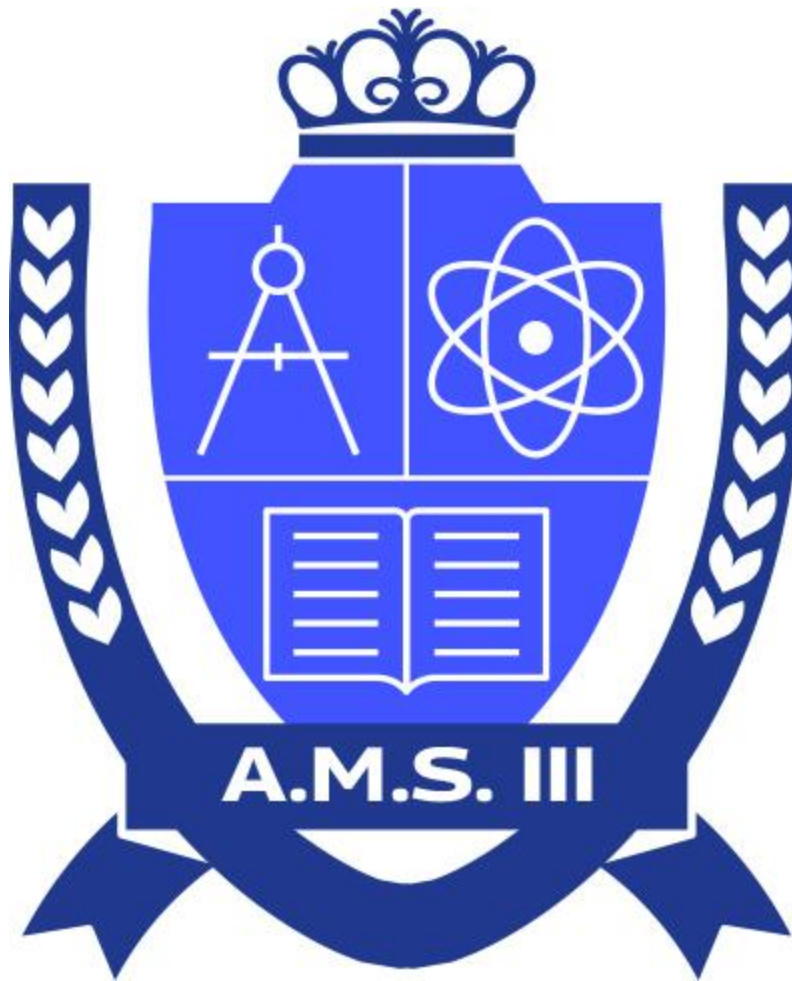




**United Charter High School for
Advanced Math & Science III**

Student & Family Handbook

Updated October 2024

AMS III is a nonsectarian, public school. We do not discriminate against any student based on ethnicity, national origin, religion, gender or disability. We welcome applications of students with special needs, students with disabilities, and English Language Learners.

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United Charter High School Network: Key Design Elements

United Charter High Schools, collectively the largest charter high school network in New York City, are distinguished by their Key Design Elements. Our Key Design Elements are the DNA of our schools. They are fundamental to our twin commitments to equity and excellence as they guide the systems, practices, and culture of our schools. They are also what makes our schools unique, innovative, and vibrant and allow us to proudly graduate young people with the skills and knowledge to advocate for themselves and their communities and to succeed in the college, career, or training of their choice. We consider it our organizational responsibility to continuously learn and improve around these Key Design Elements so that our students have the tools, experiences, and support to thrive in high school and to achieve the future they imagine for themselves.

The 7 Key Design Elements of United Charter High Schools:

- Innovative and Responsive Teaching and Learning
- Individualized Supports for Diverse Learners
- Holistic Social Emotional Supports
- Comprehensive Postsecondary Readiness
- Inclusive Family Engagement
- Civic & Community Engagement
- Data-Driven Continuous Improvement

(See QR code at the end of document for a description of each of the Key Design Elements).

I. Introduction

Letter from Principal

“By education, I mean an all-round drawing of the best in child and man in body, mind and spirit.” – Mahatma Gandhi

Dear AMS III caregivers, students and staff members:

Welcome to the 2023-24 school year! The best years are ahead of us.

Advanced Math and Science III was established in 2013 with a vision to provide a world-class education to the community of south, central Brooklyn and south Queens. We believe that in a small community of caring and trained adults, a student will transform into a student and find their college and career pathway. A student will take responsibility for their own learning and will use the support provided to charter their own destiny. At AMS III our curricula are aligned to not just the New York State content standards but Culturally Responsive Learning Standards. This intention allows us to never forget the history, culture, knowledge and rich diversity our students, staff and families bring to AMS III each day. We strive to make literature choices, staff and student learning experiences, daily advisory sessions, project-based learning, celebrations and post-secondary planning aligned to the values of Advocacy, Communication, Empowerment and Social Justice.

At AMS III, we provide robust socio-emotional support through trained personnel, advisory and school culture staff. We program each student for an Advanced Regents diploma and this allows most students access to at least three Advanced Placement courses and even more dual credit courses by the end of senior year. We are a Science, Technology, Engineering, Arts and Math focused based school. We do everything at AMS III with your future in mind.

I am looking forward to a great school year!

Nissi Jonathan, Principal

Mission, Philosophy, and Values

Mission

AMS III is part of the United charter school network. United charter schools provide all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility, and rigor. United schools ensure that graduates have the skills and content knowledge necessary to succeed in post-secondary choices by engaging students, teachers, and administrators in learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students' imaginative and creative abilities, and celebrate achievement. Through an intensive study of math and science concepts, students learn how to generate research questions, develop the skills necessary to answer those questions, create products that demonstrate understanding, and defend their knowledge publicly.

Vision

AMS III students become the “change they want to see in their world.” At AMS III, we focus on enriching student lives. We hold students to the highest expectations, providing them experiences that challenge them to define their dreams and transform them into attainable goals.

Instructional Philosophy

Students at Advanced Math and Science III are critical thinkers, effective collaborators, authentic researchers and civic minded problem solvers. The learning environment is created to promote authentic and culturally relevant experiences through labs, internships, project-based problem solving, restorative justice practices, socio-emotional support and college-career readiness.

AMS III Creed

We are the PRIDE of AMS III

We are patient, we don't let others' actions dictate our reactions

Learning is our greatest responsibility

We have integrity even when no one is watching

Dedication is how we persevere

We build an inclusive community with empathy

Everyday, in every way

We are the PRIDE of AMS III

School Faculty and Staff

Administration

Jonathan, Nissi - Founder and Principal
Madden, Charniqua - Assistant Principal, Grade 12
Ott, Michelle - Assistant Principal, Grade 11
Franco, Carol - Assistant Principal, Grades 9 and 10

Operations Team

Clarke, Shavar – Restorative Justice Manager
Green, Althea - Family/School Coordinator
Gonzalez, Molly - Assessment Coordinator
Jordan, Octavia - Community & Recruitment Manager
Ramsey, Danielle - Dean
Ouattara, Zie - Technology Director
O'Reggio, Sylvia - Main Office Coordinator
Theophile, Faniola - Main Office Manager

Faculty

Addae, Sooyen - Special Education
Alexander, Rene - School Counselor, Grade 12
Antipov, Daniel - Spanish
Barakat, Alaa - School Counselor, Grades 9 and 10
Bastien, Berline - Special Education Coordinator
Brown, Zsakiyah - Physical Education
Cafaro, Carmine - College and Career Counselor
Campbell, Caitland - Earth & Space Science
Courtney, Nathaniel - Special Education
Cretu, Olga - Chemistry
Fletcher, Matthew - History
Flynn, Kyle - History
Goldberg, Frazer - Math
Gray, Angerika - Special Education
Khan, Mumtaz - Mathematics

Kotarski, Christina - ELA and ENL
Lau Rong, Sonia - Social Studies
Lewis, Bryan - School Counselor, Grade 11
McPherson, Lorton - Mathematics
Mills, Holly - Biology
Penner, Jason - Special Education
Pierre, Alexander - Art
Pignato, Carol - Computer Science
Powell, Aynsley – Music/Production
Nowak, Austin - Social Studies
Rogers, Ashley - ELA
Stith, Kanasha - Special Education
Taylor, Sharifa - ELA
Thompson-Brown, Judith - Spanish
Wistman, Eric - Physics
Zhou, Annie - College Counselor

Board of Trustees

Nicole Best
Alice Bruns
Lior Evan, Chairperson
Matthijs Randsdorp
Edgar Rodriguez, Secretary and Charter High School Superintendent
Sophie Schechter
Jeremiah Thomas
Eldean Wilson - Treasurer

II. How to Contact or Visit Us

Address & Telephone/Contact Information for School

United Charter High School for Advanced Math and Science III
Frank Macchiarola Educational Complex
3000 Avenue X Brooklyn, NY 11235
Main Office: Room 210 Telephone Number: 718-934-9240
Website: newvisions.org/ams3
Email: ams3info@unitedcharter.org
The Frank Macchiarola Educational Complex hours are 7:00 a.m. to 6:00 p.m. (evening hours is limited to Athletics and special events)
The School's operating hours are 8:15 a.m. to 4:15 p.m.

