



# New Visions Charter High School for Advanced Math & Science IV

## Student and Family Handbook

Updated, August 2018

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

## **Administration & Staff**

Sharon John, *Principal*  
Ameenah Reed, *Director of School Operations*  
William Romney, *Assistant Principal*  
Nicole Erichsen, *Director of Instruction (Humanities)*  
Lendonna Thomas, *Director of Instruction (STEM)*  
Jessica Rios, *Director of Instruction (SpEd)*

Belcher, Jasmin - *School Assistant*  
Bey, Jaja - *Dean Manager*  
Bey, Maat - *Dean (11th Grade)*  
Burke, Elaine - *Administrative Coordinator*  
Charles, Carl - *Associate Dean (Special Population)*  
Fuller, Ryan - *Dean Assistant (12th Grade)*  
Gurcharan, Deron - *Associate Director of Business Operations*  
Ifill, Danielle - *School Assistant*  
McPherson, Opal - *Student Support Intervention Coordinator*  
Rafeek, Randy - *Technology Manager*  
Sanchez, Vanessa - *Parent Coordinator*  
Thomas, Ky Oeasha - *Dean Assistant (9th Grade)*  
Thompson, Rasaad - *Dean Assistant (10th Grade)*

## **Board of Trustees**

Lior Evan, *Chairperson*  
Musa Ali Shama, *Secretary*  
Jeremiah Thomas, *Treasurer*  
Eleanor Applewhaite  
Rose De Pinto  
Andrea Hargett  
Dyane Jones  
Jennella Young

## **Faculty**

Altman, Christina - *ENL*  
Badake, Komlan - *Special Education*  
Barbosa, Diana - *Math*  
Barriga, Gibson - *Physical Education*  
Casity, Gary - *Music*  
Clarke, Nkenji - *10th School Counselor*  
Collins, Shawana - *College & Career Readiness Coordinator*  
Cooper, Megan - *Reading Specialist*  
Distasio, Sandra - *Science Lead Teacher*  
Dupree, Teirney - *ELA 9th/10th/ENL*  
Fleming, Cheryl - *Economics/AP History*  
Glenn, Brett - *Special Education*  
Gittens, Brittney - *Global 9*  
Greene, Hilary - *Physical Education*  
Hernandez, Jonathan - *Math*  
Issacs, Tenika - *Student Support Intervention Coordinator*  
Jackson-Thomas, Carolyn - *Special Education*  
Johnson, Natalie - *Special Education*  
Kaur, Manpreet - *Science*  
Kim, Daeho - *Math*  
Kinsey, Julia - *Science*  
Levihaim, Sepedah - *Social Studies*  
Maxwell, Ashley - *Art*  
Miller, Taylor - *Social Studies*  
Navarro, Nicole - *11th Grade School Counselor*  
Magdalena Nierva - *Math Specialist*  
Palmer, Gavin - *Math*  
Parker, Kim - *12th Grade School Counselor*  
Paul, Adelaide - *ELA*  
Peoples, Aja - *Student Support Intervention Coordinator*  
(Reading)  
Perez, Jose - *Computer Science - Intro to Coding*  
Prescott, Yahmeemah - *Social Worker*

## **Faculty (Continued)**

Ramdial, Shavan - *Science*  
Reyes, Alyssa - *Reading Specialist*  
Rice, Steven - *ELA*  
Richardson, Robbie - *Special Education*  
Sasuman, Julieta - *ELA*  
Solares, Brittany - *ELA*  
Sookoo, Kareen - *Social Worker*  
Townsend, Jasmine - *9th School Counselor*  
Turner, Raisa - *Math*  
Ubaka, Joseph - *Special Education*  
Vickers, Christina - *ELA 9/Global 10*  
Zeng, Kay - *Mandarin*

# Contents

<b>Introduction</b>	<b>5</b>
<b>II. HOW TO CONTACT OR VISIT US</b>	<b>6</b>
<b>III. SCHOOL CALENDAR</b>	<b>6</b>
<b>IV. SCHOOL DAY</b>	<b>9</b>
<b>V. ARRIVAL AND DISMISSAL</b>	<b>10</b>
<b>VI. ATTENDANCE AND LATENESS</b>	<b>11</b>
<b>VII. SCHOOL CULTURE</b>	<b>12</b>
<b>VIII. CODE OF CONDUCT</b>	<b>16</b>
<b>New Visions Charter High Schools Code of Conduct</b>	<b>17</b>
<b>IX. Students with Disabilities</b>	<b>29</b>
<b>X. ACADEMICS</b>	<b>30</b>
<b>XI. STUDENT SERVICES</b>	<b>32</b>
<b>XII. HEALTH AND SAFETY</b>	<b>33</b>
<b>XIII. RIGHTS AND RESPONSIBILITIES</b>	<b>35</b>

## I. Introduction

Dear AMS IV Family and Scholars:

I am proud to welcome you to the AMS IV PRIDE. Each and every one of you are



our PRIDE and joy! We are on an educational journey that will lead our scholars to success in college, the workforce, and beyond. I am enthusiastic to welcome you to the AMS IV family and look forward to our journey together as consistent, collaborative and connected partners.

