



Overcoming Barriers; Fulfilling Dreams

**STUDENT AND FAMILY
HANDBOOK**

2016-2017

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Introduction

Each summer, this handbook will be reevaluated and amended in order to be appropriate for the upcoming school year. We expect that parents, students, staff and administration will work together with the Board of Trustees to revise and expand it as we develop New Ventures together.

Mission Statement

The mission of NVCS is to create a learning community in which all students including those living in challenging economic circumstances and those living with emotional challenges and other disabilities, develop the skills and social fluency to lead fulfilling and contributive lives in their communities. NVCS will promote college and career readiness for over-age and under-credited, at risk youth, aged 16-21 living on Staten Island, enabling them to graduate from high school prepared to excel in their academic, professional and personal lives.

Code of Ethics

The New Ventures Charter School's Trustees, Officers and Employees shall comply at all times with the following Code of Ethics:

- a. The Board of Trustees shall conduct and direct the affairs of the School and exercise its powers subject to the applicable limitations of the Education Law, Not-for-Profit Corporation Law, the School's charter and its bylaws. The Board may delegate aspects of the management of School activities to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate supervision.
- b. No more than 49% of the School's Board may be comprised of: (i) people currently being compensated by the School for services rendered within the previous twelve months, whether as full-time or part-time employees, independent contractors or otherwise; or (ii) any sibling, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
- c. Every Trustee may participate in discussions and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from discussion of and voting on any matter involving such Trustee relating to: (i) "self-dealing transactions" (defined below); (ii) conflicts of interest; (iii) indemnification of that Trustee individually; or (iv) any other matter at the discretion of a majority of the Trustees.
- d. Neither the Board of Trustees nor any other Employee of the School shall engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the School is a party and in which one or more Trustees has a material personal financial interest. Notwithstanding this definition, the following is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the Corporation, if the transaction (i) is approved or authorized by the Board in good faith and without favoritism; and (ii) results in a

benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

- e. Any Trustee or Officer having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the Board of his or her interest prior to the Board's acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the School's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the School, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the School.
- f. Trustees representing any not-for-profit corporation proposing to do business with the School shall disclose to the Board the nature and extent of such business propositions.
- g. No trustee, officer, or employee of a for-profit corporation having a business relationship with the School shall serve as voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:
 - i. Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys;
 - ii. Individuals associated with an educational entity (including but not limited to the School) some of whose faculty may be providing paid services directly or indirectly to the School;
 - iii. Individuals associated with a bank, insurance company, mutual fund, investment bank, stock brokerage, financial planning or other financial services organization.
- h. No trustee, officer, or employee of a for-profit educational management organization having a business relationship with the School shall serve as a voting member of the Board of Trustees for the duration of such business relationship.
- i. Trustees, officers, or employees of any external organization shall hold no more than 40% of the total seats comprising the Board of Trustees.
- j. Trustees shall refrain from engaging in activities that would appear to be unduly influenced by persons who have any special interest in matters under Board consideration. If this occurs, the Trustee shall write a letter to the Board disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.
- k. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

1. Trustees shall not use their position with the School to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the School.

- m. Trustees, Officers and Employees may never ask subordinates, students or parents of students to work on or give to any political campaign.

Board and Staff

Board of Trustees

Sheldon Blackman
Joe Carroll
Aurelia Curtis
William Henri
James O’Keefe
Dirk Tillotson
Martin Krongold
Jonathan Lipschitz
John Strand

Administration

Kenneth Byalin, Ph.D., President
Ron Gorsky, Principal
Dana Volini, Vice President of Operations
Priyanga Iddamalgoda, Director of Finance
Susan Varvara, Office Manager
Mary Cottingham, Project Coordinator
Jeremy Zilinski, Director of Facilities and Security
Joseph Koelbel, Security Officer
Jacqueline Garriga, Director of Program Evaluation
Maureen Tuppatsch, Food Service Manager
Vanessa Orefice, Office Assistant
Angela Orefice, Receptionist
Reynaldo Duncanson, Technology Specialist
Tharika Munaweera, Finance Clerk
Roseanne Loria, Assistant to Principal

Support Services

Diane DiSalvo, LCSW, Director of Counseling
Theresa Cotroneo, Director of Special Education
Carol Halfhide-Torres, Social Worker
Priscilla Chen, Social Worker

Teachers

Amelia DePompo

Ryan Melis

Yelena Osores

Crystal Rios

Admissions Policies and Procedures

The NVCS Admission Policy is designed to support its mission. Admission to NVCS is open to all students. New students are admitted each year to NVCS through a lottery system, without regard to prior measures of achievement or aptitude, disability, ethnicity, race, gender, national origin, religion or athletic ability. To be eligible for the lottery, interested families must submit applications by April 1st. The number of students accepted for admission each year will be determined by the number of seats available.

Procedures for student withdrawal or transfer

NVCS is a public school of choice, both for application and withdrawal. Circumstances may arise where parent or guardian may wish to transfer his or her child to a different school. With parent or guardian permission, students may withdraw from NVCS at any time. School personnel offer to meet with the family and discuss the reasons for the desired withdrawal from the School, as well as to seek solutions to any problems that arise from these discussions.

If the parents or guardians still wish to transfer their child to another school, the staff at NVCS make every reasonable effort to help the student find a school that better serves the student's needs. NVCS will ensure the timely transfer of any necessary school records to the student's new school

Educational Program

The New Ventures educational program is designed to provide the highest-quality college and career preparatory program to all students. Small classes, a rigorous instructional program with high expectations, integration of technology into teaching and learning, a Wellness Curriculum, along with practical learning applications that reinforce academics will make New Ventures an outstanding college and career preparatory program. To this model are added those ingredients that enable students living with emotional challenges to be fully integrated in the New Ventures program by employing dually certified teachers and teaching assistants who are assigned to each group of 18 students.

New Ventures seeks to foster hope and confidence in all students. Its strength-based approach is rooted in the idea that academic success and graduation is possible. The school's structure is designed to reinforce the concept that neither mental nor physical challenges nor other structural disadvantaging factors such as gender, race, or poverty, need stand in the way of academic success and productive lives. Students learn in small classes with a teacher and a school assistant in every class. Teachers recognize and accommodate diverse learning styles and strengths, offer multiple means of representing content and product, and provide students with multiple means of expressing their mastery of that content. Explicit instruction in skills and strategies supports content learning. Constructivist pedagogy enables students to understand their individual learning styles and to maximize their strengths. Students are provided with content-driven field experiences on Monday through Thursday afternoons, and a career-related internship on Fridays. New Ventures offers small classes with a maximum of 18 students in the evening (Monday – Thursday evening). Serving

primarily as guides and facilitators of learning, teachers use a variety of individual and small group learning experiences to encourage students to become self-regulated learners capable of collaborative problem solving. Students requiring adapted curriculum work, or related services such as speech-language, occupational therapy or counseling will receive them whenever appropriate. NVCS offers each student an Individual Pathway to Graduation within a maximum of 26 months of entering.

