

2017-2018

PARENT/ STUDENT HANDBOOK

AND

CODE OF CIVILITY

NEW HORIZONS COMMUNITY CHARTER SCHOOL
NEWARK, NEW JERSEY

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LETTER FROM THE SCHOOL DIRECTOR

Summer 2017

Dear Parents and Community,

On behalf of the staff at New Horizons Community Charter School we welcome you our school community. We are energized and excited about teaching and learning.


The administration, school management team, faculty, and staff are eager to demonstrate the heights of achievement that all students can attain when given the opportunity and the tools necessary to succeed. We recognize parental support and participation as vital to the fulfillment of our mission. As a first step toward involving you in your child's education, we have prepared *The 2017-2018 Parent and Student Handbook* and the *Code of Civility*. We encourage you to read both sections of this booklet thoroughly and discuss them with your child.

The Parent and Student Handbook includes information about the School's leadership team, general information about our proven curriculum, and instructional design, and specific school policies and procedures that, if followed consistently, will contribute to the development of our community and the success of our school. The *Code of Civility* describes the specific policies and procedures that will be implemented to encourage appropriate conduct and ensure a safe learning environment.

Should you have a question that is not answered within these pages, please feel free to contact me, another member of the school's leadership team, or your child's teacher.

At the New Horizons Community Charter School, we recognize that educating children requires a team effort, and we look forward to joining you in this vital pursuit. Working together, we can realize our shared vision of excellence in public education.

Sincerely,

A handwritten signature in black ink, appearing to read 'A Hollis', written in a cursive style.

Mr. Andre Hollis, School Director

SCHOOL OVERVIEW

MISSION

The mission of New Horizons Community Charter School is to educate, enlighten, and enrich the lives of our students by providing them with standards of excellence. We believe that all children can learn, and in collaboration with our school community they will flourish into productive citizens of society.

BOARD OF TRUSTEE MEMBERS

- Mr. Edgar Nemorin, President
- Mr. Gregory Kornegay, Vice President
- Dr. Obiefuna Okafor
- Ms. Cecilia M. Faulks

LEADERSHIP

The school's highly skilled and experienced leadership team, composed of the following, is eager to serve you and your child through the provision of a world-class education:

- Ms. Rhonda E. Wilson, Executive Director
- Mr. Andre Hollis, School Director
- Ms. Natasha Jones, Assistant School Director
- Ms. Jonea Thomas, Director of Curriculum & Instruction
- Mr. Charles Mugambe, NCLB Director

Your satisfaction is the school's highest priority, so we hope you will contact the school's leaders with any questions, concerns, or suggestions.

HOURS OF OPERATION

Instruction will begin promptly at 8:00 a.m. and end at 3:30 p.m., Monday through Friday. Students entering homeroom after 8:10 will be marked tardy. Three times tardy constitute one (1) absence. The breakfast program ends at 7:55. Students cannot get breakfast after that time. As a result of the New Horizons Community Charter School's longer school day (7½ hours instead of the typical 6½) and school year 190 instructional days instead of the typical 180), students will receive more than three additional "years" of instruction from kindergarten through grade 5, compared to the traditional public schools.

CURRICULUM AND INSTRUCTIONAL DESIGN

At the heart of the New Horizons Community Charter School is a highly structured curriculum that sets high expectations and provides individualized monitoring to assist students in attaining ambitious goals for achievement. The New Horizons Community Charter School provides a strong academic foundation for students at the elementary level that will prepare them for demanding academic studies in junior high school and college-level work in senior high school. This includes, but is not limited to Foundation Knowledge and Skills in Science, History, Foreign Language, Music, Art and Physical Fitness.

In the tradition of the ancient Greeks, the school provides a classical liberal arts education, training every child to demonstrate in higher order thinking skill - that is, to grapple with complex questions, look for solutions independently, and respond logically. The school's curricula in science, history, foreign language, music, art, and physical fitness are based on coherent and ambitious standards for what students need to learn from the earliest grades. This body of knowledge represents a degree of rigor greater than that of any existing state or district curriculum.

H O M E W O R K

Your child will be given homework assignments regularly. Students in grades K-2 will be assigned 20 minutes of homework per night; students in grades 3-4 will be assigned 30 minutes of homework per night; students in grade 5 will be assigned 40 minutes of homework per night and students in grades 6 and 7 will be assigned minutes. Each student is responsible for completing his or her assignments and for turning them in on time.

Homework will be sent home in a folder with a signature page; please initial this page prior to sending it back to school with your child to verify that you have seen the homework. Following are some suggestions for ways you can help your child gain the most from his or her homework experience.

- ❑ Make homework rules together with your child. Decide when it will be done, where it will be done, and what will happen if it is not completed.
- ❑ Provide a quiet place for your child to do homework, such as a desk in his or her room or the kitchen table. Make sure there is sufficient light and that distractions are limited.
- ❑ Show an interest in your child's homework and ask him or her about it each night.
- ❑ Give your child a healthy snack before he or she begins homework. This should help with concentration.
- ❑ Give your child a short break from his or her work if needed.
- ❑ Encourage your child to work independently. Assist him or her if needed.
- ❑ Give your child positive words of encouragement, such as, "I'm proud of you" or "I knew you could do this all by yourself!"

Please feel free to contact your child's classroom teacher if you have any questions about homework.

FIELD TRIPS

Field trips may be planned throughout the year for various academic enrichment and extracurricular purposes. Parents will receive advance notice of all such trips. A permission slip must be signed by a student's parent in order for the student to participate in a field trip. Students without signed permission slips will remain at the school in another class. Participating students should bring a bag lunch unless otherwise noted.

Occasionally, parents may be needed to serve as chaperones on class field trips. No parent should feel obligated to serve in this capacity, but parents are encouraged to volunteer if possible. The primary responsibility of a chaperone is to ensure appropriate supervision for students. Parental chaperones are asked to take this responsibility seriously and to remain vigilant and attentive to the students' needs throughout the trip. Children who are not enrolled in the class may not accompany the chaperones.

STUDENT CONDUCT

The New Horizons Community Charter School recognizes that effective instruction requires an orderly environment focused on learning, and that schools have important role to play in supporting parents' efforts to teach basic values to their children. The school's *Code of Civility* clearly defines expectations for student conduct, focusing on ten character virtues: responsibility, perseverance, respect, kindness, truth, citizenship, courage, self-discipline, fairness, and true friendship. These "Keys for Success" are the cornerstone of the school's character education curriculum, and students focus on each in turn throughout the school year. Students are encouraged to model the character virtues in their every action and thereby to develop the habits that characterize a civil society. Parents can help reinforce such lessons by talking about the virtues and encouraging students to model them at home.

A complete copy of the *Code of Civility* is provided in Section II of this booklet. Please read the *Code* thoroughly, discuss it with your children. You must sign and return it to your child's homeroom teacher. The compact on the last page indicates that you understand and agree to the school's rules and expectations. Students are also asked to sign the form, which will also be co-signed by the school director upon receipt. The *Code* will thus serve as a contract among students, parents, and school staff, involving parents at the most fundamental level in their children's character development. The school director will make appointments to discuss the *Code of Civility* with any parents who do not return signed copies of the form indicating their approval of the *Code*.

In addition to the expectations described in the *Code of Civility*, the following rules apply in every classroom:

- ❑ Follow directions the first time they are given.
- ❑ Be in the learner position at appropriate times (seated with feet flat on the floor and hands folded on your desk).
- ❑ Keep hands, feet, and objects to yourself.

- ❑ Get attention the right way.
- ❑ Transition quietly and quickly.
- ❑ Be prepared for each class.

Helping your child meet these expectations will facilitate the creation of a safe and orderly learning environment.

PARENT INVOLVEMENT AND COMMUNICATIONS

VOLUNTEERING

Parents are encouraged to participate in school-related activities, including those pertaining to curriculum and instruction, such as tutoring and storytelling. Volunteers may also be involved in monitoring the playground and assisting with school events. In addition, parents are encouraged to contribute their time and talent to organizing extracurricular activities and community outreach projects.

