirements. Students will also take, in their 11th and 12th grade years, the SAT, ACT, and AP Exams, which are used to meet college admission criteria or to earn college credit, respectively.

**Assessment Calendar**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Series Fall Administration</td>
<td></td>
</tr>
<tr>
<td>Wist - Wilson Reading Assessment</td>
<td>9th Grade: August 27 - 29</td>
</tr>
<tr>
<td></td>
<td>10th/11th Grade: September 16 - 27</td>
</tr>
<tr>
<td>On-Demand Writing</td>
<td>September 16 - 20</td>
</tr>
<tr>
<td>CollegeBoard PSAT/NMSQT (10th/11th Grade Only)</td>
<td>October 16</td>
</tr>
<tr>
<td>January Regent Exams</td>
<td>January 21 - 24</td>
</tr>
<tr>
<td>On-Demand Writing</td>
<td>March 16 - 20</td>
</tr>
<tr>
<td>Mock Regent Exams</td>
<td>March 18 - 20</td>
</tr>
<tr>
<td>NYSESLAT (ELL Students)</td>
<td>April 13 - May 15</td>
</tr>
<tr>
<td>AP Exams</td>
<td>May 4 - 15</td>
</tr>
<tr>
<td>Performance Series Spring Administration</td>
<td>May 4 - 15</td>
</tr>
<tr>
<td>CREATE Portfolio Presentations</td>
<td>May 1 - June 26</td>
</tr>
<tr>
<td>US History Regent Exam</td>
<td>June 2nd</td>
</tr>
<tr>
<td>June Regent Exams</td>
<td>June 17 - 26</td>
</tr>
</tbody>
</table>

*These dates are approximate and are subject to change.*
IX. Code of Conduct

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

HUM IV utilizes a Code of Conduct that is based on the New York City Department of Education’s Citywide Behavioral Expectations and incorporates many of its standards (hereafter “The Code of Conduct.”) The Code of Conduct, included in this handbook prohibits behaviors that are inconsistent with the school’s goal of maintaining a sense of belonging and safety. The Code of Conduct explains the kind of supportive interventions a student may receive for specific kinds of behavior, as well as possible disciplinary responses. Behavior that is in violation of the Code of Conduct may result in an exclusion from social or afterschool activities, regular classroom instruction (suspension), or, under certain circumstances, permanent removal from school (expulsion).

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

Restorative Approach

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

New Visions Charter High Schools Code of Conduct

The Standards set forth in the Code of Conduct apply to behavior in school during school hours, before and after school, while on school property, while traveling in school activities, at all school-sponsored events and other behavior that occurs off school property (including online behavior) when such behavior negatively affects the educational process or endangers the health, safety, or welfare of the School Community. The following conduct is prohibited and can lead to serious consequences.

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

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>BEHAVIOR</th>
<th>SUPPORT INTERVENTION</th>
<th>POSSIBLE DISCIPLINARY</th>
</tr>
</thead>
</table>

Back to Table of Contents
<table>
<thead>
<tr>
<th>LEVEL</th>
<th>BEHAVIOR</th>
<th>SUPPORT INTERVENTION</th>
<th>POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2.1 Vandalism</td>
<td>Communication with parent/guardian</td>
<td>Removal from classroom/event</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One-on-One Restorative Conversation with staff or administrator</td>
<td>Detention during lunch/after school/Zero period</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Restorative Conversation with those involved in the incident</td>
<td>Exclusion from extracurricular activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Restorative Circle</td>
<td>Behavior Contract/Disciplinary Probation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Behavior and/or Attendance Contract</td>
<td>Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mediation/Conflict Resolution</td>
<td>1-2 day(s) In-School Suspension</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community Service</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Family meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual/Group Counseling</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review and/or revise pre-existing Behavior/Attendance Contract</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.2 Threats/Intimidation</td>
<td>Communication with parent/guardian</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>One-on-One Restorative Conversation with staff or administrator</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Restorative Conversation with those involved in the incident</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Restorative Circle</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Behavior Contract</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mediation/Conflict Resolution</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community Service</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Family meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual/Group Counseling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.3 Smoking traditional cigarettes and/or use of electronic cigarettes and/or possessing matches or lighters</td>
<td>Communication with parent/guardian</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>One-on-One Restorative Conversation with staff or administrator</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Restorative Conversation with those involved in the incident</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Restorative Circle</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Behavior Contract</td>
<td></td>
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<td>2.4 Knowingly Possessing Property</td>
<td>Communication with parent/guardian</td>
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<td>One-on-One Restorative Conversation with staff or administrator</td>
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<td>Restorative Conversation with those involved in the incident</td>
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<td>Restorative Circle</td>
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<td>Individual/Group Counseling</td>
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* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended.