Code of Conduct

We believe that all students will be able to meet our behavioral expectations. New Ventures Charter School seeks to cultivate a sense of mutual respect among students, parents and staff. Our school also aims to involve students in activities and programs, within and outside the school community, that stress a commitment to civic responsibility and community service. With the cooperation of all members of our school communities, our students can reach educational excellence while enjoying a rich learning experience. The following serves as a guide for our students as they strive to become productive citizens in a diverse society. NVCS students have a responsibility to:

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

19. *assemble in a peaceful manner and respect the decision of students who do not wish to participate;*
20. *bring to school only those personal possessions which are safe and do not interfere with the learning environment;*
21. *adhere to the guidelines established for dress and activities in field placements, physical education classes, laboratories and shops;*
22. *be familiar with the school Discipline Code and abide by school rules and regulations;*
23. *provide leadership to encourage fellow students to follow established school policies and practices;*
24. *keep parents informed of school-related and field placement matters, including progress in school, social and educational events, and ensure that parents receive communications that are provided by school staff to students for transmittal to their parents.*

Through in-class supports provided by teachers and educational assistants and a curriculum that explicitly identifies and teaches self-management strategies, we expect students to succeed in learning to manage their own behaviors. In the event that a student's behavior is not responsive to our supports and interventions, and his or her behavior is disruptive to the educational environment and/or poses a danger to the student or others, such behavior will be addressed, consistent with the requirements of Due Process, by the school's code of conduct and/or discipline policy. Students with disabilities will be governed by the same discipline policy as other students, except when it is determined that the behavior at issue is a manifestation of the student's handicapping condition. In such instances, compliant with our policies on disciplining students with disabilities and Due Process, where applicable, a review will be undertaken to determine whether referral to the CSE is indicated for possible modification of the student's IEP.

An Optimist's Creed by Christian D. Larson (1912)¹

I promise myself:

To be so strong that nothing can disturb my peace of mind.

To assist or cheer up any individual.

To talk health, happiness and prosperity to every person that I meet.

To make all of my friends feel that there is something worthwhile in them.

To look at the sunny side of everything and make my optimism come true.

To think only of the best, to work only for the best and to expect only the best.

To be just as enthusiastic about the success of others as I am of my own.

To forget the mistakes of the past and press on to the greater achievements of the future.

To wear a cheerful expression at all times and to give a smile to every living creature I meet.

To give so much time to improving myself that I have no time to criticize others.

To be too large for worry, too noble for anger, too strong for fear, and too happy to permit the presence of trouble.

To think well of myself and to proclaim this fact to the world, not in loud words but in great deeds.

To live in the faith that the whole world is on my side, so long that I am true to the best that is in me.

The following rules will be implemented in all New Ventures classrooms, Field Learning placements and Internships. We feel it is necessary that these policies are clear and explained in such a way that parents or guardians and faculty can work together to create a safe and successful learning environment for our students.

¹ As modified by the New Ventures Charter School.

Classroom Rules and Expectations

At New Ventures, the behavior management system is organized into tiers relating to the severity of the behavioral challenges and is a guide for teachers and administrators who will use professional judgment in its application.

New Ventures is committed to a policy of positive behavioral reinforcement and rewards. Minor challenges that impede orderly classroom procedures or interferes with the orderly operation of the school can usually be handled on the spot by individual staff. We recognize that students may come to New Ventures with both academic and/or behavioral challenges. It is our intention to help all students overcome these challenges, to succeed in high school, in college and beyond.

Examples of such behaviors may be but are not limited to: dress code violations, talking back, defiance (including willful, open or continued disobedience, or inappropriate language towards a school employee or volunteer), inappropriate language such as the use of profanity, vulgarity, insults or obscenities, tardiness, horseplay, abuse of bathroom passes, disruptive talking, and refusal to participate.

A good student achievement program leaves a positive effect on a student's self esteem, aspirations, and values. All New Ventures faculty acknowledge and reward students for exhibiting positive behaviors. In the event that they need to redirect negative behaviors, the following techniques will be used:

All students will always receive a non-verbal cue first, prompting them to stop what they are doing and help them to refocus. If the non-verbal cue is not successful a verbal cue will be given.

If the student needs to be relocated so that they can refocus, an area in the classroom has been designated within the class so that at all times the student will still be a part of the class and not disengaged.

Students who are egregious in their misbehavior can be referred to our counseling staff for self-reflection, discussion circles, role play, solution brainstorming, self-improvement plans, and one on one conferencing. Parents/guardians are notified by phone of their child's referral. Reasons for referral may include excessive lateness, being out of uniform, being in the hallway without a pass, extremely disruptive classroom behavior, and inappropriate use of electronics or technology.

Parent/Guardian Contact: Teacher may contact parent or guardian and conference on the phone or in person depending on the severity of the issue.

Additional Consequences: In the event that the above interventions are not successful, additional consequences may be employed at the Principal's discretion depending on the behavioral issue being addressed.

New Ventures Uniform Policy: Effective the first day of the New Ventures school year, all students must be in uniform. Students must be in proper uniform for their field placements, internships and at school in the evening. There will be scaffolded consequences if a student is out of uniform.

Proper New Ventures Uniform:

- Students must wear a collared shirt (long or short-sleeved).
- NV tie (orange and green)
- Navy blue, black or khaki color dress pants or chinos. In warm weather, long shorts and skirts are acceptable. (No short shorts, pajamas, jeans, or sweatpants).

- No bandanas, scarves, or hats at any time.
- Additional uniform guidelines will be determined by the NVCS faculty, students and parents.

Dress Down/ Spirit Day: Dress down/Spirit days will be announced. So, unless specifically notified, the uniform policy will be effective every day that is not announced as a dress down day. In the event of a dress down day, the following rules apply:

- Shorts must be fingers length.
- No tank tops.
- Sleeveless tops must be at least 4 fingers in width.
- No mid-drift shirts.
- No shirts with profanities or inappropriate subjects.

Cellphones and Electronics

New Ventures students are encouraged not to bring cellphones or other electronics to school. If students bring these devices, students are expected to turn them off before reporting to their field placement, internship or class. Noncompliance will result in the Principal's intervention with the student's parent or guardian.

Students will be provided with a Tablet/Laptop and are responsible for safely bring this equipment to their field placement, school and home. (See Computer Use and Internet Policy for additional information)

Serious Violations

We recognize that some behaviors threaten the learning environment for all students and will address these through a system of suspensions and, if necessary expulsion. For Special Education students, the suspension program will apply unless it is determined by an MDR that the behavioral challenge presented is a function of the student's disability. Instead of expulsion, Special Education students whose behavioral challenges cannot be safely addressed at New Ventures will be referred to the Committee on Special Education for reevaluation of placement.

Each student is a unique individual with unique personal, social, and educational needs. As a result, every disciplinary situation is unique in nature. Consequences for misbehavior provide the best learning value when matched to the unique student and the unique situation. The needs of all students differ and it is expected that the Principal will, relying on professional experience, take into account the needs of individuals as well as the overall effective functioning of school in making judgements regarding suspension and expulsion. The type and length of discipline is based on factors such as previous violations, severity of conduct, and other relevant educational concerns.

Students will be evaluated for expulsions when there is pattern of suspension or sooner if the seriousness of their misconduct requires this. All violations of law will be reported to law enforcement agencies. The school principal will determine if a pattern of removal exists.

Category A Violations. A student will be immediately suspended from school and will be considered for expulsion for serious violations including, but not limited to, the following: possession of a weapon, arson or possession of an explosive or flammable material, or threatened use of a look-a-like weapon with intent to intimidate.

Category B Violations. A student will be suspended from school and law enforcement may be involved for a violation involving, but not limited to, the following: bullying, hazing, threats to kill or harm, intimidation, assault, discrimination, harassment, etc.; possession of drugs, alcohol, tobacco and other controlled substances or look-a-like and imitation controlled substances and/or drug paraphernalia; physical aggression, including fighting and or throwing objects at another person; fighting; inappropriate exposure of body parts.

