



New Visions Charter High School for Advanced Math & Science

Student and Family Handbook

Updated, August 2018

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.

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I. INTRODUCTION

Dear AMS Scholars and Families,

We are excited to start another school year at AMS and I would like to take this opportunity to congratulate our class of 2018 graduates and to welcome our class of 2022. At AMS we believe in developing ALL students such that they are deep thinkers, effective communicators, and thoughtful collaborators. We believe these are the necessary skills to be successful in an ever-changing world. The specific language we use at AMS to identify these particular skills are the five habits (see below). At AMS we strive to ensure that the experiences we give our students both inside and outside the classroom are designed to support our students in developing these five habits.

Five Habits: Managing Impulses, Persistence, Listening with Understanding and Empathy, Communicating with Clarity and Precision, and Applying Past Knowledge to New Situations.

We believe that by developing the above dispositions in our students it will ensure that they leave AMS both academically prepared for college or work, and most importantly with the ability to be a kind/caring human being.

As we prepare to start the 2018-2019, I cannot stress how important it is that we partner together to best support each and every one of our current and alumni students at AMS. We know how crucial effective communication will be in terms of establishing this important family-school partnership. Because of this, we will be in communication in a variety of ways over the course of the year: yearly calendar, monthly emails, parent workshops, FSO meetings, parent - teacher conferences, etc. Please reach out if there are any questions, comments, or concerns regarding our communication structures.

It is going to be a great 2018-2019 school year at AMS!

Sincerely,

Robert Hiller

Rhiller27@charter.newvisions.org

Principal

New Visions Charter High School for Advanced Math and Science

II. HOW TO CONTACT OR VISIT US

New Visions Charter High School for Advanced Math and Science
John F. Kennedy Campus
99 Terrace View Avenue
Bronx, NY 10463
Telephone Number: 718-817-7683
Fax Number: 718-817-7685
Website: <https://www.newvisions.org/ams>

Visitor Policy

At AMS, 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. Once a visitor has signed-in at the School Safety desk, the visitor will sign in with School Safety and will be escorted to the Main Office located on the second floor of the building. When visitors reach the Main Office, they should sign the AMS logbook.

Mutual Respect in All Interactions

As partners on the road to your child's success, it is crucial that we work together to ensure we are creating a nurturing and supportive environment. To that end, we are committed to providing you and your child with an education and personal experience that is respectful and courteous even in the most difficult situations. Likewise, we ask that all visitors and callers engage with staff in a mutually respectful manner. You can be assured that we will take action to ensure that all parties are held to high expectations of courtesy and respect; should any visitor or caller engage in behavior that fails to support these values, AMS will act to handle the disruption accordingly.

Family Meetings

Due to the longer school days, our growing student body, and added responsibilities of AMS teachers and staff, parents/guardians must schedule all individual student/family meetings in advance. Please call to schedule a meeting before coming to the school, as the teacher or staff member may be teaching or otherwise unavailable. When a teacher or school administrator requests a meeting with a parent/guardian, it is important that the parent/guardian comes to the school for the meeting within 72 hours of the request.

Contacting Staff

If you or your child is trying to contact a staff member, doing so via email is the best communication method. Faculty (teachers) emails can be found on the AMS website and staff (administrative support staff) emails can be found on the AMS Parent Communication Guide. In the case that a faculty/staff member provides their personal number to families/students, please keep in mind that most faculty/staff cell phones are turned off during the day. If you have an urgent issue or emergency, we ask that you call the school directly, and ask to speak to the Director of School Operations (DSO) or Principal.

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 718-817-7683. 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. New Visions Charter High Schools strongly believe in using educational technology as these devices can be motivating to students while providing wonderful educational opportunities. However, cell phones must be turned off and be stored in the student’s backpack and remain out of sight, except for instructional and educational purposes with the explicit approval of the teacher or staff and during designated non-instructional, after-school, and school-sponsored programs or activities.

Student Use of School Phones

School phones are for school-related business and emergencies. Students may use the office phones to communicate with parents and guardians, but may not use the school phones in the classrooms. When possible, please try to make plans with your child before they come to school so that they do not need to use the school phones during or at the end of the day.

Messages for Students

Time in the classroom is vital to the success of our students, and we strive to keep classroom interruptions to a minimum. We encourage families to communicate with their child before and after school, and to only reach out to students through the Main Office in cases of emergency. If your child has a cell phone, we encourage you to leave a voicemail or a text on their phone so that they can receive it after they leave school. If you need to contact your child during the school day or on field trips, please call the AMS Main Office at 718-817-7683, opt. 0.

III. SCHOOL CALENDAR

The **School Calendar** includes the dates of school holidays and other important school events. Please keep this calendar handy and refer to it for important information. For additional dates and details on school events, please refer to the physical copy of the AMS School Calendar.

Dates	Events
August 27 – August 31, 2018	Summer Bridge (9th GRADE – ATTENDANCE REQUIRED)
September 3, 2018	Labor Day: NO SCHOOL
September 4, 2018	NO SCHOOL FOR STUDENTS
September 5, 2018	First Day of School: Trimester #1 Begins Full Day of School
September 10 & 11, 2018	Rosh Hashanah: NO SCHOOL

September 19, 2018	Yom Kippur: NO SCHOOL
September 26, 2017	Progress Reports for Trimester #1.1
October 8, 2018	Columbus Day: NO SCHOOL
October 17, 2018	Progress Reports for Trimester #1.2
November 6, 2018	Election Day: NO SCHOOL FOR STUDENTS
November 7, 2018	Progress Reports for Trimester #1.3
November 8, 2017	Parent/Teacher Conferences
November 12, 2018	Veteran's Day - NO SCHOOL
November 22 & 23, 2018	Thanksgiving Recess: NO SCHOOL
November 30, 2018	End of Trimester #1
December 3, 2018	Beginning of Trimester #2
December 13, 2018	Trimester #1 Report Cards Distributed
December 19, 2018	Progress Reports for Trimester #2.1
December 24, 2018 – January 1, 2019	Winter Recess: NO SCHOOL Students return to school: Jan 2, 2019
January 16, 2018	Progress Reports for Trimester #2.2
January 21, 2019	Martin Luther King Jr. Day: NO SCHOOL
January 22– 24, 2019	January Regents Testing Week

