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

Manessis, Sandy – Principal
Rivera, Marangeliza – Director of School Operations
Copeland, Michele – Assistant Principal
Stephanie McGill – Assistant Principal
David Neagley – Assistant Principal
DeBottis, Melvin – Assoc. Director, Special Education
Brown, Yvelis – School Business Manager
Alves, Christine – School Coordinator
Tesalona, Glenda – Family & Student Engagement Manager
Levy, Ian – School Counselor, 9th Grade
Gabriel, Miriam – School Counselor, 10th Grade
Schneider, Samantha – School Counselor, 11th Grade
Ramos, Caridad – School Counselor, 12th Grade
Plasko, Andrea – Social Worker, 9th & 12th Grade
Zimmerman, Ashley – Social Worker, 10th & 11th Grade
Rodriguez, Steven – Dean of Students
Rosado, Melinda – Assistant to the Principal
Greene, Ja-Quan – Human Capital Associate
Roman, Indiana-Upper House Family & Student Engagement
Mattey, Erica – Lower House Family & Student Engagement
LaRose, Patrick – Technology
Alvarez, Willie – School Assistant
Arias, Melida – School Associate
Wilson, DaShawn – School Associate

**Faculty**

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<thead>
<tr>
<th>Name</th>
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<td>Zherka, Donika</td>
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<tr>
<td>Zimmerman, Ashley</td>
<td>Social Worker</td>
<td></td>
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</tbody>
</table>

**Board of Trustees**

Edna Vega, Chair
E. Vega & Associates, Inc.
Ronald Chaluisan, Secretary
Vice President of Charter Schools, New Visions
David Faber, Treasurer
CNBC
Nancy Grossman
Lincoln Center Institute
Selina Urbina
TIAA-CREF
**Contents**

I. **INTRODUCTION** .......................................................................................................................... 4

II. **HOW TO CONTACT OR VISIT US** ............................................................................................ 5

III. **SCHOOL CALENDAR** .................................................................................................................. 6

IV. **ARRIVAL AND DISMISSAL** ...................................................................................................... 9

V. **ATTENDANCE AND LATENESS** .................................................................................................. 10

VII. **SCHOOL CULTURE** .................................................................................................................. 11

VIII. **CODE OF CONDUCT** ............................................................................................................ 15

IX. **NEW VISIONS CHARTER HIGH SCHOOLS CODE OF CONDUCT** ............................................. 15

VIII. **ACADEMICS** .......................................................................................................................... 28

IX. **STUDENT SERVICES** .............................................................................................................. 33

X. **HEALTH AND SAFETY** ............................................................................................................. 34

XI. **RIGHTS AND RESPONSIBILITIES** ............................................................................................ 36
I. INTRODUCTION

Dear AMS II Parents/Guardians & Scholars:

It is with tremendous joy and excitement that I welcome AMS II’s graduating classes of 2017, 2018, 2019 and 2020! We are looking forward to seeing all of our AMS II scholars on the first day of school which is Thursday, September 8, 2016, at 8:00 a.m. AMS II scholars should be in full dress code (blue AMS II Shirt, black pants, black flat shoes with a rubber sole).

Our goals for the 2016-2017 school year include the following:

1) Last year was a big year for AMS II as we held our inaugural graduation ceremony with a 95% graduation rate! We are eager to expand upon this success for the 2016-2017 school year! In order to do this, the following school-wide goals have been identified: 1. Increase Our Scholars’ Credit Accumulation—students must pass their classes in order to gain their credits to be on track for graduation. At AMS II, we also give our students the opportunity to surpass NYS credit requirements and push for an 80% or above in their classes and their Regents Exams so that they meet college readiness benchmarks. 2. Increase Student Attendance at AMS II—in order for our kids to learn and be successful they must be in school each and every day! We need our parents/guardians to make sure that our scholars arrive to school on time and in dress code every day. 3. Decrease Detention and Suspension Rates at AMS II—we want to support your child in positive ways especially when behavioral concerns arise. We will partner with you to ensure your child’s overall success!

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

Mission Statement

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

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

Core Values

The 6 RICHER Core Values of AMS II will help our scholars become better citizens and to lead richer lives.

Respect, Integrity, Commitment, Honor, Excellence, and Responsibility

We have enclosed a packet of helpful information for AMS II families and scholars. Please review this information with your child. We look forward to a very successful 2016-17 school year!!

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

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

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

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

Motto
The 6 Core Values of AMS II will help our scholars become better citizens and to lead richer lives:

Respect, Integrity, Commitment, Honor, Excellence, Responsibility

II. HOW TO CONTACT OR VISIT US

New Visions Charter High School for Advanced Math and Science II
Jane Addams Campus
900 Tinton Avenue
Bronx, NY 10456
Telephone Number: 718-665-3671
Fax Number: 718-665-3674

The school’s operating hours are 8:30 am to 4:30 pm.
Appointments are highly recommended to ensure that the specific AMS II staff member is present and can meet with you at the specified time.
Visitor Policy

At AMS II, we welcome school visitors. In order to maintain a safe and secure environment all visitors must sign in and show ID as they enter the school building at the main entrance of the Jane Addams Campus. Once a visitor has signed-in at the School Safety desk, the School Safety Agent (SSA) will issue a visitors pass that must be worn at all times while in the building. Visitors will then be escorted by an AMS II staff member to the Main Office. Once visitors reach the Main Office, they should sign the AMS II logbook and wait for the person he or she is meeting with to pick them up.

Contacting Your Child during the School Day

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

III. SCHOOL CALENDAR

The New Visions Charter High School for Advanced Math and Science II opens on August 22, 2016. We begin our school year with the Summer Bridge, a mandatory week long educational program that will run from Monday, August 22, 2016 – Friday, August 26, 2016. The school day is from 8:15 a.m. – 1:00 p.m. All 9th and 10th grade students must participate in our Summer Bridge Program. Students’ successful participation in Summer Bridge will count towards their earning elective credit in the first trimester. The first day of school is Thursday, September 8, 2016.

School Closing Policy

The New Visions Charter High School for Advanced Math and Science II will follow the school closing policy of the New York City Department of Education. Our school is closed or has a delayed opening when the New York City public schools are closed or have a delayed opening. Please listen to the information broadcast by any of the following radio stations: WINS (1010 AM), WCBS (880 AM), WLIB (1190 AM), WBL (107.5 FM), WADO (1280 AM), WKDM (1380 AM), WYN (91.5 FM), WSKQ (97.9 FM), WXLX (620 AM), or watch NY 1 or WYNE-TV on television for school closure or delayed school opening information.