1 DOE number references corresponding New York City Department of Education code of conduct infractions.

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<table>
<thead>
<tr>
<th>LEVEL</th>
<th>BEHAVIOR</th>
<th>SUPPORT INTERVENTION</th>
<th>POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION</th>
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<tr>
<td>3</td>
<td><strong>3.1 Academic Dishonesty</strong>&lt;br&gt;Engaging in scholastic dishonesty which includes but is not limited to:&lt;br&gt;a. Cheating (e.g., copying from another’s test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one’s self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test)&lt;br&gt;b. Plagiarizing (appropriating another’s work and using it as one’s own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source)&lt;br&gt;c. Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)&lt;br&gt;d. Violating the school’s Internet Use Policy</td>
<td>● Communication with parent/guardian&lt;br● Family meeting&lt;br● One-on-One Restorative Conversation with staff or administrator&lt;br● Restorative Conversation with those involved in the incident&lt;br● Restorative Circle&lt;br● Formal Restorative Conference&lt;br● Behavior Contract&lt;br● One-way Contract with a commitment ensuring the harassment will not happen again&lt;br● A Safety Plan&lt;br● Mediation/Conflict Resolution [not to be used for Harassment or Bullying]&lt;br● Community Service&lt;br● Restorative Community Circle&lt;br● Individual/Group Counseling&lt;br● Referral to a Community-Based Organization&lt;br● Referral to external counseling/support service agency&lt;br● Functional</td>
<td>● Removal from classroom/space/eve&lt;br● Detention during lunch/after school/Zero period&lt;br● Exclusion from extracurricular activity&lt;br● Behavior Contract/Disciplinary Probation&lt;br● Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)&lt;br● 1-5 day(s) In-School Suspension or Out-of-School Suspension&lt;br● Long-term suspension or expulsion**&lt;br* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended.</td>
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<td></td>
<td><strong>3.2 Tampering with School Document</strong>&lt;brTampering with, changing or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means. DOE – B27</td>
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<td><strong>3.3 Contributing to an Unsafe Environment</strong>&lt;brDefying or disobeying the lawful authority or directive of school personnel or school safety agents in a way that substantially disrupts the educational process and/or poses a danger to the school community; engaging in sexual behavior during school or school-related events;</td>
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</table>
posting, sharing, or distributing material containing a depiction of violence; posting, sharing or distributing obscene pictures of students or staff, including posting such on the internet or texting; using an object capable of causing injury. DOE – B21, B33, B45

