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.
Letter from Principal

Dear Humanities III Scholars and Families:

We are excited to welcome all of our new scholars and families, as well as returning scholars and families, to the New Visions Charter High School for the Humanities III (HUM III) community to experience education the HUM III way! Our goal is to provide all students with a quality education in an atmosphere of respect, responsibility, and rigor. We will ensure our graduates possess the character, skills and content knowledge necessary to succeed in their post-secondary academic and career choices.

We aim to shape global citizens ready to embrace opportunities and take on any challenge they may face. We prepare our scholars to graduate as socially responsible young adults ready for success in college and in any career. Students will embody the values of excellence, leadership, independence, thoughtfulness, and empowerment - together our values are E.L.I.T.E. Our focus will be ensuring that all scholars at HUM III have a rigorous, engaging, and supportive high school experience focused on developing the 21st century skills needed to be successful in college and their future careers.

At HUM III, we pride ourselves on developing strong relationships with our community and families. We understand the importance of this partnership in ensuring the academic success of our scholars, especially for those entering high school for the very first time. We encourage our families to be active participants in their scholar’s educational experience by keeping an open line of communication. Please contact us if/when the need arises and to be in the know regarding your scholar’s academic and social progress and for various events hosted at HUM III.

We look forward to a positive and productive school year together and learning, growing, and building new relationships with you all. Please do not hesitate to contact us if you have any questions, comments, concerns that you would like to discuss.

Welcome to the Humanities III community!

Sincerely,

Janique Cambridge
Janique Cambridge, Principal
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I. Introduction

Faculty and Staff

Administration
Janique Cambridge, Principal
Andrew Wintner, Assistant Principal
Ferrugia Sonthonax, Director of School Operations

Faculty and Staff
Mark Alexis, Teacher - Special Education
Christina Baurle, Teacher - Theater Arts
Christopher Cajigas, Teacher - Social Studies
Nitsa Chery, School Counselor
Rene DaSilva, School Counselor
Frederick Dawson, Teacher - Social Studies
Sarah Hall, Teacher - Math
Darrel Hammond, Dean Coordinator
Tamara Harper, Teacher - Physical Education
Wadyah Hassan, Operations Associate
Janelle Holford, Teacher - Special Education
Rachel Mae Ignacio, Teacher - ELA
Kehinde Koiki, Assessment and Partnership Coordinator
Adam Lapierre, Teacher - Social Studies
Tiffany Lewis, Student Recruitment and Family Engagement Coordinator

Faculty and Staff (continued)
Marquette McCaskill, Dean Manager
Simone Muschett, Teacher - Reading Specialist
Mark Nolan, Teacher - ELA
Katrina Osborne, Teacher - Special Education
Casey Reiter, Teacher - Physical Education
Jordan Rindenow, Teacher - ELA
Ope Rogers, Teacher - Foreign Language
Bilal Salaam, Special Education
Marly Sillien, Operations Coordinator
Yelena Sokolovskaya, School Counselor
Cynthia St Juste, Culture & Recruitment Associate
Younes Wadiai, Associate Director, Technology
Monica Wilkinson, Associate Director of Special Education

Board of Trustees
Lior Evan, Chairperson
Musa Ali Shama, Secretary
Jeremiah Thomas, Treasurer
Rose De Pinto
Andrea Hargett
Dyane Jones
Jennella Young

Mission
New Visions Charter High School for the Humanities III (HUM III) endeavors to extend equally to all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility and safety.

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

To positively contribute to society, HUM III scholars will use their unique stories to sustain themselves and their cultures by critically examining the world around them.

Philosophy/Values

At HUM III, we develop E.L.I.T.E Leaders of Tomorrow. Our goal is to prepare students to graduate as socially responsible young adults ready for success in college and in any career they choose. Students will embody the values of excellence, leadership, independence, thoughtfulness, and empowerment (E.L.I.T.E.).

We believe that every student is unique and has his or her own story to tell the world. To help create and tell those stories, students at HUM III will be actively and intellectually engaged in authentic learning experiences that promote and enhance the 4 Cs of learning: communication, collaboration, critical thinking, and creativity. These skills will be utilized as students conduct their own research as a tool through which they can explore and sustain their own cultural identities.

Through challenging coursework and personal exploration, students will develop solutions to real-life problems, discover their passions and interests, and learn the value of contributing to their community and the world.

II. How to Contact or Visit Us

Address and Phone Number

New Visions Charter High School for the Humanities III
The Frank J. Macchiarola Educational Complex
3000 Avenue X
Brooklyn, NY 11235
Main Office: Room 310
Telephone Number: 718-368-4145 ex. 3100
Fax Number: 718-368-4148

The Frank J. Macchiarola Educational Complex's hours are 7:00 a.m. to 6:00 p.m.
The School's operating hours are 8:15 a.m. to 4:15 p.m.

Visitor Policy

At HUM III, we welcome school visitors. In order to maintain a safe and secure environment all visitors must sign in and show ID as they enter the school building at the main entrance located at the front of the building. Once a visitor has signed in at the School Safety desk, the visitor will be escorted to our Main Office located on the 3rd floor of the building. Upon reaching the Main Office, visitors must sign the HUM III log book.

Alumni students are welcome to visit the school building during the school if they are in need of
transcripts and other academic related materials. All other Alumni visits must happen after the school day has ended at 3:45 p.m.

**Contacting Your Child During the School Day**

Students are allowed to bring their cell phones into the building. However, all cell phones are collected and maintained in a secure location until the end of the school day. Students are only allowed to bring one device per scholar. If you need to contact your child during the school day or on a field trip, please call the school’s Main Office at 718-363-4145 (ext.3100).

**Student Use of School Phones**

At times students may need to contact their parents/guardians during the school day. If a student needs to call their parent/guardian they must go to the main office (Room 310) and ask for the permission to use the phone.