*School closure information will also be available on the AMS II website.
# AMS II 2016-2017 SCHOOL CALENDAR

## TRIMESTER 1: September 8th - December 6th

### TRIMESTER 2: December 7th - March 16th

### TRIMESTER 3: March 17th - June 28th

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

<table>
<thead>
<tr>
<th>DATES</th>
<th>EVENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 22, 2016-August 26, 2016</td>
<td>Summer Bridge (9th &amp; 10th Grade STUDENT ATTENDANCE REQUIRED)</td>
</tr>
<tr>
<td>September 8, 2016</td>
<td>First Day of School: Trimester #1 Begins Full Day of School</td>
</tr>
<tr>
<td>September 12, 2016</td>
<td>SCHOOL CLOSED: Eid al-Adha</td>
</tr>
<tr>
<td>October 3, 2016-October 4, 2016</td>
<td>SCHOOL CLOSED: Rosh Hashanah</td>
</tr>
<tr>
<td>October 10, 2016</td>
<td>SCHOOL CLOSED: Columbus Day</td>
</tr>
<tr>
<td>October 12, 2016</td>
<td>SCHOOL CLOSED: Yom Kippur</td>
</tr>
<tr>
<td>October 21, 2016</td>
<td>Progress Report Grades and Comments for Trimester #1 Due in PowerSchool by 4:30 p.m.</td>
</tr>
</tbody>
</table>
| October 27, 2016 | PARENT TEACHER CONFERENCES: 4:00 p.m.-7:30 p.m. *
| *TARGETED INTERVENTION MEETINGS DURING SCHOOL HOURS |
| November 8, 2016 | ELECTION DAY: No School for Students School is in Session for Faculty and Staff |
| November 11, 2016 | SCHOOL CLOSED: Veteran’s Day |
| November 24, 2016-November 25, 2016 | SCHOOL CLOSED: Thanksgiving Recess |
| December 2, 2016 | Trimester 1: Final Grades Due in PowerSchool by 4:30 p.m. |
| December 7, 2016 | PARENT TEACHER CONFERENCES: 4:30 p.m.-7:30 p.m. *
| *TARGETED INTERVENTION MEETINGS DURING SCHOOL HOURS |
| January 16, 2017 | SCHOOL CLOSED: Martin Luther King Jr. Day |
| January 24, 2017-January 27, 2017 | REGENTS WEEK |
| January 27, 2017 | Progress Report Grades and Comments for Trimester #2 Due in PowerSchool by 4:30 p.m. |
**February 1, 2017**

- **PARENT TEACHER CONFERENCES:** 4:30 p.m.-7:30 p.m.
- *TARGETED INTERVENTION MEETINGS DURING SCHOOL HOURS

**February 20, 2017 - February 24, 2017**

- **SCHOOL CLOSED:** Mid-Winter Recess

**March 16, 2017**

- Final Grades and Comments for Trimester #2
  - Due in PowerSchool by 4:30 p.m.

**March 29, 2017**

- **PARENT TEACHER CONFERENCES:** 4:30 p.m.-7:30 p.m.
- *TARGETED INTERVENTION MEETINGS DURING SCHOOL HOURS

**April 10, 2017-April 18, 2017**

- **SCHOOL CLOSED:** Spring Recess

**May 5, 2017**

- Progress Report Grades and Comments for Trimester #3
  - Due in PowerSchool by 4:30 p.m.

**May 10, 2017**

- **PARENT TEACHER CONFERENCES:** 4:30 p.m.-7:30 p.m.
- *TARGETED INTERVENTION MEETINGS DURING SCHOOL HOURS

**May 29, 2016**

- **SCHOOL CLOSED:** Memorial Day

**June 12, 2017**

- Final Grades and Comments for Trimester #3
  - Due in PowerSchool by 4:30 p.m.

**June 13, 2017- June 22, 2017**

- **REGENTS WEEK**

**June 23, 2017**

- **REGENTS RATING DAY**

**June 28, 2017**

- Last Day of School for Students
  - Trimester #3 Report Cards Distributed

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**DAILY AMS II SCHEDULE**

<table>
<thead>
<tr>
<th>Mon, Tues, and Thurs</th>
<th>Wednesdays and Fridays Early Dismissal</th>
<th>Class/ Period</th>
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<tbody>
<tr>
<td>7:45 a.m. - 8:10 a.m.</td>
<td>7:45 a.m. - 8:10 a.m.</td>
<td>ARRIVAL/BREAKFAST</td>
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<tr>
<td>8:25 a.m. - 9:35 a.m.</td>
<td>8:28 a.m. - 9:23 a.m.</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; period</td>
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<td>9:37 a.m. - 10:42 a.m.</td>
<td>9:25 a.m. - 10:18 a.m.</td>
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<td>10:44 a.m. - 11:49 a.m.</td>
<td>10:20 a.m. - 11:13 a.m.</td>
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<tr>
<td>11:51 a.m. - 12:56 p.m.</td>
<td>11:15 a.m. - 12:08 p.m.</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; period</td>
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<td>12:58 p.m. - 2:04 p.m.</td>
<td>12:10 p.m. - 1:03 p.m.</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; period</td>
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<td>2:06 p.m. - 3:11 p.m.</td>
<td>1:05 p.m. - 1:58 p.m.</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; period</td>
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<td>3:13 p.m. - 4:23 p.m.</td>
<td>2:00 p.m. - 2:55 p.m.</td>
<td>7&lt;sup&gt;th&lt;/sup&gt; period</td>
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</tbody>
</table>
IV. ARRIVAL AND DISMISSAL
AMS II scholars must enter through the main entrance of the Jane Addams Campus located at 900 Tinton Avenue. Students should plan to arrive to school no later than 8:10 a.m. First period begins at 8:25 a.m. sharp. Students arriving to school after 8:25 a.m. will be marked late.

AMS II scholars are welcome to go to the Cafeteria for breakfast or attend a Zero Period class, if it is offered. Scholars are expected to arrive to school in COMPLETE DRESS CODE which consists of the light blue uniform polo or button down shirt, black pants and black shoes.

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

Student Identification Cards:
All students are provided with an AMS II Student ID card during the Summer Bridge program. Each student must carry/wear his or her ID while on campus, and is required to present it to any campus staff member upon request. Students and staff are provided with a different badge to identify their connection with their school. Parents/guardians and other will be provided with temporary ID cards upon signing in with School Safety officers upon entry to the building.

Scanning:
AMS II is located on a non-scanning campus; however School Safety Agents may periodically conduct unannounced scanning as a precautionary measure to ensure student safety. At AMS II, we are committed to providing a safe, secure learning environment for all students in our school, therefore when unannounced scanning takes place, students are asked to go through metal-detecting scanning machines like the kind used to screen airline passengers. These devices identify objects that are never allowed in our building and help us to keep everyone safe in our school.

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

Dismissal Procedure:

The school day ends at 4:23 p.m. on Mondays, Tuesdays, and Thursdays; on Wednesday and Friday the school day ends at 2:55 p.m. At the end of the day, students are dismissed. Any student not participating in an afterschool club, enrichment program, or athletic program is released to go home. Students who participate in afterschool activities are to report directly to
their assigned classrooms where attendance will be taken. Students must have a permission slip on file to participate in afterschool activities.

V. **ATTENDANCE AND LATENESS**

New Visions Charter High School for Advanced Math and Science II wants to create effective communicators, critical thinkers, and collaborative workers in order for our students to become academically and socially successful. For students to gain the knowledge and skills to become successful they need to be on time to class and school every day.

**Absences:**

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

Students are responsible for all school work missed during an absence. **EXAMS CAN ONLY BE MADE UP IF A DOCTOR’S NOTE IS PROVIDED - THIS POLICY IS IN EFFECT FOR ALL EXAMS AND FOR ALL ABSENCES (with the exception of Regents Exams; there are no make-ups for Regents, the student must wait until the next Regents administration to take any missed exams in January, June, or August).** For extended absences, parents should make arrangements with their child’s School Counselor and teachers to pick up assignments. If a student will have an extended absence (for four weeks or more) due to a health condition, parents should discuss with the School Counselor if their child may be eligible for Home Instruction services provided by the New York City Department of Education.

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

If a student must leave during school hours, students must be picked up by a parent or adult authorized on his/her emergency BLUE CONTACT CARD. No student under 18 years old is allowed to leave the school unattended by an adult. There are no exceptions to this policy. **If the individual sent to pick up the student is not on the Blue Card, said student will NOT BE RELEASED from school.**
**Lateness Policy:**

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

**Late to School Other Periods of the Day:**

Students are marked late if they are not in class at the beginning of the class period. Every student has 2 minutes between classes to get to their destination. All students will have to sign a Late Log in the class for which they are late. Late Logs will be kept by each teacher and will be reviewed by the Attendance Coordinator every week. Ongoing and consistent lateness may result in disciplinary action.

