



NOWELL
A C A D E M Y

2023-2024
Nowell Academy



Student & Family Handbook

Updated Summer 2023



Letter from Nowell's Principal

Dear Nowell students and families,

Welcome (back) to Nowell Academy for the 2023-2024 school year! We're excited you're part of our very special community. As you know by now, Nowell is very different from other high schools. We're confident you'll feel that from the minute you walk through our doors. Not only are we focused on preparing students for their post-secondary path... but for life itself. We are also committed to supporting students by helping remove obstacles which might otherwise stand in the way of success.

Academic achievement and social-emotional well-being are valued equally at Nowell. Relationships are the center of everything we do. The entire staff– from our Student Support Specialists and teachers to our Food Service and facilities staff– cares deeply about our students. In fact, for five years Nowell has outperformed almost every school in the state across all categories on the Panorama survey– indicating a uniquely strong culture and community. This is something we continue to feel extremely proud of.

Speaking of, we are super proud to be kicking off Nowell's 10th year! This fall, we plan to celebrate the many accomplishments of students and staff throughout our history that have built the foundation for today's ongoing growth and improvement. Additionally, it's exciting that the Class of 2024 will be our tenth graduating class (something we'll most certainly celebrate in June!)! #NowellPride

You are now a Phoenix, a Nowellian (as Mr. Anthony says!). Our cultural & linguistic diversity, our uniforms, our rigorous and relevant curriculum, our restorative practices, and our comprehensive student support all set us apart as a school. The information that follows in this handbook is also what gives us our special identity. Please take the opportunity to read it carefully. It contains what we expect from ourselves as a school community... and from you as an individual member of this community.

Here's to a positive and productive new year. Let's work together to make it amazing!

~ Mr. Templeton, Principal

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Section. School Overview

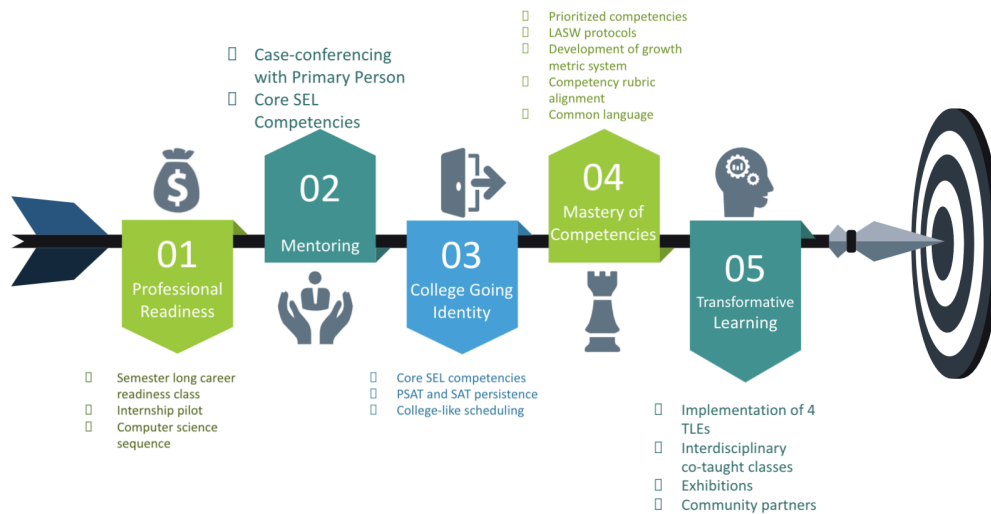
Mission Statement and Vision

The mission of the Sheila C. “Skip” Nowell Academy is to ensure that Rhode Island’s pregnant, parenting and underserved youth graduate from high school with the knowledge and skills they need to be prepared for success in college, career and family life.

Our vision is to become a national leader in providing an exceptionally high quality, competency-based high school experience to pregnant, parenting and underserved students.

Nowell Anchors

Nowell Academy’s Anchors



Nowell Prioritized Competencies

Nowell's Prioritized Competences (23-24)

Competencies Big categories to name a set of skills	Analysis and Synthesis	Writing and Composing	Products and Presentations	Listening and Speaking	Inquiry	Textual Analysis	Self-Direction and Academic Self-Management
Definition	To notice and make sense of key information, details or patterns	To employ research, evidence and/or reason to advance an idea or prove a truth	To convey and exchange ideas, perspectives, and information	To follow agreed-upon norms to actively engage in discussion, share ideas and listen	To ask questions, explore big ideas and discover evidence that unlocks answers to big picture questions	To examine and interpret texts by analyzing their content, style, structure, purpose, and underlying meanings	To demonstrate skills of self-direction and academic self-management
Cog Skills Smaller, discrete skills to support Competency	<ul style="list-style-type: none"> ❑ Inferences/ connections ❑ Compare / Contrast ❑ Patterns and Relationships ❑ Modeling ❑ Interpreting Data/ Information to Make Valid Claims ❑ Evaluating Competing Design Solutions 	<ul style="list-style-type: none"> → Argumentative Claim → Selecting Evidence → Explaining Evidence → Integration of Evidence → Counter-argument → Narrative → Organization 	<ul style="list-style-type: none"> ● Communicate Accurately and Precisely ● Organizing and representing information (A and S) ● Oral presentation 	<ul style="list-style-type: none"> ❖ Norms and Active Listening ❖ Contributing to evidence - based discussion 	<ul style="list-style-type: none"> ★ Asking questions ★ Planning and carrying out investigations ★ Predicting/ hypothesizing ★ Defining a design problem 	<ul style="list-style-type: none"> ➢ Structure ➢ Point of View 	<ul style="list-style-type: none"> - Track your own academic data - Utilize feedback to revise work - Set SMART goals - Utilize a variety of task and time management strategies - Reflect on goals; celebrate wins and shift strategies as needed

Board of Directors

Nowell Academy is governed by a Board of Directors. The Board meets regularly and is composed of community members with expertise in management, education, business, arts, and community leadership. The Board leads Nowell in making decisions regarding school financial, legal, and academic outcomes. The Board supports the school in achieving its goals and ensures that its mission is met.

Nowell Academy is a public school. All of its board meetings are open to the public. Board agendas are posted and can be found on the Secretary of State website two days before meetings are held.

Students and their families who wish to appeal a decision made by school administration will be referred to the Board of Directors. Further appeals typically go to the Rhode Island Department of Elementary & Secondary Education.

The Nowell Academy Board will convene committees to address important issues related to the school and overall organization. These committees often involve parents, students, faculty/staff and individuals from the community.

Board Members:

- Larome Myrick (Chair)
- Sulina Mohanty (Vice-Chair)
- Rose Albert (Secretary)
- Easton Dickson (Treasurer)
- Claudette Bannerman
- Juan Carter
- Teresa Jenkins
- Sharon Lee (Ex-Officio)
- Shannon Massaroco
- Hon. Maria Rivera

Where can I learn more about Nowell?

In Fall of 2022, the Nowell Leadership Academy adopted a strategic plan. This document is intended to guide Nowell's growth and development over the 2022-2023, 2023-2024, 2024-2025, 2025-2026 and 2026-2027 school years. You can find a copy of the strategic plan [online here](#).

Our school has been featured in several news articles over the years. To learn more about what kind of school we are, consider watching [this video](#) produced in April of 2017 or reading [this article](#).

Staff Contacts

All staff members at Nowell are issued school cell phones. Students and families are encouraged to contact teachers, advisors and other staff members as necessary by phone or by text message. Staff are available by phone or by text message until 8:00 PM at night Monday through Friday, with the exception of holidays. A list of staff and their cell phone contacts can be found in the table below.

Faculty & Staff

<i>Executive Director</i>	Jessica Waters	jessica.waters@nowellacademy.org	(401) 258-8701
<i>Director of Finance</i>	Drew Allsopp	drew.allsopp@nowellacademy.org	(401) 489-3590
<i>Principal</i>	Michael Templeton	michael.templeton@nowellacademy.org	(401) 871-1189
<i>School Counselor</i>	Melissa Slaiger	melissa.slaiger@nowellacademy.org	(401) 578-4177
<i>Director of Post Secondary Success</i>	Zuli Vidal	zuli.vidal@nowellacademy.org	(508) 431-4403
<i>Post Secondary Success Coordinator</i>	Jude Amoako	jude.amoako@nowellacademy.org	(401) 408-1915
<i>Executive Assistant</i>	Jaime Kilday	jaime.kilday@nowellacademy.org	(401) 580-1222

<i>Supervisor of Learning & Teaching</i>	Dawn Manchester	dawn.manchester@nowellacademy.org	(401) 408-3584
<i>English Teacher</i>	Sarah Laperle	sarah.laperle@nowellacademy.org	(401) 632-6424
<i>English Teacher</i>	Hannah Eckhardt	hannah.eckhardt@nowellacademy.org	
<i>MLL Teacher</i>	Sonja Reitsma	sonja.reitsma@nowellacademy.org	(401) 519-7048
<i>Math Teacher</i>	Kate Muelling	kate.muelling@nowellacademy.org	(401) 632-8734
<i>Math Teacher/Facilities Manager</i>	Sajeenthiran Kanagaratnam	kanagaratnam.sajeenthiran@nowellacademy.org	(401) 408-3392
<i>Science Teacher</i>	Matthew Sage	matthew.sage@nowellacademy.org	(401) 408-3342
<i>Business Education Teacher</i>	Anthony Carrion	anthony.carrion@nowellacademy.org	(401) 338-8672
<i>Supervisor of Health & Wellness</i>	Kristen Kardos	kristen.kardos@nowellacademy.org	(401) 787-0420
<i>Nurse</i>	Jill Lennox	jill.lennox@nowellacademy.org	(401) 793-0628
<i>Social Studies Teacher</i>	Krissy Werner	krissy.werner@nowellacademy.org	(401) 632-8720
<i>Social Studies Teacher</i>	Caprice Irving	caprice.irving@nowellacademy.org	(401) 632-8771
<i>Reading Interventionist</i>	Linda Iribarren	linda.iribarren@nowellacademy.org	(401) 793-6823
<i>Special Education Teacher</i>	Deb Pilkington	deb.pilkington@nowellacademy.org	(401) 588-1334
<i>Special Education Teacher</i>	Abby McClain	abby.mcclain@nowellacademy.org	(401) 408-3583
<i>MLL Teacher</i>	Yomely Marte	yomely.marte@nowellacademy.org	(401) 345-4826
<i>Student Support Specialist</i>	Johanny Toribio	johannytoribio@nowellacademy.org	(401) 215-0037
<i>Student Support Specialist</i>	Kimberly Pineda	kimberlypineda@nowellacademy.org	(401) 286-0866
<i>Culinary Teacher</i>	Jade Illum	jade.illum@nowellacademy.org	(401) 612-4110
<i>Social Worker</i>	Waffa Freij	waffa.freijj@nowellacademy.org	(401) 525-6798
<i>Math Interventionist</i>	Amber Cote	amber.cote@nowellacademy.org	(401) 368-9451
<i>Dean of Students</i>	Riz Barros	riz.barros@nowellacademy.org	(401) 574-6831

Section 2. Enrollment, Schedule, & Attendance Expectations

Enrollment Process

Rhode Island students who are interested in attending Nowell Academy must submit an application. Admission to the school is open to all prospective high school students that are between the ages 15 – 20 years old as of September 1 of the school year, regardless of their age, sex, race, national origin, citizenship status, religion, sexual orientation, disability, or handicap. Each spring, an enrollment lottery is held for the following school year. Students will be notified of their opportunity to enroll or their position on the waiting list. Applicants applying after the lottery is held will be placed on the waiting list. If you'd like to know more, a detailed enrollment policy is available, which describes the lottery and waiting list procedures.