AMS IV's learning community is centered on PRIDE - **Perseverance, Respect, Integrity, Discipline and Excellence**. In addition to developing critical thinkers and doers, we insist that our scholars, staff and parents demolish the common stereotypes that are associated with urban youth by exemplifying our core values in every aspect of their lives. We do things differently at AMS IV and express to our scholars that successful people are people of character. Character is who you are and what you do when you think nobody is watching. I encourage all of our families to understand that AMS IV is not a typical school. We have high expectations for behavior, academic success and family involvement.

AMS IV believes in and is committed to providing all scholars, regardless of their previous academic history, the highest quality education while supporting them in a caring environment that embodies an atmosphere of respect, community service and discipline.

AMS IV ensures that scholars graduate with the skills and content knowledge necessary to succeed in their post-secondary choices by engaging scholars, teachers and administrators in learning experiences that allow risk-taking, embracing multiple attempts at learning, cultivating scholars' imaginative and creative abilities, and celebrating achievement. This aspect of the school community can only be done if the PRIDE as a whole, exemplifies PRIDE and works to create a culture of learning without distraction.

We believe that all scholars should be challenged academically and asked to persevere, use critical thinking skills to discover, analyze, and critique real world issues. We also believe that scholars should be equipped with the reading, writing, and speaking skills to easily and persuasively communicate their ideas to others.

I ask my families today to be involved in our scholar's lives. High school is a time of change, challenge, exploration, and success. Our scholars, although they may think otherwise, need our support and guidance more than ever, to develop the foundation to successfully compete with and be successful in the global community. The elementary, middle school and "reality TV" mentality is now a thing of the past.

The AMS IV PRIDE dares to do things differently. I ask each AMS IV parent, scholar, and staff member to exemplify PRIDE and strive for nothing less than excellence in our work with our scholars, our cubs, our PRIDE. Our scholars are young adults striving to and succeeding in knocking down the idea that urban scholars, "can't." AMS IV scholars CAN! We are the AMS IV PRIDE.x

*"Education is the most powerful weapon which you can use to change the world."*  
– Nelson Mandela

Educationally Yours,

Mrs. Sharon John,  
Founding Principal

## II. HOW TO CONTACT OR VISIT US

New Visions Charter High School for Advanced Math and Science IV  
August Martin Campus  
156-10 Baisley Blvd  
Jamaica, NY 11434  
Telephone Number: (718) 525-2041  
Fax Number: (718) 525-2636  
Website: <https://www.newvisions.org/ams4>

## Visitor Policy

We welcome school visitors at AMS IV. In order to maintain a safe and secure environment all visitors must sign in and show ID as they enter the school building at the main entrance of the August Martin Campus. All visitors must go through metal detectors for scanning. Once a visitor has signed-in at the School Safety desk, the School Safety Agent (SSA) will notify AMS IV and the visitor will be escorted by an AMS IV staff member to the Main Office. Once visitors reach the Main Office, they should sign the AMS IV logbook and wait for the person he or she is meeting with to pick them up.

## Contacting Your Child during the School Day

If you need to contact your child during the school day in case of an emergency, please call the Main Office at (718) 525-2041. 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 locker or 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

## 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.

### AMS IV 2018-2019 School Calendar

August 27th through August 31st 2018	Mandatory Summer Bridge for 9th & Incoming 10th Grade
September 5, 2018	First Day of School - All scholars in attendance
September 10 & 11, 2018	Rosh Hashanah - NO SCHOOL
September 13, 2018	Welcome Back - Parent Night
September 19, 2018	Yom Kippur - NO SCHOOL
September 26, 2018	Brooklyn/Queens Board Meeting
October 8, 2018	Columbus Day - NO SCHOOL
October 11, 2017	PSAT/SAT Testing - All scholars in attendance
October 16, 2018	Brooklyn/Queens Board Meeting
October 18, 2018	Progress Report T1 - Parent Conferences
November 6, 2018	Election Day - NO SCHOOL FOR SCHOLARS

November 12, 2018	Veterans Day - No School
November 20, 2018	Brooklyn/Queens Board Meeting
November 22 & 23, 2018	Thanksgiving Recess - NO SCHOOL
November 26th - 29th, 2018	Finals Week
November 30, 2018	End of Trimester 1
December 3, 2018	Beginning of Trimester 2
December 18, 2018	Brooklyn/Queens Board Meeting
December 20, 2018	Report Cards - T1 - Parent Conference
December 24, 2018 through January 1, 2019	Winter Recess : NO SCHOOL
January 2, 2019	SCHOOL RESUMES
January 17, 2019	Progress Report T2 - Parent Conferences
January 21, 2019	Martin Luther King Jr. Day - NO SCHOOL
January 22 <sup>nd</sup> through January 25 <sup>th</sup> 2019	Regents Week - Only scholars who are testing are in attendance
January 22, 2019*	Brooklyn/Queens Board Meeting
January 28, 2019	Regents Rating/Scoring Day - No School for scholars
February 5, 2019	Lunar New Year - NO SCHOOL
February 18 -22, 2019	Mid-Winter Break - NO SCHOOL
February 26, 2019*	Brooklyn/Queens Board Meeting
March 11th through 15th, 2019	Finals Week
March 15, 2019	End of Trimester 2
March 18, 2019	Beginning of Trimester 3
March 19, 2019*	Brooklyn Queens Board Meeting
March 27, 2019	PSAT/SAT Day
March 28, 2019	Report Cards - T2 - Parent Conference
April 1st through 9th, 2019	Mock Regents
April 19 - 26, 2019	Spring Break - NO SCHOOL