All volunteers must complete an Application for Employment and a Character Questionnaire, and each must be fingerprinted (for federal and state clearance) and pass a TB test.

Volunteers receive structured training, and must follow all policies and procedures defined by the school. If activity occurs that is not in keeping with the school policies, the school director reserves the right to relieve the volunteer of his or her responsibilities.

PARENT TEACHER ORGANIZATION/ SCHOOL MANAGEMENT TEAM

The New Horizons Community Charter School's Parent Teacher Organization (PTO) will be formed in the months following the school's opening to support student learning and the overall success of the school. The PTO will provide school leaders with ongoing input on the operation of the school, serving as a vital link between the school and you, its customers. All parents are encouraged to join the PTO. For more information, contact the school office.

Parents are invited to apply to be a part of the School Management Team (SMT) to give input into the curriculum, the procedures, the activities and policies that govern the school. Your opinions and ideas are vital to the overall daily operations of the school.

PARENT CONFERENCES

Formal parent/teacher conferences are scheduled twice a year to facilitate open communication between parents and teachers regarding students' progress. Refer to the school calendar for specific dates.

The New Horizons Community Charter School maintains an open door policy and parents are encouraged to visit their children's classrooms anytime to see them in action. Informal conferences or conversations may also be scheduled with teachers or school leaders at anytime throughout the year.

PARENT NEWSLETTERS

Parents will receive monthly newsletters featuring a letter from the School Director and updates from each classroom, as well as announcements of upcoming events and school-wide activities.

PROGRESS REPORTS AND REPORT CARDS

Progress reports will be sent to parents during mid-cycle to provide specific information about student progress in each subject. At the end of each cycle, parents will receive report cards with cumulative data on their children's performance and progress.

SCHOOL UNIFORMS

To help create an environment conducive to learning, students at New Horizons Community Charter School are **required** to wear **simple** uniforms. This policy is designed to permit students to focus their attentions on academics and on those aspects of their personalities that are truly important.

The school uniform consists of the following:

Pants

Boys are required to wear navy pants, and girls may wear navy long pants, knee length pleated skirts, skorts, or jumpers. Floor-length skirts and baggy or wide-legged pants are not permitted. Cargo pants or any pants with outer pockets, Denim and Corduroy are not allowed.

Shirts

Both girls and boys wear white oxford shirts, long sleeve and short sleeve. Girls: Kindergarten-Grade Two wear Peter-Pan Collar Shirt. Girls: Grade Three-Grade Six wear Oxford collar shirts. Mock turtlenecks and any stripes, logos or designs on the shirts are **not** permitted. **Shirts must be tucked in and clean.**

Shoes

Except during physical education class, students are required to wear black closed-toe shoes without logos or stripes. Athletic shoes may be worn during physical education class *only*. **High-heeled shoes and open-toe sandals are not permitted.**

Socks and Belts

Students may wear navy crew, ribbed, or knee-high socks without stripes or logos. Students must wear black belts, which match the color of their shoes. Belts may not have any design or color other than black.

Jewelry

Students may not wear anything around their necks. Students may wear simple stud earrings that do not hang from the ear. Noticeable make-up or nail polish is not permitted in the elementary school.

Hair

Students must keep their hair neat and out of their eyes. Students may not wear drastic or unnatural hair colors or styles, *e.g.*, shaved to show letters, numbers, or designs. NO MOHAWKS and BEADS. Braided and rolled hair is acceptable.

The school director reserves the right to make minor changes to the uniform guidelines. Color and style of the uniforms will not be altered. However, provisions for jewelry and hair are subject to change.

A “Share and Spare Uniform Bank” is maintained at the school for families in need and for children who soil their clothes during the school day and require a change. If a financial need exists in your family and you would like to take advantage of this resource, please contact the school office. Donated items may be dropped at the school office in a bag marked “Uniform Donation”.

To ensure that the school’s uniform policy has its desired effect, it is important that it be implemented consistently. School leaders, faculty, and staff will respond immediately to violations of the policy if this mandate is not adhered to. Finally, chronic behavior of not wearing the official uniform to school may result in the child being withdrawn from the school roster.

ATTENDANCE

TARDINESS

Students are expected to arrive **promptly** at New Horizons Community Charter School by 8:00 a.m. Students will be marked tardy after 8:00. It is critical that all students be prepared to begin at that time. The student may arrive to school at 7:30 a. m. for breakfast. A student who is late misses valuable instructional time, and conveys an unacceptable lack of regard for the school. The school day ends at 3:30 p.m. Students must remain until that time so as to not miss valuable instruction time. Students **cannot** be picked up before 3:30.

Any student who arrives after 8:00 a.m. must report to the school office before proceeding to the classroom. The student will be considered tardy and the incident will be recorded. If a student is tardy three times, the problem will be regarded as chronic and it will be reported to the appropriate authorities. In addition, no child will be dismissed early, except for extreme special circumstances. Being at school on time in the morning and staying in school until the end of the school day is central to receiving a good education. If a child is picked up early more than three times, this will be regarded as chronic and will be handled in the same manner as chronic tardiness. Students will be marked one absence for every three times that they are tardy.

ABSENCES

Parents must contact the school office by phone whenever a child is going to be absent, and send a written excuse to the teacher when the child returns to school.

The following reasons are sufficient cause for an excused absence: a.) illness, b.) death in the family, c.) inclement weather, which would be dangerous to the life or health of the child, d.)

legal quarantine, e.) emergency conditions as determined by the school director, and f.) prior permission from the school director and consent from the legal guardian.

In the event that extraordinary circumstances require that the student be absent from school, an “Authorized Absence Plan” may be developed jointly by the teacher, the school director, and the student’s parent or legal guardian. The plan will define the length of the absence and the means by which the student will make-up the work he or she will miss. The plan must be approved and signed by the school director and the parent/guardian prior to the student’s absence.

If a student returns to school after an absence without a note of explanation from the parent, the teacher will call the parent to remind him or her to send a note the following day. If a note is not received within two school days of the absence, the absence will be regarded as unexcused. After three unexcused absences, the appropriate legal authorities will be contacted. Parents are reminded that it is their legal obligation to make certain their children are in school. Legal sanctions for truancy include fines.

ADMISSION/ TRANSFERS

ADMISSION

The New Horizons Community Charter School is open to all children, on a space- available basis within each grade. The school does not discriminate on the basis of intellectual or athletic ability, measures of achievement or aptitude, disability, proficiency in English, or any other basis prohibited by law.

There are no admission requirements, and no tests of any sort are given to determine whether or not admission is granted, although tests are used to determine group placement once students are enrolled. Once all available slots are filled, applicants will be placed on a waitlist. Students will be admitted from the waitlist as places become available in each grade, in the order that the applications were filed. Preference is given to siblings of admitted students.

TRANSFERS

The School asks that, whenever possible, parents provide at least **Two Weeks** notice if a student must transfer from the New Horizons Community Charter School for any reason. Such notice will allow the School to process the necessary transfer paperwork, including having the student’s records transferred. It will also enable the school to fill the vacant seat with another student from the wait list.

STUDENT RECORDS AND CONFIDENTIALITY

Every student is required to complete and submit the following as part of the registration process (all forms are available in the necessary language translation, upon request):

- ❑ *Proof of the child’s age.*

- ❑ *Registration Form.* This form is used to record all basic information about the student and the family, including home, work, and emergency telephone numbers. It is extremely important that a parent or guardian sign this form.
- ❑ *Free and Reduced Price Meals Application.* This form allows families to apply for federally funded meals. It **must** be completed for all students. Student name, address, signature, and proof of income or federal assistance number must be included; all such information must reflect the student's status no more than 30 days prior to the first day of school
- ❑ *Transportation Application.* This form allows families to apply for and receive transportation from the school. It **must** be completed for all students. The home address and telephone number should be indicated on this form, in addition to the nearest major cross street in the student's neighborhood. Notification of the student's assigned bus stop will be sent via regular mail. Students are not allowed to ride the bus without a signed transportation application.
- ❑ *Medical Forms.* This set of forms, which must be submitted for all students within the first 30 days of attendance, includes immunization schedules; family medical information; the child's medical history, including allergies; and a Medication Permission Form, which will permit the school to dispense specified medication to the student, as necessary.
- ❑ If you have questions about immunization requirements or other medical issues, please contact your physician.
- ❑ *Record Release.* This form gives the School permission to obtain all records pertaining to a given student from his or her previous school. This form must be completed and should include the telephone number and address of the previous school, as well as the signature of a parent or legal guardian.

