



NEW HEIGHTS
CHARTER SCHOOL
of **BROCKTON**

1690 Main St.

“We All Go To College”

Scholar Handbook

For Scholars, Parents, and Guardians

2019-2020

NHCSB SCHOLAR HANDBOOK

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MESSAGE FROM THE EXECUTIVE DIRECTOR

Dear Scholars, Parents and Guardians,

The policies and procedures provided in this handbook are designed to help the school run smoothly so that you will have a successful year at New Heights Charter School of Brockton. The information provided should be used as a guideline in knowing rights, responsibilities and acceptable standards of behavior. Please read this guide carefully and contact the Head of School or teachers for further information. Please keep in mind that no guide can completely explain all information about our school. All rules, regulations, requirements and policies are written in compliance with federal, state, and local education authorities. Recent changes and updates may supersede statements in this guide. In such cases the rulings of the higher authority will prevail. Best wishes for a positive and productive school year!

Appreciatively,

Omari Walker
Executive Director
New Heights Charter School of Brockton

MISSION STATEMENT

To Prepare our Scholars for College. Period.

THE NHCSB CORE VALUES

Honesty
Empathy
Ingenuity
Grit
Humility
Teamwork
Service

NON-DISCRIMINATION STATEMENT

“In compliance with requirements by the Federal government (Title IX of the Education amendments of 1972, section 504 of the Federal Rehabilitation Act of 1973, and the implementing regulations) and the Massachusetts State Government (Chapter 622 of the Acts of 1971, and the implementing regulations) New Heights Charter School of Brockton shall prohibit discrimination on the basis of race, color, national origin, religion, sex, handicap, or sexual orientation, in regard to hiring practices by any and all schools and department and also in regard to scholar admission to school, courses of study, activities, and any other opportunities for scholars made available within the district.”

In addition, New Heights Charter School of Brockton does not discriminate on the basis of gender identity, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English Language or a foreign language, homelessness, or a prior academic achievement.

BOARD MEMBERS AND LEADERSHIP TEAM MEMBERS

OFFICERS

Michael Sullivan.....Chairman
Pastor Emmanuel Daphnis.....Vice-Chairman
Vacant.....Secretary
Nicholas L. Christ.....Treasurer

MEMBERS

Vincent Marturano
Rick Schwartz
Stephen Bernard
Ollie J. Spears

Kimberly Zouzoua
Honorable Gregory Phillips

School Leadership Team

Executive Director	Mr. Omari Walker
Assistant Executive Director	Mrs. Janice Manning
Principal	Ms. Shana Silva
Associate Principal	Mr. Neal Klayman
Director of Early College and Post-Secondary Pathways	Ms. Maria Fernandes
Director of Curriculum and Instruction	Ms. Laura Miceli
Director of Student Services	Ms. Hannah Rogers
Business Manager	Mrs. Suzanne Graham
IT Coordinator	Ms. Lauren Harwood
Executive Director’s Apprentice	Mrs. Sophia Stephney
Dean of English Language Arts	Dr. Rachel Daniel
Dean of History	Mr. William Seinkewicz
Dean of STEM	Dr. Reza Namin
Dean of Data and Accountability	Dr. Timberly Robinson
Dean of English Language Learners	Dr. Jacqueline Taylor
Early College Dean of Humanities	Mrs. Meagan Hatanaka
Early College of STEM	Mrs. Tami Dashley Shah
Dean of Students, 6 and 7	Mr. Clark Smith

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Dean of Students, 8 and 9
Dean of Students, 10 and 11
ELA Lead Teacher
ELA Lead Teacher
Science Lead Teacher
Math Lead Teacher
Special Education Lead Teacher

Mr. Keenon Cunningham
Ms. Laurie Casimir
Mrs. Jenn Thompson
Ms. Meagan Tracey
Mrs. Jacqueline Vincent
Ms. Irina Salimov
Ms. Kimberly Frisoli

IMPORTANT PHONE NUMBERS

Main Office (Absences, Busing, etc.):	508-857-4633
Main Office Fax:	508-510-6434
Nurse Office Fax:	508-510-3354

SCHOOL HOURS

School Hours 7:40 a.m. - 3:27 p.m. (Friday dismissal is at 12:45 p.m.)
Scholars are expected to be in their homeroom no later than 7:40 a.m.

DISMISSAL & AFTER SCHOOL PROGRAMMING

At 3:19pm (Monday-Thursday), scholars will be released from their last period class and will arrive at their designated dismissal area by 3:22pm. Scholars who walk or are picked up from school will be assigned to the cafeteria. All other scholars will report to an assigned classroom that will be grouped by bus number. At 3:25pm, all scholars who are walking home (walkers) will be released from the cafeteria. These scholars are expected to leave school grounds immediately following dismissal. At 3:27pm, scholars who are being picked up by their families (parent pickup) will be released from the cafeteria. These scholars will be expected to either wait outside or in the front foyer space of the school. At 3:29pm, all other scholars will be released from their "bus rooms" (if their assigned bus has arrived). These scholars will be expected to leave the building immediately through the south-side exit and board their busses. At 3:37pm, all scholars whose busses have not arrived will be released to the cafeteria where they will be supervised by administrators. At 3:40pm, students who are enrolled in clubs/activities will be released to designated classrooms throughout the building to meet teachers for clubs/activities. At 3:40pm, teachers are free to leave the building. At 3:45pm, students who have not been picked up by their families will be escorted into our "Late Pick-up Room"(room 101). These scholars will remain in this room until 4:00pm and will be supervised by an administrator.

AFTER SCHOOL CLUBS AND ACTIVITIES

NHCSB clubs and activities will run each day from 3:40 - 4:45 p.m. All after school clubs or activities will run for an hour after school Mon-Thurs. Any child who is here after 4:45pm Monday-Thursday will be required to join the NHCSB Aftercare Program and the parent/guardian will be charged a total of \$5 for the additional hour of aftercare.

LATE PICK-UP AND AFTERCARE PROGRAM

Any parent pick-up scholar who has not been picked up by 4:00pm will be required to join our supervised NHCSB Aftercare Program. Parents/Guardians will be charged a fee of \$10 for aftercare. It is important to note that this \$10 fee will be charged to families regardless of how many minutes after 4pm they pick up

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their scholar. At 4:45pm, clubs and activities will conclude and scholars will be required to leave the building. **Any scholar who remains in the building after 4:45pm will be required to join the NHCSB Aftercare Program. Parents will be charged a fee of \$5 for that final hour of care.** The NHCSB Aftercare Program officially ends at 5:45pm. At this time, students will be required to leave the building if walking home or remain with Program Coordinator in the front foyer until they are picked up. **All scholars should be out of the building by 6:00pm. Parents will be charged a fee of \$1 per minute if the scholar remains at the school after this time. Failure to pick up a scholar after 6:00pm could result in the school contacting the proper authorities.**

NHCSB AFTERCARE PROGRAM

The NHCSB Aftercare Program will begin at 3:27pm and end at 5:45pm each day. Parents will pay a flat rate of \$10 per day, and payment must be made by the Thursday in advance of each week that care is requested. Students who enroll will receive the following:

Planned Programmatic Activities

3:45-4:00 Snack Time

4:00-4:30 Mindfulness Activity/Physical Activity/Team building Activities

4:30-5:45 Homework Time/Silent Sustained Reading (SSR)

Scholars must be picked up promptly at 5:45 p.m.

CELL PHONE & PERSONAL DEVICES

It is our aim to minimize distractions and increase scholar focus and attention on learning during school hours. Therefore, we have a **NO CELL PHONE** and **NO PERSONAL ELECTRONICS/DEVICES POLICY**. The expectation is that cell phones and all other personal electronics/devices are off and away from the moment students enter the school building until dismissal, after scholars have exited the building. (This includes, but is not limited to: cell phones, Smart Watches, headphones/earbuds, gaming devices, personal computers, tablets, etc.)

At NHCSB, we take our commitment to learning seriously. Therefore, **any scholars who have more than 3 cell phone/personal electronics violations per quarter will be required to turn in their cell phones and/or personal devices to their grade level Dean of Students upon entering the school building *each day* for a *minimum of 30 days*.**

What Happens if a Scholar is Using a Cell Phone and/or Personal Device During School Hours?

If a cell phone and/or personal device/electronic is seen by a staff member, the cell phone and/or personal electronic/device will be confiscated, given to the scholar's grade level Dean of Students and a detention will be issued. Scholars may pick up their cell phone at the main desk at the end of the day. If a scholar refuses to turn in his/her cell phone and/or personal electronic/device, he/she will be referred to R&R, and further consequences will ensue.

ACCEPTABLE USE OF CHROMEBOOKS AND TECHNOLOGY POLICY

TERMS AND CONDITIONS FOR USE OF NHCSB TECHNOLOGY RESOURCES

New Heights Charter School of Brockton (NHCSB) maintains a wide variety of electronic devices and operates a full-time internal and external network (hereafter "NHCSB network") to allow such devices to

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connect to each other and to the Internet. This network is designed for teachers, staff, students, administrators and elected officials for the purpose of advancing learning and providing a reliable means of digital communication. This Acceptable Use Policy (AUP) applies to any device owned by NHCSB, or any use of the NHCSB network, whether that use is on school grounds or in another location. Monitoring of anyone using the NHCSB network may be conducted at any time to assure compliance with state and federal laws, and this AUP. All persons who use the NHCSB network or any technology in the district are required to have first signed an AUP Agreement, to be kept on file in the office of the Human Resources (staff) or school offices (all others). There is no charge for school-based use of the NHCSB network or NHCSB-owned electronic resources. The AUP Agreement is a legally binding document. Once signed, it will be valid for as long as the student attends, or staff member is employed by, the New Heights Charter School of Brockton. Retired staff members continuing to use the NHCSB network also continue to be bound by the expectations of this AUP. A student's parent or guardian may, at any time, request to have that permission withdrawn by stating so in writing to the student's building Principal. **The superintendent or his/her designee may revoke the privileges of any user at any time due to violations of this policy.** No person will be permitted to use school-based technology resources without a signed AUP or guest-user agreement (for guest internet connection) on file. All email information on the NHCSB network falls under freedom of information regulations and may be archived by the New Heights Charter School of Brockton. Users of the NHCSB network should have no expectation of privacy. Parents are advised to provide personal supervision of the use of any Internet resources by their children. **Any use of Internet or technology resources that results in a disruption to the school environment is subject to school disciplinary policies.** By reading and signing the AUP, the subscriber (as well as any sponsor, parent, or guardian) acknowledges that s/he has read, understands, and will adhere to rules set forth in this policy.

Connection through the NHCSB Network On a rapidly changing, globally connected network, it is impossible to restrict access only to materials that strictly support the educational mission of the NHCSB. Despite efforts by the NHCSB to block inappropriate content, an industrious user may discover inappropriate information or be contacted by persons intending harm. While network access and communication have become an integral part of modern education, these dangers still exist; ensuring the health and safety of student users is the responsibility of the adult community, including parents/guardians, teachers, administrators and staff members. The NHCSB and its representatives do not encourage or endorse access to inappropriate materials or undesirable persons. The NHCSB makes no warranties of any kind, whether expressed or implied, for the technology-related services it provides. NHCSB will not be responsible for any damages resulting from delays or service interruptions caused by its own negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. New Heights Charter School of Brockton specifically denies any responsibility for the accuracy or quality of information obtained through its computer services. Any use of any network-access device, whether owned by NHCSB or not, and whether network access is made through the NHCSB network or not, that results in disruption of the classroom or schoolhouse learning environment will be subject to policies and rules established by the New Heights Charter School of Brockton. **The use of the NHCSB network connection is a privilege, not a right. NHCSB administrators will determine what constitutes inappropriate use and their decision will be final.** The system administrators may close an account at any time as required to enforce this policy. NHCSB administration, faculty, and staff may request that the system administrator deny, revoke, or suspend a specific user account if any conditions of this agreement has been violated. All New Heights Charter School of Brockton Internet connections are compliant with the Child Internet Protection Act (CIPA). All terms and conditions as stated in this document are applicable to the use of any New Heights Charter School of Brockton technology resources. These terms and conditions reflect the entire agreement of the parties and supersedes all prior oral or written agreements and

understandings of the parties. These terms and conditions shall be governed by and interpreted in accordance with the laws of the State of Massachusetts, and the United States of America.

Acceptable Use Guide

- **Use only those computing and information technology resources for which you have authorization. For example, it is a violation:**
 - a) To use resources you have not been specifically authorized to use.
 - b) To use someone else's account and password or share your account and password with someone else. This includes but is not limited to any service offered by or in conjunction with the New Heights Charter School of Brockton (email, online- classroom environments, wikis, blogs, etc.)
 - c) To access files, data or processes without authorization.
 - d) To purposefully seek or exploit security flaws to gain access to restricted data or network content.
 - e) To gain NHCSB network access for personal equipment not monitored by the NHCSB Technology Department without having signed the AUP agreement or a guest- access agreement.
- **Use computing and information technology resources only for their intended purpose. For example, it is a violation:**
 - a) To send forged email.
 - b) To misuse Internet Relay Chat (IRC) software to allow users to hide their identity, or to interfere with other systems or users.
 - c) To use electronic resources for harassment, bullying or stalking of others.
 - d) To send bomb threats or "hoax messages".
 - e) To intercept or monitor any network communications not intended for you.
 - f) To use computing or network resources for advertising or other commercial purposes.
 - g) To attempt to circumvent security mechanisms.
 - h) To use privileged access for other than official duties.
 - i) To use former privileges after graduation, transfer or termination (not to apply to retirees who choose to maintain a NHCSB account upon retirement).
 - j) Use the school technology resources for illegal activities
 - k) Possession, viewing, sharing of any pornographic material in any medium (picture, film, digital, print, etc.) including any stored on a portable storage device or cell phone is subject to prosecution under federal laws (18 U.S.C. §2256), 18 U.S.C. §2252, 18 U.S.C. §1466A. Please Note: Conviction under these laws leads to classification as a sex offender.
- **Protect the access and integrity of computing and information technology resources. For example, it is a violation:**
 - a) To release a virus, worm or other "mal-ware" that damages or harms any system, network or device.
 - b) To prevent others from accessing an authorized service.
 - c) To attempt to deliberately degrade performance or deny service.
 - d) To corrupt or misuse information.

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- e) To alter or destroy information without authorization
- f) To make copies of licensed software except as allowed by the New Heights Charter School of Brockton Technology Department and not more than the license allows.

• Abide by applicable laws and school policies and respect the intellectual property rights of others, including the legal use of copyrighted software or content. For example, it is a violation:

- a) To download, use or distribute pirated software, apps, or network connections.
- b) To operate or participate in pyramid schemes or other inappropriate and/or illegal financial practices.
- c) To upload, download, distribute or possess pornography (including pornographic images of oneself) in any way, including on personal devices brought into the school.

• Respect the privacy and personal rights of others. For example, it is a violation:

- a) To tap a phone line or run a “network sniffer” without authorization.
- b) To access or copy another user's electronic mail, data, programs, or other files without permission.
- c) To access or attempt to access another individual's password or other personal data without explicit authorization.
- d) To record, videotape or photograph anyone in or on school grounds or a bus without the express permission of the student or staff member and the principal.
- e) Reveal personal information of teachers or other staff members online.
- f) Act as a representative of the New Heights Charter School of Brockton on-line unless the Executive Director gives you explicit permission to do so.

FINANCIAL RESPONSIBILITIES

Students & Staff are financially responsible for any equipment that is lost or damaged due to misuse.

LOST ITEMS

A scholar may fill out a Lost Item Ticket in R&R if he/she notices that an item has been lost. However, NHCSB is not responsible for any lost or stolen items.

Scholars should not ask any staff members to hold any valuable items for them. NHCSB is not responsible for any lost or stolen items.

LOST AND FOUND

Any items found by scholars should be brought to the Main Office. Scholars seeking lost items should check-in with the secretary in the Main Office.

Any lost and found items not claimed by the end of each quarter will be donated to a charitable organization.

SCHOLAR ABSENCES

ATTEND TODAY, ACHIEVE TOMORROW! ATTENDANCE MATTERS.

Encouraging regular school attendance is one of the most powerful ways you can prepare your child for success—both in school and in life. When you make school attendance a priority, you help your child get better grades, develop healthy life habits, and avoid risky behavior and situations.

IT'S THE LAW

Regular attendance is required by Massachusetts' law for all persons between the ages of 6 and 16.