April 30, 2019*	Brooklyn/Queens Board Meeting
May 9, 2019	Progress Report T3 - Parent Conference
May 21, 2019*	Brooklyn/Queens Board Meeting
May 27, 2019	Memorial Day - NO SCHOOL
May 28th through 31st, 2019	Finals Week
June 3, 2018	Regents - Only scholars who are testing are in attendance
June 4, 2019	Eid Al Fitr: NO SCHOOL
June 6, 2019	Professional Development Day: NO SCHOOL FOR STUDENTS
June 18-25, 2019	Regents Week - Only scholars who are testing are in attendance
June 18, 2019*	Brooklyn/Queens Board Meeting
June 26, 2019	Report Card T3 - Last Day of School for scholars
June 27, 2019	Graduation - Class of 2019

\*pending board approval

### **School Closing Policy**

The New Visions Charter High School for Advanced Math and Science IV will follow the school closing policy of the New York City Department of Education. Our school is closed or has a delayed opening when the New York City public schools are closed or have a delayed opening. Please listen to the information broadcast by any of the following radio stations: WINS (1010 AM), WCBS (880 AM), WLIB (1190 AM), 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 IV website - <https://www.newvisions.org/ams4>.**

## **IV. SCHOOL DAY**

### AMS IV Bell Schedule 2018-2019

Time	Period	Event
8:20 - 8:35AM	1	Morning ROAR (Homeroom)
8:40 - 9:40 AM	2	Instructional Period
9:45 - 10:45 AM	3	Instructional Period
10:50 - 11:50 AM	4	Instructional Period
11:55 - 12:25PM	5	Lunch (All Grades)
12:30 - 1:30PM	6	Instructional Time
1:35 - 2:35 PM	7	Instructional Time
2:40 - 3:40 PM	8	Instructional Time/Dismissal (3:40 PM daily)
3:45 - 4:15 PM	9	PRIDE Period (Teacher Common Prep/Enrichment Programs)
4:15 - 5:45 PM		Enrichment Programs/Clubs

- 60 minutes per period, 4 minutes per transition, 30 minutes for lunch

## V. ARRIVAL AND DISMISSAL

AMS IV scholars must enter through the main entrance of the August Martin Campus located at 156-10 Baisley Boulevard. Scholars should plan to arrive to school no later than 8:00AM. First period begins at 8:20AM sharp. Scholars arriving to school after 8:20AM will be marked late.

AMS IV scholars are welcome to go to the Cafeteria for breakfast 7:55 - 8:15AM or attend a Zero Period class, if it is offered. Scholars are expected to arrive to school in COMPLETE DRESS CODE which consists of the light blue **uniform** (Flynn O Hara) polo or button down shirt with crest, black pants/knee length skirt, black belt, black socks and **ALL** black shoes/sneakers (9th - 10th), white **uniform** (Flynn O Hara) button down shirt with crest , **uniform** (Flynn O Hara) vest with crest, black pants/knee length skirt, black belt, black socks and **ALL** black shoes/sneakers (10th - 11th), white **uniform** (Flynn O Hara) button down shirt, **uniform** (Flynn O Hara) black blazer, black pants/knee length skirt, black belt, black socks and **ALL** black shoes/sneakers (Upper House).

### ALL SCHOLARS MUST ENTER AND EXIT THE BUILDING IN FULL DRESS CODE

#### Identification Cards

All students are given an AMS IV Student ID card. Each student must wear his or her ID while on campus and is required to present it to any August Martin Campus staff member upon request. Students and staff are provided with a different badge to identify their connection with their school. Parents/guardians and other

guests do not get ID cards; they get escorted from the School Safety desk located at the main entrance of the building.

### **Scanning**

At AMS IV, 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/Visitors should place all metal objects in their bag/backpacks before reaching the scanner to help the line move quickly. Students/visitors who set off the alarm must be scanned for a second time, but by a School Safety Agent with a handheld wand to identify the object that set off the alarm. We ask that students/visitors pay attention and follow instructions from all School Safety Agents and be sensitive to other students or guests waiting to be scanned to enter the building

### **Dismissal Procedure**

The school day ends at 3:40PM everyday. At the end of the day, scholars are dismissed. Any scholars not participating in an afterschool club, enrichment program or athletic program is released to go home and is encouraged to leave the building expeditiously. Scholars who participate in afterschool clubs, enrichment activities or athletic programs report directly to the assigned room where attendance is taken.

## **VI. ATTENDANCE AND LATENESS**

New Visions Charter High School for Advanced Math and Science IV 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**

Absences for illness, either short or long-term, must be explained in writing by a doctor to be considered an excused absence. All other absences are unexcused. A parent who knows in advance that there will be an extended absence for their child must contact their child's School Counselor and the Parent Coordinator. This type of absence must be documented and kept in the student's file. An absence for a family emergency will be treated as an excused absence if a letter is submitted by the parent and approved by the school. Please keep in mind that the child's attendance for the day is not reversed, as the child was absent on that day. When an "excused" absence is entered in our student information systems it indicates that there is documentation to support the absence.

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

School Counselor if their child may be eligible for Home Instruction services provided by the New York City Department of Education.

