



New Visions Charter High School for Humanities III

Student and Family Handbook

Updated, August 2018

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

Administration & Staff

Janique Cambridge, *Principal*
Ferrugia Sonthonax, *Director of School Operations*
Sylvia Harris, *Assistant Principal*
Andrew Wintner, *Assistant Principal*

Board of Trustees

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

Hammond, Darrel - *Dean Coordinator*
Hassan, Wadyah - *Operations Associate*
Hawkins, Darius - *Dean Associate*
Hutchinson, Sherry Ann - *School Associate*
Lewis, Tiffany - *Student Recruitment and Family Engagement Coordinator*
Koiki, Kehinde - *School Coordinator*
Perez, Michael - *Associate Dean*
Sillien, Marly - *School Coordinator*
Wadai, Younes - *Associate Director, Technology*
Wilkinson, Monica - *Associate Director of Special Education*
Williams, Shadae - *Attendance Coordinator*

Faculty

Ahmad, Summer - *Science*
Alexander, Rene - *School Counselor*
Alliance, Christina - *Math*
Baurle, Christina - *Theater Arts*
Cajigas, Christopher - *Social Studies*
Campbell, Andrew - *Art*
Chery, Nitsa - *School Counselor*
Cryer, Aimee - *ELA*
Garraud, Fitzgerald - *Math*
Hall, Sarah - *Math*
Harper, Tamara - *Physical Education*
Holford, Janelle - *Special Education*
Ignacio, Rachel Mae - *ELA*
Jones, Langston - *Social Studies*

Faculty (Continued)

Lapierre, Adam - *Social Studies*
Muschett, Simone - *Reading Specialist*
Noel, Andrea - *Special Education*
Osborne, Katrina - *Special Education*
Poole, Leah - *Resident*
Pope, Ernest - *English*
Reiter, Casey - *Physical Education*
Sokolovskaya, Yelena - *School Counselor*
Thomas, Patricia - *School Counselor*
Unger, Maria - *Foreign Language*
Waldron, Carmel - *Science*
White, Meme - *Special Education*
Yancey-Stembridge, Torian - *School Counselor*

Contents

I. INTRODUCTION	4
II. HOW TO CONTACT OR VISIT US	5
III. SCHOOL CALENDAR	5
IV. DAILY HUM III SCHEDULE	8
V. ARRIVAL AND DISMISSAL	9
VI. ATTENDANCE AND LATENESS	10
VII. SCHOOL CULTURE	11
VIII. CODE OF CONDUCT	15
IX. ACADEMICS	27
X. STUDENT SERVICES	29
XI. HEALTH AND SAFETY	29
XII. RIGHTS AND RESPONSIBILITIES	31

I. INTRODUCTION

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”
- Malcolm X

Dear Humanities III Family:

It is my pleasure to welcome you to the 2018-2019 school year! We are both honored and excited that you have chosen to begin or continue this journey with us. This year we will continue to focus on making our vision and mission the core of our daily work with students, staff, and families. At HUM III we don't just have a mission, we're on a mission!

Since its inception in 2013, HUM III has strived to challenge each student to grow in his or her academic abilities and to be college-ready by the end of four years. We believe that all students should graduate from high school prepared for the demands of postsecondary education, meaningful careers and effective citizenship. Our academic program and course offerings have expanded this year to include CUNY College Now courses and Advanced Placement Courses through our AP for All Program. Through a wider variety of elective courses such as Journalism, Music, and Civics, students will continue to develop authentic literacy skills while exploring, analyzing and synthesizing culture and the world around them.

This handbook outlines many of the policies and procedures of HUM III. It is designed to ensure that we are on the same page and working towards the same goals. We strive to be as transparent as possible with our policies, expectations, and information. Our hope is that this handbook will serve as a useful resource to answer many questions you may have. Please keep it handy so that you may refer to it when necessary. As you read through it, should any questions, thoughts, or concerns arise, please do not hesitate to contact us. It takes a village, including faculty, staff, families, and students to ensure child's achievement in school and life. Every day, our team will work hard to make this the best school possible. That is our commitment to you.

Sincerely,

Janique Cambridge
Principal

II. HOW TO CONTACT OR VISIT US

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

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

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 Welcome Center located on the 3rd floor of the building. Upon reaching the Main Office, visitors must sign the HUM III logbook.

Contacting Your Child during the School Day

Students are not allowed to bring cell phones into the school building. All cell phones are collected and maintained in a secure location until the end of the school day. 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.

III. SCHOOL CALENDAR

The **School Calendar** includes the dates of school holidays and other important school events. Please keep this calendar handy and refer to it for important information.