OUR POLICY

Scholars must be present in order to achieve academic success. Scholar absences and truancy have a major negative impact on student learning and achievement. Therefore, NHCSB takes a preventative and proactive approach to addressing scholar absenteeism. We know that scholars who attend classes regularly, feel a close relationship with other scholars and staff in the building, and experience feelings of academic success, are far more likely to persist and achieve their long term goals. Therefore, we make it a priority to address scholar absenteeism issues before they begin to significantly impact student learning. NHCSB will follow the following procedures in order to address scholar absenteeism:

- Deans of Students will **send home a letter** informing scholar and family that said scholar is at **5 absences in a quarter**
 - **A meeting will be scheduled** to take place between said scholar, his/her family, and the Principal and/or Dean of Students.
 - An Attendance Action Plan will be put in place.
 - **When a student is absent 8 times in one quarter, he or she may be referred to the court system for assistance (Child Requiring Assistance/CRA)**
- Deans of Students will **send home a letter** informing scholar and family that said scholar is at **10 absences for the year**
 - **A meeting will be scheduled** to take place between said scholar, his/her family, and the Principal and/or Dean of Students. The team will work together to determine appropriate next steps at the meeting.
- If a student is absent with or without an excuse for more than 14 days in a school year, that student will need to repeat his or her current grade. Upon the fifteenth (15th) absence, a student will be retained for the year. (If a student exceeds the limit for the year, he or she may still be promoted at the discretion of the Principal, upon the condition of Saturday, in-service, and/or Summer School attendance, or if the family can provide medical or other official documentation that accounts for the absences.)

CLASS ATTENDANCE

- When a scholar is in school, he or she must attend all scheduled classes.
- Scholars who are not present in class will be marked absent unexcused unless they bring teacher a signed note or pass from a staff member which indicates that said scholar had permission to be elsewhere at that time.
- **If a scholar is tardy to class 3 times in a quarter, he/she will receive a Dean Detention.**

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FAMILY VACATIONS

Parents/Guardians should be aware that when they enroll their child at NHCSB, they are committing to following our school calendar. **Family vacations should be scheduled during designated school breaks ONLY.** Any scholar absences due to family vacations will be considered *unexcused absences*.

EXCUSED VS UNEXCUSED

Acceptable reasons for **excused absences, tardies, and dismissals** include:

- A verified medical appointment or illness Note: Medical notes from doctors must indicate that the child was seen at the Doctor's office on the day of absence. Parents have 5 days to provide a physician's note.
- The death of a family member (parent, sibling, grandparent, aunt, uncle, cousin)
- Religious holidays
- Legal obligation such as court appearance – verified with copy of summons
- Absences approved by the Head of School

SCHOLAR RIGHTS

Please note that scholars are afforded rights under Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”), and the Individuals with Disabilities Education Act (“IDEA”) should their absences be related to a disabling condition.

SCHOLAR ABSENCE NOTIFICATION PROGRAM

At the beginning of each school year, guardians will be sent a notice instructing them to call the school as early as possible but no later than 7:30 AM to inform the school of a scholar's absence and the reason for such absence. The notice will also require such guardian to furnish the school with a home, work or other emergency telephone number where they can be contacted during the school day. If the school does not receive a message from the guardian by the designated time, then the school shall call the telephone number or numbers furnished to report a scholar's absence. NHCSB will make robo calls to inform families of scholar absences. Guardians will be contacted within three (3) days of the scholar's absence if the Guardian has not contacted the school regarding the absence.

All questions regarding student attendance and attendance records should be directed to the school's Main Office Secretary.

A scholar is considered absent with excuse when the scholar's family has contacted the school regarding the absence and provided a doctor's note for student illness and a parent note indicating a family emergency or religious observance took place. All other absences will be considered unexcused, including but not limited to family vacation, participation at sports tournaments, attendance at entertainment events, or when the family has not contacted the school with a satisfactory reason.

Work will not be provided in advance of unexcused absences. **Any class work or homework missed during an unexcused absence may be counted as a zero.** Minor and major assessments may be eligible to make up at the discretion of the Principal.

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If prior notification had not already been provided then upon the student's return to school from an absence, whether it is the next day or on some day after, the scholar is required to bring a signed note from his or her guardian explaining the reason for the absence.

Scholars who are absent from school cannot attend or participate in school sporting events, dances, or any other school-sponsored activities occurring on the day of the absence, unless the school has given advance permission. According to M.G.L. c. 76 and c. 72, § 8, all students under 16 are expected to be in school. NHCSB operates in compliance with Department of Transitional Assistance requests and requirements.

SCHOLAR TARDIES AND EARLY DISMISSAL

TARDY TO SCHOOL

Scholars are expected to be in their homeroom no later than 7:40 a.m. each day.

***Scholars arriving after 7:40 a.m. will be considered tardy to school.**

**If scholars are tardy to school 4 or more times in a quarter, they will receive a Dean Detention. In addition, a family meeting with the Principal and/or Dean of Students will be scheduled to discuss and try to resolve the problem.*

EARLY DISMISSAL

In order to minimize disruptions to class, we ask that notification regarding early dismissals be made as far in advance as possible. A guardian must contact the school in advance and provide a signed note for early dismissal. In addition, the parent or guardian must sign the student out with the Main Office before removing the student from school grounds. ***Students will not be dismissed unless the parent or guardian has physically come into the Main Office.*** We also ask that doctor and dentist appointments be limited to non-school hours to avoid requiring students to miss class time. Families are encouraged to consider the class period start and ending times when determining early dismissal requests.

*Students who repeatedly miss the same classes as a result of early dismissals may be required to make up missed class time and may earn full-day absences as a result.

Guidelines and Restrictions

- Students can only be dismissed by a parent/guardian as reflected in PowerSchool.
- Main office clerk will check PowerSchool to determine if the person is listed as a designated contact.
 - A designated contact is either a parent/guardian or emergency contact.
 - ***EMERGENCY CONTACTS CANNOT PICK UP A STUDENT WITHOUT COMMUNICATION FROM THE PARENT.***
- **Designated contact, which is the Parent/Guardian and/or Emergency contact, MUST show an ID when dismissing a student from school.**
- If a person other than a designated contact in PowerSchool is picking up a student, a note from the parent/guardian must have been submitted to the main office at the start of school by the student.
 - If no note was submitted, the parent/guardian **must be** contacted via telephone to ensure that this person has permission to pick up this student on that day.
 - A photocopy of this person's ID will be taken and filed in a binder along with the student's name, date of dismissal, and parent/guardian that was contacted.
- Person dismissing the scholar will sign out in the dismissal log
- ★ **Parents are highly discouraged from dismissing students any time after 3:00 p.m. as it interferes with our dismissal procedures.**

SCHOLAR ENROLLMENT

LOSING YOUR SEAT

If a scholar fails to attend school at the beginning of the school year, is still absent by October 1st, and no successful contact has been made with parents/guardians despite reasonable efforts made by NHCSB Enrollment Coordinator, he/she will be unenrolled from New Heights.

SCHOLAR WITHDRAWAL PROCESS

Generally, only a custodial parent or a legally court appointed guardian can withdraw a NHCSB Scholar. The custodial parent/guardian must present a picture ID and in some instances, a certified copy of a court order. Verification will be made to ensure the individual is listed in the student's file as a custodial parent/guardian. The person who is the emergency contact can only withdraw a student if they are the custodial parent or legal court appointed guardian.

The parent/guardian must sign the NHCSB Records Release and School Exit Forms in person with the Enrollment Coordinator. If possible, advanced notice from the parent/guardian should be given.

Once completed forms are received and financial obligations are cleared, the Enrollment Coordinator will notify the Scholar Transfer Committee (STC) immediately. The STC members include the NHCSB Principal, Director of Student Services, Academic Counselor, and School Nurse.

Once notification is received, the appropriate STC member will contact the Scholar's parent/guardian within one business day for counsel. The NHCSB Principal will contact middle school families. The Academic Counselor will contact high school families. The Director of Student Services will contact any family whose Scholar is receiving Special Education or EL services. The School Nurse will disclose any health concerns to the STC or appropriate party, if deemed necessary. All correspondence will be documented in DeansList.

If a parent/guardian decides to relinquish the withdrawal process, they must be advised to notify the Enrollment Coordinator immediately. If the parent/guardian does not contact the Enrollment Coordinator, in writing or in-person, by the third business day, educational records will be released and the Scholar will be officially withdrawn.

Once a Scholar is officially withdrawn, they are no longer a student at NHCSB and the NHCSB Principal will finalize the withdrawal process. For re-admission, the scholar must re-apply through the lottery process.

All withdrawals will be documented by the Enrollment Coordinator for reporting purposes.

SCHOOL WIDE ROUTINES AND EXPECTATIONS

BACKPACKS

Due to limited spacing and no lockers, we must be specific in terms of our expectations when it comes to scholar backpacks. Scholars are not allowed to wear their backpacks in class. Scholars should either hang up their backpacks on the backs of their chairs or place their backpacks in a teacher designates space in the

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classroom. Additionally, scholars are not allowed to bring their backpacks with them into the bathrooms. Scholars should leave their backpacks in class.

FOOD AND BEVERAGES IN SCHOOL

There is no food or gum chewing allowed in the classrooms at NHCSB. No food or beverages may be kept near scholar chromebooks at any point in time. Scholars with medical conditions should be referred to the nurse or principal for further inquiry. **WE ARE A PEANUT FREE SCHOOL.**

Beverages: Water is the only beverage that may be consumed at times other than scholars' designated lunch times. **Water may be consumed throughout the day, but must be stored in a clear container.**

Beverages other than water should only be consumed during lunch and must stay in the cafeteria.

Scholars should store beverages other than water in their lunch box or backpack. These "other" beverages should not be taken out of their lunchbox or backpack until lunch. Staff members will ask scholars to discard or store beverages other than water in their backpacks if they are seen in the building at any time other than lunch. **Scholars are NOT allowed to bring in any beverages from outside restaurants or convenient stores into the building in the a.m. (i.e. Dunkin Donuts, Slushies from Cumberland Farms, etc.)** Staff members reserve the right to confiscate food or beverage items if scholars are not following school-wide rules and expectations.

Food: Food is NOT permitted in the classroom (unless a classroom teacher has designated a specific time that food is to be eaten in the classroom for a specific purpose and has checked in with administration for approval). Scholars will be asked to discard food or store it in their backpack at the end of lunch.

Breakfast All scholars have the option of eating breakfast (free of charge) each day

Lunch All scholars have the option of eating lunch (free of charge) each day.

Bringing in Lunch for Your Scholar: If your scholar forgot their lunch at home, he/she will always have access to lunch at school (free of charge). However, **if you decide to bring in lunch for your scholar it must be during your scholar's designated lunch time. If it is after that time, food will be held in the main office for your scholar until the end of the day and your scholar will be advised to eat a school lunch that day.**

Ordering Lunch to School: Scholars are not allowed to order lunch to school from an outside restaurant. Attempting to do so will result in disciplinary actions.



IMPORTANT: New Heights has made a commitment to follow nut-free guidelines for the safety and health of all our students. **We are a peanut-free school.**

ADVISORY

All NHCSB scholars will have advisory from 7:40-8:38 each Friday morning. Advisory activities will vary depending on the week. However, in general, scholars will be participating in a variety of developmentally appropriate activities designed to foster a positive school climate, support healthy teacher-student and student-student relationships, increase scholar communication and collaboration, and build a greater sense of school pride. In addition, this is a time when scholars will be exposed to different college and career readiness topics and ideas, explore personal interests, set academic, behavioral, and college/career goals, as well as monitor one's progress towards one's goals.

KEEPIN' IT REAL CIRCLES

The purpose of Keepin' it Real Circles is to build and strengthen the community through the use of Restorative Circles and student discussion. Keepin' it Real Circles are a preventative strategy used for proactively developing the social-emotional skills and relationships students will need to persevere when challenges arise during the school year.

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The routine use and practice of our Keepin' it Real Circles will take place during Friday morning Advisories, twice a month, throughout the school year. During these advisory times, Keepin' it Real Circles will be used as an opportunity to touch base with and give voice to our scholars in a familiar setting/through a familiar format, encouraging them to participate in positive, honest reflections with their peers through sharing thoughts, ideas and feedback on topics relevant to the NHCSB community.

The practice of Keepin' it Real Circles can be supported and used as a follow through at home too. This restorative practice can be applied during discussions pertaining to school, friendships/relationships, local, national, and global events, student thoughts and perceptions on a topic, or even personal reflections. The main take-away is that we want to hear from our scholars and create an environment(s) where our scholars feel they can be heard. We want to support our scholars in developing effective communication, problem-solving, and social-emotional skills through Keepin' it Real Circles. Keepin' it Real Circles give our scholars a safe and supportive space where they can practice sharing their opinions, expressing their wants, needs, and concerns at school, in the home, and in the community.

BATHROOM POLICY

There are many “right” times to request the bathroom, and there are other times that leaving the classroom to use the bathroom can be disruptive and counterproductive to learning. For safety and accountability reasons, ***scholars may not use the bathroom during the first and last 5 minutes of class***, except for in the case of an emergency. *Scholars may **not** use the bathroom during transitions* due to the fact that there are only 3 minutes between classes and we expect all scholars to be on time for class. Scholars may use the bathroom during lunch and must follow the cafeteria procedures. Scholars must **first** report to the cafeteria, and then ask for permission to go to the bathroom. Scholars are expected to have a pass that is signed and time stamped at all times when in the hallways, unless said scholar is one of our College Elite scholars. College Elite scholars have the privilege of using their green lanyards as a hallway pass.

LUNCH ROUTINES AND EXPECTATIONS

- Scholar Walk: walking carefully in cafeteria/being mindful of your surroundings
- Scholar Talk: speak in Group talk volume
- Scholar Hands and Bodies: keep hands and bodies to oneself
- ALWAYS, leave it cleaner than you found it.
- Scholars must check in with a staff member and take a pass to exit the cafeteria for any reason
- Scholars are to fulfill their lunch duty at the end of each lunch (captain, sweeper, sprayer, wiper, timer, etc.)
- Scholars should remain seated at their table, unless they have permission or are getting up to fulfill their lunch duty or movement with reasonable cause.
- All food and drinks should be consumed *in* the cafeteria. Any left over drinks or food must be thrown out or put away in backpacks prior to leaving the cafeteria.
- We ask that scholars refrain from sharing their lunch with peers due to food allergies

HALLWAY ROUTINES AND EXPECTATIONS

- Follow the **one way**
- **Scholar Walk:** walk with a purpose and get to class on time
- **Scholar Talk:** partner talk volume
- **Scholar Hands and Bodies:** keep your hands to yourself
- All scholars must have a signed and time stamped pass to be in the hallways at all times
- **College Elite** scholars may use their green lanyard as a hallway pass

SCHOLAR CHROMEBOOK POLICY




NHCSB has a 1:1 technology ratio. Each scholar has the privilege of utilizing his/her own chromebook during each class period. Scholars and families will sign an Acceptable Use Contract regarding the use of school technology and internet service. Each classroom will have a chromebook cart with a full set of chromebooks that will be numbered from 1-30. When scholars are given permission, they will retrieve an assigned and numbered chromebook for the period. While the chromebook is in their possession, all scholars will be responsible for any damage incurred during that time. Teachers will report missing or broken/damaged chromebooks to the IT department immediately.

The Dean of Students is responsible for investigating the matter and will determine whether or not the scholar is responsible for restitution. Should it be determined that restitution is necessary, **a scholar will not be given another Chromebook until payment is received.** The Dean of Students will notify the family via phone and email regarding the incident that resulted in damage of the chromebook and whether or not restitution is necessary. The Dean of Students will assign a consequence per the NHCSB Dean Referral Table. The Dean of Students will provide the NHCSB Business Manager with a Deanslist report describing the incident. Once the incident is reported, the Business Manager will create an invoice to be mailed home to the parent/guardian, along with the incident report.


SCHOOL-WIDE VOLUME EXPECTATIONS

It is essential that scholars and staff maintain a volume level that is conducive to learning. Students are expected to follow volume guidelines put in place by staff members.

The following table outlines school-wide expectations for volume:

Volume	Description	Expected Situation
 <p>Silent</p>	<p>No voice. No sound.</p>	<ul style="list-style-type: none"> • When you are an audience member. • When someone else is speaking (staff member or peer) • Most independent work time • Tests/Quizzes
 <p>Partner Talk</p>	<p>Just above a whisper.</p> <p><u>No one should be able to hear you but your partner.</u></p>	<ul style="list-style-type: none"> • Hallways • Turn & talk • Partner work in class
 <p>Group Talk</p>	<p>Conversational tone loud enough for all members of the group to hear.</p> <p><i>Not</i> loud enough for members of other groups to hear.</p>	<ul style="list-style-type: none"> • Group work in class • Lunch

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<p>Presenter Talk</p> 	<p>Voice loud enough for all people in your classroom to hear.</p> <p><i>Not</i> loud enough for people in neighboring classes to hear.</p> <p>Voice and volume is under control and a professional, scholarly tone is being used.</p>	<ul style="list-style-type: none">● Scholars teaching or presenting● Scholars asking or answering questions● Teachers teaching whole-class
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SCHOOL UNIFORM POLICY

New Heights Charter School requires all scholars to be in full dress code for the entire school day. **Scholars who are out of dress code will be sent directly to Deans of Students and automatically issued a Dean Detention.**

MIDDLE SCHOOL UNIFORM POLICY

***Please see the addendum for a copy of our “NHCSB Middle School Uniform at-a-Glance” Reference Guide. This is your GO-TO UNIFORM Guide.**

HIGH SCHOOL UNIFORM POLICY

***Please see the addendum for a copy of our “NHCSB High School Uniform at-a-Glance” Reference Guide. This is your GO-TO UNIFORM Guide.**

ACADEMICS

SCHOLARS’ ACADEMIC RESPONSIBILITIES AND EXPECTATIONS

- Respect the learning community and all members within the learning community.
- Work cooperatively with peers. Be inclusive, helpful, and kind.
- Learn and adhere to all school and classroom rituals and routines
- Always give **100% effort**
- Be prepared for class (checklist: pen/pencil, notebook, homework, chromebook, a growth mindset)
- Complete *all* of your assignments and submit them on time
- Record daily assignments in your agenda book
- Ask the teacher for clarification if you are confused about an assignment
- Manage your time effectively, in and out of school (Prep for Success class will help you with this!)
- Seek after school assistance when you are struggling with an assignment or your overall average is below 80%

GRADES, GRADING POLICY, & GPA

Grades

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A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	F 59 and below
A 93-96	B 83-86	C 73-76	D 63-66	
A- 90-92	B- 80-82	C- 70-72	D- 60-62	

HONOR ROLL

Scholars will be recognized for their academic achievement at the end of each quarter. Scholar recognition will be based on their grade point average (GPA). Please note: Since grades change each quarter, the Honor Roll status may change throughout the year.