IT IS CRITICAL THAT THE SCHOOL BE NOTIFIED IMMEDIATELY OF ANY CHANGES IN A STUDENT'S NAME, ADDRESS, PHONE NUMBER, RESPONSIBLE PARENT, OR ANY OTHER INFORMATION PROVIDED AT THE TIME OF REGISTRATION. SUCH CHANGES SHOULD BE COMMUNICATED IN WRITING AND ADDRESSED TO THE SCHOOL DIRECTOR.

The New Horizons Community Charter School is dedicated to complying with all confidentiality laws protecting the privacy of their students and their families. Information regarding a student's progress will be shared only with parents or guardians and appropriate members of the school's faculty and staff. When information regarding student performance is made public, it will be presented in such a way as to avoid the identification of specific, individual students.

The school may not provide name, phone, or address lists to parents wishing to organize with other parents/guardians of students at the New Horizons Community Charter

School parents must find alternative ways to acquire such information, such as circulating forms at parent events or meetings of the Parent Teacher Organization.

The New Horizons Community Charter School's strong academic offerings and impressive results have generated significant public interest and some media coverage. If for any reason, you do not wish to have your child photographed, videotaped, or otherwise contacted by the media, please inform the school immediately.

BREAKFAST AND LUNCH

The New Horizons Community Charter School's commitment to offering children a superior education extends to the meals that we provide for students. The school aspires to the highest possible quality in its breakfast and lunch programs, and is dedicated to meeting high standards of nutrition, taste, attractiveness, and accurate delivery.

All students **must** submit a "Free and Reduced Priced" meals application so that payment status may be established. While these forms are being processed, all students who desire meals provided through the school will receive them.

Parents are asked to make breakfast/lunch payments by check, made payable to the NHCC School and delivered to the school office. When it is necessary for a student to pay in cash, parents are encouraged to seal the money in an envelope with the student's name printed on the outside. The envelope should be delivered to the teacher at the beginning of the school day to reduce the risk of loss or theft.

Students are advised to refrain from sharing food with other students to minimize the spread of viruses and the risk of allergic reaction.

Students will practice etiquette and clean-up skills during mealtimes.

HEALTH AND SAFETY

Students' health and safety is the school's foremost responsibility. The following information describes the precautions taken to protect the well-being of all students. If your child has any specific health, safety, or security need, please inform the school so that appropriate accommodations can be made.

NURSE

The New Horizons Community Charter School has the services of an on-site nurse to assist students who are ill or injured. Parents will be notified whenever a student has been referred to the school's health office.

Parents or students may also wish to consult with the nurse on matters related to hygiene, nutrition, substance abuse, depression, child abuse and neglect, or other issues of concern.

MEDICATION

The school nurse and the student's teacher must be informed of any prescription medication that a student is required to take at school. To dispense prescription medication to students, the school must receive a written order from the student's doctor and a permission slip from the student's parent. All medication should be brought to the school nurse in its original prescription container, labeled with the student's name, the name of the medication, the date of expiration, and the proper dosage. If medication needs to be administered to the child

when the nurse is not present, a staff member trained by the nurse will administer the medication.

Students are not permitted to bring non-prescription medications to school. If during the course of the school day, it is necessary for a student to receive common, nonprescription medication (e.g., Tylenol), the school nurse or a trained staff member will dispense it. Parents must inform the school of any allergies to or restrictions on no-prescription medication that their children might have. If you do not want your child to be administered any non-prescription medication, please so indicate on the “Medication Permission Form”. Also, please notify the school nurse in writing if your child has a chronic illness that may affect his or her performance at school.

ACCIDENTS

The school nurse or a trained staff member will administer initial treatments of minor injuries. The student’s emergency contact will be notified immediately by phone whenever medical treatment is administered to a student, and an “Incident Report” will be kept in the student’s permanent file. In such cases, it is especially crucial that the school has current, **working** phone numbers for students’ parents and for alternate contacts in the event that a parent is unavailable. Please be vigilant in keeping the school’s records for your child up-to-date.

VISITOR IDENTIFICATION

To help ensure a safe and secure learning environment for your children, all visitors to the New Horizons Community Charter School are required to sign-in at the school office and wear a visitor’s pass. Faculty and staff have been instructed to escort anyone not having a pass immediately to the office for identification.

FIRE DRILLS/EVACUATIONS

The school will have at least one fire drill per month within the school hours. Specific signals and procedures have been established for all types of disaster drills, and safety areas have been designated. Teachers are equipped with instructions and all drills will be practiced with students on a regular basis.

STUDENT ARRIVAL AND DEPARTURE

Parents should thoroughly familiarize themselves with the designated pick-up and drop-off points, and visitor parking areas at the school. Carefully follow the school’s instructions for operating a motor vehicle in the vicinity of the school.

For each child left at the school after 3:45, parents will be fined \$10 per 15 minutes that the child is under school supervision. If a parent, legal guardian, or authorized adult cannot be reached by 5:00 p.m., the police will be notified, as well as the Department of Youth and Family Services.

SOLICITATION

Solicitation of or by any student, parent, or staff member on school property for any cause except those authorized by the school director is strictly prohibited.

MONEY AND OTHER VALUABLE PROPERTY

Students are encouraged to leave all money and other valuable property at home. The school assumes no responsibility for the loss or theft of such articles.

CANDY, GUM, AND TOYS

Students may not bring candy, gum, toys, or other non-school related items to school unless approved by the teacher. The student assumes responsibility for any items brought from home. Toy weapons are strictly prohibited, and no headphones, radios, games, virtual pets, etc., are allowed.

CODE OF CIVILITY

A BLUEPRINT FOR LIVING AND LEARNING

INTRODUCTION

The faculty and staff at the New Horizons Community Charter School are dedicated to providing the school's students with the skills necessary to reason, communicate, and live with dignity in a civil society. Central to this mission is the creation of a school community characterized by caring, discipline, order, and respect.

The school's *Code of Civility* has been designed to guide the efforts of teachers and staff in creating a safe, orderly environment and to reinforce the primary mission of the school's rigorous academic learning. The *Code*, which states clearly all School-wide rules governing student behavior as well as the consequences for breaking the rules, will serve as a contract among parents, students, and staff.

The *Code of Civility* identifies ten character virtues that will be at the center of the school's character education curriculum and that will be cultivated with care and consistency at the school. In addition, it describes the ways in which appropriate choices will be encouraged as well as the roles and responsibilities of students, parents, teachers, and faculty.

Establishing a policy that promotes character education and discipline is an ongoing process. Alone, this *Code* will not ensure school discipline, nor will it develop an individual's character. As part of a comprehensive effort supported by all members of the school community, however, it will guide the process. Faculty and staff will work continuously to achieve as much consistency as possible with regard to disciplinary matters, and they will be prepared to revise and adapt disciplinary procedures as necessary.

Embracing the principles outlined herein is a first and vital step toward creating the type of environment in which all children can thrive. It will not only minimize physical harm and disruption among students, it will help establish among all members of the School community the habits that characterize a civil society. This is our *Code*, a blueprint for living and learning.

KEYS TO SUCCESS

Staff, students, and parents at the New Horizons Community Charter School will work together to help each student reach his or her full potential in academic achievement and moral maturity. Toward this end, staff will make every effort to keep students focused on the following ten character virtues, our Keys to Success in school, the workplace, and society at large.