### III. School Calendar

<table>
<thead>
<tr>
<th>Dates</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 5, 2019</td>
<td>First Day of School: Trimester I Begins</td>
</tr>
<tr>
<td>September 17, 2019</td>
<td>Upper House Back to School Night</td>
</tr>
<tr>
<td>September 19, 2019</td>
<td>Lower House Back to School Night</td>
</tr>
<tr>
<td>September 30, 2019</td>
<td>Rosh Hashanah - SCHOOL CLOSED</td>
</tr>
<tr>
<td>October 1, 2019</td>
<td>Rosh Hashanah - SCHOOL CLOSED</td>
</tr>
<tr>
<td>October 9, 2019</td>
<td>Yom Kippur - SCHOOL CLOSED</td>
</tr>
<tr>
<td>October 14, 2019</td>
<td>Columbus Day - SCHOOL CLOSED</td>
</tr>
<tr>
<td>October 16, 2019</td>
<td>PSAT 10th and 11th Grade</td>
</tr>
<tr>
<td>October 17, 2019</td>
<td>Trimester I Progress Reports</td>
</tr>
<tr>
<td>November 5, 2019</td>
<td>Election Day- SCHOOL CLOSED FOR STUDENTS</td>
</tr>
<tr>
<td>November 11, 2019</td>
<td>Veteran’s Day - SCHOOL CLOSED</td>
</tr>
<tr>
<td>November 19 - 20, 2019</td>
<td>Trimester I Final Exams</td>
</tr>
<tr>
<td>November 21, 2019</td>
<td>National Parent Involvement Day</td>
</tr>
<tr>
<td>November 27, 2019</td>
<td>End of Trimester I</td>
</tr>
<tr>
<td>November 28 - 29, 2019</td>
<td>Thanksgiving Recess: SCHOOL CLOSED</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>December 2, 2019</td>
<td>Trimester II Begins</td>
</tr>
<tr>
<td>December 11, 2019</td>
<td>Trimester I Report Cards</td>
</tr>
<tr>
<td></td>
<td>Parent-Teacher Conferences</td>
</tr>
<tr>
<td>December 13, 2019</td>
<td>Trimester I Honor Roll Celebration</td>
</tr>
<tr>
<td>December 23, 2019</td>
<td>Winter Break - SCHOOL CLOSED</td>
</tr>
<tr>
<td>January 16, 2020</td>
<td>Progress Report Trimester II</td>
</tr>
<tr>
<td>January 20, 2020</td>
<td>Martin Luther King Jr.: SCHOOL CLOSED</td>
</tr>
<tr>
<td>January 21 - 24, 2019</td>
<td>Regents Week - NO CLASSES</td>
</tr>
<tr>
<td>January 27, 2020</td>
<td>Professional Development Day: NO SCHOOL FOR STUDENTS</td>
</tr>
<tr>
<td>February 17 - 21, 2020</td>
<td>Mid-Winter Break: SCHOOL CLOSED</td>
</tr>
<tr>
<td>March 4, 2020</td>
<td>Citywide SAT Day</td>
</tr>
<tr>
<td>March 10 - 11, 2020</td>
<td>Trimester II Final Exams</td>
</tr>
<tr>
<td>March 13, 2020</td>
<td>End of Trimester II</td>
</tr>
<tr>
<td>March 16, 2020</td>
<td>Trimester III Begins</td>
</tr>
<tr>
<td>March 25, 2020</td>
<td>Trimester II Report Cards Distributed</td>
</tr>
<tr>
<td></td>
<td>Parent Teacher Conferences</td>
</tr>
<tr>
<td>April 9 - 17, 2020</td>
<td>Spring Break: SCHOOL CLOSED</td>
</tr>
<tr>
<td>April 22 - 23, 2020</td>
<td>Mock Regents Exams</td>
</tr>
<tr>
<td>April 27, 2020</td>
<td>Trimester III Progress Reports</td>
</tr>
<tr>
<td>May 1, 2020</td>
<td>College Decision Day</td>
</tr>
<tr>
<td>May 6, 2020</td>
<td>Spring Talent Show</td>
</tr>
<tr>
<td>May 25, 2020</td>
<td>Memorial Day - SCHOOL CLOSED</td>
</tr>
<tr>
<td>June 2, 2020</td>
<td>US History Regents</td>
</tr>
<tr>
<td>June 4, 2020</td>
<td>Professional Development Day - NO SCHOOL FOR STUDENTS</td>
</tr>
<tr>
<td>June 9 - 10, 2020</td>
<td>Trimester III Final Exams</td>
</tr>
<tr>
<td>June 17 - 25, 2020</td>
<td>Regents Week</td>
</tr>
<tr>
<td>June 26, 2020</td>
<td>Last Day of School for Students</td>
</tr>
<tr>
<td></td>
<td>Trimester 3 Report Cards Distributed</td>
</tr>
</tbody>
</table>
School Closing Policy

HUM III will follow the school closing policy of the New York City Department of Education. Our school is closed or has a delayed opening when the New York City public schools are closed or have a delayed opening. Please listen to the information broadcast by any of the following radio stations: WINS (1010 AM), WCBS (880 AM), WLIB (1190 AM), WBL (107.5 FM), WADO (1280 AM), WYNE (91.5 FM), WSKQ (97.9 FM), WXLX (620 AM), or watch NY1 or WYNE-TV on television for school closure or delayed school opening information.

You can also find up to date closing information on the school website - www.newvisions.org/hum3

IV. School Day

Bell Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8:30 a.m. - 9:31a.m.</td>
</tr>
<tr>
<td>2</td>
<td>9:34 a.m. - 10:35 a.m.</td>
</tr>
<tr>
<td>3</td>
<td>10:38 a.m. - 11:39 a.m.</td>
</tr>
<tr>
<td>4</td>
<td>11:42 a.m. - 12:43 p.m.</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:43 p.m. - 1:12 p.m.</td>
</tr>
<tr>
<td>6</td>
<td>1:17 p.m. - 2:18 p.m.</td>
</tr>
<tr>
<td>7</td>
<td>2:21 p.m. - 3:22 p.m.</td>
</tr>
<tr>
<td>Dismissal 3:22 p.m. - 3:30 p.m.</td>
<td></td>
</tr>
<tr>
<td>Period 8 3:30 p.m. - 4:15 p.m.</td>
<td></td>
</tr>
</tbody>
</table>

V. Arrival and Dismissal

Arrival Procedure

All HUM III students enter the Frank J. Macchiarola Educational Complex through the 1st floor entrance at 3000 Avenue X. Students are expected to arrive between 8:00 a.m. and 8:20 a.m. Breakfast is available from 7:50 a.m. – 8:20 a.m. Students are asked to arrive early enough to school to complete the entry process and get to their first period class on time – first period begins promptly at 8:30 a.m. Students arriving to school after 8:30 a.m. will be marked late. Students arriving after 9:20 a.m. will
enter through the main visitor entrance of the building and wait to be picked up by a dean or member of
the operations staff (please see late arrival policy).

Student Identification Cards
All students are given a HUM III student ID card during the first two weeks of school or during Summer
Bridge sessions. Each student must carry/wear his or her ID while on campus and is required to present
it to any staff member upon request. Lost ID cards for students will incur a cost of $2 for each new card
requested from the Main Office, room 310. All replacement requests will be taken by deans at scanning
or in the Main Office after 3:30 p.m., Monday-Friday. Students and staff are provided with a different
badge to identify their connection with the school. Parents and other guests get ID cards a Visitor's
badge from the School Safety desk located at the main entrance of the building and will be
accompanied by an assigned staff member to the Main Office.

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

During the scanning process, bags, backpacks and all metal objects (keys, belts, coins, jewelry, etc.) are
put through a scanner. Students/visitors should place all metal objects in their bag/backpack before
reaching the scanner to help the line move quickly. Bottles or liquid containers that have been
previously opened will not be allowed through the scanner - the seal of the bottle must be intact.
Students/visitors who are not properly prepared for scanning or who set off the alarm must be scanned
for a second time 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.

Daily Dismissal Procedure
The school day ends at 3:22 p.m. Monday through Friday. At the end of the day, students are dismissed
and will be accompanied to the main entrance. Students must only exit through the main lobby. Any
student not participating in an after-school club or athletic program should go directly home. Students
who participate in after-school clubs or athletic programs must go directly to the assigned room where
attendance is taken for those activities.

Seniors who do not have a 7th period class must retrieve their phones from a staff member in the
vestibule and leave the building immediately.

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 their emergency contact card. Students under the age of 18 must provide written consent from a
parent or guardian in order to leave the school building early. Students leaving school early is strongly
discouraged as it negatively impacts student learning.

Parents/guardians must go to the Main Office when picking up a student early from school.
VI. Attendance and Lateness

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

Absences

Absences for illness, either short- or long-term, must be explained in writing by either a parent/guardian or doctor, to be considered an excused absence. All other absences are unexcused. A parent/guardian who knows in advance that there will be an extended absence for their child must contact their child’s school counselor or coordinator. An absence for a family emergency will be treated as an excused absence if a letter is submitted by the parent/guardian. Excused absences are still considered an absence and are considered in each student’s year-to-date attendance rate.

Students are responsible for all schoolwork missed during an absence. Students and parents/guardians can log into PowerSchool and speak with teachers to identify schoolwork assigned on the day of an absence. For extended absences, parents/guardians 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/guardians 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.

Lateness

Students are expected to be in school and class on time — being present in the campus is not considered the same as being on time to the classroom. We strongly recommend that students enter the campus between 7:45 a.m. and 8:15 a.m. in order to make it through security and to their first period class on time, which begins promptly at 8:30 a.m. Any student entering the classroom after 8:30 a.m. will be marked late. Lateness is considered a form of absence.