Visitor Policy

At AMS III we welcome school visitors. In order to maintain a safe and secure environment all visitors/alumni must sign in and show ID as they enter the school building at the main entrance located at the front of the building. Given the fluctuating conditions of the most recent world pandemic, all safety best practices will be strongly recommended to all visitors who exhibit symptoms of illness. This includes providing masks and hand sanitizer. Visitors who have any COVID related symptoms of cough, fever must not come to the campus. It is strongly encouraged to take prior appointments to meet with school staff as we are here to service all students and their daily priorities will take precedence. **If you are an alumni/student visitor you may only visit school during the hours of 3:30 - 4:30pm and must have an appointment to meet with a staff member.**

Families or parents who need to meet with a specific staff member, email the staff member and ask for an appointment at least one day in advance. We could then ensure that instruction is not interrupted and your valuable time is not wasted. If the matter is extremely urgent and pertains to the safety of your child, please call the main office at the number stated above and additionally come in person. Please be patient with us as you may have to wait longer to meet with the Assistant Principal or Principal in such circumstances.

If families want to observe classrooms of their child, it can be pre-arranged with the Family-School Coordinator. Once a visitor has signed-in at the School Safety desk, the visitor will be picked up by a member of the main office team and assisted as needed. AMS III is located on the 2nd and third floors of the Frank Macchiarola Educational Complex. Once visitors reach the Main Office room 210 or the counselor suite, they will be required to sign the AMS III logbook, this information will be used only for safety and contact tracing purposes. Safety of your child and the community is our primary responsibility.

Contacting your child during the school day

We will collect one phone per student at the entrance. When reporting to school students should not carry more than one device. We are a one-to-one technology school, which means we will provide you laptops for all your classes. Your child will receive their phone at the end of the school day. If you need to contact your child during the school day or on a field trip, please contact the Main Office of the school at 718-934-9240.

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 United Charter High School for Advanced Math and Science III Summer Bridge for all 9th and returning 10th graders will take place from August 28-30 and the schedule will be from 8:30am – 1:00pm.

Fall term will begin on September 5, 2024. The regular school calendar is below.

Dates	Events
September 4, 2023	Labor Day: NO SCHOOL
September 7, 2023	First Day of School: Semester #1 Begins
September 25, 2023	Yom Kippur: NO SCHOOL
October 9, 2023	Indigenous Peoples' Day: NO SCHOOL
November 7, 2023	Election Day: NO SCHOOL FOR STUDENTS
November 23-24, 2023	Thanksgiving Recess: NO SCHOOL
December 25, 2023 – January 1, 2024	Winter Recess: NO SCHOOL Students return to school: Jan 2, 2024
January 15, 2024	Martin Luther King Jr. Day: NO SCHOOL
January 23 - 26, 2024	Regents Week End of Semester #1/ Regular Instructional week
January 29, 2024	Regents Scoring: NO SCHOOL FOR STUDENTS
January 30, 2024	Semester #2 Begins
February 19, 2024	Presidents Day: NO SCHOOL
February 20-23, 2024	Mid-winter Recess: NO SCHOOL Students return to school: February 26, 2024

March 29, 2024	Good Friday: NO SCHOOL
April 1, 2024	Day after Easter: NO SCHOOL
April 10, 2024	Eid al-Fitr: NO SCHOOL
April 22-30, 2024	Spring Recess: NO SCHOOL Students Return on May 1, 2024
May 27, 2024	Memorial Day: NO SCHOOL
June 6, 2024	Professional Development Day: NO SCHOOL FOR STUDENTS
June 17, 2024	Eid al-Adha: NO SCHOOL
June 19, 2024	Juneteenth: NO SCHOOL
June 18, 20, 21-25, 2024	Regents Week
June 26, 2024	Regents Rating Day Last Day of School for Students Report Card Distribution

School Closing Policy

United Charter High School for Advanced Math & Science III will normally 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 follow us on Instagram @newvisionsams3. Your email and emergency contact numbers need to be active, accurate and unblocked to receive calls and emails since this is our primary communication with students and families. Every AMS III student will be provided a school specific email account that will remain active till 10 months past graduation. 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 NY1 or WYNE-TV on television for school closure or delayed school opening information. You can also see this information on the NYC DOE website.

You can also find up to date closing information on the school website - www.newvisions.org/ams3

IV. School Day

Daily Bell Schedule

Period	Time
Breakfast	7:45 - 8:15
1	8:30 - 9:23
2	9:27 - 10:20
3	10:24 - 11:17
LUNCH /ADVISORY	11:19 - 11:47
LUNCH /ADVISORY	11:47 - 12:15
6	12:17 - 1:10
7	1:14 - 2:07
8	2:11 - 3:04
Teacher Office Hours**	3:15 - 4:15
after school Clubs and PSAL	4:15 - 5:30

**4th & 5th period can be either Lunch or Advisory depending on student's schedule*

***Teacher's Office Hours are available to students on Tuesdays & Thursdays*

V. Arrival and Dismissal

Arrival Procedure

All AMS III students attending in person learning enter the Frank Macchiarola Educational Complex through the Avenue X entrance on the first floor only. Students are expected to arrive between 7:45 a.m. – 8:20 a.m. in order to be on time. First period commences promptly everyday at 8:30 a.m. The school issued ID card must be clear and visible in order to enter the campus. Students will use their ID card to have their entry time taken. Students without an ID must pay \$3 for a replacement ID that must be picked up the next day, in the main office (room 210) after 3:15pm or during lunch/advisory period. A student must be ready to produce an ID on demand by AMS III, campus safety and other school personnel. Using your ID is required for the safety of the campus. All staff will always carry their ID on their person at all times.

Each student is allowed to deposit one cell phone that is labeled by AMS III. The school given label is considered registration of the device and it is the responsibility of the student to safeguard the label. New Labels if needed must be requested during lunch period or afterschool hours in room 210. Please refer to the AMS III Cell Phone Policy at the end of this handbook for further details.

After going through scanning and depositing the one registered electronic device, all students arriving prior to 8:15 a.m. will go to the cafeteria for breakfast. Breakfast must be eaten in the Cafeteria between 7:45 a.m. and 8:15 a.m. All classes will start promptly at 8:30 a.m. All students will be escorted from breakfast as a school to the second or third floor by an AMS III staff member.

Identification Cards

All students are given an AMS III student ID card during the first week of school or summer bridge. Each student must carry or wear their ID while on campus and is required to present it to any staff member upon request. ID cards are needed to gain access to school events like dances, games, afterschool P.R.I.D.E. events and SAT exam. Lost ID cards for students will incur a cost of \$3 for each new card requested. This request can be placed either with the dean manager or with the main office. ID cards will be ready for students to pick-up in the main office the next business day during Lunch/Advisory periods or afterschool.

Families and other guests will get a visitor's badge from the School Safety desk located at the main entrance of the building and will be accompanied by an AMS III staff member to the Main Office.

If you have questions about your student ID, please contact ams3info@unitedcharter.org.

Scanning

The school day ends at 3:04 p.m. during in person learning. Main building scanning will be closed for students to re-enter the building from 2:45-3:30 p.m. to make room for dismissal by all four co-located schools. If students exit out of the campus for any reason after regular dismissal and desire to come back to attend clubs and PSAL, they will wait till 3:30pm to be scanned back in. We strongly encourage students to stay on campus if they plan to attend office hours, afterschool clubs and PSAL activities. Any student not participating in an afterschool club, PSAL, or office hours must go home promptly since at least one dean team member will accompany AMS III students to the nearest MTA bus stop for the main dismissal window. PSAL practice is till 6:30pm as per PSAL schedule. PSAL schedules are not decided by AMS III. All PSAL coaches will accompany students to the nearest MTA bus stop. Please note that this code of conduct applies to student behavior, not only during school hours and on school campus, but also before and after school. Administration reserves the right to remove access to afterschool activities like clubs and PSAL for a student if this time period has previous evidence of unsafe behavior to self and others. Safety for all concerned is a key priority.

Daily Dismissal Procedure

The school day ends at 3:04 p.m. Main building scanning will be closed for students to re-enter the building from 2:45-3:30 p.m. When students are dismissed, they are expected to leave the campus unless they are active participants in teacher office hours Tuesday and Thursday from 3:15-4:15 p.m. or clubs/athletics/afterschool activities from 4:15-5:15 p.m. Any student not participating in an afterschool club, athletic program, or teacher office hours must go home. At least one dean team member will accompany students to the bus stop for the main dismissal. Please note that the code of conduct applies to student behavior, not only during school hours and on school campus, but also before and after school. We don't tolerate any behavior that negatively affects the educational process or endangers the health, safety, or welfare of the school community. Administration reserves the right to remove access to afterschool activities for a student if this time period has previous evidence of unsafe behavior to self and others.