January 28, 2019	Chancellor's Day: NO SCHOOL FOR STUDENTS
February 5, 2019	Lunar New Year - NO SCHOOL
February 12, 2018	Progress Reports for Trimester #2.3
February 13, 2018	Parent/Teacher Conferences
February 18 – 22, 2019	Mid-winter Recess: NO SCHOOL Students return to school: February 25, 2019
March 15, 2019	End of Trimester #2
March 18, 2019	Beginning of Trimester #3
March 28, 2018	Trimester #2 Report Cards Distributed
April 3, 2018	Progress Report for Trimester #3.1
April 19 – April 26, 2019	Spring Recess: NO SCHOOL Students Return on April 29, 2019
May 1, 2018	Progress Report for Trimester #3.2
May 22, 2018	Progress Reports for Trimester #3.3
May 27, 2019	Memorial Day: NO SCHOOL
June 4, 2019	Eid Al Fitr: NO SCHOOL
June 6, 2019	Professional Development Day: NO SCHOOL FOR STUDENTS
June 18 – 25, 2019	June Regents Testing

June 26, 2019	Last Day of School for Students End of Year Celebration Trimester #3 Report Cards Distributed
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School Closing Policy

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

***School closure information will also be available on the AMS website - <https://www.newvisions.org/ams>.**

IV. SCHOOL DAY

DAILY AMS SCHEDULE

ARRIVAL 8:00am – 8:25am Entrance Time/Breakfast		
Mon, Wed, and Thurs	Tuesdays and Fridays	Class/ Period
8:30am – 9:30am	8:30am – 9:30am	1 st period
9:32am – 10:32am	9:32am – 10:32am	2 nd period
10:34am – 11:34am	10:34am – 11:34am	3 rd period
11:36am – 12:06pm	11:36am – 12:06pm	4 th period
12:08pm – 1:10pm	12:10pm – 1:10pm	5 th period
1:12pm – 2:12pm	1:12pm – 2:12pm	6 th period
2:14pm – 3:14pm	2:14pm – 3:14pm	7 th period
3:16pm – 4:16pm	---	8 th period

*Office hours & clubs will happen between 3:16pm - 4:16pm on Monday, Wednesday, and Thursday

V. ARRIVAL AND DISMISSAL

Arrival Procedure

All AMS students enter the John F. Kennedy Campus through the 1st floor entrance at Tibbett Avenue.

Once they have swiped and been scanned, they must immediately report to the cafeteria or their first period class, depending on their time of arrival. It is expected that **students** arrive between 8:00 am and 8:20 am daily. Students arriving to school at 8:30 am will be marked late. Additionally, if students would like to receive breakfast, they may arrive between 8:00am and 8:15am. Please note that families of AMS students must use the same entrance of the building, present identification, and sign in with School Safety. Once they have signed in, a member of the AMS staff will guide the parent/guardian to the Main Office.

Identification Cards

To ensure the safety of all students at AMS and to prevent trespassers from entering our school, AMS requires all students to carry a Student ID card on their person every day. Each student must carry/wear his or her ID while on campus and is required to present it to any adult staff member upon request. Students who are asked to present an ID and are not able to present it due to loss or misplacement may be subject to consequence.

This rule will be strictly enforced as it is in many other schools and workplaces. ID cards are the property of AMS.

1. Student ID cards are distributed to incoming students during the Summer Bridge program
2. All returning students will be issued a photo identification card during the beginning of the school year (if misplaced).
3. These cards are to be carried by the student at all times during the school day while on school property.
4. Students without a card (lost, stolen, misplaced or forgotten) will receive one warning, and be allowed to enter their OSIS number in lieu of swiping. Upon the second incident, the student will be issued a detention. A third incident will result in detention and a call home.
5. The ID card is necessary to enter the building at any time during the day, to enter classes, to check out library materials, to enter the lunch line, to receive physical education equipment, to participate in co-curricular activities, etc.
6. Students will be subject to disciplinary action for placing false information on or defacing their ID cards.

Scanning

At AMS we are committed to providing a safe, secure learning environment for all students in our school, therefore students and visitors are asked to go through metal-detecting scanning machines like the kind used to screen airline passengers. These devices identify objects that are never allowed in our building and help us to keep everyone safe in our school.

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

Dismissal Procedure

The school day ends at 3:14pm on Mondays, Wednesdays, and Thursdays; on Tuesdays and Fridays the school day ends at 4:16pm, as we offer office and clubs on these days. At the end of the day, students are dismissed. Any student not participating in an after school club or athletic program is free to go home. Students who participate in afterschool clubs or athletic programs are to go directly to the assigned room where attendance is taken for those activities.

VI. ATTENDANCE AND LATENESS

New Visions Charter High School for Advanced Math and Science 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

Consistent school attendance is critical to academic success. We aim to ensure that each and every student has consistent and punctual attendance throughout the school year. Daily school attendance has a huge impact on a student's academic success, and families must play a key role in ensuring students get to school every day and understand why their attendance is so important for success in school and in life.

We know some absences cannot be avoided due to health problems or other circumstances. But, we also know that when students miss too much school—**excused or unexcused**—they can fall behind academically. Your child is less likely to succeed if he or she is chronically absent (meaning missing 20 or more days in a school year).

Excused absences are when students are absent from school with a valid excuse and parental/guardian approval. Examples of excused absences include:

- Student illness (a doctor's note is required if a student is absent for more than five days);
- Death in the student's immediate family;
- Necessity for a student to attend a judicial proceeding;
- Observance of a religious holiday;
- Temporary school closings due to weather, unsafe conditions or other emergencies;
- Medical reasons such as a doctor's appointment (a doctor's note is required);
- Failure of NYC to provide transportation where legally responsible; and
- Other emergency circumstances.

If a student will be out of school for any of the reasons listed above, before 10:00 AM on the day of absence, a parent/guardian must call the Main Office at (718) 817-7683, press 0, identify themselves and give their child's name, grade, date(s) of absence, and the reason for the absence. Calls may be placed the night before the absence. Whenever appropriate, a doctor's note should be provided to be placed on file. If the office does not receive a call or a note, the absence will be considered unexcused until documentation is provided.