2019-2020 Humanities III Late Entry and Cell Phone/Electronic Device Drop-Off Policy

- Scanning will be open promptly at 7:45 a.m. Monday through Friday.
- If entry is after 9:20 a.m., students must *patiently wait* for a staff member to retrieve them at the next available “pick up” time outlined in the chart below. Pick Up will take place in the vestibule or courtyard.
- All phones *must* have a full bar-code label with student’s name.
**Normal Entry** | **Mid-Morning Entry 1 (Start of 2nd Period)** | **Mid-Morning Entry 2 (Start of 3rd Period)** | **Late Morning Entry 1 (Start of 4th Period)** | **Afternoon (Start of 5th Period)**
---|---|---|---|---
7:45AM - 9:20AM (Side Scanning) | Pick-up is at 9:37AM (Main Scanning - Scholars go straight to 2nd Period) | Pick-up is at 10:30AM (Main Scanning - Transition to 3rd Period) | Late morning pick-up is at 11:35AM (Main Scanning - Scholars go straight to 4th period) | Second afternoon pick-up is at 12:43PM (Main Scanning - Scholars report directly to the cafeteria)

**DISMISSAL**

Once your last class is complete and you pick up your phone, **YOU MUST LEAVE THE BUILDING**.

Please note for all late entries:

- Cell phone/electronics collection will only occur by HUM III Staff during the times listed above.
- If arrival time is after 9:37 a.m. with an electronic device, the school will hold the phone until a parent/guardian can pick it up. Parents/Guardians will be informed by a member of the HUM III Dean Team and an appointment will be scheduled.

**Attendance and Activities**

In order for students to participate in school-wide activities such as dances, celebrations and other campus activities they must maintain a 95% attendance rate and no more than 5 tardies per trimester.

**VII. School Culture**

**Families/Caregivers Supporting the Mission**

**At Humanities III we are E.L.I.T.E!**

Our students will display excellence, leadership, independence, leadership, thoughtfulness, and empowerment.

**Parents Supporting the Mission**

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

- are in school and on time every day.
- strive to achieve grades of 80 or higher in all of their courses.
- take their required state exams and strive for a grade of 75 or higher in ELA and 70 or higher in math.

Parents will also become involved in their child’s education at home by making every effort to:
● provide a quiet space and time for the student to do homework.
● check the school’s website for announcements and information.
● visit or call their child’s teachers and maintain regular contact with their child’s advisor and school counselor.

Parents may also make individual appointments with subject area teachers, elective teachers, the school counselor, the assistant principal, or the principal during the school year as needed. In addition, we encourage parents/guardians at HUM III to become involved members or leaders of the school’s Family-School Alliance (FSA).

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

● Helping the office staff with administrative tasks
● Attending FSA meetings
● Chaperoning student activities
● Assisting with student and parent/guardian outreach for school wide events

Parent engagement programs are run by the director of school operations, student recruitment coordinator, the principal, and the Family-School Alliance.

**Behavioral Expectations for Students**

**Schoolwide Attributes**
All students are expected to be E.L.I.T.E. Students who are E.L.I.T.E. exhibit:

- **Excellence**: Students seek to consistently produce their best possible work.
- **Leadership**: Students inspire others to positively impact their communities in the classroom and beyond.
- **Independence**: Students are self-motivated, take intellectual risks, ask questions, and advocate for themselves.
- **Thoughtfulness**: Students are mindful of their time, resources, abilities, and plan for success.
- **Empowerment**: Students are on time, prepared, willing to learn, and open to receiving feedback.

**Students Responsibilities**

Responsible behavior by each student supports the rights set forth in this document. Violation of some of these responsibilities may lead, in accordance with the **Discipline Code**, to disciplinary measures. Full acceptance of responsibility with the exercise of rights will provide students with greater opportunity to serve themselves and society. Students have a responsibility to:

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

Dress Code and Standards

It is our goal at HUM III to prepare all students for college, career and beyond. To accomplish this, we have put many supports in place for our students, including the HUM III dress code. We believe that
students learning increases with strong values and in a supporting environment. As part of our expectations for excellence on behalf of all students, HUM III students are required to be in uniform at all times while at school, unless otherwise instructed by the principal. Failing to be in uniform is a violation of the dress code policy and of the school's values and will result in consequences such as requiring a family member to bring a change of clothing or possibly detention.

Students are required to follow the HUM III dress code:

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

Students will receive a uniform infraction for wearing hoodies - they are not part of the school uniform.

To support our students, HUM III gives each new student a gift card to purchase one long-sleeve uniform shirt, one short-sleeve uniform shirt and one uniform sweater. A gym uniform is also required which can be purchased, along with any additional uniform items, at Ideal Uniform located at 1816 Flatbush Avenue, Brooklyn, NY 11210, by phone 718-252-509, or online at www.idealuniform.com/NVH3-GU. If purchasing additional HUM III uniform items presents a financial hardship for any families, please speak to our Director of School Operations, Ms. Sonthonax.

Extracurricular Activities

After-school activities begin in early October. These programs are created based on staff and student interest. Students must attend school during the day in order to participate in after-school activities. Membership to after-school activities is strongly encouraged to build a strong resume for post-secondary or college access.

Field Trips

Consent forms for students to participate in field trips must be signed and at least 7 days before the date of the trip. Based on the specifics of each field trip, please ensure that your child reports to school on time as stated on the consent forms that will be sent home for each trip.

Athletic Teams

HUM III students are able to participate in athletic programs through the Public Schools Athletic League (PSAL) held at the Frank Macchiarola Educational Complex. The sports events are separated according to season. Students have access to over thirty different sports teams — eligibility for participation is contingent upon passing all classes and avoiding discipline issues. The HUM III school coordinator will coordinate all PSAL attendance and eligibility for HUM III students.

Cell Phone & Electronic Devices

Electronic devices include cell phones, computing devices, portable music and entertainment systems. One assigned phone can be submitted each day for safe-keeping as per the HUM III Cell Phone Policy.
HUM III is equipped with an adequate amount of educational technology for each student; therefore, personal electronic devices are not needed or encouraged to be brought to school. Students are not allowed to use personal or school-based devices at any time during the school day unless explicitly authorized by staff in a specific designated setting for matters related to learning aligned to HUM III. If they are used in an unauthorized manner, students will be subject to disciplinary action and confiscation of devices as described in the Code of Conduct. Parents wishing to contact their child during the school day may do so by calling the school directly.

ELECTRONIC DEVICE STORAGE PROCEDURES

Students wishing to store their devices at school must follow the following protocols:

- Electronic devices must have a barcode label with the student’s name. Electronic devices without barcode labels will not be checked into the building.
- Upon entry into the school building, students must present their electronic device to the designated HUM III staff member for collection.
- Devices are scanned and stored in a locked storage container until the end of the school day.
- At the end of the school day, devices are distributed by their 7th period teacher.
- If a student is late to school, they should report to room 374 after-school to collect their phones. Phones for students who arrived to school late will be distributed last.
- Students are expected to form a single file line and enter the room in an orderly manner to retrieve their device.
- Students are to leave the building immediately after collecting their device or report to their after-school activities.

CONSEQUENCES FOR FAILURE TO FOLLOW POLICIES AND PROCEDURES

Failure to adhere to the cell phone and device policy (as described above) may result in the following:

- 1st Offense: Confiscation of electronic device. Parent/Guardian must retrieve the device from the school.
- 2nd Offense: Confiscation of electronic device. Parent/Guardian must retrieve the device from the school. Students may not store a device in the school for 30 days.
- 3rd Offense: Confiscation of electronic device. Parent/Guardian must retrieve the device from the school. Student may not store a device in the school for the remainder of the school year.