Category C Violations. A student MAY be suspended from school for a single violation or repeated violations involving, but not limited to, the following: Gang activity; failure to adhere to the terms of the acceptable computer use agreement; defying authority; disruptive behavior; foul, profane, vulgar, or abusive language; defacing or destroying school property; truancy; leaving school area or area of staff supervision without permission; serious bodily injury theft; repeated violations or habitually disruptive behavior.

Other Considerations

- School personnel may use reasonable physical restraint, if necessary, to protect a person or property from physical injury or damage or to remove a violent or disruptive student.
- If damage or loss of school property occurs, official report cards and transcripts may be withheld until payment for the damage is received or the lost property is recovered.

All violations of law will be reported to law enforcement authorities.

Disciplinary Procedures

New Ventures disciplinary policies and procedures also apply to events occurring during school hours traveling to and from the field learning sites, on the bus, school bus (yellow bus) or on officially sponsored school trips.

New Ventures will comply with all binding and applicable Constitutional, statutory or regulatory Due Process requirements for long-term suspensions or expulsions. Before imposing a short-term suspension, the Principal shall immediately notify the parent(s) or guardian in writing that the student may be suspended from school. Written notice shall be provided by personal delivery or express mail delivery within 24 hours of the decision to impose suspension at the last known address(es) of the parent(s) or guardian. When possible, notification shall also be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parent(s) or guardian of their right to request an immediate informal conference with the Principal. Such notice and informal conference shall be in the primary language or mode of communication used by the parent(s) or guardian.

The Principal may also impose a long-term suspension. A student may be suspended from instruction for more than five days only after his or her rights to written notice of charges, representation by counsel, a hearing before the Principal or designated hearing officer, and appeal to the Board of Trustees have been exhausted. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the Principal may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the Principal shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension or expulsion and state the reasons for such actions. The Principal shall also immediately notify the student's parent(s) or guardian in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to ensure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification shall also be provided by telephone if the

School has been provided with a contact telephone number for the parent(s) or guardian. Such notice shall provide a description of the incident(s) that resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension or expulsion. The notification provided shall be in the dominant language used by the parent(s) or guardian.

At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence. If the Principal initiates the suspension proceeding, he or she shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Principal may accept or reject all or part of it. The Principal's decision to impose a long-term suspension or expulsion may be challenged by the student's parent(s) or guardian and appealed to the Board of Trustees, which may meet as a whole or as a designated committee with the student's rights equivalent to those at the initial formal hearing. The appeal shall be scheduled within five school days of the implementation of the long-term suspension or expulsion.

All suspended students will be provided alternative instruction equivalent to that which they would have received in school, within 24 hours of the suspension or expulsion. Alternative instruction dates and times will be listed on the student's suspension letter. All students will have a minimum of two hours per day of alternative instruction. The Principal will ensure that every plan of correction is reviewed in a timely manner and the need for further action identified.

STUDENTS WITH DISABILITIES

New Ventures shall implement the following disciplinary policy with respect to students with disabilities. These students will be governed by the same discipline policy as other students, except when it is determined by an MDR that the behavior under consideration is a manifestation of the student's handicapping condition. In such instances the CSE will conduct an MDR and IEP review.

If a student violates New Ventures's discipline code and is being considered for a suspension or removal, New Ventures will ensure the following Due Process protections are provided to the student and to the student's parent(s) or guardian in addition to those set forth in the regular education discipline code. For suspensions of five school days or less, the student's parent(s) or guardian will be provided a written notice, and a follow-up telephone call if possible, within 24 hours of the incident leading to the suspension that describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the Principal and appropriate staff to discuss the incident and question any complaining witness against the student. For suspensions in excess of five consecutive school days, the student's parent(s) or guardian must be provided a written notice that indicates that the district proposes to suspend the student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by the Principal or designated officer at which the student will have a right to question any witness accusing him or her of committing the misconduct charged and to present witnesses on his or her behalf. When possible, notification to the student's parent(s) or guardian will also be provided by telephone. For any student of compulsory school age, New Ventures will provide alternative education to the student during the suspension as set forth below, including any special services required by the IEP prepared by the student's CSE. The Principal shall make the final determination on a suspension or removal of a student, following Due Process.

In addition to the above, additional procedures and protections apply to students with disabilities, including:

- a. The provision of a free and appropriate education to students who are suspended or removed for disciplinary reasons for more than ten school days in a school year. This may include a teacher going

- to the student's home or the student coming to the school during or after the scheduled school day to receive the required instruction according to the IEP;
- b. The school's responsibility to address behaviors that result in suspensions or removals for more than ten school days in a school year (functional behavioral assessment and behavioral intervention plans);
 - c. The determination of the relationship between the behavior and the student's disability when a suspension or removal would result in a disciplinary change of placement (manifestation determination);
 - d. Providing the student's parent(s) or guardian with a copy of the procedural safeguards notice (special education rights) whenever a disciplinary action will result in a disciplinary change in placement (any removal for more than ten consecutive school days);
 - e. An expedited process to resolve disagreements between parent(s) or guardians and schools regarding certain disciplinary actions;
 - f. Protections for students who are not classified when their parent(s) or guardian assert that the School had knowledge, prior to the behavior that resulted in the disciplinary action, that the student had a disability;
 - g. Expedited evaluations of students suspected of having a disability during the time the student is suspended.

In instances when the school maintains that it is dangerous for a student to remain in his or her current educational placement, the School may request an expedited Due Process hearing to move the student to an interim setting. The school may remove a student with a disability from his or her current placement when necessary, even if the student had previously been removed earlier in the school year, as long as the removal does not constitute a disciplinary change in placement.

New Ventures will work closely with the appropriate CSE to establish clear guidelines for communication and decision-making on disciplinary matters.

In addition to the disciplinary procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior that is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 C.F.R. § 300.534(b)—that a disability exists may request to be disciplined in accordance with these provisions. New Ventures shall comply with 34 C.F.R. §§ 300.530-300.537 and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

New Ventures shall maintain written records of all suspensions and expulsions of students with disabilities including the name of the student, a description of the relevant behavior, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Students whose IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will immediately be referred to the appropriate CSE for consideration of a change in the guidelines.

If a student identified as having a disability is suspended during the course of the school year with a determined pattern of behavior, and a disciplinary change of placement appears to be imminent, the student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE.

In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

New Ventures shall work with the district to ensure that the CSE of the student's district of residence meets within seven days of notification of any of the following:

- a. The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
- b. The commission of an infraction resulting from the student's disability.
- c. The commission of an infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of five days. New Ventures shall ensure that when the suspension or removal of a student with a disability would constitute a disciplinary change of placement, the CSE will immediately be notified in writing so that the CSE can meet its required obligations to:
 - i. Convene a CSE meeting within ten school days to make a manifestation determination.
 - ii. Convene a CSE meeting within ten business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.
 - iii. Provide the student's parent(s) or guardian with a copy of their procedural Due Process rights.
 - iv. Work closely with the CSE of the student's district of residence in determining education services or the interim alternative educational setting consistent with the Free Appropriate Public Education (FAPE) requirements.

Provision of Services During Removal

Students removed for a period of fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school also shall provide alternative instruction to assist the student, so that he or she is given full opportunity to complete assignments and master the curriculum, including additional instruction, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the student to progress appropriately in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the student's special education teacher, shall make the service determination.