Unexcused absences (truancy/cuts) are when students are absent from school without a valid excuse, with or without parental/guardian approval. Examples of unexcused absences include:

- Oversleeping;
- Doing errands;

- Cutting classes

Students who miss 26% to 60% of the school day without proof of an excused absence will receive a half-day unexcused absence. Cases of truancy may lead to further investigation by school officials and/or the Administration for Children’s Services.

Religious Holidays

Parents/Guardians must notify the school that the family will be observing a religious holiday *before* the day of the absence. If we are not notified of a religious holiday beforehand, the day is counted as an unexcused absence.

Pre-Arranged Absences

Pre-arranged absences must be coordinated with the Main Office, and permission must be requested in advance. It is our belief that we can only achieve the best educational outcomes for our students when our students are present in school. For this reason, we hope that families have given careful consideration to alternatives before making this request. Please note it is your son/daughter’s responsibility to arrange for completion of all work with his/her teachers for the duration of the absence.

VII. SCHOOL CULTURE

Parents Supporting the Mission

Parents and families are highly valued members of the AMS 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 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 child’s progress in earning these credits. Please review the [AMS Four-Year Experience](#) as an additional resource.
- 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/Guardians will also become involved in their child’s education at home by making every effort to:

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

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

These conferences will take place on the following dates:

November 8, 2018	February 13, 2019
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¹ This is the level of performance required to enter the CUNY College system without taking remedial classes.

Families 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 families at AMS to become involved members or leaders of the school's Family-School Organization.

Service to the School

We expect and encourage families to support the mission of the school by being invested thought partners. Families may achieve this by joining the school's Family School Organization (FSO) Leadership Cabinet which is a volunteer-based group of families who represent and advocate for all students and families. This includes but is not limited to:

- Co-planning, co-facilitating, and attending FSO Leadership Meetings (in-person and/or virtually)
- Enrolling and graduating from the Parent Leadership Training Institute (PLTI)
- Assisting with community outreach for school-wide events
- Chaperoning student activities

Family Engagement initiatives are run by the Associate Director of Community Engagement and Alumni Relations, who with the Principal and the FSO, will create more service opportunities for families.

Dress Code

It is our goal at AMS 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 dress code. We believe that student learning increases with strong values and in an environment of support. As part of our expectation for excellence on behalf of all students, AMS students are required to be in uniform at all times while at school, including during Physical Education class, unless otherwise instructed by the Principal. Failing to be in uniform is a violation of the dress code policy and of the school's values.

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

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

To support our students, AMS 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 www.flynnohara.com. If purchasing additional AMS uniform items presents a financial hardship for any families, please speak to your child's School Counselor or Associate Director of Community and Alumni Engagement.

Shared Space

AMS is fortunate to share space at the John F. Kennedy Campus with Bronx Theatre High School, Bronx School of Law and Finance, Marble Hill School for International Studies, Bronx Engineering and Technology Academy,

English Language Learners and International Support and Preparatory Academy, and New Visions Charter High School for the Humanities. AMS shared-spaces includes

- Cafeteria (3rd & 5th floors)
- Gymnasium
- Auditorium
- Clinic
- Town Halls

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 Northwest Bronx community members, AMS students must set a positive example in the neighborhood when traveling to and from school. Students are consistently in the public eye and citizens are fully aware they are a student of AMS. Therefore, they are expected to behave in a manner that is reflective of AMS. This behavior includes observations of all laws, respect for the property of others, and showing courtesy and respect for others. By walking on the sidewalk, properly throwing away their garbage in trash cans, avoiding inappropriate language and hand gestures, and treating all John F. Kennedy campus staff and community members with respect, all students and staff at AMS can be role models to others, and uphold the values of our school and community.

Electronic Devices

New Visions Charter High Schools strongly believe in using educational technology as these devices can be motivating to students while providing wonderful educational opportunities. This policy ensures that these devices are used for educational purposes and are not disruptive to our safe learning environment. Students are permitted to bring the following electronic items to school: 1) cell phones; 2) laptops, tablets, iPads and other similar computing devices; and 3) portable music and entertainment systems. While these items are allowed, we strongly discourage students from bringing valuable electronic devices, as the school will bear no liability for any loss or damage to these devices.

The use of cell phones, computing devices and portable music and entertainment systems at school is subject to the restrictions below.

- Students who arrive after 8:40am will be required to check-in their phones upon arrival and lose the privilege of having access to their phones during the school day. Phones that are collected will be secured in a safe and should be retrieved at the end of the student's academic program. Collecting phones encourages students to get to school early and make it to class on time and limit distractions that students are facing when coming late.
- Cell phones and portable music and entertainment systems must be turned off and be stored in the student's backpack and remain out of sight, except for instructional and educational purposes with the explicit approval of the teacher or staff and during designated non-instructional, after-school, and school-sponsored programs or activities.
- Cell phones and portable music and entertainment systems may not be turned on or used during the administration of any school quiz, test, examination, or administration of state standardized examinations.
- Computing devices may not be turned on or used during the administration of any school quiz, test or examination, except where such use has been explicitly authorized by the school or is contained in an Individualized Education Program or Section 504 Accommodation Plan.
- Cell phones, computing devices and portable music and entertainment systems may not be turned on or used during school fire drills or other emergency preparedness exercises.

- Cell phones, computing devices, and portable music and entertainment systems may not be used in locker rooms or bathrooms.

Misuse of Electronic Devices

Students who use electronic devices in violation of the Code of Conduct, the school’s electronic device policy, or the Internet Acceptable Use and Safety Policy will be subject to discipline in accordance with the interventions and disciplinary responses set forth in the Code of Conduct in this Handbook. Such responses may include, but are not limited to:

- Warnings
- Detention
- Confiscation of item and return at end of school day
- Formal family conference
- Behavioral contract
- Revocation of privilege to bring item to school.

School Property and Equipment

AMS 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 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 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.

Saturday Program

Saturday School programs run twice a year, concurrent to Regents Testing. For January Regents exams, Saturday School begins in December/January. For June Regents testing, Saturday School begins in April/May.