The New Visions Charter High School for the Humanities III opens on **August 15th, 2018**. We begin our school year with the Summer Bridge Program, a mandatory program from **August 27th through August 29th, 2018**, where the school day is from 8:30am – 2:00pm. All new students must participate in our Summer Bridge Program. Summer Bridge is designed to help students successfully transition to the Humanities III both academically and socially. Fall term will begin on **September 5, 2018**

School Closing Policy

The New Visions Charter High School for the Humanities 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), WBLS (107.5 FM), WADO (1280 AM), WKDM (1380 AM), WYNE (91.5 FM), WSKQ (97.9 FM), WXLX (620 AM), or watch NY 1 or WYNE-TV on television for school closure or delayed school opening information.

***School closure information will also be available on the HUM III website - <https://www.newvisions.org/humanities3>.**

HUM III 2018-2019 SCHOOL CALENDAR

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

September 5, 2018	First Day of School: Trimester I Begins
September 10-11, 2018	Rosh Hashanah: SCHOOL CLOSED
September 19, 2018	Yom Kippur: SCHOOL CLOSED
September 24, 2018	Back to School Night Upper House
September 27, 2018	Back to School Night Lower House
October 8, 2018	Columbus Day: SCHOOL CLOSED
October 10, 2018	PSAT Testing Day
October 17, 2018	Progress Report Trimester I
November 6, 2018	Election Day: SCHOOL CLOSED FOR STUDENTS
November 12	Veteran's Day: SCHOOL CLOSED
November 19-21, 2018*	Trimester 1 Final Exams
November 22-23, 2018	Thanksgiving Recess: SCHOOL CLOSED
November 30, 2018	End of Trimester I
December 3, 2018	Trimester II Begins
December 8, 15 January 5, 12, 19	Saturday Regents Prep for January Regents
December 12, 2018	Trimester 1 Report Cards Distributed Parent Teacher Conference

December 24 - January 1, 2019	Winter Break: SCHOOL CLOSED
January 16, 2019	Progress Report Trimester II
January 21, 2019	Martin Luther King Jr.: SCHOOL CLOSED
January 22 - 25, 2019	Regents Week
January 28, 2019	PD Day: NO SCHOOL for Students
February 5, 2019	Lunar New Year: SCHOOL CLOSED
February 18 - 22, 2019	Mid-Winter Break: SCHOOL CLOSED
March 6-8, 2019	Trimester II Final Exams
March 15, 2019	End of Trimester II
March 18, 2019	Trimester III Begins
March 27, 2019	SAT Exam for 11th Graders
March 28, 2019	Trimester II Report Cards Distributed Parent Teacher Conferences
April 17, 2019	Trimester III Progress Reports
April 19-26, 2019	Spring Break: NO SCHOOL
May 4, 11, 18 June 8, 15	Saturday Regents Prep
June 3, 2019	Global History Regents
June 4, 2019	Eid al-Fitr: NO SCHOOL
June 6, 2019	PD Day: NO SCHOOL FOR STUDENTS
June 12-14, 2019	Trimester III Final Exams (Non Regents Classes)
June 18 - 21, 24-26, 2019	Regents Week
June 26, 2019	Last Day of School for Students Trimester 3 Report Cards Distributed

IV. DAILY HUM III SCHEDULE

All Grades Monday - Friday			
	Start Time	End Time	Length
Period 1	8:30	9:31	61 mins
Period 2	9:34	10:35	61 mins
Period 3	10:38	11:39	61 mins
Period 4	11:42	12:43	61 mins
Lunch	12:43	1:12	29 mins
Period 6	1:17	2:18	61 mins
Period 7	2:21	3:22	61 mins
AfterSchool	PSAL Sports Office Hours/ Tutoring (Tuesday) Clubs (Wednesday and Thursday)		

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 8:00am and 8:20am. If students would like to receive breakfast, they can arrive 20 to 40 minutes before school begins. Breakfast is served from 7:50am – 8:20am. 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 am. Students arriving to school after 8:30 am will be marked late. Students arriving after 9:20 am will enter through the main visitor/parent entrance of the building and sign in with School Safety. A HUM III staff member will escort late students from the lobby to the third floor.

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

Student Identification Cards:

All students are given a HUM III Student ID card; each student must carry/wear his or her ID at all times. Students and staff are provided with a different badge to identify their connection with their school. Parents and other guests do not get ID cards; they get a Visitor's badge from the School Safety desk located at the main entrance of the building.

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, but by a School Safety Agent with a handheld wand to identify the object that set off the alarm. We ask that students/visitors pay attention and follow instructions from all School Safety Agents and be sensitive to other students or guests waiting to be scanned to enter the building.

Dismissal Procedure:

The school day ends at 3:22 PM pm Mondays through Fridays. 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 afterschool club or athletic program should go directly home. Students who do participate in afterschool clubs or athletic programs must go directly to the assigned room where attendance is taken for those activities.