During any removal for drug, weapon, controlled substance and/or seriously bodily injury offenses pursuant to 34 C.F.R. § 300.530(g)(1)-(2), services will be provided to the extent necessary to enable the student to progress appropriately in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The School will place students in an interim alternative educational setting as appropriate and mandated by 34 C.F.R. § 300.531).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to progress appropriately in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

CSE Meetings

Meetings of the CSE of the student's district of residence, either to develop a behavioral assessment plan or, if the student has one, to review such plan, are required when: (1) the student is first removed from his or her current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement.

Subsequently, if other removals occur that do not constitute a change in placement, the school will work with the CSE of the student's district of residence to review the student's assessment plan and its implementation to determine whether modifications are necessary. If one or more members of the CSE of the student's district of residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

New Ventures will ensure that the Director of Special Education or special education teacher and/or the general classroom teacher will attend all meetings regarding their students initiated by the committee on special education from the student's district of residence. These meetings could be relating to the development and implementation of behavioral intervention plans, initial referrals, change in service, or annual reviews, MDR's, among other things.

Due Process

Any time the behavior of a student with a disability constitutes a disciplinary action, a Functional Behavioral Assessment (FBA) will be conducted and a decision will be made as to preparing or modifying the behavioral intervention plan. These procedures are followed each time to ensure that when a behavior incident occurs that a suspension or removal of a student with a disability does not constitute a disciplinary change in placement, and that the student is not suspended or removed for behaviors related to the student's disability as determined by the CSE or other qualified individuals.

If discipline that would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1) no later than the date on which the decision to take such action is made, the parent(s) or guardian of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 C.F.R. § 300.504; and (2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the student's disability and the behavior that is the subject of the disciplinary action.

If, after review, it is determined that the student's behavior was not a manifestation of his or her disability, then the student may be disciplined in the same manner as a student without a disability, except as provided in 34 C.F.R. § 300.530(d), which relates to the provision of services to students with disabilities during periods of removal.

A student's parent(s) or guardian may request a hearing to challenge the manifestation determination. Except as provided below, the student will remain in his or her current educational placement pending the determination of the hearing.

If a parent or guardian requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent or guardian and the School agree otherwise.

Promotion Policy

New Ventures is committed to preparing students for college admission. We have established very high standards for our students both with respect to the courses and Regents Exams, which they are expected to pass, and the accelerated time table on which they are expected to do so.

We recognize, however, that the progress of students will not always be smooth and predictable. While our program is designed to encourage students to move quickly, so that earning a diploma within 26 months is possible, we are also prepared to address the needs of students who require more time. Should a student fall significantly behind in accumulating the credits needed for a Regents Diploma, the student and his or her parent(s) or guardian will be asked to conference with school staff and the Principal to examine alternatives.

To earn credit for a course, students must earn a final grade of 65 or above and, when indicated, pass the relevant Regents Examination. Students must not exceed 18 days of unexcused absences. Guidelines for promotion in good standing to the next grade are as follows:

Unexcused Absences:

New Ventures will take a variety of steps both to minimize unexcused absences and to ensure that all absent students continue to progress academically.

- a. Students will be encouraged to share phone numbers and emails so that they can contact each other for assignments when they are absent;
- b. Teachers will post assignments on the school website;
- c. School staff will call the parent or guardian if a student is absent;
- d. School staff will inform the Principal of any attendance issues and a conference involving the parent(s) or guardian, the student, the counselor/social worker, and any other individuals as determined by the Principal will be arranged.

Every effort will be made to develop a plan which will enable the student to attend school on a regular basis.

Temporary Withdrawal

We recognize that some students may need to withdraw from New Ventures temporarily if their disability requires hospitalization or placement out of the community. For students who are hospitalized or placed in residential treatment, New Ventures will ensure that the treating facility receives all necessary materials so that the student's education can continue with minimal interruption until the student is able to return to New Ventures. For students who are placed in community settings outside the home, New Ventures will work with the responsible agency and with the mental health provider to facilitate the student's uninterrupted attendance. Whenever appropriate, the school will advocate for residential placement on Staten Island and will attempt to facilitate appropriate transportation to New Ventures when necessary. If travel proves too great an obstacle, New Ventures will work to facilitate transfer to an appropriate school closer to the

student's residence. We also recognize that even less disruptive events may interfere with a student's ability to function up to his or her full academic potential. When student refusal to attend school is rooted in emotional or psychiatric challenges, New Ventures will work with the student, the family, and the mental health provider to develop a plan to enable the student to attend school. If all efforts fail to overcome the student's school refusal, referral will be made to the Committee on Special Education (CSE) for re-evaluation, perhaps for placement in a more restrictive setting, and, in the case of students who have not already been classified for Special Education, for an initial evaluation. Furthermore, some students may simply progress more slowly.

Student Hospitalizations

In the event that a student needs to be hospitalized or requires home instruction for an extended period of time, the New York City Department of Education has assured the School that it will provide these services for New Ventures students. The School's intention is to reserve the student's place, however, so that he or she can return to school as quickly as possible.

Special Education Students

New Ventures welcomes Special Education students and will work vigorously to address their special needs and to ensure compliance with all applicable law. Initial evaluations, re-evaluations, and revisions of Individualized Education Programs (IEPs), and the procedures relating thereto, are the responsibility of the local educational agency – the school district of a student's residence (*see* 34 C.F.R. §§ 300.22, 300.312 and 300.340 *et al*). New Ventures will fully cooperate in the evaluation/reevaluation process. The School will implement the IEP developed by the CSE of the student's district of residence and will cooperate with that district to ensure that all services as recommended in the IEP are provided to the student, including class size and teacher-to-student ratio. The Principal will ensure strict adherence to the student goals and services provided for in the IEPs through observation of classes, parent and staff meetings, and communication with students when appropriate. If changes must be made to an IEP, New Ventures will contact the appropriate CSE to re-evaluate the student and consider revising the IEP as needed. Under the Individuals with Disabilities Education Act (IDEA) and the implementing federal regulations and applicable state law, New Ventures will continue to provide appropriate accommodations to the student during the CSE review and evaluation process.

New Ventures is committed to a model of class and program integration as the means of serving the needs of all its students. Therefore, all classrooms will be staffed to meet the requirements of the special education students present. Students requiring adapted curriculum work and therapies such as speech-language therapy or occupational therapy will receive them in the classroom whenever appropriate and according to their IEP, compliant with governing law and regulations. Related services may be provided by the Department of Education. The Wellness Curriculum will provide a structured opportunity for all students to learn to manage the challenges they face and to respect their differences.

Students with disabilities at New Ventures will have the opportunity to participate and progress in the general education curriculum and they will participate in the State and District-wide assessments in accordance with their IEPs. Teachers and related service personnel who will have the responsibility for implementing students' IEPs will have access to these records and be informed of specific responsibilities for implementing IEPs. This will be done during the Annual Review process, requested reviews and team meetings. If it is determined that a student in general education with no IEP requires academic or related services, a series of interventions will be implemented, including revised scheduling or teacher change for

the student, academic interventions including constructionist strategies and multi-disciplinary instruction and parent involvement. If, after exhausting all interventions, more intense service is still needed, the student will be referred to the Staten Island CSE, where additional special services might be recommended. Under the supervision of a Director of Special Education, a teacher certified in Special Education will review incoming students' IEPs to ensure compliance. All IEPs will be reviewed annually. If a student entering New Ventures without an IEP appears to be eligible for special education services and the student's parent request an initial evaluation, the school will support and assist the parent in this process. In the event that the School initiates the request after providing appropriate academic intervention services, the school will issue a request in writing to the chairperson of the appropriate CSE for an initial evaluation. A copy of this request along with the procedural safeguards notice described in 34 C.F.R. § 300.504 (Parents' Rights Brochure) will be sent to the student's family. This request will:

- a. Provide the reasons for the referral including any applicable test results, reports, or records;
- b. Outline the interventions taken prior to referral;
- c. Describe the family's involvement throughout the New Ventures assessment process; and
- d. Provide relevant documentation generated during the pre-referral process.