Athletic Teams

AMS students will participate in the athletic programs through the Public Schools Athletic League (PSAL) held at the John F. Kennedy Campus. The sports events are separated according to season. These include:

- | | |
|-----------------|--------------|
| ● Baseball | ● Football |
| ● Basketball | ● Gymnastics |
| ● Cheerleading | ● Track |
| ● Flag Football | ● Volleyball |

VIII. CODE OF CONDUCT

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

AMS 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 has established procedures that are followed when this sense of safety, inclusivity, and productivity is broken. AMS 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'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).

Restorative Approach

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

I. New Visions Charter High Schools Code of Conduct

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

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 the student's disciplinary history, including previous violations of the Code of Conduct, the School Leader may, in his or her discretion, consider support interventions and disciplinary responses from the next level.

LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION
1	1.1 Disruptive Behavior Behaving in a manner which disrupts the educational process (e.g. making excessive noise in a classroom, library or hallway). DOE-37	<ul style="list-style-type: none"> Communication with parent/guardian One-on-One Restorative Conversation with staff or administrator 	<ul style="list-style-type: none"> 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) 1-2 day(s) In-School Suspension
	1.2 Disrespectful to Others Engaging in verbally rude or disrespectful behavior (e.g. teasing, name calling, sarcasm, taunting, etc). DOE-48	<ul style="list-style-type: none"> Restorative Conversation with those involved in the incident Restorative Circle Behavior and/or Attendance Contract Mediation/Conflict Resolution Community Service 	<ul style="list-style-type: none"> 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
	1.3 Insubordinate Behavior Failing to follow directions of a teacher or other lawful authority in the classroom.	<ul style="list-style-type: none"> Family meeting Individual/Group Counseling Behavior/Attendance Contract 	<ul style="list-style-type: none"> Alternative instruction and Reintegration Plans are required for any student who is removed from class and/or suspended.
	1.4 Loitering Failing to be in one's assigned place on school premise. DOE-46		
	1.5 1.5 Lateness Being late for school or class. DOE-44		
	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-49, 56, 520		
	1.7 Uniform Infraction A student is out of uniform - no shirt, black pants or is covering the uniform with other clothes (backets, coats, hoodies, sweatshirt, etc). DOE-42, 49		
LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION
2	2.1. Vandalism Causing intentional damage to school property, property belonging to staff, students or others. DOE-428	<ul style="list-style-type: none"> Communication with parent/guardian One-on-One Restorative Conversation with staff or administrator 	<ul style="list-style-type: none"> Removal from classroom/event Detention during lunch/after school/Zero period Exclusion from extracurricular activity Behavior Contract/Disciplinary Probation Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events) 1-3 day(s) In-School Suspension
	2.2 Threats/Intimidation Engaging in or verbalizing an act of coercion; threatening violence or harm to others or threatening property destruction. DOE-436, 443-47	<ul style="list-style-type: none"> Restorative Conversation with those involved in the incident Restorative Circle Behavior Contract Mediation/Conflict Resolution Community Service 	<ul style="list-style-type: none"> Alternative instruction and Reintegration Plans are required for any student who is removed from class and/or suspended.
	2.3 Smoking traditional cigarettes and/or use of electronic cigarettes and/or possessing matches or lighters. DOE-413	<ul style="list-style-type: none"> 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) 	
	2.4 Knowingly Possessing Property Knowingly possessing property belonging to another without permission. DOE-429	<ul style="list-style-type: none"> Review/Revise pre-existing Behavior Contract 	

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

LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION
3	<p>3.1 Academic Dishonesty Engaging in scholastic dishonesty which includes but is not limited to:</p> <p>a. Cheating (e.g., copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test)</p> <p>b. Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, e.g., copying written work from the internet, or any other source)</p> <p>c. Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)</p> <p>d. Violating the school's Internet Use Policy</p> <p>3.2 Tampering with School Document Tampering with, changing or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means. 006 - 027</p> <p>3.3 Contributing to an Unsafe Environment Defying or disobeying the lawful authority or directive of school personnel or school safety agents in a way that substantially disrupts the educational process and/or poses a danger to the school community; engaging in sexual behavior during school or school-related events; posting, sharing, or distributing material containing a depiction of violence; posting, sharing or distributing obscene pictures of students or staff, including posting such on the internet or texting; using an object capable of causing injury. 006 - 023, 033, 045</p> <p>3.4 Physical/Verbal Aggression/Horseyplay (Moderate) Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel (e.g., pushing past another person), or throwing an object (e.g., chalk) or spitting at another person. 006 - 024</p> <p>3.5 Harassment/Discrimination Using slurs, taunting, threatening, stalking, or seeking to intimidate or coerce another based on actual or perceived race, color, weight, national origin, ethnic group, citizenship/immigration status, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression, sex. 006 - 022, 044A</p> <p>3.6 Gang-related Behavior Engaging in gang-related behavior (e.g., wearing or displaying gang apparel and/or accessories, writing graffiti, making gestures or signs or language) 006-026</p> <p>3.7 Bullying Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying) based on an individual's actual or perceived race, color, creed, religion, religious practices, ethnicity, national origin, citizenship/immigration status, gender, gender identity, gender expression, sexual orientation, disability or weight; such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical intimidation that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; verbal abuse -using derogatory language or making derogatory jokes or name calling to humiliate or harass. 006 - 020,040</p>	<ul style="list-style-type: none"> • Communication with parent/guardian • Family meeting • One-on-One Restorative Conversation with staff or administrator • Restorative Conversation with those involved in the incident • Restorative Circle • Formal Restorative Conference • Behavior Contract • One-way Contract with a commitment ensuring the harassment will not happen again • A Safety Plan • Mediation/Conflict Resolution (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 	<ul style="list-style-type: none"> • Removal from classroom/space/event • Detention during lunch/after school/Zero period • Exclusion from extracurricular activity • Behavior Contract/Disciplinary Probation • Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events) • 1-3 day(s) In-School Suspension or Out-of-School Suspension • Long-term suspension or expulsion** <p>* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended.</p>

LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION
4	<p>3.8 Trespassing Entering or attempting to enter a school building without authorization or through an unauthorized entrance or bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules (006-422, 426)</p> <p>4.1 Aggressive or Harmful Behavior (Severe) Any type of physical contact or threat that causes injury to students or school staff. Also includes reckless behavior causing serious injury or substantial risk of injury. (e.g. punching, hitting, kicking, shoving, grabbing, stepping, spitting, pinching or similar behaviors). DOE – 847, 848, 846</p> <p>4.2 Sexual Harassment/Suggestive Behavior Making sexually suggestive comments, innuendoes, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (e.g., touching, patting, pinching, lewd or indecent public behavior, or sending or posting sexually suggestive messages or images). DOE – 834</p> <p>4.3 Possession of Controlled Substances Possessing controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol. Drug paraphernalia includes, but is not limited to, electronic devices designed to deliver controlled substances or prescription medication, without appropriate authorization. DOE – 841</p> <p>4.4 Falsely activating a Fire Alarm Falsely activating a fire alarm or other disaster notice. DOE – 842</p> <p>4.5 Theft without force or intimidation Taking or attempting to take property belonging to a person or the school without using force or intimidating behavior. DOE – 844</p> <p>4.6 Making a Bomb Threat Making a bomb threat. Including but not limited to verbal or written threats including threats made on the internet. DOE – 43</p> <p>4.7 Use of Controlled Substances Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol. DOE-849</p>	<ul style="list-style-type: none"> • Communication with parent/guardian • Family meeting • One-on-One Restorative Conversation with staff or administrator • Restorative Conversation with those involved in the incident • Formal Restorative Conference • Behavior Contract • One-way Contract with a commitment ensuring the harassment will not happen again • A Safety Plan • Mediation/Conflict Resolution (not to be used for Sexual Harassment) • Community Service • Restorative Community Circle • Individual/Group Counseling • Referral to a Community-Based Organization • Referral to external counseling/substance use/support service agency • Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) for students with an IEP • Review/Revise pre-existing Behavior/One-way Contract 	<ul style="list-style-type: none"> • Removal from classroom/space/event • Detention during lunch/after school/zero period • Exclusion from extracurricular activity • Behavior Contract/Disciplinary Probation • Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events) • 1-8 day(s) In-School Suspension or Out-of-School Suspension • Referral to the Discipline Review Board • Long-term suspension or expulsion** <p>* An Alternate Instruction Plan and Reintegration Plan is required for any student who is removed from class and/or suspended</p>

LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION
5	<p>5.1 Starting a Fire Starting a fire or attempting to start a fire in any campus setting. DOE- 850</p> <p>5.2 Threatening to Use Force to Take Property Threatening to use force or using force to take or attempt to take property belonging to another person or the school. DOE- 851</p> <p>5.3 Using Extreme Force to Inflict Injury Using extreme force against or inflicting or attempting to inflict serious injury upon school personnel, school safety agents, or students. Also includes planning, instigating, or participating with another or other, in an incident of group violence. DOE- 852, 853, 854</p> <p>5.4 Gang-related Violence Engaging in threatening, dangerous or violent behavior that is gang-related. DOE- 825</p> <p>5.5 Engaging in Physical Sexual Aggression Engaging in physical sexual aggression, compelling or forcing another to engage in sexual activity. DOE- 835</p> <p>5.6 Selling or Distributing Drugs Selling or distributing illegal drugs, controlled substances, or alcohol. DOE- 837</p> <p>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.</p> <p>5.7 Possessing or Selling any Category I or Category II Weapon Possessing or selling any Category I or Category II weapon on school property or in a setting in which this Code of Conduct applies. DOE- 829</p> <p>5.8 Threatening to Cause Physical Injury Using Weapons Threatening to cause physical injury using any Category I or Category II weapon. DOE- 829</p> <p>5.9 Using Weapons to Cause Physical Injury Using any Category I or Category II Weapon for the purpose of causing physical injury. DOE- 860, 861</p>	<ul style="list-style-type: none"> • Communication with parent/guardian • Family meeting • One-on-One Restorative Conversation with staff or administrator • Restorative Conversation with those involved in the incident • Formal Restorative Conference • Behavior Contract • One-way Contract with a commitment ensuring the harassment will not happen again • A Safety Plan • Mediation/Conflict Resolution (not to be used for Sexual Harassment) • Community Service • Restorative Community Circle • Individual/Group Counseling • Referral to a Community-Based Organization • Referral to external counseling/substance use/support service agency • Functional Behavioral Assessment (FSA) or Behavioral Intervention Plan (BIP) for students with an IEP • Review/Revise pre-existing Behavior/One-way Contract 	<ul style="list-style-type: none"> • Removal from classroom/space/event • Detention during lunch/after school/zero period • Exclusion from extracurricular activity • Behavior Contract/Disciplinary Probation • Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events) • Parent accompanies child to school • 1-10 day(s) In-School Suspension or Out-of-School Suspension • Long-term suspension or expulsion** • Referral to Law Enforcement <p>* Alternative instruction and Reintegration Plans are required for any student who is suspended.</p> <p>** Before a Principal suspends a student for an Extended Suspension (more than 10 days), the Principal will schedule a formal disciplinary hearing. At this hearing, the school will present evidence to support the charge of a code violation and the student will have the opportunity to present his/her case and be accompanied and represented by a parent and/or an advocate or counsel. If the student has an IEP, the Principal will also refer the student to the Committee on Special Education (CSE) for a Manifestation Determination Review (MDR).</p> <p>*** A student may not be expelled without a formal disciplinary hearing. The determination of the hearing officer will be reviewed on the record of the disciplinary hearing by the Superintendent.</p> <p>Note: certain Category II weapons may have legitimate purposes, such as a box cutter or scissors. Before scheduling a suspension hearing for possession of an article listed as a Category II weapon for which a purpose other than infliction of harm exists, the Principal may consider whether the object is in the student's possession for legitimate reasons. A hearing officer may also consider whether there are mitigating factors when a student is found to have violated the Code of Conduct by possessing such object in the school setting.</p>

Note: MVCHS Code of Conduct – After reviewing the Code of Conduct and considering the student's disciplinary history, including previous violations of the Code of Conduct, the School Leader may, in her or her discretion, consider support interventions and disciplinary responses from the next Level.