Permission to Leave School During the Day

If a student must leave during school hours, students must be preferably picked up by a parent or caregiver authorized on a student emergency contact card. If students need to be dismissed without a caregiver being present, a written and verbal consent will become necessary. Please understand that the caregiver takes full responsibility for the safety of the student after such a dismissal. Students under the age of 18 must provide written consent from a parent or guardian in order to leave the school building early and this will be confirmed by a main office manager prior to dismissal. A pattern of such dismissal will result in a case conference, when administration and school counselor will lead a meeting to better understand the situation and measure impact on education. Parents or caregivers must go to the main office (room 210) when picking up a student early from school.

VI. Attendance and Lateness

At a United Charter High School, attending school on time will provide the most beneficial education experience for a student. Below is a description of policies that support our values on attendance and also provide awareness of reporting policies to students and families.

Attendance Policy

The main office must be informed of every student's absence by phone at 718-934-9240 or email ams3info@unitedcharter.org or [use the form on our website](#) to submit your medical note. New York state will receive daily reports of excused versus unexcused absences for each student. All unreported absence will be considered an unexcused absence. The New York State Board of Education requires us to report illness, either short or long-term, that must be explained in writing by either a parent or doctor, to be considered as an excused absence. All absences, excused and unexcused, will negatively affect the required seat time for all New York State courses towards graduation.

A parent who knows in advance that there will be an extended absence for their child must contact the school Main Office team by phone 718-934-9240. A parent can email the child's doctor's note to our office team ams3info@unitedcharter.org after taking an image on your personal device. It is the students' responsibility to make up work and communicate all needed adjustments with their teachers in a timely manner. An absence for a family emergency will be treated as an excused absence if a letter is provided at their return or an email is sent by the legal parent /caregiver. This letter must be submitted to the school coordinator in the main office or email sent to ams3info@unitedcharter.org within thirty days of the extended absence. A pattern of such absences, excused or unexcused will result in a case conference, when administration and school counselor will lead a meeting to better understand the situation and measure impact on education.

Attendance of less than 90% for the entire school year, puts the student at risk to not graduate on time. AMS III reserves the right to use Social Services on grounds of educational neglect to intervene for any student who has less than 90% attendance for all non-medical reasons. Kindly be aware that below 90% attendance means that your child has already missed one month of instruction.

Absences

If your child will be absent, please contact the main office by phone 718-934-9240 or email at ams3info@unitedcharter.org or [use the form on our website](#) before 8:00am on the day of the absence. Our students are students and hence are responsible for all school work missed during an absence. We highly recommend that students attend as much school as possible on the day of a scheduled doctor visit. 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 two 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. Non-compliance will result in failing grades for the student.

Lateness Policy

students are expected to attend all classes on time and being present in the campus is not considered the same as being on time to the classroom. We strongly recommend that each student enters the campus between 7:45a.m. – 8:15 a.m. in order to make it through security and to his or her 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. Late students based on frequency of lateness will be required to attend community circles to understand the harm inflicted by being late and this will be determined by the school culture staff that include deans and counselors.

Families must set up Powerschool to receive notifications to both period to period and entry to school lateness daily data. Lateness is a legal record and is reported on a student's transcript, which is shared with future colleges and other entities (i.e., studentship funds).

Attendance and Activities

In order for students to participate in any after- school or in school activities to include PSAL, students must have at least 80% on-time attendance arriving at school in the morning before 8:30am, being on time for each class and have PowerSchool data to attest as evidence.

If students arrive at school after the first period they are required to present a note from a parent, guardian or doctor. Each unexcused absence or lateness will be reported as such to New York state.

Students will not be allowed to participate in sports or any extracurricular activities if they fail to comply with our school attendance policy, have excessive absences, miss school to attend afterschool or fail courses.

VII. School Culture

United SEL Value Statement

Social emotional learning (SEL) is a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships and making responsible decisions that support their success in school and in life. Our social emotional learning (SEL) model shapes core elements of the school so that all students receive explicit social emotional support individualized to their needs. Students develop non-academic skills in and out of the classroom that will help them make positive choices and navigate postsecondary life such as self-awareness, self-management and social awareness.

Families/Caregivers Supporting the Mission

As our remarkable staff, involved families, and committed students come together, we will make AMS III a wonderful and unique place. We truly believe that communication is the key to a successful educational experience. Together, we will continue to improve the quality of our school community and provide the best for the children of United Charter High School for Advanced Math & Science III. Education is a partnership between the school, students, parents/guardians, and community. The benefits of family involvement are clear: A growing body of research shows that successful family involvement improves not only student behavior and attendance but also positively affects student achievement. All children are more successful when we work as a team to achieve educational goals; we consider our families our partners in education and we rely on your active collaboration.

Examples of family involvement could include but are not limited to, attending family conferences, speaking to prospective students at events, volunteering for school events, and others.

Families are highly valued members of the AMS III school community. Families play an important role in the success of their children, particularly in high school. All families are requested to be part of the Family-School Alliance (FSA), a think-tank that informs best practices at AMS III. FSA meets once a month and presents opportunities and resources to become key parent leaders. Parents of AMS III students support the mission of the school by making sure that their children:

- are in school and on time every day.
- are scheduled for at least 12 credits each year and that they keep track of their children's progress in earning these credits.
- strive to achieve grades of 80% or higher in all of their courses. The average impacts overall Grade Point Average (GPA) and amount of college monies received.
- take their required state exams and strive for a grade of 75 or higher in ELA and 75 or higher in Math to attain College Readiness for City University of New York (CUNY).

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

- install the Powerschool app on your personal phones. Setup automatic notifications for lateness, entry to school, grades and assignments.
- check their student's assignments each day.
- provide a quiet space and time for the student to do homework daily.
- check the school's website for announcements and information.
- take an appointment to visit teachers and maintain regular contact with their student's advisor and school counselor. Your assigned school counselor is your primary point of contact.

Twice a year parents attend family-teacher conferences at AMS III. During in person learning these conferences, parents meet with their student's teachers to have conversations about their student's academic progress, behavior and attendance.

Families may also make individual appointments with subject area teachers, elective teachers, the school counselor, the assistant principal or principal during the school year as needed. Contact Ms. Althea Green, our community coordinator to set up appointments.

Service to the School

We strongly recommend all families at AMS III become involved members or leaders of the school's Family-School Alliance (FSA), which meets once a month. The FSA at AMS III takes an active role in all school-wide activities like student recruitment, cultural night, PRIDE events, and community advocacy. The FSA is also an active body to train other families in essential skills like financial planning, filing taxes, college planning, managing teens at home, mental health, social justice and more. We will need your assistance with becoming or arranging for classroom speakers on certain projects, and to also be a good thought-partner as we solidify the vision for AMS III. Parents can support AMS 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.
- Assisting with the school's Annual Community Events.

The Family School Alliance will create more service opportunities for parents to lead more parent engagement workshops. We encourage all parents to make time with our family specialist to set up service hours.

Dress Code and Standards

United Charter High School for Advanced Math & Science III students are expected to be in uniform at all times while at school unless otherwise instructed by the principal or an earned dress-down day. Any financial assistance needed to provide for uniforms can be requested at ams3info@unitedcharter.org. Please explain your reason and extent of support being requested. Your child's assistant principal will reach you to gain additional context or provide you next steps. This is a case by case analysis and the final decision rests with the principal and assistant principal.

AMS III Uniform Dress Code
● The AMS III top options ○ Black/light blue long sleeve oxford with AMS III logo ○ Black/light blue long sleeve polo with AMS III logo ○ Black/light blue short sleeve polo with AMS III logo ○ Black crewneck with AMS III logo ○ Light blue fleece zip up with AMS III logo ○ <u>New addition: AMS III hoodie</u> ● Bottoms ○ Solid black pants (no rips) ○ Solid black knee length skirts ○ Solid black knee length skirts or shorts (only during May 1-September 30) ● Footwear ○ Any color closed toe shoes are allowed ○ <u>Crocs/slippers/bubble slides/slides are NOT permitted</u> ○ Snow/rain boots are permitted depending on the weather ○ Sneakers are mandatory during PE class ● Headwear ○ No hats of any kind or hoodies over the head ○ No bonnets, bed head scarves, skull caps, or durags ○ No sunglasses

To support our students, AMS III gives each new student a gift card worth \$105 to purchase your first set of uniform. Preferred school specific crewnecks for outerwear are available at IDEAL UNIFORMS, ([1816 Flatbush Ave, Brooklyn, NY 11210](https://www.idealuniform.com/AMS3)) our assigned school uniform store. You could also purchase your own in the approved colors. by phone 718-252-5090 , or online at [idealuniform.com/AMS3](https://www.idealuniform.com/AMS3).