⇒ **Responsibility: to fulfill one's obligations in a timely manner**

To do one's part thoughtfully and promptly as a member of a family, school, and community is a character virtue worth cultivating. Teach students to fulfill obligations and duties even when it is difficult to do so. Responsibility entails order (putting things back where they belong) and stewardship (taking care of personal property and common spaces). It also includes doing one's work, including homework, neatly, completely, and in a timely fashion. Responsibility for common spaces means that vandalism, graffiti, or littering will not be tolerated at school. Personal accountability is central to responsibility. In *The Book of Virtues*, William Bennett notes that responsible persons are mature people who have taken charge of themselves and their conduct, who *own* their actions and *own up* to them.

In teaching responsibility, faculty and staff at that School will emphasize the importance of punctuality and personal accountability. By holding students accountable, staff will underscore a powerful twofold lesson: student's claims and actions matter, and their words and deeds, whether intentional or unintentional, have consequences.

⇒ **Perseverance: to demonstrate stick-to-it-tive-ness**

"Slow and steady wins the race" is the moral of Aesop's fable of the tortoise and the hare. Of course, like other virtues, perseverance must be linked with worthy goals. Someone who persists in a pointless endeavor, or even worse a misguided or harmful one, achieves little. But knowing what should be done, without having the perseverance to accomplish it, will similarly result in failure. Thus developing the habit of perseverance is an important goal and one that is not always easy for students as well as for many adults.

Laziness or distractions sometimes get the better of all of us, and for young people, the allure of television, video games, and popular music is especially strong. Such distractions too often consume valuable time that might otherwise be devoted to schoolwork. Perseverance helps students resist inappropriate diversions and stick to worthwhile tasks.

The faculty and staff at the School will guide students in practicing perseverance on worthwhile tasks, most prominently schoolwork and learning proper behavior, students will be taught to start tasks promptly and enthusiastically and to finish them with attention to detail and pride in the final product. Hard work and constancy will be emphasized, and special attention will be paid to the gradual improvements that result from quiet and steady efforts from day to day. As students get older they will develop the judgment to decide when to apply perseverance in other areas of life rarely do we fail for lack of knowledge about when to practice perseverance, far more often we fail for lacking the strength to persevere.

⇒ **Respect: to treat others and oneself with courtesy and care**

By teaching respect for others, faculty and staff at the School will help students learn what it means to care for 51 persons as individuals, regardless of race, religion, socioeconomic background, or disability. In the early grades, courtesy and sharing will be emphasized, and good manners will be taught. Courtesy denotes respect for others, and it is practiced by being polite toward everyone and considering seriously the views of others. In the later grades, staff will state explicitly that there is no place for vulgar or mean-spirited language in the School community. Instead, students will learn to communicate and debate constructively, to look people in the eyes when speaking to them, and to greet everyone with a smile or a warm handshake. Students will be required to demonstrate respect by walking quietly in the halls, without pushing, shoving, or hitting others. Ultimately, practicing respect for others will enable students to avoid negative behaviors such as name calling, teasing, and blaming.

By teaching respect for oneself, teachers and staff will help students learn what it means to care for one's physical self (e.g., personal hygiene). Respecting oneself also means taking care to develop one's character and drawing satisfaction from meeting high ethical standards. Students who value themselves physically and ethically are more likely to make positive choices that promote good health and strong character. Showing respect helps to support healthy relationships and obedience to rightful authority. When everyone demonstrates respect for themselves and others, a safe, clean, and welcoming school environment is the result.

⇒ **Kindness: to care for others by offering help and showing gratitude**

At the school, students will learn to be kind to one another, to include rather than exclude children on the playground, to cheer someone who is sad, and to treat others the way they would like to be treated. Perhaps the greatest challenge in practicing kindness consistently is to grant forgiveness. Grudges and ill will destroy the bonds of trust in our friendships and communities, and they will not be allowed to flourish at the school. To be kind means to be willing to apologize for our own mistakes and to forgive the mistakes of others. Students will learn that kindness can prevent personal conflicts and forgiveness can resolve them.

⇒ **Truth: to be sincere in character, words and deeds**

To live by the truth, to be sincere in character, means to seek objective understanding, to recognize falsehood, to learn from mistakes, and to seek wisdom. At the school students will learn to lead lives of integrity by telling and seeking the truth. Students will be encouraged to practice honesty and sincerity in words and deeds by saying what they mean, meaning what they say, keeping their promises to others, and setting realistic goals for themselves. Honesty also includes never manipulating others for personal benefit. Intellectual honesty will be fostered by teaching thoughtful reflection, the ability to think logically, consider reliable evidence, and make informed judgments rather than hasty conclusions based on opinion, impulse, or prejudice. Cheating and lying will not be tolerated at the school.

⇒ **Citizenship: to fulfill one's responsibilities to country and community, including to respect and honor the laws**

Citizenship at the school will help to develop school spirit and promote responsibility to the community. Citizenship also includes patriotism, loyalty to our country and its democratic principles, an ideal essential to the flourishing of our society. Students will be encouraged to demonstrate patriotism by reciting the Pledge of Allegiance with respect, recognizing

national heroes and their contributions, understanding our political institutions and current affairs, and developing a deep appreciation for our civic and cultural traditions.

⇒ **Courage: to act bravely and honorably when there is risk involved**

At the school, students will learn that taking physical or social risks for things that are worthwhile is courageous and honorable. For example, students will learn that it takes courage to tell the truth, to accept the consequences of inappropriate behavior, and to participate in games in which they may not excel. At the same time, students will learn to be prudent and avoid risks that are reckless or potentially harmful. Careful distinctions will be drawn between rational and irrational fears to help students overcome the latter and deal with the former.

⇒ **Self-discipline: to manage one's time and energies wisely**

Students at the school will learn that there is a time for work and a time, for play, and that they may not always get what they want in the time or place that they want it. Faculty and staff will cultivate patience as part of the development of self-discipline, which is important both as a virtue in itself and as a virtue that helps us in carrying out other virtues. For example, sometimes it takes self-discipline to demonstrate perseverance. The individual who possesses self-discipline has developed the ability to manage his or her temper, appetites and urges, habits of work, and habits that show consideration of others. Students will be taught that being self-indulgent or demonstrating a lack of self-control can have negative consequences for themselves and others.

⇒ **Fairness: to use the concept of equality in making sound decisions**

At the school, students will learn to play by the rules, not for the rules' sake alone, but because to do so is fair and just. Prior to beginning a game or activity, for example, students may ensure fairness by establishing an agreement among all participants concerning the rules. Students will be taught to value what is just and to discern what is not.

⇒ **True friendship: to select and to be true friends**

Faculty and staff at the School will help students distinguish between three types of relationships often described as friendships: friendships based on pleasure, friendships based on usefulness (for example, in business); and friendships based on virtue (e.g., those which, in addition to being fun and perhaps useful, are also built on shared goals, with the individuals committed to each other's welfare). A true friend is defined as someone who will always try to do what he or she believes is good for you.

Students will be encouraged to develop true friendships, the most rewarding type, with those who share sound values and live by them. They will learn that the characteristics of true friendship include loyalty and dependability, and that true friends demonstrate other virtues such as a good sense of humor, intellectual curiosity, and kindness. Students will be taught that deception, manipulation, and insensitivity are not signs of a true friendship.

RULES OF BEHAVIOR

Rule 1: DISRUPTION OF SCHOOL

A student shall not, by use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct intentionally or recklessly cause the substantial and material disruption or obstruction of any lawful mission, process, or function of the school. Neither shall the student urge other students or outsiders to engage in such conduct.

Rule 2: DISRUPTIVE AND/OR OFFENSIVE USE OF LANGUAGE

A student shall not use language in any school publication, in any school activity, or on any bulletin board or in messages through the public address system which is profane, obscene, intentionally disruptive, libelous or offensive to other students, faculty or the community.