**VII. SCHOOL CULTURE**

**Parents Supporting the Mission**

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

- Are in school and on time every day
- Are scheduled for at least 21 credits each year and that they keep track of their children’s progress in earning these credits
- Strive to achieve grades of 80 or higher in all of their courses
- Take their required state exams and strive for a grade of 75 or higher in ELA and 80 or higher in math.¹

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

- Check their child’s agenda book for assignments each day
- Provide a quiet space and time for the student to do homework
- Check the school’s website for announcements and information
- Visit with or call their child’s teachers and maintain regular contact with their child’s advisor and school counselor

Several times a year parents attend parent-teacher conferences at AMS II. During these conferences, parents meet with their child’s advisor, who is the primary contact person for their

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¹ This is the level of performance required to enter the CUNY College system without taking remedial classes.
child at school, to have conversations about their student’s academic progress, behavior and attendance. These conferences will take place on the following dates:

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Time</th>
</tr>
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<tbody>
<tr>
<td>October 27, 2016</td>
<td>4:00 p.m. – 7:30 p.m.</td>
</tr>
<tr>
<td>December 7, 2016</td>
<td>4:30 p.m. – 7:30 p.m.</td>
</tr>
<tr>
<td>February 1, 2017</td>
<td>4:30 p.m. – 7:30 p.m.</td>
</tr>
<tr>
<td>March 29, 2017</td>
<td>4:30 p.m. – 7:30 p.m.</td>
</tr>
<tr>
<td>May 10, 2017</td>
<td>4:30 p.m. – 7:30 p.m.</td>
</tr>
</tbody>
</table>

Parents may also make individual appointments with subject area teachers, elective teachers, the school counselor, the Assistant Principal or Principal during the school year as needed. In addition, we encourage parents at AMS II to become involved members or leaders of the school’s Family School Alliance (FSA).

**Service to the School:**

We expect parents to support the mission of the school by completing at least 15 hours of service to the school every year. We encourage all parents to make time with our Parent Coordinator to set up service hours. **Parents can support AMS II in several ways including but not limited to:**

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

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

**Dress Code:**

**Students at the New Visions Charter High School for Advanced Math and Science II (AMS II) are required to follow the AMS II dress code daily:**

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

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

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

Shared Space:

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

- Cafeteria
- Gymnasium
- Auditorium
- Nurse’s Office

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

As South Bronx community members, AMS II students must set a positive example in the neighborhood when traveling to and from school by walking on the sidewalk, properly throwing away their garbage in trash cans, avoiding inappropriate language and hand gestures, and treating all Jane Addams Campus staff and community members with respect. In general, all students and staff at AMS II are role models and should be mindful of how their actions affect others.

Electronic Devices:

Electronic devices include but are not limited to cell phones, computing devices and portable music and entertainment systems. **Students are not allowed to use these devices at any time during the school day explicitly authorized by staff in a specific designated setting. If they are used in an unauthorized manner, scholars will be subject to disciplinary action as described in the Code of Conduct.** Parents wishing to contact their child during the school day may do so by calling the school directly. If any of these devices are being inappropriately used by a scholar, these devices will be removed by school personnel. **In order for the items to be returned, parents/guardians must come to school and pick up the item(s) from our Dean, School Business Manager, or Director of School Operations.**
**School Property and Equipment:**

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

**Lost or Stolen Items:**

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

**Extracurricular Activities:**

After school activities begin in October. **Students must attend school during the day in order to participate in after school activities.**

**Saturday Program:**

Saturday School will take place at various points in the school-year for those students who can benefit from enrichment and extra help.

**Athletic Teams:**

AMS II students are able to participate in the athletic programs through the Public Schools Athletic League (PSAL) held at the Jane Addams Campus. The sports events are separated according to season.
VIII. CODE OF CONDUCT

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

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

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

IX. New Visions Charter High Schools Code of Conduct

The Standards set forth in the Code of Conduct apply to behavior in school during school hours, before and after school, while on school property, while traveling in school activities, at all school-sponsored events and on other than school property when such behavior negatively affects the educational process or endangers the health, safety, or welfare of the School Community. The following conduct is prohibited and can lead to serious consequences. Please note that after reviewing the Code of Conduct and considering other infractions if applicable, the school leader will use his/her discretion to determine the level and appropriate support intervention and possible disciplinary response to the incident.
<table>
<thead>
<tr>
<th>LEVEL</th>
<th>BEHAVIOR</th>
<th>SUPPORT INTERVENTION</th>
<th>POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION</th>
</tr>
</thead>
</table>
| 1     | 1.1 Disrespect Toward Others Any behavior that demonstrates a lack of regard for the feelings and wellbeing of others and/or disrupts the learning environment. DOE - 87 | • Communication with parent/guardian  
• One-on-One Restorative Conversation with staff or administrator  
• Restorative Conversation with those involved in the incident  
• Behavior and/or Attendance Contract  
• Mediation/Conflict Resolution  
• Community Service  
• Family meeting  
• Individual/Group Counseling  
• Review and/or revise pre-existing Behavior/Attendance Contract | • Removal from classroom/event  
• Detention during lunch/after school/zero period  
• Exclusion from extracurricular activity  
• Behavior Contract/Disciplinary Probation  
• Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)  
• 3-5 day(s) in School Suspension  
* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended. |
| 1     | 1.2 Bullying  
Name-calling, gossiping, rumors, taunting, etc. doe 22 | | |
| 1     | 1.3 Academic Neglect  
Failing to do school work during the class period; being insubordinate to teachers or staff. | | |
| 1     | 1.4 Trespassing  
A student is in the space of another school in shared campus space, or on School grounds without permission of School or other DOE personnel. | | |
| 1     | 1.5 Lateness  
A student enters school/class after the stated time on the bell schedule. DOE-84 | | |
| 1     | 1.6 Cutting  
A student is absent for a period class and/or is not present on the floor; leaving class without permission of personnel. DOE-88, 89 | | |
| 1     | 1.7 Uniform Infraction  
A student is out of uniform - no shirt, black pants or is covering the uniform with other clothes (jackets, coats, hoodie, sweatshirt, etc) DOE-82, 89 | | |
| 2     | 2.1 Vandalism  
Causing intentional damage to school property, property belonging to staff, students or others DOE-22 | • Communication with parent/guardian  
• One-on-One Restorative Conversation with staff or administrator  
• Restorative Conversation with those involved in the incident  
• Behavior Contract  
• Mediation/Conflict Resolution  
• Community Service  
• Family meeting  
• Individual/Group Counseling  
• Referral to a Community-Based Organization  
• Referral to external counseling/support service agency  
• Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP)  
• Review/Revise pre-existing Behavior Contract | • Removal from classroom/event  
• Detention during lunch/after school/zero period  
• Exclusion from extracurricular activity  
• Behavior Contract/Disciplinary Probation  
• Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)  
• 1-3 day(s) in School Suspension  
* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended. |
| 2     | 2.2 Threats/Intimidation  
Engaging in or verbalizing an act of coercion; threatening violence or harm to others or threatening property destruction. DOE - 88, 89, 90, 91 | | |
| 2     | 2.3 Smoking and/or possessing matches or lighters. DOE-813 | | |
| 2     | 2.4 Academic Dishonesty  
Engaging in academic dishonesty which includes but is not limited to cheating and plagiarism, & violating the school’s internet use policy. DOE - 830, 831 | | |
| 2     | 2.5 Knowingly Possessing Property  
Knowingly possessing property belonging to another without permission. DOE - 829 | | |
<table>
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<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>
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</table>
| 3.1   | Tampering with School Documents | • 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 harassment or bullying)  
• Community Service  
• Restorative Community Circle  
• Individual/Group Counseling  
• Referral to a Community-Based Organization  
• Referral to external counseling/support service agency  
• Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP)  
• Review/Revise pre-existing Behavior (One-Way) Contract | • Removal from classroom/space/event  
• Detention during lunch/afterschool/Zero period  
• Exclusion from extracurricular activity  
• Behavior Contract/Disciplinary Probation  
• Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)  
• 1-5 day(s) In-School Suspension or Out-of-School Suspension  

* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended. |
| 3.2   | Contributing to an Unsafe Environment | • 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 harassment or bullying)  
• Community Service  
• Restorative Community Circle  
• Individual/Group Counseling  
• Referral to a Community-Based Organization  
• Referral to external counseling/support service agency  
• Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP)  
• Review/Revise pre-existing Behavior (One-Way) Contract | • Removal from classroom/space/event  
• Detention during lunch/afterschool/Zero period  
• Exclusion from extracurricular activity  
• Behavior Contract/Disciplinary Probation  
• Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)  
• 1-5 day(s) In-School Suspension or Out-of-School Suspension  

* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended. |
| 3.3   | Physical/Verbal Aggression/Harassment (Moderate) | • 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 harassment or bullying)  
• Community Service  
• Restorative Community Circle  
• Individual/Group Counseling  
• Referral to a Community-Based Organization  
• Referral to external counseling/support service agency  
• Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP)  
• Review/Revise pre-existing Behavior (One-Way) Contract | • Removal from classroom/space/event  
• Detention during lunch/afterschool/Zero period  
• Exclusion from extracurricular activity  
• Behavior Contract/Disciplinary Probation  
• Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)  
• 1-5 day(s) In-School Suspension or Out-of-School Suspension  

* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended. |
| 3.4   | Harassment/Discrimination | • 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 harassment or bullying)  
• Community Service  
• Restorative Community Circle  
• Individual/Group Counseling  
• Referral to a Community-Based Organization  
• Referral to external counseling/support service agency  
• Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP)  
• Review/Revise pre-existing Behavior (One-Way) Contract | • Removal from classroom/space/event  
• Detention during lunch/afterschool/Zero period  
• Exclusion from extracurricular activity  
• Behavior Contract/Disciplinary Probation  
• Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)  
• 1-5 day(s) In-School Suspension or Out-of-School Suspension  

* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended. |
| 3.5   | Bullying (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 harassment or bullying)  
• Community Service  
• Restorative Community Circle  
• Individual/Group Counseling  
• Referral to a Community-Based Organization  
• Referral to external counseling/support service agency  
• Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP)  
• Review/Revise pre-existing Behavior (One-Way) Contract | • Removal from classroom/space/event  
• Detention during lunch/afterschool/Zero period  
• Exclusion from extracurricular activity  
• Behavior Contract/Disciplinary Probation  
• Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)  
• 1-5 day(s) In-School Suspension or Out-of-School Suspension  

* An Alternate Instruction Plan and Reintegration Plan is required for any student who is removed from class and/or suspended. |
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<tr>
<th>LEVEL</th>
<th>BEHAVIOR</th>
<th>SUPPORT INTERVENTION</th>
<th>POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION</th>
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<tbody>
<tr>
<td>5</td>
<td>5.1 Starting a Fire</td>
<td>• Communication with parent/guardian</td>
<td>• Removal from classroom/space/event</td>
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<td>Starting a fire or attempting to start a fire in any campus setting.</td>
<td>• Family meeting</td>
<td>• Detention during lunch/afterschool/Afterperiod</td>
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<td>• One-on-One Restorative Conversation with staff or administrator</td>
<td>• Exclusion from extracurricular activity</td>
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<td>• Restorative Conversation with those involved in the incident</td>
<td>• Behavior Contract/Disciplinary Probation</td>
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<td>• Formal Restorative Conference</td>
<td>• Short-term loss of privileges (such as leadership programs, internships, team/ports programs and/or special events)</td>
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<td>5.2 Threatening to Use Force to Take Property</td>
<td>• Behavior Contract</td>
<td>• Parent accompanies child to school</td>
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<td>Threatening to use force or using force to take or attempt to take property belonging to another person or the school.</td>
<td>• One-way Contract with a commitment ensuring the harassment will not happen again</td>
<td>• 3-10 day(s) In-School Suspension or Out-of-School Suspension</td>
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<td>• A Safety Plan</td>
<td>• Long-term suspension or expulsion **</td>
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<td>• Mediation/Conflict Resolution (not to be used for Sexual Harassment)</td>
<td>• Referral to Law Enforcement</td>
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<td>• Community Service</td>
<td>• * Alternative Instruction and Reintegration Plans are required for any student who is suspended.</td>
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<td>• Restorative Community Circle</td>
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<td>• Referral to a Community-Based Organization</td>
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<td>• Referral to external counseling/substance use/support service agency</td>
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<td>• Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) for students with an IEP</td>
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<td>• Review/Revise pre-existing Behavior/One-way Contract</td>
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<td>5.3 Using Force to Injure Injury</td>
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<td>Using force against or attempting to inflict serious injury upon another person.</td>
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<td>• Mediation/Conflict Resolution (not to be used for Sexual Harassment)</td>
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<td>• Review/Revise pre-existing Behavior/One-way Contract</td>
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<td>5.4 Using Force to Injure Injury Based on Characteristics</td>
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<td>Using force against or attempting to inflict injury upon another person based on actual or perceived race, color, weight, national origin, ethnic group, citizenship/immigration status, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression, sex.</td>
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<td>• Mediation/Conflict Resolution (not to be used for Sexual Harassment)</td>
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<td>• Review/Revise pre-existing Behavior/One-way Contract</td>
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<td>5.5 Engaging in Physical Sexual Aggression</td>
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<td>Engaging in physical sexual aggression, compelling or forcing another to engage in sexual activity.</td>
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<td>5.6 Selling or Distributing Drugs</td>
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<td>Selling or distributing illegal drugs, controlled substances, or alcohol.</td>
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<td>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.</td>
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<td>5.7 Possessing or Selling any Category I or Category II Weapon</td>
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<td>Possessing or selling any Category I or Category II weapon on school property or in a setting in which this Code of Conduct applies.</td>
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<td>• Mediation/Conflict Resolution (not to be used for Sexual Harassment)</td>
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<td>• Review/Revise pre-existing Behavior/One-way Contract</td>
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<td>5.8 Threatening to Cause Physical Injury Using Weapons</td>
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<td>Threatening to cause physical injury using any Category I or Category II weapon.</td>
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<td>5.9 Using Weapons to Cause Physical Injury</td>
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<td>Using any Category I or Category II Weapon for the purpose of causing physical injury.</td>
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</table>

Note: NYSCHS Code of Conduct—After reviewing the Code of Conduct and considering other infractions if applicable, the administrator will use his/her discretion to determine the level and appropriate support intervention and possible disciplinary response to the incident.
What Happens When a Student Breaks a Rule in the Code of Conduct?