Student Cell Phone & Electronic Devices Policy

Electronic devices include cell phones, Apple watches, computing devices, portable music and entertainment systems. One assigned phone can be submitted each day for safe-keeping as per the AMS III Cell Phone Policy. AMS 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 AMS III instruction. If electronic devices, especially Apple watches, are used in an unauthorized manner, students will be subject to disciplinary action and confiscation of devices as described in the Code of Conduct (enclosed).

AMS III Procedure for Misuse of Electronic Devices

If a student is inappropriately using any electronic device, a staff person may confiscate these devices. The return of items are contingent upon a written agreement about not repeating the behavior and a legal guardian will be expected to come to school at a designated time to pick up the items from the parent coordinator in room 210 or the dean manager in Room 237.

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 outlined in the Code of Conduct regarding bullying, discrimination, and harassment. United Charter High School for Advanced Math & Science III adheres to the following guidelines:

- AMS III is required to have the legal name of students and their sex assigned at birth 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.
- 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 Principal Nissi Jonathan at njonathan6@unitedcharter.org or 718-934-9240 ext. 2140.

Shared Space

United Charter High School for Advanced Math & Science III is extremely fortunate and grateful to share space at the Frank Macchiarola Educational Complex with Origins High School, Pathways High School, and Success Academy.

Although there are many schools located in our building, we are all one school community. Shared spaces of the building include the following: Cafeteria, Gymnasium, Auditorium, Health Clinic, Music room, Ceramics lab & Outdoor field.

Students may not enter shared spaces without permission or the supervision of an AMS III staff member. Students should not enter the space of other schools without permission. As responsible members of the campus community and neighborhood, AMS 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 AMS III are role models and should be mindful of how their actions affect others.

Please note our school is ADA compliant and handicap accessible, as well as all of our classrooms. Access to a ramp through the main entrance on Ave X and elevator is available on the first floor.

Expectations using School Resources

AMS 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.

Students have access to the digital world using laptops, computer labs and other technology tools. 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.

At AMS III each class is assigned to a computer cart. When in remote school each student is assigned to a chromebook for at-home use.

Lost or Stolen Items

AMS III is not responsible for any lost or stolen items. We strongly discourage students from bringing any valuable items (cash, Apple products, bank cards, jewelry, electronic devices, expensive outerwear, etc.) to school. If a theft takes place on school grounds, AMS III will follow the standard procedures for student behavior that violates the Code of Conduct and the staff will conduct an 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. Lost and Found is located in the main office room 210.

Extracurricular Activities

Saturday Program/Assessment Preparation Classes

Saturday programs during in-person learning are designed to serve as one forum to support student needs, including interventions for high need students. Saturday programs include:

- SAT / PSAT prep or exams
- Regents preparatory courses
- Science Lab make-up sessions
- Community Service
- FAFSA Saturdays for families and students

Athletic Teams

AMS III students are able to participate in the athletic programs through the Public Schools Athletic League (PSAL) held at the Frank Macchiarola Educational Complex. We offer Fall, Winter and Spring sports. We provide access to over thirty different sports teams; eligibility for participation is contingent upon passing all classes, embodying the core values of P.R.I.D.E. and avoiding discipline issues.

Field Trips

The staff trip organizer responsible for a field trip will arrange the required paperwork for families to complete, including the consent forms/permission slips. These consent forms have to be returned 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. AMS III field trips are all directly related to content areas and are almost all fully paid by our school. Hence, we require families to ensure that their students are allowed to go on all field trips. If a payment is required, the amount and due date will be stated on the consent form. Payment plans will be available as needed. Transportation will be provided for all field trips. students will adhere to the AMS III standard of expected behavior – these expectations are explained clearly in this handbook and at the beginning of the school year. students must also adhere to the expectations of the places we are visiting. Non-adherence to any behavior policies may result in the denial of access to future field trip activities and any other consequences as per the United Charter High School Code of Conduct.

VIII. Academics

United Charter High Schools are designed to help students towards meeting diploma requirements at their individual skill level and at a developmentally appropriate pace. We use a semester system, meaning we have two 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.

All of our courses emphasize reading, writing, discussion and listening skills. All courses are explored through a project-based lens, meaning students seek answers to key questions and apply what they learn to real-life situations, reflecting our commitment to culturally responsive-sustaining pedagogy. In every class, students will ask questions, conduct research, produce original work, and defend their work in public presentations. We define these as authentic assessments.

Progressing towards Graduation

AMS III's four-year program is designed to provide the academic foundation, lifelong learning habits, and critical-thinking skills required for students to be successful in college and careers. Students 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 53 minutes, with dedicated time for targeted instruction and skill-building. Our academic day runs from 8:30am until 3:04pm. If students' average course grade is below 80%, they are expected to attend weekly office hours from 3:15 - 4:15pm, every Tuesday and Thursday.

The school monitors every student's course grades and standardized test results to ensure that students are progressing toward graduation. Weekly office hours with teachers and daily access to Powerschool allow students and families to have real time support and access to grades and progress in learning. If needed and at designated times throughout the year, additional support is provided during afterschool 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.

Promotion to Next Grade*	Coursework/Exams	Minimum Credits
10	Successful completion of standards in academic subject areas	11 credits
11	Successful completion of standards in academic subject areas	22 credits
12	Successful completion of standards in academic subject areas	33 credits

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.**

EOY Grade Level	Regents and/or College Board Exams typically taken in grade level	Credits typically earned by the end of the year
9	Living Environment or Earth Science Algebra I or Geometry	Music 1 or Art 1 Spanish 1 PE Algebra 1 Living Environment or Earth Science Global 9 History of Hip Hop or Health
10	Earth Science or Chemistry Geometry or Algebra II Global 10 ELA 10 AP World History	Instrumental Music or Art 2 Spanish 2 PE Geometry or Algebra II Earth Science or Chemistry Global 10 History of Hip Hop or Health

11	Chemistry / Physics US History Algebra II and AP Computer Science Principles Spanish AP Statistics AP Chemistry	Music Production or Arts 3 Spanish III PE Algebra II or AP Statistics or AP Computer Science Principles Chemistry or Physics or AP Chemistry ELA 11 or AP Language or Health Anatomy and Physiology
12	Physics AP Government AP Spanish AP Calculus AB AP Calculus BC	Government Economics Algebra II or AP Statistics or AP Computer Science Principles Chemistry or Physics or AP Chemistry AP Language and Composition Anatomy and Physiology AP Calculus AB

Students who do not meet promotion criteria will receive Promotion in Doubt (PID) letters at least twice a year. Families will be required to meet with assistant principal, counselor and certain content teachers to ensure that a comprehensive plan of action is in place. The individualized intervention plan will be used for student self assessment and progress monitoring on a bi-weekly basis. The support will include mandatory office hours for specific content areas, integrated-team teaching services, reading and writing intervention, Algebra and Geometry intervention, summer school and peer tutoring. Summer school offerings will vary based on limited funding and staff availability. We strongly encourage all our students to attain a Grade Point Average of over 80% since research shows that these students demonstrate the greatest persistent rates to graduate from a four year college setting.

Graduation Requirements

Almost all students who enroll at AMS III are programmed for an Advanced Regents Diploma. All students including those receiving interventions have the opportunity to take credit bearing courses that set them up to build on skills and access rigorous courses. AMS III students are generally expected to take three years of Arts or Music, three years of Spanish, four years of Math, English, Sciences and History. Qualifying for a United Charter High School diploma issued by New York State Board of Education requires a minimum of 44 total credits and 5 Regents exams passed at or above a score of 65. A course-specific breakdown of these 44 credits can be found in the table below. The total of 44 credits is required in specific areas to be counted towards graduation requirement. For a breakdown of all diploma options and requirements for local, Regents and Advanced Regents diplomas please refer to the following resource from the NYC Department of Education: [AC Policy Graduation Requirements 2019](#)

(See QR Code at end of handbook). Compensatory regulations apply for students with an Individualized Education Plan (IEP).

Contact the guidance counselor or assistant principal for additional information or clarification about graduation requirements and options for your student.

AMS III students are programmed and supported to achieve an Advanced Regents Diploma which requires them to pass 9 NYSED provided Regents exams.

Total Credits Required to Graduate: 44	Total Minimum Required Regents Exams to Graduate with a Regents Diploma: 5
6 Math Credits <i>Course Options: Algebra, Geometry, Algebra II, AP CSP, AP Calculus AB, AP Calculus BC, AP Statistics</i>	1 Math Regents
6 Science Credits <i>Course Options: Living Environment, Earth Science, Chemistry, or Physics, AP Chemistry, Anatomy and Physiology</i>	1 Science Regents
8 Social Studies Credits <i>Course Options: Global Studies, US History, Economics, Government, History of Hip Hop, AP Government</i>	1 Global Regents 1 USH Regents
8 English Credits <i>ELA 9, ELA 10, ELA 11, ELA 12 and AP Language and Composition</i>	1 English Regents
4 Physical Education Credits 2 Foreign Language Credits** 2 Art Credits 1 Health Credits 7 Electives Credits	Plus any 1 other Math, Science, Social Studies Regents exam, Language other than English (LOTE) or CDOS* Option 1 or Option 2.