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

If a student must leave during school hours, students must be picked up by a parent or adult authorized on his/her emergency contact card. No student under 18 years old is allowed to leave the school unattended by an adult. There are no exceptions to this policy. We strongly discourage scholars missing school days for vacation or other personal, non-emergency reasons. Quality education and permanent achievement is much more than just doing papers or reading the textbooks. Instruction, discussions, media presentations, hand-on activities, interaction with other scholars and special activities make up the foundation of effective learning and cannot be completed entirely by students outside the classroom.

As listed on the FAQ on NYC Department of Education website, ***“Can I take my child on vacation when school is in session? No. If you take your child on vacation while school is in session, it is considered an unlawful absence.”*** AMS IV will follow these guidelines and students who are on vacation will be marked as an unexcused absence. These absences will play a critical role in the seat time that is required to earn high school credit and are counted against the scholar in the cases of Regents Exam waivers.

State law requires that all students be in attendance each day that school is in session. Families should plan vacations around the school calendar. AMS IV follows the NYC Department of Education calendar and school vacation times are listed on the calendar page. If you keep your child from attending school, it should be for exceptional circumstances or absolute emergencies.

Please note that

- Parents must notify the school at least one-week in advance of the intended absence and return the vacation policy signed along with a written note explaining the absence.
- Teachers WILL NOT give assignments before the rest of the class receives them, nor will they run off papers ahead of time. Students are responsible for making up any missed work.
- Students will have three (3) days after his/her return to complete all the work. As per the school policy tests/exam can only be made up if there is a doctor’s note on file. Vacation is not a valid excuse for a make up test/exam.
- Teachers will not be asked to re-teach the material a scholar misses while on vacation. The scholar may however attend after school tutoring or work with peers to learn the material that was missed while the scholar was on vacation.

The school WILL NOT evaluate the activities and events of the vacation for educational value.

### **Lateness Policy**

Students are expected to be in school and class on time. Lateness is considered a form of absence. Consequences may be given to a student who is late to class more than three times. Every student should be in the building no later than 7:55 am to make it through scanning and to their first period class on time, which begins at 8:20 am. Any student entering the building or the classroom after 8:25 am will be marked late.

Late to school other periods of the day – Students are marked late if they are not in class at the beginning of the class period. Every student has 4 minutes between classes to get to their destination. All students will have to sign a Late Log in the class for which they are late. Late Logs will be kept by each teacher. Consistent lateness may result in disciplinary action.

## VII. SCHOOL CULTURE

### Parents Supporting the Mission

Parents and families are highly valued members of the AMS IV 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 IV students support the mission of the school by making sure that their children:

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

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

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

### Parent Teacher Conferences

Several times a year parents attend parent-teacher conferences at AMS IV. During these conferences, parents meet with their child's advisor and/or instructional teacher to have a conversation about their child's academic progress, behavior and attendance. Parent Conferences will be held on the following dates:

Progress Report Night	Report Card Night
October 18, 2018 (T1)	December 20, 2018 (T1)
January 17, 2019 (T2)	March 28, 2019 (T2)
May 9, 2019 (T3)	

### Service to the School

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

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

Parent engagement programs are run by the Parent Coordinator who, will create more service opportunities for parents.

### Dress Code

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

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

#### **9th - Grade**

- Light blue polo AMS IV shirt (with collar)
- Black slacks or skirt (knee length) no slit
- Black socks/stockings/knee highs
- Black shoes/sneakers
- Black belt

#### **10th Grade**

- Light blue button down AMS IV shirt= (with collar)
- Black slacks or skirt (knee length) no slit
- Black socks/stockings/knee highs
- Black shoes/sneakers
- Black belt

#### **11th/12th Grade (21 - 28 Credits)**

- White button down AMS IV shirt/blouse (with collar)
- Blue AMS IV Vest
- New Visions tie
- Black slacks or skirt (knee length) no slit
- Black socks/stockings/knee highs
- Black shoes/sneakers
- Black belt

#### **11th/12th Grade Upper House (28+ Credits & 2 - 3 required regents)**

- White button down AMS IV shirt/blouse (with collar)
- Blue AMS IV Blazer
- New Visions tie
- Black slacks or skirt (knee length) no slit
- Black socks/stockings/knee highs
- Black shoes/sneakers
- Black belt

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

To support our students, AMS IV ensures each new family is provided with one long sleeve/one short sleeve uniform shirt and one uniform sweater. A gym uniform is also required. This along with additional uniform items can be purchased at, Flynn & O'Hara located at The Shops at Atlas Park, 8000 Cooper Avenue on the Lower Level, in Glendale at 718-326-2704 or on the web [www.flynnohara.com](http://www.flynnohara.com). If purchasing additional AMS IV uniform items presents a financial hardship for any families, please speak to our School Counselor or Parent Coordinator.