Under the direct supervision of the Principal, certified special education teachers will coordinate implementation of this policy. All special education teachers will be appropriately certified pursuant to applicable state and federal law.

The Principal will ensure that students and their families have access to the CSE and the Annual Review and receive all the services provided for in the IEP. The Principal or his or her designee will participate through meetings with the CSE, phone calls, e-mail contact with the CSE Chairperson or relevant members of the CSE on Staten Island, or the district of referral. The Principal will maintain current CSE files at the School and ensure that there is a flow of information between parents, the CSE and the School. Further, timely notice of proposed meetings regarding special education services including IEP updates will be given to parents, staff and students, when appropriate. Time will be provided for the teachers and related service staff who are responsible for implementing the IEPs to be present (or participate by phone) at any CSE meeting.

Students with Limited English Proficiency (LEP)

New Ventures staff will ask all incoming families to complete a Home Language Survey in the language or format the parent or guardian best understands. The data provided in this survey will identify students that may be LEP or ELL (English Language Learners) and who therefore require further screening. Appropriate school staff will then interview any student whose home language or first language is not English. Based on the results of this interview, the School staff will determine the student's oral proficiency in English. Once this initial screening process is completed, the staff will conduct a formal assessment of any student who speaks little or no English to determine the student's level of English language proficiency. This assessment, administered only once per student, is called the Language Assessment Battery-Revised (LAB-R). Future assessments of the student's English language proficiency will be conducted in the spring using the New York State English as a Second Language Achievement Test (NYSESLAT).

If the School's population includes ELL students, we will employ one or more English as a Second Language (ESL) teachers to meet their needs. ESL instruction will take place: (a) in academic classrooms by teachers who are certified to teach ESL; (b) through "push in" support of these students by the ESL teacher; or (c) through separate ESL classes in lieu of Spanish class. At New Ventures, LEP and ELL students will not be excluded from curricular or extracurricular activities due to their inability to speak and understand English. LEP and ELL students will not be assigned to special education programs due to their level of

English proficiency alone. There will be no separate classes for special education students. All students will be assigned to inclusive, integrated classrooms.

Participation in Subsidized Meal Programs

New Ventures expects to participate in the Federal Free- and Reduced-Priced meal programs administered by the U.S. Department of Agriculture. Meals will be provided at New Ventures in the evening at approximately 5:30pm. We will adhere to all applicable requirements including, but not limited to: meal pricing, determination of eligibility, nutritional value, and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs will be used exclusively for the purpose of providing meals to eligible students.

Health Policy

NVCS regards student health as crucial to success in school and in life. Health Education is a crucial component of the NVCS Wellness program. The importance of health maintenance to optimal functioning for all students is emphasized. We do everything we can to encourage appropriate prevention and early treatment services. NVCS comply with all health services requirements applicable to public schools, including Education Law § § 901-914 and §136.2(d)(2) of the Commissioner's Regulations.

As part of the admission process, NVCS will administered the CANS assessment which address health issues, allowing NVCS staff to work with students and families to proactively address health challenges. NVCS staff works with the local health providers, the local school district, and other appropriate resources to provide health services to insure that routine health needs are address:

- Annual vision screening testing for all students. Per § 905 of New York Education Law, the components of vision testing shall include distance acuity, color perception, and near vision.
- Maintenance of cumulative health records.
- Emergency care of ill or injured students.
- Compliance with and enforcement of mandatory immunization requirements.
- Access to automated external defibrillator (AED) equipment to ensure ready and appropriate access for use during emergencies. Appropriate staff are trained in the operation and use of this equipment.

Maintenance and Storage of Cumulative Health Records

NVCS safely stores and secures all health records for enrolled students. Cumulative student health records will be held until the student is 27 years old. Immunization records will be held for 10 years after the immunizations were administered. Medication Administration Forms should be completed by the students medical doctor who prescribes the medication to be given in school. These forms can be obtained from the School Nurse, or from the main office.

Immunization Requirements

New York State law requires that each student entering kindergarten or a new school district in grades 1-12 have a certificate of immunization at the time of registration or not later than the first day of school. A

review of student immunizations requirements and the proper supporting documents are completed for all new students. New York State immunization requirements include:

- Diphtheria: Toxoid Containing Vaccine (DTP, DtaP) 3 doses;
- Polio: (IPV)/(OPV3 OPV or 4 IPV);
- Measles, Mumps, Rubella (MMR): 2 doses of measles containing vaccine and 1 dose each of mumps and rubella (preferably as MMR);
- Hepatitis B: 3 doses to all students born on or after 1/1/93;
- Varicella: 1 dose;
- Meningococcal Conjugate: 2 doses; or 1 dose ONLY if the first dose was received at 16 years of age or older.

Before a student can be permitted to attend NVCS, parents or guardians must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Parents may waive immunization in accordance with Public Health Law and exceptions to immunizations will be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization. [See § 2164 (8) and (9) of the Public Health Law.]

Students Who Require Daily or Emergency Medication

Consistent with practice at other transfer high schools, NVCS students requiring daily or emergency medication are expected to carry and self-administer dosages during the school day in accordance with procedures detailed in the Family and Student Manual. Any student self-administering medication without proper authorization will be counseled. Repeat offenders will be subject to discipline.

Transportation Services

New Ventures will comply with the Department of Education's transportation policies and procedures and will meet all necessary deadlines. In accordance with standard regulations, New Ventures will document the manner in which students will be transported to and from the school. At enrollment, parents or guardians will be asked to notify the school district annually of any need for transportation to the school for the following school year. NVCS will provide full or reduced fare metrocards for eligible students so they may travel from home to their field learning sites and internships, to school, and home each day. The parents or guardians of students ineligible for transportation will be responsible for making provisions for any additional transportation they require.

Child Find Requirements

New Ventures will comply with the federal Child Find requirement (34 C.F.R. § 300.111) which requires schools to have in place a process for identifying, locating, and evaluating students with disabilities. Any student entering New Ventures as a first-time enrollee in a New York public school will be screened by a team of teachers (including teachers certified in both special and regular education) to identify any possible indication that the student may need a specialized or intensive education program or referral to the appropriate Committee on Special Education.

In compliance with applicable state and federal law (34 C.F.R. § 300.641, N.Y.Comp. Codes R. & Regs. tit. 8, § 119.3), New Ventures will submit an annual report to the State Education Department and as required to the New York City Department of Education detailing the number of students with disabilities served, the nature of each student's disability, and each student's educational placement and setting. The Principal of New Ventures is responsible for the collection, maintenance, and reporting of all data regarding students with disabilities.

Informing Parents of Progress in Meeting IEP Goals

New Ventures will comply fully with all statutes ensuring that parents or guardians of students with disabilities are kept informed of their child's progress in meeting his or her IEP goals (34 C.F.R. § 300.322, 34 C.F.R. § 300.320) at least as often as are parents of non-disabled children. Students with IEPs will participate in the same classes and coursework as students without IEPs and will receive the same report cards. In addition, at the same time as report card distribution, parents or guardians of students with IEPs will be informed regarding progress made toward the student's IEP goals and the extent to which that progress is sufficient to enable the student to achieve the goals by the end of the school year.