*CDOS means Career Development and Occupational Studies

**Students with IEPs who are exempt from foreign language credits would then need to earn 9 elective 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 using PowerSchool.
 - Website for PowerSchool - <https://nvcharter.powerschool.com/public/>
 - [Login resources for PowerSchool](#) - (See QR code at the end of document).
 - Powerschool district for students and families on the Powerschool app is KNTR
 - Families will be provided with a set of instructions from the Parent Coordinator at the beginning of the school year on accessing power school.
 - Any Power School questions or issues should be directed to ams3info@unitedcharter.org
- In addition, throughout high school, student writing is evaluated using a scoring guide based on national standards for high school students. By the end of the 10th grade, we expect students' writing to have improved enough that they are able to meet all 10th grade writing standards. If these standards are not met, students may need extra work before they advance to the 11th grade. In 11th and 12th grades, the school monitors student's progress towards meeting graduation requirements for writing.

Tiers of Assessments based on Total Points		
Classwork <i>Per departmental decision, these can be two different categories or one classwork category.</i>		Culminating Assessment
5-15 points	16-30 points	100 points MAX
Formative (might be the first time that students are being exposed to the content - see appendix A) ● Exit tickets ● Homework covering 1 day's material ● Checks for understanding ● Do Nows	● Students previously had the chance to practice skill/content ● Assessing multiple content standards/skills ● Assignments assessing multiple skills ● Science Labs	● PBLs ● Projects ● Exams/ Tests ● Essays ● Unit assessments

Advisory Grading Weights		
Points Per Day	Includes	Description
6	PRIDE	• Embody AMS 3 PRIDE in Advisory (<i>Patience, Responsibility, Integrity, Dedication, Empathy</i>) • Contributing to activities & advisory projects • Participating in quick share, discussions and activities through appropriate and accountable talk • Working as a community to build social & emotional skills (<i>self awareness, self management, social awareness, responsible decision making, positive relationship building</i>) • Consistently engaging in Academic Reflections & Goal Setting
4	Community	• Upholding Advisory norms & Advisory frame • Being accountability partners • Self Advocacy • Contributions to AMS III school culture and community

See the table (right) for the grading scale used at all United Charter High Schools.

94-100 = A	55 = FW (Failing Work), FNW (Failing, No Work)
90-93 = A-	55= LTA* (Failing, Long-Term Absence/Chronic Absence)
87-89 = B+	P = Passing (100)
83-86 = B	I = Incomplete*
80-82 = B-	TR = Transfer*
77-79 = C+	*denotes administrative approval needed
73-76 = C	
70-72 = C-	
65-69 = D	

At AMS III a Valedictorian and Salutatorian is selected each year based on this criteria:

Weighted GPA	
Regents Exams	Same exams
Average of Regents scores = Same exams	
SAT scores	
# of AP courses/ AP course average GPA	
AP scores	

Students with Disabilities

United Charter High School for Advanced Math & Science 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, writing and math, and other related services. Please contact the school for more information on academic support services available for students with disabilities. Additionally, United Charter High School for Advanced Math & Science III 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 can contract these services independently with a provider.

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.

A parent may make an initial referral by submitting a written request for evaluation to the student's charter school or CSE. 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 6 is as follows:

AMS III

- CSE 6
- For Districts: 17, 18, 22
- 5619 Flatlands Avenue, Brooklyn, NY 11234
- Phone: 718-968-6200
- Fax: 718-968-6253
- Chairperson: Helene Potash

504 Accommodations

If a student does not have an IEP and a parent would like to request accommodations, the parent 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 Ms. Berline Bastien-Teelucksingh bbastien16@unitedcharter.org, Director for Diverse Learners. A form for such a request may be obtained from the coordinator. Note that these 504 accommodation requests must be renewed every year.

Supporting documents from the student's physician or other qualified health professional may be needed to complete the request. If the coordinator has questions about the nature of the disability or the need for accommodations, parents are invited to a team review, which will include persons knowledgeable about the student, about the meaning of the information in the supporting evaluations or reports, and about the options for accommodation in the school.

Multilingual Learners

All students who are identified as English language learners (ELLs/MLLs) are entitled to English as a New Language (ENL) services outlined by [NYCRR Part 154 regulations](#) (**See QR Code at end of handbook**). Students should be supported by an TESOL 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 support multilingual learners need. Specific supports for ELLs/MLLs at AMS III may include the following:

AMS III

- Standalone English language development five times a week aligned to NYSED ELA and MLL standards.
- Supports to pass the NYSESLAT assessments

College and Career and Postsecondary Readiness

Our goal is for all students to graduate high school with a tailored postsecondary plan that includes best-fit education, training or employment, and the skills and experience to succeed in that plan. Our goal is to ensure that our students have the best possible options for post secondary planning.

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 (grade point average) during their high school career, as a strong GPA will expand opportunities for students. Internships, employers and colleges are all looking for students with good grades. The school expects all students to take advanced courses while in high school (including AP (Advanced Placement), College Now (free college courses offered through CUNY), 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. Proficiency is particularly important for students attending CUNY, since 'proficient' students will not have to take lower level courses. See below for the different ways your child can demonstrate College Readiness proficiency.

- 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
 - A score of 80 or higher in Integrated Algebra or Geometry or Algebra 2 and successful completion of the Algebra 2/Trigonometry or higher-level course
 - A 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 over summer and afterschool. 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. All our Special Education students receive preparation through a postsecondary transition training and college specific connections to ensure continuity of IEP support, which is held prior to their graduation.

If you would like to learn more about how United Charter High School for Advanced Math & Science III prepares students for life after high school or you have any questions about college or career preparation, please contact Annie Zhou at azhou2@unitedcharter.org.

IX. Code of Conduct

United Charter High School for Advanced Math & Science 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.

United Charter High School for Advanced Math & Science 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 exclusion from social or afterschool activities, regular classroom instruction (suspension), or, under certain circumstances, permanent removal from school (expulsion).

Restorative Approach

Restorative Approach means we believe 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. Modifying behavior and healing harm inflicted to best allow the AMS III community and the student to grow is a commitment.

Cheating/Plagiarism Policy

What does cheating/plagiarism look like?

1. Copying answers/ideas word for word or paraphrasing from anyone/thing other than yourself (another student, internet, articles) and claim it is your own.
2. Letting another student copy off of your work or telling another student the answers
3. Not citing evidence used (quotation marks, author, title, where source can be found)

It's totally okay to help your peers, but it's a better learning opportunity if you allow them to figure the answers out on their own! You can also ask us questions any time!

If you are caught cheating or letting another student cheat off of your work:

1. Parents/guardians and deans will be notified.
2. All students involved will receive a 0 on the assignment
3. An action plan for modification of behavior will be provided. Non adherence to this agreement for all future years may result in suspension as per United Charter High Schools Code of Conduct.
4. This behavior unless modified will result in failing the assignment, possibly the course and may additionally jeopardize on-time graduation.

Headphones and Apple Watches Policy

Headphones (Airpods) and Apple watches have increasingly become a distraction in our school spaces. Students are strongly encouraged not to bring this on the campus. If the device is lost we are unable to delegate staff time or resources to locate this. If the student does carry one to the campus and the classroom then this behavior is expected at all times:

- AirPods or other headphones should **not** be worn during class instruction. All students are expected to remove their headphones at the **start of class and put them away. You do not need to be reminded to display responsibility when at AMS III.**
- If you are allowed by your teacher to use headphones for extended INDEPENDENT work periods then remove them before exiting that classroom space.
- Apple watches should **not** be used for texting, social media, phone calls, etc throughout the school day. This includes lunch periods. If a staff member has to redirect the student then these steps will be taken:
 - Inform guardians and establish a contract with the staff member.
 - If the behavior continues please escalate to your child's assistant principal so additional steps can be taken as per the code of conduct for disrupting the classroom environment.