Students may face additional support interventions and disciplinary responses per the Code of Conduct (found within this Student and Family Handbook).

Gender Expression

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

- HUM III is required to have the legal name of students and their biological gender on record, and must use a student’s legal name on standardized tests (i.e., on transcripts, in ATS, or on Regents exams). In all other cases however, a student’s preferred name, preferred pronoun, and gender identity will be used (i.e., by teachers, on classroom documents, etc.). Student privacy will always be respected and school personnel will not share information that may reveal a
student’s transgender status. Only school employees with a legitimate need will have access to a student’s records.

- Transgender and gender-nonconforming students have the right to discuss and express their gender identity openly and decide when, with whom, and how much to share with peers, staff, and also family. School staff will support in every way possible following the student’s lead. School counselors are here to support students regarding gender identity and gender expression.
- Students have the right to dress according to their gender identity and expression, within the dress code.
- Student IDs will be issued in the preferred name of the student.
- Transgender students can participate in physical education and sports according to their gender identity; participation in contact sports will be determined individually.
- Transgender students have the right to use the restrooms and locker rooms that are in line with their gender identity, or they can be provided with alternative arrangements to the best of the school’s ability and according to their comfort level.
- In any other circumstances where students are separated by gender in school activities (i.e. overnight field trips), students can participate according to their gender identity. If there is a privacy concern, alternative accommodations will be provided to the best of the school’s ability.

If you have additional questions, please contact Yelena Sokolovsakya, Upper House School Counselor, (718) 368-4145 ex.1010, ysokol21@charter.newvisions.org.

Shared Space

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

Although there are many schools located in our building, we are all one school community. Shared spaces of the building include the following:

- Auditorium
- Cafeteria
- Gymnasium
- Library
- Nurse’s Office
- Science Labs
- Courtroom
- Outdoor facilities, such as the Field

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

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

HUM III Procedure for Misuse of Electronic Devices
If a student is inappropriately using any electronic device, the staff person may take these devices. The return of items are contingent to a written agreement about not repeating the behavior and parents/guardians come to school at a designated time to pick up the items from our school coordinator or dean of students (Room 374).

Lost or Stolen Items
HUM III is not responsible for any lost or stolen items. We strongly discourage students from bringing any valuable items (cash, bank cards, jewelry, electronic devices, expensive outerwear, etc.) to school. If a theft takes place on HUM III's school grounds, HUM III will follow the standard procedures for student behavior that violates the Code of Conduct and the staff will conduct a thorough investigation. However, this investigation does not include any procedures for recovering or replacing the stolen items. We are not responsible for reimbursement or replacement of any stolen item.

VIII. Academics

New Visions Charter High Schools are designed to help students accelerate towards meeting diploma requirements at their individual skill level and at a developmentally appropriate pace. We use a trimester system, meaning we have three terms within a school year, along with an extended school day to increase the opportunity for students to gain credits, prepare for 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 can participate in career exploration activities 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

HUM III is a four-year program designed to provide the academic foundation, lifelong learning habits and critical thinking skills required for students to be successful in college. Students at HUM III 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 are in session for at least 61 minutes, with dedicated time for targeted instruction and skill building. Our academic day runs from 8:30 a.m. until 3:22 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.

The table below outlines the minimum promotion criteria for grade level promotion. Schools may require additional promotion criteria.

<table>
<thead>
<tr>
<th>Promotion to Next Grade*</th>
<th>Coursework/Exams</th>
<th>Minimum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Successful completion of standards in academic subject areas</td>
<td>11 credits</td>
</tr>
<tr>
<td>11</td>
<td>Successful completion of standards in academic subject areas</td>
<td>22 credits</td>
</tr>
<tr>
<td>12</td>
<td>Successful completion of standards in academic subject areas</td>
<td>33 credits</td>
</tr>
</tbody>
</table>

Schools should accurately reflect students’ progress toward graduation by adjusting their grade levels and identifying students’ promotion standing in February. *Students in 9th grade for the first time cannot be promoted early.

**Students with Disabilities**

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

If the family believes a student’s IEP should be revised and would like to update or revise these accommodations before the student’s IEP annual review meeting, please provide the request in writing to the school and the Committee on Special Education (CSE). Contact information for the Committee on Special Education for District 22 is as follows:

- Committee on Special Education 6
- Serving Districts: 17, 18, 22
- 5619 Flatlands Avenue, Brooklyn, NY 11234
- Phone: 718-968-6200
- Fax: 718-968-6253
- Chairperson: Arlene Rosenstock

**504 Accommodations**

If a student does not have an IEP and a parent/guardian would like to request accommodations, the parent/guardian or student (if they are over the age of 18) can submit a request in writing to the school for accommodations. Requests must be submitted in writing to Monica Wilkinson, Associate Director...
of Special Education mwilkinson2@charter.newvisions.org. A form for such a request may be obtained from the coordinator.

Supporting documents from the student’s physician or other qualified health professional must be provided. If the coordinator has questions about the nature of the disability or the need for accommodations, parents/guardians 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/guardians have the right to an impartial hearing review with respect to any decision of the review team that involves the identification, evaluation, or placement of a student with a disability.

**Multilingual Learners**

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

**Graduation Requirements**

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

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

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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/guardians are able to check regularly on-line.

  **Summative** (Tests, Projects, Midterm/Final Exam, Etc.) 40%

  **Formative** (Quizzes, Exit Tickets, Etc.) 35%

  **Writing** (Essays, Performance Tasks, Projects) 25%

- In addition, throughout high school, student writing is judged using a scoring guide based on national standards for high school students. By the end of the 10th Grade, we expect student’s writing to have improved enough that he/she is able to meet all 10th Grade writing standards. If not, students may need extra work before they advance to the 11th Grade. In 11th and 12th Grade, we track student’s progress towards meeting graduation requirements for writing.

Progress Reports and Report Cards

Distribution is as follows:

<table>
<thead>
<tr>
<th>Trimester</th>
<th>Progress Report</th>
<th>Report Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>October 17, 2019</td>
<td>December 11, 2019</td>
</tr>
<tr>
<td>2</td>
<td>January 16, 2020</td>
<td>March 25, 2020</td>
</tr>
<tr>
<td>3</td>
<td>April 27, 2020</td>
<td>June 26, 2020</td>
</tr>
</tbody>
</table>

College and Career and Postsecondary Readiness

Our goal is for all students to graduate high school with a postsecondary plan that includes best fit education, training or employment and the skills and experience to succeed in that plan.
A major component of college and career preparation involves academic readiness. First, we want to ensure that all students maintain at least an 80 GPA during their high school career, as a strong GPA will impact college admittance. The school expects all students to take advanced courses while in high school (including AP, College Now, and/or advanced Regents courses). Finally, all students should strive to achieve “proficiency” in both English and math, because doing so will prepare them for college and the workplace. Students can demonstrate proficiency by earning high scores on tests, such as the Regents, SAT, or ACT - see proficiency guidelines below.

- **English (Reading and Writing)**
  - NY State English Regents score of 75 or higher
  - SAT I Verbal score of 480 or higher, or SAT Critical Reading score of 480 or higher, or SAT EBRW score of 480 or higher
  - ACT English score of 20 or higher

- **Mathematics**
  - NY State Regents
    - Common Core Regents score of 70 or higher in Algebra I, or a score of 70 or higher in Geometry, or a score of 65 or higher in Algebra 2
    - Score of 80 or higher in Integrated Algebra or Geometry or Algebra 2/Trigonometry and successful completion of the Algebra 2/Trigonometry or higher-level course
    - Score of 75 or higher in Math A or Math B, or Sequential II or Sequential II
  - SAT Math score of 500 or higher
  - SAT Math section (exam date March 2016 and thereafter), score of 530 or higher
  - ACT Math score of 21 or higher

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

**IX. Code of Conduct**

HUM III is committed to providing a safe, inclusive, and productive environment for students and adults.