Address Updates

It is important to have current addresses and phone numbers for all of our students and their families. If you need to make a change to your address or phone number, please contact Johanny Toribio at johannytoribio@nowellacademy.org or 401-215-0037.

School Attendance Policy

Many students who enroll at Nowell Academy come to our school with academic skills that are significantly below grade level. In order for our students to catch up to their grade-level peers and get prepared to graduate ready for success in college, careers and in family life, attendance is critical to their success. Absences are detrimental to the learning process and work completed outside of the class is not as effective or meaningful as the actual classroom experience. For students to make-up necessary credits or accelerate by earning additional credits, we offer evening school sessions throughout the year and four weeks of summer school.

Students are expected to attend school **every day, on time and all day**. It is important that all students are in attendance daily with all of their teachers. When a student has a series of unexcused absences, the chances of passing their classes are significantly reduced. That having been said, when absent, students are expected to complete missed class work within a reasonable amount of time. Please note that work may not be readily available because students may need to meet with a teacher or may need instruction prior to completing assignments.

With the help of the School Counselor, students may occasionally seek modified schedules for learning that takes place outside of the school building. However, this may not always be possible and, when it is possible, it is typically temporary. We consistently stand ready to assist students with childcare, transportation needs, and other logistical challenges. If a life challenge is making it hard for you to come to school on time, please talk to your Mentor or a member of the Student Support Team (i.e. School Social Worker, Dean of Students, School Nurse or Supervisor of Health & Wellness) right away. We will work with you to try and resolve whatever challenge you are experiencing. Communication is key; do not simply stop coming to school and ignore our attempts to contact or reengage you. Doing so may result in your being referred to truancy court and/or being unenrolled from the school.

Attendance Protocol (Revised Summer 2023)

I. Attendance Team

Nowell's Attendance Team consists of the School Counselor, the two Student Support Specialists, the Dean of Students, the School Nurse, the School Social Worker and the Supervisor of Health & Wellness. This team works closely with the School Principal. These individuals, in addition to mentors, are responsible for providing various levels of intervention and support related to student attendance.

II. Beliefs & Goals regarding Attendance

Relative to daily attendance at Nowell, we hold the following six beliefs to be true for all students:

First, we believe that being in school every day is the goal for 100% of our students. School is where young people belong. School is where students can receive academic, social, emotional and health support. There is no substitute for physically attending and being fully engaged in school.

Second, we accept that it's going to take time. Many of our students have been chronically absent from school for years. We work to help our students change their behavior, but we don't get discouraged when results don't materialize overnight. We expect that progress comes slow, and we look for small wins.

Third, we are driven to be the best school in Rhode Island at serving chronically absent students. Because of who we are and who we serve, we know that we must be the MOST driven, the MOST determined, the MOST creative high school in our state when it comes to reengaging disconnected youth.

Fourth, we believe classroom teachers hold the keys to engaging students. Every teacher at our school must develop (1) meaningful, deep, personally supportive relationships with students and (2) intellectually challenging and engaging classroom environments. This is a prerequisite.

Fifth, we believe that attendance and engagement is a whole school outcome. Focusing our energy and resources in service of re-engaging disengaged students is a top priority. In other words, our uniform policy, our community meetings, our field trips – all of these things, in their own way, are about developing a whole-school supportive community where students feel like they belong.

Sixth, we recognize the human hierarchy of needs. We know that attending school and meaningfully participating in classes is particularly challenging when our students are homeless, hungry, lacking in childcare, or suffering from debilitating levels of toxic stress and trauma. We are determined to use the resources within our control to address these and similar barriers to school attendance. And while we recognize this hierarchy of needs, we refuse to accept these social and behavioral health needs as an excuse for a student to miss school. Rather, they push us ever more urgently to assist students in resolving these barriers to engagement.

Nowell maintains **two simple goals** related to student attendance & outreach:

1. We have a goal that we will **connect with every student every day**.

- a. Even if a student is not physically in school, we must know what they are doing, how they are doing, why they are out of school and what support they might need to return tomorrow and stay engaged.
2. We have a goal that no fewer than **75% of students** attend school every day.

III. Attendance Outreach Design Principles

In designing, reflecting on, and evaluating Nowell's attendance initiatives, we seek to develop practices that are:

Robust. We recognize that our outreach and engagement efforts must be intentionally designed to engage a population of students with a history of chronic absenteeism.

Tiered. We recognize that our students come to us with different needs and varying levels of school readiness. Our outreach and engagement efforts must be effective at providing varied levels and types of supports based on student needs. Our outreach efforts look different for a student who misses one day versus a student who typically only attends one or two days per week.

Effective. Attendance and engagement outreach is labor intensive and can be fatiguing for Nowell staff involved. We seek a system that eliminates duplication of efforts and matches these efforts with high yield results.

Informative. We use our attendance outreach and engagement protocol as a vehicle to collect information at all points along the way. Data is stored in a central database and pulled frequently for analysis and improvement.

Progressively Flexible. Every student at Nowell, regardless of attendance barriers, has an on-ramp towards full-time attendance. We "meet students where they are" no matter where they are.

IV. The Action Plan

The purpose of this section is to clearly document a detailed Action Plan for the specific steps Nowell will take to engage absent students. These are not meant to be sequential in some instances but serve as a guide to all of the actions that will take place.

Action: Before each module starts, the Primary Person meets with each student and asks what anticipated absences are for each module. Students get an 'allowance' of 1 absent day for the module based on this discussion. "Valid reasons" for this day might include DHS visit, pediatrician sick visit, WIC visit, housing intake, outside therapy after or during a crisis, family emergency, mental health crises that require visits to ER/clinic, planned parenthood meeting, visit to child support office, court date, etc.

Action: Every morning, the Primary Person will text all students on their caseload with a positive message for the day and to let them know they are needed, wanted and welcome at school.

Note: If a student is more than 15 minutes late they must sign in with the Student Support Specialists. The SSS will mark those students tardy for the day. More than 1 tardy for the week results in loss of Skipper Society lunch privileges. Teachers take attendance in every class Monday-Friday.

Action: The Attendance Team meets weekly. During this time they look at the absent student rosters and determine outreach for these students. This includes a variety of supportive interventions including sending a robo phone call, call to parents, home visit, etc. The team records all notes and actions taken.

Action: In the event that a student is absent for three days, a member of the Attendance Team will reach out to the student/family and record all pertinent information about the absence in Infinite Campus and in the attendance database.

Action: When a student reaches 3 absences for a module and contact cannot be made with the student/family, they are added to home visit list. A home visit is made to gather more information and determine if there are obstacles that Nowell is able to help reduce/eliminate.

Action: If a student goes past their 'allowance' in addition to several sick days the Attendance Team notifies the Principal. The Principal contacts the student's teachers to determine where they are in relation to identified competencies/cognitive skills for their course. The student will then have a meeting (and/or phone call) with the Principal and their pod teacher to determine next steps. Every project in every class requires students to reach at least a 70% on all competencies/cognitive skills. Being present, participating in class, and engaging in a project requires you to show up. This is true of anything in your life including showing up for work and for your family and partner when they need you. If you miss more than 5 class sessions, you have not shown up enough and therefore likely cannot meet the required expectation for this project. You will still be eligible for the next module so it's not too late to earn course credit. This is not punitive. On the contrary, this triggers an action of supportive steps to help students deal with and remove barriers to attending school.

Supports

If attendance becomes a chronic problem, the student (and family, as appropriate) will have a meeting on campus and sign a commitment plan including certain requirements to get the student back on track. The team will also work with the school social worker to ensure support is provided for a successful reentry plan.

Requirements may include but are not limited to:

- Attending Pod Time
- Attending evening classes
- Meeting with Social Worker
- Meeting with Director of Postsecondary Success
- Attending Arts Weeks
- Rosetta Stone independent work
- Attend mentoring with Primary Person
- Attend Community Meetings
- Complete a re-engagement project that focus on social and emotional well-being

Action: At the end of each module, the Attendance Team will compile a list of students who (1) are under the age of 18, and (2) have had no contact with the school to Nowell's legal counsel for referral to family court (see next section for more information on truancy proceedings). On this same date, the School Counselor sends a letter home to students who are (1) over the age of 18, and (2) have disengaged from Nowell that the student will be withdrawn from school due to no contact with the school (see next section for more information on withdrawal procedures). A copy of this letter is placed in each student's file.

VI. Referral to Family Court and/or Withdrawal from Enrollment

Students who are under the age of 18 and fail to engage with the school are immediately referred to family court for truancy proceedings. The School Counselor manages Nowell's truancy caseload in partnership with school counsel.

Nowell will withdraw a student over the age of 18 at the end of the quarter if Nowell has lost all contact with the student and their family. The School Counselor recommends a student for withdrawal to the Principal, and the Principal approves or rejects such recommendations. No student shall be recommended for withdrawal unless Nowell has attempted contact with or sent a certified letter to the student at a minimum of 3 times.

Students who are in contact with Nowell but remain peripherally connected (i.e. making good faith efforts to identify childcare, working with the Dean of Students or School Counselor to make academic progress from home) are not withdrawn.

VII. Post-Enrollment Services

When we withdraw a student from Nowell, we think of their enrollment as having been indefinitely suspended rather than permanently terminated. Even though they are no longer officially our student, we believe we have a responsibility – to the extent that our resources allow – to help prepare them to return to Nowell (or another program) when they are ready to re-engage in school.

School Calendar

You can find a copy of the 2023-2024 school year calendar on the Nowell Academy [website here](#).

Daily Schedule

Below is the master student schedule. This daily schedule may be adjusted from time to time to accommodate special events. Students will receive a copy of their schedule during Student Orientation and may request an additional copy from the school counselor.