<table>
<thead>
<tr>
<th>3.4 Physical/Verbal Aggression/Horseplay (Moderate)</th>
<th>DOE – B21, B33, B45</th>
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<tbody>
<tr>
<td>Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel (e.g., pushing past another person), or throwing an object (e.g., chalk) or spitting at another person.</td>
<td>Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP)</td>
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<td>• Review/Revise pre-existing Behavior/One-way Contract</td>
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<tr>
<th>3.5 Harassment/Discrimination</th>
<th>DOE – B24</th>
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<tr>
<td>Using slurs, taunting, threatening, stalking, or seeking to intimidate or coerce another based on actual or perceived race, color, weight, national origin, ethnic group, citizenship/immigration status, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression, sex.</td>
<td>DOE – B23, DASA</td>
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<tr>
<th>3.6 Gang-related Behavior</th>
<th>DOE – B26</th>
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<tbody>
<tr>
<td>Engaging in gang-related behavior (e.g., wearing or displaying gang apparel and/or accessories, writing graffiti, making gestures or signs or language)</td>
<td>DOE – B26</td>
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<tr>
<th>3.7 Bullying</th>
<th>DOE – B39, B40</th>
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<tr>
<td>Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication example: SnapChat, Instagram, Facebook, email, text message, etc.) to engage in such behavior (cyber-bullying) based on an individual’s actual or perceived race, color, creed, religion, religious practices, ethnicity, national origin, citizenship/immigration status, gender, gender identity, gender expression, sexual orientation, disability or weight; such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical intimidation that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; verbal abuse -using derogatory language or making derogatory jokes or name calling to humiliate or harass.</td>
<td>DOE – B39, B40</td>
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<tr>
<th>3.8 Trespassing</th>
<th>DOE – B39, B40</th>
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<tbody>
<tr>
<td>Entering or attempting to enter a school building without authorization or through an unauthorized entrance or bringing unauthorized persons to school or allowing unauthorized visitors to enter</td>
<td>DOE – B39, B40</td>
</tr>
<tr>
<td>LEVEL</td>
<td>BEHAVIOR</td>
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</tbody>
</table>
| 4     | 4.1 Aggressive or Harmful Behavior (Severe) | • Communication with parent/guardian  
• Family meeting  
• One-on-One Restorative Conversation with staff or administrator  
• Restorative Conversation with those involved in the incident  
• Formal Restorative Conference  
• Behavior Contract  
• One-way Contract with a commitment ensuring the harassment will not happen again  
• A Safety Plan  
• Mediation/Conflict Resolution [not to be used for Sexual Harassment]  
• Community Service  
• Restorative Community Circle  
• Individual/Group Counseling  
• Referral to a Community-Based Organization  
• Referral to external counseling/substance use/support service agency  
• Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) for students with an IEP  
• Review/Revise pre-existing Behavior/One-way Contract | • Removal from classroom/space/event  
• Detention during lunch/after school/Zero period  
• Exclusion from extracurricular activity  
• Behavior Contract/Disciplinary Probation  
• Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)  
• 1-8 day(s) In-School Suspension or Out-of-School Suspension  
• Referral to the Discipline Review Board  
• Long-term suspension or expulsion** |
|       | 4.2 Sexual Harassment/Suggestive Behavior | Possessing controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol. Drug paraphernalia includes, but is not limited to, electronic devices designed to deliver controlled substances or prescription medication, without appropriate authorization. DOE – B34 | |
|       | 4.3 Possession of Controlled Substances | Including but not limited to, electronic devices designed to deliver controlled substances or prescription medication, without appropriate authorization. DOE – B41 | |
|       | 4.4 Falsely activating a Fire Alarm | Falsely activating a fire alarm or other disaster notice. DOE – B42 | |
|       | 4.5 Theft without force or intimidation | Taking or attempting to take property belonging to a person or the school without using force or intimidating behavior. DOE – B44 | |
|       | 4.6 Making a Bomb Threat | Making a bomb threat. Including but not limited to verbal or written threats including threats made on the internet. DOE – B43 | |
|       | 4.7 Use of Controlled Substances | Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol. DOE – B49 | |
| 5     | 5.1 Starting a Fire | • Communication with parent/guardian | • Removal from classroom/space/event |
any campus setting. DOE – B50

5.2 Threatening to Use Force to Take Property
Threatening to use force or using force to take or attempt to take property belonging to another person or the school. DOE – B51

5.3 Using Extreme Force to Inflict Injury
Using extreme force against or inflicting or attempting to inflict serious injury upon school personnel, school safety agents, or students. Also includes planning, instigating, or participating with another or other, in an incident of group violence. DOE – B52, B53, B54

5.4 Gang-related Violence
Engaging in threatening, dangerous or violent behavior that is gang-related. DOE – B55

5.5 Engaging in Physical Sexual Aggression
Engaging in physical sexual aggression, compelling or forcing another to engage in sexual activity. DOE – B56

5.6 Selling or Distributing Drugs
Selling or distributing illegal drugs, controlled substances, or alcohol. DOE – B57

5.7 Possessing or Selling any Category I or Category II Weapon
Possessing or selling any Category I or Category II weapon on school property or in a setting in which this Code of Conduct applies. DOE – B59

5.8 Threatening to Cause Physical Injury Using Weapons
Threatening to cause physical injury using any Category I or Category II weapon. DOE – B59

WEAPONS: The New York City Department of Education has defined the term WEAPONS for disciplinary purposes. It has also provided a list of Category I and Category II weapons. This List is attached. It will govern the following Level 5 violations.