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

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

Restorative Approach

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

New Visions Charter High Schools Code of Conduct

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

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

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>BEHAVIOR</th>
<th>SUPPORT INTERVENTION</th>
<th>POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>1.1 Disruptive Behavior</strong></td>
<td>● Communication with parent/guardian</td>
<td>● Removal from classroom/event</td>
</tr>
<tr>
<td></td>
<td>Behaving in a manner which disrupts the educational process (e.g. making excessive noise in a classroom, library or hallway). DOE – B7</td>
<td>● One-on-One Restorative Conversation with staff or administrator</td>
<td>● Detention during lunch/after school/Zero period</td>
</tr>
<tr>
<td></td>
<td><strong>1.2 Disrespectful to Others</strong></td>
<td>● Restorative Conversation with those involved in the incident</td>
<td>● Exclusion from extracurricular activity</td>
</tr>
<tr>
<td></td>
<td>Engaging in verbally rude or disrespectful behavior (e.g. teasing, name calling, gossiping, taunting, etc). DOE – B8</td>
<td>● Restorative Circle</td>
<td>● Behavior Contract/Disciplinary Probation</td>
</tr>
<tr>
<td></td>
<td><strong>1.3 Insubordinate Behavior</strong></td>
<td>● Behavior and/or Attendance Contract</td>
<td>● Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)</td>
</tr>
<tr>
<td></td>
<td>Failing to follow directions of a teacher or other lawful authority in the classroom.</td>
<td>● Mediation/Conflict Resolution</td>
<td>● 1-2 day(s) In-School Suspension</td>
</tr>
<tr>
<td></td>
<td><strong>1.4 Loitering</strong></td>
<td>● Community Service</td>
<td>* Alternative Instruction and</td>
</tr>
<tr>
<td></td>
<td>Failing to be in one’s assigned place on school premise. DOE – B06</td>
<td>● Family meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>1.5 Lateness</strong></td>
<td>● Individual/Group Counseling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Being late for school or class. DOE – B4</td>
<td>● Review and/or revise pre-existing Behavior/Attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>1.6 Cutting</strong></td>
<td>● DOE – B3, B6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A student is absent for a period class and/or is not present on the floor, leaving class without permission of personnel.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* DOE number references corresponding New York City Department of Education code of conduct infractions.
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 – B2, B9

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>BEHAVIOR</th>
<th>SUPPORT INTERVENTION</th>
<th>POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION</th>
</tr>
</thead>
</table>
| 2     | 2.1 Vandalism  
Causing intentional damage to school property, property belonging to staff, students or others.  
DOE – B28 | ● Communication with parent/guardian  
● One-on-One Restorative Conversation with staff or administrator  
● Restorative Conversation with those involved in the incident  
● Restorative Circle  
● Behavior Contract  
● Mediation/Conflict Resolution  
● Community Service  
● Family meeting  
● Individual/Group Counseling  
● Referral to a Community-Based Organization  
● Referral to external counseling/support service agency  
● Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP)  
● Review/Revise pre-existing Behavior Contract | ● Removal from classroom/event  
● Detention during lunch/after school/Zero period  
● Exclusion from extracurricular activity  
● Behavior Contract/Disciplinary Probation  
● Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)  
● 1-3 day(s) In-School Suspension |
| 2     | 2.2 Threats/Intimidation  
Engaging in or verbalizing an act of coercion; threatening violence or harm to others or threatening property destruction.  
DOE – B38, B43, B37 | ● Communication with parent/guardian  
● One-on-One Restorative Conversation with staff or administrator  
● Restorative Conversation with those involved in the incident  
● Restorative Circle  
● Behavior Contract  
● Mediation/Conflict Resolution  
● Community Service  
● Family meeting  
● Individual/Group Counseling  
● Referral to a Community-Based Organization  
● Referral to external counseling/support service agency  
● Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP)  
● Review/Revise pre-existing Behavior Contract | ● Removal from classroom/event  
● Detention during lunch/after school/Zero period  
● Exclusion from extracurricular activity  
● Behavior Contract/Disciplinary Probation  
● Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)  
● 1-3 day(s) In-School Suspension |
| 2     | 2.3 Smoking traditional cigarettes and/or use of electronic cigarettes and/or possessing matches or lighters.  
DOE – B13 | ● Communication with parent/guardian  
● One-on-One Restorative Conversation with staff or administrator  
● Restorative Conversation with those involved in the incident  
● Restorative Circle  
● Behavior Contract  
● Mediation/Conflict Resolution  
● Community Service  
● Family meeting  
● Individual/Group Counseling  
● Referral to a Community-Based Organization  
● Referral to external counseling/support service agency  
● Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP)  
● Review/Revise pre-existing Behavior Contract | ● Removal from classroom/event  
● Detention during lunch/after school/Zero period  
● Exclusion from extracurricular activity  
● Behavior Contract/Disciplinary Probation  
● Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)  
● 1-3 day(s) In-School Suspension |
| 2     | 2.4 Knowingly Possessing Property  
Knowingly possessing property belonging to another without permission.  
DOE – B29 | ● Communication with parent/guardian  
● One-on-One Restorative Conversation with staff or administrator  
● Restorative Conversation with those involved in the incident  
● Restorative Circle  
● Behavior Contract  
● Mediation/Conflict Resolution  
● Community Service  
● Family meeting  
● Individual/Group Counseling  
● Referral to a Community-Based Organization  
● Referral to external counseling/support service agency  
● Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP)  
● Review/Revise pre-existing Behavior Contract | ● Removal from classroom/event  
● Detention during lunch/after school/Zero period  
● Exclusion from extracurricular activity  
● Behavior Contract/Disciplinary Probation  
● Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)  
● 1-3 day(s) In-School Suspension |

3.1 Academic Dishonesty  
Engaging in scholastic dishonesty which includes but is not limited to:  
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

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>BEHAVIOR</th>
<th>SUPPORT INTERVENTION</th>
<th>POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION</th>
</tr>
</thead>
</table>
| 3     | 3.1 Academic Dishonesty  
Engaging in scholastic dishonesty which includes but is not limited to:  
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 | ● Communication with parent/guardian  
● Family meeting  
● One-on-One Restorative Conversation with staff or administrator  
● Restorative Conversation with those involved in the incident  
● Restorative Circle | ● Removal from classroom/space/event  
● Detention during lunch/after school/Zero period  
● Exclusion from extracurricular activity  
● Behavior Contract/Disciplinary Probation |

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| 3.2 Tampering with School Document | Formal Restorative Conference  
| | Behavior Contract  
| | One-way Contract with a commitment ensuring the harassment will not happen again  
| | A Safety Plan  
| | Mediation/Conflict Resolution [not to be used for Harassment or Bullying]  
| | Community Service  
| | Restorative Community Circle  
| | Individual/Group Counseling  
| | Referral to a Community-Based Organization  
| | Referral to external counseling/support service agency  
| | Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP)  
| | Review/Revise pre-existing Behavior/One-way Contract  
| 3.3 Contributing to an Unsafe Environment | Probation  
| | Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)  
| | 1-5 day(s) In-School Suspension or Out-of-School Suspension  
| | Long-term suspension or expulsion**  
| * Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended.  
| 3.4 Physical/Verbal Aggression/Horseplay (Moderate) |  
| | Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel (e.g., pushing past another person), or throwing an object (e.g., chalk) or spitting at another person.  
| 3.5 Harassment/Discrimination |  
| | Using slurs, taunting, threatening, stalking, or seeking to intimidate or coerce another based on actual or perceived race, color, weight, national origin, ethnic group, citizenship/immigration status, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression, sex.  
| 3.6 Gang-related Behavior |  
| | Engaging in gang-related behavior (e.g., wearing or displaying gang apparel and/or accessories, writing graffiti, making gestures or signs or language)  
| 3.7 Bullying |  
| | Engaging in harassing, intimidating and/or
bullying behavior, including using electronic communication example: Snapchat, Instagram, Facebook, email, text message, etc.) to engage in such behavior (cyber-bullying) based on an individual’s actual or perceived race, color, creed, religion, religious practices, ethnicity, national origin, citizenship/immigration status, gender, gender identity, gender expression, sexual orientation, disability or weight; such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical intimidation that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; verbal abuse -using derogatory language or making derogatory jokes or name calling to humiliate or harass.