Rule 3: DAMAGE, DESTRUCTION OR THEFT OF SCHOOL PROPERTY

A student shall not recklessly, intentionally cause, or attempt to cause material damage to or defacement of school property, or attempt to steal such school property. Repeated damage to, defacement of, or theft involving school property of small value shall also be considered an act of serious student misconduct under Rule 13.

Rule 4: DAMAGE, DESTRUCTION OR THEFT OF PRIVATE PROPERTY

A student shall not, either on the school grounds or during a school activity, school function, Or school event off school ground, intentionally or recklessly cause or attempt to cause material damage to or defacement of private property, or steal or attempt to steal valuable private property. Repeated damage to, defacement of, or theft involving private property of small value also shall be considered an act of serious misconduct.

Rule 5: RECKLESSLY ENDANGERING OR THREATENING SCHOOL PERSONNEL

A student shall not recklessly engage in conduct that places or might place any school employee in danger of bodily injury. Nor shall a student attempt by physical menace or threat (oral or written) to put a school employee in fear of imminent bodily injury.

Rule 6: ASSAULT ON OTHER STUDENTS OR PERSONS NOT EMPLOYED BY THE SCHOOL DISTRICT

A student shall not recklessly or intentionally do or attempt to do bodily injury to any person on school grounds, during any school activity or in commuting to or from our school.

Rule 7: POSSESSION OF DRUGS OR ALCOHOL FOR PERSONAL CONSUMPTION

A student shall not knowingly possess, use or be under the influence of any narcotic drug, hallucinogenic drug, steroid, growth hormone, amphetamine, barbiturate, marijuana, alcoholic beverage or intoxicant of any kind. (For possession not consistent with personal use, see Rule 13(b).)

Use of a drug authorized by a medical prescription from a registered physician and carried in the container supplied by a pharmacist, shall not be considered a violation of this rule.

Rule 8: WEAPONS ON SCHOOL PROPERTY

No student shall possess on their person, in their effects, or in any storage space provided by the school, any weapon capable of causing bodily harm. (Apply Rule 12 for possession of weapons capable of causing serious injury and Rule 13 for use or attempted use of any weapon.)

Rule 9: REPEATED SCHOOL VIOLATIONS

A student shall not repeatedly fail to comply with the provisions of Rules 1 through 8 above, or with any other reasonable directions of principals, teachers or other authorized school personnel during any period of time when the student is properly under the authority of school personnel.

NOTE: This rule should be applied with circumspection. Basically, it is aimed at those students whose conduct is consistently at odds with normal discipline, and who do not respond to guidance or lesser forms of discipline. It also may apply to the student who repeatedly refuses to carry out legitimate directions of teachers or other authorized school personnel. (Consideration should be given to whether a student should receive severe, lenient or perhaps no punishment for failure to comply with directions based on reasonable opinions that the directions were unauthorized or detrimental to some proper interest).

Rule 10: INDECENT ASSAULT OR INDECENT EXPOSURE

A student shall not touch any other person or cause another person to touch them on any intimate or sexual part of the body for the purpose of arousing or gratifying sexual desire in either person, or to intimidate the other person. Further, a student shall not expose his/her genitals under circumstances likely to cause affront or alarm to others. (For attempted rape see Rule 13).

Rule 11: ASSAULT ON SCHOOL PERSONNEL

A student shall not intentionally cause or attempt to cause physical injury to any school employee. Reasonable self-defense against bodily harm is not to be considered an intentional under this rule.

Rule 12: POSSESSION OF A WEAPON CAPABLE OF CAUSING DEATH OR SERIOUS INJURY

A student shall not possess on his/her person, in his/her personal effects, or in any storage area provided by the school, any weapon capable of causing death or serious injury. Such

weapons shall include but are not limited to, any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, shin gun, B.B. gun, starter pistol, explosive device which may cause a fire and any other tool, instrument or implement capable of inflicting serious body injury. This rule applies to any documented case of weapon possession in school or while traveling to and from school or school program, including public transportation.

Rule 13: AGGRAVATED OFFENSES

A Student shall not intentionally engage in or attempt to engage in conduct or encourage others to engage in conduct that threatens the health, safety or welfare of any members of the school community.

Deliberate assaults on school personnel where injury results, or where a substantial likelihood of serious injury was present, including but not limited to the use of a weapon;

The sale or distribution of any narcotic drug, hallucinogenic, amphetamine, barbiturate, steroid, growth hormone, marijuana, alcoholic beverage or intoxicant; Possession of any of the above substances in a quantity inconsistent with possession for personal use, or under circumstances indicating that possession was with the intent to sell or deliver, is subject to the same disciplinary penalties as are actual sale or delivery.

Arson;

Rape or involuntary deviate sexual intercourse;

Robbery or extortion;

Assault on another student or school visitor, which results in serious bodily injury or involves the use of a weapon;

Vandalism which results in the damage to or destruction of school property which substantially disrupts or prevents the school from carrying out any of its primary educational responsibilities or programs;

Retaliation against a school employee, witness or hearing officer for their participation in any school district investigation, academic or disciplinary proceeding, in which the student's conduct takes the form of intentional assault, threats of bodily injury or death, repeated telephone or physical harassment or stalking, or substantial property damage.

Rule 14: CUTTING CLASSES

A student shall not intentionally skip a class. Any student found wandering the building would be escorted to the main office.

1st Offense: Phone Call Home/ Detention (The parents should be informed about the student's behavior. A conference may be necessary at this point.)

2nd Offense: Suspension/Referral for counseling

Rule 15: DISRUPTIVE AND/OR OFFENSIVE USE OF LANGUAGE

A student shall not use language in any school publication, in any school activity or on any surface or bulletin board, which is profane, obscene, intentionally disruptive, libelous or offensive to other students, faculty or the community.

1st Offense: Phone Call Home/Detention (The parents should be informed about the student's behavior. A conference may be necessary at this point.)

2nd Offense: Suspension/Referral for counseling

Rule 16: LEAVING BUILDING WITHOUT PERMISSION

1st Offense: Phone Call Home (A conference will be necessary.)

2nd Offense: Suspension

Rule 17: LATENESS

A student is considered late if he/she arrives to school after 8:00AM. Any student that enters the school building after 8:00 a.m. must have a note from their parent/guardian explaining the lateness. Three times tardy constitutes one absence. Student lateness will be divided into three categories and dealt with according to the category:

Isolated 1-3 times late per quarter: written letter and one marked absence.

Sporadic 4-5 times late per quarter: Parent/Teacher Conference

Chronic 6 or more times late per quarter: Parent/School Director Conference and a report to the proper authorities

Rule 18: ELECTRONIC TOY/DEVICES

All electronic toys/devices (Giga-Pets, Virtual Reality Toys, Stereos, Walk mans, Cellular Phones, Beepers, Game Boys, etc.) Will be confiscated if seen by any staff member. The parent/guardian must retrieve the item.

Rule 19: UNIFORM POLICY

All students are to be in uniform daily without exceptions. The following is the appropriate uniform:

Boys:

All Year

Navy pants with a black belt, white long sleeve or short sleeve Oxford shirt with school letters on flocking, with navy ties. Navy cardigan sweater with school logo, navy socks.

Girls:

All Year

Girls: Kindergarten-Grade Two

Navy pants, pleated skirts, skorts with school letters on flocking or a navy jumper with school logo, long sleeve or short sleeve Peter-Pan collar shirt with navy cross tie, navy cardigan sweater with school logo, navy socks.

Girls: Grade Three-Grade Six

Navy pants, pleated skirts, skorts with school letters on flocking. White long sleeve and short sleeve oxford shirts with school letters on flocking with Navy Ascot Tie. Navy cardigan sweater with school logo, navy socks and black shoes.

Gym Uniform:

Navy sweatshirt with school logo, navy sweat pants with school logo, navy gym tee with school logo.