#### **Shared Space**

AMS IV is extremely fortunate and grateful to be co-located on the August Martin Campus with August Martin High School, Voyages South High School, Pathways to Education, Alternative Learning Center (ALC), Restart Academy, and D75. AMS IV scholars occupy a section of the basement, 1st and 2nd floor. August Martin High School occupies space on 3rd floor; Voyages South High School occupies a portion of the 2nd floor; Pathways & ALC occupy a section of the basement, Restart Academy occupies a portion of the 2nd floor; D75 occupies a portion of the 1st floor. AMS IV scholars will share the following areas:

- Cafeteria (separate lunch time)
- Gymnasium (separate gym)
- Auditorium (separate use)
- Nurse's/Health Center Office
- Library

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

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

### **Electronic Devices**

Electronic devices include but are not limited to cell phones, computing devices and portable music and entertainment systems are not allowed for use at any time during the school day. Students are to lock their cell phones in a Yondr assigned bag. Students are encouraged to keep their electronic device in their locker at the beginning of the day and it is to remain there until dismissal.

Cell phones without a Yondr Bag will be collected by the Dean Team before students go through scanning and will be locked in a secure location until the end of the day. All cell phones will be returned to the students at dismissal.

If any device is seen, or heard during the day, the device will be confiscated and a parent/guardian must physically come into the school and pick up the item from the Dean. If a device is used in an unauthorized manner, scholars will be subject to disciplinary action as described in the Code of Conduct. Parents wishing to contact their children may do so by calling the school directly. There are no exceptions to this non-negotiable policy

### **School Property and Equipment**

AMS IV 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 IV 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 IV will follow the standard procedures for student behavior that violates the Code of Conduct and the staff will conduct a thorough investigation. However, this investigation does not include any procedures for recovering or replacing the stolen items.

### **Extracurricular Activities**

After school activities begin in October. **Students must attend school during the day in order to participate in after school activities.** Extracurricular activities are based on student requests and staff or community availability. Students are encouraged to propose activities to the AMS IV Leadership Team.

### **Saturday Program**

Saturday School may take place at various points in the school-year for those students who can benefit from enrichment and extra help. In some cases, student will be mandated to these programs. Parents are encouraged to ensure that their child attends each session on time and ready to fully participate in the activity.

### **Athletic Teams**

AMS IV students are able to participate in the athletic programs through the Public Schools Athletic League (PSAL) held at the August Martin Campus. The sports events are separated according to season. Students are encouraged to propose team activities that are not presently represented to the AMS IV Leadership Team.

## **VIII. CODE OF CONDUCT**

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

AMS IV 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 IV has established procedures that are followed when this sense of safety, inclusivity, and productivity is broken. AMS IV utilizes a Code of Conduct that is based on the New York City Department of Education's **Citywide Behavioral Expectations** and incorporates many of its standards (hereafter "The Code of Conduct.") The Code of Conduct, included in this Handbook on pages 17-21 prohibits behaviors that are inconsistent with AMS IV'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

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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 - 87 <sup>1</sup>	• Communication with parent/guardian • One-on-One Restorative Conversation with staff or administrator	• Removal from classroom/event • Detention during lunch/after school/Zero period • Exclusion from extracurricular activity
	1.2 Disrespectful to Others Engaging in verbally rude or disrespectful behavior (e.g.) teasing, name calling, gossiping, taunting, etc). DOE-48	• Restorative Conversation with those involved in the incident • Restorative Circle • Behavior and/or Attendance Contract • Mediation/Conflict Resolution • Community Service	• 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
	1.3 Insubordinate Behavior Failing to follow directions of a teacher or other lawful authority in the classroom.	• Family meeting • Individual/Group Counseling • Review and/or revise pre-existing Behavior/Attendance Contract	* 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 premises. DOE-106		
	1.5 Lateness Being late for school or class. DOE-84		
	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-83, 85, 820		
	1.7 Uniform Infraction A student is out of uniform - no shirt, black pants or is covering the uniform with other clothes (jackets, coats, hoodie, sweatshirt, etc). DOE-42, 89		
2	2.1 Vandalism Causing intentional damage to school property, property belonging to staff, students or others. DOE - 828	• Communication with parent/guardian • One-on-One Restorative Conversation with staff or administrator	• Removal from classroom/event • Detention during lunch/after school/Zero period • Exclusion from extracurricular activity
	2.2 Threats/Intimidation Engaging in or verbalizing an act of coercion; threatening violence or harm to others or threatening property destruction. DOE - 831, 843/87	• Restorative Conversation with those involved in the incident • Restorative Circle • Behavior Contract • Mediation/Conflict Resolution • Community Service	• 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
	2.3 Smoking traditional cigarettes and/or use of electronic cigarettes and/or possessing matches or lighters. DOE - 813	• Family meeting • Individual/Group Counseling • Referral to a Community-Based Organization • Referral to external counseling/support service agency	* Alternative instruction and Reintegration Plans are required for any student who is removed from class and/or suspended.
	2.4 Knowingly Possessing Property Knowingly possessing property belonging to another without permission. DOE - 829	• Referral to a Community-Based Organization • Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) • Review/Revise pre-existing Behavior Contract	