United 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, in remote learning environments, while traveling for 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. 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 - B7 ¹	• Communication with parent/guardian • One-on-One Restorative Conversation with staff or administrator • Restorative Conversation with those involved in the incident • Restorative Circle • Behavior and/or Attendance Contract • Mediation/Conflict Resolution • Community Service • Family meeting • Individual/Group Counseling • Review and/or revise pre-existing Behavior/Attendance Contract	• Removal from classroom/event* • Detention during lunch/after school/Zero period • Exclusion from extracurricular activity • Behavior Contract/Disciplinary Probation • Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events) • 1-2 day(s) In-School Suspension* <i>*Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended.</i>
	1.2 Disrespectful to Others Engaging in verbally rude or disrespectful behavior (e.g. teasing, name calling, gossiping, taunting, etc). DOE -B8		
	1.3 Insubordinate Behavior Failing to follow directions of a teacher or other lawful authority in the classroom.		
	1.4 Loitering Failing to be in one's assigned place on school premises. DOE- B06		
	1.5 Lateness Being late for school or class. DOE -B4		
	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 -B3, B6, B20		
	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		
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 - 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* <i>* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended.</i>
	2.2 Threats/Intimidation/Verbal Disrespect Engaging in or verbalizing an act of coercion; cursing at students or staff or threatening property destruction. DOE – B38, B43, B37		
	2.3 Smoking traditional cigarettes and/or use of electronic cigarettes and/or possessing matches or lighters. DOE - B13		
	2.4 Knowingly Possessing Property Knowingly possessing property belonging to another without permission. DOE – B29		
	2.5 Gambling Engaging in gambling activity of any kind on school grounds.		

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	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 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) 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) c. Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit) d. Violating the school's Internet Use Policy	• 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	• 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) • 1-5 day(s) In-School Suspension or Out-of-School Suspension* • Long-term suspension or expulsion** <i>* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended.</i> <i>** 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).</i> <i>A student cannot be expelled if the infraction is deemed a manifestation of their disability.</i> <i>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 United Charter High Schools Chief Executive Officer.</i>
	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. DOE – B27		
	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 and videos of students or staff, including posting such on the Internet or texting; using an object capable of causing injury. DOE – B21, B33, B45		
	3.4 Physical/Verbal Aggression (Moderate) Verbally threatening physical violence, or shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel (e.g., pushing past another person), throwing an object or spitting at another person. DOE - B24		
	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. DOE – B23, DASA		
	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) DOE- B26		
	3.7 Bullying Engaging in harassing, intimidating, and/or bullying behavior, including using electronic		

	communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct or 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; using derogatory language or making derogatory jokes or name calling to humiliate or harass. This includes behavior 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 physical appearance . DOE – B39,B40		
	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 DOE- B22, B26		
LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION
4	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 behaviors). DOE – B37, B45, B46	• 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 • Restorative 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	• 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* • Long-term suspension or expulsion** <i>* An Alternate Instruction Plan and Reintegration Plan is required for any student who is removed from class and/or suspended</i> <i>** 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).</i> <i>A student cannot be expelled if the infraction is deemed a manifestation of their disability.</i> <i>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 United Charter High Schools Chief Executive Officer.</i>
	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, or sharing sexually suggestive messages, images, or videos). DOE – B34		
	4.3 Possession of Controlled Substances Possessing controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol. Drug paraphernalia includes, but is not limited to, electronic devices designed to deliver controlled substances or prescription medication, without appropriate authorization. DOE – B41		
	4. 4 Falsely activating a Fire Alarm Falsely activating a fire alarm or other disaster notice. DOE – B42		
	4.5 Theft without force or intimidation Taking or attempting to take property belonging to a person or the school without using force or intimidating behavior.DOE – B44		
	4.6 Making a Bomb Threat Making a bomb threat. Including but not limited to verbal or written threats including threats made on the Internet. DOE – 43		
	4.7 Use of Controlled Substances Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol. DOE- B49		

LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN ADDITION TO SUPPORT INTERVENTION
5	5.1 Starting a Fire Starting a fire or attempting to start a fire in any campus setting. DOE- B50	• 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	• 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 <i>* Alternative Instruction and Reintegration Plans are required for any student who is suspended.</i> <i>** 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).</i> <i>A student cannot be expelled if the infraction is deemed a manifestation of their disability.</i> <i>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 United Charter High Schools Chief Executive Officer.</i> <u>Note:</u> 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.
	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- B51		
	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- B52, B53, B54		
	5.4 Gang-related Violence Engaging in threatening, dangerous or violent behavior that is gang-related DOE- B55		
	5.5 Engaging in Physical Sexual Aggression Engaging in physical sexual aggression, compelling or forcing another to engage in sexual activity. DOE- B56		
	5.6 Selling or Distributing Drugs Selling or distributing illegal drugs, controlled substances, or alcohol. DOE- B57		
	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.		
	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- B59		
	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		

Note: UCHS 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 their discretion, consider support interventions and disciplinary responses from the next Level.

Weapons	
Category I	Category II
• 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 shurikens • Explosives, including bombs, firecrackers and bombshells	• 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 can be intended for use as a weapon (such as scissors, nail file, broken glass, chains, wire).

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 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.

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 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 have an option for a full day of instruction in an alternative location within the school from their regular classes. Students serving an Out-of-School Suspension will receive a minimum of three hours of instruction in the school each school day (fifteen 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 that best meets the needs of the individual student.

Alternative Instruction and Reintegration Plans

The School will provide alternate instruction so the student is given the full opportunity to complete assignments, tests, and quizzes given on the days 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 on school grounds, but in an alternative location from their regular classes.

Students serving an Out-of-School Suspension will receive a minimum of three hours of instruction each school day (fifteen hours per school week) during the period of suspension at an alternate location off campus. 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. Some of our restorative practices executed by the School Culture team which includes school counselor and dean managers are:

- Incident Report Form
- Mediation Form
- Safety Agreement Form
- Safety Contract for Illegal Substances
- Safety Contract for Sexual Harassment
- Stress Plan
- Fix it Plan
- Promise Card

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 United Charter High Schools network of schools or a staff member from another United Charter High Schools 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 and student will have an opportunity to present additional information which may be relevant to the disposition. The hearing officer will make a recommendation regarding the penalty.

If the behavior that is the subject of the disciplinary hearing was a Level 3, 4, or 5 violation, as categorized in the Code of Conduct, the hearing officer, following review of the student's disciplinary record and after hearing any mitigating information presented by the student and parent, may recommend that the student be expelled. If, however, the hearing officer makes a penalty recommendation for expulsion, the decision of the hearing officer will automatically be referred for review to the United Charter High Schools Chief Executive Officer. The Chief Executive Officer 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 Chief Executive Officer's determination is unsatisfactory, parents and students can appeal to the Board of Trustees, which will act as an appeals body in all cases in which expulsion is recommended.

Appeals to Suspensions and Expulsions

Any other determinations of the hearing officer can also be appealed by parents or guardians to the United Charter High Schools Chief Executive Officer 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/guardian believes the decision made by the Board of Trustees is a violation of charter law, a formal complaint may be made to the school's authorizing entity. Please see the formal complaint policy on page 51.

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 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/their disability, then the student may receive similar consequences 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 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.

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, in a remote environment, 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.) 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: Nissi Jonathan, Principal
Telephone Number: (718) 934-9240, et. 2140
E Mail: njonathan6@unitedcharter.org

- 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 involved in bullying to counseling within the school.
 - f. Notify the parents 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 their personal possessions 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. However, all school-related property (i.e.: lockers and cubbies) always remains under the control of the School and are subject to search at any time.

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 bags, 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 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

Food Service

Our school offers daily breakfast and lunch to all students at no charge to families.

School Lunch Forms

As part of school accountability, ALL parents/guardians are required to submit school lunch forms (applyforlunch.com) 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, transcripts to colleges etc., for eligible students. We expect all students to submit their lunch forms with adequate financial documentation in order to maximize the benefits provided by federal fee waivers.

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 non-microwavable lunch with them and eat it in the Cafeteria. However, students will not have access to a refrigerator or a microwave. students are encouraged to carry an empty water bottle at all times. Water is provided in the cafeteria.

Transportation

The school will provide a Student MetroCard to each student who is eligible based on the distance between the student's residence and the school (more than a half mile from school) – not all students will qualify for a Student MetroCard. ***Student MetroCards will be distributed once in September and once in January.*** This card is the sole responsibility of the student to maintain. If this card is lost or stolen, it must be immediately reported to the Main Office.

To update your address, please contact the main office with a copy of lease or recent electric bill. You may also email it to ams3info@unitedcharter.org. This is important to ensure students can access resources related to transportation, as well as ensure quick access to contact information in the case of emergency or last minute changes to transportation arrangements.

Busing will only be provided for students who have busing mandated by their Individualized Education Plan (IEP). Students and families should reach out to Director for Diverse Learners, bbastien16@unitedcharter.org.

XI. Health and Safety

Emergency Forms

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. This information is collected at time to register and form re-sent for submission at the start of a new school year. The information on this form is vital for the safety and well being of your child. You can also update emergency contact information using PowerSchool at <https://nvcharter.powerschool.com/public/home.html> (See QR code at the end of document.)

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 United Charter High School must be vaccinated unless they are entitled to a medical exemption. [Click here](#) (See QR code at the end of document) or more information about the vaccinations your child may need.

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) (See QR code at the end of document).

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 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](#) (See **QR code at the end of document**), 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](#) (See **QR code at the end of document**).