3.8 Trespassing
Entering or attempting to enter a school building without authorization or through an unauthorized entrance or bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules.

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>BEHAVIOR</th>
<th>SUPPORT INTERVENTION</th>
<th>POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION</th>
</tr>
</thead>
</table>
| 4     | 4.1 Aggressive or Harmful Behavior (Severe) | • Communication with parent/guardian  
• Family meeting  
• One-on-One Restorative Conversation with staff or administrator  
• Restorative Conversation with those involved in the incident  
• Formal Restorative Conference  
• Behavior Contract  
• One-way Contract with a commitment ensuring the harassment will not happen again  
• A Safety Plan  
• Mediation/Conflict Resolution [not to be used for Sexual Harassment]  
• Community Service  
• Restorative Community Circle  
• Individual/Group Counseling | • Removal from classroom/space/event  
• Detention during lunch/after school/Zero period  
• Exclusion from extracurricular activity  
• Behavior Contract/Disciplinary Probation  
• Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)  
• 1-8 day(s) In-School Suspension or Out-of-School Suspension  
• Referral to the Discipline Review Board  
• Long-term suspension or |
<p>|       | 4.2 Sexual Harassment/Suggestive Behavior | | |
|       | 4.3 Possession of Controlled Substances | | |
|       | 4.4 Falsely activating a Fire Alarm | | |</p>
<table>
<thead>
<tr>
<th>LEVEL</th>
<th>BEHAVIOR</th>
<th>SUPPORT INTERVENTION</th>
<th>POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
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</tr>
<tr>
<td>5.1</td>
<td>Starting a Fire</td>
<td>Communication with parent/guardian, Family meeting</td>
<td>Removal from classroom/space/event</td>
</tr>
<tr>
<td></td>
<td>Starting a fire or attempting to start a fire in any campus setting. DOE – B50</td>
<td>One-on-One Restorative Conversation with staff or administrator, Restorative Conversation with those involved in the incident</td>
<td>Detention during lunch/after school/Zero period</td>
</tr>
<tr>
<td>5.2</td>
<td>Threatening to Use Force to Take Property</td>
<td>Communication with parent/guardian, Family meeting</td>
<td>Exclusion from extracurricular activity</td>
</tr>
<tr>
<td></td>
<td>Threatening to use force or using force to take or attempt to take property belonging to another person or the school. DOE – B51</td>
<td>One-on-One Restorative Conversation with staff or administrator</td>
<td>Behavior Contract/Disciplinary Probation</td>
</tr>
<tr>
<td>5.3</td>
<td>Using Extreme Force to Inflict Injury</td>
<td>Communication with parent/guardian, Family meeting</td>
<td>Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events)</td>
</tr>
<tr>
<td></td>
<td>Using extreme force against or inflicting or attempting to inflict serious injury upon school personnel, school safety agents, or students. Also includes planning, instigating, or participating with another or other, in an incident of group violence. DOE – B52, B53, B54</td>
<td>One-on-One Restorative Conversation with staff or administrator, Restorative Conversation with those involved in the incident, Formal Restorative Conference, Behavior Contract, One-way Contract with a commitment ensuring the harassment will not happen again</td>
<td>Parent/guardian accompanies child to school</td>
</tr>
<tr>
<td>5.4</td>
<td>Gang-related Violence</td>
<td>Communication with parent/guardian, Family meeting</td>
<td>1-10 day(s) In-School Suspension or Out-of-School Suspension</td>
</tr>
<tr>
<td></td>
<td>Engaging in threatening, dangerous or violent behavior that is gang-related. DOE – B55</td>
<td>One-on-One Restorative Conversation with staff or administrator, Restorative Conversation with those involved in the incident</td>
<td>Long-term suspension or expulsion**</td>
</tr>
<tr>
<td>5.5</td>
<td>Engaging in Physical Sexual Aggression</td>
<td>Communication with parent/guardian, Family meeting</td>
<td>Referral to Law Enforcement</td>
</tr>
<tr>
<td></td>
<td>Engaging in physical sexual aggression, compelling or forcing another to engage in sexual activity. DOE – B56</td>
<td>One-on-One Restorative Conversation with staff or administrator, Restorative Conversation with those involved in the incident, Formal Restorative Conference, Behavior Contract, One-way Contract with a commitment ensuring the harassment will not happen again</td>
<td>* Alternative Instruction</td>
</tr>
<tr>
<td>5.6</td>
<td>Selling or Distributing Drugs</td>
<td>Communication with parent/guardian, Family meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Selling or distributing illegal drugs, controlled substances, or alcohol. DOE – B57</td>
<td>One-on-One Restorative Conversation with staff or administrator, Restorative Conversation with those involved in the incident, Formal Restorative Conference, Behavior Contract, One-way Contract with a commitment ensuring the harassment will not happen again</td>
<td></td>
</tr>
<tr>
<td>5.7</td>
<td>Possessing or Selling any Category I or</td>
<td>Communication with parent/guardian, Family meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WEAPONS: The New York City Department of Education has defined the Term WEAPONS for disciplinary purposes. It has also provided a list of Category I and Category II weapons. This List is attached. It will govern the following Level 5 violations.</td>
<td>One-on-One Restorative Conversation with staff or administrator, Restorative Conversation with those involved in the incident, Formal Restorative Conference, Behavior Contract, One-way Contract with a commitment ensuring the harassment will not happen again</td>
<td></td>
</tr>
</tbody>
</table>

** An Alternate Instruction Plan and Reintegration Plan is required for any student who is removed from class and/or suspended.
<table>
<thead>
<tr>
<th>Category II Weapon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possessing or selling any Category I or Category II weapon on school property or in a setting in which this Code of Conduct applies. DOE – B59</td>
</tr>
</tbody>
</table>

**5.8 Threatening to Cause Physical Injury Using Weapons**

Threatening to cause physical injury using any Category I or Category II weapon. DOE – B59

**5.9 Using Weapons to Cause Physical Injury**

Using any Category I or Category II Weapon for the purpose of causing physical injury. DOE – B60, B61

Behavioral Intervention Plan (BIP) for students with an IEP
- Review/Revise pre-existing Behavior/One-way Contract

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

** Before a principal suspends a student for an Extended Suspension (more than 10 days), the principal will schedule a formal disciplinary hearing. At this hearing, the school will present evidence to support the charge of a code violation and the student will have the opportunity to present his/her case and be accompanied and represented by a parent/guardian and/or an advocate or counsel. If the student has an IEP, the principal will also refer the student to the Committee on Special Education (CSE) for a Manifestation Determination Review (MDR).

*** A student may not be expelled without a formal disciplinary hearing. The determination of the hearing officer will be reviewed on the record of the disciplinary hearing by the Superintendent.

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

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WEAPONS

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

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

What Happens When a Student Violates the Code of Conduct?

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

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

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

For more information contact Darrel Hammond, Dean Coordinator, at dhammond10@charter.newvisions.org or (718) 368-4145.