- **Summa Cum Laude:** A minimum of A- in all subjects= GPA 3.8 and up
- **Magna Cum Laude:** GPA 3.6-3.79
- **Cum Laude:** GPA 3.3-3.59
- **Honor Roll:** GPA 3.0-3.29

GRADE CATEGORIES/WEIGHTS

Middle School (Grades 6-8)				
Categories	Summative	Quizzes	Classwork	Homework
Examples of each category	Tests, Projects, Essays, End of Unit Exams, Midterm & Final Exam	Quizzes, Graded discussions, Mini-WAGs, Science Labs, Brief Powerpoint presentation, Pre-writing & Organizers	Participation, Exit Tickets, Do Nows, Informal discussions, Science/Math notebook checks, Agenda checks	Assignments completed outside of school
Estimated Number of Each	3 per quarter	2 per week	2 per week	At least 2 per week/per class
% of Grade	30%	25%	30%	15%

High School (Grades 9-12)				
Categories	Summative	Mini Assignments	Classwork	Homework
Examples of each category	Tests, Projects, Essays, End of Unit Exams, Midterm & Final Exam	Quizzes, Graded discussions, Mini-WAGs, Science Labs, Brief Powerpoint	Participation, Exit Tickets, Do Nows, Informal discussions,	Assignments completed outside of school

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		presentation, Pre-writing & Organizers	Science/Math notebook checks, Agenda checks	
Estimated Number of Each	3 per quarter	2 per week	2 per week	At least 2 per week/per class
% of Grade	35%	30%	20%	15%

CLASSROOMS EXPECTATIONS

- SLANT
- Arrive to class on time
- Be prepared
- Be attentive
- Be respectful
- Follow directions
- Give 100%

SUBMISSION OF MAKE-UP/ LATE WORK

A scholar has until the end of the day to turn in all work due that day without penalty. If the work is not turned in by the end of the day, the highest possible grade the scholar may receive is an 80%. **A scholar may submit late work until the end of the term.**

- If the scholar has an excused absence, s/he has the same amount of days as that absence to turn in the work for full credit. For example, if a scholar has an excused absence of three days, s/he has three days after returning to school to turn in all work for full credit.
- It is the scholar's responsibility to collect any work that s/he should make up.

PROGRESS MONITORING: WEEKLY, MIDTERMS, QUARTERLY

Parents can access grades and attendance through a PowerSchool Parent Portal. There will be an instructional presentation to show parents how to access grades at the beginning of the school year. In addition, the following reports will be provided throughout the year:

- Scholar Merit/Grade Reports will be printed and provided to scholars to take home each week. These will include both academic and behavioral feedback and information.
- Progress reports will be shared with scholars at the middle of each term.
- Report cards will be mailed home at the end of each term.
- MAP testing will be used to monitor academic performance for all scholars. All scholars will be tested in Language Usage, Reading, Math and Science at the beginning, middle and end of each year. Test scores are used to inform educators on how to better support student learning. This data will be shared with the school community in order to foster a culture of continuous improvement and growth.
- New Heights Charter School is dedicated to increasing writing in all content areas. These writing assignments will be infused into the everyday classroom experience for all scholars.

HOMEWORK: PURPOSE

Homework refers to work assigned by a teacher that a scholar must complete outside of class time.

Homework serves many purposes:

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- Reinforcement: provides additional practice with new skills and concepts
- Develops scholar responsibility and independence
- Keeps parents informed about curriculum and skills being taught

Important note: Each homework assignment should take a maximum of **15 *focused* minutes**. Homework may be assigned in science, history, math, and English, making a maximum of 1 hour per night. Math homework will be completed during Math Lab so that scholars can ask questions if they need assistance.

HOMEWORK: RECOMMENDATIONS FOR FAMILIES

- Check your scholar’s agenda and/or Google classroom daily for assigned homework.
- Establish homework as a priority
- Provide a quiet place, time, and materials for your scholar to complete assignments
- Encourage a consistent daily routine and establish homework as a priority
- Provide assistance if necessary but allow scholars to work independently
- Communicate with the teacher if there is a question about homework
- Foster pride when the scholar completes tasks
- If the scholar completes assigned homework quickly, see that additional time is devoted to double checking work, reading, reviewing, or other academic pursuits

ACADEMIC HONESTY

All academic work must be the work of the individual scholar and any work by others must be authorized and cited. It is important that each scholar grapples with difficult material and is able to show and explain their own learning. In addition, NHCS believes that mistakes are a necessary part of the learning process and the withholding of mistakes impedes scholar learning. Therefore, it is required that scholars complete their own work so they have the space to make, learn from, and grow from mistakes.

Violations of this policy include the following:

- **“Cheating”**- Using unauthorized materials, or receiving unauthorized assistance on any assessment or assignment. This includes copying another scholar’s work or allowing someone to copy your work.
- **“Plagiarism”**- The use of another person’s words or ideas without acknowledgement.
- **“Unauthorized Academic Materials”**- Unauthorized possession or distribution of quizzes, tests, assignments. Downloading and using materials or terms papers from the Internet, which were not written by the scholar.

Academic dishonesty will always result in a referral to the appropriate Academic Dean and include a meeting with the parent or guardian.. Consequences for a first time offense may include a zero for the assignment in question. Multiple offenses may result in additional zeros and attendance in an after school writing lab.

LEAP PROGRAM

The LEAP program was created to support NHCSB scholars, who are struggling academically, take the leap they need to achieve academic success. The LEAP program will provide NHCSB scholars with the tools and support they need in order to get back on track and begin making academic progress.

Learn
Expand
Apply
Practice

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The LEAP program is an academic support program designed to provide NHCSB Scholars with individualized interventions and support in a small group setting. This academic support program takes place on Saturday mornings from 10am-12pm at New Heights Charter School of Brockton.

PROMOTION REQUIREMENTS

ACADEMIC

Scholars who have failed **two or more** core content classes (science, writing, math, English, history) for the year may be retained, at the determination of the Principal. Families can sign their child up for summer school that are offered in districts in the surrounding areas at their own cost. Grades from successfully completed summer school classes will replace the failing grade of record.

ATTENDANCE

If a student is absent with or without an excuse for more than 14 days in a school year, that student will need to repeat his or her current grade. Upon the fifteenth (15th) absence, a student will be retained for the year. (If a student exceeds the limit for the year, he or she may still be promoted at the discretion of the Principal, upon the condition of Saturday, in-service, and/or Summer School attendance, or if the family can provide medical or other official documentation that accounts for the absences.)

SCHOLAR CODE OF CONDUCT

OUR PHILOSOPHY

At NHCSB we have high academic and behavioral standards for all of our scholars. There are two main goals of our Scholar Code of Conduct: One is to foster a positive, safe, scholarly environment that is conducive to learning and the second is to teach scholars to make decisions that increase their success at NHCSB, college, and beyond. Our discipline system aims to teach scholars appropriate school behavior while providing scholars with the interventions and support necessary to begin to independently manage their own emotions and behaviors. Additionally, we aim to foster and preserve positive teacher-student and student-student relationships. In order to support this goal, we have taken a more restorative approach in how we hold scholars accountable for their actions. We have added a variety of restorative interventions to our Dean Referral Table this year. Our overarching goal is to increase scholar independence and promote scholar responsibility. Through our restorative, progressive system of discipline with embedded interventions, NHCSB scholars will have the opportunity to learn and grow from their mistakes while gaining the skills necessary to adjust their behavior and make more responsible decisions in the future.

SCHOOL JURISDICTION

Jurisdiction and responsibility extends over the entire school building, grounds, and school-sponsored events including but not limited to athletic events and field trips. Scholars who fail to divulge their names to a teacher, give a false name or refuse a reasonable request by a school official will be considered insubordinate and may receive disciplinary action up to and including suspension.

LEAVING SCHOOL PROPERTY

We take the safety of your scholar extremely seriously. Scholars are not allowed to leave the premises once having stepped on NHCSB school property. We must know where our scholars are at all times in order to ensure their safety. We know that you trust us with your scholar and we want to ensure families that once your scholar has stepped foot on NHCSB school property they will be under our care and supervision.

SCHOLAR RESPONSIBILITIES AND AFFIRMATIONS

This year, we will be introducing our 5 new Scholar Responsibilities, which are meant to promote the type of scholarly behavior we expect all NHCSB scholars to demonstrate on a consistent basis. We will build school pride and remind scholars of what it means to be a NHCSB Scholar each morning as the entire school chants our morning affirmations IN UNISON. Morning Affirmations will be read over the intercom during morning announcements and ***all scholars will be expected to participate in morning affirmations.*** *We believe that the more you say it, the more you begin to believe it and **LIVE IT.***

Scholar Responsibilities	Morning Affirmations
<ol style="list-style-type: none">1. OWN IT. NO EXCUSES.2. BE PREPARED3. HAVE A GROWTH MINDSET4. 100% EFFORT 100% OF THE TIME5. GIVE RESPECT. GET RESPECT.	<ol style="list-style-type: none">1. I OWN IT and make NO EXCUSES.2. I am prepared to be successful each day.3. I have a growth mindset. There is ALWAYS room for improvement.4. I give 100 % effort 100% of the time.5. I know that I must give respect to get respect.

NHCSB MERIT SYSTEM

What Is It?

A Merit system is a way to build a positive school culture and hold scholars to high academic and behavioral expectations by positively reinforcing the scholarly behaviors we want to see in the classroom. A Merit system is a way to teach positive and appropriate behavior through immediate, consistent feedback and praise. This school-wide behavioral system is a way to recognize and reward our scholars who are following expectations, setting a positive example for others, and exemplify our HEIGHTS core values. **The purpose of the Merit system is to notice scholars doing the right thing in order to positively reinforce those behaviors.** In an effort to focus on the POSITIVE, there are **NO DEMERITS this year.** We believe that developing positive habits and responsible behaviors, while learning to self-regulate emotions and make good choices will help all NHCSB scholars succeed in school, college, and beyond.

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How Does It Work?

Teachers and administrators give scholars merits for demonstrating positive, scholarly behaviors that are aligned to our NHCSB Core Values. At New Heights, we believe that different levels of effort should be rewarded differently. There is something to be said about meeting basic expectations day in and day out, and when New Heights scholars choose to do so, they may be rewarded for their positive behavior with a Merit (+1). When scholars go above and beyond the expectation, they may earn Silver Merits (+3) and/or Gold Merits (+5). Merits give scholars access to weekly, monthly, and quarterly incentives/rewards as well as other field trips and school-wide events. **We will also have a school store this year! Scholars will be able to use their earned merits to make purchases at the NHCSB School Store.**

Progress Monitoring

Scholars are given Merit Reports each Friday during morning advisory. Scholars meet with their advisor on a weekly basis to discuss their merit reports and reflect on their academic and behavioral progress. **Merit Reports are emailed to parents/guardians on a weekly basis in order to communicate scholar progress with families.**

Examples of meritable behaviors are listed in the table below

CORE VALUES	POSITIVE BEHAVIORS	Merits (+1)	Silver Merits (+3)	Gold Merits (+5)
Honesty	Telling the truth even if you made a mistake	Answering teacher question honestly	Taking ownership for your behavior	Turning in valuable items
Empathy	Putting yourself in other people’s shoes	Treating others the way you want to be treated	Demonstrating compassion for others	Being an upstander
Ingenuity	Being clever, original, and inventive, often in the process of applying ideas to solve problems or meet challenges.	Using a study tool/strategy to help guide your own learning	Creating your own strategy/study tools	Creating and sharing new strategies/study tools
Grit	Persistence in the face of challenging circumstances	On-task effort even when the material is challenging. Prepared for class.	Asking questions when you don’t understand	Going back and correcting incorrect answers for one’s own growth and understanding
Humility	Letting one’s accomplishments speak for themselves	Giving others an opportunity to speak	Recognizing one’s accomplishments in an appropriate manner (not bragging)	Sharing the spotlight/recognition
Teamwork	Cooperative and coordinated effort of a group to achieve a goal or common cause	Participating in class and following appropriate rituals and routines	Assisting those in need	Taking all ideas into consideration; valuing everyone’s input and opinion

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Service	Being helpful and doing things that support others, or the community	Clean up after yourself	Leave it cleaner than you found it	Actions that make the community a better place
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SCHOLAR READINESS LEVELS

Scholar Readiness Levels are a way to celebrate and recognize scholars who are meeting or exceeding NHCSB academic and behavioral expectations.

NHCSB has identified three readiness levels: **College Elite**, **College Prep**, and **College Bound**

Each readiness level grants the scholar certain *privileges* and *rewards* at NHCSB. Scholars must be wearing their lanyard to partake in any special privileges. Please see the table below for a list of privileges according to Scholar Readiness Level.

Readiness Level	Qualification	Potential Privileges
College Elite: our highest honor; scholar is <i>exceeding</i> NHCSB expectations *Scholars who are College Elite will earn a <u>green lanyard</u> .	<ul style="list-style-type: none"> Completed College Ready application 3.5 GPA or higher No more than 1 unexcused absence per quarter No detentions or suspensions 45 merit average (Avg based on quarter) * Once a scholar is college ready, he/she may lose his/her status if his/her grades or behavior fall below the College Ready standards.	<ul style="list-style-type: none"> College Ready Trips and Socials College field trips Free access to all school-wide events Outdoor lunch option (weather permitting) Green lanyard serves as hallway pass Dress for Success Fridays College Gear Fridays Monthly theme-based incentive 2 merit purchases at school store per cycle
College Prep: Scholar is <i>meeting</i> NHCSB expectations *Scholars who are College Prep will earn a <u>orange lanyard</u> .	<ul style="list-style-type: none"> 28 merit average (Avg based on week) 	<ul style="list-style-type: none"> College field trips Access to all school-wide events (with admin approval) College Gear Fridays Monthly theme-based incentive 1 merit purchase at school store per cycle
College Bound: Scholar is <i>approaching</i>	<ul style="list-style-type: none"> 27 or below merit average (Avg based on week) 	<ul style="list-style-type: none"> College field trips (with admin approval) Scholars may make 1

NHCSB expectations *Scholars who are College Bound will earn <u>no lanyard</u> .		cash purchase at school store per cycle
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Restore and Reflect Room (R&R) Procedures and Expectations



Purpose of R&R Room

Reflect and Restore, or R&R, is a space where scholars go to *cool down*, **reflect** on their actions, consider **how their actions have impacted the community**, what they can do to make things better (restore), and most importantly, **learn** and **grow** from their mistakes. Our ultimate goal is to increase scholar independence and promote scholar responsibility and ownership.

R&R Room Norms/Culture

- Reflective
- Growth mindset
- Conversational- two-way dialogue
- Scholar voice- giving scholar opportunity to explain his/her side and understanding of the incident that took place
- Teaching new skills (social-emotional, problem solving, conflict resolution, cooperative learning, etc.)
- Restoration

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- Taking ownership of one's actions
- “We’re a team” mentality

R&R Room Expectations

- Our first priority is always to get scholars back in class as quickly as reasonably possible in order to increase instructional minutes
- Silent unless reflecting with Mr. Wells
- No chromebooks or technology (unless in R&R for an extended amount of time and scholar needs to complete work)
- If a snack or water is needed, it must be purposeful, quick, discreet, then immediately discarded
- Teachers may not send scholars to R&R for test-taking, work completion, or movement breaks
- Conversations between Mr. Wells and scholar will be focused on scholar taking ownership of his/her actions, brainstorming ways to restore the issue at hand, and thinking about how the scholar can avoid making the same mistake again in the future
- Teachers should always make an effort to *close the loop* with scholars before scholars re-enter class the following day

R&R Room Procedures

- Scholar will receive an R&R referral from their teacher.
- Scholar will go directly to R&R room and check in with Mr. Wells.
- Mr. Wells will work with the scholar to get in a calm and reflective place.
(i.e. encourage different breathing techniques, mindfulness techniques, stress management techniques, etc.)
- Mr. Wells may take a walk with scholar to calm down as long as the room is being covered by another adult.
- Mr. Wells will give the scholar an R&R Reflection form. Mr. Wells may go through each question and explain what the question is asking (if needed).
- Scholar will fill out R&R form independently.
- Mr. Wells will work with scholar to debrief Reflection form.
- In the event that multiple scholars are waiting in the R&R room to be processed, Mr. Wells may determine that a scholar is “ready” (a.k.a in a calm, positive mental/emotional state) and send them to their next class.
- Scholars leaving a Dean of Students office or R&R to return to class or use the bathroom will be given a pass, unless during a transition time.
- Mr Wells will keep R&R Reflection forms in folders which will be organized by month for teachers to review, or data inquiry.