Weapons	
Category I	Category II
<ul style="list-style-type: none"> • Firearm, including pistol, starter gun, and handgun, silencers, electronic dart, shotgun, rifle, machine gun, or any weapon which will or is designed to or may readily be converted to expel a projectile by action of an explosive • Stun gun/weapon • Air gun, spring gun, or other instrument or weapon in which the propelling force is a spring or air, and any weapon in which any loaded or blank cartridge may be used (such as a BB gun or paintball gun) • Switchblade knife, gravity knife, pilum ballistic knife and cane sword (a cane that conceals a knife or sword) • Dagger, stiletto, dirk, razor blade, box cutter, case cutter, utility knife and all other knives • Billy club, blackjack, bludgeon, chuka stick, and metal knuckles • Slingshot (small, heavy weights attached to or propelled by a thong) and slingshot • Martial arts objects including kung fu stars, nunchucks and shirkens • Explosives, including bombs, firecrackers and bombshells 	<ul style="list-style-type: none"> • Acid or dangerous chemicals (such as pepper spray, mace) • *Imitation gun or other imitation weapon • Loaded or blank cartridges and other ammunition • *Any deadly, dangerous, or sharp pointed instruments which can be used or is intended for use as a weapon (such as scissors, nail file, broken glass, chains, wire).
<p>* 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.</p>	

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

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

Discipline Review Board

The Discipline Review Board is made up of teachers, students, and a member of the school counseling department; it focuses on addressing incidents that have impacted the school community. Over the course of the school year, the Discipline Review Board meets to make recommendations for interventions to repair harm

and restore relationships. These interventions may consist of restorative conferences, referrals to counseling or evaluation, community service, or exclusion from school events or extracurricular activities.

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

Disciplinary Responses

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

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

Procedures as described below will be followed:

Detention

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

Exclusion from Social/Extracurricular Activities

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

Behavior Contract/Disciplinary Oversight

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

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

Our students are assured Due Process protections before any removal from school or from classes for disciplinary reasons. Before suspending a student, the Principal will arrange for a preliminary investigation of reported misconduct and will notify the student of the allegations and provide the student with an opportunity to respond. The principal will also notify parents/guardians in writing and arrange, upon request, an immediate informal conference at which time parents will have an opportunity to ask questions and present relevant,

additional information. If the student's presence in school presents a continuing danger to persons or property or an ongoing threat of disruption to the academic process, the suspension will be out of school and will be effective immediately. Under some circumstances the suspension will be served within the school setting. The principal may suspend a student for up to ten days.

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

Alternate Instruction and Reintegration Plans

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

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

Before a student is excluded from school for more than ten days, the student will have an opportunity to present evidence on his or her own behalf at a formal disciplinary hearing before a Hearing Officer. The Hearing Officer will generally be an administrator from the New Visions network of schools or a staff member from another New Visions Charter High School who has not been involved in the conduct that is the subject of the hearing. The student has the right to be represented by counsel or an advocate. 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 Superintendent.

Decisions made by the Superintendent on the findings of the Hearing Officer may be appealed by Parents to the Board of Trustees of the School. The Board of Trustees will act in an Appellate capacity, rather than a Fact-finding, role. The Board will review the Appeal Request of the Parent/Guardian or Student and will review the transcript of the hearing and any evidence which has been presented. The Board will not substitute its judgement for the finder of fact who had the opportunity to assess the credibility of the witnesses. The Board may, however, reverse or reverse and remand a determination of the Superintendent if it finds that the hearing officer or superintendent made a procedural error or if it determines that the penalty is excessive. A procedural error would include not providing the student (or representatives) an adequate opportunity to question witnesses, not allowing evidence to be presented, or not having adequate evidence. (There must be "substantial and competent evidence." Hearsay evidence is allowed, but a determination cannot be made on hearsay evidence alone). The Board will be provided with guidance on the Appellate role by Counsel for the School.

Appeals from Superintendent's Decisions

The determination of the Superintendent will be final, except that you may appeal from that decision to the school's Board of Trustees explaining your objections to the decision of the Superintendent.

Appeals should be addressed to:

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

Decisions made by the Board of Trustees may be appealed to the school's charter authorizer.

Appeals to the Charter Authorizer may be addressed as follows:

The State University of New York (SUNY) Charter Schools Institute's Grievance Desk
41 State Street, Suite 700
Albany, New York 12207
Telephone Number: 518-445-4250

The State University of New York (SUNY) Charter Schools Institute will conduct an investigation of your grievance and issue any remedial orders on behalf of the State University Trustees.

If you are not satisfied with the Charter Schools Institute's response to your claim, you have the right to appeal to the Board of Regents.

Complaints regarding decisions made by the SUNY Charter Schools Institute should be addressed to:

The Regents of the University of New York, Charter Schools Office
89 Washington Ave.
Albany, New York 12234
Email: charterschools@nysed.gov

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

New Visions Charter High School for Advanced Math & Science 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:

Dignity Act Coordinator: Anton Pena
Contact Information: apena4@charter.newvisions.org
Telephone Number: 718-817-7683 ext. 2545

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

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

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

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

Search and Seizure

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

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

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

The rules in the Code of Conduct apply to student behavior in school during school hours, but also before and after school while on school property, while traveling to and from school, in school activities, at all school-sponsored events and on other than school property when such behavior negatively affects the

educational process or endangers the health, safety, or welfare of the school community. In all instances, students have rights in regards to his/her behaviors and due process, these rights are summarized below:

STUDENT RIGHTS

Students have a right to:

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

IX. 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 will refer the student to the Committee on Special Education (CSE) for a Manifestation Determination Review (MDR). The MDR will take place after the suspension hearing (if the student is found responsible for the conduct which is the subject of the hearing) or immediately after the tenth suspension day in a series of short term suspensions.

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

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

Protections for Students Who Receive 504 Accommodations

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

Consequences of Manifestation Determination Review

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

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

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

If a parent/guardian requests a hearing or an appeal to challenge the CSE's recommendation for an interim alternative educational setting or its manifestation determination, the child remains in the temporary alternative educational setting until the decision has been made by an Impartial Hearing Officer appointed by

the New York City Department of Education, or until the time period for the suspension expires, whichever happens first, unless the parent and school agree otherwise.

Committee on Special Education (CSE) Meetings

AMS 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.

X. 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, 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.

Progressing towards Graduation

The New Visions Charter High School for Advanced Math & Science 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 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 60 minutes, with dedicated time for targeted instruction and skill building. The academic day runs from 8:30 a.m. until 4:16 p.m. on Monday, Wednesdays and Thursday and from 8:30 a.m. until 3:14 p.m. on Tuesdays and Fridays.