Monday		Tuesday - Friday	
Teachers prep 8:00 - 9:00	Check and Connect 8:30 - 9:00	Teachers prep 8:00 - 9:00	Check and Connect 8:30 - 9:00
Class 1 9:05 - 9:35		Class 1 9:05 - 11:05	
Class 2 9:40 - 10:10			
Community Meeting 10:15 - 11:15		Lunch/Pod (ILP/Mentoring/SDL) 11:10 - 12:30	
Lunch/Pod 11:20 - 12:25		Flex block (study hall, skills blocks, art, phys ed, groups, clubs, etc.) 12:35 - 1:15	
Portfolio 12:30 - 1:15		Class 2 1:20 - 3:20	
Teacher meetings, planning, etc. 1:20 - 3:30		Independent planning time 3:20 - 4:00	

Inclement Weather Days/Closing of the Building

Occasionally, Nowell Academy closes the school building due to inclement weather or for other reasons. In terms of academics and community, Nowell no longer has snow days, instead, they will be distant learning days from home. All teachers and staff will report to school online or via zoom on snow days. The school building may be closed, but classes will still be in session.

With that said, Nowell makes its own determinations regarding school building closures. Please do not assume that the Nowell campus is closed just because the Providence Public School District is closed due to inclement weather. You can find out if the building will be closed due to inclement weather through local TV and radio, by visiting the Nowell Academy website, or on the RI Broadcasters Association website.

Fire Drills and Other Emergencies

The Nowell Academy Emergency Management and School Safety Plan is in accordance with all Department of Education mandates. A manual is available in each classroom.

If a fire drill, lockdown, or other emergency should occur, students will follow the instructions given by staff and will also view and follow the posted fire emergency exit plan.

Any questions related to the safety plan or drills executed during school hours may be directed to the Supervisor of Health & Wellness.

Section 3. Student & Family Services

Pods

All Nowell students are assigned a Pod classroom and a Pod teacher at the beginning of the school year. The Pod teacher serves as the students' Primary Person (mentor, coach and advocate) throughout the year. The Pod teacher helps students set goals, create plans, and make good decisions -- the skills of becoming a self-directed learner. In addition to the Dean of Students, the Pod teacher also serves as a main point of contact for a student's family with the school. Pods meet daily.

Students will also meet with their Pod teacher in a one-on-one setting once a week for Primary Person mentoring. Pod teachers will meet with students regarding their attendance, academic, social-emotional, and professional goals.

Health and medical needs: If the Pod teacher identifies medical needs, they will contact the school nurse to work directly with the student and the guardian/family as appropriate. In the instance that students need medical support to achieve their academic goals, guardians may be contacted for a meeting to provide their input regarding more intense interventions.

Social emotional & basic needs: When there are safety concerns, housing insecurity, basic needs, social emotional or mental health challenges, childcare needs, or any other needs that involve outside providers, the Pod teacher will contact the school social worker to work directly with the student and the guardian/family as appropriate.

Check & Connect

This is an opportunity for students to jump start their day. Key staff members will meet students in the cafeteria at 8:30 each morning. Students can eat breakfast, check in with staff as necessary, get materials organized for the day, and complete the Building Sign-In/Check & Connect Form that asks them to reflect on the day ahead (i.e. questions like, 'What are you most looking forward to today?', 'With what might you need support?', 'If things don't go as you plan, what strategy or strategies might you employ?', 'Do you have everything you need and are you organized for your classes?', 'How would you like to be recognized today?') We believe that starting the day by intentionally setting a plan and practicing self-regulation are positive lifelong habits we want to promote with our students. Our hope is that, by scheduling students for this time, more students eat breakfast, have the opportunity to check in with key staff members in a "one stop shop" format, and are then fully prepared to engage in learning promptly at 9:00 a.m. Lastly, this is a nice opportunity for staff to assess potential individual and group needs for the day so that students and support staff are set up for success. All students will be dismissed to class daily at 8:55 a.m.

Child Care

Providing reliable, exceptional child care for students is one of Nowell Academy's founding principles. Research confirms that parenting students who have access to good child care are more likely to have a successful high school experience than students who do not. Students in need of assistance with childcare should speak with the school social worker.

Nowell is pleased to announce a partnership with Dr. Day Care and boasts a newly-designed, state-of-the-art facility for the daycare here on campus. This arrangement supports Nowell's mission by providing a haven for pregnant and parenting high school students while offering the comfort and convenience of having parent and child in the same building.

Attending the Dr. Day Care at Nowell is a privilege and participating students are required to adhere to a few basic expectations in order to use this service. Dr. Daycare has a low child-to-teacher ratio that ensures your child will receive the attention and care that he/she needs. Day care costs may be paid out of pocket or through a DHS child care subsidy if needed. Please note that the parenting student must apply and be approved for the DHS subsidy. Feel free to speak to our school social worker for details or support.

Transportation

Nowell offers all students transportation to school via its transportation support program. Students are able to access any of the following transportation supports on a weekly basis:

- A RIPTA 10-ride pass;
- A \$20 gas card;
- A \$20 gift card (if a student walks and elects not to use a gas-card or bus fare).

In order to participate in Nowell's transportation support program, students must sign and return a transportation support form. For more information on Nowell's transportation support program, please see the Student Support Specialists in the Main Office.

Food Services

All Nowell Academy students are provided a *free* hot breakfast, a *free* hot lunch, and snack service every day. Our school food partner, Sodexo, provides Nowell students with nutritious meals with multiple options at every meal. Students with any special dietary needs or allergies should notify the school nurse. Members of the Skipper Society may leave the school building during their lunch time (if under 18, Skipper Society members need parental permission.) Students who have not earned membership in the Skipper Society may not leave school for lunch.

Students are always welcome to bring a bagged lunch; these should be taken to the kitchen each morning, and they will be refrigerated until lunchtime. Students may not eat meals during class time. However, students may be permitted to bring a drink or snack into class at the discretion of the classroom teacher. Students may not order food to be delivered to the school unless given special permission by the principal.

At times other than breakfast and lunch, Nowell will maintain a supply of fresh fruit, healthy snacks and bottled water. Students - especially our expecting mothers - are welcome to enjoy one of these snacks in class so long as they take care to enjoy their snack in a way that is as minimally disruptive to the learning environment as possible.

Occasionally, Nowell may organize or order a special lunch for the whole campus.

Section 4. Student Health and Wellness

What makes Nowell unique for pregnant and parenting young adults?

The Nowell Academy was founded specifically to serve pregnant and parenting young mothers and fathers. We maintain program offerings that are unique to this population of young adults. These program offerings are described below.

For students who are not pregnant or parenting	<ul style="list-style-type: none"> • Nowell offers limited parenting support within the health curriculum. Ongoing individualized support around family health and reproductive health are also offered by the school nurse.
For students who are pregnant	<ul style="list-style-type: none"> • Nowell’s school nurse will be available to students throughout a pregnancy and will meet with students to discuss development, to answer their questions, to help them understand their birth options and to develop a plan for a healthy and safe birth. • Nowell offers all pregnant students support from a doula, which includes labor and delivery classes and support while in the hospital during labor.
For students immediately after child birth	<ul style="list-style-type: none"> • Following childbirth, Nowell students typically spend six to eight weeks at home on “maternity leave” (i.e. home learning) • During home learning, students will complete an academic Maternity Project for which they receive school credit • The school nurse and/or the Supervisor of Health & Wellness will provide postpartum home visits to support completion of the Maternity Project and to develop a plan to return to school. • The school social worker will visit students during their maternity leave to provide support for the mother and child, and ensure that all basic needs are met. • Nowell also offers services from a postpartum doula who can assist with ongoing support once the baby has been born around parent-baby bonding, safe parenting, healthy development, etc.
For students with children	<ul style="list-style-type: none"> • Nowell offers a private space for nursing mothers to pump during the school day. • Nowell provides professional lactation support and education for breastfeeding, pumping, weaning, or bottle feeding. • Nowell offers opportunities for students and their children to engage in fun activities together at school including playgroups, arts and crafts experiences, holiday themed parties, etc. • Nowell offers a support group for new parents that is dedicated to your success and your baby’s/child’s success. • Children are often encouraged to participate in monthly Family Engagement events throughout the year.

Counseling Services

Nowell is pleased to provide counseling services to students who elect to receive these services. Our school social worker is available to meet with students confidentially in one-on-one and group settings. Students can make an appointment in person or via email to meet with the school social worker or the school counselor.

Nowell also maintains a partnership with Sojourner House, a Providence-based non-profit organizing provided assistance to victims domestic and sexual violence. For information on speaking with Sojourner's School Based Advocate, students may contact the school social worker for a referral

Mental Health Emergencies:

In case of a mental health crisis, the school social worker will work with the student to conduct clinical assessments. If the student is under the age of 18, a guardian or a parent will be immediately contacted. If the student is deemed a risk to self or others, the student will be transported for evaluation. Before returning to school, the student must provide documentation that a mental health evaluation was conducted including a clearance by a clinician.

Illness and Medications

If a student becomes seriously ill at school, they should ask their teacher to see the school nurse. The nurse (or if the nurse is not available, the principal) will call the student's guardian/caretaker, and arrangements may be made for student dismissal. If a student is having a critical medical emergency, the school nurse (or supervising staff) will first call 911 and then contact the student's parent or guardian to inform them of the student's status. If a parent cannot be contacted, the emergency contact for the student will then be notified.

Students suffering from chronic illness or medical conditions must alert the school nurse of their condition with proper documentation and directions for prescription delivery. In addition, students with allergies to foods, insects, medication, or any other substances should also notify the school nurse immediately.

All students who are prescribed medication that needs to be taken during school hours must notify the school nurse to make a plan for medication administration.

Tobacco Policy

All members of the Nowell community are encouraged to make decisions which support optimal health and well-being. Students who wish to quit smoking should contact the school nurse for support. In accordance with Rhode Island state law, all forms of tobacco use (i.e. cigarette, e-cigarette, vapor, hookah pen, chewing tobacco) are prohibited within 100 feet of the school building.

Building Sign-In:

All students will use the Building Sign-In/Check & Connect Form each day before entering the building. This form asks if students are having any symptoms of illness and if they have a child attending daycare that day. In the event of illness, you should contact your POD mentor and the School Nurse. If you have symptoms during the day, the nurse may send you home based on clinical judgment. This form will also be used as part of Check & Connect (see above)

Section 5. Academic & School Program

Staff Qualifications and Certifications

The federal Every Student Succeeds Act (ESSA), requires that all schools receiving federal funds must inform parents of their right to ask schools about the qualifications of their child's teachers and paraprofessionals serving their child. You have the right to request the following information, which will be provided to you in a timely manner, if you request it:

- Whether the teacher has met the State of Rhode Island's certification criteria for the grade level(s) and subject matter he or she teaches;
- Whether Rhode Island has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances;
- The teacher's college major;
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees;
- Whether any paraprofessional educators provide services to your child and, if they do, their qualifications.

