



Student & Family Handbook
2025-2026

Dear Families:

At Harlem Village Academies, we believe that it takes a village to raise a child. HVA strives to be an environment that allows and encourages students to meet their potential and prepare for bright futures that include college graduation, successful careers, and meaningful impact on the community and world.

The partnership between the family and school is essential to student achievement. Over their educational career, students must become independent learners who manage their day-to-day responsibilities. For both parents/guardians and school, the process of helping children make this transition can be challenging. We have a few suggestions for families that can help this process along.

Read. Read. Read. Reading with your child and/or ensuring that your child is reading every night will help him or her create habits that will help him or her be successful in school. Visit the library with your child as often as possible.

Help your child manage their time at home. How should HVA students spend their H.O.U.R.S. at home?

- **H**omework completed
- **O**rganize materials for next day
- **U**nwind with fun activity
- **R**ead 30-60 minutes
- **S**leep 9 hours

Be involved and informed.

- Sign up for and check ParentSquare regularly.
- Check your child's folder and read communication regularly.
- Ask your children questions, such as, what did you learn today? What did this new learning make you think about? What was fun about this lesson?
- Communicate with us regularly; check in with your child's teachers.
- Attend school events.
- Meet other parents/guardians.
- Ask your child to show you his or her social media accounts (Facebook, Twitter, Instagram, Snapchat, text messages, etc.).
- If you see something that you don't like – a missed homework assignment or a rude Facebook post, for example – we encourage you to have a frank discussion with your child and listen to what he or she says. You can guide them through the process of making the right decision so that they will do this when you aren't there.

Help your child take ownership of his or her academic life. Students should use each phase in their academic career to spread their wings; discover their academic and extracurricular passions; and become independent thinkers who take responsibility for their own learning. Help your child think of ways to be successful: staying organized, meeting deadlines, being on time, and being prepared for school. With your help, your child can learn when to ask for help and advocate for him or herself and, sometimes, how to recover from a failure.

Support HVA rules, processes, and decisions. Read this handbook carefully with your child. Help your child understand that the rules of the school are designed to create a safe and productive learning environment that also leads them to learn the habits that will lead to success in college and beyond. When issues arise, support the school's process and decisions. The more that the school and families work together as a team, the faster we can change problem behaviors into no problem at all.

We, at HVA, look forward to partnering with you to ensure that your child has a successful year! Together we hope to make this the best year yet for each student.

Sincerely,

The Harlem Village Academies Team

Student & Family Handbook

This handbook is intended to be a reference document that outlines some of HVA's most important academic and discipline policies and is not meant to be comprehensive. Those policies not explicitly outlined in this document are left to the discretion of school leadership. Additionally, notices that are sent home from the school communicating policy updates and changes are regarded as additions to our Family Handbook. Please contact the school office with any specific policy questions.

Our Beliefs

We care deeply about the kind of people our students will become when they leave HVA: the intellectual sophistication they will have developed, the work habits they will have cultivated, and the ethical sensibility they will have internalized.

Our mission is to prepare students to become intellectually sophisticated, wholesome in character, avid readers, fiercely independent thinkers and compassionate individuals who graduate from college and make a meaningful contribution to society. To this end, we design our curriculum, instruction, and assessment to enhance students' social-emotional intelligence and develop performance character traits such as drive, initiative, effort, empathy, and resilience. These traits correlate to college graduation, success in the workplace, and critical democratic citizenship. Thus, in relation to student culture and character, we believe in:

- **The highest standards for respectful behavior.** Our warm and loving approach with students does not mean permissive. We expect all our students to adhere to our values. For example, we expect all students to silently and respectfully look at whoever is speaking, and to follow teacher directions right away and all the way, and so on.
- **Cultivating an abiding internal moral compass** that produces long-term positive attitude, character building and responsible behavior, rather than controlling students through techniques that produce short-term obedience.
- **Fostering respectful independence rather than respectful compliance** prepares students to become informed skeptics, independent thinkers, and leaders rather than followers.
- **Intrinsic reward from accomplishing one's best work** fosters drive, empathy, and persistence. We do not believe in points, incentives, stars, prizes for a few students deemed best in comparison to others, or awards based on students beating each other.
- **Spending 90% of our time, energy, and work on proactive practices** to foster positive student culture. Discipline is not just what we do after students misbehave; it is mostly what we do in the first place so that students will meet expectations.
- **Discipline must be both accountable and restorative.** Discipline comes from the root "disciple" meaning to learn or to teach. Our discipline system is effective to the extent that it teaches our students to internalize positive character traits.

School-wide Expectations

1. I treat everyone with loving kindness, and I use respectful language and gestures
2. I contribute positively to our learning community
3. I look at and silently listen to whomever is speaking
4. I sit up with my hands and body in productive working position
5. I focus on work in class and positively engage and participate
6. I complete all classwork and homework with my best effort
7. I follow teacher directions right away and all the way
8. I accept feedback and consequences respectfully
9. I arrive on time to school and class
10. I am organized and always prepared to learn with all my supplies
11. I am always in complete uniform
12. I keep our school clean and beautiful
13. I keep electronics off and follow my school's electronics use policy

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Academics/Intellectual Development

We are committed to nurturing the intellectual growth and development of your child. In nurturing your child's intellectual development, HVA teachers will:

- Demonstrate their passion for learning and love of children
- Plan engaging lessons that facilitate high level passionate learning and challenge your child
- Differentiate instruction to meet individual student needs
- Cultivate a passion for reading and learning
- Model expectations and the school values

Learning Standards – Our curriculum is aligned with the Common Core Standards. A document detailing these Common Core Standards is available in our main office. The standards can also be found online at www.engageny.org. Your child's teachers will happily schedule an appointment with you to discuss the curriculum.

Grading Periods – There will be three grading periods for Elementary and Middle schools and two grading periods for High School during the school year. Teachers will also communicate with you informally as frequently as possible about both your child's strengths and the areas in which your child is having difficulty.

Assessment – Our teachers will constantly be working towards developing an intimate knowledge of your child's academic growth. Assessment will be used to inform instruction, helping teachers to determine if material or learning activities need to be clarified, modified, or re-taught.

State Tests & Regents – Students at HVA sit for the New York State Tests in English Language Arts (ELA) and Mathematics from 3rd - 8th grade as well as the science test in 4th and 8th grade. Our 8th graders are also given their first opportunity to take the ELA and Math Regents. Students at HVA High are required to take – and pass - five New York State Regents exams in English, Math, Social Studies, Science (as approved by the State) to be promoted to the next grade level and graduate. Students who have not met all state Regents requirements by the end of their junior year will not be promoted to the 12th grade.

International Baccalaureate Exams (High) – In addition to the required Regents exams, high school students are required to complete all Internal Assessments (IAs) and sit for the International Baccalaureate (IB) assessments at the end of each course to measure student performance. All students at HVAH must complete all IB Diploma conditions – including specific performance tasks in the IB Core (Theory of Knowledge, the Extended Essay, and Creativity, Activity, Service (CAS)) – to qualify for graduation. The IB organization issues a separate IB diploma to students who successfully meet all IB diploma conditions.

Promotion Criteria - We see it as our mission to help all students meet promotional criteria. HVA has very high academic and behavioral standards, and it is important that students have the necessary knowledge and skills to do the work at the next grade level and have put forth the necessary effort required to demonstrate the potential for success at the next grade level. When a student needs another year to fully meet the goals for that grade level, the school is committed to ensuring that the student's second year at that grade level involves a clear plan to provide

them with academic support. The school principal reserves the right to decide on the most appropriate grade and/or class placement for a student at any point in the school year.

We consider many factors in making promotional decisions - academic performance, social and emotional maturity, as well as input and opinions of parents/guardians and teachers before making promotion decisions. Final promotion decisions ultimately lie with the principal and can be made at any point in the school year, as necessary. The following list includes example promotional criteria that HVA will consider when making a promotion decision but should not be considered a complete list. Teachers/School leaders will meet with the family of students to discuss the benefits of retention in cases where a student will be retained.

Elementary

- Reading Level – Any student who is not reading at or above grade level may not be promoted to the next grade.
- Math Level – Any student who is not performing at or above grade level in mathematics may not be promoted to the next grade.
- Attendance – Any student who misses more than 90% of days may not be promoted to the next grade, depending on their academic standing. A combination of the student's attendance, timely arrival and instances of early dismissal will also be taken into consideration.
- Social Development – Any student whose social development has not shown adequate improvement or is not at a sufficient level may not be promoted to the next grade.

Middle

Middle School students must pass all academic courses, maintaining a 2.5 GPA and no Ds or Fs in any course, to be promoted to the next grade. Additionally, 5th-8th grade students must pass their interim assessments with at least a 60% average. Middle School students are also required to maintain 90% attendance or above. Students with excessive absences may not be promoted to the next grade regardless of their academic standing. Overall, a combination of the student's attendance, timely arrival and social development will be taken into consideration along with their academic progress.

Important Notes: Participation in Saturday school and other tutoring programs *does not guarantee* that a student will be promoted. These supplemental programs are intended to provide additional academic support to the student throughout the year.

High

- Students can only earn credit for courses where their Semester grade is at or above a grade of 2.5.
- Students must have a 2.5 or higher GPA (on the 4.0 scale) in each subject each semester and pass required Regents exams at grade level to qualify for promotion.
- Students can qualify to re-take or re-submit graded assignments by turning work in on-time during each Mastery Period, based on the conditions set at each grade level.

- Any student may be asked to attend mandatory after-school tutoring and/or Saturday Academy classes when the need for academic support is identified.
- Students must have attendance of 97% or higher to earn credit in their courses.
- Students may be offered Summer Academy to remediate credits, if they meet grade/attendance thresholds set by the school.

Acknowledgments/Recognition

While we do not believe in rewards, we do believe in publicly acknowledging and honoring our students to foster a positive school community and culture. Some ways in which we may recognize our students are:

- Honored by the teacher or principal for quality work as measured against criteria, not in competition with other students.
- Honored for progress toward a goal.
- Students honoring one another for upholding class commitments.
- Students honoring one another for exhibiting positive character that contributes to the community.
- Teachers and principals give a certificate to a student, publicly acknowledging a student at a community circle, sending positive notes home, or calling parents/guardians with positive comments about a student.

Advisory

We believe that creating strong relationships with our students promotes school connectedness. There is at least one caring adult in each student's school who knows that child very well and provides consistent academic guidance and compassionate support. Advisory makes that happen at HVA Middles and HVA High by providing each student with an advisor who mentors about 12-15 students. At our elementary schools, that adult is the student's classroom teacher.

Attendance

School attendance is critical to students' success in school and life. Research shows that children who are consistently present in school are much more likely to graduate from high school and score higher on tests required for college admissions. Attendance is imperative for learning. For our academic program to be successful, it is absolutely essential for students to be present in school daily. HVA's rigorous academic program means that every day and hour of schooltime is very important. Any amount of learning time missed puts students at a disadvantage as they are missing not only that day's learning, but also a building block for what they will be learning next.