5.9 Using Weapons to Cause Physical Injury
Using any Category I or Category II Weapon for the purpose of causing physical injury. DOE – B60, B61

● Family meeting
● One-on-One Restorative Conversation with staff or administrator
● Restorative Conversation with those involved in the incident
● Formal Restorative Conference
● Behavior Contract
● One-way Contract with a commitment ensuring the harassment will not happen again
● A Safety Plan
● Mediation/Conflict Resolution [not to be used for Sexual Harassment]
● Community Service
● Restorative Community Circle
● Individual/Group Counseling
● Referral to a Community-Based Organization
● Referral to external counseling/substance use/support service agency
● Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) for students with an IEP
● Review/Revise pre-existing Behavior/One-way Contract

● Detention during lunch/after school/Zero period
● Exclusion from extracurricular activity
● Behavior Contract/Disciplinary Probation
● Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)
● Parent accompanies child to school
● 1-10 day(s) In-School Suspension or Out-of-School Suspension
● Long-term suspension or expulsion**
● Referral to Law Enforcement

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

** Before a Principal suspends a student for an Extended Suspension (more than 10 days), the Principal will schedule a formal disciplinary hearing. At this hearing, the school will present evidence to support the charge of a code violation and the student will have the opportunity to present his/her case and be accompanied and represented by a parent and/or an advocate or counsel. If the student has an IEP, the Principal will also refer the student to the Committee on Special Education (CSE) for a Manifestation Determination Review (MDR).
A student may not be expelled without a formal disciplinary hearing. The determination of the hearing officer will be reviewed on the record of the disciplinary hearing by the Superintendent.

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

### WEAPONS

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

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

What Happens When a Student Violates the Code of Conduct?

When the Code of Conduct is violated, those most directly affected by the incident can expect to have a restorative conversation that is aimed at achieving a resolution that will repair the harm done, as well as repair the relationships of those involved. When a student engages in behavior that violates the Code of Conduct or behaves in a way that disturbs the educational process or endangers others, the Principal, Assistant Principal, and/or a Dean will decide the level of violation and the appropriate support or intervention and possible disciplinary response to the incident. In some cases, the Principal may make a referral to the Discipline Review Board 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 may meet to make recommendations for interventions to repair harm and restore relationships. These interventions may consist of restorative conferences, referrals to counseling or evaluation, community service, or exclusion from school events or extracurricular activities.

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

For more information contact: Amanda Donaldson, Associate Director of Student Engagement  
New Visions Charter High School for the Humanities IV  
100-00 Beach Channel Drive  
Rockaway Park, NY 11694  
Email: adonaldson14@charter.newvisions.org

R1 Reflection and Restorative Practices

Responsibility 1 Reflection After School

*Responsibility 1 - Attend school regularly and punctually and make every effort to achieve in all areas of your education.*

School needs to be a place where every moment is an opportunity to learn something new and make better choices. To this end, we view making mistakes as part of the high school experience and a necessary part of “growing up”.

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If students miss or do not complete their work for preventable reasons (i.e., lateness, lack of effort), they will be strongly encouraged to make up the work on designated R1 Reflection times offered by all teachers.

**How it Works**

During R1 Reflection, students will:
- stay after school with their teacher to make up work.
- stay for the amount of time that’s needed to make up the work.

If assigned R1 Reflection by a teacher, the caregiver will be notified via phone/email of the date that R1 Reflection will take place and students will receive a note to bring home (that the caregiver will sign) indicating:
- Date and time of R1 Reflection
- Assignment/work to be made up
- Reason for the assignment/work not being complete

*In the case of work not being complete due to an excused absence:* Every teacher will have a designated spot in their classroom where students can collect make-up work. The student, in this case, will be able to choose whether to make up the work on their own or attend a R1 Reflection session with their teacher.

**How Restorative Approaches Support Our School Culture**

HUM IV is committed to building a safe and healthy school community where all community members respect and support each other. All community members will take accountability and ownership through their behavior and actions. *When harm is caused,* we support students through the following phases which we call The 5 R’s. 5 R’s (*The following are taken from Dr. Beverly Title, from her document titled *The 5 R’s of Restorative Practice*):

- **Restore** relationships through a willingness to be accountable for one’s actions.
- **Respect** other’s perspectives during restorative processes, which are ALWAYS OPTIONAL.
- **Personal responsibility** for actions and behavior must always be taken.
- **Repair** the harm that was done, and the underlying causes, to the fullest extent possible, recognizing that harm may extend beyond anyone’s capacity for repair.
- For the restorative process to be completed, **reintegration** is realized when all persons have put the hurt behind them and moved into a new role in the community.