<sup>1</sup> 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><b>3.1 Academic Dishonesty</b> 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><b>3.2 Tampering with School Document</b> 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><b>3.3 Contributing to an Unsafe Environment</b> 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 - 021, 033, 045</p> <p><b>3.4 Physical/Verbal Aggression/Horseyplay (Moderate)</b> 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><b>3.5 Harassment/Discrimination</b> Using slurs, taunting, threatening, stalking, or seeking to intimidate or coerce another based on actual or perceived race, color, weight, national origin, ethnic group, citizenship/immigration status, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression, sex. 006 - 023, 045A</p> <p><b>3.6 Gang-related Behavior</b> 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><b>3.7 Bullying</b> 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 - 030,040</p>	<ul style="list-style-type: none"> <li>• Communication with parent/guardian</li> <li>• Family meeting</li> <li>• One-on-One Restorative Conversation with staff or administrator</li> <li>• Restorative Conversation with those involved in the incident</li> <li>• Restorative Circle</li> <li>• Formal Restorative Conference</li> <li>• Behavior Contract</li> <li>• One-way Contract with a commitment ensuring the harassment will not happen again</li> <li>• A Safety Plan</li> <li>• Mediation/Conflict Resolution (not to be used for Harassment or Bullying)</li> <li>• Community Service</li> <li>• Restorative Community Circle</li> <li>• Individual/Group Counseling</li> <li>• Referral to a Community-Based Organization</li> <li>• Referral to external counseling/support service agency</li> <li>• Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP)</li> <li>• Review/Revise pre-existing Behavior/One-way Contract</li> </ul>	<ul style="list-style-type: none"> <li>• Removal from classroom/space/event</li> <li>• Detention during lunch/after school/Zero period</li> <li>• Exclusion from extracurricular activity</li> <li>• Behavior Contract/Disciplinary Probation</li> <li>• Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)</li> <li>• 1-3 day(s) In-School Suspension or Out-of-School Suspension</li> <li>• Long-term suspension or expulsion**</li> </ul> <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><b>3.8 Trespassing</b> 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 D06-122, 126</p> <p><b>4.1 Aggressive or Harmful Behavior (Severe)</b> 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). D06-137, 143, 146</p> <p><b>4.2 Sexual Harassment/Suggestive Behavior</b> 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). D06-134</p> <p><b>4.3 Possession of Controlled Substances</b> 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. D06-141</p> <p><b>4.4 Falsely activating a Fire Alarm</b> Falsely activating a fire alarm or other disaster notice. D06-142</p> <p><b>4.5 Theft without force or intimidation</b> Taking or attempting to take property belonging to a person or the school without using force or intimidating behavior. D06-144</p> <p><b>4.6 Making a Bomb Threat</b> Making a bomb threat. Including but not limited to verbal or written threats including threats made on the internet. D06-143</p> <p><b>4.7 Use of Controlled Substances</b> Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol. D06-149</p>	<p>Communication with parent/guardian</p> <ul style="list-style-type: none"> <li>Family meeting</li> <li>One-on-One Restorative Conversation with staff or administrator</li> <li>Restorative Conversation with those involved in the incident</li> <li>Formal Restorative Conference</li> <li>Behavior Contract</li> <li>One-way Contract with a commitment ensuring the harassment will not happen again</li> <li>A Safety Plan</li> <li>Mediation/Conflict Resolution (not to be used for Sexual Harassment)</li> <li>Community Service</li> <li>Restorative Community Circle</li> <li>Individual/Group Counseling</li> <li>Referral to a Community-Based Organization</li> <li>Referral to external counseling/substance use/support service agency</li> <li>Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) for students with an IEP</li> <li>Review/Revise pre-existing Behavior/One-way Contract</li> </ul>	<ul style="list-style-type: none"> <li>Removal from classroom/space/event</li> <li>Detention during lunch/after school/zero period</li> <li>Exclusion from extracurricular activity</li> <li>Behavior Contract/Disciplinary Probation</li> <li>Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)</li> <li>1-8 day(s) In-School Suspension or Out-of-School Suspension</li> <li>Referral to the Discipline Review Board</li> <li>Long-term suspension or expulsion**</li> <li>An Alternate Instruction Plan and Reintegration Plan is required for any student who is removed from class and/or suspended</li> </ul>

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- 853, 853, 854</p> <p>5.4 Gang-related Violence Engaging in threatening, dangerous or violent behavior that is gang-related. DOE- 835</p> <p>5.5 Engaging in Physical Sexual Aggression Engaging in physical sexual aggression, compelling or forcing another to engage in sexual activity. DOE- 836</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- 839</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- 839</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"> <li>• Communication with parent/guardian</li> <li>• Family meeting</li> <li>• One-on-One Restorative Conversation with staff or administrator</li> <li>• Restorative Conversation with those involved in the incident</li> <li>• Formal Restorative Conference</li> <li>• Behavior Contract</li> <li>• One-way Contract with a commitment ensuring the harassment will not happen again</li> <li>• A Safety Plan</li> <li>• Mediation/Conflict Resolution (not to be used for Sexual Harassment)</li> <li>• Community Service</li> <li>• Restorative Community Circle</li> <li>• Individual/Group Counseling</li> <li>• Referral to a Community-Based Organization</li> <li>• Referral to external counseling/substance use/support service agency</li> <li>• Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) for students with an IEP</li> <li>• Review/Revise pre-existing Behavior/One-way Contract</li> </ul>	<ul style="list-style-type: none"> <li>• Removal from classroom/space/event</li> <li>• Detention during lunch/after school/zero period</li> <li>• Exclusion from extracurricular activity</li> <li>• Behavior Contract/Disciplinary Probation</li> <li>• Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)</li> <li>• Parent accompanies child to school</li> <li>• 1-10 day(s) In-School Suspension or Out-of-School Suspension</li> <li>• Long-term suspension or expulsion**</li> <li>• Referral to Law Enforcement</li> </ul> <p>* 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: NYCHS 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"> <li>• 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</li> <li>• Stun gun/weapon</li> <li>• 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)</li> <li>• Switchblade knife, gravity knife, pilum ballistic knife and cane sword (a cane that conceals a knife or sword)</li> <li>• Dagger, stiletto, dirk, razor blade, box cutter, case cutter, utility knife and all other knives</li> <li>• Billy club, blackjack, bludgeon, chuka stick, and metal knuckles</li> <li>• Slingshot (small, heavy weights attached to or propelled by a thong) and slingshot</li> <li>• Martial arts objects including kung fu stars, nunchucks and shirkens</li> <li>• Explosives, including bombs, firecrackers and bombshells</li> </ul>	<ul style="list-style-type: none"> <li>• Acid or dangerous chemicals (such as pepper spray, mace)</li> <li>• *Imitation gun or other imitation weapon</li> <li>• Loaded or blank cartridges and other ammunition</li> <li>• *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).</li> </ul>
<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>	