Processing with Dean of Students

- Scholar will share his/her reflection with Dean of Students. Dean of Students will work with the scholar to come up with an appropriate plan to restore the harm that’s been done to the community.
- Dean of Students will assign appropriate restorative actions, consequences, or a combination of both, depending on the type of incident/behavior and number of offenses. (Reference Dean Referral Table)
- Dean of Students will close the loop with parents and teachers and assign follow-ups as needed.
- Scholars will go back to class once they are done reflecting with their respective Dean of Students.

COOL DOWN PASS

- Teacher submits a Dean’s list referral and checks off relevant Tier 1 and Tier 2 behaviors
- Teacher writes a pass and sends scholar to the R&R Room
- Upon arriving to the R&R room, the scholar will be expected to sign in, complete a reflection sheet, and take a cool down break (maximum 10 min)
- R & R Coordinator may work on some “cool down” strategies with scholar in order to prepare them to return to the learning community
- After cool down has been processed (10 min max), R&R Coordinator will send the scholar back to class with a pass
- Teachers should use discretion when determining whether or not to call a parent/guardian in order to notify them that their scholar was sent for a “Cool Down” break that day

The expectation is that students ARE coming back to class with the understanding that the **GOAL** is to preserve instructional minutes and get scholars back to LEARNING as soon as reasonably possible.

DEAN REFERRAL

- Teacher submits a Dean’s list referral and checks off relevant Tier 3 behaviors
- Teacher writes a pass and sends scholar to the R&R Room
- Teacher enters referral into Dean's List.
- Upon arriving to the R&R room, the scholar will be expected to complete a reflection sheet and meet with the Dean of Students
- Dean of Students checks in with the scholar, gains a clearer understanding of the situation (through conferencing and/or investigation) and assigns appropriate consequence with embedded intervention when deemed necessary according to our Dean Referral Table
- Dean of Students determines whether or not we can send the scholar back to the learning environment

The expectation is that students ARE coming back to class with the understanding that the **GOAL** is to preserve instructional minutes and get scholars back to LEARNING as soon as reasonably possible.

DEAN REFERRAL TABLE

In order to promote greater consistency, predictability, and transparency NHCSB will introduce a new tool called the NHCSB Dean Referral Table. This table, which can be found in our addendum for your convenience, was created in order to streamline the way consequences are assigned at NHCSB. We want consequences to be logical, consistent, and predictable. In addition, we want all NHCSB families to have a clear understanding of how consequences are assigned at NHCSB. Therefore, our Dean Referral Table clearly outlines what behaviors constitute a Dean Referral as well as suggested consequences based on first, second, third offenses. Our Dean Referral Table also contains embedded interventions in an attempt to address the root of the inappropriate behavior and provide our scholars with the skills and support necessary to replace less skillful behaviors, with more skillful, scholarly, school appropriate behaviors.

IN-HOUSE SUSPENSION (ISS)

In-house suspension will be held in R&R

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- Dean of Students has gathered all supporting information and has determined a scholar has violated an infraction which requires an in-house as a consequence
- Student violation of school rules that warrants ISS according to the NHCSB handbook:
 - Parents will be notified by Dean of Students via email or phone in regards to specific school rule violation as identified in the NHCSB Handbook along with a summary of incident and details of the assignment to ISS no later than the end of day.
 - Teachers will be notified via email of scholars present in ISS. Scholar will be provided work or make-up assignments from each class missed within a reasonable amount of time.
 - Scholars will be expected to follow R&R routines and procedures as outlined for referrals and detentions.
 - Scholars will be allowed access to the use of chromebooks, permitted they use chromebooks to complete school work, positive behavior readings and/or research assigned by our R&R Coordinator and/or written reflections.
 - Accountability, responsibility and self control will be discussed with our R&R Coordinator
 - No hoods, hats or food allowed.
 - Parents must be notified of scholars who are assigned to the ISS room and made aware of ISS rules and policies.
 - Lunch will be eaten in the ISS room. Scholars will be provided regular school lunch.

DISCIPLINARY DUE PROCESS: SUSPENSION HEARINGS

Except as provided in 603 CMR 53.07 and 603 CMR 53.10, the administrator may not impose a suspension as a consequence for a disciplinary offense without first providing the scholar and the parent oral and written notice, and providing the scholar an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing. The Administrator shall provide oral and written notice to the scholar and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language:

- the disciplinary offense;
- the basis for the charge;
- the potential consequences, including the potential length of the scholar's suspension;
- the opportunity for the scholar to have a hearing with the Head of School concerning the proposed suspension, including the opportunity to dispute the charges and to present the scholar's explanation of the alleged incident, and for the parent to attend the hearing;
- the date, time, and location of the hearing;
- the right of the scholar and the scholar's parent to interpreter services at the hearing if needed to participate;
- If the scholar may be placed on long-term suspension following the hearing with the Head of School: the rights set forth in 603 CMR 53.08 (3)(b); and the right to appeal the Head of School's decision to the superintendent.

The Administrator shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the Administrator must be able to document reasonable efforts to include the parent. The Administrator is presumed to have made reasonable efforts if

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he/she has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification. Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Administrator and parent.

SUSPENSION RE-ENTRY MEETINGS

A Suspension Re-entry meeting will happen upon the day of a scholar's return from suspension. The purpose of having a Suspension Re-entry meeting is to re-establish the scholar into the school community. This is a time where scholars will be provided with the necessary structured academic support in order to gather any missing work and complete any outstanding assignments. Scholars will have the same amount of days to complete any make-up work as the amount of days of their suspension. In addition, students will be given the opportunity to meet with any members of the school community where there may have been a conflict in order to restore relationships. There may be cases where the Dean of Students uses a restorative circle in order to close the loop with scholars, families, and teachers.

TEACHER DETENTION

- Teacher must inform the scholar that they have been issued an after school detention
 - Teacher must have that conversation with the scholar by the end of that day
- Teacher must call parent/guardian to inform them of detention
 - Must give parent/guardian at least 24 hour notice
- Min time: 15 min
Max time: 45 min
- The purpose of Teacher Detention is to build relationships with scholar and repair the relationship/restore balance to the community
- **If a teacher detention is scheduled and confirmed with student and parent and the student fails to serve the detention, a Dean Detention is assigned**

LUNCH DETENTION

- Teacher must complete a Dean's List referral and state which preventative measures from the Teacher Promotion and Prevention Toolbox were used, prior to assigning a Lunch Detention.
- Teacher must inform scholar they have been issued a lunch detention
 - Teacher must have that conversation with the scholar by the end of that day
 - Lunch Detention should be served on the day the Lunch DT was issued
- Teacher must call parent/guardian to inform them of the Lunch Detention
 - Teacher must communicate with Parent/Guardian to inform them of Lunch Detention before the end of the school day.
- Required time: 30 min (or duration of lunch)
Note: Communication with scholar and family should be managed by Teacher assigning Lunch DT

DEAN OF STUDENTS DETENTION

- Dean of Students must inform scholar they have been issued an after school Dean of Students Detention
- Dean of Students must call parent/guardian to inform them of detention
 - Must give parent/guardian at least 24 hour notice
 - **Dean of Students Detention must be served within 48 hours**

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- Required time: 60 minutes
- The expectation is that scholars are silent during a Dean of Students Detention.
- Scholars are allowed to work on Lexia or ALEKS. (NO cool math or any other educational games. No gaming, period. No headphones, period.)
- Scholars are allowed to work on classwork they have brought with them. Classwork must be approved by the Dean of Students. (Teachers are not mandated to provide work for scholars, but can if they so choose to.)
- Any violation of detention rules and expectations may result in more serious consequences. (i.e. If a scholar fails to remain silent for the duration of the detention, scholar may be assigned an additional detention that must be served the following day.)
- If a Dean detention is scheduled and confirmed with scholar and parent and the scholar fails to serve the detention, a second detention must be served. If scholar fails to serve two detentions, an Extended Friday Detention will be served. If scholar fails to serve an Extended Friday Detention, an ISS will be assigned.

EXTENDED FRIDAY DETENTION

- Dean of Students must call parent/guardian to inform them of detention
 - Must give parent/guardian at least 24 hour notice
 - Must be served within 2 consecutive Fridays
- Required time: 3 Hour
- The expectation is that scholars are silent during a Dean of Students Detention. Scholars are allowed to work on Lexia or ALEKS. (NO cool math or any other educational games. No gaming, period. No headphones, period.) Scholars are allowed to work on classwork they have brought with them. Classwork must be approved by the Dean of Students. (Teachers are not mandated to provide work for scholars, but can if they desire to.)
- Scholars will be allowed access to the use of chromebooks, permitted they use chromebooks to complete school work, positive behavior readings and or writing prompts.
- Extended Friday Detention will also consist of an hour of service, where scholars will gather together to help in cleaning up classrooms and the cafeteria.
- Any violation of detention rules and expectations may result in more serious consequences. (i.e. If a scholar fails to remain silent for the duration of the detention, scholar may be assigned an additional detention that must be served the following day.)
- Scholars who skip an Extended Friday Detention that has been scheduled and confirmed by parents, will receive a 1 day suspension the following Monday.

SATURDAY DETENTION

The purpose of Saturday detentions is to provide scholars and families with an additional restorative alternative to out of school suspensions. Having this option allows scholars to remain in class which preserves precious learning time for our scholars. This option also promotes student ownership and accountability by incorporating a community service component while simultaneously increasing family involvement.

Time: 8am -11am

Where: New Heights Charter School of Brockton

Tasks: Academic work, Restorative activity, Community service within and around the school building

Restrictions: No cell phones or other personal electronics/devices allowed. No hoods. Scholars must be in their NHCSB Uniform. No headphones will be allowed.

Parents should pick up their scholar promptly at 11 a.m.

BULLYING POLICY

Bullying as defined by Massachusetts Anti-bullying laws and regulations:

“Bullying,” means the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- (a) causes physical or emotional harm to the target or damage to the target's property;
- (b) places the target in reasonable fear of harm to himself or herself or damage to his or her property;
- (c) creates a hostile environment at school for the target;
- (d) infringes on the rights of the target at school; or
- (e) materially and substantially disrupts the education process or the orderly operation of a school.

****Bullying shall include cyberbullying.**

“Cyberbullying” means bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyberbullying shall also include:

- (a) the creation of a web page or blog in which the creator assumes the identity of another person; or
- (b) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions in bullying(a) through (e).

“Cyberbullying” shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions in bullying(a) through (e).

ALM GL ch. 71, § 37O (2014)

Bullying Investigation and Response Procedures

<i>District</i>	<i>New Heights Charter School</i>
<i>Omari Walker, Executive Director</i>	<i>Shana Silva, Principal</i> <i>Neal Klayman, Associate Principal</i>
	<i>Clark Smith, Dean of Students Grades 6-7</i> <i>Keenon Cunningham, Dean of Students Grades 8-9</i> <i>Laurie Casimir, Dean of Students Grades 10-11</i>
	<i>Samantha Lynott, School Adjustment Counselor (MS)</i> <i>Clair Fernandes, School Adjustment Counselor (HS)</i>
	<i>William Wells, R&R Coordinator</i>

Investigation Procedures

1. Dean of Students will review information received by reporter.
2. Interview involved parties

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- a. Being sure to protect the confidentiality of reporter(s)
 3. Collect evidence
 - a. Evidence should include but not be limited to documented interview of alleged target, alleged bully, witnesses, staff account of events and/or video surveillance
*Interviews should be conducted independent of each other
 - b. Primary student(s) involved should be encouraged to create a written summary of events detailing what took place, where, and the time.
 - c. Any adult staff that were witness or contact person (reporter or reported to) should be encouraged to present a written summary of events detailing what was observed or reported regarding the incident.
 4. Determine whether or not the issue meets the criteria for bullying. See checklist below:
 - Is this a repeated behavior?
 - Is this behavior, causing physical or emotional harm to the target or damage to the target's property;
 - Is this behavior placing the target in reasonable fear of harm to himself or herself or damage to his or her property
 - Is this behavior creating a hostile environment at school for the target?
 - Is this behavior infringing on the rights of the target at school; or materially and substantially disrupts the education process or the orderly operation of a school.
 5. Contact Parent(s)/ Guardian(s)
 - Contact Parent(s) / Guardian(s) regarding disclosure of the incident and the consequences (if determined)
 - Arrange a referral to school adjustment/guidance to privately process the incident (this should be set up for the victim and for the bully at separate times). Develop a Safety Plan and share it with teachers, scholars, families, counselors, Deans of Students, Principal, and Assistant Principal.
- **Please see our website for a more comprehensive explanation of our Bullying Policies and Procedures.**

SCHOLAR SERVICES

SPECIAL EDUCATION

New Heights provides a variety of services to support all learners.

A parent/guardian or any other person in a caregiver or professional position concerned with a student's development can make a referral for an evaluation to determine eligibility for special education services. Once a referral is made in writing NHCS will respond within five (5) school days by sending a notice to the parent/guardian, seeking permission to conduct an Initial Evaluation to determine if the student is eligible for special education services. If a parent/guardian's first language is not English (as noted in the home language survey) all correspondence will be translated into their native language.

Initiating a Referral for Special Education Eligibility

School Referral– After the principal/designee determines that all efforts have been made to meet the needs of the student within the general education program and these efforts have not been successful, a student shall be referred by the school personnel for an evaluation to determine eligibility for special education services.

Parent Referral- If a parent/guardian requests a special education evaluation, the principal or his/her designee of the student's school shall immediately arrange a meeting with the parent to discuss concerns

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and offer general education instructional support services. If this meeting results in a request for an evaluation, the Director of Student Services is notified and the referral is processed.

SECTION 504

If a parent or teacher believes that a student may have a disability and requires classroom accommodations, that parent or teacher should contact The Director of Student Services, Hannah Rogers in writing and request an evaluation for accommodations under Section 504. Information regarding parental rights under Section 504 is available from the Director of Student Services, Hannah Rogers.

ENGLISH LANGUAGE LEARNERS

The NHCSB English Language Learner Program of Sheltered English Instruction provides specialized instruction for scholars according to their level of need. Depending on the scholar's English language proficiency, the instruction occurs in partial and completely integrated settings. "Sheltered English Immersion" means an English language acquisition process for young children in which all classroom instruction is in English, but with the curriculum and presentation designed for children who are learning the language. Books and instructional materials are in English and all reading, writing, and subject matter are taught in English. Although teachers may use a minimal amount of the child's native language when necessary, no subject matter shall be taught in any language other than English, and children in this program learn to read and write solely in English. Lessons and activities are designed so that the English language development of the scholar is addressed. In addition, scholars may participate in an ESL class, where they will receive specific English language instruction in all four language domains: listening, speaking, reading, and writing. scholar progress is regularly reviewed and reported to parents/guardians. For more information regarding the NHCSB English Language Education Program, please contact Dr. Jaqueline Taylor, Dean of ESL.

SPECIAL EDUCATION AND MCAS

The student's' IEP or Section 504 Team determines how the student will participate in MCAS. If the Team determines that it is appropriate and allowed within the guidelines, certain testing accommodations are permitted. If the Team determines that the student's disability prevents the student from taking the MCAS test, even with accommodations, the Team must develop an alternate assessment for that student which is appropriate to the student's academic development. For questions regarding Standardized Testing Accommodations, please contact

SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SEPAC)

The New Heights Charter School SEPAC is an organization of parents, guardians, teachers and administrators who have or would like to join together to provide information, support and partnership with the goal of providing an educational environment where scholars with learning challenges have equal access to educational opportunities. The New Heights Charter School SEPAC will meet at the start of the school year to provide and introductory presentation in which families are invited to join, annual presentation regarding Parent/Guardian Rights within Special Education and will then continue to meet as the SEPAC deems appropriate.

Parents may obtain a copy of the Special Education Procedural Safeguards by contacting the special education office or by visiting the Department of Elementary and Secondary Education's website at www.doe.mass.edu.

DISCIPLINE OF SPECIAL EDUCATION SCHOLARS

All students are expected to meet the requirements for behavior set forth in the student handbook. However, students eligible for special education are entitled to certain additional protections under state and federal law. Specifically, these laws include M.G.L. c. 71B and its implementing regulations (603 CMR 28.00) and 20 USC 1401 et.seq. ("the IDEA") and its implementing regulations (34 CFR 300 et. seq.).

Students eligible for special education who violate school rules are subject to removal from their current educational placement for up to ten school days per school year, to the extent that such removal would be applied to students without disabilities, without prior determination as to whether the misconduct is related to the student's disability. Anytime school personnel seek to remove a student from his or her current educational placement for more than ten school days in a school year, this constitutes a "change of placement" and invokes certain procedural rights including but not limited to a review by the IEP Team of the relationship between the student's disability and the behavior subject to the disciplinary action, which is referred to as a Manifestation Determination.