All students shall wear shoes (No sneakers or boots). The uniform must have the school logo on all required pieces. Shirts must be neatly tucked into pants/skirts. If there is an extreme emergency and the student needs to wear alternate attire, the parent/guardian should send written notification to the office. Students who are not in uniform and who do not have parental notification will be sent home after the parents/guardian has been called.

Rule 20: EATING IN CLASS

Students are not permitted to eat in the hallway or in classrooms. This includes drinking any type of beverage, eating candy, and chewing gum. Students found violating this rule will be asked to dispose of the item. Repeated violation of this rule may result in:

1st Offense: Phone call home

2nd Offense: Referral to principal for possible in-house suspension

ROLES AND RESPONSIBILITIES

Each member of the New Horizons Community Charter School community has a role to play in creating a safe, orderly environment that is conducive to learning. The various roles and the responsibilities that accompany each are outlined on the following pages.

CLASSROOM TEACHERS AND INSTRUCTIONAL ASSISTANTS

The classroom teacher at the School is the center of the school's character education and discipline policy. Teachers will continually emphasize to both students and parents the importance of the Keys to Success. The Keys will be established as rules for each classroom, and students will be encouraged to live by the ten character virtues; teachers will underscore expectations for student behavior by relating student actions to the Keys to Success. In this way, teachers will focus on teaching and encouraging appropriate conduct, rather than just trying to "control" behavior.

Three basic principles of classroom management and discipline will be implemented by all teachers:

- 1) At the beginning of the school year, students will be taught how to behave responsibly in each type of classroom activity, and these lessons will be reinforced throughout the year as necessary.
- 2) Teachers will strive to interact frequently with each student when the student is behaving appropriately.
- 3) When misbehavior occurs, teachers will calmly and consistently implement mild classroom consequences, corrective actions taken in response to inappropriate behavior, using such instances as teaching opportunities. The focus of interaction with each student will continue to be primarily positive, with a ratio of at least four positive interactions to every one correction.

Though these principles will serve as useful guides, each teacher, student, and situation is unique. Teachers will use professional discretion to select the specific procedures that fit individual student needs and particular situations.

Teachers will work in collaboration with other staff to solve problems that are chronic or severe. Techniques that may be used by teachers in dealing with minor behavior problems as well as procedures for responding to chronic misbehavior are described under "Encouraging Appropriate Conduct".

SCHOOL DIRECTOR

The role of the school director with regard to discipline is to guide staff and students in their efforts to ensure student success, the central mission of the New Horizons Community Charter School.

The school director will have a thorough working knowledge of the *Code of Civility*, and when necessary will assist staff in implementing classroom and school-wide management procedures. The director will provide training and continued support to teachers as they strive to teach students to follow the "Keys to Success" and school rules.

The school director will assist staff in responding to severe misbehavior, such as insubordination and physically dangerous and/or illegal acts, as well as any chronic or recurring problems. In certain cases, the director will initiate time-out periods, parent conferences, in-school suspensions, out-of-school suspensions, or other severe consequences. The school director may also contact the appropriate law enforcement authorities, depending on the nature of the infraction. If the director is unavailable to assist with a crisis situation, the school secretary will direct referrals to the assistant director, social worker, guidance counselor, school nurse or the “SUSPENSION-ON-SITE” teacher.

The school director will serve on the school management team, described in detail on the following page, and will be responsible for ensuring that the team meets on a regular basis. In addition, the director will assist teachers with the implementation of their classroom management plans, if needed.

ASSISTANT DIRECTOR

The assistant director is the primary teacher of the School’s faculty and staff. He or she attains the school’s objectives for high student achievement through the accurate implementation of the instructional program. The assistant director steadfastly and passionately articulates the school’s mission. The assistant director, in conjunction with the guidance counselor, also monitors parents’ concerns and meets or exceeds the expectations of parents for the school.

SOCIAL WORKER

The social worker (SW) reports to the assistant director and is responsible for attaining the school’s objectives for high student achievement through the accurate implementation of the instructional program and for a safe, orderly, and joyous school climate through the accurate implementation of the *Code of Civility*, the character education program, and the instructional discipline model. The SW also monitors parents’ concerns and provides parents with information and education for effective parenting and behavior management strategies in the home.

SUPPORT STAFF

The New Horizons Community Charter School’s staff includes a social worker, two special education teachers, a nurse, and other support personnel to assist with instruction and help meet students’ special needs.

The members of the school management team play an important role in evaluating the efficacy of current disciplinary procedures and assist the staff in dealing with chronic misbehavior. A nurse will be available to faculty, staff and students for consultation on such matters as personal hygiene, nutrition, substance abuse, depression, child abuse, or neglect. The nurse will also provide medical care for students who are ill or injured. When the nurse is not on school grounds, staff will assist students in need and will determine whether parents should be contacted and the student sent home.

The School has the services of two full-time special education teachers to address the needs of students with physical or emotional disabilities. The special education teacher will work in conjunction with the school director and the social worker to oversee the development of

Individual Education Plans (IEPs), the special education referral process, and staff development related to students with special needs.

The school will contract with local providers for speech, language, and psychological services, occupational therapy, physical therapy, and other related services as identified by students' IEPs.

OTHER STAFF

All staff, including instructional aides, secretaries, and custodians, has an equal part to play in teaching the ten character virtues at the school. The school's guidelines for promoting a safe and orderly environment require that all students and staff exhibit mutual respect and cooperation. Through positive interactions with students, staff members will encourage the practice of good character. Each staff member will be knowledgeable of the "Keys to Success", school rules, and the procedures for school-wide areas and each will be prepared to implement the CHILD STUDY TEAM (CST) & GUIDANCE COUNSELOR (GC)

Even after establishing a positive classroom environment with clear behavioral expectations, one or more students may still behave inappropriately. In such cases, the teacher may wish to explore additional behavioral or academic interventions that may help the student(s) be more responsible. The School's Child Study Team (CST) & Guidance Counselor (GC) may be convened to assist in this effort.

The CST & GC will include the teacher dealing with the problem, the School Director, at least two other teachers, and in some cases other staff members who work with the student. The CST & GC will help develop creative approaches to discipline problems, targeting the specific needs of individual students.

To convene a Child Study Team, the teacher should contact the social worker to review concerns. The CST & GC will meet within three days. Meetings will follow a prescribed format and will be limited to 25 minutes in length.

STUDENTS

Students at the school will take pride in their efforts to follow the school's motto, that states "Be responsible, do your best, and help the rest". Throughout the day, students will practice the school's "Keys to Success", cultivating the virtues embodied therein. In the classroom, students will follow the teacher's rules for group instruction, which will be articulated for each activity.

PARENTS

As customers of the New Horizons Community Charter School, parents will be encouraged to participate fully in the education of their children. The support and cooperation of parents is vital to helping each student reach his or her full potential.

First and foremost, parents will be expected to support the academic learning of their children by maintaining high expectations for both the students and the school. The major role of parents with regard to discipline and character education at the school is to demonstrate consistent interest in the children's progress at school and support for the children's best efforts. Parental support provides an enormous incentive for children to strive

for excellence. Parents will be kept informed of students' efforts through conferences, progress reports, report cards, phone calls, and notes.

Parents may be asked to help teach their child specific skills, such as remembering homework, learning to be more independent, or managing anger in a mature way. If parents are asked to assist staff, specific information will be provided on ways to help the student.

If there is a severe or recurring problem, parents will be asked to help staff teach the student an alternative set of behaviors. In such cases, it is important to recognize that teaching a student to behave appropriately as a contributing member of the school community will enable him or her to succeed in middle school and high school. By working together, parents and staff can help the student acquire the skills that will increase opportunities for success throughout life. Failure to comply with the specifics of the school's plan for teaching appropriate behavior may result in the student's expulsion.

Parents who have concerns about their child's adjustment to the school or any aspect of the school's program and policies will be asked to discuss their concerns, first, with their child's teacher. Every teacher at the school will be prepared to work with parents and will respond to parental concerns appropriately and expeditiously. The school's director will be available if there are issues that exceed the scope of a parent-teacher conference.