Academic Integrity		
<p><b>Plagiarism:</b> The use, intentional or unintentional, of another's words, ideas, or work without credit.</p>		
<p><b>Blatant plagiarism</b> is intentionally submitting the</p>	<p><b>Common Examples</b></p>	<p><b>Consequences</b></p>

<p>work or ideas of another as one's own.</p>	<p>Copying and Pasting parts of documents into student work</p>	<p>1<sup>st</sup> offense→ "0" on assignment + Suspension + Parent Conference</p> <p>2<sup>nd</sup> offense→ Failure of the Marking Period + Parent Conference</p>
<p><b><u>Inadvertent plagiarism</u></b> also referred to as "misuse of sources," is often the result of not clearly understanding rules for citation. Writers of papers containing inadvertent plagiarism do not use the correct format for citing sources, do not use quotation marks appropriately, or assume that paraphrasing and summarizing make citation unnecessary. These students require training in the proper use of sources.</p>	<p><b><u>Common Examples</u></b> Using quotes and not correctly citing the source</p>	<p><b><u>Consequences</u></b> 1<sup>st</sup> offense→ reprimand and revision of the assignment + Parent Conference</p> <p>2<sup>nd</sup> offense→10% reduction of the assignment's grade and revision + Parent Conference</p> <p>3<sup>rd</sup> offense→ Failure of the Marking Period + Parent Conference</p>
<p><b><u>Assistance</u></b></p> <p>More information can be found in the <a href="#"><u>MLA Handbook for Writers of Research Papers</u></a>, copies of which are with the English Department. In addition, many universities have very good online writing centers that address this issue. See, for example, Purdue University's OWL (<a href="http://owl.english.purdue.edu/">http://owl.english.purdue.edu/</a>).</p>	<p><b><u>Basic Guidelines</u></b></p> <ol style="list-style-type: none"> <li>1. Common knowledge does not need citation.</li> <li>2. Any use of exact words needs to be quoted and cited.</li> <li>3. Any summary or paraphrase of an idea needs to be cited.</li> <li>4. Any facts or ideas specific to a source and not commonly known need to be cited.</li> </ol> <p>NOTE: Your source does not have to be written. Television, movies, and YouTube count as well. Remember, if in doubt, cite.</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 or after school, as a consequence of violating the Code of Conduct, or for lateness or uniform violations. Students will be advised of the reason for the Detention and given an opportunity to respond or explain. Parents/guardians will be notified in the event that their scholar receives a detention. Calls and emails will be sent to the numbers provided to us; Parents are asked to remember to maintain current phone numbers and email addresses with the School.

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

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

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

In some instances, the school may decide that a Behavior Contract is necessary in order to encourage changes in a student's behavior. For the duration of this Behavior Contract, the student is considered to be on disciplinary oversight, during which time the student's behavior is monitored and evaluated. The disciplinary oversight

period is a positive effort to help recognize the student's ability to grow, to seek help when necessary, and to make better choices.

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

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

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

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

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

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

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

determine whether the conduct that is the subject of the hearing is closely related to the student's need for special education.

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

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

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

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

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

New Visions Charter High School for Advanced Math & Science IV is committed to creating and maintaining a safe and supportive environment. Acts of bullying and harassment which create a hostile school environment are prohibited in 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: Ameenah Reed, Director of School Operations / email: [areed29@charter.newvisions.org](mailto:areed29@charter.newvisions.org) / Telephone Number: 718-525-2041

- 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 IV 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 IV 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, including Upper House, where students receive field options and advanced courses to prepare for life, college, and a career.

All of our courses emphasize reading, writing, speaking and listening skills. All courses are challenge-based, meaning students seek answers to important questions and apply what they learn to real-life situations. In every class, students will ask questions, conduct research, produce original work, and defend their work in public presentations.

### **Progressing towards Graduation**

The New Visions Charter High School for Advanced Math & Science IV's four-year program is designed to provide the academic foundation, lifelong learning habits and critical thinking skills required for students to be successful in their college and career experiences. Students at AMS IV 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. Our academic day runs from 8:20 a.m. until 3:45 p.m.

The school monitors every student's course grades and standardized test results to ensure that students are progressing toward graduation. If needed and at designated times throughout the year, additional support is provided during after-school enrichment classes and/or on Saturdays to accelerate students' mastery of content so that they remain on-track toward graduation.