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. If appropriate, the student will be kept under adult supervision by at least one staff member until the parent/guardian is contacted, and when necessary a conference will be set up as soon as it makes sense to do so. 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](#) (See QR code at the end of document).

Student Illness at School

If a student becomes ill during the day, the student should inform a teacher that they are not feeling well. If the staff determines that the student is too ill to remain in the class, the student will be escorted to the school nurse room 105 and the parent/guardian will be informed by the school nurse or a staff member. If a student is not seriously ill, the Nurse will ask them to rest for a short time before returning to class. If a student is seriously ill or injured, the school nurse or a staff member will contact 911 and the parents. A 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.

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 an assistant principal, 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, or, if the principal is not available, the assistant principal. The principal will promptly notify the students' parent or guardian of the allegation; this notice will include a statement of their rights, responsibilities, and the procedures that will take place. Following an investigation, the principal, or designee, will notify, as appropriate, the NVCHS Superintendent, the charter authorizer, the Office of Special Investigations (OSI) of the New York City Department of Education and/or the Office of the Special Commissioner of Investigation (SCI) of the New York Police Department.

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

Emergency, Drills, and Evacuations

In accordance with state and city regulations, United Charter High School for Advanced Math & Science III participates in regularly scheduled fire and evacuation drills. These drills are coordinated with all the schools on campus. In case of a fire or other emergency that requires an evacuation, our primary 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 Policy

United Charter High School for Advanced Math & Science 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. 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 handle inquiries regarding the school's non-discrimination policies:

Carol Franco
Assistant Principal
United Charter High School for Advanced Math & Science III
3000 Avenue X
Brooklyn, NY 11235
(718) 934-9240
cfranco15@unitedcharter.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 to the coordinator's report can be made to the Board of Trustees.

Education of Students in Temporary Housing (McKinney Vento Homeless 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 afterschool 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 are encouraged to reach out with questions and requests for guidance.

Faniola Theophile
United Charter High School for Advanced Math & Science III
3000 Avenue X
Brooklyn, NY 11235
718-934-9240
ftheophile19@unitedcharter.org

Supporting Immigrant Families

United Charter High 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 United Charter High Schools, 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 the 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 and are supported through the post-secondary transition process
- Public schools are at the center of our democracy, and United Charter High Schools remain safe places for all students, families, and educators.

Confidentiality

United Charter High School for Advanced Math & Science III does not ask about or track the immigration status of students or family members. Our personnel will not keep any documentation related to the 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 (para más información, visite el siguiente enlace) - [Hello NYC](#) (See QR code at the end of document)

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 (See QR codes at end of document)

- [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 Policies

Informal Complaint Policy

The school encourages parents or guardians to submit complaints that can be resolved at the school level and do not involve violation of the law or the school's charter 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 United Charter High Schools (UCHS) Chief Executive Officer (CEO).

Complaints to the principal may be delivered using the following information:

United Charter High School for Advanced Math & Science III
Nissi Jonathan, Principal
3000 Avenue X
Brooklyn, NY 11235
Email: njonathan6@newvisions.org
Phone: 718.934.9240, ext. 2140

If the complainant believes the Principal has not adequately addressed the complaint, after 10 days from submission of the complaint, the individual or group may present the complaint to the CEO.

Informal complaints may be sent to the CEO and should be in writing and include the following information:

- Name, address and phone number of the complainant;
- Name of the school the complaint is about;
- Detailed statement of the complaint, including the names of the individuals involved;
- What response the complainant received from the school thus far; and
- The specific action or relief the individual is seeking.

Informal complaints to the CEO may be delivered to the CEO using the following information:

United Charter High Schools
Attn: Chief Executive Officer
475 Riverside Drive, Suite 950
New York, NY 10015
Email: cpalmore@unitedcharter.org
Phone: 212.870.2010

The CEO will take steps to investigate the complaint, will provide an opportunity for the complainant to address the CEO at a scheduled meeting, and will provide a response within thirty days of receiving the informal formal complaint.

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

Informal complaints sent to the Board of Trustees should be in writing and include the following information:

- Name, address and phone number of the complainant;
- Name of the school the complaint is about;
- Detailed statement of the complaint, including the names of the individuals involved;
- What response the complainant received from the school and CEO thus far; and
- The specific action or relief the individual is seeking.

Informal complaints to the Board of Trustees may be delivered using the following information:

Board of Trustees
United Charter High School for Advanced Math & Science III
c/o United Charter High Schools

475 Riverside Drive, Suite 950
New York, NY 10015
Email: cpalmore@unitedcharter.org
Phone: 212.870.2010

For questions about the complaint policies, please contact the UCHS Chief Operating Officer (COO), Tracy Kebatta, at tkebatta15@unitedcharter.org, 212.870.2010.

Formal Complaint Policy

NYS Education Law Section 2855 (4) which is part of the NYS Charter Schools Act provides that a parent or any other individual, entity or group may bring a formal complaint directly to the Board of Trustees alleging that a charter school has **violated a term of its charter, the New York Charter Schools Act, or any applicable law**, to seek relief. Complaints that do not allege a violation of the law or the school's charter should be filed with the school's principal according to the Informal Complaint Policy.

Complaints to the Board of Trustees must be in writing and should include the following:

- Name, address and phone number of the complainant;
- Name of the school that the complaint is about;
- Detailed statement of the complaint, including the names of the individuals involved;
- What provision of the school's charter or the law that complainant believes has been violated;
- What response the complainant received from the school thus far; and
- The specific action or relief the individual is seeking.

The Board of Trustees, or their designee, will take steps to investigate the complaint, will provide an opportunity for the complainant to address the Board at a scheduled monthly meeting, and will provide a written response within forty-five days of receiving the formal written complaint.

Complaints to the Board of Trustees may be delivered using the following information:

Board of Trustees
United Charter High School for Advanced Math & Science III
c/o United Charter High Schools
475 Riverside Drive, Suite 950
New York, NY 10015
Email: cpalmore@unitedcharter.org
Phone: 212.870.2010

If the complainant believes that the Board of Trustees has not adequately addressed the complaint, the individual or group may then present the complaint to the School's authorizer, the Board of Regents of the University of the State of New York (the "Board of Regents"). The

process for bringing a complaint to the Board of Regents can be found here:
<http://www.p12.nysed.gov/psc/complaint.html>.

The Board of Regents has delegated authority to handle complaints concerning charter schools to the Commissioner of Education. The Charter School Office of the New York State Education Department, on behalf of the Commissioner, will investigate and respond to complaints concerning charter schools that have been appropriately filed, and has the power and the duty to issue appropriate remedial orders involving any such complaint. Complaints must be in writing and must include the information which is required for a complaint to the Board of Trustees. The Complaint should include a copy of the response that you received from the Board of Trustees, and should state clearly what specific action or relief you are seeking. Mail the complaint to:

The Regents of the University of New York, Charter Schools Office
NYS Education Department,
89 Washington Avenue
Room 5N Mezzanine
Albany, New York 12234
or send it by email to charterschools@nysed.gov

Withdrawal

United Charter High School for Advanced Math & Science 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, contacting the school's Main Office for the form and discussing other education options for the student.

United Charter High School for Advanced Math & Science 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

Student Data Privacy (updated Spring 2020)

[The Family Educational Rights and Privacy Act \(FERPA\) \(20 U.S.C. § 1232g; 34 CFR Part 99\) \(https://studentprivacy.ed.gov/\)](https://studentprivacy.ed.gov/) is a Federal law that protects the privacy of student education records. This law applies to all schools that are recipients of Federal funds. [New York State Education Law Section 2-d](#) (**See QR code at the end of document**) is the State law that affords similar protections. This law applies to all educational agencies in the State of New York.

FERPA and Section 2-d give 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.

- 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 and Section 2-d allow schools to disclose those records, without consent, to certain parties that include but are not limited to:
 - school officials with legitimate educational interest;
 - other schools to which a student is transferring;
 - specified officials for audit or evaluation purposes;
 - appropriate parties in connection with financial aid to a student;
 - organizations conducting certain studies for or on behalf of the school;
 - accrediting organizations;
 - to comply with a judicial order or lawfully issued subpoena;
 - appropriate officials in cases of health and safety emergencies; and
 - state and local authorities, within a juvenile justice system, pursuant to specific state law.
- Generally, schools must maintain records of third-parties to whom student data is released and for what purpose, and parents generally have the right to review these records. Section 2-d requires that schools maintain records of third-party contractors who share, use or maintain student, teacher, or principal data; these records are available for parent review.
- Section 2-d requires that schools develop a Parents' Bill of Rights for Data Privacy and Security; the United Charter High School for Advanced Math & Science III Parents Bill of Rights is available at <https://docs.google.com/spreadsheets/d/1bbFFF7VccHi2VDxx45ySUrK3IFub-IGI9ABf93oufLg/edit#gid=724195325>.