When the Code of Conduct is violated, those most directly affected by the incident can expect to have a restorative conversation that is aimed at achieving a resolution that will repair the harm done, as well as repair the relationships of those involved. When a student breaks a rule or behaves in a way that disturbs the educational process or endangers others, the Principal will decide the level of violation and the appropriate support or intervention and possible disciplinary response to the incident. **In some cases, the Principal will make a referral to the Discipline Review Board for review.**

**Discipline Review Board**

The Discipline Review Board is made up of teachers, students, and a member of the school counseling department; it focuses on addressing incidents that have impacted the school community. Over the course of the school year, the Discipline Review Board meets to make recommendations for interventions to repair harm and restore relationships. These interventions may consist of restorative conferences, referrals to counseling or evaluation, community service, or exclusion from school events or extracurricular activities.

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### Weapons

<table>
<thead>
<tr>
<th>Category II</th>
<th>Category II</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Firearm, including pistol and handgun, silencers; electronic dart, and stun gun</td>
<td>• Acid or dangerous chemicals (such as pepper spray, mace)</td>
</tr>
<tr>
<td>• Shotgun, rifle, machine gun, or any other weapon which simulates or is adaptable for use as a machine gun</td>
<td>• Imitation gun or other imitation weapon*</td>
</tr>
<tr>
<td>• Air gun, spring gun, or other instrument or weapon in which the propelling force is a spring or air, and any weapon in which any loaded or blank cartridge may be used (such as a BB gun or paintball gun)</td>
<td>• Loaded or blank cartridges and other ammunition</td>
</tr>
<tr>
<td>• Swivelblade knife, gravity knife, plumb ballistic knife and cane sword (a cane that conceals a knife or sword)</td>
<td>• Stun weapons</td>
</tr>
<tr>
<td>• Dagger, stiletto, dirk, razorblade, box cutter, case cutter, utility knife and all other knives; Billy club, blackjack, bludgeon, chucka stick, and metal knuckles</td>
<td>• Any deadly, dangerous, or sharp pointed instrument which can be used or is intended for use as a weapon (such as scissors, nail file, broken glass, chains, wire).</td>
</tr>
<tr>
<td>• Sandbag and sandclub</td>
<td><em>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.</em></td>
</tr>
</tbody>
</table>
In addition, the Discipline Review Board meets to discuss ways to recognize students and staff who have contributed positively to the school community by promoting a safe, inclusive, and productive environment.

**Disciplinary Responses**

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

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

Procedures as described below will be followed:

**Detention**

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

**Exclusion from Social/Extracurricular Activities**

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

**Behavior Contract/Disciplinary Oversight**

In some instances, the school may decide that a Behavior Contract is necessary in order to encourage changes in a student’s behavior. For the duration of this Behavior Contract, the student is considered to be on disciplinary oversight, during which time the student’s behavior is monitored and evaluated. The disciplinary oversight period is a positive effort to help recognize the student’s ability to grow, to seek help when necessary, and to make better choices.
Short-term Suspensions (10 days or Less): In School or Out-of-School

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

During the time of the suspension, the student has a right to a minimum of two hours of instruction. When the suspension is complete, the student will be given a Reintegration Plan to provide the appropriate support services necessary for returning from suspension to maximize his/her ability to meet the academic and social standards within the school community. These support services may include a referral for a functional behavioral assessment or a combination of social-emotional and academic services as best meets the needs of the individual student.

Alternate Instruction and Reintegration Plans

Students removed from school for disciplinary reasons will be given all classroom assignments and an opportunity to make up tests missed during the period of suspension. The School will provide alternate instruction so that the student is given the full opportunity to complete assignments, tests, and quizzes given on the days that the suspension is in effect along with direct instruction. A student serving an In-School Suspension gets a full day of instruction in an alternate location from his/her regular classes. A student serving an Out-of-School Suspension will receive a minimum of 2 hours of instruction each day during the period of suspension. Arrangements for Alternate Instruction will be made on an individual basis and may include phone assistance, computer instruction, and/or home visits. One-on-one or small group tutoring may be arranged within the school or at a specified location. Reintegration Plans outline the positive contributions the student and staff will make in an effort to reintegrate the student into the school community. The student and his/her parent/guardian are invited to be part of co-creating this plan.

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

Before a student is excluded from school for more than ten days, the student will have an opportunity to present evidence on his or her own behalf at a formal disciplinary hearing before a Hearing Officer. The Hearing Officer will generally be an administrator from the New Visions network of schools or a staff member from another New Visions charter school who has not been involved in the conduct that is the subject of the hearing. The student has the right to be
represented by counsel or an advocate. After a Hearing Officer is appointed, a representative of
the Hearing Officer will contact the parent/guardian to schedule the hearing and answer any
questions about the hearing process. If the student has an IEP, the Principal will also refer the
student to the Committee on Special Education (CSE) for a Manifestation Determination Review
(MDR). The purpose of the MDR is to determine whether the conduct that is the subject of the
hearing is closely related to the student’s need for special education.

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

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

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

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

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, AMS II 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 is between the student’s disability and the behavior that is the subject of the disciplinary proceedings the student will return to class, and the School and the CSE or Section 504 Team will work together with the student and his/her parents to develop a plan to address the behavior within the school or in another setting.

If, upon review, the CSE’s MDR team or the School’s Section 504 Team determines that the student’s conduct was not a result of his/her disability, then the student may be disciplined in the same manner as a student without a disability. Parents may request an impartial review to challenge the CSE’s manifestation determination. The student will remain in his/her current educational placement while the hearing is pending except under the following circumstances:
A student with an IEP may be removed from school for up to forty-five days, whether or not the conduct is a manifestation of the student’s disability, if a hearing officer finds that the student violated the Code of Conduct by bringing drugs or a weapon on to school property or by inflicting a serious bodily injury on another person. The student is then provided with educational services in an interim (temporary) alternative educational setting that is arranged in cooperation with the CSE.

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

Committee on Special Education (CSE) Meetings

HUM II will refer students with disability to the CSE for consideration of a Functional Behavioral Assessment (FBA) or a Behavioral Intervention Plan (BIP) if the student’s conduct is subject to disciplinary procedures and a determination has been made by the CSE that the conduct was a manifestation of disability. Referrals may also be made for consideration of an FBA or BIP to address behavioral concerns.

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

New Visions Charter High School for the Humanities II is committed to creating and maintaining a safe and supportive environment. Acts of bullying and harassment which create a hostile school environment are prohibited in a number of provisions of our Code of Conduct, including 1.1, 1.2, 2.2, 3.1 and 3.2. Students who violate these code provisions are subject to the disciplinary procedures described in this policy.

The School has, in addition, adopted special rules and procedures for responding to conduct that creates a hostile school environment. The goal of these additional procedures is to encourage a climate of civility and to prevent future violations of our rules relating to bullying and discrimination.

Additional Dignity Act (DASA) measures include the following:

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

- Students are reminded that harassment, bullying (including cyberbullying) and discrimination are violations of our Code of Conduct whether they occur on school
property, traveling to and from school, at a bus stop used by students, at any school function, including any school-sponsored activity, or even away from school property if electronic communication is used to exchange words or pictures that have the effect of bullying or harassing a fellow scholar.

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

Dignity Act Coordinator:

Marangelitza Rivera
Director of School Operations

email: mrivera24@charter.newvisions.org
voice: (646) 343 - 7192

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

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

- Upon receipt of a report of a material incident of harassment, bullying and/or discrimination, the Principal shall take prompt action to intervene, including the following:

  a. Initiate disciplinary proceedings, as above, and/or engage the student who has done the bullying in a reflective activity such as writing a statement about the misbehavior and how it might affect others

  b. Provide supportive intervention and mediation to assist in conflict resolution
c. Assign an adult mentor to the student who has been bullied and to the student who was responsible for the conduct

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

e. Refer students who have been victims of bullying to counseling within the school. Notify parents of all students involved.