Student Rights and Responsibilities

Participation in School Activities

All students have the right to have the opportunity to take part in all school activities on an equal basis regardless of race, sex, national origin, creed, or disability; and to address the school on the same terms as any citizen. Similarly, all students are bound by the same rules for exclusion from School activities and public address.

Records

New Ventures will fully comply with the New York Education Law § 2854(1)(e) federal Family Education Rights and Privacy Act of 1974 (FERPA) which requires schools to protect their students' privacy. The School will not disclose any information from the student's permanent records except as authorized pursuant to FERPA, or in response to a subpoena, as required by law. The parent(s) or guardian of a student under 18 years of age, or a student 18 years of age or older, is entitled to access to the student's School records by submitting a written request to the Principal. Further information concerning the disclosure of student information and limitations on such disclosure may be found in FERPA.

All student records required to be kept confidential will be kept in a locked file in the School office and electronically in a password-protected database. The Office Manager will maintain up-to-date and accurate student records, monitor access to those records in accordance with applicable law, and report attendance and enrollment in compliance with Article 56 of the Education Law. These records will include emergency contact information, promotional status, checklist reports and legal documents pertaining to custody issues and visitation rights.

Freedom of Expression

Students are entitled to express their personal opinions verbally, in writing, or by symbolic speech. The expression of such opinions, however, shall not interfere with the freedom of others to express themselves, and written expression of opinion must be signed by the author. Any form of expression that involves libel,

slander, the use of obscenity, personal attacks, or that otherwise disrupts the educational process is prohibited. All forms of expression also must be in compliance with the Student Disciplinary Code and the School dress code, violations of which are punishable as stated in the Disciplinary Code.

Student participation in the publication of school-sponsored student newsletters, yearbooks, literary magazines and similar publications is encouraged as a learning and educational experience. These publications, if any, shall be supervised by qualified faculty advisors and shall strive to meet high standards of journalism. To maintain consistency with the School's basic educational mission, School authorities shall supervise and regulate the content of such publications.

No person shall distribute any printed or written materials on school property without the prior permission of the Principal. The Principal may regulate the content of materials to be distributed on School property to the extent necessary to avoid material and substantial interference with the requirements of appropriate discipline in the operation of the School. The Principal may also regulate the time, place, manner and duration of such distribution.

Search and Seizure

A student and/or the student's belongings may be searched by a School official if the official has reasonable suspicion to believe that a search of that student will result in evidence that the student violated the law or a School rule. Items that are prohibited on school property, including field learning and internship sites, or that may be used to disrupt or interfere with the educational process, may be removed from the student by School authorities.

Student lockers and desks remain the property of the School, though the School is not responsible for books, clothing, or valuables left in lockers or desks. Students shall not place or keep in a locker or desk any article or material which is of a non-school nature and may cause or tend to cause the disruption of the educational process or the mission of the School.

The following rules shall apply to the search of School property assigned to a specific student and the seizure of illegal items found therein:

- a. School authorities will make an individual search of a student's locker or desk only when there is reasonable suspicion to believe that a student is in the possession of an item which is prohibited on School property or which may be used to disrupt or interfere with the educational process.
- b. Searches shall be conducted under the authorization of the Principal or his or her designee.
- c. Items that are prohibited on School property, or that may be used to disrupt or interfere with the educational process, may be removed from student lockers or desks by School authorities.

Grievance Policy

Consistent with the New York Charter Schools Act of 1998 § 2855(4):

Any individual or group may bring a complaint to the board of trustees of a charter school alleging a violation of the provisions of this article, the charter, or any other provision of law relating to the management or operation of the charter school. If, after presentation of the complaint to the board of trustees of a charter school, the individual or group determines that such board has not adequately addressed the complaint, they may present that complaint to the charter entity, which shall investigate and respond. If, after presentation of the complaint to the charter entity, the individual or group determines that the charter entity has not adequately addressed the complaint, they may present that

complaint to the board of regents, which shall investigate and respond. The charter entity and the board of regents shall have the power and the duty to issue appropriate remedial orders to charter schools under their jurisdiction to effectuate the provisions of this section.

New Ventures's Grievance process is designed to provide a uniform complaint/feedback policy that identifies and addresses complaints or disputes and provides ongoing tracking and reporting of resolution while not unduly burdening staff or board, while avoiding escalation of complaints to the authorizer.

1. Intent: The intent of this dispute resolution process is to: (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the authorizing agency, and (3) ensure a fair and timely resolution to disputes.
2. Public Comments: The staff, community, and governing board members of the school agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. All will refrain from public comment regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising in the School that do not Allege a Violation of Law, the Charter or School Policies

In order to expeditiously resolve disputes arising within the school, including all disputes among and between students, staff, parents/guardians, families, community members, volunteers, advisors, partner organizations, and governing board members of the school, will be resolved pursuant to policies and processes developed by the school, we will follow the process outlined below. All members of the school community should refrain from public comment on the dispute and address their concerns according to these procedures.

1. The first step in the process is to contact the individuals involved and to discuss the facts and seek informal resolution. This should be done as soon as possible after the dispute, however where necessary parties should take a "cooling off" period before discussing the dispute.
2. If informal resolution fails to satisfy the complainant they will be asked to put their complaint in writing outlining the nature of the complaint or feedback and the resolution they desire. Written complaints may be submitted to the Principal, President, or Chair of the Board of Trustees.
3. Within 72 business hours and typically within 24 business hours, an appropriate designee of the Board or administration shall contact the complainant, do appropriate initial investigation into the complaint and offer to discuss the complaint, either then, or at a future scheduled meeting, and attempt to resolve the dispute.
4. Complaints that remain unresolved after this step will be referred to the Principal for resolution and s/he will respond in similar time frame and manner as above in section 4.
5. Complaints that remain unresolved after this step will be referred to a task force composed of Board and staff. This task force will review unresolved complaints and where feasible and appropriate hear complaints and where appropriate report to the Board on the type and nature of complaints as well as make recommendations around resolution.

Complaints against staff or students will be brought to the Principal and will be investigated by his or her designee. In cases where the complaint is directly and personally tied to the actions of the principal, complainants can direct their initial inquiry to the Board Chairperson.

Disputes Arising Within the School Alleging a Violation of Law, the Charter, or School Policies

Disputes arising within the school, including all disputes among and between students, staff, parents/guardians, families, community members, volunteers, advisors, partner organizations, and governing board members of the school, will be resolved pursuant to policies and processes developed by the school. If students, parents/guardians, school employees, or members of the public contact the Board Members or staff, other than the designated point of contact with disputes, complaints or concerns related to the school, those Board or staff will take the following steps:

- a. If s/he has not already done so, instruct the person to contact the principal of the school to address the nature of the dispute, complaint or concern. In the case where the complaint is directly and personally tied to the actions of the principal complainants can direct their initial inquiry to the Board Chairperson.
- b. If the informal discussion fails to adequately resolve the dispute then the dispute will be referred, in writing, setting forth the essential facts, the school policy or other relevant principle(s) violated, and desired outcomes to the Chairperson of the Board of Trustees or their designee, who will perform an investigation into the essential facts of the dispute, conducting interviews where necessary. A second meeting will be scheduled with the parties involved and the Chairperson or designee, and they will discuss the dispute and findings, the Chairperson or designee may question the disputants or request additional information.
- c. If not sufficiently resolved, the parties may request a hearing at the regular Board of Trustees meeting to have the Board hear and take appropriate action on the dispute. At such hearing the Chairperson or designee will provide a written report on the dispute and the investigation. Each side will be allowed to present their story for an equal amount of time (approximately 6 minutes). The Board will then be given an opportunity to ask questions of the disputants and, where necessary, witnesses. Reasonable time limits may be imposed. Depending on the dynamic of the dispute, at the discretion of the Chairperson or designee, disputants may be encouraged to directly address each other, or may be discouraged from doing so, having questions raised by Board members instead. All complaints against a specific employee will be heard in executive session unless the employee opts to have it occur during public session. Employees will be notified within 72 hours of any such closed session with the option of holding it during open session. Where student privacy rights are at stake, identical procedures will exist, with the guardian having the option of moving to open session. The Board will report out of executive session any decisions rendered. In the event of conflict between this policy and any governing law or regulations, including but not limited to FERPA and the Open Meetings Law, those relevant laws or applicable regulations shall supersede this policy.