If you would like to receive any of the above-mentioned information, please make the request in writing to Jessica Waters, Executive Director at jessica.waters@nowellacademy.org. Our teachers are committed to helping your student develop the skills they need to be prepared for college, career, and family life.

Graduation Requirements

Nowell's graduation requirements are intended to ensure that all students who graduate from our program have demonstrated true readiness in each of these three areas: post-secondary education, careers and family life. Our goal is to graduate students who are prepared to succeed in a college freshmen seminar, to find and maintain family sustaining jobs, and to serve as healthy, resilient heads of households.

These ambitious goals require students to reach a high bar before graduating. Our graduation requirements, program of studies, and system of supports therefore, are designed to do three things simultaneously, namely:

- (1) To set consistently high expectations for student success
- (2) To offer multiple pathways and multiple opportunities for students to reach this standard
- (3) To provide an exceptional level of intervention and support – including more time in school – to assist students in meeting these standards.

Requirement #1: Prepared for Success in Post-Secondary Education

Like all high schools in Rhode Island, Nowell maintains a requirement that students complete our program of studies. Our program of studies includes coursework in the disciplines of mathematics, English language arts, the sciences, social studies, health, world languages and financial literacy. Our program of studies also includes work-based learning, elective courses and a portfolio requirement.

Like other high schools, Nowell translates mastery of competencies into course "credits." Students who demonstrate mastery in a course typically earn one course credit. Students can move through a course at their own pace and are not bound by "seat time" in order to earn credit. In some courses, students can elect to pursue deeper study in the content and earn more than one course credit upon demonstration of mastery. Students at Nowell successfully demonstrate mastery of content by completing content power focus areas and projects (scored against a common rubric that assesses mastery). Additional content and language skills are

assessed throughout the course in a more informal way. Students receive feedback and actionable steps to improve their understanding of specific competencies.

Nowell's academic program is designed to develop students who possess both content knowledge and the skills of self-directed learning. Self-directed learners seek challenges, demonstrate persistence, know how and when to shift strategies, seek help appropriately and respond to setbacks without giving up. Nowell develops self-directed learners through its project-based curriculum and its aligned cognitive skills rubric.

Because nearly all students at Nowell have attended one or more high schools before enrolling with us, most students begin at Nowell with some number of credits that transfer from a previous high school. These credits are determined upon enrollment by the school counselor, and the principal in collaboration with the student and, when necessary, the sending high school. A student whose transcript indicates that she has taken but failed a course at a previous high school has the opportunity to demonstrate mastery of the content and, if so demonstrated, earn the requisite credit in the course.

Nowell's program of studies is aligned with the admission standards of Rhode Island's public colleges and universities. This alignment ensures that students who graduate from our school can, at a minimum, meet the threshold for enrollment at Rhode Island College and/or the University of Rhode Island. The program of studies requires students to demonstrate this level of mastery through four math courses, four English language arts courses, three science courses, three social studies courses, two health courses, two foreign language courses, two elective courses, and a financial literacy course. These courses, in combination with a work-based learning requirement, constitute 22.5 course credits or the equivalent that students must accumulate in order to be eligible for graduation.

Course Offerings

Nowell's specific course offerings and minimum requirements are listed below.

- Nowell offers Integrated Math 1 (Algebra 1), Integrated Math 2 (Geometry), Integrated Math 3 (Data Science/Algebra 2), and Financial Literacy. Students must demonstrate mastery in four math courses or their equivalent and at a minimum demonstrate mastery of Integrated Math 3 (Data Science/Algebra 2).
- Nowell offers English 1 (Storytelling, Language Arts), English 2 (Theater Arts, Journalism and History), English 3 (Social Justice, Women's History) and English 4 (URI partnership College Writing Class). Students at Nowell must demonstrate mastery in each of these four courses or their equivalent. In previous years, Nowell has offered English courses such as Race & Class and Creative Writing.
- Nowell offers Biology, Intro to Computer Science, Computer Science Principles, Food Revolutions, Disease in the United States. Students at Nowell must demonstrate mastery in at least three courses or their equivalent. In previous years, Nowell has offered other science courses such as Physics, Anatomy, and Chemistry.
- Nowell offers Social Justice, Women's Studies, Disease in the US, Food Revolution, and Journalism in History. In previous years, Nowell has offered social studies courses such as AP Government and Civics. Students at Nowell must demonstrate mastery in at least three courses or their equivalent.
- Nowell offers a health program that provides the knowledge and skills necessary for students to assume responsibility for their own health. Topics such as personal health

and wellness, social and emotional health, safety, nutrition and physical activity, family life and sexual education may be discussed. Any student, parent, or guardian with concerns about the teaching of sexual education may contact the principal.

- Nowell offers a program in world language. Students at Nowell must demonstrate mastery in no fewer than two world language courses.
- Nowell offers elective courses. These elective courses include Nowell's arts programming as well as courses available to students at Nowell at other institutions. Students at Nowell must demonstrate mastery in no fewer than two elective courses.
- Students at Nowell must demonstrate mastery in financial literacy, either by successful completion/mastery of Nowell's financial literacy course or its equivalent.
- Students at Nowell must successfully complete a work-based learning experience and develop a comprehensive portfolio, both described in further detail below.

Students pursuing a diploma from Nowell are required to complete and demonstrate mastery in no fewer than five courses (or, at a minimum, four and a half credits/courses) during their time as an enrolled student at Nowell regardless of how many credits/courses are transferred. This requirement is intended to ensure that all students spend at least twelve months with us prior to graduating.

A summary of the course requirements described above appears below:

- Math: 4 course credits
- English Language Arts: 4 course credits
- Science: 3 course credits
- Social Studies: 3 course credits
- Health: 2 course credits
- Foreign language: 2 course credits
- Electives: 2 course credits
- Financial literacy: 1 course credit
- Portfolio: 1 course credit
- Workplace Learning: 1 course credit

Students who meet the required performance standards for the Seal of Biliteracy will receive the appropriate designation on their diploma.

Before graduating, students at Nowell must also demonstrate basic high school level proficiency in reading and mathematics prior to graduating from Nowell. Students have the opportunity to demonstrate proficiency in one of several ways, as outlined below. Students can:

- Reach a minimum score of 50th percentile of eleventh grade proficiency in reading and in math on the Northwest Educational Association Measures of Academic Progress (NWEA MAP) assessment, or
- Reach a minimum score of the 50th percentile in reading and in math on the Scholastic Aptitude Test (SAT), or
- By earning a grade of 3 or higher on Advanced Placement ("AP") level courses in the math or sciences or in the humanities, or
- By earning a grade of B+ or higher in college courses in the math & sciences or in the

humanities disciplines. Students at Nowell have the opportunity to take advantage of college courses at no cost through the State of Rhode Island's Advanced Course Network; if taken for satisfaction of this graduation requirement, the course must be approved by the Principal in advance of registration.

Finally, students can satisfy the requirement of demonstrating readiness for post-secondary level reading and math coursework by earning acceptance to an accredited, Bachelor's degree granting college or university, or by enrolling in a community college with an Accuplacer result demonstrating that a student does not require any remedial college coursework.

None of these opportunities to demonstrate proficiency serve as absolute gatekeepers. For example, students may demonstrate proficiency in reading by reaching the 50th percentile of ninth grade proficiency on the NWEA MAP assessment while demonstrating proficiency in math by earning a B+ in an introduction to engineering course at the Community College of Rhode Island.

Requirement #2: Prepared for Success in Careers

At Nowell, every graduating senior is required to participate in a workplace-learning program. Juniors, who have completed between 11 and 15 high school course credits, must complete a minimum of two five-hour internships. Seniors, on the other hand, are expected to complete at least one twenty-hour internship.

The purpose of these workplace experiences at Nowell is to further develop students' cognitive skills, which are crucial for successfully completing academic projects. These skills encompass critical analysis, data synthesis, writing, speaking, presenting, explaining, integrating evidence, active listening, and oral presentation.

During their workplace learning experience, students who demonstrate mastery of academic content closely aligned with a course requirement at Nowell may use their workplace experience to fulfill part or all of that requirement, under the supervision of the principal. Additionally, students who meet the performance standards for a Pathways Endorsement in specific fields such as Arts, Business and Industry, Humanities and World Languages, Public Service, STEM, or Teaching will receive the corresponding designation on their diploma.

Additionally, as previously mentioned, all seniors at Nowell are required to complete a portfolio before graduating.

Requirement #3: Prepared for Success in Family Life

In order to satisfy the requirement of graduating students who are prepared for success in family life, students must demonstrate mastery in this health and wellness course or its equivalent. Successful completion of an evidence based parenting skills program may be used as an equivalent to satisfy this requirement with the approval of the principal.

2023-2024 Course Offerings

Interdisciplinary Classes

Class	Description	Credits
Journalism: Fake News & Campaign Ads	<p>In this series of courses, students explore the critical role of the free press in a democracy and learn to responsibly navigate, consume, and produce news across a changing media landscape. Throughout the year, students consider the significance of news media coverage by reflecting on the impact of their new consumption habits in terms of the following questions:</p> <ul style="list-style-type: none"> ● What impact does your news consumption have on your ability to form your own views? ● Why does your news consumption matter (for you, for your community, or our world)? ● How can knowledge of rhetoric and the history of campaign ads protect me against falsehoods, exaggerations, and misinformation when making the important decision of who should get my vote? 	English US History
Social Justice: Students in the Law Comic Book Commentary Gentrification	<p>In this series of courses: Students will grapple with the following Essential Questions:</p> <ul style="list-style-type: none"> ● Given your understanding of the Constitution and legal precedent, how should the Supreme Court rule in controversial cases regarding the rights of students to free speech and personal privacy? ● How do the conflicts between heroes and villains of comics illuminate real-life tensions? ● To what extent can art influence social change? What is the impact of gentrification on my city/neighborhood, and how can I use photographic choices to make an argument about that impact? 	English US History
Biology: Plant Power Sustainability Food In History Citizen Food	<p>This course will empower the next generation of citizens to understand food and sustainability choices that will empower them to become strong advocates for change. Students will make connections between environment, social issues and learn from the past. They will grapple with the following Essential Questions: (1) How has the development of agriculture and technology advancements impacted humans? (2) How can the lessons of the past inform today's solutions to sustainably feeding the world? (3) How can I apply my knowledge of sustainability to contribute positively to the future?</p>	World History Environmental Science
Disease and US History	<p>This course explores the history of infectious disease, physical and mental challenges, public health, and the concept of the common good against the backdrop of a developing new nation. Students will grapple with the following Essential Questions (1) How did cultural</p>	Science History

	diffusion impact social, economic, political and health in the development of America? (2) Is Capitalism at odds with the moral compass of humanity? (3) With whom or what does the responsibility for human health rest?	
Storytelling	In this course, students will examine the power of diverse voices and stories in shaping social and cultural identity. Students will look at different social movements in history and how the inclusion of diverse voices incited or furthered social change. Students will also look at the structure of stories, and the role of storytelling through different mediums to shape politics, culture, and society. Finally students will look at their own community, and how they could tell their own story or the stories of others to foster social change that aligns with their values and beliefs.	English History
Women's Studies	This class focuses on the role of women and men in historical and contemporary America. It is a theme-based academic course that will address gender and equity issues, civil rights, basic human rights, and social movements. The scope of the course explores cultural and social constructions of gender, media stereotypes, the history, experiences, and contributions of women to society, and examines the influences these have on the lives of young women and men and will highlight the pioneers of the fight for equality, labor reform, and social policy.	English History

Single Subject Classes			
Math	Integrated Math 1 (Algebra 1) Integrated Math 2 (Geometry) Integrate Math 3 (Data Science/Algebra 2) Financial Literacy	World Language	World Language (Rosetta Stone)
Science	Biology Anatomy	Workplace Learning	WBL
English	Language Arts College Writing (URI; Semester 2) Theater Arts	Elective	Individualized Learning Plan Portfolio Health & Wellness Dual Enrollment Arts Weeks

Grading Policy

Every student may have co-taught, interdisciplinary courses as well as single-taught single-subject courses. For example, a co-taught class will cover two content areas (e.g. English and History) and a single-subject course will cover only one content area (e.g. Chemistry).