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

Search and Seizure

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

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

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

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

Students have a right to:

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

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

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

A Sample Course of Study

<table>
<thead>
<tr>
<th>POTENTIAL COURSE OFFERINGS</th>
<th>LOWER HOUSE 9th &amp; 10th GRADES</th>
<th>UPPER HOUSE 10th &amp; 11th GRADES</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH</td>
<td>Algebra I</td>
<td>Algebra II</td>
</tr>
<tr>
<td></td>
<td>Math Modeling</td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td></td>
<td>Geometry</td>
<td>AP Calculus</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>Statistics</td>
</tr>
<tr>
<td></td>
<td>Math Lab</td>
<td>Electives</td>
</tr>
<tr>
<td>HISTORY</td>
<td>World Government</td>
<td>US History &amp; AP</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>AP European History</td>
</tr>
<tr>
<td></td>
<td>Global Studies</td>
<td>Electives</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>Living Environment</td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td>Applied Physics</td>
<td>Earth Science</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>Regents Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Biology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Electives</td>
</tr>
<tr>
<td>ENGLISH LANGUAGE ARTS</td>
<td>English Language Arts</td>
<td>AP English</td>
</tr>
<tr>
<td></td>
<td>Reading Lab</td>
<td>AP Literature</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>Electives</td>
</tr>
<tr>
<td>FOREIGN LANGUAGE</td>
<td>Spanish I, II</td>
<td>Spanish III, IV</td>
</tr>
<tr>
<td></td>
<td>Native Language-Spanish</td>
<td>Native Language-Spanish III, IV</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Spanish</td>
</tr>
<tr>
<td>ART</td>
<td>Studio Art I, II</td>
<td>Studio Art III, IV or AP Art</td>
</tr>
<tr>
<td></td>
<td>Theater Art I, II</td>
<td>Theater Art III, IV</td>
</tr>
<tr>
<td>OTHER</td>
<td>Physical Education</td>
<td>Internship</td>
</tr>
<tr>
<td></td>
<td>College &amp; Career Readiness</td>
<td>College Now</td>
</tr>
<tr>
<td></td>
<td>Advisory</td>
<td>Advisory</td>
</tr>
</tbody>
</table>
Progressing towards Graduation
AMS II’s four-year program is designed to provide the academic foundation, lifelong learning habits and critical thinking skills required for students to be successful in college. Students at AMS II have opportunities to earn far more than the credits required by the State for high school graduation. We understand that students may need more time to be college-ready so we provide a longer school day that allows for more instructional time and more preparation. All courses last a minimum of 53 minutes, with dedicated time for targeted instruction and skill building. Our academic day runs from 8:25 a.m. until 4:23 p.m. (with early dismissal on Wednesdays and Fridays).

The school monitors every student’s course grades and standardized test results to ensure that students are progressing toward graduation. Additional support is provided during after-school enrichment classes, on Saturdays and/or during Summer Bridge to accelerate students’ mastery of content so that they remain on-track toward graduation.

An Intense Focus on Reading, Writing and Speaking
It is our belief that a strong foundation in reading, writing and speaking is the most important set of skills required for college success. Every class at AMS II requires students to read for meaning, discuss using evidence from the text, and write with precision and purpose. We teach students various reading and explanation strategies to help them make sense of texts and to recognize important evidence. Through presentation of Anchor Projects to their peers and the school community, students are required to discuss their ideas and their analysis of the challenge. We also assign three kinds of essays (informational, argumentative and narrative) in all core classes and give the students feedback on their ability to articulate their ideas clearly, persuasively and to a specific audience.

Demonstrating Mastery and Proficiency
AMS II is dedicated to teaching students to master each learning unit before moving on to the next level of learning. To “demonstrate mastery” is to show that the student has developed the skills and fully understands all the important concepts in that course. When looking at student work for proficiency, we expect to find that the student is showing strong skills in that particular area such as writing, understanding problems, finding evidence in what they are reading, and being able to explain what they know.

After-school and Saturday School will serve as enrichment opportunities for students. The supports that students receive during this time are based on a study of each student’s progress, including student performance on various exams and assessments. The staff will then determine the skills that the student needs to master in their classes; the staff will then develop a series of lessons and create challenge projects that will help students develop the skills they need. We will pay particular attention to the needs of students with disabilities or who are English Language Learners or who are in need of basic skills in particular areas. These students
may be provided with additional accommodations and supports to assist them in mastering their coursework.

**College & Career Readiness**
We use a dedicated College and Career Readiness curriculum in order to prepare students for the ultimate goal of getting into a top-tier college or university or other challenging post-secondary options. We understand that our students must compete with other students from across the state and country who have strong critical thinking skills, who have mastered challenging courses, who show that they have academic stamina, who score well on standardized tests, and who are well prepared for the rigors of college course work. Given this rigorous competition, our College Readiness curriculum addresses the key benchmarks that students need to achieve in the college preparation process.

**Promotion at New Visions Charter High Schools**
At New Visions Charter High Schools there are two kinds of promotion:
- Grade-level advancement towards graduation and
- Transition from Lower House to Upper House for post-secondary readiness.

All promotion criteria are modified for students with an Individualized Education Plan (IEP).

**Grade-level Advancement towards Graduation**
Grade-level advancement is determined by the number of credits and Regents exams passed in order to graduate within four years. For each grade-level there are a minimum number of credits required in order to stay on track for graduation and move onto the next grade. See the chart below.

<table>
<thead>
<tr>
<th>Minimum Credits Earned to be Promoted to 10th Grade</th>
<th>Minimum Credits Earned to be Promoted to 11th Grade</th>
<th>Minimum Credits Earned to be Promoted to 12th Grade</th>
<th>10 Additional Credits must be earned during 12th Grade in order to graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Math</td>
<td>2 Math</td>
<td>2 Math</td>
<td>Credit Total: 44</td>
</tr>
<tr>
<td>2 Science</td>
<td>2 Science</td>
<td>2 Science</td>
<td>See below for details</td>
</tr>
<tr>
<td>2 Social Studies</td>
<td>2 Social Studies</td>
<td>2 Social Studies</td>
<td></td>
</tr>
<tr>
<td>2 ELA</td>
<td>2 ELA</td>
<td>2 ELA</td>
<td></td>
</tr>
<tr>
<td>1 PE</td>
<td>1 PE</td>
<td>1 PE</td>
<td></td>
</tr>
<tr>
<td>3 Electives</td>
<td>2 Foreign Language or 2 Art</td>
<td>1 Elective</td>
<td></td>
</tr>
<tr>
<td>Credit Total: 12</td>
<td>Credit Total: 24</td>
<td>Credit Total: 34</td>
<td></td>
</tr>
</tbody>
</table>
Graduation Requirements

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

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

Transition from Lower House to Upper House for Post-Secondary Readiness

Upper House is designed for students who have achieved college-level mastery of their courses, indicating that they are ready for advanced field opportunities and courses. Students transition from Lower House to Upper House by meeting specific college-ready benchmarks. These include earning high scores on the English (75+) and Math (80+) Regents exams, as well as scoring at or above proficiency on the NYS ELA Common Core Persuasive Writing Regents Rubric. Before moving to Upper House, students must also have passed four of five required Regents exams and accumulated a minimum of 30 credits. Due to our trimester system and expeditious progress towards graduation, if students remain on track throughout their first years in high school, students can enter Upper House as early as the end of 10th grade or as late as the end of trimester two of 12th grade.
Note on Student Waivers for Upper House: If a student is missing 1 element from the Regents or Credits criteria, he/she may request a waiver from the Principal with a plan of action to complete that missing element after moving into Upper House.