**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.

**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.

Please be reminded that students absent on the day of an event, sports game, sports practice, or other school activity will not be allowed to participate.

Disciplinary Responses

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

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

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

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

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

Alternative Instruction and Reintegration Plans

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

Students serving an in-school suspension get a full day of instruction in an alternative location from their regular classes.

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

Reintegration plans outline the positive contributions the student and staff will make in an effort to reintegrate the student into the school community. 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. The parent coordinator or dean can provide information about how to contact an advocate. After a Hearing Officer is appointed, a representative of the Hearing Officer will contact the parent/guardian to schedule the hearing and answer any questions about the hearing process. If the student has an IEP, the Principal will also refer the student to the Committee on Special Education (CSE) for a Manifestation Determination Review (MDR). The purpose of the MDR is to determine whether the conduct that is the subject of the hearing is closely related to the student’s need for special education. More information about the MDR is provided below.

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

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

Any other determinations of the Hearing Officer can be also be appealed by parents or guardians to the Superintendent or 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.

The Discipline Policy for Students with Disabilities

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

Protections for Students with Individualized Education Programs (IEPs)

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

Protections for Children Not Yet Eligible for Special Education and Related Services

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

Protections for Students Who Receive 504 Accommodations

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

Consequences of Manifestation Determination Review

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

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

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

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

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

**Policy on Bullying, Harassment and Discrimination**

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

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

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

- Students are reminded that harassment, bullying (including cyberbullying) and discrimination are violations of 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. This includes the use of
electronic or online communication (example: SnapChat, Instagram, Facebook, email, text message, etc.), also known as cyberbullying, to exchange words or pictures that have the effect of bullying or harassing a fellow scholar.

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

Dignity Act Coordinator (DAC):
Amanda Donaldson
Associate Director of Student Engagement
New Visions Charter High School for the Humanities IV
100-00 Beach Channel Drive
Rockaway Park, NY 11694
Email: adonaldson14@charter.newvisions.org

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

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

- Upon receipt of a report of a material incident of harassment, bullying and/or discrimination, the Principal shall take prompt action to intervene, including the following:
  a. Initiate disciplinary proceedings, as above, and/or engage the student who has done the bullying in a reflective activity such as writing a statement about the misbehavior and how it might affect others.
  b. Provide supportive intervention and mediation to assist in conflict resolution.
  c. Assign an adult mentor to the student who has been bullied and to the student who was responsible for the conduct.
  d. Encourage class discussions or school-wide meetings to re-emphasize behavioral expectations.
  e. Refer students who have been victims of bullying to counseling within the school.
  f. Notify the parents of each student involved, ensuring confidentiality is maintained when discussing the incident.

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

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

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

Student Rights

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

Students have a right to:

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

X. Student Services

Food Service

Our school offers daily breakfast, lunch and snack for any extended-day programs after 4:30 p.m. to students at no charge to families.

Students will have to enter their student ID number as part of an accountability measure for the school.

School Lunch Forms

As part of our accountability, ALL parents/guardians are required to submit school lunch forms every year. Verification of school lunch forms also cover fee waivers for national college exams (SAT/ACT) as well as fee waivers for college applications, for eligible students. When this form arrives home, please fill it out immediately and return it to the Main Office or complete the form online (click here for the online form) even if your child does not participate in the breakfast or lunch program. Please read the instructions carefully and call the school if you have any questions about the form.

Lunch Procedures

Lunch takes place in the cafeteria on the 2nd Floor. Students are only permitted in the cafeteria during their scheduled lunch time. On Wednesdays, lunch is optional — on Wednesdays, students may go home or stay for lunch from 12:30-1:00 p.m. Students are expected to use the designated stairwell to travel to the cafeteria. Students that are on Tier 1 of our Tiers of Leadership are allowed to leave the building during their assigned lunch period if they have parent consent.

Students may bring their lunch with them and eat it in the cafeteria, however, students will not have access to a refrigerator or microwave. When preparing to enter the cafeteria, students line up against the wall, so as to not block the hallway. Students are checked in as they enter the cafeteria by a faculty member so as to ensure all students are accounted for. Students do not have assigned seats.