Detention Policy

It is important to uphold the Code of Conduct so that every student is safe and has the opportunity to feel safe and grow as a learner. When an infraction takes place, which violates our school values, it is important that there is a response, which is constructive, and allows for the student(s) involved to be able to reflect and learn from their mistakes. In order to facilitate that among the school, after-school detention is a necessity. Detention will start promptly at 3:30 p.m. on Tuesdays and Thursdays. If a student is not seated and ready to begin at that time, they will be responsible for attending the next scheduled detention. Detention will commence on Thursday November 1, 2019. Families will be notified when students have earned detention, as well as when detention has been canceled.

You will receive detention for the following infractions:
- Uniform Infraction: Twice in one week
- Lateness to School: Twice in one week
- Behavioral Incidents: various Code of Conduct infractions

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 20 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 the 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.
Other Disciplinary Responses

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

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

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

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

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

Alternative Instruction and Reintegration Plans

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

Students serving an In-School Suspension get a full day of instruction in an alternative location from their regular classes.

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

Reintegration Plans outline the positive contributions the student and staff will make in an effort to reintegrate the student into the school community. Students and their parent/guardian are invited to
co-create this plan.

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

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

The student has the right to be represented by counsel or an advocate. The parent coordinator or dean can provide information about how to contact an advocate. After a hearing officer is appointed, a representative of the hearing officer will contact the parent/guardian to schedule the hearing and answer any questions about the hearing process. If the student has an IEP, the principal will also refer the student to the Committee on Special Education (CSE) for a Manifestation Determination Review (MDR). The purpose of the MDR is to determine whether the conduct that is the subject of the hearing is closely related to the student’s need for special education. More information about the MDR is provided below.

At the hearing, the school will present evidence and witnesses to support the charges that are being reviewed at the hearing and, if the charges are substantiated, will also make a recommendation with respect to consequences. The student will have the right to be accompanied and be represented by a parent/guardian 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/guardians 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/guardian, may recommend that the student be expelled. If, however, the hearing officer makes a penalty recommendation for expulsion, the decision of the hearing officer will automatically be referred for review to the Superintendent of New Visions Charter High Schools. The Superintendent will review the record of the hearing and will also provide the parent/guardian and student an opportunity to present a written statement. If the outcome of the Superintendent’s determination is unsatisfactory, parents/guardians and students can appeal to the Board of Trustees, which will act as an appeals body in all cases in which expulsion is recommended. The determination of the Board of Trustees will be final.

Appeals Process

Any other determinations of the hearing officer can also be appealed by parents or guardians to the Superintendent or the Board of Trustees by using the Complaint Policy procedures described in this handbook and providing notice of the intent to appeal within two weeks of the hearing officer’s decision.

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

The Discipline Policy for Students with Disabilities

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

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

**Protections for Children Not Yet Eligible for Special Education and Related Services**
A student who does not have an IEP may claim any of the protections given under federal law to students with disabilities. The school will refer a Student to the CSE for an MDR, if, before the behavior that led to the disciplinary proceeding occurred, the parent/guardian of the student had requested that the student be evaluated or expressed concern about the student's possible need for special education services, or if school officials had expressed concerns about the student's pattern of behavior.

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

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

*If, upon review, the CSE’s MDR team or the school’s Section 504 Team determines that the student’s conduct was not a result of his/her disability, then the student may be disciplined in the same manner as a student without a disability.* Parents/guardians 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 onto 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/guardian and school agree otherwise.

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

**Policy on Bullying, Harassment and Discrimination**

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

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

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

- Students are reminded that harassment, bullying (including cyberbullying) and discrimination are violations of the Code of Conduct whether they occur on school property, traveling to and from school, at a bus stop used by students, at any school function, including any school-sponsored activity, or even away from school property. This includes the use of electronic or online communication (example: Snapchat, Instagram, Facebook, email, text message, etc.), also known as cyberbullying, to exchange words or pictures that have the effect of bullying or harassing a fellow student.

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

**Dignity Act Coordinator:** Ferrugia Sonthonax  
Director of School Operations  
email: fsonthonax3@charter.newvisions.org  
voice: (718) 368-4145 ex.3712
● 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.
  f. Notify the parents/guardians of each student involved, ensuring confidentiality is maintained when discussing the incident.

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

Search and Seizure

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.

Student Rights

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

Students have a right to:

● attend school and receive a free public school education until age 21 or receipt of a high school
diploma, whichever comes first, as provided by law;

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

X. Student Services

Lunch Forms

Our school offers breakfast, lunch, and snack for any extended-day programs after 4:15 p.m. As part of school accountability, ALL parents/guardians are required to submit school lunch forms every year. Verification of school lunch forms also cover fee waivers for national college exams (SAT/ACT) as well as fee waivers for college applications, for eligible students.

When this form arrives home, please fill it out immediately and return it to the Main Office or complete the form online (click here for the online form) even if your child does not participate in the breakfast or lunch program. Please read the instructions carefully and call the school if you have any questions about the form.
Lunch Policy

Lunch takes place in the Cafeteria on the 1st Floor. Students are expected to use the designated stairwell to travel to the cafeteria. Students are not allowed to leave the building during their assigned lunch period. Students may bring their lunch with them and eat it in the cafeteria, however, students will not have access to a refrigerator or microwave.

Transportation

HUM III will provide a Student MetroCard to each student who is eligible based on the distance between the student’s residence and the school. Not all students will qualify for a Student MetroCard. Student MetroCards will be distributed once in September and once in January. It is each student’s responsibility to maintain their Metrocard. If this card is lost or stolen, it must be immediately reported to the Main Office. Lost or stolen Metrocards will take up to two weeks to replace. Students can request a new Metrocard by completing the online form - https://docs.google.com/forms/d/e/1FAIpQLSdMNAJU7Cgo_AhIz1_bd8lvrX6F4hH051AaEOLCOm11H8c4wA/viewform?c=0&w=1.

Busing will only be provided for students who have busing mandated by their Individualized Education Plan (IEP).

XI. Health and Safety

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

Immunizations

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

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

**Medication**

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

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

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

Families can obtain the MAF from the Main Office or download it using [this link](#).

**Mental Health**

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

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

Prevention of Child Abuse and Neglect

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

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

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

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. The student will be sent to the main office and given a pass to see the school nurse. If a student is not seriously ill, the Nurse will ask him/her to rest for a short time before returning to class. If a student is seriously ill or injured, the School Nurse or HUM III staff will contact 911 and the parents/guardians. A HUM III staff member will travel with the student with EMS in loco parentis until a parent/guardian arrives at the designated hospital. EMS will determine the hospital and parents/guardians will be notified accordingly.

Emergency, Drills and Evacuations

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

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

**XII. Rights and Responsibilities**

**Non-Discrimination**

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

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

**Education of Students in Temporary Housing (McKinney Vento Homes Education Assistance Act)**

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

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

Contact Marly Sillien for additional information - 718-368-4145 (ex.3102) or msillien11@charterschools.newvisions.org.

**Supporting Immigrant Families**

New Visions Charter Schools are committed to protecting the right of every student to attend public school, regardless of immigration status or national origin. The United States Supreme Court has also recognized the importance of public education for all students, including undocumented students. We want you to know that New Visions, in solidarity with the New City Department of Education (NYC DOE):
Does not permit federal agents, including Immigration and Customs Enforcement (ICE), to enter schools, except when required by law;

Does not track immigration status of students or family members, and will not release student information unless required to by law; and

Will continue to ensure that all students get a quality education.

Public schools are at the center of our democracy, and New Visions Charter Schools remain safe places for all students, families, and educators.

Confidentiality
(Name of School) does not ask about or track the immigration status of students or family members. Our personnel will not keep any documentation related to immigration status that you may give them. Unless required by law, school staff will not share student information.