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. Scholars 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 for illness, either short or long-term, must be explained in writing by either a parent or doctor, to be considered an excused absence. All other absences are unexcused. A parent who knows in advance that there will be an extended absence for their child must contact their child's school counselor or Attendance Coordinator. An absence for a family emergency will be treated as an excused absence if a letter is submitted by the parent and approved by the school. 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 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 should make arrangements with their child's school counselor and teachers to pick up assignments. If a student will have an extended absence (for four weeks or more) due to a health condition, parents should discuss with the School Counselor if their child may be eligible for Home Instruction services provided by the New York City Department of Education.

Permission to Leave School during the Day:

If a student must leave during school hours, students must be picked up by a parent or adult authorized on his/her emergency contact card. Students under the age of 18 must receive written and verbal consent from a parent or guardian in order to leave the school building early. Early dismissal is strongly discouraged as it negatively impacts student learning.

Lateness Policy:

Students are expected to be in school and class on time. Lateness disruptive to the learning environment of all students and is considered a form of absence. Consequences may be given to a student who is late to school more than three times. Every student should be in the building no later than 8:20 am to make it through security and to their first period class on time, which begins at 8:30 am. Any student entering the building after 8:30 am will be marked late. Students have three minutes to transition to each class. Students are marked late if they are not in the classroom once the bell stops ringing.

2018-2019 Humanities III Late Entry Policy

Humanities III Scholar Entry Times				
<ul style="list-style-type: none"> ● Scanning will be open promptly at 7:45AM Monday-Friday. ● If entry is after 9:20 AM, Scholars must PATIENTLY wait for the next stated pick up time in the vestibule or courtyard. ● ALL phones MUST have a full bar-code label with scholar's name. Failure to do so will require scholars to check their phone into one of the neighborhood stores. 				
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				
<p>Once your last class is complete and you pick up your phone, YOU MUST LEAVE THE BUILDING. If you are a designated Teacher's Assistant, you are not allowed to have your phone in the building. Line up and wait patiently at the designated cell phone pick-up spots for your devices.</p>				

Please note for all late entries:

- Cell phone/Electronics collection will only occur by Humanities III Staff during the times listed above.
- If arrival time is after 9:37am with an electronic device, your device will not be collected.
- If arrival time is after 9:37am with an electronic device, and the student is unable to check the phone into a store, the school will hold the phone until a parent/guardian can pick it up. Parents/Guardians will be informed by Dean Team and an appointment will be scheduled.
- If you come after all of the times listed, you will have to wait patiently until someone is available to pick you up.

VII. SCHOOL CULTURE

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 New Visions Charter High School for the Humanities 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 with 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 Principal during the school year as needed. In addition, we encourage parents at HUM III to become involved members or leaders of the school's Family-School Alliance.

Service to the School:

We encourage parents 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 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.

Dress Code:

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 an environment of support. 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 detention.

Students at the New Visions Charter High School for the Humanities III (HUM III) are required to follow the HUM III dress code:

- Dark blue 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

Please note that hoodies are not part of the school uniform. Students will receive a uniform infraction.

If a scholar is not appropriately dressed it may result in but not limited to other actions such as requiring a family member to bring a change of clothing.

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 or by phone 718-252-5090 or 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.

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 will share the 3rd floor of the building along with AMS III. Origins High School will be on the first and second floors, while Professional Pathways will be located in the basement.

Although there are many schools located in our building, we are all one school community. HUM III student activities will take place in the following shared spaces of the building:

- Cafeteria
- Gymnasium
- Auditorium
- Nurse's Office
- Science Labs
- 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.

Electronic Devices:

Electronic devices include cell phones, computing devices and portable music and entertainment systems. The Frank J. Macchiarola Educational Complex does not allow students to bring these devices through scanning machines. Scholars are not allowed to use electronic devices at any time during the school day unless explicitly authorized by staff in a specific designated setting. If they are used in an unauthorized manner, scholars will be subject to disciplinary action as described in the Code of Conduct. Parents/Guardians wishing to contact their child during the school day may do so by calling the school directly.

HUMANITIES III ELECTRONIC DEVICE POLICY

Electronic devices include cell phones, computing devices, and portable music and entertainment systems. The Frank J. Macchiarola Educational Complex does not allow students to bring these devices through scanning machines. Scholars have the option of storing their devices in a storage locker upon arrival to the school. Scholars are not allowed to use electronic devices at any time during the day unless explicitly authorized by staff in a specific designated setting. If they are used in an unauthorized manner, scholars will be subject to disciplinary action as described in the Code of Conduct. Parents/Guardians 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, scholars 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. After all phones have been handed out, late phones will be distributed.**
- Scholars are expected to form a single file line and enter the room in an orderly manner to retrieve their devices.
- Scholars 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

Any student who wishes to bring an electronic device to school as indicated above, need to adhere to the school policies and procedures outlined above. Failure to adhere to the above school-based policy for use of cell phones and other computing devices 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. Scholar may not store device in the school for 30 days.
- **3rd Offense** - Confiscation of electronic device. Parent/Guardian must retrieve the device from the school. Scholar may not store device in the school for the remainder of the school year.