- ***Illness*** – If your child is going to miss school because of illness, please call the school office first thing in the morning to let us know. This must be followed up within two weeks with a doctor's note.
- ***All absences are still considered absences*** – Any day your child does not attend school (on a scheduled in-person or virtual day) is considered an absence. While we require a call from a parent explaining the absence, missing school due to a serious illness (with a doctor's note) or a death in the family is still considered being absent from HVA.
- ***Never miss school for appointments*** – We recommend that the best times for scheduling medical appointments are on half-days or when school is not in session.

- **Vacations** – Parents/guardians should not take a child on a vacation while school is in session. Students who miss school for this reason are not granted make-up work, rescheduling of exams, group work, etc.
- **Excessive Absences/Tardies** - If a student accrues an excessive number of absences or tardies, the school will reach out to the family and create an intervention plan. If the student continues to be excessively absent/tardy, this will jeopardize his/her promotion to the next grade. Arrival at 8:01 or later is considered tardy. Please note that any student who reaches 20 consecutive absences forfeits their seat at HVA.
- **Arrive on Time** – Arriving after school has begun is considered late and the student must be signed in at the main office (elementary students are signed in by an adult). Three tardies or early dismissals are equal to one absence. “Adjusted absences” on attendance reports refer to the total number of absences including tardies and early dismissals.
- **Early Dismissal** – Students are expected to stay in school until the very end of the school day. Early pickups are highly discouraged. A student may only be dismissed early due to a death in the family or a serious illness. Doctor appointments are not an acceptable reason to be picked up early. Additionally, all early pickups will be counted the same as tardies in our attendance policy. A parent/guardian must sign the student out at the main office for the student to be released. For their safety, students will not be released to unauthorized adults. We recommend that the best times for scheduling medical appointments are on half-days or when school is not in session.
- **Late Pickup** – Students who are picked up by an adult after school are expected to be picked up promptly at the end of the school day. The school will log late pickups daily and share the report with families. Upon the third late pickup, parents/guardians of the student will be required to have an in-person meeting with the Principal or Dean. If the situation continues after this point, further consequences may include drop off at the nearest police precinct and/or involvement of the Administration for Children’s Services (ACS).
- **After School/Extra Curricular Activities** - Any student absent from school may not participate in extracurricular activities on the day of their absence. Please note that there are no exceptions to this rule.
- **Additional Services** - Students participating in additional services will be picked up in class by the provider.

Further guidance for High School Students:

HVAH aims to cultivate an environment of informed and engaged students who consistently contribute to both the school and individual classroom communities. We believe that students need to be in attendance daily to achieve this learning culture. Students must attend 97% of their classes to qualify to receive credit in that course.

Students have two weeks from the date of an absence to submit medical documentation to the Welcome Center for an absence (“A”) to be coded as medical. After two weeks, no changes to a student’s attendance record will be made for any reason.

Students who do not arrive at school on time or who do not attend school or class regularly will be retained, regardless of their course grades.

Breakfast

Students who wish to have breakfast at school should arrive early to ensure they have time to receive a nutritious breakfast to start their day. Please refer to your child's school schedule for arrival timing.

Birthday Celebrations

Elementary

We recognize that our students' birthdays are very special. Families are permitted to bring in healthy snacks such as fresh fruit, popcorn, and pretzels or donate a book to the classroom library for read-aloud. We ask, however, for families **not** to bring sugary snacks such as cupcakes, candy, cookies, etc. to school, as they will not be served. If a parent/guardian wants to plan something special for the class, they must first reach out to the school operations team. Please keep in mind that if you are going to give items of any sort to the class, they should all be the same. Students may distribute party invitations only if there is one for all classmates. If your child is having a smaller event, we ask that party invitations are distributed privately.

Middle

If a parent wants to bring in a healthy snack for students, they must reach out to the advisor to request an appropriate time to share the treat with the class. Absolutely no soda, cake, cupcakes or other sugary snacks are permitted. We prefer students and families to honor their birthday by dedicating a book to the classroom/school library in their name. Students may distribute any party invitations privately. Families are encouraged to assist their child in considering the feelings of others by not discussing the party at school if all students in the class/grade have not been invited.

Cell Phones/Electronic Devices

Violations of our cell phone and electronic device policy may result in disciplinary action against the student. At no time shall HVA be responsible for preventing theft, loss or damage to cell phones/electronic devices brought onto school property whether confiscated or not (see Discipline section, below).

Student cell phones and smart watches are collected each morning and redistributed at the end of each day. Additionally, students are not permitted to be in possession of cell phones, iPods, AirPods/headphones, tablets, laptops, gaming devices, toys, or anything else that is disruptive to the learning environment without authorization from a teacher. The only exception to this policy is where an internet-enabled device is required to manage a medical condition. Visible electronics will be confiscated, locked in the Dean's office, and released only to a parent or adult parental designee in person. Repeated violation of this policy will result in escalated consequences.

Cheating/Plagiarism

Cheating – Cheating is a serious offense. If a student violates school rules on an assessment or assignment, including, but not limited to, copying another student's work, or giving another student his/her work, it is considered academic dishonesty, and the student will receive a consequence for this behavior (see Discipline section, below).

Plagiarism – Plagiarism involves the submission of someone else's ideas or words as one's own or the imitation of the language, ideas, and thoughts of another author (or person) and then passing them off as their own original work. If a student forges a signature, this is also considered Academic Dishonesty. Students who plagiarize will receive a consequence (see Discipline section, below).

*High School: Students and families sign an academic honesty agreement at the beginning of the year. The consequences for violations of the policy are clearly outlined in the agreement.

Child Abuse

Every HVA employee is required by state law to report all instances of suspected child abuse or maltreatment (Social Services Law, Article 6, Title 6, Sections 413-417, & 419-420). Reports must be made whenever there is "reasonable cause" (Social Services Law, Article 6, Title 6, Section 413), which could "be as simple as distrusting an explanation for injury" (Summary Guide for Mandated Reporters in New York State, 2011). In other words, HVA employees must submit reports of suspected abuse or maltreatment when presented with *any* suspicion regardless of previous relationship with or knowledge of a student's family or home life.

As outlined by law, reports are submitted directly to the New York Statewide Central Register for Child Abuse & Maltreatment and include photographs of any visible signs of abuse or maltreatment observed on the student (Social Services Law, Article 6, Title 6, Sections 413-417, & 419-420). Upon receiving the report, a Child Protective Specialist determines whether the suspicion warrants an investigation. If the report is accepted for investigation, a written report (LDSS-2221A) must be completed by the reporting employee. HVA is required to cooperate fully with any investigation or casework activity carried out by Child Protective Services regardless of whether or not the report originated from the school. Such activities include, but are not limited to granting access to academic, behavior, IEP, and attendance records; allowing child protective workers to observe the student in class, interview the student, interview employees, and/or hold a student at school until a protective worker arrives. In addition, Child Protective Service workers may take children into their custody if they deem it necessary. Please contact your school Dean or Social Worker if you would like to discuss a more expansive policy on potential child abuse reporting that employees are required to abide by.

College Counseling

HVA High has a department of College Programs with College Counselors who are committed to supporting our students through the college application and admissions process. Students are introduced to college planning through advisory and after school events. Supports include in-depth exposure to the college process, admissions requirements, financial aid, and essay writing. Additionally, students participate in college trips throughout the year and in admissions-led college information sessions.

Communication

ParentSquare – HVA communicates frequently via a mass communication tool. Please be sure to sign up and check your ParentSquare messages frequently.

Phone calls – Frequent communication between parents/guardians, students, and teachers is integral to student success at HVA. To facilitate this, we provide families with contact information of every staff member on the HVA team. Students and families should feel free to reach out to staff members for any school-related reason. This includes questions, concerns, or homework assistance. If a teacher does not respond, please leave a message explaining the reason for the call along with your full name and telephone number. All our teachers believe in the value of an open line of communication and will return any voicemails or texts they receive at their earliest convenience. Having a teacher's phone number is a privilege and may be revoked if a student or family abuses that privilege. Such abuse could be prank calls, abusive language, yelling, or calling at inappropriate hours. Please respect our teachers' personal time by not calling or texting after 7:00 p.m.

Families must inform the main office if there is a change of address and contact information. Especially in the rare event of an emergency, it is imperative to have the most updated information to get in contact.

Meetings – Parents/guardians may be invited to attend meetings to discuss academic and social progress throughout the year. We respect our families' time and will make every effort to be flexible. We ask our families to be flexible as well and make these meetings a priority. Students may be required to attend.

Complaint Process

HVA distinguishes between formal and informal concerns or complaints, and both are taken seriously. The complaint process is guided by Education Law Section 2855(4)(2)(d). A complaint should include a detailed written statement of the nature of the complaint including the names of the individuals involved and the time, date, and place the incidents and/or actions occurred or of the issue(s) of concern. It should also include an indication of what response, if any, was received from the school thus far, what relief the complainant is seeking, and the name, address,

and phone number of the complainant.

Informal Complaint Procedures

An informal complaint is a complaint that does not concern an alleged violation of law or the charter of HVA (examples include, but are not limited to, concerns about an academic grade, incident within a classroom, or incident in the school). If you have an informal complaint, you are encouraged to contact the appropriate staff member at HVA by telephone or email or by scheduling a meeting to discuss the complaint in person or over the phone. All staff members are committed to responding promptly to informal complaints, either in person, by telephone or in writing (electronic or otherwise).

If an informal complaint is not responded to and resolved promptly or satisfactorily, you may contact your School's Principal or Dean to discuss the matter. The Principal or Dean shall review the complaint and promptly respond to the complaint either in person, by telephone or in writing (electronic or otherwise). A designee may be directed to investigate your complaint further. If you are not satisfied with the outcome or decision pertaining to the complaint or if your complaint is about the principal, you may contact the Chief of Community and Culture.

Formal Complaint Procedures

If your complaint alleges a violation of HVA's charter or law, you must submit your complaint in writing to the Board of Trustees. Emergency issues will be dealt with on an as-needed basis, with the Board of Trustees, or their designee, responding promptly, usually at or prior to its next regular public meeting. For non-emergency issues, the Board of Trustees will act on the complaint and provide a final response to the complaint within forty-five (45) days of receiving the formal written complaint or by the next regularly scheduled meeting of the Board unless extenuating circumstances outlined in the complaint require an expedited review. The Board shall make a determination in writing if appropriate or required.

When emailing the Board of Trustees, or providing a written letter, please include with the complaint the nature of the violation, the facts on which the complaint is based and appropriate contact information so that the Board of Trustees or their designee may contact you regarding the complaint.

Upon receipt of a formal complaint, the Board of Trustees shall review the complaint or appoint either a committee of Board members or another designee to review and investigate the complaint.

If you are not satisfied with the response from the Board of Trustees, you may submit a formal complaint to HVA's authorizer, the SUNY Board of Trustee, through its Charter Schools Institute. Instructions on how to submit a complaint to the SUNY Charter Schools Institute can be found in the Institute's grievance guidelines available at www.newyorkcharters.org/contact/. The Charter Schools Institute, acting on behalf of the SUNY Trustees, will investigate and respond.