If the behavior is a manifestation of the student's disability the student's Team will conduct a Functional Behavior Assessment and develop a Behavior Support Plan, provided that such an assessment was not already conducted before the behavior occurred. In the situation where an assessment was already conducted and a Behavior Support Plan is already in place, the Team will review the plan and revise it accordingly. The student will also be returned to his educational placement unless the parent and the school agree otherwise.

If the behavior is not a manifestation of the student's disability, then the student may be removed from his educational placement to the same extent that a regular education student would be removed. The special education student must continue to receive his special education services in order to participate in the general education curriculum, although in another setting, and to continue to progress toward meeting the goals set out in the student's IEP. Additionally, the student should receive, as appropriate, a functional behavioral assessment and behavior support plan to prevent the behavior from happening again.

There are certain situations in which school personnel may order a change in placement of a special education student without regard to whether the student's behavior is determined to be a manifestation of the student's disability.

These situations include when a special education student:

- Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency
- 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 under the jurisdiction of a State or local educational agency; or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency.

In these situations, school personnel may remove the special education student to an appropriate Interim Alternative Educational Setting (IAES) for not more than forty- five (45) school days without regard to whether the student's behavior is determined to be a manifestation of the student's disability. If a special education student commits an offense which causes the student to be expelled from school, the school

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district continues to be responsible for providing the student with a free appropriate public education in another educational setting.

For more information regarding the rights of special education students see the Massachusetts Department of Education's Procedural Safeguards Notice, which is available in many languages, at <http://www.doe.mass.edu/sped/prb/>. Additionally, copies of the state and federal special education laws are available online at the Massachusetts Bureau of Special Education Appeals website, at <http://www.doe.mass.edu/bsea/>

DISCIPLINE OF SCHOLARS NOT YET ELIGIBLE FOR SPECIAL EDUCATION

A Student who has not been determined to be eligible for special education and related services and who has engaged in behavior that violates a code of student conduct, may assert any of the protections provided for special education students if the school had knowledge (as determined by the IDEA) that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

The school district may be considered to have prior knowledge if, before the behavior that resulted in the disciplinary action occurred:

- The parent of the student expressed concern in writing to supervisory or administrative personnel of the student's school or to a teacher of the student that the student is in need of special education and related services; or 45
- The parent requested an evaluation of the student; or
- District staff expressed, directly to the special education director or other supervisory personnel, specific concerns about a pattern of behavior demonstrated by the student.

The district may not be deemed to have had knowledge if the parent has not consented to an evaluation of the student or has refused special education services, or if an evaluation of the student was completed and resulted in a determination of ineligibility. If the district had no knowledge that the student is a student with a disability prior to taking disciplinary action, the student may be subjected to disciplinary measures applied to students without disabilities. However, if an evaluation is requested during the time period in which the student is subjected to these disciplinary measures, the district must conduct the evaluation in an expedited manner.

Until the evaluation is completed, the student remains in the educational placement determined by the district, which can include suspension or expulsion without educational services. If, after the evaluation, the student is determined to be eligible the district must provide special education and related services in accordance with the IDEA.

DISCIPLINE OF SCHOLARS ON 504 PLANS

School personnel may not suspend a student on a 504 plan for more than ten consecutive school days without a manifestation determination. Procedural protections for eligible 504 students are the same as those afforded to special education students.

COUNSELING SERVICES at NEW HEIGHTS

MISSION OF COUNSELING

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The mission of New Heights Charter School of Brockton (NHCSB) is to prepare all students for college. While this may sound like a relatively easy goal to achieve given quality instruction and exemplary teaching strategies, today's generation of adolescents face unique obstacles, particularly with regard to their social/emotional development. These obstacles are often exacerbated by things such as peer pressure, social media, bullying, difficult family dynamics, and relational aggression, and they can make reaching a goal such as preparing for college tremendously difficult. The counseling department at New Heights Charter School is committed to providing the social/emotional support required for each child to set and attain high reaching goals, while helping students to develop a sense of resiliency that enables them to persevere through challenging moments.

CONFIDENTIALITY

Confidentiality is extremely important in a relationship between a counselor and a student. Anything a student shares in a counseling session is to remain confidential, except in cases where specific individuals may have a need or a right to know, or if it is suspected or reported that the student or another minor is being harmed, or at risk of being harmed in any way. It is the counselor's responsibility to limit access to personal information to those individuals who fall under this criterion. The following exceptions apply to confidentiality:

- Suspicion or reports of abuse and neglect
- If the student appears to be at risk of harming him/herself or others
- If a student discloses criminal activity
- If the parent/guardian signs a release authorizing the school to provide information to a third party
- If a Juvenile Court Judge orders the release of information
- If a third party is in the room and the parent waives the right to confidentiality

Parents and legal guardians of students who are under the age of eighteen should always be informed of planned counseling interventions and a signed consent form must be received; however, not everything that is discussed in a counseling session may be disclosed to parents, due to confidentiality.

NHCSB COUNSELING STANDARDS

H.E.I.G.H.T.S

Help: The counseling department strives to help students navigate challenging situations through the use of various therapeutic interventions and skill building techniques.

Empathize and Empower: To empathize is to put yourself in someone else's shoes, and the counselors at New Heights are committed to doing just that. Empathizing with our students is critical in order to truly understand the dilemmas they face, and to validate their concerns. We also strive to empower students to effectively advocate for themselves and navigate the challenges of adolescence in an independent and mature manner.

Insight and Understanding: New Heights counselors are committed to helping students increase their insight and understanding of the ways in which their behavior and actions impact themselves and others. In so doing, we hope to assist students in developing a sense of personal responsibility and accountability.

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Goal Driven: The counselors at New Heights encourage all students to create goals and take small steps each day towards achieving them. The goal can be behavior based, academic, or personal; we are here to help any goals students have for themselves!

Honor Individuality: Each of our students are very different. From their personalities to their learning style, each New Heights student brings a unique perspective to the building and the New Heights counselors are committed to honoring those differences.

Teach New Skills: The counselors at New Heights are committed to teaching skills pertaining to social interactions, conflict resolution, emotion regulation, distress tolerance, and more. Our goal is to increase students' ability to resolve issues on their own and navigate challenging or undesired situations effectively.

Strengths Based: NCHSB counselors use a strengths-based approach to counseling in an effort to promote self-determination, resiliency, and independence, especially during challenging and or difficult moments.

PROCEDURES

Who is my counselor? It is important for you to know that even if you choose not to meet with a counselor throughout the year, one is still assigned to you. All counseling sessions (scheduled and non-scheduled) are held with your assigned counselor unless one of two things has occurred:

1. Your concern is directly related to your assigned counselor. If this happens, you should request to meet with Ms. Rogers, Dean of Student Services, to discuss your concern further.
2. Your concern is determined to be an emergency/crisis situation, in which case you will meet with whomever is readily available.

<i>Grade</i>	<i>Counselor</i>
6, 7 & 8th Grade	Samantha Lynott, LCSW, SAC slynott@nhcsb.org 508-857-4633 ext. 1312
9, 10 & 11th Grade	Clair Fernandes, LCSW, SAC cfernandes@nhcsb.org 508-857-4633 ext. 1313

COUNSELING REFERRALS

****All referrals should be submitted to appropriate counselor**

Parent/Guardian Referrals: Parents or Guardians who wish to refer their child to a school counselor may do so by calling, emailing, and/or request an in-person meeting with grade appropriate counselor. Reasons a parent might make a referral include, but are not limited to:

- Difficult family dynamics
- Peer conflict (bullying, relational aggression, etc.)
- The occurrence of a traumatic event (abuse/neglect, witness to community violence, witness to domestic violence, death of a family member, death of a friend, etc.)

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- Sudden change in behavior at home
- The child has expressed thoughts of harming self or others

In-School Referrals (made by staff): New Heights staff members are committed to establishing strong relationships with our students. Given our dedication to get to know our students as best we can, we may notice when something appears to be “off.” In these cases, staff may use our internal counseling referral procedure to request that a student meet with a counselor. Parents/Guardians will *always* be informed if a student appears to require ongoing, regular counseling sessions unless there is reason to suspect the child might be in danger. Additionally, parents/Guardians reserve the right to decline such services.

Reasons a New Heights Staff Member might refer a student for a counseling check-in include, but are not limited to:

- Sudden change in behavior in class
- Child appears withdrawn
- Child appears disheveled (dirty clothes, poor hygiene, etc.)
- Child is heard discussing suicide and/or thoughts of harming themselves or others
- Child is having poor social interactions with peers.

SCHOOL SAFETY

PREMISES SAFETY AND SECURITY

An environment that is predictable, safe, and conducive to learning is a high priority at NHCSB and requires effort and commitment on the part of everyone working and studying in the school. To help establish and maintain this environment, the following policy will be enforced:

- Signs are posted at all entrances alerting visitors to report to the main entrance security station immediately upon entering the building.
- “No Trespassing” signs are posted in appropriate locations outside of all school buildings. Failure by trespassers to leave the school building or school grounds when requested will result in an immediate call/report to the police department.
- All doors are kept locked from the outside.
- All scholars, teachers, and administrators will be constantly on alert to the possibility of a stranger entering the building. Any persons suspected of not belonging in the school building will immediately be reported to the office.
- All visitors must enter through the main entrance of the building and check in at the main office. All visitors are required to show a valid state or federal-issued ID card. NHCSB reserves the right to deny admittance to any visitors.
- Members of the administration team will routinely monitor the halls before and during the school day reporting any potential problems to the main office.
- Administrators will maintain a high visibility both inside and outside the building, concentrating particularly in the period of time just before school, just after school and at lunchtime.
- All school personnel, as well as scholars, will report all instances of vandalism to the Head of School, who will direct the appropriate personnel to correct the problem. Every effort will continue to be made to identify the culprit(s) and to seek restitution.
- The school facilities have surveillance cameras installed throughout the grounds.

VANDALISM

It is unlawful to destroy, deface or damage school related property (included busses) or the personal property of another. Consequences for vandalism can include but are not limited to parent notification, scholar cleans the surface, or contact with the local police. Under Massachusetts’s law, the scholar’s parents or legal guardians are financially responsible for full cost of all repairs and/or replacement of damaged or destroyed school property.

THEFT

Theft and/or failure to divulge information concerning theft could result in disciplinary action, financial compensation, community service hours, and/or conferences with the scholar and parent may be required. A referral to the local police may occur. NHCSB is not responsible for lost or stolen items.

SUBSTANCE POLICY

State law prohibits possession or use of any tobacco products or e-cigarettes within the school buildings, on the grounds, on buses, at events or at field trips. Lighters and matches will be subject to the same policies. scholars who are found in violation of the policy will be subject to consequences that will be progressively increased with each offense.

Possession or use of illegal substances, such as drugs or alcohol, or related paraphernalia is not permitted within the school buildings, on the grounds, on buses, at events or at field trips. scholars who are found in violation of the policy may be subject to a long-term suspension hearing.

SEARCH AND SEIZURE

School administrators may conduct searches when there is reasonable suspicion that a scholar has violated or is violating the rules of the school. Failure to comply with an administrative search may result in a suspension and police notification.

SEXUAL HARASSMENT

Sexual harassment is defined as unwanted sexual attention (verbal or physical) from anyone with whom the scholar may interact in the course of receiving an education in school or at school-sponsored activities. If you believe that you have been the victim of sexual harassment by another scholar, or if you have any questions about this issue, seek the help of an adult whom you trust, such as a teacher, counselor, your parent or guardian, or one of the building administrators. An administrator will investigate every report of sexual harassment, and a written record of the investigation will be kept on file.

If it is determined that a scholar has sexually harassed another person, the consequences to the offending scholar shall include one or more of the following: parent conference; apology to the impacted scholar; suspension; referral to legal authorities; recommendations to the Head of School for a long-term suspension hearing. Reprisals, threats, or intimidation will be treated as serious offenses that could also result in a long-term suspension hearing with an Administrator. In all cases, a high degree of confidentiality will be maintained by the school and school authorities to protect all effected individuals.

HAZING

Section 17 of Chapter 269 states: “Whoever is a Head of School organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

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The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any scholar organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any scholar or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such scholar or other person, or which subjects such scholar or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.”

Section 18 of Chapter 269 states, “Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.”

SCHOOL NURSE GUIDELINES

PHYSICAL EXAMINATIONS

A periodic physical examination is critically important for all children and adolescents. Massachusetts General Law c. 71 §57 and related amendments and regulations (105 CMR 200.000-200.920) requires physical examinations of school children within twelve months before entry into school and at intervals of either two or three years thereafter.

- New Heights Charter School of Brockton requires physical examinations for entry to school.
- To participate in school sports, scholars must present physical exams which are dated no more than one year prior to the date of the start of the sport.
- Scholars out of compliance with this policy will be excluded from school at the discretion of the school nurse and Head of School.

MEDICATIONS

Scholars may not carry or self-administer medication while at school. To receive any medication in school, a Parent/Guardian Authorization for Prescription Medication Administration form and a Medication Order form (completed by a licensed prescriber) must be completed, signed, and presented to the school nurse.

NO over-the-counter-medication or prescription medication will be given without all required forms being completed. **Scholars in violation of the medication policy are subject to disciplinary action.**

The parent/guardian or responsible, designated adult must deliver the medication to the school nurse in its original pharmacy or manufacturer-labeled container. Please ask your pharmacist to provide separate bottles for school and home if necessary. No more than a thirty-day supply of medication should be delivered to the school.

IMMUNIZATIONS

Massachusetts immunization regulations specify minimum immunization requirements for enrollment in school (105 CMR 220.000). These regulations are revised periodically to incorporate any changes in the

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requirements. Some required immunizations might be added to or eliminated accordingly. The law and regulations provide for exclusion of scholars from school if immunizations are not up-to-date, but permit exemptions for medical and religious reasons.

EXCLUSION AND DISMISSAL

The following is a list of criteria used to determine exclusion from school for medical issues. Exclusions of a medical nature are decided by the school nurse based on nursing judgment and assessment and in accordance with The Comprehensive School Health Manual, the Massachusetts Department of Public Health and Massachusetts General Law governing School Health. Scholars are assessed on a case-by-case basis. A scholar will be excluded for the following conditions:

1. Immunizations requirements are not met.
2. Not in compliance with the physical examination policy.
3. Pose a risk to the public health due to a communicable disease.
4. Pose a health risk to themselves or others.
5. Have head lice or nits.
6. Have a fever over 100 degrees Fahrenheit.

A scholar will be dismissed from school for any of the above reasons and:

1. Injuries that occur in school that require medical assessment and intervention.
2. Severe illnesses that may include vomiting and diarrhea.

Any scholar out of school for five consecutively scheduled school days must have a physician's note to return to school.

ACCIDENT POLICY

Any time a scholar or teacher is seriously injured in the school building or at a school sponsored function, on or off school property, an accident report must be filed in the office no later than 24 hours after the incident. All questions concerning insurance should be referred to the Operations.

ILLNESSES AND INJURIES

In case of an injury or illness, the school nurse will administer first aid. It is the parent's responsibility to pick up their son/daughter at school and transport him/her to an appropriate facility if medical attention is indicated. IF EMERGENCY MEDICAL SERVICE is summoned, every effort will be made to contact parents. Scholars are not to leave the building for reasons of illness or injury unless dismissed by the nurse or by an administrator. Parents are responsible for providing accurate and up-to-date emergency information. Emergency contact persons must be accessible and able to provide transportation for the scholar.

Scholars who leave school because of illness or injury without following this dismissal procedure will be marked as unexcused from all classes missed.

Parents should not remove scholars from school for reasons of illness or injury unless the nurse or his/her designee has dismissed the scholars. No scholar should appear at the Nurse's Office without a pass from his/her period teacher unless it is an EMERGENCY. Since the Nurse's Office is strictly a "First Aid Station" and not an "Infirmary," any scholar who is too ill to attend class will be sent home.

HEAD INJURY POLICY

The policy applies to all elementary and middle school scholars who attend New Heights Charter School of Brockton with a documented head injury that occurred either at or from a school sanctioned activity. This policy provides the procedures and protocols for New Heights School in the management of head injuries within the school setting.

Any scholar who sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion or loss of consciousness even briefly shall be removed from the activity/situation immediately and may not return to activity for the day.

- The scholar will be assessed by School Nurse/PE teacher for signs and symptoms of a possible concussion.
- Parents/guardians of scholar will be notified that child has had an injury to the head.
- If symptoms of possible concussion are present, scholar should be referred to health care provider with a copy of concussion signs/symptoms checklist to be sent with the student.
- The scholar's parent/guardian is required to have their child evaluated and cleared by a physician before the scholar returns to school.
- If symptoms are not present upon assessment and observation, the child may return to class, but is to refrain from sports/activities for the day.
- If a student with a minor head injury is deemed well enough to return to class, the school nurse will communicate precautions with the appropriate grade level teachers and staff.
- Parents are to receive a copy of signs & symptoms checklist and are to be asked to continue to observe the student at home as signs & symptoms may develop later.