For safety reasons, students should not be sit on top of tables, run around cafeteria, or hang out in entrance or exit wings.
During lunch, Tiers of Leadership Students will also have the option to go to the gym or courtyard (on designated days if supervision is available).

The school provides cafeteria supervision. Students should ask one of the supervisors for permission is he/she needs to leave the cafeteria for any reason.

Students enter the cafeteria by grade at two designated entry areas. After ten minutes have passed, there is only one entry/exit door and one door for students using the bathroom. Two students are allowed in the boys/girls bathroom outside of the cafeteria at a time and the bathroom is supervised.

### Transportation

#### Distribution of Metrocards
- Fall: Metrocards will be distributed on the 1st day of school.
- Spring: Metrocards will be distributed on the first day of school following January Regent exams.

#### Lost or Damaged Metrocards
If the initial Metrocard given to a scholar is lost or damaged after distribution:

1. the scholar should go to the Main Office and fill out a METROCARD REPLACEMENT FORM and give to a staff member in the Main Office.
   a. The Deputy Director of School Operations will go through all Metrocard Replacement Forms on a weekly basis and will complete the requests in the order that forms were submitted.
   b. If the school has no more Metrocards available, the student will be notified and provided with a school letter they can present to toll booth attendant for entrance to the subway, until the school receives another shipment of Metrocards from the New York City Office of Pupil Transportation (NYC OPT).

**School Metrocards Point of Contact:** Michael Drexler  
Deputy Director of School Operations  
Telephone Number: 718-734-3350  
Email: mdrexler26@charter.newvisions.org

**Special Transportation Point of Contact:** Carl Baurle  
Assistant Principal  
Telephone Number: 347-461-8178  
Email: cbaurle1@charter.newvisions.org

### XI. Health and Safety

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

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

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

Medication

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

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

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

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

Students with Medical/Mental Health Conditions Who Require Special Accommodations

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

Student Illness at School

If a student is feeling ill, the student will be sent to the Main Office for a pass to the nurse. Once the student has the pass they will be sent to our campus nurse on the 2nd floor. Based on the nurse’s observation, they will either contact the caregiver to pick up the student or for them to be released early. If the student needs to be brought to the doctor immediately the caregiver will be asked to pick up the student. If the caregiver does not respond or cannot pick up the student up, the nurse has the discretion for the school to arrange for emergency care.

Prevention of Child Abuse and Neglect

According to New York State Law, school officials and licensed or certified staff are mandated reporters of suspected child abuse or maltreatment. Reporting is required if the victim is under the age of 18, and the subject of the report is a parent or other person (18 or older) who is legally responsible for the child’s care. A mandated reporter, together with an Assistant Principal, will report such suspicion to the New York Statewide Central Register of Child Abuse and Maltreatment (SCR). The hotline number for making this report is 1-800-342-3720. Within 48 hours of the oral report, the School will file a written report on Form LDSS-2221A which can be obtained at www.ocfs.state.ny.us.
School staff members will also report any allegation of child abuse in the school setting to the Principal, or, if the Principal is not available, the Assistant Principal. The Principal will promptly notify the students’ parent of the allegation; this notice will include a statement of their parental rights, responsibilities, and the procedures that will take place. Following investigation, the Principal, or designee, will notify, as appropriate, the NVCHS Superintendent, the charter authorizer, the Office of Special Investigations (OSI) of the New York City Department of Education and/or the Office of the Special Commissioner of Investigation (SCI) of the New York Police Department.

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

Emergency, Drills and Evacuations

In accordance with state and city regulations, HUM IV participates in regularly scheduled fire and evacuation drills. These drills are coordinated with the Beach Channel Educational Complex. In case of a fire or other emergency that requires an evacuation, our primary evacuation site is communicated to families in a separate memo.