If, after presentation of the complaint to the Charter Schools Institute, you determine that the Charter Schools Institute has not adequately addressed the complaint, you may present the complaint to the State Education Department, acting on behalf of the Board of Regents, which shall investigate and respond.

Dignity for All Students Act (DASA)

Our school creates a safe and supportive environment for all community members; we abide by the New York State Dignity for All Students Act. This law seeks to “provide students with a safe and supportive environment from discrimination, intimidation, taunting, harassment, and bullying (including cyber bullying) on school property, a school bus and/or at a school function.” Discrimination and harassment is prohibited by employees or students based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex.

Respect for All

All students have the right to attend schools that are safe, secure, and peaceful environments. HVA recognizes that discrimination, such as harassment, hazing and bullying, are detrimental to student learning and achievement. These behaviors interfere with the mission of the school to educate its students and disrupt the operation of the school. Such behavior affects not only the students who are its targets but also those individuals who participate and witness such acts. Bullying in schools has historically included actions shown to be motivated by a pupil’s actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, emotional, or learning disability, gender, gender identity and expression, weight, or other distinguishing personal characteristics, or based on association with any person identified in any of the above categories.

HVA prohibits all forms of discrimination, such as harassment, hazing and bullying on school grounds, school buses and at all school-sponsored activities, programs and events. Discrimination, harassment, hazing or bullying that takes place at locations outside of school grounds which can be reasonably expected to interfere with the operation of the school materially and substantially or impinge on the rights of other students are prohibited, and may be subject to disciplinary consequences.

Definitions

Bullying

Bullying is understood to be a hostile activity that harms or induces fear through the threat of further aggression and/or creates terror. To facilitate implementation of this policy and to provide meaningful guidance and prevent behaviors from rising to a violation of law, this policy will use the term bullying (which is usually subsumed under the term “harassment”) to describe a range of misbehaviors such as harassment, hazing, intimidation, or discrimination. Bullying is an unwanted aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

Discrimination

Discrimination is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs (as enumerated in the Definitions section, under Harassment, below).

Hazing

Hazing is an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.

Harassment

Harassment has been defined in various ways in federal and state law and regulation. HVA recognizes that these definitions are important standards, but our goal is to prevent misbehavior from escalating to promote a positive school environment and to limit liability. The Dignity for All Students Act (§§10-18 of Education Law) defines harassment as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his/her physical safety. The harassing behavior may be based on any characteristic, including but not limited to a person's actual or perceived:

- race
- color
- weight
- national origin
- ethnic group
- religion
- religious practice
- disability
- sex
- sexual orientation, or
- gender (including gender identity and expression)

In some instances, bullying or harassment may constitute a violation of an individual's civil rights.

Prevention

Staff members and students will be sensitized, through professional development and instruction (when possible), to the warning signs of bullying, as well as to their responsibility to become actively involved in the prevention of bullying before overt acts occur.

Each principal will designate a staff member, either the Dean, Social Worker or other designee to serve as the DASA Coordinator. The DASA Coordinator is thoroughly trained in human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (which includes a person's actual or perceived sex, and gender identity and expression), and sex. The DASA Coordinator will coordinate dissemination of information on anti-bullying, implement strategies to prevent bullying, and enforce this policy. In addition, the DASA Coordinator will be responsible for receiving reports of observed or suspected acts of bullying, investigating, remedying, and tracking those allegations.

Intervention

Intervention by adults and bystanders is an important step in preventing escalation and resolving issues at the earliest stages. Intervention should emphasize education and skill-building. Successful intervention may involve remediation. Remedial responses to bullying and

harassment include measures designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the target. Remediation may be targeted to the individual(s) involved in the bullying behavior or environmental approaches.

In addition, intervention will focus upon the safety of the target. Staff are expected, when aware of bullying, to either refer the student to designated resources for assistance, or to intervene in accordance with this policy and applicable law.

Provisions for Students Who Do Not Feel Safe at School

HVA acknowledges that, notwithstanding actions taken by staff, intervention may require a specific coordinated approach if the child does not feel safe at school. Students who do not feel safe at school are limited in their capacity to learn and reach their academic potential. Staff, when aware of bullying, should determine if accommodations are needed to help ensure the safety of the student and bring this to the attention of the Dean. The Dean, or other appropriate staff, the student and the student's parent/guardian will work together to define and implement any needed accommodations.

HVA recognizes that the accommodations that enhance student safety must be weighed against the potential to further stigmatize the targeted student. Therefore, each case will be handled individually, and the student, parent/guardian, and school administration will collaborate to establish safety provisions that best meet the needs of the targeted student. Follow-up discussion and/or meetings will be scheduled, as needed, to ensure that safety concerns have been adequately addressed and to determine when and if accommodations need to be changed or discontinued.

Training

HVA recognizes that to implement an effective bullying prevention and intervention program, professional development is needed. A school leader and/or appointed staff member will incorporate training to support this program in new teacher orientation and the annual professional development plan, as needed. Training opportunities will be provided for all staff, including but not limited to staff that have contact with students. The DASA Coordinator will be trained in accordance with state requirements and will continue their professional development to successfully support this policy and program.

Reporting and Investigation

Although it can be difficult to step forward, the school cannot effectively address bullying if incidents are not reported. Students who have been bullied, parents/guardians whose children have been bullied or other students or staff who observe bullying behavior are encouraged and expected to make a verbal and/or written complaint to any school personnel. At all times, complaints will be documented, tracked, and handled in accordance with the regulations and procedures accompanying the school's Employee Manual. If a staff person is unsure of the reporting procedure, he/she is expected to inquire about how to proceed by speaking with their

supervisor. All incidents of bullying will be reported to the New York State Education Department on at least an annual basis, so that the state can evaluate the School's performance under the policy. Such incidents may be included in the School Safety and the Educational Climate (SSEC) System, as applicable. There shall be a duty for all school personnel to report any incidents of student-to-student and staff-to-student bullying that they observe to the DASA Coordinator or other leader who supervises their employment. In addition, there shall be a further duty for all school personnel to report any incidents of student-to-student and staff-to-student bullying of which they are made aware to the DASA Coordinator or other leader. The results of the investigation shall be reported back to both the target appeal and the accused in accordance with the accompanying regulation. If either of the parties disagrees with the results of the investigation, they can appeal the findings in accordance with the regulations that accompany this policy.

Disciplinary Consequences/Remediation

While the focus of DASA is on prevention, bullying acts may still occur. In these cases, students who caused harm will be given the clear message that their actions are wrong, and the behavior must improve. Students who caused harm will receive in-school guidance in making positive choices in their relationships with others. If appropriate, disciplinary action will be taken by the school leadership, as applicable. If the behavior rises to the level of criminal activity, law enforcement will be contacted. Consequences for a student who commits an act of bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors, and must be consistent with the school's Code of Conduct.

Non-Retaliation

All complainants and those who participate in the investigation of a complaint in conformity with state law, as well as the school policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

False Claims

Anyone making false claims of harassment or bullying will be subject to disciplinary action as defined by this policy.

Dissemination, Monitoring, Review, and Reporting

A bullying complaint form will be available upon request to the DASA Coordinator. The School will ensure that reporting of information to the public will be in a manner that complies with student privacy rights under the Family Educational Rights and Privacy Act (FERPA).

To read the full Dignity for All Students Act, please visit <http://www.p12.nysed.gov/dignityact/>.

Discipline

HVA focuses on creating a whole school culture that serves as the foundation for our students' academic growth as well as character development. This culture is shaped through restorative practices, such as building relationships and frequently communicating with students and families, recognizing the positive actions of students, focusing on values, and maintaining high expectations for students. Having an approach rooted in these ideals will allow students to develop a moral compass that will guide them toward good decisions because the decisions are right, rather than just because someone is "looking." While in all cases of violations to our community expectations, HVA staff will *react* and apply logical and appropriate consequences, restorative practices allowing us to expand those efforts with *preventive* measures which we introduce before a problem occurs. Restorative conferences allow us to bring together all those involved in a situation to examine the incident and allow each member to share how the incident impacted them, restore relationships, and explore ways to prevent further offenses to another person or the community.

Charter schools are independent and not bound by many of the state laws and regulations governing traditional public schools; for example, they are authorized to develop their own curriculum, choose staff, set educational goals, offer a longer school day, and school year, and establish their own standards for student behavior. HVA believes in the teaching of good decision-making, as well as logical consequences when a student makes a poor decision. Our hope is that this will allow students to apply lessons learned to all parts of their lives. The list of infractions below represents examples of unwanted behavior (in the classroom, hallway, overall school campus/school sponsored events or that otherwise impact the school community). Teachers and administrators will draw on the 5-level protocol set forth below in determining the appropriate response to any infraction.

HVA considers the student's Individualized Education Plan (IEP), Behavioral Intervention Plan (BIP) and 504 Accommodation Plan, where applicable. Staff are made aware of students' disabilities and the way these may manifest in the classroom and will support and/or respond appropriately.

The following 5-level protocol provides information about potential violations and consequences. It is not meant to be comprehensive; staff will use their judgment on how to apply the protocol to poor choices not specifically identified below.

Level 1 Uncooperative/Noncompliant Behavior
Wasting Learning Time • Not doing any work/disengaged • Not focused on work • Calling out inappropriately • Complaining or whining • Sleeping/Head on desk/Slouching • Giggling • Inappropriate Noises • Nonverbal communication (getting another student off track from classwork) • Passing a note • Unprepared for class • Getting up and walking around the room without permission (tissue, garbage, replacing materials, etc.) • Talking/Whispering with a neighbor when should be working • Abusing bathroom breaks Distracting • Inability to let a joke go, or bring it back after a funny incident • Fake sneezing, intentionally passing gas, burping etc. • Low level disruption of learning Disregard • Passive refusal or reluctance to follow directions • Not handing in homework or poor-quality work • Silently not following directions • Uniform/Dress code violations • Cell phones/electronics policy violation • Gum/food • Littering
Responses may include: Teacher redirection, verbal and nonverbal correction, proximity, visual prompts, offer choice, time out, buddy classroom, lunch restitution, confiscation of items, or as per IEP, BIP, or 504 in the case of students with a diagnosed disability.

Level 2
Disruptive or Disorderly Behaviors & Repeated Offenses from Lower Level

Repeated offenses from Level 1

Inappropriate Physical Contact

- Horse playing/Play fighting
- Hitting (no harm)

Repeated Failure to Follow directions

- Refusing to leave the classroom silently
- Refusal to follow directions after multiple attempts

Disruptions to the Community

- Refusal to leave the room silently when asked
- Yelling/Screaming (inappropriate behavior for the time and place)
- Writing on/Marking school property (not aggressive or violent in action)
- Teasing
- Walking out of class without permission from a teacher
- Illicit sales (school leadership reserves the right to increase the consequence upon investigation)

Responses may include: Level 1 responses and/or removal, student/teacher conference, public apology, reflection sheet, loss of privilege, restorative assignment.

Parent/Guardian Contact will occur as we seek family support in the correction of the behavior.