Please note: The nurse will notify the Head of School as soon as possible if a serious injury (i.e. hospitalization/M.D. referral involved) occurs. A written accident report shall be completed and signed by the staff member responsible for the student at the time of the incident, and any witnesses present. The report must be submitted to the Head of School within 24 hours of the occurrence.

RETURN TO SCHOOL:

- **If concussion has been diagnosed by a healthcare professional, the scholar will require written medical clearance by a M.D. prior to return to school.**
- Upon return to school, School Nurse is to review medical clearance documentation and assess any physical/academic accommodations recommended by their health care professional.
- If physical and/or academic accommodations are recommended, the 504 meeting is to be scheduled to implement accommodations.
- The school nurse will notify the Head of School and grade level teachers of the scholar's medical status and recommendations before the scholar returns to class.
- Updated physician follow-up and concussion clearance are to be provided to the school before the scholar may again participate in physical activity and return to previous academic participation.

EXEMPTION FROM PHYSICAL EDUCATION

Medical excuses are required for those scholars who cannot participate in physical education classes. A note from the physician with the medical statement, specifying the length and extent of the excused absence must be submitted to the school nurse. Medical excuses will not be accepted after grades close. Scholars

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who have a continuing medical excuse from physical education must submit a letter each September to the school nurse.

ASSISTIVE DEVICES

Any scholar arriving to school with an assistive or immobilizing device: crutches, slings, braces, air casts, wheel chair, etc., should check in with the nurse upon arrival to school, and present documentation from a physician specifying the diagnosis, any activity restrictions, and required accommodations.

BIRTHDAY PARTY/HOLIDAY CELEBRATION FOOD POLICY

If you would like to send food items to celebrate birthdays or holidays, you must complete an application and get permission from the Principal and nurse *before* distribution. ***Please keep in mind that we are a nut free school.***

COMMUNITY CONNECTIONS AND FAMILY ENGAGEMENT

FAMILY INVOLVEMENT

Our goal is to have 100% family involvement at all NHCSB events.

Research shows that family involvement promotes scholar success. Scholars with involved parents are more likely to:

Earn higher grades and pass their classes

- Attend school regularly and have better social skills
- Go on to postsecondary education
- Communication increases
- Family, school, and community connections multiply

In an effort to involve families in our school community, NHCSB will provide families with:

- Regular communication through email, text, and call
- Frequently updated website (www.newheightscharterschool.com)
- School calendar
- PowerSchool Parent Portal
- Google Classroom access
- Weekly merit reports, quarterly progress reports and report cards
- Monthly parent meetings
- SEPAC meetings
- An active PTO
- Parent Teacher Conferences
- Open House

PARENT COMMUNICATION: COMMUNICATION GUIDELINES

New Heights Charter School of Brockton faculty and administration encourages parents and community members to communicate with the school regarding important matters. All concerns or issues should be brought forward to the appropriate staff member in a timely manner so the school can be efficiently responsive.

SCHOOL-FAMILY-SCHOLAR COMPACT

As a component of the parental involvement policy, NHCSB will develop a school-parent-scholar compact for all children served under Title I. The compact will outline how parents, the entire school staff, and the scholars will share the responsibility for improved scholar academic achievement, and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall include:

1. NHCSB is responsible for providing high-quality curriculum and instruction in a supportive and effective learning environment. Scholars served under Title I are expected to meet the state's academic standards. Parents are responsible for supporting your child's learning, such as: monitoring attendance, homework, and television viewing; volunteering in your child's classroom; and participating in decisions relating to your child's education.
2. Communication between teachers and parents on an ongoing basis is essential to the success of your children and our school. NHCSB is committed to providing access to teachers through PowerSchool and Deans List. In addition, parents will be provided the opportunity to attend parent-teacher conferences; Parent Night meetings; receive quarterly academic progress reports and report cards; and the opportunity to volunteer and participate in their child's classroom.

FAMILY/CAREGIVER'S RIGHT-TO-KNOW

All NHCSB families have the right to request (and NHCSB will provide in a timely manner) information regarding the professional qualifications of their child's classroom teachers, including, at a minimum, the following:

- * Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- * Whether the teacher is teaching under emergency or other provision status through which state qualification or licensing criteria have been waived.
- * The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, including the field of discipline of the certification or degree.
- * Whether the child is provided services by paraprofessionals and, if so, their qualifications.

NHCSB will provide to each individual family:

- * Information the child's level of achievement in each of the state academic assessments as required under Title I.
- * Timely notice that the child has been taught for four or more consecutive weeks by a teacher who does not meet highly qualified requirements.

NHCSB FAMILY ENGAGEMENT POLICY

Below you will find a draft Family Engagement Policy. It is the intention of NHCSB to work with family feedback and support to develop a policy that reflects all of our needs and our commitment to serve the scholars and families of NHCSB!

The mission of NHCSB is to prepare scholars for college. Period. In order to serve our families and our scholars, NHCSB is committed to an open-door policy of communication, creativity, and support. Under this draft policy, NHCSB will commit to the following items:

1. NHCSB will involve parents in the joint development of this plan and the process of reviewing this school-wide policy and implementation.

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2. NHCSB will provide the coordination, technical assistance, and other support necessary to support the planning and implementation of effective parent involvement activities to improve scholar academic achievement and school performance.
3. NHCSB will build the parents' capacity for strong parental involvement
4. NHCSB will coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs.
5. NHCSB will twice annually survey parents and caregivers on the content and effectiveness of the parental involvement policy in improving the academic quality of the school. The survey results will be used to identify obstacles to greater participation by parents in Title I activities as well as design strategies for more effective parental/caregiver involvement that may lead to the revision of the family involvement policies if necessary.
6. NHCSB will involve parents in the development of a parent involvement policy that will be completed in partnership with the PTO.
7. Each fall, NHCSB will hold an annual meeting to which all parents shall be invited and encouraged to attend. The purpose of this meeting is to inform parents of NHCSB's participation in Title I and to explain the requirements and the right of parents to be involved. Transportation, childcare, or home visits will be available to help support family involvement.
8. NHCSB will provide timely information about programs under Title I, Part A
9. NHCSB will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure scholar progress, and the proficiency levels students are expected to meet.
- 10.** NHCSB will provide monthly meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of children, and respond to any suggestions as soon as practicably possible.



NHCSB SCHOLAR HANDBOOK ADDENDUM

Note to families: You can find all important forms, agreements, and parent/guardian resources in this section.

NHCSB Scholar Handbook Statement of Understanding

I have received and read a copy of New Height Charter School of Brockton's Scholar and Family Handbook and I understand the rules, regulations, and procedures of the school. I understand that if I ever have any questions regarding school policies, I should ask a

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member of the school leadership team for further explanation. Please be sure to pay close attention to the policies below and utilize the checkbox to signify that you and your scholar have a clear understanding of the policies and procedures listed below:

- Chromebook/Internet Use Agreement**
- Bullying Policy**
- Media Release Form**
- Uniform At A Glance**
- Dean Referral Table**
- Cell Phone/Personal Electronics Policy**
- Food and Beverages In School Policy**

We have read the Scholar Handbook and agree to follow all NHCSB school-wide policies and procedures.

Print Scholar Name

Scholar Signature

Date

Parent/Guardian Name

Parent/Guardian Signature

Date

*If a family has more than one child attending the school, a separate Statement of Understanding must be returned for each child. We thank you for your cooperation and wish you the best for the new school year. A copy of the Statement of Understanding must be signed by all applicable parties within one week of enrollment.

Media Release/Directory Information Opt Out

SHARED RESPONSIBILITIES

Scholar Responsibilities	Parent Responsibilities
<ul style="list-style-type: none">✓ Be prepared✓ Be on time✓ Be present✓ Be kind	<ul style="list-style-type: none">✓ Know the handbook✓ Ensure your child is on time everyday✓ Be accessible✓ Provide feedback

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<input checked="" type="checkbox"/> Be accountable	<input checked="" type="checkbox"/> Participate in Parent Teacher Organization (PTO), Parent Involvement Groups, and Special Education Parent Advisory Council (SEPAC)
--	--

I understand that the Family Educational Rights and Privacy Act (FERPA), a federal law, allows my school or school district to disclose designated “directory information” to third parties without my written consent, unless I inform the school/district otherwise, and according to any existing policies and/or procedures.

Scholar Name: _____ **Scholar Grade:** _____

Directory information that I DO NOT want the school or district to share with ANYONE: NHCSB may not share any of the following **checked** directory information with **ANYONE** outside the school or district level:

- Scholar Name
- Telephone numbers (e.g., home, cell, etc.)
- Parent personal information (e.g., name, address, phone, email address, etc.)
- Photograph
- Video or electronic images
- Date of birth
- Place of birth
- Home or permanent address
- E-mail address
- Dates of attendance
- Weight/Height
- Enrollment Status (e.g., full-time, part-time)
- Grade or class standing (e.g., grade 3, or sophomore)
- Most recent school or educational institution attended
- Participation in officially recognized activities and sports
- Degree(s) received
- Awards and honors received
- Clubs/Affiliations
- Any information that might otherwise be considered personal or confidential

Exceptions

NHCSB may share the directory information I have **not checked** above **ONLY** for the following purposes:

- Using my child's directory information, as indicated above, for school or district publications, including but not limited to, a yearbook, graduation program, theater playbill, athletic team or band roster, newsletter, and other school and district publications.
- Sharing my child's directory information, as indicated above, with the U.S. Military.

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- Sharing my child's directory information, as indicated above, with colleges and other educational institutions.
- Sharing my child's directory information, as indicated above, with prospective employers.
- Sharing my child's directory information, as indicated above, with political officers.
- Sharing my child's directory information, as indicated above, with the National scholar Clearinghouse.
- Sharing my child's directory information, as indicated above, with news media outside the school or district.
- Sharing my child's directory information, as indicated above, with the school PTA or district parent organization.
- Sharing my child's directory information, as indicated above, with other groups and entities outside of the school or district, including community, advocacy and/or parent organizations.
- Sharing my child's directory information, as indicated above, with companies who are marketing products.
- Sharing my child's directory information, as indicated above, with charter schools or mailing houses that are used by charter schools to send recruiting materials to families.
- Posting my child's directory information, as indicated above, on official school-related websites or social media accounts.
- Posting my child's directory information, as indicated above, on school employees' personal websites or social media accounts.

Please sign below indicating that you have read this document and either opted out of directory information or agree to the release of certain information.

Parent or Guardian Name

Date

Parent or Guardian Signature

Date

**NHCSB CELL PHONE AND PERSONAL ELECTRONICS/DEVICES
SCHOLAR AGREEMENT**

I have read and agreed to the NHCSB Cell Phone and Personal Electronics/Devices Policy. I understand that cell phones, SMART Watches, and all other personal devices and electronics are to be off and away once I enter the building. Staff members will confiscate any cell phones, SMART Watches and/or any other personal devices/electronics that are not off and away. **A detention will be issued for any cell phone, SMART watch and/or personal electronics/devices policy**

violations. If a scholar has 3 cell phone, SMART watch and/or personal electronics/devices violations in a quarter he/she will be asked to turn his/her cell phone in to their Dean of Students upon entering the building each day for 30 days. Scholars may turn their cell phones and any other personal electronics or devices back on once they exit the building. Scholars will use the NHCSB phone system if they need to call home for any reason. Scholars should ask their Dean of Students or the main office to use the school phone if necessary.

I, _____ (Scholar name/grade) have read and agree to the NHCSB Cell Phone and Personal Electronics/Devices policy.

I, _____ (Parent/Guardian) have read and agree to supporting my scholar in adhering to the NHCSB Cell Phone and Personal Electronics/Devices policy.

Scholar Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

NHCSB ACCEPTABLE USE OF TECHNOLOGY/CHROMEBOOK AGREEMENT

Student Name (please print) _____ Grade: _____

Parent/Guardian: Your child will read this on his/her own, but please ensure he/she understands the rules and responsibilities spelled out below. Using computers, tablets or other electronic devices in the New Heights Charter School of Brockton is intended to help students learn, communicate and be more effective and efficient with various tasks. We hope that school technology helps you become a better writer, reader, mathematician, and communicator. It is important to remember that computers and mobile devices come with risks. They can break or be used inappropriately or, through connections on the network, lead to sites, apps or games you shouldn't be using. Because of those risks, if you are going to use computers or other electronic devices either your own or the school's, you need to agree to follow these rules. By signing your name below, you are agreeing to follow the rules and responsibilities below.

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- **Protect and Respect School Property.** I will be respectful of school technology in my classroom and around the building. It is my responsibility to use school computers, tablets and other devices carefully and keep them safe. I will use technology in school for learning, understanding concepts in my classes, and sharing ideas with others. I understand that changing any connection or configuration of an NHCSB device may not be done without clear permission from a teacher or technology staff. I will not waste resources (such as paper or bandwidth).
- **Protect and Respect Myself.** I will only log in to a computer as myself. I won't try to connect as anyone else. I will keep my personal information to myself (including passwords). I will use the network and any applications for learning and communicating positively. I won't try to damage devices or software, download anything without permission, use unauthorized applications, or interfere with the network in any way. If I become aware of any misuse of NHCSB technology, I will tell a teacher right away. I will not bring in or use my own tablet, computer or phone without express permission from the principal.
- **Respect Others.** I will not use computers or tablets or the NHCSB network to say anything inappropriate, or unkind things about others, or to bully or tease others, and will inform a staff member if I become aware of such things happening. I will use electronic devices for learning, not for distractions at all, and will stop using devices, owned by NHCSB or others, immediately on being asked by a staff member. I will not record pictures, video or voice of anyone in school without express permission by them AND a teacher/staff member.
- **Respect Others' Ideas.** I will not copy other people's work (including words, photos, videos) from websites or other digital sources and call it my own. Appropriate permission will be granted and credit given for any digital information source.
- **I am responsible for the cost of replacing any equipment that is lost or broken due to misuse.**

Scholar Signature _____ Date _____

PARENT OR GUARDIAN: As the parent or guardian of this scholar I have read the Terms and Conditions for use of NHCSB technology resources (larger, more complex document attached). I understand that this access is designed for educational purposes. I understand that the NHCSB network is in compliance with Child Internet Protection Act, and that filtering and blocking of inappropriate content is part of school access to the Internet. I also recognize that it is impossible for NHCSB to restrict access to all controversial materials and I will not hold NHCSB responsible for materials acquired on the network. I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to allow access for my child. **I further agree to be fully responsible for this agreement signed by my child above. I understand that I will be responsible for the cost of replacing any equipment that is lost or broken due to misuse.** Access may be restricted or removed for any violations of this R.U.A. or the general NHCSB A.U.P. Parents/guardians may request withdrawal of access at any time by notifying, in writing, the principal or superintendent of schools.

Parent/Guardian Signature _____ Date _____

Bullying Policy Agreement

Dear New Heights family,

The NHCSB Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyber-bullying. NHCSB is committed to working with scholars, staff, families, law enforcement agencies, and the community to prevent issues of bullying. NHCSB has established a plan for creating a respectful culture and for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation. The Principal and Deans of Students are responsible for the implementation and oversight of the plan.

By signing this contract students and parents understand that NHCSB has a zero tolerance policy concerning bullying.

NHCSB Bullying Policies and Procedures

Bullying as defined by Massachusetts Anti-bullying laws and regulations:

“Bullying,” means the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- (a) causes physical or emotional harm to the target or damage to the target's property;
- (b) places the target in reasonable fear of harm to himself or herself or damage to his or her property;
- (c) creates a hostile environment at school for the target;
- (d) infringes on the rights of the target at school; or
- (e) materially and substantially disrupts the education process or the orderly operation of a school.

****Bullying shall include cyberbullying.**

“Cyberbullying” means bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyberbullying shall also include:

- (a) the creation of a web page or blog in which the creator assumes the identity of another person; or
- (b) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions in bullying(a) through (e).

“Cyberbullying” shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions in bullying(a) through (e).

ALM GL ch. 71, § 37O (2014)

Parent/Guardian Signature

Date

Scholar Name/Grade

Date

BULLYING INCIDENT REPORT FORM

Date of Incident: _____ **Time of Incident:** _____ **Repeat infraction? YES NO**

Location of Incident (circle all that apply):

Hallway Restroom Classroom Gym Cafeteria/Lunch Playground/Recess Bus Stop On Bus Parking Lot To/From School After School Program School Sponsored Event Text/Phone/Internet/Social Media Other: _____

Name of victim(s): _____ **Name of student(s) bullying:** _____ **Name(s) of witnesses/bystanders:** _____

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_____	_____	_____
_____	_____	_____
_____	_____	_____

Type of Bullying:

- Verbal

- Physical: Result in injury? YES NO Reported to School Nurse? YES NO Reported to Police? YES NO

- Cyber/Social Media

Bullying Behaviors (circle all that apply):

Shoved/Pushed

Excluded

Mean hurtful words/language

Staring/Leering

Cyber-bullying using

Racial, Sexual, Religious or Disability Circle one and briefly describe:

Reported to school by (circle all that apply):

Teacher Student Bystander Victim/Target Parent Bus Driver Anonymous Other: _____

Describe the incident:

Physical Evidence? (i.e. Notes, text messages, emails, screen shots, video/audio, other)

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Please describe: _____

Is there any additional information you think we should know?