Earning Credit: To earn full credit (.5 credits) for an interdisciplinary course or any single-content class (.25 credit), a student must:

- Pass at least 70% of Checkpoints assigned to the project (see below)
- Pass all Cognitive Skills assigned to the Project with a minimum of 70%
- Pass any assigned Focus Areas

All classes must be completed with a grade of 70 (C-) or higher. Any grade below this is an Incomplete. Students who earn an Incomplete are required to meet with the school counselor to develop an agreement outlining the expectations for what work is required and by when the work must be completed (i.e. typically no later than the upcoming Arts Week).

Nowell Academy Grading Scale	
Final Grade	Numerical Equivalent
A+	97 - 100
A	93 – 96
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
C-	70 – 72
Below a 70 is an Incomplete (I)	

Note: Nowell has an established academic culture of **feedback and revision** where students who receive yellow or red on a Checkpoint will have specific feedback from their teacher to guide their revisions. Students who receive yellow or red for a Checkpoint are expected to revise until the Checkpoint earns green (passing grade). Similarly, students will have the opportunity to submit drafts of Final Products in order to revise prior to submitting the version that will be graded.

Module-Grading: Students’ grades will be formally calculated and closed at the end of each module. Each module will reflect a .25 credit in each content area upon completion (0.5 credits for interdisciplinary classes).

End-of-Year Credit Completion Week: In the case that a student is unable to complete a Project or Course and has a minimal amount of work to complete, they will have the opportunity to attend an intensive course completion week where they are expected to complete and submit any remaining work in order to receive credit.

Evening School/Summer Projects: All Nowell students are eligible for and encouraged to take Evening School and Summer Projects which are designed to offer .5 credit in History and English and/or Math and Science.

Arts Weeks

Nowell believes helping students find their passion and interests keeps students motivated to learn, be curious, and persevere through challenges. That's why, every six to eight weeks, Nowell partners with the Providence-based arts non-profit organization, AS220, for what we call an "Arts Week." During Arts Week, students spend half the day in a variety of self-selected arts-based workshops. These workshops include theater, fashion design, dance, drawing, sculpture, and many more.

Credit Acceleration

Extension Project: Students at Nowell often enroll at our school behind their graduation peer cohort. These students are sometimes referred to as "over-age and under-credited." Our students become over-age and under-credited in a variety of ways, often because they have missed school for an extended period of time before enrolling at Nowell. Nowell offers "credit acceleration" as a way for these students to recover credits they did not fully earn in previous classes and move towards graduation faster. Students who take and pass a class that is eligible for credit acceleration earn *one and a half credits* as opposed to the traditional one credit.

In order to earn one and a half credits in these courses, students will demonstrate a deeper understanding of the content area by completing additional focus areas and projects in the course. Students work with the school counselor and principal to determine if credit acceleration is a good fit for them.

NWEA Credit: Another avenue toward credit acceleration is through attainment of proficient scores through the Northwest Evaluation Association (NWEA). In order to achieve a proficient score, one must earn the equivalent of the 75th percentile of their peers in the 11th grade in reading and the 65th percentile in math. The scores that achieve such proficiency are 234 in reading and 241 for math. Attainment of these scores will earn students one credit in the subjects of math or English. Credit attainment in this form may only happen once for each English and math during one's high school tenure at Nowell Academy.

Earning College Credit

Nowell offers concurrent classes through the University of Rhode Island and Dual Enrollment opportunities (for 11th and 12th graders who are in good academic standing). The concurrent enrollment program allows qualified students to earn college credits while attending classes at the Nowell Campus. Students who are dual enrolled at the Community College of Rhode Island have the opportunity to earn credit on the CCRI campus while attending classes at Nowell. In a few instances, students may only be placed in CCRI classes during their senior year. Nowell also offers students the opportunity to take the CLEP exam in a foreign language. Students who pass the CLEP exam can earn up to 12 college credits.

Special Populations

Nowell Academy adheres to state and federal regulations governing the education of children with disabilities. Nowell also maintains a staffing and programming designed to provide extra support and small group interventions to students with acute needs in math and reading as well as students who are multilingual learners.

The Director of Special Education provides leadership and support to the school community through quality special education services, alternative school programs, and student services so that all students achieve high academic standards. If you would like more information regarding

Special Education services, please feel free to contact Carolyn Taylor, Director of Special Education at carolyn.taylor@nowellacademy.org

Nowell Multilingual Learning

We believe:

- Multilingualism is a resource and a strength, not a deficit. We encourage all students to sustain their languages and cultural heritage at home and in our community.
- Multilingual Learners (MLLs) can and should learn social and academic English while maintaining and developing proficiencies in their own languages.
- MLLs are a diverse population with wide ranges of academic strengths and areas of growth.
- MLLs need sufficient time, explicit instruction in English language development, and differentiated access to content classes in order to be successful.
- MLLs should be integrated into school activities and content classes as much as possible.
- All Nowell teachers are responsible for creating pathways for MLLs to access the curriculum.

Nowell has a strong English Language Development (ELD) program built to support Level 1 and 2 Multilingual Learners. Highly skilled teachers offer students rich opportunities to build academic language skills that will support students as they aspire to their college and career goals.

In addition, students receive support in content classes in which teachers are coached to embed English language development strategies into core courses providing students with access to the entire curriculum.

Academic Integrity

At Nowell Academy we believe honesty and integrity are fundamental in preparing our students for college, career, and family life. We revere these values and hold them essential in promoting personal responsibility, moral and intellectual leadership, and pride in ourselves and our community.

We expect our students will represent themselves truthfully, claim only work that is their own, and engage honestly in all academic assignments.

Please refer to the chart below for examples of academic dishonesty.

Plagiarism	
Do	Don't
Trust the value of your own intellect.	Don't purchase papers or have someone write a paper for you.
Undertake research honestly and credit others for their work.	Don't copy ideas, data, or exact wording without citing your source.

Unauthorized Collaboration	
Do	Don't
Trust the value of your own intellect.	Don't collaborate with another student beyond the extent specifically approved by the teacher.
Cheating	
Do	Don't
Demonstrate your own achievement.	Don't copy answers from another student; don't ask another student to do your work for you. Don't fabricate results. Don't use electronics or other devices during assessments.
Accept corrections from the teacher as part of the learning process.	Don't alter graded exams and submit them for re-grading.
Do original work for each class.	Don't submit projects or papers that have been done for a previous class.
Facilitating Academic Dishonesty	
Do	Don't
Showcase your own abilities.	Don't allow another student to copy your answers on assignments or exams. Don't take an assessment or complete an assignment for another student.

Every student will sign a **Nowell Academy Plagiarism Declaration**. (See Appendix)

Professional Conduct

Students are expected to maintain a professional decorum at all times. Nowell is a small school by design and all members of this community are expected to respect our need for high professional standards. For more information, please refer to the School-Wide Expectations Agreement in the appendix of this handbook.

Students found in violation of these standards will receive redirection from their classroom teacher or other staff member. The Dean of Students will be asked to support students who do not respond to this redirection.

Students are expected to be in the class they are scheduled to be in for the period. In the instance that a student is granted permission by a teacher to work in an alternative setting they should expect that any staff member may ask them why they are not in class. On the rare occasion that remote instruction is necessary, Nowell holds the same high standards for professional conduct. Please see the [Digital Professionalism One Pager](#) (also on our website).

Laptop & Computer Policy

All students at Nowell sign a Digital Citizenship Agreement prior to using school issued laptops and technology. Students at Nowell may be eligible to take a school laptop home with them if:

- The student is on “home learning” due to maternity leave,
- The student is out of school for an extended period of time due to a medical need,
- The student is participating in an approved college level course for which they may need access to a laptop computer, or
- Other extenuating circumstances if approved.

A student must make a request to their teacher in order to bring a computer home, and the Supervisor of Learning & Teaching must approve. Students who are issued computers to take home may also be eligible to take home a wifi “hotspot” in order to access the internet.

Cell Phone Protocol

The expectation at Nowell is that cell phones are away and silent during the school day unless a student is given specific permission by a teacher to have a cell phone accessible. Students may use their phone freely during lunch and passing as long as it does not cause a distraction or safety issue to the community.

Rationale:

Cell phones distract and can negatively impact learning in the classroom. The goal of our policy is to encourage students to develop the skill of self-management and set a culture where students are responsible for keeping phones away and silent. To this end, we have created the following cellphone expectations.

Expectations:

During class time and community meetings, students are expected to keep their cellphones away and silent so that they are not distracted by notifications. Staff at Nowell will proactively support students in following this expectation. We realize and want to acknowledge that there are specific exceptions that must be made in order to ensure safety and equity of all students, such as the need for translation, parental duties, etc. These exceptions will be made collaboratively between staff and students.

Supports when students are unable to meet this expectation:

At Nowell we strive to teach students self-management and take a restorative approach to discipline. Staff is focused on building relationships and explicit teaching that help students develop self-management skills. During learning time students will be reminded of the cellphone expectations and redirected to put their cell phone away and silent. If a phone has become distracting to learning, the teacher will utilize a variety of redirection techniques to encourage self-management. If this distraction becomes a pattern, the teacher may complete a referral in Kickboard with next steps to be determined by the Dean of Students and/or the Principal. Additional supports, potentially including a referral to the MTSS Team, may be implemented to further assist students with skills related to self-management.