After School Restorative Conferences may occur for older students; parents/guardians will be notified.

Level 3
Disrespectful Behavior & Repeated Offenses from Lower Levels

Repeated offenses from lower Levels

Disrespect to the Adults/Peers/Community

- Ignoring/Disrespecting Adults
- Insulting a Peer or Adult (name calling, cursing at, raising voice, etc.)
- Engaging in verbal argument
- Cursing/Inappropriate language or gesture (will be addressed more severely if cursing out a teacher or explosively at a peer)
- Cutting class
- Running away/hiding from adults (inside school)
- Throwing items (without intention to hurt anyone)
- Disrespectful gestures (rolling eyes, sticking out tongue, middle finger, etc.)
- Instigating an incident resulting in a verbal argument

Dishonesty

- Lying/Spreading rumors
- Falsely accusing a student or staff (may be addressed more or less severely depending on the severity of the accusation)
- Academic dishonesty such as cheating, plagiarizing, using AI, etc. (may be addressed more or less severely depending on the number of instances)
- Covering for or planning with someone an offense against a peer or staff member (may be addressed more or less severely due to the offense)
- Violation of Electronic Use Policy (may be addressed more or less severely at the discretion of school leadership)

Using a device to record a fight and/or posting online

If a student finds it necessary to record fellow students being violent, it is our expectation that the student does so to help with the investigation of the incident. It is preferable that our students seek help immediately rather than record the incident.

Responses may include: Level 2 responses, verbal de-escalation strategies, pre-suspension family conference, behavior contract, alternative to field trips/activities if/when disrespect is persistent, send home early (coded as a one day suspension on student record).

HVA has trained staff members that may be called to de-escalate unsafe behavior. Members are trained to verbally de-escalate situations and use physical restraint ONLY as a last resort; parents/guardians will be notified if restraint occurred.

Level 4
Aggressive, Injurious/Harmful or Risky Behavior & Repeated Offenses from Lower Levels

Repeated offenses from lower Levels

Physical aggression/harm

- Fighting outside or inside the school
- Hitting/Biting/Kicking/Physical aggression (harm done)
- Throwing/using items to hurt someone

High-risk

- Being under the influence of illegal drugs, alcohol, or marijuana
- Attempting to fight/Violently arguing (having to be separated)
- Possession of drug paraphernalia
- Self-exposure (may be addressed less severely depending on age)
- Setting off false alarms
- Leaving school grounds/running away from an adult (off school grounds)
- Gambling
- Verbal threats towards another student or staff
- Putting themselves or others in danger
- Instigating an incident resulting in a fight

Dignity for All Students (DASA) violations

- Hate speech
- Bullying (defined as) repeated, unwanted aggressive behavior involving a real or perceived power imbalance.
- Cyber bullying (including sending or sharing of inappropriate pictures/comments/posts)
- Harassment

Stealing

- Theft may be addressed more or less severely at the discretion of the school leadership upon results of an investigation

Vandalism

- Defacing/Destroying school property
- Inappropriate use of school property

Disruptive Behavior Away from School

Any out of school behavior that disrupts the safety, learning, well-being, and/or reputation of the school **(e.g. Cyberbullying)**.

Responses may include: Level 3 responses and/or out-of-school suspension (1-4 days elementary; 3-7 days middle; 5-9 days high) and family restorative re-entry conference required; student support team and/or external services as needed. Note that suspensions are added to student records.

Level 5

Seriously Dangerous or Violent Behavior & Repeated Offenses from Lower Levels

Repeated Offenses from lower Levels

Dangerous/Violent Behavior

- Distribution/use/possession of drugs, alcohol, or marijuana
- Smoking or vaping on school grounds
- Distribution/use/possession of a weapon or other dangerous object (e.g., fake/cap gun)*
- Group violence
- Gang activity
- Physically assaulting a student or staff member
- Inappropriate sexual behavior
- Sexual harassment/assault
- Inappropriate touching, looking, talking (may be addressed more or less severely depending on age of the student)
- Creating a fire
- Bomb threats
- Tampering with school records/forgery
- Committing a felony
- Engaging in any behavior that threatens the safety of the school community (threats of violence)

Chronic Disciplinary Issues

HVA defines this as a pattern of severe behavior characteristics which interferes with the learning process of students around him/her and which are likely to recur, evidenced by repeat offenses despite multiple interventions. It is always our intention to restore the student and prevent interruptions to the learning environment. HVA will seek to implement more targeted and intensive strategies. It is our expectation that this will happen in partnership with the student and his/her family. The student's failure to cooperate in such cases may result in recommendation for further consequences.

Responses may include: Level 4 responses; suspension up to 9 days for younger students and/or long-term suspension (10+ days), expulsion; remote alternative instruction, searches.

*Consistent with the gun-free schools act, any student who is determined to have brought a firearm to or possessed a firearm at a public school or other premises used by the school district to provide any program shall be suspended for a period of not less than one calendar year, subject to the discretion of the school leader. Additionally, the student shall be referred to the appropriate law enforcement officials.

911 may be called at the discretion of the principal and/or Behavior Intervention Team; family will be notified.

Discipline Procedures

- All members of the staff may take disciplinary action as necessary excluding suspension or expulsion. As part of taking disciplinary action, the staff member shall fully investigate the circumstances of the student's misconduct and give the student an opportunity to present his/her version of the facts and circumstances concerning the unacceptable behavior. There shall be no appeal.
- Teachers' objective statements will be taken into consideration, however out-of-school suspension of up to nine days may only be imposed by the Principal or Dean or their designee. The Principal or Dean or their designee shall verbally inform the student of the matter in question, initial evidence or reasons for the suspension, and shall give the student an opportunity to deny the accusations and give their version of the events. If the student denies the accusations, the Principal or Dean or designee shall make such further investigation, if any, of the accusations as he/she shall determine is appropriate under the circumstances prior to imposing any out-of-school suspension.

Procedures and Due Process for Disciplinary Action: Short-Term Suspension

If a student commits an offense that calls for short-term suspension (9 days or less), the student is afforded the due process rights required by *Goss v. Lopez* 419 (U.S. 565 (1975)). Such student is subject to the following:

1. If necessary, the student is immediately removed from class and/or school.
2. The student is entitled to respond to the charges against him/her; this is an opportunity for the student to give his/her account of the events and ask or answer any questions related to the behavior of which he/she is being accused.
3. In consultation with the Principal, the Dean or his/her designee addresses the conduct and assigns an appropriate consequence.
4. The parent/guardian is notified by the Principal, Dean or his/her designee.

Procedures and Due Process for Disciplinary Action: Long-Term Suspension or Expulsion

Expulsion and long-term suspension (10 days or more) may only be imposed by a Hearing Officer after a formal hearing.

If a student commits an offense that calls for long-term suspension or expulsion, the following steps are taken:

1. If necessary, the student is immediately removed from class and/or school;
2. The parent/guardian is notified by the Dean or his/her designee.
3. After consulting with the Chief of Community and Culture, a hearing date is set and a designee is identified to serve as Hearing Officer; the student and/or his/her parent/guardian are notified in writing of the:
 - a) Charges and a statement of the evidence;
 - b) Date, time, and place of a hearing and

- c) Notice of the right at a hearing to be represented by legal counsel (at the student's/parent's own expense) and present and challenge evidence and present and challenge witnesses;
4. After hearing the case, the hearing officer issues a written decision to be sent to the student, parent/guardian, Dean, and the student's permanent record within three days (not including weekends or school holidays);
5. Any student who is expelled or given a long-term suspension has the right to appeal the decision in writing to the Board of Trustees within five days of the date of the hearing officer's written finding. A student's parent/guardian must submit to the Board Chair a letter of appeal within five calendar days of the hearing officer's finding regarding suspension or expulsion. The letter must include the reason(s) for the request and identify any special or extenuating circumstances that may support the reversal of the recommended penalty.
6. A panel of members of the Board of Trustees or their designee will promptly review these written materials as well as the record and evidence from the original hearing and issue a written determination within five days. Their determination shall be final.

In all cases of suspension or expulsion, HVA will provide alternative instruction. Alternative instruction will consist of 2 hours of instruction for elementary and middle school students and 3 hours for high school students, as well as all assignments for the duration of the suspension, and for a reasonable period after expulsion (enough time for the student to enroll in a new school pursuant to compulsory education laws). HVA will contact families to arrange the time and location for alternative instruction. Alternative instruction may be assigned in person or remote.

Discipline of Students with Disabilities

In addition to the disciplinary procedures applicable to all students, the following procedures are applicable to students with disabilities. HVA will comply with sections 300.519-300.529 of the Code of Federal Regulations (CFR) 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. These procedures will also be followed for students not specifically identified as having a disability but about whom HVA, prior to the behavior giving rise to the disciplinary action, has a basis of knowledge about a potential disability, in accordance with 34 CFR 300.527(b).

In collaboration with the School's special education support leader/team, all infractions committed by a student with a disability will be discussed and reviewed to determine if the proper supports are in place and/or appropriate consequences are being applied.

The school shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons. If a student identified as having a disability is suspended during the school year for a total of ten days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. The

student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

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 regarding:

1. The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
2. The commission of any infraction resulting from the student's disability.

Provision of Services During Removal

Students with disabilities removed for a period of up to 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 because of such suspension. HVA will also provide additional alternative instruction within the ten days and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or remote, and one-on-one tutoring.

During any subsequent removal that, combined with previous removals would exceed ten school days during the school year, but according to the CSE does not constitute a change in placement, services must be provided to the extent determined necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of their IEP. In these cases, school personnel, in consultation with the School's Special Education leader, will make the service determination.

Where a student with an IEP engages in particularly dangerous behavior, namely by having a weapon or drugs at the school or by inflicting serious bodily harm on another person while at school, he or she may be removed pursuant to 34 CFR 300.530(g) to an interim alternative education setting for not more than 45 school days without regard to whether the behavior is determined by the CSE to be a manifestation of the child's disability. This may be the case where a student:

- Carries or possesses a weapon to or at school, on school premises, or to or at a school function; or
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

During any removal for drug or weapons offenses, services will be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of their IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by 34 CFR 300.530(g). During any subsequent removal that does constitute a change in placement, but where the behavior has been determined by the CSE to not be a manifestation of the disability, the services will be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of their IEP. The CSE of the student's district of residence will make the service determination.

Due Process for Students with Disabilities

If discipline which would constitute a change in placement is contemplated for any student, the following steps will be taken: (1) not later than the date on which the decision to take such action is made, the parents/guardians of the student with a disability will be notified by the school of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) the CSE and other qualified personnel will meet and review the relationship between the student's disability and the behavior subject to the disciplinary action (subject to CSE's availability).

If, upon review, it is determined by the CSE 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 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents/guardians may request a hearing to challenge the manifestation determination. Except as provided below, the student will remain in his/her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to dangerousness, 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 (no longer than 45 days) provided for in the disciplinary action, whichever occurs first, unless the parent and school agree otherwise.