The school monitors every student's course grades and standardized test results to ensure that students are progressing toward graduation. If needed and at designated times throughout the year, additional support is provided during after-school enrichment classes and/or on Saturdays to accelerate students' mastery of content so that they remain on-track toward graduation. Please review the [AMS Four-Year Experience](#) as an additional resource.

College and Career and Postsecondary Readiness

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

Graduation Requirements

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

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

Grading Policy

Our Purpose: *To develop a community that thinks critically about the world and themselves within it. A community that collaborates in ways that allows them to tackle complex problems. A community that believes that how we communicate is just as important as what we communicate. Ultimately a community where the 5 habits are ingrained in our daily interactions with all people and tasks.*

Grading at AMS:

At AMS we believe that our grading structures must reflect our values system with respect to teaching and learning. Because of this, we have a balanced approach to grading such that students will receive feedback with respect to a few priority standards as well as traditional grades within their different courses (More specific details below).

Standards Based Grading: We believe that giving students feedback on standards pushes teachers to be more specific with respect to their feedback, which in return, helps students further develop the specific capacity/skill. At AMS we will be focusing on a few priority standards for the 18-19 school year - details below:

Grade	LCE Standard	Discussion Standard	Writing*
9	Making Connections	Using Evidence & Reasoning to support Claims	<p><i>Sentence Structure:</i> Complete Sentences & Sentence Structure.</p> <p><i>Paragraph Structure:</i> Topic Sentence, Support Sentences, Concluding Sentence.</p> <p><i>Analysis & Evidence:</i> Thesis Statement/Claim, Explanation of Evidence, Use of Evidence in Writing.</p>
10	Making Connections	Using Evidence & Reasoning to support Claims	<p><i>Sentence Structure & Evidence:</i> Sentence Structure, Use of Evidence in Writing, Sourcing of Evidence.</p> <p><i>Paragraph Structure:</i> Topic Sentence, Support Sentences, Concluding Sentence.</p> <p><i>Analysis & Evidence:</i> Thesis Statement/Claim, Explanation of Evidence, Explanation of Context.</p>
11	Creating Meaning	Using Evidence & Reasoning to support Claims	N/A
12	Creating Meaning	Using Evidence & Reasoning to support Claims	N/A

*Writing standards will be assessed in ELA and Social Studies classes both in the fall and spring of each year.

Rubrics/Tools for Assessing the Different Standards:	Timeline for Implementing & Assessing Aligned Tasks:
<ul style="list-style-type: none"> • LCE and Discussion Skill Standards Rubric • Writing Standards Rubric Grade 9 • Writing Standards Rubric Grade 10 	<ul style="list-style-type: none"> • LCE & Discussion Skills Timeline (tri-1 only). For tri-2 and 3, please see Master Calendar • On Demand Writing Timeline - page 3.

Traditional Grading: Below you will find some key thoughts on categories and weights for gradebooks that connect to our values and language we use at AMS. You will also find specific policies around lowest grade allowed, late assignments, plagiarism/cheating, and cutting an assessment.

Example

Category	Weight
Attendance*	10%
Engagement*	20%

Unit Applications (Collaborative)	20%
Unit Tests (Individual)	25%
Trimester Challenge	15%
Trimester Final Exam (Individual)	10%

*These are categories that must be consistent across all classes

Lowest Grade: 45%

- The lowest grade a student can receive on an assignment is a 45% (plagiarism only exception).
- Please note that for every 45% a student receives they must receive an 85% in order to receive a passing grade of 65%. I mention this to make it clear that it is very difficult to pass if students are receiving a 45% and if they do pass they will just be making it by with a 65%.

Plagiarism: 35% with opportunity to redo the assignment.

- We are asking teachers to input two grades for students who have plagiarized. One grade = 35% and the second grade is based on the quality of the new assignment.

Cutting an assessment: 45% with the opportunity to redo the assessment

- We are asking teachers to input two grades for students who have cut an assessment. One grade = 45% and the second grade is based on the quality of the student's assessment.
- The student must make up the assessment within 1 week of the original assessment otherwise the grade stands as a 45%.

Late Work: 10% off per week

- We are asking teachers to input two grades for students who hand in MAJOR assignments late. One grade = the earned grade and the second grade is based on how late the assignment was handed in, with the lowest possible score being a 45%.
- The categories highlighted in yellow on the linked document below are the two grades you would enter.

[Process to finalize Trimester Grades](#) & [Please See Master Calendar for Grade Due Dates](#)

Progress Reports and Report Cards

Distribution is as follows:

Trimester	Progress Report	Report Card
1	September 26, 2018 October 17, 2018 November 7, 2018	December 13, 2018
2	December 19, 2018 January 16, 2019 February 12, 2019	March 2, 2019
3	April 3, 2019 May 1, 2019 May 22, 2019	June 26, 2019

Progress Reports are distributed to students in class. Report Cards are mailed home to families.

XI. 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. 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.myschoolapps.com.

Lunch Policy

Lunch takes place in the Cafeteria in the 3rd and 5th Floor cafeterias. Students are expected to use the designated stairwell to travel to the cafeteria. Students are not allowed to leave the cafeteria or 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 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. Busing will only be provided for students who have busing mandated by their Individualized Education Plan (IEP).

XII. HEALTH AND SAFETY

Emergency Forms

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

Students with Medical/Mental Health Conditions Who Require Special Accommodations

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

Student Illness at School

If a student becomes ill during the day, the student should inform a teacher that he/she is not feeling well. If the staff determines that the student is too ill to remain in the class, the student is escorted to the school-based health clinic, and the parent is informed by clinic personnel or AMS 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-based health clinician or AMS staff will contact 911 and the parents. An AMS staff member will travel with the student and EMS in loco parentis until a parent/guardian arrives at the designated hospital. EMS will determine the hospital the child will be taken to 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 deliver such medication to this person at the start of the school day.