Students may face additional support interventions and disciplinary responses as per the NVCHS Code of Conduct. Please review the Code of Conduct found in the Student and Family Handbook on Page 17.

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.

Lost or Stolen Items:

HUM III is not responsible for any lost or stolen items. We strongly discourage students from bringing any valuable items (jewelry, electronic devices, expensive outerwear, etc.) to school. If a theft takes place on school grounds, 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, the school does not engage in replacement or recovery of stolen items.

Extracurricular Activities:

After-school activities begin in October. Students must attend school during the day in order to participate in after school activities. HUM III offers a variety of extracurricular activities including Girls for Gender Equity, Step Team, Dance Team, Leading Ladies, Gentlemens Gallery, Office Hour for help with classwork and Debate Team.

Saturday Program:

Beginning in December, Saturday Academy begins for those students who can benefit from enrichment and extra help. Students attending Saturday Academy must follow the same rules and behavior expectations established outlined for the regular school day.

Athletic Teams:

HUM III students are able to participate in the athletic programs through the Public Schools Athletic League (PSAL) held at the Frank J. Macchiarola Educational Complex. The sports events are separated according to season. Participating in athletics is a privilege and an honor. In order to participate in PSAL sports or any other club or activity, students must maintain a 75 GPA.

VIII. CODE OF CONDUCT

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

HUM III believes that sticking to this expectation will help us to achieve the mission of the School and to ensure that there is a sense of respect and security throughout the School community. Nevertheless, HUM III has established procedures that are followed when this sense of safety, inclusivity, and productivity is broken. 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 HUM III's goal of maintaining a sense of belonging and safety throughout the School. The Code of Conduct explains the kind of supportive interventions a student may receive for specific kinds of behavior, as well as possible disciplinary responses. Behavior that is in violation of the Code may result in an exclusion from social or afterschool activities, from regular classroom instruction (suspension) or, under certain circumstances, permanent removal from school (expulsion).

Restorative Approach

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

New Visions Charter High Schools Code of Conduct

The Standards set forth in the Code of Conduct apply to behavior in school during school hours, before and after school, while on school property, while traveling in school activities, at all school-sponsored events and on other than school property when such behavior negatively affects the educational process or endangers the health, safety, or welfare of the School Community. The following conduct is prohibited and can lead to serious consequences. Please note that after reviewing the Code of Conduct and considering the student's disciplinary history, including previous violations of the Code of Conduct, the School Leader may, in his or her discretion, consider support interventions and disciplinary responses from the next level.

LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION
1	1.1 Disruptive Behavior Behaving in a manner which disrupts the educational process (e.g. making excessive noise in a classroom, library or hallway). DOE - 817 ¹	• Communication with parent/guardian • One-on-One Restorative Conversation with staff or administrator	• Removal from classroom/event • Detention during lunch/after school/Zero period • Exclusion from extracurricular activity
	1.2 Disrespectful to Others Engaging in verbally rude or disrespectful behavior (e.g.) teasing, name calling, gossiping, taunting, etc). DOE-48	• Restorative Conversation with those involved in the incident • Restorative Circle • Behavior and/or Attendance Contract • Mediation/Conflict Resolution • Community Service	• Behavior Contract/Disciplinary Probation • Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events) • 1-2 day(s) In-School Suspension
	1.3 Insubordinate Behavior Failing to follow directions of a teacher or other lawful authority in the classroom.	• Family meeting • Individual/Group Counseling • Review and/or revise pre-existing Behavior/Attendance Contract	* Alternative instruction and Reintegration Plans are required for any student who is removed from class and/or suspended.
	1.4 Loitering Failing to be in one's assigned place on school premises. DOE-106		
	1.5 Lateness Being late for school or class. DOE-84		
	1.6 Cutting A student is absent for a period class and/or is not present on the floor, leaving class without permission of personnel. DOE-83, 85, 820		
	1.7 Uniform Infraction A student is out of uniform - no shirt, black pants or is covering the uniform with other clothes (jackets, coats, hoodies, sweatshirt, etc). DOE-42, 89		
LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION
2	2.1. Vandalism Causing intentional damage to school property, property belonging to staff, students or others. DOE - 828	• Communication with parent/guardian • One-on-One Restorative Conversation with staff or administrator	• Removal from classroom/event • Detention during lunch/after school/Zero period • Exclusion from extracurricular activity
	2.2 Threats/Intimidation Engaging in or verbalizing an act of coercion; threatening violence or harm to others or threatening property destruction. DOE - 831, 843/87	• Restorative Conversation with those involved in the incident • Restorative Circle • Behavior Contract • Mediation/Conflict Resolution • Community Service	• Behavior Contract/Disciplinary Probation • Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events) • 1-3 day(s) In-School Suspension
	2.3 Smoking traditional cigarettes and/or use of electronic cigarettes and/or possessing matches or lighters. DOE - 813	• Family meeting • Individual/Group Counseling • Referral to a Community-Based Organization • Referral to external counseling/support service agency	* Alternative instruction and Reintegration Plans are required for any student who is removed from class and/or suspended.
	2.4 Knowingly Possessing Property Knowingly possessing property belonging to another without permission. DOE - 829	• Referral to a Community-Based Organization • Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) • Review/Revise pre-existing Behavior Contract	