Remote Learning Behavior Expectations To continue to provide a structured learning environment in the event of remote learning situations, it is important for all students to continue to follow the Code of Conduct. Failure to do so may result in disciplinary consequences.

Adult Community Expectations

As role models for our students, HVA has high standards for adult conduct. We expect all adults (teachers, staff, family members, etc.) to be examples of respect, self-restraint, and community partnership.

- **Respectful Communication:** it is our expectation that all community members speak to and/or in reference to other community members with respect. Shouting, cursing, threats, insults, etc. will not be tolerated in the HVA community. This includes communication in person, or through electronic form, such as email.
- **Respect for Privacy:** every HVA community member has a right to privacy protection. HVA will not share personal information about families, students, staff, etc. with unauthorized individuals. Likewise, we expect all community members to be respectful of others' privacy. Information that is cause for concern should be shared only with a school leader so that it can be addressed appropriately. At no time should parents/guardians/family members use a device to record other students during the school day as evidence of any concern; instead, concerns should be brought directly to the attention of the teacher. In the event that concerns are not addressed adequately, please follow the HVA Complaint Policy. Recordings of student and family celebratory events are permitted.
- **Addressing Students:** if parents/guardians have a concern about another student's behavior, let a staff member know immediately so that the behavior can be rectified. Please do not address students directly.
- **Solicitation:** any parent/guardian who wishes to share outside information and or products with the HVA community should first present the information to the Operations Director. The Operations Director will decide if the information is beneficial to the HVA community and, if so, the best way to distribute such information. Solicitation on HVA property is not permitted.
- **Chaperones/Volunteers:** HVA welcomes the support of family volunteers for field trips, classroom help, cafeteria work, etc. Please speak to our Operations Director if you would like to volunteer your time at our school (see Family Involvement Opportunities). While volunteers and visitors are always welcome, please note that for the safety of our students and the entire school community, adults without a volunteer assignment or appointment may not idle or wander in the school. All regular volunteers must be fingerprinted.

Failure to adhere to HVA's Adult Community Expectations may result in limited access to HVA property, inclusive of school events, or appropriate disciplinary consequences as determined by the Principal or his/her designee. See also Visitor's Policy.

Dismissal

Parents/guardians who pick their child up from school and arrive prior to dismissal time will be asked to wait outside or in a designated area of the school until dismissal time.

Parents/guardians will not be allowed to pick up students early except in pre-planned extenuating circumstances. If this occurs, parents/guardians are asked to notify the school ahead of time so that teachers can plan accordingly. Please note that students will not be dismissed within 15 minutes of dismissal.

Note carefully that continued failure to pick up a child from school on time may result in a family meeting to discuss a plan of action.

HVAH students are to remain on campus throughout the school day with the following exceptions:

1. A parent or guardian has provided permission for a student to leave school for a specific need (e.g., serious illness or death in the family); or
2. A student has a school-approved work release privilege; or
3. A student meets the criteria established by Harlem Village Academy High for off-campus privileges.

For their safety, students who are self-dismissed are expected to leave the school building and head home or to their destination promptly. Students may not linger in the hallways, lobby, or school grounds.

Electronics & Technology Use Policy

Like all businesses and educational institutions, HVA must monitor the use of the School's information systems to ensure compliance with institutional policies, protect the security and maintain the efficiency of its systems, and discourage inappropriate use. All students, employees, and other authorized users ("Users") must use the School's information technology resources ("IT Resources") in ethical and acceptable ways to ensure that all members of the School community have access to reliable, robust IT Resources that are safe from unauthorized or malicious use. At any time, and for any lawful purpose, the School may monitor, intercept and search any communication or data transmitted or stored on the IT Resources, including any personal information.

By using the School's IT Resources, you hereby accept and agree to comply with the terms and conditions set forth in this Electronic Information Systems Acceptable Use Policy and provide consent for any personal information input by you (your child) to be transferred to off-site servers located outside the location from which you are accessing the system, even if your access is through a personal computer, smartphone, or other portable devices.

IT Resources: The School's IT Resources include, but are not limited to, campus computers, networks, servers, telephones, and other infrastructure, whether utilized on- or off-campus; laptops, tablets, disks, other physical devices or media owned or provided by the School, and all devices and storage media attached to the network; digital systems, websites, and other digital services utilized by the School, whether hosted on- or off-campus; files, folders, documents, web pages, and other digital information; e-mail, voicemail, SMS, IM, or other digital or analog communications; account names, passwords, or related information or settings; and systems, settings, and configurations.

Acceptable Use: The School's IT Resources are intended for School use, to support activities that support learning and teaching. The School strictly prohibits the use of the School's IT Resources for purposes that may be disruptive, offensive to others, or harmful to morale. Users may not send, display, access, or download messages, text, files, or images in violation of any laws. At all times, our school community expectations must be applied. The following are unacceptable uses of the School's IT Resources. This list is not exhaustive.

Harassment or Discrimination: In accordance with the Dignity for All Students Act and the School's disciplinary code, the School will provide an environment that is free of discrimination, bullying (including cyberbullying), and harassment. Unless required for academic or other School-related purposes, Users may not view, display, or transmit in digital or physical form any of the following: sexually explicit information or images, ethnic slurs, racial epithets or anything that may be construed as discrimination, harassment or disparagement of others based on their race, color, religion, sex, national origin, sexual orientation, age, disability, marital status, or any other category protected by federal, state and local law. The School's policies against harassment, discrimination, and bullying all apply fully to use of the School's IT Resources.

All reports of violations to this policy will be investigated, documented, and may result in loss of technology and/or Internet privileges as well as further disciplinary consequences, in accordance with the Family Handbook Discipline Policy. The administration of the School reserves the right to monitor any and all activity generated by student use of technology equipment.

Unauthorized Use of Intellectual Property: Users may not violate the rights of any person or company protected by copyright, trade secret, patent, or other intellectual property, or other proprietary rights. Even if used or received in a class under Fair Use guidelines, copyrighted materials remain protected and may not be used in other ways that would violate the U.S. Copyright Law. Users may not conduct academic dishonesty or plagiarism, illegal or fraudulent activity, or any other activity prohibited by the School's policies.

Misuse of the School Network, Software, and Computers: Users may not intentionally introduce malicious programs into School computers, tablets, networks, servers, or hosted services; inappropriately use or share School-authorized IT privileges or resources with anyone outside the School; bypass the School's firewall; host or access file-sharing services for any illegal or inappropriate purposes; play, stream, or download games, video, multimedia, or other large files for non-academic purposes; modify another User's password, files, or permissions; copy or download software from School IT Resources without permission; install software on lab and/or office computers without permission; or use the School's IT Resources for any private purpose for personal gain, commercial enterprise, or non-School-related fundraising.

Misuse of Websites: The School's websites may only be used for School-related academic purposes. Use of the School's websites, including harlemvillage.org and any other systems and services provided by the School, are subject to this policy as well as HVA's User Agreement posted on the website.

Misuse of Email: Users may not send unsolicited email messages, spam, chain letters, or advertising materials; impersonate others' e-mail address, internet address, electronic signature, or other personal identifying information; or use e-mail in any way that would cause disruption, harassment, or harm.

E-mail is not a secure method of information transmission, so Users must take reasonable precautions to protect privacy and security. Home addresses, telephone numbers, passwords, and other personal information should not be included in email signatures. Students' personal or identifying information must never be shared outside the @harlemvillage.org domain without permission.

Social Media: When used inappropriately, social media can transform from a powerful educational tool that allows students to connect, communicate, and access a wealth of informational resources into the source of serious long-term consequences. College admissions officers and prospective employers will not hesitate to use any social media missteps — even those made when a student is quite young — when considering an individual's candidacy for admission or employment. Social Media, as defined in this policy includes any and all web-based technologies used to broadcast messages and participate in dialogues. Examples include Facebook, Twitter, LinkedIn, Snapchat, Instagram, YouTube, emails, texting, blogs, message boards, personal websites, chat rooms, group discussions, etc.

According to this Policy, the School expects that its resources are used only for teaching and learning. The School has the right (and exercises the right) to monitor user's electronic usage, without further notification than set forth in this policy. This policy extends the right to monitor your use of social media sites if you use any electronic equipment, servers or services provided to you by the School. In our ever-expanding world of technology, students may run into staff members' personal pages on sites like Facebook and Instagram. In the same way that certain lines should not be crossed between students and school employees in real life, they also should not be crossed in the virtual world. Please note that no employees at our School may accept or initiate friend requests with current students and should exercise caution and careful judgment about former students or alumni.

Students are responsible for their own behavior when communicating via social media and will be held accountable for the content of the communications that they transmit or post. Students are responsible for complying with the School's conduct requirements. What would be considered inappropriate in the school or classroom is inappropriate online. Examples of inappropriate conduct include, but are not limited to:

- Posting or publishing any insensitive or inappropriate information or content on any social media and from viewing any insensitive or inappropriate social media content.
- Communicating with teachers or administrators via personal social media. *The only permissible electronic method of email communication with a teacher is through emailing the teacher or leader at his or her School email account.*
- Impersonating or assuming the identity of any other individual while using social media.
- Posting or publishing any information about themselves or another individual that is confidential or of a private nature. This includes posting information such as last names, school names, addresses, email addresses, phone numbers, other contact information, or any other information a student might reasonably expect another individual to want to keep private.

- Using any device capable of capturing video, pictures, or audio to record or take pictures of any other individual without their express consent and permission. In addition, use of such recording devices on School grounds is strictly prohibited. Moreover, no such recordings or pictures shall be posted on social media unless they are educationally related. Also, students are not allowed to “tag” an individual in a picture or recording without their express consent and permission.

Students must immediately comply with any request that infringing materials be removed from any social media platform. Violations of the Electronics and Technology Use policy will result in restrictions of the student's social media at school and/or the imposition of additional appropriate consequences. Students should always be mindful of the fact that material posted or published online will be public for a very long time and may perhaps become a permanent part of their record. Students should be sensitive to others, should avoid posting or publishing anything distasteful, and should not post or publish anything they would not be willing to say to an individual in person.

This social media policy applies any time students are on school grounds, using school property, under the supervision of school authority, or using social media in a manner that endangers a student's or staff member's physical or emotional safety, security or well-being and materially and substantially interferes with the requirements of appropriate discipline in the operation of the school.

Excessive Non-Priority Use of IT Resources: Priority for the use of the School's IT Resources is given to activities related to the School's missions, and for the exchange of information to assist in education and information gathering. In shared computing environments such as labs, Users with academic work shall be given priority. Individual Users may be required to halt non-priority use of the IT Resources, such as recreational and non-academic activities, to allow academic use by others.

Student Personal Technology: HVA recognizes that students may have personal electronic devices that can perform different functions. Such devices include “internet-enabled devices” defined as: any smartphone, tablet, smartwatch or other device capable of connecting to the internet and enabling the user to access content on the internet, including social media applications, but do not include any such device supplied by Harlem Village Academies (HVA, “the school”) for educational purposes. These devices can create significant distraction to the school environment, negatively impact student mental health, contribute to disciplinary infractions, and reduce student engagement. Additionally, in an emergency, the use of personal electronic devices can distract students from following the directions of staff or emergency responders, contribute to the spread of misinformation, create congestion in the emergency response system, and interfere with the school's emergency response protocols.