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 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: Carol Franco, Assistant Principal, United Charter High School for Advanced Math & Science III, 3000 Avenue X, Brooklyn, NY 11235, cfranco15@unitedcharter.org.

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

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

Complaints or questions with respect to the school's NY Education Law Section 2-d Policy may be addressed to:

Chief Privacy Officer
NYS Education Department
89 Washington Avenue
Albany, NY 12234

[Report an Improper Disclosure](#)

(See QR code at the end of document)

UCHS Parents' Bill of Rights for Data Privacy and Security

In accordance with Section 2-d of the New York State Education Law, the United Charter High Schools ("UCHS") hereby sets forth the following Parents' Bill of Rights for Data Privacy and Security, which is applicable to all students and their parents and legal guardians.

- (1) Section 2-d of the New York State Education Law ("Section 2-d") and the Family Educational Rights and Privacy Act ("FERPA") protect the confidentiality of personally identifiable information. Section 2-d and FERPA assure the confidentiality of records with respect to third parties (organizations, companies and others who are not employees of UCHS), and provide parents with the right to consent to disclosures of personally identifiable information contained in the child's education records. Exceptions to this include, but are not limited to, school employees, officials, and certain State and Federal officials who have a legitimate educational need to access such records. In addition, the District will, upon request of parents, or adult students, or if otherwise required by law, disclose student records to officials of another school district in which a student seeks to enroll.
- (2) A student's personally identifiable information cannot be sold or released for any commercial purposes;

(3) Personally identifiable information (PII) includes, but is not limited to:

- i. The student's name;
- ii. The name of the student's parent or other family members;
- iii. The address of the student or student's family;
- iv. A personal identifier, such as the student's social security number, student number, or biometric record;
- v. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name;
- vi. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or
- vii. Information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.

(4) In accordance with FERPA, Section 2-d and the UCHS's policy on student records, parents have the right to inspect and review the complete contents of their child's education record.

(5) UCHS uses technology and security best practices to protect data including student personally identifiable information. These safeguards include but are not limited to, the following:

- Encryption of data in transit and at rest
- Firewall network protection
- Anti-virus software
- User access controls
- Collecting only needed data
- Mandatory use of multifactor authentication
- Data Loss Prevention technology
- Endpoint management solutions
- Logging

UCHS is committed to continuous data security and technology improvements to align with evolving industry standards, best practices, federal, and state laws.

(6) New York State, through the New York State Education Department, collects a number of student data elements for authorized uses. UCHS periodically uploads student data requested by the New York State Education Department to the State Data Warehouse. A complete list of all data elements collected by the State is available for public review at <http://www.p12.nysed.gov/irs/sirs>.

(7) Parents have the right to submit complaints about possible breaches of student data. Complaints should be directed to the Chief Executive Officer, United Charter High Schools, 475 Riverside Drive, Suite 950, New York, NY 10115.

(8) All software being used to process or store PII by UCHS will be cataloged. When UCHS

acquires new software, or enters into a contract with third party contractors who may have access to student, teacher and or other staff data, the terms and conditions of such agreements are reviewed to determine and/or ensure the following:

- The names of the third-party contractors, the product, and the exclusive purpose(s) for which the student, teacher or principal data will be used;
- The commencement and expiration dates of the contract;
- A description of how the data will be disposed of by the contractor when the contract is fulfilled; and
- The data storage and security measures undertaken by the contractor

(9) A parent, eligible student, teacher or principal may challenge the accuracy of the student, teacher or principal data that is collected by filing a written request with the Chief Executive Officer or his/her administrative designee through: Curtis Palmore, CEO, United Charter High Schools, 475 Riverside Drive, Suite 950, New York, NY 10115.

Freedom Of Information Law (FOIL) Policy And Procedures

Upon request, United Charter High School for Advanced Math & Science III provides copies of information and records which are available for public inspection in accordance with [New York Freedom of Information Law \(FOIL\)](#) (See QR code at the end of document)

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 United Charter High School for Advanced Math & Science III Board of Trustees, with offices at the address below, within 30 days of receipt of denial of access.

Board of Trustees
United Charter High School for Humanities
c/o United Charter High Schools
475 Riverside Drive, Suite 950
New York, NY 10115

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 at the address below. Records are available for public inspection and copying at this address as well:

Carol Franco
Assistant Principal
United Charter High School for Advanced Math & Science III
3000 Avenue X
Brooklyn, NY 11235
E Mail: cfranco15@unitedcharter.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.

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.

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-calendar>.

For Board meetings scheduled at least one week in advance, the school shall publicize such meetings to the general public in the following manner:

- Provide notice of the time and place of the scheduled meeting to the news media.
- Post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
- Advise the president of the school's parent organization in order that he or she might disseminate the information as he or she sees fit.

Minutes Of Meetings

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

Executive Sessions

An executive session may be called via motion and majority vote by the Board. 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 a 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

United Charter High School for Advanced Math & Science 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.

United Charter High School for Advanced Math & Science 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 use, but not limited to, technology, security practices, and policies to assist with the prevention of unauthorized online disclosure, use, or dissemination of personal identification information.
- The school will comply with the [Children's Internet Protection Act](#) (CIPA) **(See QR code at the end of document)**.

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) **(See QR code at the end of document)**.

Please note that the monitoring and filtering program used flags inappropriate or violent content for schools to follow up with students and/or parents/guardians about. This includes, but is not limited to bullying, self harm, violence, or nudity.

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, 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 and the facilitation of information-sharing between teachers and administrators throughout the United 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 United 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 email, at any time and for any reason. The school reserves the right to monitor all Internet access, including all email, 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 - ams3tech@unitedcharter.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 defiltering of software and will be responsible for assuring that filters are restored when the modification or de-filtering is no longer appropriate.

United Charter High School for Advanced Math & Science 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 ams3tech@unitedcharter.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 the 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 United 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 to be used by the school.

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 United Charter High School for Advanced Math & Science 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.
- If sites or software require Personally Identifiable information (PII) of student, teachers, or principals they must comply with New York State Education Law 2-d and the security requirements noted within.

Addendum: Cheating/Plagiarism Policy

What does cheating/plagiarism look like?

1. copying answers/ideas word for word or paraphrasing from anyone/thing other than yourself (another student, internet, articles) and claim it is your own.
2. letting another student copy off of your work or telling another student the answers
3. not citing evidence used (quotation marks, author, title, where source can be found)

It's okay to help your peers, but it's a better learning opportunity if you allow them to figure the answers out on their own.

If you are caught cheating or letting another student cheat off of your work:

1. Parents/guardians and deans will be notified.
2. All students involved will receive a 0 on the assignment
3. An action plan for modification of behavior will be provided. Non adherence to this agreement for all future years may result in suspension as per United Charter High Schools Code of Conduct.
4. This behavior unless modified will result in failing the assignment, possibly the course and may additionally jeopardize on-time graduation.

Signature Page

Dear Parent(s)/Guardians(s) and students:

Please indicate:

☐ The Code of Conduct contains important information that should be discussed with your child. We ask that you sign and return this page to indicate that you have received and reviewed the above information with your child/children.

☐ I agree to the stipulations set forth in the above documents including the Technology Policy, Procedures, and Information and the Acceptable Internet Use Policy. I agree that failure to follow these guidelines may result in loss of my privileges and disciplinary actions may be taken.

☐ I acknowledge that I have received this handbook, and know that if I have any questions I should contact the school who will be able to assist me.

Student Name: _____
(Print)

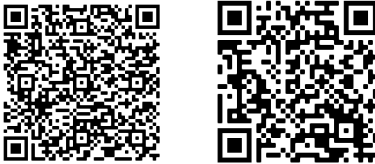
Student Signature: _____
(Signature)

Student ID: _____ Class of: _____

Parent/Guardian Name: _____
(Print)

Parent/Guardian Signature: _____
(Signature)

QR Codes for Hyperlinks

Section/Page #	Hyperlinked Resource	QR Code
	PowerSchool PowerSchool Parent Portal Support	
KDE	Key Design Elements	
Graduation Requirements	AC Policy Graduation Requirements 2019	
Multilingual Learners	ELL and ML Regulations & Compliance	
Immunizations	Medical Requirements for School	
Medication	Medication Administration Form Guidelines for Medication Management in Schools	

Students with Medical/Mental Health Conditions Who Require Special Accommodations,	504 Accommodations	
Supporting Immigrant Students + Families	Hello NYC Know Your Rights: Federal Immigration Enforcement ActionNYC ThriveNYC Consumer Protection Tips for Immigrants	 
Access to Information	NYS Education Law Section 2-D Report an Improper Disclosure	 
NVCHS Parents' Bill of Rights for Data Privacy and Security,	Student Information Repository System (SIRS) Guidance.	
Freedom of Information Law	New York Freedom of Information Law (FOIL)	
Acceptable Internet Use	Children's Internet Protection Act	