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

Prevention of Child Abuse and Neglect

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

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

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

Emergencies, Drills, and Evacuations

In accordance with state and city regulations, AMS participates in regularly scheduled fire and evacuation drills. These drills are coordinated with The John F Kennedy High School Complex Schools. In case of a fire or other emergency that requires an evacuation, our primary evacuation site is:

P.S. 37
360 W. 230th Street
Bronx, NY 10463
Telephone: 718-796-0360

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

XIII. RIGHTS AND RESPONSIBILITIES

Non-Discrimination

The New Visions Charter High School for Advanced Math & Science 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:

Anton Pena
Director of School Operations and Coordinator for Section 504, Title II of the ADA and Title IX
New Visions Charter High School or Advanced Math and Science
99 Terrace View Avenue, Room 254
Bronx, NY 10463
Telephone Number: 718-817-7683, ext. 2545
E Mail: apena4@charter.newvisions.org

If a concern about discrimination cannot be resolved informally with the Director of School Operations, any individual may submit a written complaint which is promptly investigated. The Director of School Operations then prepares a report of her findings, and, if appropriate, remedial action is taken. An appeal from the Director of School Operations' report can be made to the Board of Trustees.

Education of Students in Temporary Housing

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

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

Contact Anon Pena for additional information - 718-817-7683, ext. 2545 or apena4@charter.newvisions.org.

Complaint Policy

Section 2855 (4) of the NYS Charter Schools Act provides that a parent or any other individual, entity or group may bring a complaint to the 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**, can bring a complaint to the charter school's Superintendent and Board of Trustees to seek relief.

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

Complaints to the Principal 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 Superintendent.

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

Anton Pena

Director of School Operations and Coordinator for Section 504, Title II of the ADA and Title IX

New Visions Charter High School or Advanced Math and Science

99 Terrace View Avenue, Room 254

Bronx, NY 10463

Telephone Number: 718-817-7683, ext. 2545

E Mail: apena4@charter.newvisions.org

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

New Visions for Public Schools

Attn: Superintendent of Charter Schools

205 E. 42nd Street, 4th Fl

New York, NY 10017

Email: mashama@newvisions.org

Phone: 212.645.5110

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

Complaints to the Board of Trustees should be addressed to:

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

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

Complaints should be addressed to:
The State University of New York
Charter Schools Institute's Grievance Desk
41 State Street, Suite 700
Albany, New York 12207

The Charter Schools Institute will conduct the investigation of your grievance and issue any remedial orders on behalf of the State University Trustees. If you are not satisfied with the Charter Schools Institute's response to your claim, you have the right to "appeal" to the 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 Superintendent or the Board of Trustees. The Complaint should include a copy of the response that you received from the Superintendent, as well as the Board of Trustees, and from SUNY and should state clearly what specific action or relief you are seeking. Mail the complaint to:

The Regents of the University of New York, Charter Schools Office
NYS Education Department,
89 Washington Ave.,
Albany, New York 12234,
or send it by email to charterschools@mail.nysed.gov.

Disability Accommodations

If a student has accommodations on their IEP or through a 504, they will receive these in the classroom, on school assessments, state, and national assessments. Parental requests for accommodations for students based on disability must be submitted in writing to Anton Pena, 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,
 - Other schools to which a student is transferring,
 - Specified officials for audit or evaluation purposes,
 - Appropriate parties in connection with financial aid to a student,
 - Organizations conducting certain studies for or on behalf of the school,
 - Accrediting organizations,
 - To comply with a judicial order or lawfully issued subpoena,
 - Appropriate officials in cases of health and safety emergencies, and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

The New Visions Charter High School for Advanced Math & Science may disclose the following "directory information" without the prior written consent which is otherwise required for release of education records: **student's name, participation in a school activity or sports team, honors and awards, and dates of attendance.**

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

You may request that directory information not be released either to military recruiters or for any purpose by

notifying the school prior to October 1, 2017. Notice should be provided in writing to Lilly Lopez, Assistant Principal of Special Education.

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, The New Visions Charter High School for Advanced Math & Science provides copies of information and records which are available for public inspection in accordance with New York Freedom of Information Law (FOIL).

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

Requests for public information must be in writing and submitted to the school's records access officer who is the Business Manager of the School. The records access officer will respond to all requests within five business days. The response will be in writing and will indicate either that the

request is being granted or denied, or an approximate anticipated date when the request is granted or denied, which shall be reasonable under the circumstances of the request.

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

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

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

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

Board of Trustees
The New Visions Charter High School for Advanced Math & Science

205 East 42nd Street, 4th Floor
New York, NY 10017

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

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

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

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

Anton Pena, Director of School Operations
New Visions Charter High School for Advanced Math and Science
99 Terrace View Avenue, Room 254
Bronx, NY 10463
E Mail: apena4@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 High School for Advanced Math & Science 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 & Science has, with minor modifications, adopted the Internet use policy of the New York City Department of Education. The main components of the AMS Internet use policy are summarized here. The complete Internet use policy has been adopted, with permission and with minor modifications from the NYCDOE. It is AMS'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 New Visions Charter High School for Advanced Math & Science 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: The New Visions Charter High School for Advanced Math & Science is obtaining access to the Internet, including access to e-mail, for its employees, students, and guests. Guests include but are not limited to parents, substitute teachers, temporary employees, parent volunteers and other school volunteers. Internet access and the use of e-mail through the use of the school's system are limited to use for educational purposes. The term "educational purpose" includes use of the system by students and their parents for learning activities both in school and at home, employee professional or career development, communication between teachers, students and their parents and the facilitation of information-sharing between teachers and administrators throughout the New Visions Charter High School network. If any user has a question about whether proposed Internet use is consistent with the school's educational purpose, goals, and mission, s/he should consult with the appropriate supervisor, principal, teacher, etc.

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

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

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

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

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

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

requirement.

As set forth in more detail below, the Internet is equipped with internet filtering software. The New Visions Technology Director is responsible for reviewing all requests for modifying the Internet filtering software or for defiltering and will be responsible for assuring that filters are restored when the modification or de-filtering is no longer appropriate. AMS reserves the right to revise this Internet Acceptable Use Policy as it deems necessary and will post the current policy on its web site as notice to users of any revisions. Users are responsible for reading the policy regularly.

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

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

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

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

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

Regulations of Access

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

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

educational program.

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

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

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

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

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

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

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

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

Selection of Material: When using the Internet for class activities, teachers at The New Visions Charter High School for Advanced Math & Science 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.