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

LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION
3	<p>3.1 Academic Dishonesty Engaging in scholastic dishonesty which includes but is not limited to:</p> <p>a. Cheating (e.g., copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test)</p> <p>b. Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, e.g., copying written work from the internet, or any other source)</p> <p>c. Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)</p> <p>d. Violating the school's Internet Use Policy</p> <p>3.2. Tampering with School Document Tampering with, changing or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means. 006 - 027</p> <p>3.3. Contributing to an Unsafe Environment Defying or disobeying the lawful authority or directive of school personnel or school safety agents in a way that substantially disrupts the educational process and/or poses a danger to the school community; engaging in sexual behavior during school or school-related events; posting, sharing, or distributing material containing a depiction of violence; posting, sharing or distributing obscene pictures of students or staff, including posting such on the internet or texting; using an object capable of causing injury. 006 - 023, 033, 045</p> <p>3.4 Physical/Verbal Aggression/Horseyplay (Moderate) Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel (e.g., pushing past another person), or throwing an object (e.g., chalk) or spitting at another person. 006 - 024</p> <p>3.5 Harassment/Discrimination Using slurs, taunting, threatening, stalking, or seeking to intimidate or coerce another based on actual or perceived race, color, weight, national origin, ethnic group, citizenship/immigration status, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression, sex. 006 - 022, 045A</p> <p>3.6 Gang-related Behavior Engaging in gang-related behavior (e.g., wearing or displaying gang apparel and/or accessories, writing graffiti, making gestures or signs or language) 006-026</p> <p>3.7 Bullying Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying) based on an individual's actual or perceived race, color, creed, religion, religious practices, ethnicity, national origin, citizenship/immigration status, gender, gender identity, gender expression, sexual orientation, disability or weight; such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical intimidation that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; verbal abuse -using derogatory language or making derogatory jokes or name calling to humiliate or harass. 006 - 030,040</p>	<ul style="list-style-type: none"> • Communication with parent/guardian • Family meeting • One-on-One Restorative Conversation with staff or administrator • Restorative Conversation with those involved in the incident • Restorative Circle • Formal Restorative Conference • Behavior Contract • One-way Contract with a commitment ensuring the harassment will not happen again • A Safety Plan • Mediation/Conflict Resolution (not to be used for Harassment or Bullying) • Community Service • Restorative Community Circle • Individual/Group Counseling • Referral to a Community-Based Organization • Referral to external counseling/support service agency • Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) • Review/Revise pre-existing Behavior/One-way Contract 	<ul style="list-style-type: none"> • Removal from classroom/space/event • Detention during lunch/after school/Zero period • Exclusion from extracurricular activity • Behavior Contract/Disciplinary Probation • Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events) • 1-3 day(s) In-School Suspension or Out-of-School Suspension • Long-term suspension or expulsion** <p>* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended.</p>

LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION
4	<p>3.8 Trespassing Entering or attempting to enter a school building without authorization or through an unauthorized entrance or bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules 806- 822, 826</p>	<p>SUPPORT INTERVENTION</p> <ul style="list-style-type: none"> • Communication with parent/guardian • Family meeting • One-on-One Restorative Conversation with staff or administrator • Restorative Conversation with those involved in the incident • Formal Restorative Conference • Behavior Contract • One-way Contract with a commitment ensuring the harassment will not happen again • A Safety Plan • Mediation/Conflict Resolution (not to be used for Sexual Harassment) • Community Service • Restorative Community Circle • Individual/Group Counseling • Referral to a Community-Based Organization • Referral to external counseling/substance use/support service agency • Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) for students with an IEP • Review/Revise pre-existing Behavior/One-way Contract 	<p>POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION</p> <ul style="list-style-type: none"> • Removal from classroom/space/event • Detention during lunch/after school/Zero period • Exclusion from extracurricular activity • Behavior Contract/Disciplinary Probation • Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events) • 1-8 day(s) In-School Suspension or Out-of-School Suspension • Referral to the Discipline Review Board • Long-term suspension or expulsion** • An Alternate Instruction Plan and Reintegration Plan is required for any student who is removed from class and/or suspended
	<p>4.1 Aggressive or Harmful Behavior (Severe) Any type of physical contact or threat that causes injury to students or school staff. Also includes reckless behavior causing serious injury or substantial risk of injury. (e.g. punching, hitting, kicking, shoving, grabbing, slapping, spitting, pinching or similar behavior). 806 – 837, 845, 846</p>		
	<p>4.2 Sexual Harassment/Suggestive Behavior Making sexually suggestive comments, innuendoes, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (e.g., touching, patting, pinching, lewd or indecent public behavior, or sending or posting sexually suggestive messages or images). 806 – 834</p>		
	<p>4.3 Possession of Controlled Substances Possessing controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol. Drug paraphernalia includes, but is not limited to, electronic devices designed to deliver controlled substances or prescription medication, without appropriate authorization. 806 – 841</p>		
	<p>4.4 Falsely activating a Fire Alarm Falsely activating a fire alarm or other disaster notice. 806 – 842</p>		
	<p>4.5 Theft without force or intimidation Taking or attempting to take property belonging to a person or the school without using force or intimidating behavior. 806 – 844</p>		
	<p>4.6 Making a Bomb Threat Making a bomb threat, including but not limited to verbal or written threats including threats made on the internet. 806 – 43</p>		
	<p>4.7 Use of Controlled Substances Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol. 806- 846</p>		

LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION
5	<p>5.1 Starting a Fire Starting a fire or attempting to start a fire in any campus setting. DOE- 850</p> <p>5.2 Threatening to Use Force to Take Property Threatening to use force or using force to take or attempt to take property belonging to another person or the school. DOE- 851</p> <p>5.3 Using Extreme Force to Inflict Injury Using extreme force against or inflicting or attempting to inflict serious injury upon school personnel, school safety agents, or students. Also includes planning, instigating, or participating with another or other, in an incident of group violence. DOE- 853, 853, 854</p> <p>5.4 Gang-related Violence Engaging in threatening, dangerous or violent behavior that is gang-related. DOE- 835</p> <p>5.5 Engaging in Physical Sexual Aggression Engaging in physical sexual aggression, compelling or forcing another to engage in sexual activity. DOE- 836</p> <p>5.6 Selling or Distributing Drugs Selling or distributing illegal drugs, controlled substances, or alcohol. DOE- 837</p> <p>WEAPONS: The New York City Department of Education has defined the Term WEAPONS for disciplinary purposes. It has also provided a list of Category I and Category II weapons. This list is attached. It will govern the following Level 5 violations.</p> <p>5.7 Possessing or Selling any Category I or Category II Weapon Possessing or selling any Category I or Category II weapon on school property or in a setting in which this Code of Conduct applies. DOE- 839</p> <p>5.8 Threatening to Cause Physical Injury Using Weapons Threatening to cause physical injury using any Category I or Category II weapon. DOE- 839</p> <p>5.9 Using Weapons to Cause Physical Injury Using any Category I or Category II Weapon for the purpose of causing physical injury. DOE- 860, 861</p>	<ul style="list-style-type: none"> • Communication with parent/guardian • Family meeting • One-on-One Restorative Conversation with staff or administrator • Restorative Conversation with those involved in the incident • Formal Restorative Conference • Behavior Contract • One-way Contract with a commitment ensuring the harassment will not happen again • A Safety Plan • Mediation/Conflict Resolution (not to be used for Sexual Harassment) • Community Service • Restorative Community Circle • Individual/Group Counseling • Referral to a Community-Based Organization • Referral to external counseling/substance use/support service agency • Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) for students with an IEP • Review/Revise pre-existing Behavior/One-way Contract 	<ul style="list-style-type: none"> • Removal from classroom/space/event • Detention during lunch/after school/zero period • Exclusion from extracurricular activity • Behavior Contract/Disciplinary Probation • Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events) • Parent accompanies child to school • 1-10 day(s) In-School Suspension or Out-of-School Suspension • Long-term suspension or expulsion** • Referral to Law Enforcement <p>* Alternative Instruction and Reintegration Plans are required for any student who is suspended.</p> <p>** Before a principal suspends a student for an Extended Suspension (more than 10 days), the principal will schedule a formal disciplinary hearing. At this hearing, the school will present evidence to support the charge of a code violation and the student will have the opportunity to present his/her case and be accompanied and represented by a parent and/or an advocate or counsel. If the student has an IEP, the principal will also refer the student to the Committee on Special Education (CSE) for a Manifestation Determination Review (MDR).</p> <p>*** A student may not be expelled without a formal disciplinary hearing. The determination of the hearing officer will be reviewed on the record of the disciplinary hearing by the Superintendent.</p> <p>Note: certain Category II weapons may have legitimate purposes, such as a box cutter or scissors. Before scheduling a suspension hearing for possession of an article listed as a Category II weapon for which a purpose other than infliction of harm exists, the Principal may consider whether the object is in the student's possession for legitimate reasons. A hearing officer may also consider whether there are mitigating factors when a student is found to have violated the Code of Conduct by possessing such object in the school setting.</p>

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

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

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

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

Disciplinary Responses

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

- Detention

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

Procedures as described below will be followed:

Detention Policy

It's important to uphold the code of conduct so that every scholar is safe has the opportunity to feel saand grow as a learner. When an infraction takes place, which violates our school values, it's important there is a response, which is constructive, and allows for the student(s) involved to be able to reflect and learn from their mistake. In order to facilitate that among the school, after school detention is a necessity.