Grading Policy
Students are graded in two ways:

- Grades are determined by how well students show that they have mastered the class content and skills through tests, quizzes, classroom activities, homework and long-term projects. This is reflected in the teacher’s grade book which students and parents are able to check regularly on-line. Students can get two kinds of grades—one for the quality of his/her work and one for his/her professionalism (turning work in on time, turning in work that reflects his/her best effort and working diligently in class.)
- 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’s 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 and 12th Grade, we track student’s progress towards meeting graduation requirements for writing.

Testing

- Early in the school year scholars will take diagnostic assessments in reading and math, as well an ACT exam, to help teachers understand what extra support and/or challenges each scholar will need both in regular classes and in the enrichment classes. These diagnostic assessments will be given again later in the year to measure how much scholars have progressed.
- In June of 9th Grade, scholars take the Common Core Algebra Regents Exam.
- In October of the 10th Grade, scholars take the PSATs, the first step in getting ready to take the SAT exam which many four-year colleges require for admission.
- In the spring of the 10th Grade, scholars take ACT exams that measure their progress towards college readiness.
- In June of the 10th Grade, scholars take the Global Studies, English Language Arts and Living Environment Regents Exams.
- In January of the 11th Grade, scholars take the English Language Arts Regents Exam.
- In fall of 11th Grade, scholars re-take the PSAT exam to qualify for college scholarships.
- In the spring of 11th Grade, scholars take the SAT exam for the first time.
- In June of 11th Grade, scholars take the Regents exam in United States History and Government.
- Throughout their high school career, scholars may take additional Regents exams to qualify for an Advanced Regents diploma.
- In fall of the 12th Grade, scholars take another ACT exam which many colleges require for admission. This exam measures how much progress they have made since the 9th Grade. Depending on which colleges they are applying to, scholars may also re-take the SAT to improve their score.
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 27, 2016</td>
<td>December 7, 2016</td>
</tr>
<tr>
<td>2</td>
<td>February 1, 2017</td>
<td>March 29, 2017</td>
</tr>
<tr>
<td>3</td>
<td>May 5, 2017</td>
<td>June 28, 2017</td>
</tr>
</tbody>
</table>

End-Of-Year Promotion and Retention Policy

AMS II has high standards for promotion. Grade promotion is not automatic; students must earn promotion by showing that they have mastered the essential knowledge and skills in each grade. AMS II provides extensive interventions throughout the school year and multiple opportunities for students to demonstrate mastery. Academic problems are identified early to help the student, parent and school come to a workable solution. If, after many efforts have been made it becomes necessary to hold-back a student, a detailed Retention Plan will be made to increase the support of the student during the Retention year and to provide a clear plan to getting back on track.

The decisions to promote students to the next grade level are based on a student’s grades, standardized test scores, attendance, and classroom assessments. We will look thoughtfully at student test scores, examples of student work, teacher observations, and other measures to make these decisions. Students may not be promoted from Lower House (grades 9 and 10) to Upper House (grades 11 and 12) if they cannot achieve mastery on the 9th-10th grade level benchmarks in reading, writing and mathematics as outlined by the Common Core Standards.

Students who have IEPs are promoted to the next grade based upon demonstrating mastery in their courses. In certain cases, the Committee on Special Education will recommend customized standards for a specific student which may be considered in the promotion decision. However, students with IEPs who have significant attendance or behavioral problems unrelated to their IEPs must complete content coursework requirements that are in line with their IEPs or they may be held-back.

IX. STUDENT SERVICES

Food Service

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

Lunch Forms

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

**Lunch Policy**

Lunch takes place in the Cafeteria on the 3rd floor. Students are expected to line-up outside of the Cafeteria single-file until permitted to enter the cafeteria by school lunch staff. Students are not allowed to leave the building during their assigned lunch period. Students may bring their lunch with them and eat it in the cafeteria, however, students will not have access to a refrigerator or microwave.

**Transportation**

AMS II will provide a Student MetroCard to each student who is eligible based on the distance between the student’s residence and the school. Not all students will qualify for a Student MetroCard. Students may qualify for full-fare or half-fare MetroCard. Students who receive half-fare MetroCards are responsible for paying half of the fare directly to the bus or subway in cash or with a Pay-per-ride MetroCard. Student MetroCards will be distributed once in September and once in January. This card is the sole responsibility of the student to maintain. If this card is lost or stolen, it must be immediately reported to the Main Office. Busing will only be provided for students who have busing mandated by their Individualized Education Plan (IEP).

**X. HEALTH AND SAFETY**

**Emergency Forms**

Please ensure that you have completed and submitted an updated emergency form with correct contact numbers. THESE FORMS ARE USED TO CONFIRM AUTHORITY DURING EMERGENCIES; INFORMATION SHOULD BE CURRENT AT ALL TIMES. Parents should inform us immediately if telephone numbers or other contact information on the student’s emergency form changes. The information on this form is vital for the safety and well being of your child.

**Students with Medical/Mental Health Conditions Who Require Special Accommodations**

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

**Student Illness at School**

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

**Medication**

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

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

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

**Prevention of Child Abuse and Neglect**

According to New York State Law, school officials and licensed or certified staff are mandated reporters of suspected child abuse or maltreatment. Reporting is required if the victim is under the age of 18, and the subject of the report is a parent or other person (18 or older) who is legally responsible for the child’s care. A mandated reporter, together with the DSO (if such person is available) will report such suspicion to the New York Statewide Central Register of Child Abuse and Maltreatment (SCR). The hotline number for making this report is 1-800-342-3720. Within 48 hours of the oral report, the School will file a written report on Form LDSS-2221A which can be obtained at [www.ocfs.state.ny.us](http://www.ocfs.state.ny.us).
School staff members will also report any allegation of child abuse in the School setting to the Principal of AMS II, or, if the Principal is not available, the Director of School Operations. A written report of the allegation is provided on a form to be provided by the Principal. Following investigation, the Principal, or designee, will notify the Office of Special Investigations (OSI) of the New York City Department of Education (718-935-3800) and the Office of the Special Commissioner of Investigation (SCI) for the New York City School System (212-510-1400).

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

**Emergencies, Drills, and Evacuations**

In accordance with state and city regulations, AMS II participates in regularly scheduled fire and evacuation drills. These drills are coordinated with the Jane Addams Campus.

In case of a fire or other emergency that requires an evacuation, our evacuation site is:

**I.S. 301 – Bronx**
890 Cauldwell Avenue
Bronx, NY 10456
718-585-2950

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

**XI. RIGHTS AND RESPONSIBILITIES**

**NON-DISCRIMINATION**

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

Marangelita Rivera, Director of School Operations
Coordinator for Section 504, Title II of the ADA and Title IX
New Visions Charter High School for Advanced Math and Science II
900 Tinton Avenue
Bronx, NY 10456
Telephone Number: (646) 343 - 7192
E-Mail: MRivera24@charter.newvisions.org

If a concern about discrimination cannot be resolved informally with the Coordinator, any individual may submit a written complaint which is promptly investigated. The Coordinator then prepares a report of her findings, and, if appropriate, remedial action is taken. An appeal from the Coordinator’s report can be made to the Board of Trustees.
Revised Complaint Policy
New Visions Charter High School for Advanced Math and Science II
(Approved by the Board of Trustees on June 13, 2016)

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 Board of Trustees 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.