Section 6. Nowell Community Membership

In this section, students and families will find some information on what it means to be a member of the Nowell community.

S.K.I.P. Values

Nowell has adopted four core values that guide our work in everything we do. These are the “SKIP” values of Strength, Knowledge, Integrity and Purpose.

Strength. Students of Nowell demonstrate strength by persevering through challenges, setting and working towards goals, and resolving conflicts peacefully.

Knowledge. Students of Nowell demonstrate knowledge by having a growth mindset, participating in school to the fullest of their ability, and applying what they learn at Nowell in their life and community.

Integrity. Students of Nowell demonstrate integrity by cooperating with others, exhibiting academic honesty at all times, and representing Nowell with pride.

Purpose. Students of Nowell demonstrate purpose by arriving at school on time each day, being fully present and on-task during school hours, and remaining on-track to graduate.

More examples of how students demonstrate the SKIP Values each day in the section on Nowell Bucks below.

Policies for Gender Non-Conforming Students

Identification Documents, Names, and Pronouns

Nowell Academy will treat students consistent with their gender identity and/or expression even if their education records or identification documents indicate a different sex.

Sex-Segregated Activities and Facilities

For all sex-segregated activities and facilities, transgender students will be allowed to participate in such activities and access such facilities consistent with their gender identity.

Restrooms and Locker Rooms

Nowell Academy will provide separate facilities on the basis of sex, but must allow transgender students access to such facilities consistent with their gender identity.

Nowell may not require transgender students to use facilities inconsistent with their gender identity or to use individual-user facilities when other students are not required to do so. Nowell may, however, make individual-user options available to all students who voluntarily seek additional privacy.

Athletics Activities and Clubs

All students should have the opportunity to participate in athletic activities and clubs

(including competitive sports) in a manner that is consistent with their gender identity, irrespective of the gender listed on a student's records.

Privacy/Confidentiality

School staff shall not disclose any information that may reveal a student's transgender status to others, including parents or guardians and other school staff, unless legally required to do so or unless the student has authorized such disclosure. Transgender and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information. The fact that a student chooses to use a different name, to transition at school, or to disclose their transgender status to staff or other students does not authorize school staff to disclose a student's personally identifiable or medical information. When contacting the parent or guardian of a transgender or gender nonconforming student, school staff should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise.

Dress Code

Students at Nowell Academy shall have the right to dress in accordance with their gender identity and expression, including maintaining a gender neutral appearance within the constraints of the dress codes adopted by the school. School staff shall not enforce a school's dress code more strictly against transgender and gender nonconforming students than other students.

Student Transitions

The school shall accept the gender identity that each student asserts. There is no medical or mental health diagnosis or treatment threshold that students must meet in order to have their gender identity recognized and respected. The assertion may be evidenced by an expressed desire to be consistently recognized as the sex consistent with their gender identity. Students ready to socially transition may initiate a process to change their name, pronoun, attire, and access to preferred programs, activities, and facilities consistent with their gender identity. Each student has a unique process for transitioning. The school shall customize support to optimize each student's equal access to the network's educational programs and activities.

Amendment of Educational Records

Nowell may receive requests to correct a student's education records to make them consistent with the student's gender identity. Updating a transgender student's education records to reflect the student's gender identity and new name will help protect privacy and ensure personnel consistently use appropriate names and pronouns.

Health Classes

- All students will study sex and gender in their health classes, including sexual orientation and gender identity in accordance with National K-12 Sexuality Standards as promulgated by the Rhode Island Department of Education (National Sexuality Standards). Teachers should have an understanding of, or ask for assistance when addressing these topics. When health classes are segregated by sex for age appropriate information, students are allowed to participate in the class that aligns with their identified gender.

- Students will understand safe sex for any sexual encounter and will learn about the difference, and possible transition between, sex and gender.

Gay-Straight Alliance

Any department in Nowell Academy can create and actively run a Gay-Straight Alliance (GSA), a protective space for the LGBTQ+ community and its allies where they can share ideas to benefit their school and make it a safe environment for the community. GSAs will be offered the same opportunities and privileges as other extracurricular groups, and their endeavors are treated equally and held to the same procedural guidelines.

Dances

Students are not limited to their choice of date based on gender identity or expression. For example, male students can bring male students to a dance or prom. Any title given at dances (i.e. prom king/queen) can be a same sex couple who will be given the titles appropriate to their gender identity (i.e. prom king and king / queen and queen).

Bullying Policy: Harassment, intimidation, bullying, teen dating violence and sexual violence are prohibited. [R.I.G.L. 16-21-26, 16-21-30] The prevention of bullying, teen dating violence, and sexual violence is part of a strategic plan [R.I.G.L. 16-7.1-2(e)], school safety plan [R.I.G.L. 16-21-24].

The purpose of this policy is to:

- Raise school-wide awareness about bullying, teen dating violence and sexual violence;
- Provide direction in responding to incidents; and
- Prevent new incidents of bullying, dating violence, and sexual violence.

Definitions:

At school means in a classroom, on or immediately adjacent to school premises, on a school bus or other school-related vehicle, at an official school bus stop, or at any school-sponsored activity or event whether it is on school grounds or not.

Bullying occurs when a student intentionally assaults, batters, threatens (including threats if the victim "tells" on the perpetrator), harasses, stalks, menaces, intimidates, extorts, humiliates, or taunts another student. Bullying also occurs when a student or a group of students organize a campaign of shunning against another student or when a student or a group of students maliciously spread rumors about another student. Cyberbullying occurs when any of the above occur over the computer or other digital device and is included in this policy.

Dating violence is a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal or emotional abuse to control his or her dating partner.

Sexual assault includes behaviors that are attempted or perpetrated against a victim's will or when a victim cannot consent because of age, disability, harmful threats or promises, or the influence of drugs or alcohol. Sexual assault may involve actual or threatened physical force, use of weapons, coercion (using force or intimidation to gain compliance), intimidation, or pressure and may include:

- Intentional touching of someone in ways that are unwanted,
- Voyeurism (observing sexual objects or acts),
- Exposure to exhibitionism (undesired observation of sexual images or private body parts),

- Undesired exposure to pornography,
- Public display of images, or
- Stalking behavior.

Reporting Responsibilities

Nowell Academy expects all members of our community to report bullying. The victim of bullying (including cyberbullying), dating violence, or sexual violence; witnesses/bystanders to such actions; or anyone who has information that these actions have occurred may file a report. If a student is involved in an incident of bullying (either victim or offender), we will follow the appropriate protocols, supply the student with relevant information and resources, and involve the parents and/or police, if appropriate.

Investigation

The school administration has developed procedures and guidelines for the investigation of a bullying, dating violence, or sexual violence report. If the allegation is found to be credible, appropriate disciplinary sanctions, subject to due process, shall be imposed. Whenever bullying, teen dating violence, or sexual violence involves conduct that violates criminal law, the police shall be notified.

Procedures & Guidelines for Reporting and Investigating

- All reporters will complete the Complaint Form and submit it immediately to a school administrator or other trusted adult. Every effort will be made to maintain the anonymity of the reporter.
- Reporters will be provided with both appropriate school-based and out-of-school services and resources.
- An investigative protocol will be followed for each incident, informing the appropriate parties and taking disciplinary action.
- If appropriate, a legal no-contact order and/or a school-based “stay away” agreement will be implemented. This may include changing a student’s schedule or vigilantly monitoring contact between students.

Victim Rights & Protection

Nowell Academy is committed to creating a school environment (which extends off-campus) that promotes timely and fair adjudication of bullying, violence, teen dating violence, and sexual violence cases. Administrators shall establish guidelines to protect the rights and privacy of the alleged victim as well as the due process rights of the alleged perpetrator. This protocol provides specific guidelines for the treatment of both victim and alleged perpetrator.

Prevention

The administration of Nowell Academy shall ensure that students and staff are instructed on how to identify, prevent, and report bullying, teen dating violence, and sexual violence. The administration shall also ensure that the school health program and counseling services include the appropriate social skills training to help students avoid isolation and help them interact in a healthy manner.

All staff shall model correct and courteous behavior to each other, to students, parents and visitors. Abusive or humiliating language or demeanor shall not be accepted. The staff shall ensure that each student is known by a teacher/staff member that the student can turn to if abuse develops. This is accomplished through our comprehensive commitment to building a safe learning community.

Community Meetings

Nowell holds weekly all-school community meetings every Monday. Community Meeting is a time for administration, staff & teachers to share updates and reminders on the week ahead and to celebrate accomplishments at the close of the previous week. Nowell may invite guest speakers to participate in Community Meetings. Attendance at Community Meetings is required for all students and staff members. Respectful and professional conduct is consistently expected from all students.

Dress Code

Nowell maintains a uniform policy for students. The purpose of our uniform policy is to create a sense of identity & community and to support the development of a professional learning environment for students and teachers alike. School uniforms also give students an opportunity to tangibly demonstrate that they are prepared to meet the school's expectations for community participation for the day.

Students at Nowell wear a top with a Nowell Academy logo. These tops include polos, button-up Oxford shirts, t-shirts and hooded sweatshirts. Any of these Nowell tops are acceptable, including Nowell tops from previous school years.

Tops should be worn appropriately and unaltered. Wearing a Nowell top with writing on it or one that has been cut in various ways, or simply draping a Nowell top over one's shoulder does not meet the uniform expectation. If another shirt is visible under a student's uniform shirt, the undershirt is expected to meet traditional business casual standards.

Nowell does not maintain a uniform policy for bottoms; students are permitted to wear shorts, pants, skirts, dresses, shoes, or other accessories of their choosing. The school will not allow any clothing or accessory that includes the depiction of violence, references to drugs or alcohol, items which are obscene or gratuitous in any manner, and anything that disrupts or distracts from the core purpose of school. It is important for students to follow the guidelines provided by the school and to seek clarification from staff if there are any questions or uncertainty about specific clothing items or accessories.

Furthermore, the staff at Nowell holds the discretion to determine whether a student's attire meets the dress code requirements for both tops and bottoms. This means that the staff will have the authority to evaluate whether a student's clothing adheres to the dress code guidelines and may provide guidance and/or make decisions accordingly.

If a student comes to school without their uniform, the school will make one immediately available to a student to borrow for the day. Students should recognize, however, that these "loaner" shirts may not always be available in a student's preferred size. A student who refuses to comply with the dress code may not be allowed to attend class for the day and may be sent home.

Nowell Bucks Program

The Nowell Bucks program encourages students to exhibit the school's SKIP values and provides them with a tangible reward for their efforts. The opportunity to earn Nowell Bucks at different levels of achievement gives students a sense of progression and encourages them to consistently strive for excellence.