Actions Taken (see Bullying Policy/Procedures for Guidelines):

Consequences: _____

Remediation: _____

Referral(s) for additional support(s)/services:

Parent Contact: _____ Date _____ Time _____ Person
making contact: _____

Result: _____

Today's Date: _____ ***Reported by:*** _____ ***Signature:*** _____

Bullying Incident Follow-Up

Follow-up Conference Date: _____ ***Time:*** _____

Conducted by:

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People Present:

Administrator(s) _____ Social Worker _____ Counselor _____
Teacher(s) _____ Student _____ Parent/Guardian _____
Witnesses _____ Other: _____

According to student, the situation is:

Additional Comments:

Parent Contact: _____ **Date:** _____

Additional Action Steps / Notes:



NHCSB Dean Referral Table

Category of Behavior	Description of Behavior	Tier	Progressive Discipline through Number of Offenses
Tier 2 Behaviors			
Uniform violation	Scholar out of school uniform	2	<p>1st offense: check-in conference using restorative questions or conduct research on the benefits of uniform schools and write about professionalism + Dean Detention</p> <p>2nd offense: Extended Detention</p> <p>3rd offense: Saturday DT</p> <p>Subsequent offenses: ISS</p>
Inappropriate Hallway Behavior	Running or shoving in hallways, going the wrong way during transition, yelling/shouting in the hallway, blocking the hallway, and any other potentially dangerous hallway behavior	2	<p>1st offense: Restorative Questions + Parent Phone call up to Dean Detention</p> <p>2nd offense: Dean Detention up to Extended Detention</p> <p>3rd offense: Extended Detention up to Saturday Detention</p> <p>Subsequent offenses: ISS</p>
Unauthorized Location	Scholar is found present in part of the school without permission/pass and/or in a part of the school where scholars are not allowed without supervision	2	<p>1st offense: Restorative Questions + Parent Phone Call up to Dean Detention</p> <p>2nd offense: Dean Detention up to Extended Detention</p> <p>3rd offense: Extended Detention up to Saturday Detention</p> <p>Subsequent offenses: ISS up to OSS</p>
Unapproved solicitation	Selling anything in school without permission from Principal	2	<p>1st offense: Problem-solving conference OR Community Service + Parent Phone Call</p> <p>2nd offense: Dean Detention</p> <p>3rd offense: Extended Detention</p> <p>Subsequent offenses: Saturday Detention</p>

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Unapproved Cell phone/technology use	A cell phone, tablet, etc. that is on or in use during school hours without teacher/admin permission	2	<p>1st offense: Dean Detention (Confiscate cell phone)</p> <p>2nd offense: Extended Detention (Confiscate cell phone)</p> <p>3rd offense: Confiscate cell phone, Extended Detention, and a 30 day cell phone suspension (phone must be brought to the front desk each school day for 30 days)</p>
Leaving class without permission	Leaving class/activity without teacher knowledge	2	<p>1st offense: Dean Detention</p> <p>Interventions: Root Cause analysis and/or /Function-Based Thinking Assessment, counselor check-in, family problem solving meeting (over phone or in person)</p> <p>2nd offense: Friday Extended Detention</p> <p>3rd offense: Saturday detention up to ISS</p>
Late to Class after 10 minutes	Entering class 10 minutes after bell	2	<p>1st offense: Dean Detention</p> <p>Intervention: Problem-solving circle, counselor check-in, Family Problem Solving Meeting (over phone or in person)</p> <p>2nd offense: Extended Detention</p> <p>3rd offense: Saturday Detention</p> <p>Subsequent offenses: In school suspension</p>
Profanity (low level)	<ul style="list-style-type: none"> - “Damn” (non-directed) - “Shut up” - Mumbling rude/inappropriate comments under breath (i.e. “I hate this class.” “I hate this school.” “I hate this teacher.”) 	2	<p>1st offense: Written impact statement on professionalism and appropriateness response AND Restorative Questions up to a Dean Detention (Consider an apology note and/or mediation)</p> <p>2nd offense: Extended Detention</p> <p>3rd offense: Saturday Detention</p>
Insult (directed)	Any comment that is offensive, belittling, embarrassing, or cuts at the dignity of others; intentionally hurtful or mean comments (i.e. “You suck.” “You’re ugly.”)	2	<p>1st offense: Dean Detention up to Extended detention (Consider a peer mediation and/or apology note in addition to detention)</p> <p>Interventions: Restorative questions and/or 1:1 behavior replacement coaching and/or conflict resolution sessions</p> <p>2nd offense: Dean Detention</p> <p>3rd offense: Extended Detention</p> <p>Subsequent offenses: Saturday detention up to ISS (If behavior becomes repetitive towards another scholar, bullying policies and procedures may ensue)</p>
Mocking (targeted)	Mocking in tone, words or ideas in a way intended to hurt or offend, directed toward an adult	2	<p>1st offense: Restorative Questions OR Problem Solving Circle/Mediation, apology note, up to a Dean Detention</p> <p>2nd offense: Extended Detention</p> <p>3rd offense: Saturday detention</p> <p>Subsequent offenses: Saturday detention up to ISS</p>

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Low-level threats	(i.e. “Get out of my face.” “I am going to tear up that test.”)	2	<p>1st offense: Problem-Solving Circle/Mediation AND Dean detention</p> <p>2nd offense: Extended Detention</p> <p>3rd offense: Saturday detention</p> <p>Subsequent offenses: ISS</p>
Verbal argument	Shouting, gesticulating, and encroaching on another’s space, just shy of excessive posturing.	2	<p>1st offense: Problem-Solving Circle/Mediation OR Behavioral replacement /social skills training up to a Dean Detention</p> <p>2nd offense: Dean Detention up to a Friday Extended Detention</p> <p>3rd offense: Saturday Detention up to ISS</p>
Tier 3 Behaviors			
Inappropriate website Inappropriate Internet/Technology Use	Any actions that are not in accordance with our Acceptable Use of Chromebooks and Technology Policy (i.e. equipment that is damaged due to misuse, graphically violent or sexual website, to release a virus or other “malware” that damages or harms any system	3	<p>1st offense: 1 day Suspension/Re-entry meeting + intervention(s) parent meeting, check-in conference using restorative questions, Family planning and problem solving conference (in person or by phone) progress monitoring over a 2-3 week span</p> <p>2nd offense: 2 day suspension/Re-entry meeting & chromebook restriction\Re-entry Meeting intervention(s) parent meeting, check-in conference using restorative questions, Family planning and problem solving conference (in person or by phone) progress monitoring over a 2-3 week span</p> <p>*Please note that scholars will be held financially responsible for any equipment that is lost or damaged due to misuse.</p>
Cutting Class	Student does not attend class	3	<p>1st offense: Dean Detention</p> <p>Intervention(s) : counseling check-in, problem solving circle, family problem solving and planning meeting, Root Cause/Function-Based Thinking Assessment</p> <p>2nd offense: Extended Detention</p> <p>Intervention(s) : Scholar Support and Action Plan Meeting, problem solving and planning meeting, Root Cause/Function-Based Thinking Assessment</p> <p>3rd offense: Saturday detention</p>
Profanity (high level non-targeted)	-Swearing (non-directed) all swear words minus “damn”	3	<p>1st offense: Dean Detention (Consider an apology note and/or a peer mediation in addition to Dean DT)</p> <p>Intervention(s) : counseling check-in, problem solving circle, family problem solving and planning meeting, Root Cause/Function-Based Thinking Assessment</p> <p>2nd offense: Extended Detention</p> <p>Intervention(s) : counseling check-in, problem solving circle, family problem solving and planning meeting, Root</p>

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			Cause/Function-Based Thinking Assessment 3rd offense: Saturday Detention
Profanity (high level targeted)	Swearing (directed) all swear words minus “damn”	3	1st offense: Friday Extended Detention up to a Saturday Detention (Consider an apology note and/or a peer mediation in addition to Dean DT) Intervention(s) : counseling check-in, problem solving circle, family problem solving and planning meeting, Root Cause/Function-Based Thinking Assessment 2nd offense: ISS Intervention(s) : Scholar Support and Action Plan Meeting, counseling check-in, problem solving circle, social skills training, family problem solving and planning meeting, Root Cause/Function-Based Thinking Assessment 3rd offense: OSS
Harassment on the basis of (targeted)	An incident involving some characteristics or perceived characteristics of the victim, including race, gender, religion, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, social or family background, linguistic preference, or disability. (directed)	3	1st offense: Saturday Detention (Consider an apology note and/or a peer mediation in addition to Saturday DT) Intervention(s): apology action and restitution, 1:1 behavior replacement coaching, and conflict resolution sessions 2nd offense: ISS + family problem solving and planning meeting 3rd offense: 2 day OSS /Re-Entry Meeting /Meeting with a counselor (If behavior becomes repetitive towards another scholar, bullying policies and procedures may ensue)
Harassment (non-sexual)	Threats, insults, etc. intended to frighten, intimidate, or hurt (usually, but not always based on physical characteristic or ability). (without violence) (i.e. “If you tell anyone about this, I’m going to get my 16 year old brother to jump you after school.”) Note: repeated examples after attempts to stop this behavior should be categorized	3	1st offense: Extended DT (Consider an apology note and/or peer mediation in addition to Extended DT) Intervention(s) - Root Cause/Function-Based Thinking Assessment, counseling check-in, group counseling or restorative circle, social skills training, Family Problem Solving Meeting (in person or by phone) 2nd offense: Saturday Detention up to ISS 3rd offense: up to a 2 day OSS/ Re-entry meeting/ Meeting with a counselor

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	as bullying		
Sexual Harassment	Inappropriate and unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct, or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment. For example: leering, pinching, grabbing, suggestive comments, gestures or jokes; or pressure to engage in sexual activity	3	<p>1st offense: Suspension/ Re-entry meeting/ Counseling meeting/ Family planning and problem solving conference + intervention(s): counseling check in, outside referral, conference using restorative questions, counseling, behavior replacement sessions, family problem solving and planning meeting, behavior weekly check-ins for the next three weeks</p> <p>2nd offense: Suspension (2 days to a long term suspension) + Counseling meeting and/or Family planning and/or problem solving conference + intervention(s): counseling check in, outside referral, conference using restorative questions, counseling, behavior replacement sessions, family problem solving and planning meeting, behavior weekly check-ins for the next three weeks</p>
Bullying	*See Bullying policy/procedure	3	<p>Follow NHCSB Bullying Policies and Procedures</p> <p>1st offense: Peer mediation + Counseling check-in + Safety plan + Suspension + Re-entry meeting</p> <p>2nd offense: Two day suspension up to a long term hearing</p>
High-level Threats	Physical threats (i.e. threatening to hit or hurt a classmate or teacher) and other high level threats	3	<p>1st offense: Dean Detention up to ISS</p> <p>Interventions: Root Cause/Function-Based Thinking Assessment, counselor check-in + phone call home AND/OR Family planning and problem solving conference (in person or by phone) behavior replacement sessions; Weekly check-ins for the next 2-3 weeks, outside referrals, etc.</p> <p>2nd offense: Suspension (2 days to a long term suspension)</p>
Community threats	Threatening to hurt the school property (blow up school, bring in a firearm, etc.)	3	<p>1st offense: 2 day Safety Suspension + counseling check-in</p> <p>Intervention(s) violence reduction sessions; assigned student support coach/mentor to develop an action plan, weekly check-ins with mentor/support coach; and progress monitoring , outside referrals AND/OR Family problem solving and planning conference; Notification to student's teachers about target behaviors to monitor</p> <p>2nd offense: 2 day OSS up to long term suspension</p>

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			Intervention(s) violence reduction sessions; assigned student support coach/mentor to develop a Scholar Support Action Plan (Scholar Support Action Plan Meeting), weekly check-ins with mentor/support coach; and progress monitoring , outside referrals, Aggressive reduction coaching; Notification to student’s teachers about target behaviors to monitor
Community disruption	Causing a disruption that affects or distracts many community members or causes a large group of scholars to gather at the wrong time or place	3	1st offense: Dean Detention + interventions Behavior Replacement sessions, Social Skills Training, Family Behavior Problem-solving and planning conference, counselor check-in 2nd offense: Extended Friday detention 3rd offense: Saturday Detention up to ISS Subsequent offenses: 2 day OSS up to long-term suspension
Inappropriate physical contact	Scholar is touching another student in a way that is not appropriate for a school setting (i.e. inappropriate repetitive physical contact, scholar pokes another student repeatedly in class causing the other student frustration)	3	1st offense: Restorative Questions up to Dean Detention + intervention(s) if found to be appropriate (i.e. counseling, behavior replacement session, mediation, problem-solving restorative circle) 2nd offense: Friday Extended Detention + intervention(s) (i.e. mediation, problem-solving restorative circle, behavior replacement sessions, family problem solving and planning conference) 3rd offense: Saturday Detention up to ISS
Unsafe physical contact/behavior	An action that could have posed a hazard to the safety of an individual (i.e. student flips over chair while other student is sitting in it) Horse play or Play fighting.	3	1st offense: Dean Detention + Restorative Group Conference and/or circle for high-impact Incidents AND/OR Family Behavior Problem- Solving and planning Conference Intervention(s): counseling check-in, behavior replacement sessions, SEL skill building 2nd offense: Extended Detention 3rd offense: Saturday Detention up to ISS Subsequent offenses: OSS up to long-term suspension
Sexual physical contact (LOW)	Kissing or actions like kissing (hickies)	3	1st offense: Dean Detention + intervention(s) (i.e. Check-in conference using restorative questions, counseling, family problem solving and planning meeting, behavior weekly check-ins for the next three weeks) 2nd offense: Friday Extended Detention + intervention(s) (i.e. counseling check-in, behavior replacement sessions, family problem solving and planning meeting, weekly behavior check-ins) 3rd offense: Saturday Detention up to ISS + intervention(s) (i.e. outside referral, counseling, behavior

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			replacement sessions, family problem solving and planning meeting) Subsequent offenses: OSS
Sexual physical contact (HIGH)	Physical contact on or under clothes (consensual)	3	1st offense: ISS up to OSS/Re-entry Meeting + intervention(s) (i.e. counseling check in, outside referral, conference using restorative questions, counseling, behavior replacement sessions, family problem solving and planning meeting, behavior weekly check-ins for the next 2-3 weeks) 2nd offense: 2-3 days OSS/Re-entry Meeting + intervention(s) (i.e. counseling check in, outside referral, conference using restorative questions, counseling, behavior replacement sessions, family problem solving and planning meeting, behavior weekly check-ins for the next 2-3 weeks) 3rd offense: 5 days OSS up to long term suspension/Re-entry meeting
Inciting a fight	Being the instigator of a physical or verbal altercation	3	1st offense: 1:1 and small group behavioral coaching, SEL skill building, conflict resolution sessions, violence reduction sessions, Problem-Solving Restorative Circle, counseling UP TO a Dean Detention or ISS 2nd offense: Friday Extended Detention up to ISS + family problem solving meeting + intervention(s) (i.e. counseling, outside referral, conference using restorative questions, counseling, behavior replacement sessions, family problem solving and planning meeting, behavior weekly check-ins for the next 2-3 weeks) 3rd offense: OSS/Re-entry Meeting + intervention(s) (i.e. counseling, outside referral, conference using restorative questions, counseling, behavior replacement sessions, family problem solving and planning meeting, behavior weekly check-ins for the next 2-3 weeks)
Fighting, Pushing, Shoving, Spitting, or other unwanted, harmful physical contact	A physical altercation between two or more people Attempted fighting (i.e. swinging without connecting, attempting to shove)	3	1st offense: Minimum: 1 day OSS + 1 day ISS and Mediation/Re-entry Meeting Maximum: 2 days OSS + 1 day ISS + Family Problem solving and planning meeting/Re-entry meeting Intervention(s): Mediation; weekly check-in for the next three weeks AND/OR 1:1 and small group behavioral coaching/ SEL skill building, conflict resolution sessions, violence reduction sessions, counseling and/or outside referral, family problem solving and planning meeting 2nd offense: Minimum: 2 day OSS + 1 day ISS and mediation