Appeals of the Board of Trustees' decision may be made to the New York City Department of Education if the complainant is dissatisfied with the Board's handling of his or her grievance. If still dissatisfied, the complainant may thereafter appeal to the Board of Regents.

New Ventures Charter School's LEA and Title I School Parent Involvement Policy

Purpose

The purpose of this policy is to encourage and facilitate involvement by parents or guardians of students participating in the School's Title I School Wide Project (SWP) programs in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed and timely parental involvement in relation to decisions about the Title I services within New Ventures. Below is the School's policy acting as both an Local Education Agency and Title I school. It thus fulfills the requirements for LEA- and School-level parent involvement policies as required by Title I.

Parental Policy Involvement

LEA-Level Parental Involvement Policy Component:

The partnership between home and School will be supported by:

- a. New Ventures's development of an infrastructure to continually assess, plan and implement strategies that build the partnership.
 - i. A School-wide committee of parents, teachers, and administrators to guide overall program efforts and serve as a home-School partnership network.
 - ii. Coordination of activities through the staff development system in areas of teachers in-service, assessment of teaching strengths, and communication with parents or guardians toward the creation of the best possible learning experience for each student.
- b. Self-study of parental involvement practices by teams of parents, teachers and the Principal using the following seven basic principles considered essential to home-school partnerships.
 - i. Every aspect of the School climate is open, helpful and friendly.
 - ii. Communications with parents and guardians (whether about School policies and programs or about their own children) are frequent, clear and two-way.
 - iii. Parents are treated as collaborators in the educational process, with a strong complementary role to play in their children's school learning and behavior.
 - iv. Parents are encouraged, both formally and informally, to comment on School policies and to share the decision making.
 - v. The Principal and School administrators actively express and promote the philosophy of partnership with all families.
 - vi. The School encourages volunteer participation from parents and the community at large.
 - vii. The School recognizes its responsibility to forge a partnership with all families in the School, not simply those most easily available.
- c. Resources will be provided to the Principal, teachers and parents by the coordinator of Title I services.

School-Level Involvement Policy Component:

The School invites parental participation in all aspects of Title I educational programming for its students. New Ventures will involve parents in the following ways:

- a. New Ventures will convene an annual meeting to inform parents of the School's participation in Title I. In conjunction with the Parents Association, the Principal will schedule this meeting at the beginning of each school year. The administration will also send letters to parents informing them of the date and location of the meeting, and will post this information on the School website.

- b. If deemed necessary by the Parents Association and the Principal, the School will hold multiple meetings so as to include as many parents as possible. New Ventures will use appropriate Title I funds to provide necessary transportation and child care for parents attending the meeting;
- c. The Parents Association will hold regular meetings in accordance with its by-laws. These meetings will regularly address improvement of Title I programs, including the School parental involvement policy;

New Ventures will provide parents:

- a. Timely information about Title I/SWP programs. The Principal will keep parents updated about the types of services their children are being provided, the planned duration of service, and the goals of the services;
- b. The School performance profile required under Title I section 1116(a)(3);
- c. The student's individual student assessment results, including an interpretation of such results.
- d. A description and explanation of the curriculum in use at the School, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet;
- e. Opportunities for regular meeting. The Principal will be attentive to parents' needs, and will schedule parent meetings as requested and is feasible;

Description of Parent Participation in Development of Policy

The Parent Involvement Policy draft has been developed in expectation of revision in conjunction with the Parents' Association and approval by the Board of Trustees.

Policy's Availability to Parents

The policy will be translated into Spanish and other major languages of the school. Parents can access the policy as follows:

The Parents' Handbook, which contains the policy, is

- a. Posted on New Ventures's website: www.nvcssi.org;
- b. Disseminated at registration and orientation to all new parents;
- c. Distributed at Parents' Association meetings, curriculum night, and parent-teacher nights;
- d. Available on an ongoing basis at the school office.
- e. President
- f. Principal

Children's Technical Assistance and Support

Technical assistance will include:

- a. Assistance in parent outreach through mail and telephone;
- b. Joint planning of parent activities;
- c. Preparing and translating parent involvement announcements and pamphlets;
- d. Staff participation as presenters at Parents' Association events;

- e. Support in preparing parent information such as reading lists, parent guides, and partial-immersion brochures;
- f. Assistance in making available sound-system, video, and electronic equipment for events;
- g. Individual teacher meetings with parents on homework, and other instructional support.

Annual Evaluation of Parent Involvement Policy

New Ventures will ensure the policy is up-to-date and effectively addresses the changing needs of the school community through an annual policy evaluation process. At least once each school year, the Principal and Parents' Association will meet to evaluate the policy's content and effectiveness in increasing parent involvement. They will discuss ways to identify strategies for overcoming barriers to parent participation and to increase parent participation. As needed, policy revisions will be based on the evaluation and will be incorporated into the Parent Involvement Policy. The Principal will be responsible for the implementation of the Policy and for revisions.

Internet Acceptable Use and Safety Policy

a. General

Internet access and e-mail provided by NVCS are intended for educational use, instruction, research and the facilitation of communication, collaboration, and other school related purposes. Users are subject to the same standards expected in a classroom and/or professional workplace.

b. Monitoring and Privacy

Users have no right to privacy while using the school's internet systems. The school monitors users' online activities and reserves the right to access, review, copy, store, or delete any electronic communications or files. This includes any items stored on school-provided devices, such as files, e-mails, cookies, and Internet history.

New Ventures reserves the right to disclose any electronic activity, including electronic communications, to law enforcement officials or third parties, as appropriate and consistent with applicable law. The school will fully cooperate with local, state, or federal officials in any lawful investigation concerning or relating to any illegal activities conducted through the school's internet system.

c. Prohibited Uses of the School's Internet Systems

Users may not engage in any of the activities prohibited by this policy when using or accessing the school's internet systems.

If a user is uncertain whether behavior is prohibited, he or she should contact a teacher, supervisor or other appropriate school personnel. NVCS reserves the right to take immediate action regarding activities that (1) create security and/or safety issues for the school, students, employees, network or computer resources, or (2) expend school resources on content the school determines lacks legitimate educational content or purpose, or (3) the school determines are inappropriate.