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

Complaints that are not about a violation of a specific law, and any other complaint that can be resolved at the School level should be submitted directly to the Principal. Upon receipt of the complaint, the Principal will investigate the allegations and will respond in writing or in person within ten business days. If this does not resolve the complaint, the individual or group may submit the complaint, in writing, to the Secretary of the Board of Trustees which will act as an appeals body for any complaints that are not satisfactorily resolved by the Principal. The Board will also review directly any complaints that involve the Principal.

Complaints to the Principal may be delivered to the Principal by mail or email to the following address:
Principal Sandy Manessis
New Visions Charter High School for Advanced Science and Math II
900 Tinton Avenue
Bronx, NY 10456
E-Mail: SManessis10@charter.newvisions.org

Complaints to the Board of Trustees should be addressed to:
Board of Trustees
New Visions Charter High School for the Humanities (HUM III)
c/o New Visions for Public Schools
205 E 42nd Street, 4th Floor
NYC, NY 10017
Attn: Lori Mei, Interim Acting Superintendent

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 New York State Board of Regents. 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 Board of Trustees. The Complaint should include a copy of the response that you received from the Board of Trustees and should state clearly what specific action or relief you are seeking. Mail the complaint to the Charter Schools Office, NYS Education.
Department, 89 Washington Avenue, Albany, New York 12234, or send it by email to charterschools@nysed.gov

DISABILITY ACCOMMODATIONS

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

ACCESS TO INFORMATION

FERPA POLICY

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

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

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest,
New Visions Charter School for Advanced Math and Science II may disclose the following “directory information” without the prior written consent which is otherwise required for release of education records: student's name, participation in a school activity or sports team, honors and awards, and dates of attendance.

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

You may request that directory information not be released either to military recruiters or for any purpose by notifying the school prior to October 1, 2016. Notice should be provided in writing to Marangelita Rivera, Director of School Operations, at New Visions Charter High School for Advanced Math and Science II, 900 Tinton Avenue, Bronx, NY 10456. Questions should be addressed to Marangelita Rivera at mrivera24@charter.newvisions.org.

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

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

FREEDOM OF INFORMATION LAW (FOIL) POLICY AND PROCEDURES

Upon request, New Visions Charter High School for Advanced Math and Science II provides copies of information and records which are available for public inspection in accordance with New York Freedom of Information Law (FOIL).
REQUESTS FOR PUBLIC ACCESS TO RECORDS
Student records are not available for inspection, except in accordance with the Family Education 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 DSO of the School. The records access officer will respond to all requests within five business days. The response will be in writing and will indicate either that the request is being granted or denied, or an approximate anticipated date when the request is granted or denied, which shall be reasonable under the circumstances of the request.

Every request for records that is received by any school employee must immediately be forwarded to the records access officer. School personnel other than the records access officer are not authorized to respond to requests for records under FOIL, whether orally or in writing.

A request must reasonably describe each record being requested. Whenever possible, a person requesting records should provide information, including the date of the records, which will identify the records being requested.

DENIAL OF ACCESS TO RECORDS
If the person requesting information is denied access to a record, he or she may, within 30 days, appeal such a denial to the Principal or his or her designee. Upon timely receipt of such an appeal, the School will, within 10 business days of the receipt of the appeal, fully explain, in writing, the reasons for further denial or provide access to the record(s) sought.

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

Board of Trustees
New Visions Charter High School for Advanced Math and Science II
c/o New Visions for Public Schools
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 DSO of the School at address below. Records are available for public inspection and copying at this address as well:
Marangelitza Rivera, Director of School Operations
New Visions Charter High School for Advanced Math and Science II
900 Tinton Avenue
Bronx, NY 10456
Telephone Number: 718-665-3671
E-Mail: MRivera24@charter.newvisions.org

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

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

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

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

BOARD MEETING PUBLIC NOTICE
The School will post a calendar with all Board meeting dates at the school at all times.

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

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

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

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

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

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

ACCEPTABLE INTERNET USE POLICY

Preamble
The New Visions Charter High School for Advanced Math and Science II believes that technology and the use of computers must be an integral part of students’ high school education and is essential to prepare them for success in college and in the workplace. Our vision for technology includes building a learning environment where technology is integrated into every subject area in every classroom and all students have equitable access to computers. Infusing technology into the classroom environment, together with ongoing staff training, is critical in preparing students for the challenges awaiting them.

The New Visions Charter High School for Advanced Math and Science II has, with minor modifications, adopted the Internet use policy of the New York City Department of Education. The main components of the AMS II Internet use policy are summarized here. The complete Internet use policy appears as Appendix E, and has been adopted, with permission and with minor modifications from the NYCDOE.

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

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

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

Prevention of inappropriate network usage includes:
• Unauthorized access, including ‘hacking’ and other unlawful activities
• Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.
**Supervision and Monitoring**
All members of the school staff are responsible for supervising and monitoring usage of the online computer network and access to the Internet in accordance with this policy and the Children’s Internet Protection Act.

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

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

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

This Internet Acceptable Use Policy governs all electronic activity, including e-mail and access to the Internet, which is undertaken by New Visions employees, school employees, students, and parents/guardians either in their official capacity or as part of the educational, instructional or extracurricular programs connected to the school. No employee, student, or parent/guardian may engage in activities prohibited by this policy, whether through the school’s Internet service or through another Internet Service Provider, when those activities are undertaken either in their official capacity or as part of the educational, instructional, or extracurricular programs of the school.
As with other curricular offerings and tools, parents do not have a general right to opt their child out of classroom use of the Internet. As set forth more fully below however, parental consent is required with respect to certain aspects of Internet use (e.g., posting a child's photograph on a school web page). Parental consent is obtained at the time a student registers in the School. Parents moreover, are strongly encouraged to discuss and monitor their child's school Internet use and to discuss any issues or concerns that they may have with the school's teacher and administrators.

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

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

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

In accordance with the Policy, the New Visions Technology Director or her school-based designee will be the Building-Level Coordinator for the internet and e-mail system. Users may contact the New Visions Technology Department with questions or comments about the Internet Acceptable Use Policy via the internal “Help Desk” system. The Building-Level Coordinator approves building-level activities, ensures teachers receive proper training in the use of the system and of this policy, establishes a system to ensure adequate supervision of students using the system, maintains executed user agreements if applicable and is responsible for interpreting the Internet Acceptable Use Policy at the building level. Although this Internet Acceptable Use Policy does not require execution of user agreements by students or employees, the school may institute such a school-based requirement.

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

AMS II reserves the right to revise this Internet Acceptable Use Policy as it deems necessary and will post the current policy on its web site as notice to users of any revisions. Users are responsible for reading the policy regularly.
Students who require technical assistance with Internet access or e-mail should inform their teachers and other school staff should inform the New Visions Technology Department via the internal Help Desk ticketing system.

**Limitation of Liability**

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

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

**Filtering**

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

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

The filter is set at a level restricting access to Internet sites that may contain information regarding crime, violence, sex acts, sex attire, sex/nudity, sex/personal, basic sex education, advanced sex education, sexuality, and sports.

**Regulations of Access**

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

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

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

**Privacy**

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

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

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

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

As required by the Children's Internet Protection Act (CIPA), the school will monitor students' online activities. Such monitoring may lead to discovery that the user has violated or may be violating, the school Internet Acceptable Use Policy, the student disciplinary code, or the law. The school also reserves the right to monitor other users (e.g., non students) online activities.
Users should be aware that their personal files may be reviewed by the School and may be discoverable in court and administrative proceedings and in accordance with public records laws. System users have no privacy expectation in the contents of their personal files and records of their online activity while on the school system.

**Selection of Material**
When using the Internet for class activities, teachers at AMS II 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.