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			<p>Maximum: 4 days OSS + 1 day ISS and mediation Intervention(s): Intervention(s): Mediation; weekly check-in for the next three weeks AND/OR 1:1 and small group behavioral coaching/ SEL skill building, conflict resolution sessions, violence reduction sessions, counseling and/or outside referral, family problem solving and planning meeting</p>
Attempted fight	Scholar(s) plan to meet up and fight and are on the way to doing so, but are caught/stopped prior to actual fight.	3	<p>1st offense: Minimum: 1 day OSS + mediation Maximum: 1 day OSS + 1 day ISS + mediation + family problem solving meeting and/or problem solving circle Intervention(s): Family planning and problem solving conference (in person or by phone), problem solving restorative circle, behavioral replacement sessions, conflict resolution sessions, violence reduction sessions, progress monitoring, counseling and/or outside referral)</p> <p>2nd offense: Minimum: 2 day OSS + 1 day ISS and mediation Maximum: 4 days OSS + 1 day ISS and mediation + family problem solving meeting and/or problem solving circle Intervention(s): Scholar Support and Action Plan Meeting, problem solving restorative circle, behavioral replacement sessions, conflict resolution sessions, violence reduction sessions, progress monitoring, counseling and/or outside referral)</p>
Video recording fight	Creating, possessing and/or distributing a video or sound recording of a physical altercation	3	<p>1st offense: 1 day OSS + Restorative Group Conference for High - Impact Incidents AND/OR Collaborative Family/Guardian Conference 2nd offense: 1 day OSS & 1 day ISS Interventions: Scholar Support and Action Plan Meeting, Weekly check-ins for the next 2-3 weeks, counselor check-in, outside referrals, Root Cause/Function-Based Thinking Assessment, check-in with counselor, mentoring, etc. 3rd offense: 1 - 5 day suspension / possible bullying protocol</p>
Defiance	Defiance, disregard for known rituals or	3	<p>1st offense: Dean Detention up to ISS Interventions: Root Cause/Function-Based Thinking</p>

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	routines that have been taught over time, non-compliance that causes disruption		<p>Assessment, check-in with counselor, Family planning and problem solving conference (in person or by phone) behavior replacement sessions; Weekly check-ins for the next 2-3 weeks</p> <p>2nd offense: 1 day In School Suspension + 1 day out of school suspension</p> <p>Interventions: Scholar Support and Action Plan Meeting, Weekly check-ins for the next 2-3 weeks, Root Cause/Function-Based Thinking Assessment, check-in with counselor, mentoring, etc.</p> <p>3rd offense: 2 days OSS</p> <p>Subsequent offense: 2-4 days OSS</p>
Failure to report directly to R&R	Scholar is issued a referral and does not arrive to R&R within 3 minutes after leaving classroom	3	<p>1st offense: Dean Detention</p> <p>Interventions: Restorative Questions, check-in with counselor</p> <p>2nd offense: Extended Detention</p> <p>Interventions: Restorative Questions, check-in with counselor</p> <p>3rd offense: Saturday Detention</p> <p>Subsequent offenses: ISS up to OSS</p>
Insubordination	Failure to follow a reasonable request	3	<p>1st offense: Dean Detention (Consider: An apology letter in addition to DT)</p> <p>Interventions: Restorative Questions, Root Cause/Function-Based Thinking Assessment, check-in with counselor</p> <p>2nd offense: Extended Detention up to Saturday Detention</p> <p>Interventions: Scholar Support and Action Plan Meeting, Restorative Questions, Root Cause/Function-Based Thinking Assessment, check-in with counselor, mentoring, etc.</p> <p>3rd offense: ISS up to OSS</p>
Theft	(NHCSB definition-taking an object of little value that can easily be corrected within a reasonably short period of time) Consider: Unplanned stealing of low-value items belonging to students or staff	3	<p>1st offense: Restorative restitution + Dean Detention (Consider: An apology Letter in addition to DT)</p> <p>Interventions: Root Cause/Function- Based Thinking Assessment and/or Check-in with a counselor and/or Collaborative Family/Guardian Conference, etc.</p> <p>2nd offense: ISS</p> <p>Interventions: Scholar Support and Planning meeting, outside referrals, mentoring, check-in with counselor, etc.</p> <p>3rd offense: Saturday Detention + ISS</p> <p>Subsequent offenses: 2-4 days OSS</p>
3 tardies to class in a quarter	Student is not getting to your class on time after going through the hallway transition	3	<p>1st offense: Dean Detention</p> <p>2nd offense: Extended Detention</p> <p>3rd offense: Saturday Detention</p> <p>Interventions: Scholar Support and Action Plan Meeting, counselor check-in</p>

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Mishandling School Property	Using school property in such a way that the likelihood of damage is increased but may not occur in that instance	3	1st offense: 1:1 Behavior conferencing OR Service to the school community up to a Dean Detention (Consider: An apology letter in addition to DT) 2nd offense: Dean Detention up to Extended Detention 3rd offense: Extended Detention up to Saturday Detention Subsequent offenses: ISS up to OSS
Multiple Strategies Attempted		3	1st offense: Restorative Questions + Dean Detention (Consider: An apology letter in addition to DT) 2nd offense: Extended Detention Interventions: Behavior Replacement / Social Skills Training, referral, counselor check-in, R&R coordinator intervention group, etc. 3rd offense: Saturday DT Subsequent offenses: ISS up to OSS
Multiple Dean Referrals in a day	Scholar was referred to R&R more than once in a day	3	1st offense: ISS Intervention(s): Intervention group with R&R Coordinator, counseling, referral, Root Cause/Function-Based Thinking Assessment, behavior replacement sessions, 2nd offense: ISS + Saturday Detention (and Scholar Support and Action Plan Meeting when deemed appropriate) Intervention(s): Intervention group with R&R Coordinator, counseling, referral, Root Cause/Function-Based Thinking Assessment, behavior replacement sessions, Scholar Support and Action Plan Meeting etc. 3rd offense: OSS (2 day) + Re-entry meeting and clearly defined expectations for moving forward that scholar and parent/guardians must sign off on
Vandalism	Defacing or destroying objects/school property. Financial compensation may be required.	3	1st offense: Service to the school community + Dean Detention (up to Saturday Detention) 2nd offense: 1 day ISS 3rd offense: Saturday Detention + 1 day ISS Subsequent offenses: 2 days OSS
Leaving School Grounds Violation	Leaving/re-entering school grounds without permission (including during arrival and dismissal)	3	1st offense: Saturday Detention 2nd offense: ISS 3rd offense: 1 day ISS + Saturday Detention Subsequent offenses: 2 days ISS
Preventing Safe Operation of School	Preventing/interfering with safe operation of school (i.e. pulling fire alarms, locking doors, creating a hazardous	3	1st offense: 1 day OSS + Restorative conversations AND/OR Family planning and problem solving conference 2nd offense: 2 days OSS 3rd offense: 2 day OSS up to a possible long term

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	condition)		suspension
Bus Violation	Any disruptive or destructive behavior while traveling on school-provided transportation	3	1st offense: 2 day bus suspension AND Family planning and problem solving conference (when deemed necessary) 2nd offense: 5 day bus suspension Intervention: Scholar Support and Action Plan Meeting, behavior replacement sessions, social skills training, R&R coordinator Intervention group, mentoring 3rd offense: 10 day bus suspension
Possession of dangerous weapon	As defined by MA state law (look up definition and add here)	3	37h ½ with interventions - Collaborative Family/Guardian Conference OR Progress Monitoring through sessions with School based counselor and Deans OR Review and written response of laws on weapons
Dangerous and may result in legal action	<ol style="list-style-type: none"> 1. Brandishing a weapon with intent to harm on school grounds (school grounds as defined by Codes of Conduct) 2. Possessing a firearm on school grounds 3. Possessing a controlled substance on school grounds 4. Assault on school staff on school grounds resulting in serious bodily injury and the need for hospital care 5. Assault on student on school grounds resulting in serious bodily injury and the need for hospital care 6. Felony threats towards the school community or individuals in the 	3	37h ½ with interventions - Collaborative Family/Guardian Conference Progress Monitoring through sessions with School based counselor and Deans



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	community		
Possession of Tobacco	<ol style="list-style-type: none"> 1. Possessing tobacco, 2. Possessing drug paraphernalia on school grounds and ti known (e.g. bongs, lighters) 3. Possessing drug paraphernalia on school grounds without making it known 	3	<p>1st offense: 2 days suspension + Reading on drug abuse, followed by a written reflection upon re-entry.</p> <p>2nd offense: 3 days to a long term suspension</p>
Possession of an Illegal substance		3	<p>1st offense: 4 days suspension + Reading on drug abuse, followed by a written reflection upon re-entry.</p> <p>2nd offense: 5 days to a long term suspension</p>

NHCSB Student Send-Out Protocol

(Tier 3 Behaviors)

<p>Students need to be sent out from the classroom and or location where infraction occurs if behavior consists of...</p>	<ol style="list-style-type: none"> 1. Intentional and non-stop disruption of learning through excessive noises, movements and yelling 2. Repetition of teasing, name calling, bullying or harassment. 3. Physical or verbal aggression directed to a student or staff. 4. Emotionally explosive behaviors 5. Repeated hostile aggressive refusal or reasonable requests and directives 6. Serious physical violence 7. Dangerous or reckless behaviors that jeopardize the safety of students and adults
<p>What the responding adult should do.....</p>	<ol style="list-style-type: none"> 1. Say the students name 2. Name exactly what you see and hear that requires the send out. "David, you are screaming and using profanity in class, and we know this behavior does not grow nor help us to succeed as a community" 3. Say what you are going to do." I am going to ask you to take this down to Dean __ 's office in hopes that you can sort this out. 4. Let the student know you want them back to class(if permissible). "Once you are in a better space we want you to return back to our classroom and thrive the way we know you can" 5. Complete send out slip that accompanies student 6. Close out with supportive statement. "Thank you for cooperating, we are confident that you can turn this around" 7. Teachers must communicate home (before the end of the school day)EVERY time they refer a student out of the classroom.
<p>Next steps...</p>	<p>The referral is submitted to Dean's List</p> <ol style="list-style-type: none"> 1. Student is escorted or walks themselves to the R&R room and follows R&R procedure for signing in and completing reflection sheet 2. Dean will bring student to his or her office to process the infraction and assign consequences. 3. Family is notified via phone call, text, email and or letter by Dean.

Middle School Grades 6, 7, 8 Uniform Policy At-a-Glance 2019-2020	
Basic Uniform Components (Required)	Uniform Upgrades (Optional)
NHCSB Polo → Navy blue	Professional Blazer → Navy blue  (Important Note: Blazers are <u>not</u> for sale at L&M. Scholars will have to purchase blazers from an outside retailer.)
Tan Khaki Pants (Tan khaki joggers are acceptable on Fridays <u>ONLY</u> .)	Cardigan or Sweater Vest with NHCSB Logo → Navy Blue → Black
Khaki Shorts (no cargo pockets), Skirt, or Jumper (Knee length/past your fingertips)	Oxford White Button Down Shirt (Important Note: It is highly encouraged that scholars get the NHCSB logo printed on their button down shirts.)
NHCSB Fleece → Navy Blue → Black Conditions: → NHCSB polo <u>MUST</u> be worn underneath fleece	Ties → Navy Blue → Black 
Any Sneakers or Close-toed shoes with backs	Belts- Brown or Black ONLY Dress Shoes- Brown or Black ONLY
IMPORTANT: ALL SHIRTS MUST BE TUCKED INTO PANTS IN ORDER TO BE IN COMPLIANCE WITH OUR UNIFORM POLICY.	
Accessories	
Headbands or head wraps of any color	NHCSB ear warmer headband (outdoor use only)
Knee high socks/tights/crew socks	Undershirts: white, navy, black

of <u>any</u> color (Suggested colors: navy or white)	
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Prohibited Items	
Bandanas of any color	Wave caps or bonnets
Shoes with no backs	Hats or hoods (NOT allowed in the building)
Hooded sweatshirts (including NHCSB hoodies)	Leggings of any color, length, style (Leggings are NOT considered acceptable scholar attire.)
ANY pants that are NOT tan khakis, skirts, or shorts will <u>not</u> be allowed	Any item with inappropriate or offensive logos, language, or images

Gym Clothing	
* Scholars have the option of changing for gym class. * Scholars should bring comfortable, athletic wear which allows them to actively participate in any physical activity. If students decide to bring in clothes to change into for gym class, they must follow the following guidelines and expectations:	
Comfortable top (i.e. t-shirt, sweatshirt, long sleeve shirt)	Comfortable bottoms (i.e. sweatpants, basketball shorts)
Sneakers	Jacket (During cold weather months)
Prohibited Gym Clothing Items	
No spandex shorts, swishy shorts, or see through athletic leggings	No midriff gym shirts or t-shirts No spaghetti straps or tube tops
No sandals or slides	Sports bras should not be visible

Friday Uniform Guidelines

College Gear Fridays: Scholars may wear any college gear top (sweatshirt, t-shirt, jersey, etc.) with jeans. **Jeans with holes will NOT be allowed.** Scholars will be issued a detention and will be asked to change.

“Dress for Success Fridays” for our College Elite Scholars: College Elite scholars must wear their green lanyard in order to qualify for “Dress for Success Fridays”. Scholars are encouraged to dress in business casual/professional attire in order to model and practice wearing workplace appropriate, presentation-ready, professional attire. It is our expectation that all College Elite Scholars will model professional Dress for Success attire on Fridays by following the guidelines below:

Dress for Success Guidelines



- ❖ Dress pants (Any color)
- ❖ Professional tailored skirts (Any color- must reach bottom of finger tips)
- ❖ Professional tailored dresses (Any color- must reach bottom of finger tips)
- ❖ Button down shirts or blouses (Any color- appropriate, professional fit)
- ❖ Ties or bow ties (Any style/color)



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❖ Dress shoes (Any style/color)

As always, NO slides, sandals, or backless shoes.

High School Grades 9-10 & RISE Scholars Uniform Policy At-a-Glance 2019-2020	
Basic Uniform Components (Required)	Uniform Upgrades (Optional)
<p>Oxford White Button Down Shirt Expectation for girls and boys: Mon-Thurs (Note: It is highly encouraged that scholars get the NHCSB logo printed on their button down shirts at L&M.)</p> <p>NHCSB Polo → Navy blue → Black (“I go to college” polo) *<u>High School Only</u> Conditions: → Navy & black polo shirts- Fridays ONLY</p>	<p>Professional Blazer → Navy Blue → Black</p>  <p>(Important Note: Blazers are <u>not</u> for sale at L&M. Scholars will have to purchase blazers from an outside retailer.)</p>
<p>Tan Khaki Pants</p> <p>(Note: tan khaki joggers are acceptable on Fridays <u>ONLY</u>.)</p>	<p>Cardiga with NHCSB Logo → Navy Blue → Black Oxford White Button Down Shirt <u>MUST</u> be worn underneath cardigan</p>
<p>Khaki Shorts (no cargo pockets), Skirt, or Jumper</p> <p>(Length Requirement: knee length/past your fingertips)</p>	<p>Sweater Vest with NHCSB Logo → Navy Blue → Black Oxford White Button Down Shirt <u>MUST</u> be worn underneath cardigan</p>
<p>NHCSB Fleece → Navy Blue → Black Conditions: → Oxford White Button Down Shirt or NHCSB polo (on Fridays) <u>MUST</u> be worn underneath fleece</p>	<p>Ties → Navy Blue → Black</p> 
<p>Any Sneakers or close- toed shoes with backs</p>	<p>Belts- Brown or Black ONLY Dress Shoes- Brown or Black ONLY</p>
Accessories	
<p>Headbands or head wraps of any color</p>	<p>NHCSB ear warmer headband (outdoors only)</p>

Knee high socks/tights/crew socks of <u>any</u> color (Suggested colors: navy, black, or white)	Undershirts: white, navy, black
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Prohibited Items

Bandanas of any color	Wave caps or bonnets
No slides (Shoes with no backs)	Hats or hoods (NOT allowed in the building)
Hooded sweatshirts (including NHCSB hoodies)	Leggings of any color, length, style (Leggings are NOT considered acceptable scholar wear.)
ANY pants that are NOT tan khakis, tan skirts, or tan shorts are <u>not</u> allowed	Any item with inappropriate or offensive logos, language, or images

Gym Clothing

* Scholars have the option of changing for gym class.
 * Scholars should bring comfortable, athletic wear which allows them to actively participate in any physical activity. If students decide to bring in clothes to change into for gym class, they must follow the following guidelines and expectations:

Comfortable top (i.e. t-shirt, sweatshirt, long sleeve shirt)	Comfortable bottoms (i.e. sweatpants, basketball shorts)
Sneakers	Jacket (During cold weather months)

Prohibited Gym Clothing Items

No spandex shorts, swishy shorts, or see through athletic leggings	No midriff gym shirts or t-shirts No spaghetti straps or tube tops
No sandals or slides	Sports bras should not be visible

Friday Uniform Guidelines

College Gear Fridays: Scholars may wear any college gear top (sweatshirt, t-shirt, jersey, etc.) with jeans. **Jeans with holes will NOT be allowed. Scholars will be issued a detention and will be asked to change.**

“Dress for Success Fridays” for our College Elite Scholars: College Elite scholars must wear their green lanyard in order to qualify for “Dress for Success Fridays”. Scholars are encouraged to dress in business casual/professional attire in order to model and practice wearing workplace appropriate, presentation-ready, professional attire. It is our expectation that all College Elite Scholars will model professional Dress for Success attire on Fridays by following the guidelines below:

Dress for Success Guidelines

- ❖ Dress pants (Any color)
- ❖ Professional tailored skirts (Any color- must reach bottom of finger tips)
- ❖ Professional tailored dresses (Any color- must reach bottom of finger tips)
- ❖ Button down shirts or blouses (Any color- appropriate, professional fit)
- ❖ Ties or bow ties (Any style/color)



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❖ Dress shoes (Any style/color)

As always, NO slides, sandals, or backless shoes.