The *Code of Civility* will be sent home with students each fall. Students and parents will be asked to discuss the *Code* together and to sign a form indicating that they understand and agree to the school's rules and expectations. The *Code* will thus serve as a contract among students, parents, and school staff, involving parents at the most fundamental level in their children's character development. The School Director will make appointments to discuss the *Code of Civility* with any parents who do not return signed copies of the form indicating their approval of the *Code*.

ENCOURAGING APPROPRIATE CONDUCT

At the New Horizons Community Charter School, students will be encouraged to make appropriate choices regarding their personnel conduct. Following are the chief means by which faculty and staff will ensure order and support the development of good character at the School.

ACKNOWLEDGING APPROPRIATE CONDUCT

Positive Interactions and Positive Feedback

Daily interactions between staff and students provide the best opportunities for encouraging appropriate behavior and promoting the development of good habits. Staff at the school will strive to interact with students in a friendly, supportive manner at all times. Staff will attempt to interact with each student four times more frequently when the student is engaged in appropriate behavior than when the student is behaving inappropriately.

Positive interactions will include greeting students, talking to students, making eye contact, smiling, and overtly praising students when such accolades are deserved. When praising students, staff will attempt to provide them with specific information about which behaviors are contributing to success. For example, a staff member might say, "Alicia, you have been very responsible in remembering to bring your homework on the day it is due."

Student of the Day/High Five Awards

At the end of each day, teachers will grant “Student of the Day” awards to acknowledge and reward students for demonstrating exceptionally responsible behavior, trying their best, cooperating, or showing respect. Award-winning students will receive special certificates, which they will take to the office. The social worker and the school directors will personally congratulate the students and sign their certificates. The students or the social worker will then sign the students’ names in a “Student of the Day” book kept in the office. Any student who has earned five “Student of the Day” awards will receive a “High Five” award. The names and pictures of High Five Award winners will be placed on the wall, along with the date of the awards. They will be displayed near the school’s entrance.

Classroom Positive Management Systems

At the beginning of each day, teachers will issue all students green cards, indicating a clean slate for student conduct. These cards will be placed in a pocket wall chart in the front of the classroom.

The first time a student violates a classroom rule (see above), the teacher or the student will replace the green card with a yellow card as a warning. Upon the second violation, the student will be issued a blue card, and he or she will lose five minutes of valued time (i.e. recess or non-structured activities). Upon the third violation, the student will receive a red card, and he or she will lose fifteen minutes of valued time. The student will also be required to write a note to his or her parents describing the nature of the conduct violation. The note should be signed by the parent and returned the next day. Failure to return the note with the parent’s signature on the next day will be regarded as a fourth violation. Upon a fourth conduct infraction, the teacher will issue the student a referral slip to refer the student immediately to the office, and contact the parent directly. Teachers will maintain a wall chart with every student’s name on it and a record of who maintains their green cards throughout the day. These students will be recognized as members of the “Green Team”. When entire classes “stay on green” for the duration of the day, the school director will recognize and congratulate them over the P.A. system at the beginning of the following day. After an entire week with no conduct violations, the class will enjoy a special celebration.

Class-wide Goal of the Month

Each class at the school will be encouraged to identify a specific goal toward which it will strive during each month, using the “Keys to Success” as a guide. As students identify class-wide goals, teachers will help them understand how their objectives relate to School-wide goals. For example, if a class chooses to focus on timely homework completion as its goal of the month, teachers will discuss how that relates to the school-wide goal of always trying one’s best. Once the class has determined its monthly objective, teachers will plan to conduct a weekly lesson on how to achieve the goal, including such exercises as role-playing, positive practice, related read-aloud stories, writing assignments, or art projects. Students will collectively explore ways to reach their goal, practicing problem solving, planning, and establishing benchmarks for achievement.

At the end of each month, each class will evaluate its progress through discussion or a simple evaluation procedure established by the students. During this process, students may decide to continue striving toward their goal or shift their focus to a new objective. Upon achieving its

goal of the month, the class will be presented with a certificate documenting its accomplishments.

CORRECTING INAPPROPRIATE CONDUCT

Consequences for Minor Misbehavior

It is expected that the great majority of students at the school will strive to meet the expectations for responsibility and self-discipline outlined herein. It is also understood, however, that no single set of procedures will be effective in helping every student developing skills and attitudes necessary for success. Therefore, a series of interventions will be designed for students who have not been motivated by the school-wide procedures. As teachers and faculty adapt disciplinary procedures to meet individual needs, the focus will remain positive and an emphasis will be placed on the continuing need for calm and consistent consequences.

Students will learn that certain actions are unacceptable at the New Horizons Community Charter School and misbehavior has consequences that are neither amusing nor pleasant.

Students, who engage in any type of misbehavior, whether minor or severe, will be required to make amends and/or restore the situation. Restitution may involve an apology; community or school service; or fixing, replacing, and/or paying for damage caused. The school director and/or teacher will determine the type of restitution required for a particular infraction. If possible, the restitution assignment will be communicated to the student's parents prior to his or her completion of the task. In all cases, parents will be informed of the child's inappropriate behavior and the restitution requirement.

Consequences for Severe Misbehavior

Most misbehavior will be handled with discussion or the use of mild consequences. However, severe misbehavior will be met swiftly with equally severe consequences. Such behavior is defined as belonging to at least one of the following categories:

- ❑ Insubordinate behavior
- ❑ Physically dangerous behavior
- ❑ Illegal behavior

Insubordinate behavior is the direct refusal to comply with a reasonable staff instruction within a specified period of time. In such cases, the staff member involved will first explain to the student why his or her actions are inappropriate and will issue a mild consequence for the offense. If the student continues to disregard the staff member's instruction, he or she will be sent to the school director's office and the incident will be reported to the social worker.

Insubordination is a breakdown in communication. When a student has been referred to the office for this offense, the school director will arrange a conference between the student, the staff member involved, and the student's parent or guardian. The purpose of the conference will be to establish a plan that will help the student communicate more responsibly in the future.

In cases of physically dangerous behavior, fighting, assault, and/or physical intimidation, the staff will firmly inform the students to stop the physical altercation. If the students do not

respond, staff will use professional judgment to determine whether or not to intervene physically. Staff will not be required to take action that could be physically dangerous; in such cases, another student will be sent immediately for assistance. The teacher must inform the parent and an administrator will make **all** decisions regarding whether or not to contact the appropriate law enforcement authorities.

If a staff member is aware that a student has been or is engaged in illegal activity, the staff member will refer the case to the school director's office. The teacher must notify the student's parent or guardian and make all decisions regarding whether to contact the appropriate law enforcement authorities.

Insubordination: A Scenario

Custodian: "Jason, you need to slow down and walk in the hallways."

Jason: "You are just the custodian. I don't have to do what you say!"

Custodian: "Jason, stop, that was disrespectful. You need to stand by the wall now! Here, we work hard to respect everyone. I think you owe me an apology."

Jason: "I don't have to do what you say!" (Jason begins walking away.)

Custodian: "Jason, you need to stand by the wall within ten seconds, or I will report this to the School Director."

If Jason walks away, he is being insubordinate and the custodian will refer him immediately to the School Director's office. If Jason refuses to go to the office, the custodian will make no effort to coerce him; rather the custodian will simply inform the office of the chain of events.

If Jason listens to the custodian's instructions and apologizes, no office referral will result. A reasonable consequence may be imposed for the disrespectful behavior, such as having Jason work with the custodian during a recess or notifying his teacher.

THE FOLLOWING CONSEQUENCES MAY BE APPLIED IN CASES OF SEVERE MISBEHAVIOR.

❑ Office Referral

Referrals to the school director's office will be made only in response to severe or recurring behavior problems. Reserving office referrals for such cases will help combat the notion that being sent to the office is "no big deal".