The Student Leadership Council (SLC) will play a crucial role in gathering student perspectives, promoting engagement, and ensuring the Nowell Bucks program aligns with student needs and interests. By incorporating behavior rubrics, a well-stocked School Store, larger rewards, class

competitions, and attendance points, the program becomes more comprehensive and effective in incentivizing positive behavior, fostering a supportive school community, and promoting student growth.

Student Leadership Council will:

- ...be composed of two representatives from each grade, elected by their peers.
- ...meet regularly to discuss positive behavior-related matters, gather input from students, and propose improvements to the program.
- ...act as a liaison between students and staff, providing valuable insights and suggestions for enhancing the Nowell Bucks Program.

Behavior Rubrics:

- The SLC, in collaboration with staff, will develop behavior rubrics that align with the SKIP values and school-wide expectations.
- The rubrics should clearly outline specific behaviors and expectations at different achievement levels.
- It is essential to ensure the rubrics are easily understandable by all students and consistently applied by staff members.

Rewards:

- The SLC will gather student input and suggestions for rewards.
- Rewards can include a range of options, such as additional Nowell Bucks, recognition certificates, special privileges within the school, or exclusive events.
- Our goal is to offer a wide variety of rewards in order to cater to different interests and motivations among the student body.

School Store:

- The School Store, managed by the SLC (with staff guidance), will offer a diverse range of items.
- Along with gift cards, the store may be stocked with Nowell-branded merchandise, school supplies, technology accessories, books, and other items students find appealing.
- The SLC can periodically review and refresh the inventory based on student preferences and feedback.

Larger Rewards (Field Trips, etc.):

- The SLC, in coordination with staff and administration, will plan larger rewards such as field trips and exclusive events.
- These field trips may be based on specific behavior goals or achievements and provide students with educational, cultural, or recreational experiences.
- The SLC will gather student input on potential destinations and collaborate with staff and administration to ensure alignment with academic objectives.

Class Competitions:

- The SLC will organize monthly class competitions to promote SKIP Values and school-wide expectations.
- Competitions may be based on earning class points or meeting specific goals.

- The SLC will collaborate with staff and administration to determine criteria, track progress, and reward winning classes with incentives like ribbons, trophies, or small celebrations.

Attendance Points:

- The council will develop an attendance points system to encourage regular and punctual attendance.
- Students with excellent attendance can earn additional Nowell Bucks or other rewards.
- The system will consider excused absences and address any necessary adjustments to ensure transparency, fairness and equity for all students.

Skipper Society

In nautical terms, a “skipper” is someone in charge aboard a boat or watercraft. Members of the Skipper Society are the captains, or student leaders, at Nowell Academy. Skipper Society is the mechanism for which Nowell Academy re-enforces excellent attendance and positive behavior of our students.

Students who attend school a minimum of four out of five days– and have not had any disciplinary referrals– earn admission into the Skipper Society for the following week. Students in Skipper Society will be eligible to go off campus during lunch time. The Skipper Society list will refresh every week.

Students who violate the privileges of the Skipper Society may risk losing their status in the Skipper Society for the remainder of the week. For example, if a student on the Skipper Society leaves for lunch but returns to school significantly late, they may lose the privilege to remain on the Skipper Society for the remainder of the week.

Violating the SKIP Values

Students and teachers alike work hard to make our campus a positive learning environment that allows all of us to focus on the work at hand - getting prepared to graduate ready for success in college, careers and family life. Certain behaviors that violate the SKIP values distract us from this work. Cursing, being disrespectful, or skipping class and roaming around the school building - behaviors like these are unacceptable because they waste time, cause discord within the community, and push us off the path towards graduation and success beyond high school.

Nowell has adopted a tiered approach to addressing instances of SKIP Value violations. In the event of a SKIP Value violation, the Dean of Students and the student will jointly determine the appropriate restorative practices to address the issue. Restorative practices aim to help someone who has violated the SKIP Values restore their relationship with the school community. This approach is different from a punitive approach based solely on punishment or suspension from school.

Restorative Chat Questions

Let's make this right!

1. What happened?

- How are you feeling?
- What were you thinking?
- What did you want or need?

2. What was the impact?

- Who was hurt by what happened?
- What do you think they were thinking? How do you think they were feeling?

3. What's the plan?

- What needs to be done to make things right?
- What is our agreement for the future?
- How do you want things to change?
- How do we fix the problem together?

Samples of SKIP Value violations and potential restorative actions are presented below. In the case of ongoing SKIP Value violations and/or safety situations, a referral to the MTSS Intervention Team may be made. MTSS (or Multi-Tiered System of Supports) is a holistic approach to assisting students to reach their potential. With the primary goal of student support, a referral to MTSS may lead to the team (listed below) initiating a series of interventions and, perhaps, recommendation for additional outside services.

Nowell's MTSS Intervention Team:

- Ms. Dawn Manchester - Supervisor of Learning & Teaching
- Ms. Melissa Slaiger - School Counselor
- Ms. Kate Muelling - STEM Lead Teacher
- Ms. Amber Cote - Math Interventionist
- Ms. Sarah Laperle - Humanities Lead Teacher
- Ms. Linda Iribarren - Reading Interventionist
- Ms. Waffa Freij- School Social Worker
- Ms. Jill Lennox - School Nurse
- Ms. Deb Pilkington - Special Education Teacher
- Mr. Chace Baptista - Dean of Students

Continuum of Responses to SKIP Value Violations

Behaviors	Educator Actions In the Moment	Educator Follow-Up Actions
Behavior Level: Minor - Complete Restorative Planner and Submit to Dean by EOD		
-Refusal to Use Situationally Appropriate Language -Minor Physical	1. Implement two strategies (e.g. proximity, whole group anonymous reminder, private verbal reminder, private written reminder)	1. At the end of the day, the teacher should call the student's parents or the student if they are 18 or older to discuss the incident using Restorative Questions

<p>Contact -Property Misuse -Consistently Tardy -Technology Misuse -Inappropriate Display of Affection -Out of Assigned Area</p>	<ol style="list-style-type: none"> 2. Ask the student to take a self-regulating break within or outside the classroom 3. If behavior does not resolve, ask student to take another self-regulating break within or outside the classroom, and complete the Restorative Referral by EOD 4. If behavior continues and interferes with other students' learning, text the Dean 	<ol style="list-style-type: none"> 2. The teacher should document the conversation in Kickboard 3. Teacher should identify which other people need to know about the incident and communicate necessary information to them within 24 hours (examples: IEP case managers, social worker, school nurse, school counselor, interventionists)
<p>Behavior Level: Major - Complete Restorative Planner and Contact Dean Immediately</p>		
<p>-Abusive-Language -Indication of Bullying -Indication of Cheating/Plagiarism -Indication of Gang Affiliation -Indication of Harassment -Habitually Skipping Class -Habitual or Significant Misuse of Technology -Unwanted Touching</p>	<ol style="list-style-type: none"> 1. If applicable, ask the student to take a self-regulating break within the classroom or outside the classroom. 2. Contact the Dean (or the Principal) immediately. 3. Complete and submit the Restorative Referral to the Dean right away. 4. You may be asked to take part in follow-up of some kind in the near future 	<ol style="list-style-type: none"> 1. The Dean calls the student's parents if they are under 18 2. At the appropriate time the Dean asks the student to fill out the Restorative Reflection and Action Plan 3. The Dean and the student determine next steps 4. The Dean documents into IC 5. The Dean will identify which other people need to know about the incident and communicate necessary information to them within 24 hours (examples: IEP case managers, social worker, school nurse, school counselor, interventionists, admin) 6. The MTSS Intervention Team meet to consider interventions for a student with 3 or more majors per month
<p>Behavior Level: Safety - Take Action Immediately</p>		
<p><u>Wellness</u> -Use or possession of alcohol or drugs (e.g. marijuana, vape pen, etc.) -Indication of suicidal ideation, self-harm (e.g. cutting, etc.) -Indication of homicidal ideation</p>	<p>Wellness: Call or text School Nurse and School Social Worker immediately</p> <p>Violence: Call a member of the crisis team (Principal, School Counselor, School Social Worker, Dean of Students, Nurse or Supervisor of Health & Wellness)</p> <p>Crisis team will:</p> <ol style="list-style-type: none"> 1. Use CPI de-escalation or 	<ol style="list-style-type: none"> 1. The Dean calls the student's parents if they are under 18 2. When the situation has de-escalated (possibly days later), a Crisis Team member asks the student to fill out the Restorative Reflection and Action Plan 3. Crisis Team Member and the student determine next steps 4. Crisis Team Member documents in IC

<u>Violence</u> -Arson -Bomb Threat -Fighting -Physical/Sexual Assault -Use or possession of combustibles or weapons	crisis intervention techniques to ensure safety 2. If absolutely necessary, call a medical team and/or 911	5. Crisis Team identifies which other people need to know about the incident and communicate necessary information to them within 24 hours (examples: IEP case managers, social worker, school nurse, school counselor, interventionists, admin) 7. The MTSS Intervention Team will meet to consider Tier 2 or Tier 3 intervention for a student with any safety behaviors
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Behavior Definitions

Minor Problem Behavior	Definition	Example
Refusal to Use Situationally Appropriate Language	Student engages in an ongoing pattern of low-intensity instances of situationally inappropriate language.	The student yells out “b*tch” when they make a mistake. Student uses inappropriate, but not hateful, language with other students (e.g. using racial terms casually with one another to denote in-group status)
Minor Physical Contact	Student engages in low-intensity, inappropriate, physical contact	Playful or annoying physical contact - pushing, poking, play-fighting etc...
Property Misuse	Student engages in low-intensity misuse of property	Student writes on the desk. Students playing “catch” with a book.
Consistently Tardy	Student consistently reports to class significantly after the start of the block.	The student tells you that they were with a Student Support Team member but does not provide notification, e.g., text, note.
Technology Misuse	Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, music/video players, camera, and/or computer.	Student making Tik Tok videos in the restroom. The student speaking with someone loudly on speaker phone in the hall.
Inappropriate Display of Affection	Student engages in situationally inappropriate, consensual (as defined by school) verbal and/or physical contact with another student.	Student and their partner found making out around the corner near the restroom. Could also include, but not limited to: <ul style="list-style-type: none"> ● Sitting on others laps. ● Verbalizing sexual activity ● Sexual touching

Out of Assigned Area	Student displays a pattern of not reporting to the location they belong at a given time.	Student is found alone in the Seminar Room during lunchtime.
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Major Problem & Safety Behaviors