Language Access
To help you learn important information and communicate with your child’s school, the DOE provides free translation services in Spanish, Chinese, Bengali, Arabic, Russian, Urdu, Haitian Creole, French, and Korean, as well as interpretation in over 200 languages.

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

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

- Learn about other ways we keep students safe.

Additional Resources

- Mayor’s Office of Immigrant Affairs - Has information to help you know your rights. Call 311 or visit Know Your Rights: Federal Immigration Enforcement

- ActionNYC - ActionNYC is a program that offers free, safe immigration legal help from trusted community organizations in your language.
  - To make an appointment, call 800-354-0365 between 9AM and 6PM, Monday through Friday, or call 311 and say “ActionNYC.”

- ThriveNYC - If you’re feeling anxious, stressed, or depressed, help is available. You are not alone. ThriveNYC will give you access to mental health support services in your language.
  - Call 888-NYC-WELL or text “WELL” to 65173.

- Consumer Protection Tips for Immigrants - The NYC Department of Consumer Affairs (DCA) created these tips to educate immigrants about their rights and where to turn for help.

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

Nothing in the following procedure for addressing complaints precludes an individual or group from submitting a complaint directly to the Board of Trustees or directly to the school.
Complaints to the Superintendent or Board of Trustees should be in writing and should include a detailed statement of the complaint, including the names of the individuals involved and what provision of the school’s charter or the law that you believe has been violated. The complaint should also state what response has been received from the school thus far and what specific action or relief the individual is seeking.

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

The school encourages parents or guardians to submit complaints that can be resolved at the school level directly to the principal. Upon receipt of the complaint, the principal will investigate the allegations and will respond in writing or in person within ten business days. If this does not resolve the complaint, the individual or group may submit the complaint, in writing, to the Superintendent.

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

Ms. Janique Cambridge  
New Visions Charter High School for the Humanities III  
3000 Avenue X  
Brooklyn, NY 11235

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

New Visions for Public Schools  
Attn: Superintendent of Charter Schools  
205 E. 42nd Street, 4th Fl  
New York, NY 10017  
Email: sallen@newvisions.org  
Phone: 212.645.5110

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

Complaints to the Board of Trustees should be addressed to:

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

If the complainant believes that the Board of Trustees has not adequately addressed the complaint, the individual or group may present the complaint to the school’s charter authorizer.
Withdrawal

HUM III is a school of choice. As such, circumstances may arise in which a parent or guardian wishes to transfer their child to a different school. A parent/guardian may withdraw a student by completing a discharge form. Contact the school’s Main Office for the form and discuss other education options for the student.

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

Access To Information

The Family Educational Rights and Privacy Act (FERPA)

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

FERPA gives parents/guardians 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/guardians or eligible students have the right to inspect and review the student’s education records maintained by the school. Schools are not required to provide copies of records. Schools may charge a fee for copies.
- Parents/guardians 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/guardian 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/guardian 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/guardian 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 specifics state law.

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

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

You may request that directory information not be released either to military recruiters or for any purpose by notifying the school prior to October 1st. Notice should be provided in writing to Marly Sillien, School Coordinator, New Visions Charter High School for Humanities III, Frank Macchiarola Educational Complex, 3000 Avenue X, Brooklyn, NY 11235. Questions should be addressed to Marly Sillien at 718-368-4145(ex.3102).

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, HUM III provides copies of information and records which are available for public inspection in accordance with **New York Freedom of Information Law (FOIL)**.

**Requests For Public Access To Records**

Student records are not available for inspection, except in accordance with the Family Education Rights and Privacy Act (FERPA) 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 Record**
If the person requesting information is denied access to a record, he or she may, within 30 days, appeal such a denial to the principal or his or her designee. Upon timely receipt of such an appeal, the school will, within 10 business days of the receipt of the appeal, fully explain, in writing, the reasons for further denial or provide access to the record(s) sought.

The School will also advise the requester of the right to appeal. Any person denied access to a record may make an appeal in writing to the New Visions Charter High School for the Humanities III Board of Trustees:

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

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

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

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

**Location**
All FOIL requests should be sent to the School Coordinator at the following address - records are available for public inspection and copying at this address as well:

Marly Sillien, School Coordinator  
New Visions Charter High School for Humanities III  
Frank Macchiarola Educational Complex  
3000 Avenue X  
Brooklyn, NY 11235  
Telephone Number: 718-368-4145  
E Mail: msillien11@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 a.m. until 4:30 p.m., 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. Students and families can also access the board meeting calendar and minutes online at https://www.newvisions.org/pages/ams-iii-hum-iii-board-of-trustees.

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/guardian organization in order that he or she might disseminate the information as he or she sees fit.

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

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

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

● discussions regarding proposed, pending or current litigation;

● when such law applies to the school employees, collective negotiations that are within the scope of Article 14 of the Civil Service Law;

● the medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;

● the preparation, grading, or administration of examinations; or

● the proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

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

● Judicial or quasi-judicial proceedings (such as student disciplinary appeals and employee grievance hearings).

● Any matter that is confidential under New York State Law or Federal law (such as the discussion of a student's individual handicapping conditions or academic records).

Acceptable Internet Use Policy

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

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

HUM III has, with minor modifications, adopted the Acceptable Internet Use Policy of the New York City Department of Education. The main components of the school’s Acceptable Internet Use Policy are summarized below:

● The school will use technology protection measures to block or filter inappropriate material via Internet, electronic mail, or other forms of direct electronic communications.

● The school will take measures to block unauthorized access or detect unlawful activity which may include but is not limited to physical or technological measures.

● The school will prevent unauthorized online disclosure, use, or dissemination of personal identification information.

● The school will comply with the Children’s Internet Protection Act (CIPA).

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

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

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

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

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

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

General Principles of Access
The school provides access to the Internet, including access to email, for its employees, students, and guests. Guests include but are not limited to parents/guardians, substitute teachers, temporary employees, family volunteers, and other school volunteers. Internet access and the use of email through the use of the school’s system are limited to use for educational purposes. The term “educational purpose” includes use of the system by students and their parents/guardians for learning activities both in school and at home, employee professional or career development, communication between teachers, students, and their parents/guardians 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, they should consult with the appropriate supervisor, principal, teacher, etc.

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

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

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

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

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

In accordance with the policy, the school’s technology liaison is the Building-Level Coordinator for the Internet and email system. Users may contact the school’s technology liaison with questions or comments about the Acceptable Internet Use Policy by sending an email to the school’s service desk system - hum3tech@charter.newvisions.org The building-level coordinator approves building-level activities, ensures teachers receive proper training in the use of the system and of this policy, establishes a system to ensure adequate supervision of students using the system, maintains executed user agreements if applicable and is responsible for interpreting the Acceptable Internet Use Policy at the building level. Although this Acceptable Internet Use Policy does not require execution of user agreements by students or employees, the school may institute such a school-based requirement.

As set forth in more detail below, the Internet is equipped with Internet filtering software. The school’s technology liaison coordinates any modifications to the Internet filtering software or any de-filtering of software and will be responsible for assuring that filters are restored when the modification or de-filtering is no longer appropriate.

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

Students who require technical assistance with Internet access or email should inform their teachers and other school staff, and they should inform the technology liaison by email hum3tech@charter.newvisions.org.

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

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

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

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

Regulations of Access

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

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

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

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

At the time of student registration, parents or guardians will be provided with a consent form in order to give the school permission to use photographs of the student or student artwork or to use quotes, movies or video tapes of the student on its website, in connection with stage productions, athletic events, honors and awards, etc. Parents or guardians must provide consent in order for this information
As part of the school’s obligation to maintain the privacy of students and teachers, the school reserves the right to use "cookies" on its site. Cookies allow the school, among other things, to verify sites that a user has visited and information about the user’s activities while online.

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

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

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

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

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