Detention will start promptly at 3:30 on Tuesdays and Thursdays. If a student is not seated and waiting to begin before the clock hits 3:35, the student will be responsible for attending the next scheduled detention session. If a detention session is cancelled by the school all families will be notified.

You will receive detention for the following infractions:

- Uniform Infraction: Twice in one week
- Lateness to School: Twice in one week
- Behavioral Incidents: Depends on the situation as it relates to the Code of Conduct.

We hope this year continues to be as fruitful and productive as it has started, and I look forward to working with each of you to help you become the best scholar and citizen you can be.

Exclusion from Social/Extracurricular Activities

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

Behavior Contract/Disciplinary Oversight

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

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

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

Before taking steps to initiate a short term suspension a principal will determine if a student has a disability or is entitled to disability protections. If so, the principal will review the student's disciplinary record and determine whether another suspension will bring the total number of days of suspension to ten days or more. Under this circumstance, the principal will refer the student to the Committee on Special Education to a manifestation determination review (MDR). See section on Students with Disabilities.

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

Alternate Instruction and Reintegration Plans

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

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

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

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

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

If the behavior that is the subject of the Disciplinary Hearing was a Level 3, 4, or 5 violation, as categorized in the Code of Conduct, the Hearing Officer, following review of the student's disciplinary record and after hearing any mitigating information presented by the student and parent, may recommend that the student be suspended for more than ten days or expelled. The recommendation will be submitted to the Superintendent for review. The Superintendent will either accept or reject the recommendation of the Hearing Officer and will send notification to the parent /guardian and student. If the recommendation and determination are long-term suspension or expulsion, the notification will include information on appeal of the decision to the Board of Trustees.

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

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

Appeals Process

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

Appeals from Superintendent's Decisions

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

New Visions Charter High School Board of

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

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

Appeals to the Charter Authorizer may be addressed as follows:

Board of 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.

Protections for Students with Individualized Education Programs (IEPs)

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, HUM III 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. A student with a disability can not be removed from the school building for more than 10 days with a MDR. If the hearing or MDR is not able to take place before the 10th day, the student must return to school unless the principal can demonstrate a safety concern that would warrant the student not returning.

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

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

Protections for Students Who Receive 504 Accommodations

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

Consequences of Manifestation Determination Review

If the CSE's MDR Team or the School's 504 Team finds that there is a connection between the student's disability and the behavior that is the subject of the disciplinary proceedings the student will return to class, and the

School and the CSE or Section 504 Team will work together with the student and his/her parents to develop a plan to address the behavior within the school or in another setting.

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

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

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

Committee on Special Education (CSE) Meetings

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

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

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

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

Additional Dignity Act (DASA) measures include the following:

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

- Students are reminded that harassment, bullying (including cyberbullying) and discrimination are violations of our Code of Conduct whether they occur on school property, traveling to and from school, at a bus stop used by students, at any school function, including any school-sponsored activity, or even away from school property if electronic communication is used to exchange words or pictures that have the effect of bullying or harassing a fellow scholar.
- The School annually appoints a Dignity Act Coordinator (DAC) who is trained to handle disputes between students or between students and school employees that involve race, color, weight, national origin, gender, disability and all of the other areas of difference that are covered in our Code of Conduct. Students and Parents are encouraged to call 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. Notify parents of all students involved.
- Retaliation against any student or teacher who reports or assists in the investigation of harassment, bullying or discrimination is strictly prohibited and will be subject to disciplinary measures.

Search and Seizure

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

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

IX. ACADEMICS

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

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

Progressing towards Graduation

Humanities III four-year program is designed to provide the academic foundation, lifelong learning habits and critical thinking skills required for students to be successful in college. Students at Humanities 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 last a minimum of 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.

College and Career and Postsecondary Readiness

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

Graduation Requirements

Qualifying for a New Visions Charter High School diploma requires 44 total credits and 5 Regents exams passed at or above a score of 65. Compensatory regulations apply for students with an Individualized Education Plan

(IEP). A course specific breakdown of these 44 credits can be found in the table below:

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

Grading Policy

Students are graded in two ways:

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

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:

1	October 17, 2018	December 12, 2018
2	January 16, 2019	March 28, 2019
3	April 17, 2019	June 26, 2019

X. STUDENT SERVICES

Food Service

Our school offers breakfast, lunch, and snack for any extended-day programs after 4:15 pm.