When making an office referral, the referring staff member will complete an "Office Referral Form" as soon as possible after the infraction. The school director and office staff will keep records on all office referrals. Using these records, the school's management team will determine whether it is necessary to revise school policies, or whether there is a need for further staff development to ensure the consistent implementation of current policies.

Office referrals will be handled by the school director when the director is in the building. When the school director is not on site, the assistant director will be designated. The School secretary will always know the chief disciplinarian in the event of a crisis situation.

❑ *Exclusionary Timeout from Reinforcement*

At the New Horizons Community Charter School, exclusionary timeouts from reinforcement will be used for students who need a neutral environment to help manage their own behavior, or to cool down or reflect on inappropriate behavior. Such timeouts involve removing the student from the instructional setting to a supervised area, such as the back of a classroom or the office. An exclusionary timeout from reinforcement may also be imposed as a consequence of misbehavior.

Faculty, staff and school leaders will adhere to the following procedures when imposing an exclusionary timeout from reinforcement. No student shall ever be **unsupervised** during a timeout situation.

❑ *Suspension*

In response to cases of severe misbehavior in which a student violates school policies, rules, or regulations, or otherwise interferes with the orderly operation of the school, the school director or a designee will assign the student time in the suspension-on-site room. Should behavior problems persist, the student will be given at-home suspension or temporarily remove the student from school for up to three calendar days. Suspension will be regarded as a serious consequence and students will be removed immediately. If there are extenuating circumstances preventing immediate removal from the school grounds, the director or designee will assume full responsibility for the student until he or she is removed. Within three days of the student's removal from the classroom, the student's parents will be required to meet with the school director and any staff members involved in the suspension prior to the student's return to school.

A suspended student must make up missed work, and will not be allowed to be on the school grounds or to attend any school-related functions at any time during the suspension. In addition, the student may be required to complete homework related to the disciplinary infraction. This policy in no way diminishes the due process rights under the federal law of a pupil who has been determined to be eligible for special education programs and services.

❑ *Expulsion*

Expulsion is defined as the removal of the right and obligation of a pupil to attend the school under the conditions set by the Charter School Board of Trustees. A pupil can be recommended for expulsion if the pupil has had three days in the in-school suspension room, as well as three at-home suspensions (as defined in the section on suspension). The school director will make a recommendation to expel a pupil to the Board of Trustees. The Board of Trustees will serve as hearing officer. The parent or guardian will be notified of a hearing via a certified letter 7 days prior to the hearing. The hearing is the place where the parent or guardian can discuss the pupil's behavior that resulted in the recommended expulsion. The hearing officer will forward a recommendation to the Chief Education Officer. The Chief Education Officer will reject, modify or approve the recommendation of the hearing officer and forward to the Board of Trustees for final disposition. If the school board expels an individual, the school board shall ensure that within 3 days after the expulsion, an official of the school refers the individual to the appropriate county department of social services or

county community health agency and notifies the individual's parent or legal guardian of the referral. The parent or legal guardian of an individual permanently expelled may petition the expelling school board for reinstatement of the individual to the school. If the expelling school board denies a petition for reinstatement, the parent or legal guardian of the individual may petition another school board for reinstatement of the individual in that school district. The parent would need to check local district policies regarding procedures to use for reinstatement in another school. A student who brings a dangerous weapon to school or uses an implement in school in any way that makes another student, staff member, or volunteer feel threatened will be subject to an expulsion. If a pupil enrolled in grade 6 or above commits a physical or verbal assault at school against a person employed by or engaged as a volunteer or contractor by the school board and the physical or verbal assault is reported to the school board or building school director by the victim or, if the victim is unable to report the assault, by another person on the victim's behalf then the school board shall expel the pupil from the school permanently. .

An expelled student will not be permitted on school grounds or at any school- related functions for the duration of his or her expulsion. If an individual is expelled, it is the responsibility of that individual and of his or her parent or legal guardian to locate a suitable educational program and to enroll the individual in such program during the expulsion.

The School Board will hold a hearing prior to an expulsion and the student's parents/guardian will be informed of the time and place for the hearing in writing. Upon conclusion of the hearing, the Board will submit its decision to the student and parent/guardian. Terms defined:

"At school" means in a classroom, elsewhere on school premises, on a school bus, or other school-related vehicle, or at a school-sponsored activity or event whether it is held on school premises.

"Physical Assault" means intentionally causing or attempting to cause physical harm to another through force or violence.

"Expulsion" is defined as the removal of the right and obligation of a pupil to attend the school under the conditions set by the Charter School's Board of Trustees. A student who brings a dangerous weapon to school or uses an implement in school in any way that makes another student, staff member, or school volunteer feel threatened will be subject to an expulsion hearing before the Board of Directors. An expelled student will not be permitted on school grounds or at any school-related functions.

The tables on the following pages outline the specific procedures that will be applied in response to severe misbehavior. Each of the consequences listed for the various offenses will be imposed.

RESPONSIBILITIES IN COMMON AREAS

The school's common areas include the playground, hallways, rest rooms, and the multipurpose room. Because students from every grade and class will be using these areas under the supervision of various faculty and staff it is important to establish rules and expectations that are commonly understood and consistently applied. With such rules in place, staff can focus on encouraging good character among students rather than correcting misbehavior.

Staff will continuously encourage appropriate behavior in the school's common areas through positive and friendly interactions with students. Verbal praise will be used to recognize students who exercise courtesy, safety, and respect. The school director will visit classrooms or use the intercom to compliment good behavior in the school's common areas. In addition, small rewards will be granted for especially good conduct; for example, two or three times a year, the entire student body will be allowed an extra ten-minute recess at the end of the day as a reward for consistently good conduct on the playground. Or, when students demonstrate appropriate behavior during lunches over a long period, the school director may provide ice cream as a special treat.

Following are the school's goals for student conduct in each of the common areas:

Playground: Students will play safely in all games and on all equipment, showing consideration and respect for others.

Hallways: The hallways of the school will be a safe and quiet environment where people interact with courtesy and respect.

Restrooms: The restrooms at the school will be clean and safe.

Meals: Breakfasts, lunches, and snacks at the school will be enjoyed in a safe, clean, and friendly environment where people interact with courtesy, manners, and respect.

Assemblies: Students will demonstrate respectful behavior during assemblies by listening, participating, and following directions.

Before and After School: Students will arrive at and depart from the school in a safe and orderly manner.

A COMPACT

To make a “compact” means to form or make a firm, close or stable union.

The success of the New Horizons Community Charter School’s *Code of Civility* depends on the support of each member of the school community. Working together, faculty and staff, parents and students can promote academic achievement and good character, and ensure the success of students at the School and throughout life.

On behalf of the administration, management, faculty, and staff of the New Horizons Community Charter School, I pledge to fulfill the responsibilities and uphold the expectations outlined in the *Code of Civility*.



Andre Hollis, School Director

Your signature in the appropriate space below will indicate your commitment to helping fulfill the school’s primary mission of rigorous academic learning.

As the parent of _____, I pledge:

- To maintain high expectations for my child and the school
- To demonstrate consistent interest in my child’s progress at school
- To support my child’s best efforts
- To model the ten character virtues described in the *Code of Civility*
- To support and work with school staff to promote my child’s learning

I have read the *Code of Civility* and support the rules and expectations outlined herein.

Signed _____ Date _____

As a student at the New Horizons Community Charter, I pledge:

- | | |
|--------------------------------|-------------------------------------|
| ▪ to be responsible | ▪ to value true friends |
| ▪ to show courage | ▪ to tell and seek the truth |
| ▪ to persevere | ▪ to accept and learn from the |
| ▪ to exercise self-discipline | ▪ to be a good citizen |
| ▪ to respect myself and others | ▪ to accept and learn from |
| ▪ to be fair | ▪ the consequences of inappropriate |
| ▪ to be kind | ▪ behavior |

Signed _____ Date _____

Please return your signed compact to your child’s teacher.