As required by Education Law §2803, HVA prohibits student use of internet-enabled devices during the school day (including all classes, lunch, recess, study halls, hallways, etc.) on school grounds (any building or playground) or school sponsored events, unless under an exception.

Parents may make a request for an exception for their children to use internet-enabled devices during the school day only for reasons listed below. Requests must be made to the Principal:

1. Where necessary to manage a student's healthcare (e.g., diabetes, asthma, medication, etc. and must include documentation from an appropriate healthcare professional)
2. For translation services; and/or
3. For students who are routinely responsible for the care and wellbeing of a family member (on a case-by-case basis, upon review and determination by the school principal or his/her designee)

Exams

- Personal technology devices, except for approved calculators in appropriate moments of an exam, are never to be used during exams.
- When state assessments/exams are being administered, the teacher/leader will collect the devices at the beginning of class. Any student found with an unapproved device available during an exam will be subject to an academic penalty and disciplinary action per the School's academic dishonesty policy.

Access to Information and Privacy: Users of the School's IT Resources may access only the confidential or proprietary information for which they are authorized and may use that information only for the purposes for which it is intended. Users are responsible for knowing and following School policies regarding use of confidential information.

The School reserves the right to review and disclose all digital information, including word processing documents, spreadsheets, databases, email, voicemail, instant messages, and any other electronic documents or communication, including any documents and messages that do not pertain to School business, that are stored or processed on the School's IT Resources. Authorized representatives of the School and their delegates may review such information for any purpose required by the School, at any time, without notice to the User. These purposes may include, but are not limited to, retrieving School information, maintenance of the School's IT Resources, troubleshooting hardware or software problems, preventing system misuse, School investigations, health and safety emergencies, compliance with legal and regulatory requests for information, or compliance with local, state, and federal laws.

The School, therefore, does not guarantee the privacy of any electronic information stored or processed on School IT Resources, even if password protected. The School reserves the right to retrieve, examine, and remove files or logs from School IT Resources without the User's consent. Users of the School's IT Resources waive any right to privacy with regard to any use of the School's equipment and systems.

User Security: Users are responsible for the security of computer system passwords, personal account passwords, and personal identification numbers and will be held accountable for any violations of acceptable use that are traced to their accounts or use of School IT Resources.

Users must employ security practices established by the School. Users must follow School policies established for maintaining and managing passwords. Users have unique passwords created for their use on School-issued devices and must create secure passwords on non-School-issued devices that access School IT Resources. Passwords should be changed frequently and should never be written down or told to anyone. Users should password-protect computers when leaving their desk or room and should ensure the physical security of IT Resources by storing computers and other devices in locked locations. Effective security practice includes a prompt and appropriate response to a security breach. Users must immediately report incidents in which they believe computer or network security has been jeopardized.

Use of Likeness and School Work: The School may, with a User's prior consent, make use of photographs of the User or other likenesses and of such User's work (written, artistic, etc.) on the School's website and in other promotional materials. Each User must ensure that he or she has obtained the necessary permissions before publishing any names or photographs of students or student work. Under no circumstances are Users allowed to publish student photographs accompanied by students' full names. In case of any uncertainty whether permissions would be required for publication of student information, Users should consult the Operations Director. Users must receive prior approval from the Operations Director before posting material or publishing links.

Liability: The School's IT Resources are provided "as is" and "as available." The School disclaims all representations and warranties, express or implied, of any kind with respect to the IT Resources and the content including warranties of, merchantability, fitness for a particular purpose and non-infringement of intellectual property and proprietary rights. Without limiting the general disclaimer, the School does not warrant the availability, accuracy, completeness, timeliness, functionality, reliability, sequencing, or speed of delivery of the School's IT Resources.

The School shall not be responsible for actions of individuals outside of the school constituency, or for the quality and content of information they make available actively or passively. The School shall not be responsible for any advice received from any outside source or any damage or charges associated with this advice. The School shall not be held liable for damage to, or disruption of, external networks and/or computer systems as the result of activities initiated by Users of School IT Resources. Users may be required to pay a fee if the IT Resource assigned to them is lost, stolen, or damaged.

Enforcement: Any User who becomes aware of a misuse of the School's IT Resources should immediately report the matter to the Operations Director and/or Dean of Students. Violations of this Policy will be investigated, documented, and may result in suspension or revocation of computer, network, or service access; discipline, up to and including suspension, expulsion, or termination of employment; and/or legal prosecution, in accordance with School Policy and the

law. The leadership of the School reserves the right to monitor any and all activity generated by student use of technology.

Enrichment/After-School Programs

Elementary

HVA Elementary schools offer enrichment classes each day from 3:30-4:30 (12:30-4:30 on Fridays). Classes are offered 1-2 days per week depending on the activity. Students must register for individual classes each trimester to participate. Space is limited, and students must meet behavior and attendance expectations in order to remain in the program, including being picked up on time each day.

For families who seek extended, daily after-school, please contact your school's Operations Director so that we can assist you. We have several community partners who offer affordable options and pick up students directly from dismissal until 5:30 or 6pm.

Middle

HVA Middle recognizes that our students have many talents and interests beyond academic excellence. We strive to offer extracurricular activities that appeal to our diverse and growing student body.

After-school activity hours and times may vary. Some clubs may also require time commitments on weekends and/or evenings. Students should remember that joining any group is a serious commitment and should plan to prioritize their time accordingly.

- Commitment to After-School Activities – Families and students should commit to attendance at their after-school activities once they sign up. It is the responsibility of the student to head directly to their after-school activity immediately after the school day dismissal.
- After-School locations, hours & activities will be announced by the school.

High

Students are encouraged to form their own clubs and groups based on their unique interests and talents. Clubs and activities are a significant part of the school day at HVAH and play an important part in preparing students for college and beyond.

Students are encouraged to commit to at least one extracurricular club each year. A club fair held in September each year introduces students to that year's offerings and allows them to meet the leaders of each club and learn more about each group's goals and requirements. Students should remember that joining any group is a serious commitment and should plan to prioritize their time accordingly.

At the beginning of the year, each student is eligible to join extracurricular activities, though some groups may require auditions. Students must complete the Extracurricular Permission form and Waiver before they can begin to participate. Additionally, eligibility for participation in extracurricular activities can be withdrawn as a disciplinary consequence. Each club will have its own requirements for continued participation.

Parents/guardians should familiarize themselves with the after-school activities schedule and requirements. Also, except for special events, extracurricular activities will not go beyond 6:00p.m.

HVAH and the Middle Schools also sponsor several athletic teams each year. The goal of all teams is to provide students with opportunities to learn skills, to demonstrate good sportsmanship, to develop leadership skills, and to learn the ideals of fair play and ethical behavior that are necessary for competition and cooperation in life. Athletics should also help students develop self-discipline, self-sacrifice, and loyalty to the community, the school, and the team. HVA encourages all interested students to participate in team sports.

Sportsmanship

As members of the HVA athletic program, students, coaches, and parents/guardians are expected to demonstrate proper respect for each other, opponents, opposing coaches, teachers, officials, spectators, and the community. Student-athletes and coaches are expected to exhibit the highest level of conduct, both on and off the playing fields, as they are at all times representatives of their team, school, and community.

Commitment

Team practices may be held before or after school, with the exact times determined by the coaches. Competitions may result in later dismissals. While most interscholastic games occur on weekdays, some may take place on weekends. Student-athletes are expected to attend all team practices and games, which are all regarded as school-sponsored events.

To be successful, a student-athlete must place the highest priority on health, academics, and training. All team members are valuable, and each team needs to know that it can count on its members to be present all the time. Often this means sacrificing social life, family trips, and other events which conflict with the rigors of training and competition. Learning how to make choices is one of the most valuable life lessons an athlete takes from a good athletic program.

Eligibility

Students must have passed each course in which they were enrolled at the completion of the last regular grading period before the season and maintain a passing average of B+ (2.5 GPA) in all courses in which they are enrolled during the season.

Team Sports and Physical Education Requirements

For students in grades 10-12 *only*, participation in a team sport may be substituted for Physical Education class in the semester in which the student participates on the team. The substitution of a team sport for PE must be requested by the student and approved by the student's coach and the Principal.

FERPA Policy

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. FERPA and its implementing regulations afford parents/guardians and students who are 18 years of age or older or attend an institution of postsecondary education ("eligible students") certain rights with respect to a student's education records.

Education records are records that are directly related to the student, including computer media and videotape, which are maintained by an educational agency or by a party acting for the agency. "Educational agency," for purposes of this Policy, means the School. "Parent(s)" for purposes of this Policy means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent in the absence of a parent or guardian.

For all students, the School maintains education records that include but are not limited to:

- a) **"Personally identifiable information"** is confidential information that would make the student's identity easily traceable, most importantly the Social Security number and any student I.D. number that would allow the user to access educational records without a password or PIN.
- b) **"Directory information"** is a category of personally identifiable information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to, the student's name, address, telephone number, electronic mail address, photograph, date and place of birth, grade level, enrollment status, participation in officially recognized activities and sports, sports activity sheets showing weight and height of members of athletic teams, dates of attendance, degrees, honors, recognition lists, awards received, the most recent previous educational agency or institution attended, and a Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (a student's SSN, in whole or in part, will not be used for this purpose).

FERPA affords parents/guardians and eligible students certain rights with respect to a student's education records. These rights include the following:

The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents/guardians or eligible students should submit to the School Principal a written request that identifies the record(s) they wish to inspect. The School will make a determination about what relevant records it has and an official will make arrangements for access and notify the Parent or eligible student of the time and place where the records may be inspected. HVA will make copies available to parents/guardians for free. Parents/guardians have the right to appoint a representative to inspect and review their child's records. The School must receive a signed, dated and written consent from a Parent that specifically states a representative may inspect and review their child's records. Such release must be sent to the Principal and must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made and the time period that the release is in effect. If any education record contains information on more than one child, Parents/guardians have the right only to inspect and review the information relating to their child.

The right to request the amendment of the student's education records that the Parent or eligible student believes is inaccurate or misleading. Parents/guardians or eligible students

may ask the School to amend a record that they believe is inaccurate or misleading. They should appeal to the School Principal in writing, clearly identifying the part of the record they want amended and specifying why it is inaccurate or misleading. If the School decides not to amend the record as requested by the Parent or eligible student, the School will notify the Parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the Parent or eligible student when notified of the right to a hearing.