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

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

Stephanie Rengifo  
New Visions Charter High School for the Humanities IV  
100-00 Beach Channel Drive  
Rockaway Park, NY 11694  
Email: rengifo8@charter.newvisions.org

If a concern about discrimination cannot be resolved informally with the Coordinator, any individual may submit a written complaint which is promptly investigated. The Coordinator then prepares a report of his or her findings, and, if appropriate, remedial action is taken. An appeal to the Coordinator’s report can be made to the Board of Trustees.
Education of Students in Temporary Housing (McKinney Vento Homeless Education Assistance Act)

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

A McKinney-Vento liaison has been appointed for your school. The liaison will help students to establish eligibility and access services. Students and parents are encouraged to reach out with questions and requests for guidance. Contact the following staff member for additional information:

Amanda Donaldson  
Associate Director of Student Engagement  
New Visions Charter High School for the Humanities IV  
100-00 Beach Channel Drive  
Rockaway Park, NY 11694  
Email: adonaldson14@charter.newvisions.org

Supporting Immigrant Families

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

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

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

Confidentiality

HUM IV does not ask about or track the immigration status of students or family members. Our personnel will not keep any documentation related to immigration status that you may give them. Unless required by law, school staff will not share student information.
Language Access
To help you learn important information and communicate with your child’s school, the DOE provides free translation services in Spanish, Chinese, Bengali, Arabic, Russian, Urdu, Haitian Creole, French, and Korean, as well as interpretation in over 200 languages.

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

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

- Learn about other ways we keep students safe.

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

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

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

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

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

The school encourages parents or guardians to submit complaints that can be resolved at the school level directly to the principal. Upon receipt of the complaint, the Principal will investigate the allegations and will respond in writing or in person within ten business days.

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

Hannah Kehn, Principal  
New Visions Charter High School for the Humanities IV  
100-00 Beach Channel Drive  
Rockaway Park, NY 11694  
Telephone Number: 347-461-8178  
Email: cbaurle1@charter.newvisions.org

If this does not resolve the complaint, the individual or group may submit the complaint, in writing, to the Superintendent.

Superintendent of New Visions Charter High Schools  
New Visions for Public Schools  
205 E. 42nd Street, 4th Floor  
New York, NY 10017

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

Complaints to the Board of Trustees should be addressed to:

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

If the complainant believes that the Board of Trustees has not adequately addressed the complaint, the individual or group may present the complaint to the School’s Charter Authorizer.

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

HUM IV is a school of choice. As such, circumstances may arise in which a parent or guardian wishes to transfer their child to a different school. Parents may withdraw students by completing a discharge form. Contact your school’s main office for the form and discuss other education options for the student.

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

Access to Information

The Family Educational Rights and Privacy Act (FERPA)

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

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

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

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

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

Michael Drexler
Deputy Director of School Operations
Telephone Number: 718-734-3350
Email: mdrexler26@charter.newvisions.org

Freedom Of Information Law (FOIL) Policy And Procedures

Upon request, New Visions Charter High School for the Humanities IV 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

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records being requested.

**Denial Of Access To Record**
If the person requesting information is denied access to a record, he or she may, within 30 days, appeal such a denial to the Principal or his or her designee. Upon timely receipt of such an appeal, the school will, within 10 business days of the receipt of the appeal, fully explain, in writing, the reasons for further denial or provide access to the record(s) sought.

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

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

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

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

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

**Location**
All FOIL requests should be sent to the Deputy Director of School Operations at the address below. Records are available for public inspection and copying at this address as well:

Michael Drexler, Deputy Director of School Operations  
New Visions Charter High School for the Humanities IV  
100-00 Beach Channel Drive  
Far Rockaway, NY 116  
Telephone Number: 718-734-3350  
Email: mdrexler26@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
Public Notice
A notice containing the name and address of the records access officer and the name and address of the records appeals officer, along with the location where records can be seen or copied, is posted in a conspicuous location where school records are stored.

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

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

For Board meetings scheduled at least one week in advance, the school shall publicize such meetings to the general public in the following manner:
- Provide notice of the time and place of the scheduled meeting to the news media.
- Post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
- Advise the president of the school’s parent organization in order that he or she might disseminate the information as he or she sees fit.

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

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

Executive sessions may only be held for:
- Matters which imperil the public safety if disclosed;
- Any matter which may disclose the identity of a law enforcement agent or informer;
- Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;

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Discussions regarding proposed, pending or current litigation;
When such law applies to the school employees, collective negotiations that are within the scope of Article 14 of the Civil Service Law;
The medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;
The preparation, grading or administration of examinations; or
The proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

Exceptions To The Open Meetings Law
The Board may conduct closed meetings for the following matters which are exempted from the Open Meetings Law:
- Judicial or quasi-judicial proceedings (such as student disciplinary appeals and employee grievance hearings).
- Any matter that is confidential under New York State Law or Federal law (such as the discussion of a student’s individual handicapping conditions or academic records).