Lunch Forms

Our school offers breakfast, lunch, and snack for any extended-day programs after 4:15 pm. Scholars will have to enter their student ID number as part of accountability. Lunch is free for all Humanities III students. As part of our accountability, ALL parents/guardians are required to submit School Lunch Forms every year. When this form arrives home, please fill it out immediately and return it to the Main Office even if your child does not participate in the breakfast or lunch program. Please read the instructions carefully and call the school if you have any questions about the form. You can also complete this form online at www.applyforlunch.com/application.

Lunch Policy

Lunch takes place in the Cafeteria on the 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. Students may qualify for full-fare or half-fare MetroCard. Students who receive half-fare MetroCards are responsible for paying of half of the fare directly to the bus or subway in cash or with a Pay-per-ride MetroCard. Student MetroCards will be distributed once in September and once in January. It is each student's responsibility maintain their Metrocard. If this card is lost or stolen, it must be immediately reported to the Main Office. Lost or stolen Metrocard 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/1FAIpQLSdMNAJU7Cqo_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

Emergency Forms

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

well being of your child.

Students with Medical/Mental Health Conditions Who Require Special Accommodations

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

Student Illness at School

If a student becomes ill during the day, the student should inform a teacher that he/she is not feeling well. 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. An 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 will be notified accordingly.

Medication

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

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

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

Prevention of Child Abuse and Neglect

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

School staff members will also report any allegation of child abuse in the School setting to the Principal of 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).

Emergencies, 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:

I.S. 14 - Shellbank
2424 Batchelder Street
Brooklyn, NY 11235
(718) 743-0220

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

XII. RIGHTS AND RESPONSIBILITIES

STUDENT RIGHTS

Students have a right to:

- Attend school and receive a free public school education until age 21 or receipt of a high school diploma, whichever comes first, as provided by law; students who have been determined to be English Language Learners are entitled to bilingual education or English as a second language program as provided by law; students with disabilities who have been determined to be in need of special education are entitled to a free appropriate public education until age 21, as provided by law;
- Be in a safe and supportive learning environment, free from discrimination, harassment, bullying, and bigotry, and to file a complaint if they feel that they are subject to this behavior
- Receive courtesy and respect from others regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression, religion, national origin, citizenship/immigration status, weight, sexual orientation, physical and/or emotional condition, disability, marital status and political beliefs;
- Receive a written copy of the school's policies and procedures, including the Code of Conduct early in the school year or upon admission to the school during the school year;
- be counseled by staff in matters related to their behavior as it affects their education and welfare in the school;
- Know possible dispositions and outcomes for specific offenses;
- Due process with respect to disciplinary action for alleged violations of school regulations for which they may be suspended or removed from class by school staff; students with disabilities, 504 plans, or who are "presumed to have a disability" have the right to certain protections under IDEA;
- Know the procedures for appealing the actions and decisions of school officials with respect to their rights and responsibilities as set forth in this document;
- Be accompanied by a parent and/or representative at conferences and hearings;
- The presence of school staff in situations where there may be police involvement;

- Be secure in their persons and belongings and to carry in the school building personal possessions which are appropriate for use on the premises;
- Be free from unreasonable or indiscriminate searches, including body searches;
- Be free from corporal punishment and verbal abuse;
- Organize, promote and participate in student organizations, social and educational clubs or teams and political, religious, and philosophical groups consistent with the requirements of the Equal Access Act;
- Receive written communication in the home language of the student and family;
- Confidentiality in the handling of student records maintained by the school system

Non-Discrimination

New Visions Charter High School for Humanities 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, sex or age in its programs and activities. In accordance with Section 504 of the Rehabilitation Act, Title II of the Americans with Disabilities Act, and Title IX, the following person has been designated to respond to concerns and complaints regarding the School's Non-discrimination policies:

Ferrugia Sonthonax, Business Manager
 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

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

Disability Accommodations

Parental requests for accommodations for students based on disability must be submitted in writing to Ferrugia Sonthonax. A form for such request may be obtained from the Coordinator. Supporting documents from the student's physician or another qualified health professional must be provided. If the Coordinator has questions about the nature of the disability or the need for accommodations, parents are invited to a Section 504 Team review which will include persons knowledgeable about the student, about the meaning of the information in the supporting evaluations or reports, and about the options for accommodation in the school. Parents have the right to impartial review with respect to any decision of the review team that involves the identification, evaluation or placement of a student with a disability. Accommodations included on an Individualized Education Program (IEP) or a Section 504 Plan will be provided in the classroom and on school, state, and national assessments.

Education of Students in Temporary Housing

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

support services needed to participate fully in any school activities, including before and after-school activities, and even help in preparing for and applying to college.

A McKinney-Vento liaison has