The right to consent or refuse to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to School officials with legitimate educational interests. A School official is a person employed by the School as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another School official in performing his or her tasks. For purposes of this Policy, a School official also includes a volunteer or contractor outside of the School who performs an institutional service or function for which the School would otherwise use its own employees and who is under the direct control of the School with respect to the use and maintenance of Personally identifiable information from education records. A School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another School district in which a student seeks enrollment, intends to enroll, or is already enrolled for purposes of the student's enrollment transfer.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

The right to refuse to consent to the release of Directory information in certain instances. The School's policy is that Directory information will be released without prior written consent. The primary purpose of Directory information is to allow the School to include this type of information from your child's education records in certain School publications such as a playbill showing your student's role in a drama production; the annual yearbook; honor roll or other recognition lists; graduation programs; and sports activity sheets. Pursuant to the Family Educational Rights and Privacy Act and/or Part B of the Individuals with Disabilities Education Act, Parents/guardians and eligible students have the right to refuse to let the School designate any or all of the above information as Directory Information. Parents/guardians are required to submit written notification to the Principal by October 1, or

within two weeks after enrolling at the School, if later than October 1 if they do not want the School to release Directory information.

If you have any further questions regarding FERPA, please do not hesitate to contact your School's Operation's Director.

Additional Terms and Conditions:

- a) Custodial Parents/guardians** – Custodial parents/guardians may include a natural parent, a guardian, or an individual acting as parent who provides ongoing custodial care. You are entitled to inspect, review and request photocopies of your child's educational records. This includes computerized records.
- b) Non-Custodial Parent** – For a request by a parent who does not reside with the student (i.e. the non-custodial parent), the school must notify the parent/institution with whom the child does reside. The custodial parent will have a period of 45 calendar days to respond to the request in order to inform the school as to whether a binding instrument or court order bars the school from giving the non-custodial parent access to the records. If no such document exists, the records will be made available to the non-custodial parent.
- c) Court Orders or Subpoenas** – In the case of a valid court order or lawfully issued subpoena, the school is to immediately notify the parent in writing of the information that the school is being required to provide (unless the subpoena states otherwise). Police officers and other law enforcement agencies must also present valid court orders or lawfully issued subpoenas when requesting student information.
- d) Child Protective Services** – Child Protective Service workers may request to see a student's school records at any time and the school must comply.
- e) Mental Health & Other Service Providers** - *student records will not be provided to community service providers, unless a written HIPPA consent form is signed by a guardian outlining the specific information being requested and a copy of this document is given to the appropriate school personnel.*

If you have any further questions regarding FERPA, please do not hesitate to contact your school's Operations Director.

Family Involvement Opportunities

We encourage families to reach out to the Operations Directors at each school to inquire about family involvement opportunities.

Fostering a Love for Reading! – Families are encouraged to set apart time daily for reading with their children. Parents/guardians can read aloud to their child or have their child read aloud to them. Engaging in rich conversations with children of any age about the book they are reading will get them even more excited about their book. Whenever possible, before going to the theater to watch a movie, do some research to find out if it is based on a book and read the book first!

Classroom Visitation – Family members are welcome and encouraged to visit their child's classroom. Visitors can arrange a visit with the classroom teacher or by calling the main office. All visitors must sign in at the main office upon arrival to the school. Visitors should refrain from interacting with students or teachers during classroom visits, unless previously arranged with the classroom teachers.

Volunteering – Our families are welcome and encouraged to get involved; please reach out to a Principal or Operations Director to get started. Below are a few ways in which you can volunteer.

- o Chaperone and participate in our community service activities
- o Volunteer at breakfast and lunch
- o Get involved in family literacy activities with your child
- o Help with pot-luck dinners, performances, and other events
- o Chaperone field trips
- o Volunteer with enrichment classes and Saturday school events
- o Lead a workshop for other families to learn from you
- o Attend Community Circles to celebrate our learning community

Family Involvement Team (FIT) – Our Family Involvement Team is composed of teachers and families. It is an informal group based on attendance at regular meetings to share school updates and problem solve together. It does not make decisions about curriculum and teaching. It is focused on discussing issues, sharing perspectives, and sharing volunteer opportunities.

Food

HVA participates in the Federal Free and Reduced Meal program for students who qualify. All families, even those who do not qualify for lunch subsidies, *must* complete this form. *This form must be filled out each year even if your family's income has not changed.* The New York State Education Department mandates the collection of this form and uses it to determine eligibility for free or reduced-price lunch. The school will then send a letter informing families of their eligibility for free or reduced priced meals based on the household size and monthly gross income reported.

- You may still qualify for school meals even if you do not have a social security number, but you must complete the meal eligibility application.
- If your household receives food stamps or Temporary Assistance to Needy Families (TANF), you may turn in a Direct Certification Letter to the school instead of completing the Application for Free and Reduced Price Meals.
- If your household does not return the application for meal eligibility, you will be required to pay the full price for each meal your child eats in school.
- Inquiries pertaining to meal eligibility and regulations should be addressed to:
Office of School of Food and Nutrition Services:
44-36 Vernon Boulevard
Long Island City, NY 11101
(718-720-6100)
- Parents/guardians are required to notify the school of any food allergies and provide documentation from a doctor for the student's health file.

- Parents/guardians should also notify the school of any other food restrictions due to religion or custom.
- We will try to honor important special menu restrictions (due to religious beliefs or allergies) but cannot guarantee that all requests will be met.
- HVA serves milk at breakfast and lunch. Any parents/guardians wishing to substitute a different beverage must provide a note to the school indicating milk substitution. Parents/guardians must provide the substitute beverage.
- Students may not bring glass bottles.
- Students may eat or drink only in areas and at times designated by the school.
- Students may bring meals from home (please note that students should not bring food that requires heat, hot water, or refrigeration, and, for health reasons, are not to store food in lockers).
- Students and families may not order food during the day and have it delivered to the school.
- Students who bring their own lunch are encouraged to bring a healthy, balanced meal.
- HVA students are not permitted to have gum or candy in their possession at any time.
- Any student who does not bring lunch from home is required to take a tray during his/her lunch period. The student's family will be charged for the cost of this lunch according to his/her family's free/reduced/full lunch eligibility.
- HVA does not permit individual students to sell food at any time.
- If your child has been assigned a student ID card, they must have it during meals. They are used to scan the students into the system.
- School meals are listed on a monthly calendar provided by the NYC Department of Education. For students participating in the school lunch plan, families can view the monthly calendar at www.schoolfoodnyc.org

Homework

HVA students are expected to complete all work assigned by the teacher on time and to the best of their ability. It is extremely important that families monitor and encourage this homework each night. Any child not completing his/her homework will be at an academic disadvantage and may be subject to consequences.

Lost and Found

Lost items that are turned into the office will be kept for one month, then donated to charity or discarded. Please ensure that the student's name is written on every item your child wears to school, as this will help us to return missing items. If your child has lost an item, they may search the lost and found (*middle & high school students*). Families may contact the school immediately and/or come to the school any weekday between 8:00 a.m. and 4:30 p.m. to search for lost items.

Medical and Immunization Information

We follow all state and federal guidelines as it pertains to COVID-19 health and safety protocols, including vaccination, testing, and screening. We will communicate ongoing updates to our health and safety protocols via ParentSquare.

Immunizations – All children must be age-appropriately immunized to attend school in NYS. The number of doses depends on the schedule recommended by the Advisory Committee on Immunization Practices (ACIP). Intervals between doses of vaccine must be in accordance with the “ACIP-Recommended Child and Adolescent Immunization Schedule.” Doses received before the minimum age or intervals are not valid and do not count toward the number of doses. HVA must receive a certificate of immunization no later than **August 29**. For ACIP refer to: <https://www.cdc.gov/vaccines/schedules/downloads/child/0-18yrs-child-combined-schedule.pdf>

Physical Examination – All students must have documentation on file that a full medical examination has been administered prior to their first day at HVA and may also be required for certain extracurricular activities. Proper forms (CH-205) have been made available digitally for new families and paper copies may be picked up in-person upon request.

Illness During School Hours – If a child becomes ill or injured during the school day and is not well enough to stay in class, the parent/guardian will be called to pick up the child. It is necessary to have updated emergency contact numbers on file in the school office in case no one can be contacted at home.

Illness or Injury During Field Trips – If a child becomes ill or injured and needs medical assistance while on a field trip, emergency services will be notified immediately. A determination will be made by health officials regarding the severity of the problem. If hospitalization is required, an adult will accompany the child to the hospital. Parents/guardians will be notified immediately and advised of the whereabouts of the child and the nature of the illness or injury.

Concussion Management – Pursuant to the Concussion Management and Awareness Act, any student who is suspected of having sustained a concussion will be immediately removed from cognitive, athletic, and other physical activities and remain out of cognitive, athletic, and other physical activities until evaluated and cleared to return to activity by a licensed healthcare provider. If there is any doubt as to whether a student has sustained a concussion, it shall be presumed that the student has been so injured until proven otherwise. Protection from head injuries is one of the most important ways to prevent a concussion. HVA ensures that (where appropriate) education, proper equipment, and supervision to minimize the risk is provided to school staff, students, and families. Students who report a head bump or are seen to have bumped their head during school hours will be taken to the nurse and assessed for concussion. Regardless of the outcome of the assessment, families will be notified and given the option to pick up their child for further medical examination. A complete concussion management and awareness policy will be reviewed with students and staff and distributed in the first weeks of school.

Bathroom – In order to prevent interruptions of learning time, students are encouraged to use the bathrooms during breakfast and lunch. Should your child have a medical reason for needing to use the bathroom often, please provide a doctor’s note to the Operations Team in the Main Office.

Medication (Elementary students) – If your child requires medication during school hours, only the school nurse may administer this medication. A medication administration form with exact dosage and times must be signed by a doctor and parent and turned into the school for

medication to be administered. Medication needs to be in its original packing/case. This policy applies to all medicine, including aspirin, Tylenol, and other over-the-counter medicines. Asthmatic students should notify an adult as soon as breathing becomes difficult.

Medication (Middle & High students) – If a child can self-administer medication, the parent should initial the appropriate area on the back of the medication administration form. Most students at HVA Middle and High should be self-directed in taking medications. Those students are permitted to carry and self-administer only those medications that are necessary during the school day without supervision; however, students are never permitted to carry controlled substances. Only those medications which are necessary to maintain the student in school and which must be given during school hours should be administered. Any student who is required to take medication during the regular school day or while participating in school-sponsored activities (e.g., field trips, athletics) must have a Medical Administration Form (MAF) on file to administer medication.

There are various types of authorization required for medications administered on school grounds—all specific to the accommodations required. Please notify the school of any medications that your child is either required to take or may have in their possession to take as needed during school hours.

Order of Protection

If you have obtained an order of protection and require the school not to release your child to any particular person(s), you are required to provide a copy for the main office. Orders of protection will only be honored if they are current.

Personal Property

The school does not assume liability for losses, thefts, or damages to our students' personal property. Please ensure that your child only brings school-related materials to school each day.

Remote Learning

If HVA finds it necessary to move to remote learning for any reason, all students are expected to attend online classes, both synchronous and asynchronous. We value and understand the importance of maintaining a structured learning environment for all students. Attendance will be taken daily and counted towards students' daily attendance count. Students are expected to uphold our values and beliefs. Students should be prepared for classes with all the materials necessary, name displayed and their camera on, unless communicated to the school principal. While uniforms are not required during remote learning, students are expected to be dressed appropriately. Students may not request remote learning as an alternative to attending school in person.