Below is a non-exhaustive list of examples of prohibited behavior:

1. Causing harm to others, damage to their property or school property, such as:
 - Using, posting or distributing profane, lewd, vulgar, threatening, or abusive language in e-mail messages, material posted online, or professional social media sites;
 - Accessing, using, posting, or distributing information or materials that are pornographic or otherwise obscene, advocate illegal or dangerous acts, or advocate violence or discrimination. If users inadvertently access such information, they should immediately disclose the inadvertent to school administration;
 - Accessing, posting or distributing harassing, discriminatory, inflammatory, or hateful material, or making damaging or false statements about others;
 - Sending, posting, or otherwise distributing chain letters or engaging in spamming;
 - Damaging computer equipment, files, or data in any way, including spreading computer viruses, vandalizing data, software or equipment, damaging or disabling others' electronic property, or engaging in conduct that could interfere or cause a danger of disruption to the school's educational or business environment;
 - Downloading, posting, reproducing or distributing music, photographs, video or other works in violation of applicable copyright laws. Any music, photographs and/or video should only be downloaded for school, and not personal purposes. If a work specifies how that work may be used, the user should follow the expressed requirements. If users are unsure whether or not they can use a work, they should request permission from the copyright or trademark owner; or
 - Engaging in plagiarism. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user.

2. Gaining or attempting to gain unauthorized access to the school's Internet Systems, or to any third party's computer system, such as:
 - Malicious tampering, phishing or hacking activities;
 - Intentionally seeking information about passwords belonging to other users;
 - Disclosing a user's password to other individuals. However, students may share their password with their parents.
 - Modifying passwords belonging to other users;
 - Attempting to log in through another person's account;
 - Attempting to gain access to material that is blocked or filtered by the school;
 - Accessing, copying, or modifying another user's files without authorization;
 - Disguising a user's identity;
 - Using the password or identifier of an account that does not belong to the user; or
 - Engaging in uses that jeopardize access into others' accounts or other computer networks.

3. Using the school's Internet Systems for commercial purposes, such as:
 - Using the Internet for personal financial gain;
 - Conducting for-profit business activities, personal advertising, or other non-school business communications; or
 - Using the school's Internet Systems on behalf of any elected official, candidate, candidates, slate of candidates or a political organization or committee.

4. Engaging in criminal or other unlawful activities.

d. Filtering

In accordance to Children’s Internet Protection Act (“CIPA”), the school blocks or filters content over the Internet that the school considers inappropriate for minors. This includes pornography, obscene material, and other material that may be harmful to minors. The school may also block or filter other content deemed to be inappropriate, lacking educational or work-related content or that pose a threat to the network. The school may, in its discretion, disable such filtering for certain users for bona-fide research or other lawful educational or business purposes.

Users shall not use any website, application, or methods to bypass filtering of the network or perform any other unlawful activities.

e. Protection of Personally Identifiable & Confidential Information

The Family Educational Rights and Privacy Act (“FERPA”) prohibits school officials from disclosing personally identifiable information (“PII”) from education records of students and families to third parties without parental consent. However, several exceptions to this general rule may apply.

f. Student Internet Safety

1. School Responsibilities:

- New Ventures will provide curriculum about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.
- The school will work to protect the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.
- As appropriate, the school will provide students, staff and parents with guidelines and instructions for student safety while using the Internet.

2. Students Using the School's Internet Systems

- Students must not reveal personal information about themselves or other persons on social networking sites, in chat rooms, in emails or other direct electronic communications, or any other forum over the Internet. For example, students must not reveal their home address, or telephone or cell phone number. Students must not display photographs of themselves, or the images of others.
- Students should not meet in person anyone they have met only on the Internet. Students must promptly disclose to their teacher or other school employee any message or other activity they receive that is inappropriate or makes them feel uncomfortable.
- Students should not allow school's computers to save their passwords.

3. Parents:

- Although students generally will be supervised when using the school's Internet System during the school day, it is not practicable for the school to monitor and enforce a wide range of social values in student use of the Internet. Parents are primarily responsible for transmitting their particular set of family values to their children, and discussing with their children what material is and is not acceptable for their children to access.
- Parents are exclusively responsible for monitoring their children's use of the Internet when the school's Internet Systems are accessed from home or a non-school location.

g. Violations of this Policy

New Ventures Charter School reserves the right to terminate any user’s access to the school's Internet Systems at any time.

If a student violates this policy, appropriate disciplinary action will be taken consistent with the Discipline Code. If a student’s access to the school's Internet System is revoked, the student may not be penalized academically, and the school will ensure that the student continues to have a meaningful opportunity to participate in the educational program.

All users must promptly disclose to their teacher, or principal any information they receive that is inappropriate or makes them feel uncomfortable.

h. Limitation of Liability

The school makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of the network or accounts. Any additional charges a user accrues due to the use of the school's network are to be borne by the user. The school also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of the school or employees.

Sample Student Schedules:

Summer Term

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-10:30	Integrated Algebra	Integrated Algebra	Integrated Algebra	Integrated Algebra	No school
10:30-11:30	Boot Camp/Wellness	Boot Camp/Wellness	Boot Camp/Wellness	Boot/Camp/Wellness	
11:30 – 12:30	PE	PE	PE	PE	
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Fall Term

	Monday	Tuesday	Wednesday	Thursday	Friday
9-12	-	-	-	-	Internship: Participation in Gov’t (minimum: 3 hours) ²
12:30-3	Field Learning: Snug Harbor	Field Learning: Snug Harbor	Field Learning: Snug Harbor	Field Learning: Snug Harbor	
3-4:00	Travel	Travel	Travel	Travel	

4-5:10	Living Env	Living Env	Living Env	Living Env	
5:15-5:45	Dinner	Dinner	Dinner	Dinner	
5:50-6:30	Economics	PE	Economics	PE	
6:30 – 7:15	PE	Wellness	Elective	Internship Seminar	

Winter Term

	Monday	Tuesday	Wednesday	Thursday	Friday
9-12					Internship: Government and Society
12:30-3	Field Learning: Wagner College Holocaust Center	Field Learning: Wagner College Holocaust Center	Field Learning: Wagner College Holocaust Center	Field Learning: Wagner College Holocaust Center	
3-3:30	Travel	Travel	Travel	Travel	
3:30- 4					
4-5:10	Global History	Global History	Global History	Global History	
5:15-5:45	Dinner	Dinner	Dinner	Dinner	
5:50-6:30	Economics	PE	Econ	PE	
6:30 -7:15	PE	Wellness	Skill building ²	Skill building	

Spring Term

	Monday	Tuesday	Wednesday	Thursday	Friday
9-12					Internship: Government and Society
12:30-3	Field Learning: Richmond Town	Field Learning: Richmond Town	Field Learning: Richmond Town	Field Learning: Richmond Town	
3-3:30	Travel	Travel	Travel	Travel	
3:30- 4					
4-5:10	US History	US History	US History	US History	
5:15-5:45	Dinner	Dinner	Dinner	Dinner	
5:50-.6:30	Economics	PE	Econ	PE	
6:30 – 7:15	PE	Wellness	Skill building ³	Skill building	

Total Credits Year One

Course	Term				Total
	Summer	Fall	Winter	Spring	
Integrated Algebra	1.0				1.0
US History (class)				1.0	1.0
US History (field)				1.0	1.0

² Skill building is optional. Internship seminar meets weekly.

³ Skill building is optional. Internship seminar meets weekly.

Living Env (class)		1.0	1.0		2.0
Global History (field)		1.0	1.0		2.0
Participation in Government (field)		0.3	0.3	0.3	1.0
English (field)		1.7	1.7	1.7	5.0
PE	0.5	0.5	0.5	0.5	2.0
Economics		0.3	0.3	0.3	1.0
Wellness	0.5	0.2	0.2	0.2	1.0
Total	2.0	5.0	5.0	5.0	17.0