### **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 (75 Regents) and mathematics (80/70 Common Core).

### **Graduation Requirements**

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

<b>Graduation Credits</b> Total Required: 44	<b>Regents Exams</b>
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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

Students are graded in two ways:

- Grades are determined by how well students show that they have mastered the class content and skills through tests, quizzes, classroom activities, homework and long-term projects. This is reflected in the teacher's grade book which students and parents are able to check regularly on-line.

### Progress Reports and Report Cards

Distribution is as follows:

Trimester	Progress Report	Report Card
1	October 18, 2018	December 20, 2018
2	January 17, 2019	March 28, 2019
3	May 9, 2019	June 26, 2019

## XI. STUDENT SERVICES

### Food Service

Our school offers breakfast and lunch via the School Food program.

### **Lunch Forms**

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

### **Lunch Policy**

Lunch takes place in the Cafeteria on the basement floor. Students are expected to use the designated stairwell to travel to the cafeteria. Students without prior permission are not allowed to leave the building during their assigned lunch period. Students may bring their lunch with them and eat it in the cafeteria.

### **Transportation**

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

## **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 Main Office to receive a pass to the School Nurse/Medical Center, and the parent is informed by the School Nurse or AMS IV staff. If a student is not seriously ill, the Nurse/Doctor will ask him/her to rest for a short time before returning to class. If a student is seriously ill or injured, the School Nurse/Doctor or AMS IV staff will contact 911 and the parents. A designated AMS IV staff member will travel with the student with EMS in loco parentis until a

parent/guardian arrives at the designated hospital. EMS will determine the hospital and parents will be notified accordingly.

### **Medication**

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

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

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

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

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

School staff members will also report any allegation of child abuse in the School setting to the Principal of AMS IV, or, if the Principal is not available, the DSO. 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 IV participates in regularly scheduled fire and evacuation drills. These drills are coordinated with the August Martin Campus. In case of a fire or other emergency that

requires an evacuation, our primary evacuation site is:

I.S. 226 – Queens  
121-10 Rockaway Boulevard  
Queens, NY 11420  
718-843-2260

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

Ameenah Reed, Director of School Operations  
New Visions Charter High School for Advanced Math and Science IV  
156-10 Baisley Boulevard  
Jamaica, NY 11434  
Telephone Number: 718-525-2041  
E Mail: [areed29@charter.newvisions.org](mailto:areed29@charter.newvisions.org)

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

#### **Complaint Policy**

Section 2855 (4) of the NYS Charter Schools Act provides that parents (as well as any other individual) who believe that a charter school has **violated a term of its charter, the New York Charter Schools Act of 1998, or any other law relating to the management or operation of the charter school**, can bring a complaint to the charter school's Board of Trustees 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 should be submitted in writing to the Principal. Upon receipt of the complaint, the Principal will respond in writing or in person within ten business days. If this does not resolve the complaint, or if the complaint pertains to the Principal, then the individual or group may submit the complaint, in writing, to the Superintendent.

Complaints should be addressed to:

New Vision for Public Schools:  
Attn: Superintendent of Charter Schools  
205 East 42nd Street, 4th Floor  
New York, NY 10017

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

Complaints to the Board of Trustees should be addressed to:

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

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

Complaints should be addressed to:

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

For a full complaint policy, please contact Ameenah Reed, Director of School Operations, at 718-525-2041.

### **Disability Accommodations**

If a student has accommodations on his/her IEP or through a 504, he/she 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 Jessica Rios, DOI of SpEd; 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.

New Visions Charter School for Advanced Math & Science IV 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 Ameenah Reed, School DSO, at New Visions Charter High School for Advanced Math and Science IV, 156-10 Baisley Boulevard, Jamaica, NY 11434. Questions should be addressed to Ameenah Reed at 718-525-2041.

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

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

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

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

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

Requests for public information must be in writing and submitted to the school's records access officer who is the Business Manager of the School. The records access officer will respond to all requests within five business days. The response will be in writing and will indicate either that the request is being granted or denied, or an approximate anticipated date when the request is granted or denied, which shall be reasonable under the circumstances of the request.

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

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

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

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

Board of Trustees  
The New Visions Charter High School for Advanced Math and Science IV  
205 East 42nd Street, 4th Floor  
New York, NY 10017

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

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

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

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

Elaine Burke, Administrative Coordinator  
 New Visions Charter High School for Advanced Math and Science IV  
 156-10 Baisley Boulevard  
 Jamaica, NY 11434  
 Telephone Number: 718-525-2041  
 E Mail: [eburke28@charter.newvisions.org](mailto:eburke28@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 IV believes that technology and the use of computers must be an integral part of students' high school education and is essential to prepare them for success in college and in the workplace. Our vision for technology includes building a learning environment where technology is integrated into every subject area in every classroom and all students have equitable access to computers. Infusing technology into the classroom environment, together with ongoing staff training, is critical in preparing students for the challenges awaiting them.

The New Visions Charter High School for Advanced Math & Science IV has, with minor modifications, adopted the Internet use policy of the New York City Department of Education. The main components of the AMS IV 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 IV'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 IV 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 IV 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 IV reserves the right to revise this Internet Acceptable Use Policy as it deems necessary and will post the current policy on its web site 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 IV 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.