Safety Procedures

HVA holds regular drills to instruct and train students in emergency and evacuation procedures so that everyone may leave the school building in the shortest time possible and without panic in the event of an actual emergency. On hearing the evacuation signal, all adults and children must exit the building quickly in an orderly manner. This may mean exiting the school without coats, jackets, and book bags, but teachers will make every effort to ensure that students are not exposed to cold weather for too long. Visitors must also follow safety procedures.

HVA maintains appropriate safety plans in compliance with New York State Law. These plans outline the operations of the School and its emergency procedures.

Under The New York State Education Department's (SED) School Safety and Educational Climate (SSEC) Summary Data Collection Form", HVA is required to report violent or disruptive incidents that occur on school property, including incidents occurring in, or on, a school bus (as defined in Vehicle and Traffic Law §142), and at school functions. Reports are submitted to the New York State Education Department at the end of each year, typically by July 30.

Saturday School

Elementary

HVA will have many Saturday events and tutoring during the school year. These events are designed to enhance student learning and will often consist of family field trips to locations around the city. These events will be included on the family calendar and all families are encouraged to attend.

Middle and High

Students may be required to attend Saturday School depending on their performance on interim assessments, grades, attendance and a variety of other factors. If a student is assigned to Saturday School, this is an indication that the student has not mastered grade-level material and may be required to repeat the grade, depending on subsequent academic achievement. Students attending Saturday School must arrive on time and follow all school rules; attendance is mandatory. Academic progress in Saturday School is measured by improvement in course grades. If a student does not attend a Saturday, s/he will be required to make up the time missed at the school's discretion.

School Closings

In cases of snowstorms or city-wide emergencies, HVA will follow the directive of the NYC Chancellor regarding school closings or delayed openings. If NYC DOE schools are closed or delayed, HVA will be closed as well. Announcements of school closings typically occur by 6:00 a.m. on CBS, NBC, FOX, and NY1. It is expected that if schools open, students will arrive on time and stay until the school's regular dismissal time. In the event that **only** HVA closes school for any reason, announcements will be made via ParentSquare and robocall.

School Property and Materials

Textbooks and supplementary course materials, such as school-issued technology, are provided by HVA to support and enhance learning. Students are expected to use school property and materials as assigned, to care for them and to return them in good condition. Parents/guardians may be billed for the full cost of lost, damaged or destroyed school property and materials. Students who lose, damage, or destroy school property and materials may also be subject to disciplinary consequences. Students who do not return school property and materials will not have their report cards and/or transcripts issued to them or mailed home. *Parents/guardians must pay for any lost, damaged, or destroyed materials in full before report cards and/or transcripts are issued.*

Desks and other furniture and equipment in classrooms are for student use and must be used carefully and responsibly. Students may not tape materials to desks unless specifically instructed to do so, and in no circumstances may they write on desks or other furniture. Any photographs or printed matter posted on walls must be approved in advance by a faculty member and be consistent with the school's professional atmosphere.

Any student who intentionally defaces or damages the school building, any property within the building, or the campus around it, or who pulls an unnecessary fire alarm, will be subject to disciplinary consequences which may include but are not limited to suspension.

Searches

In the event of a situation which requires immediate intervention to protect the safety and security of the school community or any individual, if there is a reasonable suspicion that a student is in violation of the law (i.e., rumors of drugs or dangerous weapon, smell of alcohol or marijuana), and/or if it is known that a student has been in recent violation of the school's weapon/drug/alcohol policies, HVA may conduct searches of students and student property. This includes but is not limited to backpacks. School desks, lockers and other equipment remain the property of the school and students should have no expectation of privacy in these areas. Prior to any search, students will be given an opportunity to produce any item in his/her possession that should not be in school. Should a student refuse to cooperate with a search request, the school may confiscate the property in question. Law enforcement may also be contacted to assist with a search, as appropriate.

A school search will be justified at its inception if the school officials had reasonable grounds to suspect it would turn up evidence that a student violated or was violating law or school rules. The scope of the search will be permissible if the measures used were related to the objectives of the search, and not excessively intrusive considering the age and sex of the student and the nature of the infraction.

The family of the student who has been searched will be notified of the incident.

The authorized school official conducting the search shall be responsible for promptly recording the following information about each search:

1. Name, age and grade of student searched.
2. Reasons for the search.
3. Name of any informant(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.
6. Person conducting search and his or her title and position.
7. Witnesses, if any, to the search.
8. Time and location of search.
9. Results of search (that is, what items(s) were found).
10. Disposition of items found.
11. Time, manner and results of parental notification.

The principal or the principal's designee shall be responsible for the custody, control, and disposition of any illegal or dangerous item taken from a student. The principal or the principal's designee shall clearly label each item taken from the student and retain control of the item(s), until the item is turned over to the police. The principal or their designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

Substance Use and Abuse

HVA will not tolerate use and abuse of restricted substances. Substance use and abuse is considered to have occurred when a student is under the influence of alcohol or other drugs, in possession of alcohol or other drugs, or is involved in providing or selling alcohol or any other drug on school grounds or at a school-sponsored event, including those held off-campus. If a student is found to be in violation of this policy, the Principal or Dean should be contacted immediately. Consequences for violating this policy can result in disciplinary action up to and including expulsion. If staff suspects that a student is under the influence of drugs or alcohol, the student will be removed from class and held in the office for an authorized adult to pick him or her up from school. In the case where a student is presenting problems with substance abuse, including the use, possession, or distribution of illegal drugs, drug paraphernalia, and/or alcohol, referrals will be made to counseling services either at school or through an outside community-based organization. Adults that are suspected of being under the influence while on premises or at a school event, will be removed immediately and given limited or restricted access to HVA and school functions.

Transportation

- **OMNY Cards** – Students who live more than ½ mile from the school qualify for OMNY Cards at no cost. Student OMNY Cards are good for four trips per day on MTA buses and subways at any time, every day of the week, all year (this includes weekends and summer).
- **Lost/Damaged OMNY Cards** – If a student OMNY Card is lost or damaged, please contact the main office/Welcome Center as soon as possible. Replacement cards are provided by the Department of Education and may take several weeks to replace. In the interim, transportation costs must be covered by the student's family.

Uniform

In order to provide students with a caring, academic and supportive learning environment and to create a sense of community, HVA students wear a required school uniform to school and all school functions purchased from:

FlynnO'Hara Uniforms
49 West 116th Street
New York, NY 10026
(212) 328-4019

Guidelines:

All shirts, jumpers, sweaters, and gym uniform pieces must have the official HVA logo on them and must be purchased from FlynnO'Hara. Students may NOT wear shirts, jumpers, sweaters, or gym uniform pieces purchased from any store other than FlynnO'Hara.

- FlynnO'Hara adds the HVA logo onto all pieces that require it.
- Pants (non-sweatpants) can also be purchased from your local department store, as long as they are straight cut, navy or gray pants. **Sweatpants are ONLY permitted for PreK and K Grades.**

Shoes, belts, tights, and socks may be purchased from any store you choose, provided they meet the following requirements:

- Shoes must be safe, closed-toe shoes - no Crocs, Uggs, or sandals.
- Belts must be solid black.
- Tights can only be white or navy blue (no lace).
- Socks can be any color, any pattern.

The following are NOT permitted at any HVA school:

- Jewelry (with the exception of single small stud earrings for boys and girls: no larger than ¼ inch in size)
- Hats, bandanas, or any other head coverings (except when worn for religious purposes)
- Jackets or hoodies (except when outdoors)
- High heels
- Immodest attire

- Excessively baggy or excessively tight clothing
- Altering uniforms in any way (e.g. writing, drawing, cutting)
- Ripped/distressed jeans
- Accessories or anything else that is distracting to the student and others, such as tinted glasses or personalized belt buckles

Warranty and Return Policy:

FlynnO'Hara offers a School Year Guarantee on all HVA uniform pieces. If you're not completely satisfied with the way a FlynnO'Hara uniform item is holding up within a year of purchase, they will replace it with an identical item at no charge. Products under warranty can be exchanged by mail or at any of FlynnO'Hara's 34 retail locations..

Additional Guidelines PK-12

It is always important that, including the occasional dress-down day, student appearance is tasteful and appropriate for a school setting. Clothing and accessories may not:

- Display vulgar, discriminatory, or obscene language or images
- Include caps or other head coverings unless required for religious or medical reasons
- Promote illegal or violent conduct
- Contain threats or gang symbols
- Promote the unlawful use of weapons, alcohol, tobacco, drugs, or drug paraphernalia
- Exposed cleavage, private parts, the midriff, or undergarments, and in the case of pants, the waistband should not fall below the hips
- See-through or sexually provocative

Visitor Policy

The safety and security of students and staff at HVA is of the utmost importance. We have a responsibility to our parents/guardians, students, and staff to provide a safe environment that is conducive to learning. It is imperative that our teachers and staff can work, serving our students, in a safe, collegial, and respectful environment. Toward that end, students, families, and visitors are permitted to enter only through the front entrance of the building. Families and any other visitors must sign in with the School Security Guard or Safety Officer. Visitors are then directed to the school's main office to check in.

Parents/guardians/Guardians are welcome to visit their child's classroom at any time but must always check in at the main office first and may not interrupt class in any way. If a family wishes to meet with a teacher, Dean, or Principal, the meeting must be scheduled before the family's arrival. HVA's teachers follow a very specific schedule during the day and have very little time away from their students.

Visitors who violate procedures regarding visits to schools, whose conduct jeopardizes the safety of students and staff, or interferes with programs in the school are subject to immediate removal from the school by order of the Principal, Operations Director or Dean of Students, limited access into the school building, and possible arrest. The school reserves the right to limit future building access to visitors who violate school procedures or otherwise conduct themselves in a way that school officials determine to be threatening or disruptive.

Withdrawal or Transfer Procedures

It is our sincere desire to work with all students and families who are enrolled at HVA and that our partnership is a lasting one. We understand, however, that there are cases in which withdrawal from the School or transfers within our network of schools is necessary.

- If you wish to **withdraw** your student from HVA during the current school year, please come into the office and sign a withdrawal form. Please understand that withdrawal from HVA will result in forfeiture of the student's seat at the school and the student may not have the option to re-enroll at the school unless an application is submitted, and the student is admitted via lottery. The Principal reserves the right to make determinations about re-enrollment in unusual circumstances.
- If you wish to **transfer** your student to another HVA campus that offers the same grade that your child is in, you may make the request in the main office of your child's current school. All internal transfer requests should ideally be submitted for consideration for the following school year. Mid-year transfer requests will be reviewed on a case-by-case basis. Acceptable reasons for requesting a transfer include:
 - Change in home address resulting in significantly easier commute to the alternate campus
 - Sibling alignment, where a student's sibling attends a different HVA campus
 - Documented safety or peer conflict concerns that cannot be resolved at the current campus
 - Family hardship or extenuating personal circumstances
 - Programmatic fit or academic support needs better addressed at the alternate campus
- Transfer approvals are not guaranteed and are subject to availability and administrative review.