Acceptable Internet Use Policy
HUM IV believes that technology and the use of computers must be an integral part of students’ high school education and is essential to prepare them for success in college and in the workplace. Our vision for technology includes building a learning environment where technology is integrated into every subject area in every classroom and all students have equitable access to computers. Infusing technology into the classroom environment, together with ongoing staff training, is critical in preparing students for the challenges awaiting them.

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

HUM IV has, with minor modifications, adopted the Internet use policy of the New York City Department of Education. The main components of the school’s Internet use policy are summarized below:
- The school will use technology protection measures to block or filter inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- The school will take measures to block unauthorized access or detect unlawful activity which may include but is not limited to physical or technological measures;
- The school will prevent unauthorized online disclosure, use, or dissemination of personal identification information; and
- The school will comply with the Children’s Internet Protection Act (CIPA).

Access to Inappropriate Material
Internet filters are used to block or filter access to inappropriate information on the Internet, or other forms of electronic communications. Specifically, visual depictions of material deemed obscene, child pornography or any material deemed harmful to minors is blocked.
Inappropriate Network Usage
Steps are taken to promote the safety and security of users of our school’s online computer network when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications.
Prevention of inappropriate network usage includes:
- Unauthorized access, including 'hacking' and other unlawful activities
- Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

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

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

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

General Principles of Access
The school provides access to the Internet, including access to email, for its employees, students, and guests. Guests include but are not limited to parents, substitute teachers, temporary employees, parent volunteers and other school volunteers. Internet access and the use of email through the use of the school’s system are limited to use for educational purposes. The term “educational purpose” includes use of the system by students and their parents 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 email and access to the Internet, which is undertaken by New Visions employees, school employees, students, and parents/guardians either in their official capacity or as part of the educational, instructional or extracurricular programs connected to the school. No employee, student, or parent/guardian may engage in activities prohibited by this policy, whether through the school’s Internet service or through another Internet Service Provider, when those activities are undertaken either in their official capacity or as part of the educational, instructional, or extracurricular programs of the school.

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

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

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

**System Responsibilities**

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

In accordance with the Policy, the school's technology liaison is the Building-Level Coordinator for the Internet and email system. Users may contact the school's technology liaison with questions or comments about the Internet Acceptable Use Policy by sending an email to the school's service desk system - hum4tech@charter.newvisions.org. The Building-Level Coordinator approves building-level activities, ensures teachers receive proper training in the use of the system and of this policy, establishes a system to ensure adequate supervision of students using the system, maintains executed user agreements if applicable and is responsible for interpreting the 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 school's technology liaison coordinates any modifications to the Internet filtering software or any defiltering of software and will be responsible for assuring that filters are restored when the modification or de-filtering is no longer appropriate.

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

Students who require technical assistance with Internet access or email should inform their teachers and other school staff, and they should inform the technology liaison by email to hum4tech@charter.newvisions.org.

**Limitation of Liability**

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

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

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

Regulations of Access

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

The school may revoke Internet access 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 any violation of the School’s Internet Policy and specifically prohibits the use of the Internet or social networking sites to bully or harass other students. Students should refer to the Code of Conduct for specific consequences of such code violations. The Discipline Review Board will work with students who are subject to disciplinary procedures for any violation of the Acceptable Internet Use Policy to gain the self-discipline necessary to behave appropriately on an Internet network. If the alleged violation also involves a violation of other provisions of the Code of Conduct, the violation is handled in accordance with the applicable provision of the code. Employee violations of the school 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 will be provided with a consent form in order to
give the school permission to use photographs of the student or student artwork or to use quotes, movies or video tapes of the student on its website, in connection with stage productions, athletic events, honors and awards, etc. Parents or guardians must provide consent in order for this information to be used by the school.

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

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

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

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

Selection of Material
When using the Internet for class activities, teachers, or staff at HUM IV must take steps to:

- Select material that is appropriate in light of the age of the students and that is relevant to the course objectives.
- Preview the materials and sites they require students to access to determine the appropriateness of the material contained on or accessed through the site.
- Provide guidelines and lists of resources to assist their students in channeling their research activities effectively and properly.
- Assist their students in developing the skills to ascertain the truthfulness of information, distinguish fact from opinion, and engage in discussions about controversial issues while demonstrating tolerance and respect for those who hold divergent views.