Major Problem & Safety Behavior	Definition	Example
Abusive Language	Student delivers a pattern of verbal messages that include swearing, name-calling, or use of words in an inappropriate way	Hurtful and vulgar comments about others - that "fat b*tch" is always talking sh*t about people." "Yo teacher, you smell like you need to take a shower."
Physical Aggression	Intentional and aggressive physical contact between two or more students	"Play fighting" between classes that quickly turns into an actual brawl.
Indication of Bullying	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling. Student(s) engage in aggressive behavior that is characterized by hostile intent (the harm caused is deliberate), imbalance of power (real or perceived power inequality between bully and victim), and repetition over a period of time	"The color of their skin makes me want to punch them in the face." "She can't hang out with us because she is poor and dirty." Students repeatedly sending hostile messages using their phone or computer (email, text, social media)
Indication of Cheating/Plagiarism	Student delivers message that is untrue, acts dishonestly or unfairly in order to gain an advantage, and/or deliberately falsifies academic work.	During an assessment, a student realizes they haven't studied and begins copying answers from a table partner. A student copies a five-paragraph essay from AI and submits it as their own work.
Indication of Gang Affiliation	Student uses gestures, dress, and/or speech to display affiliation with a gang	A student continually addresses both student and teacher as "blood" or "crip." The student wears a "blue or red bandana" in their pockets or on their person.
Indication of Harassment/Hate Speech	The delivery of a pattern of aggressive messages in any format, and/or pressure or intimidation	A student receives an "F" on a test. He protests his grade and is adamant about changing his grade or allowing him to

	Abusive or threatening speech or writing that expresses prejudice against a particular group, especially on the basis of race, religion, gender, ethnicity, sexual orientation disability, physical characteristics, or other protected class	<p>retake the exam. You stand firm on your position and tell him that there are no make-ups or extra credit. His tone becomes increasingly aggressive. He calls you, he emails you, and he waits for you after class.</p> <p>A student directs a racial slur towards another community member - this does not include using racial terms casually with one another to denote in-group status</p>
Use or possession of alcohol, drugs (including marijuana and vape) and/or tobacco (including vape)	Student is in possession of or is using alcohol or illegal drugs/substances or imitations	<p>You see a student pass a marijuana cigar to another student.</p> <p>You smell a strong odor of alcohol on a student's breath.</p> <p>You see a student pass a vape pen to another student</p>
Intentional Property Damage/Vandalism	Student participates in an activity that results in destruction or disfigurement of property	<p>The student slams a computer on the floor in rage.</p> <p>The student writes on the screen of a computer with a permanent marker.</p>
Habitually Skipping Class	Student demonstrates a pattern of leaving or missing class without permission	<p>The student does not attend your first-period class and hides in the cafeteria closet.</p> <p>The student asks to go to the Nurse and does not return to class.</p>
Habitually or Significant Misuse of Technology	Student engages in a pattern of inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer	<p>The student records a video of another student getting "jumped" by three girls and shows everybody in the school.</p> <p>Student(s) watching and promoting "violent acts of hatred against women."</p>
Unwanted Touching	Physical contact– sexual or otherwise– without consent of the other person	Student reports that another student groped them while passing in the stairwell.

Behavior Level: Safety - Take Action Immediately!!

Wellness	
Use or possession of alcohol or drugs	Student is in possession of or is using illegal drugs/substances, imitations or alcohol.

(including marijuana)	
<p><u>Violence</u></p> <ul style="list-style-type: none"> ● Arson ● Bomb Threat ● Fighting ● Physical/Sexual Assault ● Use or possession of combustibles or weapons 	<ul style="list-style-type: none"> ● Student plans and/or participates in malicious burning of property. ● Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion. ● Student is involved in mutual participation in an incident involving physical violence. ● Student is in possession of knives (> 6 in., < 6 in.) and guns (real or look alike), or other objects readily capable of causing bodily harm.

In the instance that students exhibit behavior or actions that are beyond that described above, Nowell Academy reserves the right to take other actions that we believe may be necessary to maintain the safety and integrity of our learning community. These actions are described below.

- **Sent home for the remainder of the day.** Students who exhibit egregious actions or behaviors that indicate they are not ready or are deemed incapable of maintaining a professional demeanor will be sent home for the remainder of the day.

Students who are 18 years old or older will be expected to leave the campus immediately and of their own volition. If students are incapable of leaving on their own they may be given up to 30 min to secure transportation home, this decision will be made by the Dean of Students and on a case-by-case basis. The student will be required to have a re-entry meeting with the Dean of Students, School Counselor and Principal.

Students who are under 18 years old and must be sent home for the remainder of the day will be sent home either with the permission of their parent/guardian or preferably will be picked up by their parent/guardian. The student will be required to have a re-entry meeting with the Dean of Students, School Counselor and Principal.

- **Emergency multi-day removal.** Students who exhibit egregious actions or behaviors that jeopardize the safety of the community may be immediately removed from the community on an emergency basis for up to three days while school officials create a safety plan for that student's return to school

Students who are 18 years old or older will follow the procedure identified under "sent home for the remainder of the day" and in addition must attend a meeting in which school officials will review a plan for the student's return to school.

Students who are under 18 years old will follow the procedure identified under "sent home for remainder of the day" and in addition to, must attend a meeting, along with a guardian/caretaker, in which school officials will review a plan for the students return to school.

- **Exclusionary actions extending beyond 3 days.** In the rare instance that Nowell Academy feels it is in the best interest of the student and the school community to

consider a removal from school that extends beyond three days, a plan for longer-term home learning will be developed by the Principal, the School Counselor and the Dean of Students. In the instance that a student or their parent/guardian does not support the home-learning plan presented by the school, the student or guardian/caretaker may appeal the plan to the Executive Director.

Physical Violence & Threats of Physical Violence

Nowell is a safe school community. Especially because we serve a population of pregnant and parenting young women, Nowell takes physical violence - and threats of physical violence - very seriously. Any student over the age of 18 years old who physically harms another student may be automatically withdrawn from Nowell. Any student under the age of 18 years old who physically harms another student will be placed on a plan of home learning until such time the school is confident that the student can be reintegrated into the school community safely.

Students who make threats of physical violence may also face serious consequences, up to and including un-enrollment or long-term home learning. These threats include both direct and indirect threatening language (i.e. "If someone crosses me today, I am going to hit them"). These policies apply both in and out of school, and also apply to social media interactions. A student who threatens another student on social media, directly or indirectly, during or outside of school hours, will be subject to the consequences described here. Students may be financially responsible for any damages that occur as a result of any violent behavior or vandalism. As dictated by law, these types of behaviors will require the notification of law enforcement authorities.

Students may also be subject to in- or out-of-school suspension. The Principal approves recommendations for suspension based on the facts presented by the Dean of Students.

Use and Possession of Alcohol and Drugs

Given reasonable suspicion (e.g. a student comes to school with a strong odor of marijuana), students will be questioned as to their possible use of alcohol or drugs and referred to the school nurse and/or a school administrator. Students who are suspected to be under the influence of drugs or alcohol may be sent home for the day. Students who are not under the influence of drugs or alcohol but may be exhibiting other signs associated with drug or alcohol use (i.e. a student whose clothing bears a strong odor of marijuana, erratic actions, etc.) may be asked to change into another uniform shirt (to be provided by the school), apply body spray, or allow the Dean of Students to hold the odiferous item until the end of the day.

If staff have sufficient evidence to indicate that state law has been violated with respect to the use, possession, or sale of alcohol or illegal drugs, the school will take the necessary steps to ensure the safety of the individual and the community as a whole. These steps may include but are not limited to the following:

- Reporting to parents,
- Sending the student home for the day,
- Additional consequences extending beyond being sent home,
- Significant medical intervention,
- Reporting to police in accordance with state law and practices by local law enforcement agencies

Appealing Disciplinary Decisions

Families (or students over the age of 18 years old) have the right to appeal disciplinary decisions to the Board of Directors for review. If a family believes that the school has made a disciplinary decision in error - for example, because the review process omitted key facts or because disciplinary decisions reached were in-equitably applied to multiple parties - they should notify the Executive Director of their intention to appeal the decision within five (5) business days of receiving notification of the disciplinary decision. The Executive Director will present the Board of Directors with the facts of the incident, the investigation conducted by Nowell staff and the disciplinary actions that have been recommended. The family will have an opportunity to present alternative evidence and seek a review of the school's decision. The Board of Directors will vote to either uphold the school's initial decision or to overturn the school's decision with a requirement that the school conduct a new investigation and seek an alternative disciplinary outcome. Families also have the right to appeal decisions of the Board of Directors to the state Department of Elementary & Secondary Education. More information on the RIDE appeals process [can be found here](#).



NOWELL

A C A D E M Y

NON-DISCRIMINATION AND HARASSMENT

NONDISCRIMINATION

Nowell Academy does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color, or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Educational Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA). Nowell Academy will ensure compliance with state and federal statutes concerning bullying, harassment, and discrimination.

Nowell Academy is committed to maintaining a school environment free of discrimination based on race, color, religion, national origin, age, gender identity / expression, sexual orientation, or disability. Discrimination by administrators, certified and support personnel, students, vendors, and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. Nowell Academy requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students, and all members of the school community.

Finally, pregnant students are allowed to remain in regular education classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before giving birth (Title IX).

HARASSMENT

Nowell Academy is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, identity / expression, sexual orientation, or disability. Harassment by administrators, certified and support

personnel, students, vendors, and other individuals at school or at school sponsored events is unlawful and is strictly prohibited. Nowell Academy requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students, and all members of the school community.

INCLUSIVE POLICIES

Health Classes

- All students will study sex and gender in their health classes, including sexual orientation and gender identity in accordance with National K-12 Sexuality Standards as promulgated by the Rhode Island Department of Education (National Sexuality Standards). Teachers should have an understanding of, or ask for assistance when addressing these topics. When health classes are segregated by sex for age appropriate information, students are allowed to participate in the class that aligns with their identified gender.
- Students will understand safe sex for any sexual encounter and will learn about the difference, and possible transition between, sex and gender.

Gay-Straight Alliance

- Any department in Nowell Academy can create and actively run a Gay-Straight Alliance (GSA), a protective space for the LGBTQ+ community and its allies where they can share ideas to benefit their school and make it a safe environment for the community. GSAs will be offered the same opportunities and privileges as other extracurricular groups, and their endeavors are treated equally and held to the same procedural guidelines.

Dances

- Students are not limited to their choice of date based on gender identity or expression. For example, male students can bring male students to a dance or prom. Any title given at dances (i.e. prom king/queen) can be a same sex couple who will be given the titles appropriate to their gender identity (i.e. prom king and king / queen and queen).

POLICIES FOR GENDER NONCONFORMING STUDENTS

Definitions

- Queer - An umbrella term used to describe a sexual orientation, gender identity, or gender expression that does not conform to heteronormative society.
- Questioning - The questioning of one's gender, sexual identity, sexual orientation, or all three is a process of exploration by people who may be unsure, still

exploring, or concerned, about applying a social label to themselves for various reasons.

- Homosexual - A person who is sexually attracted to people of their own sex.
- Lesbian - A homosexual woman
- Gay - A homosexual, especially a man.
- Bisexual - A person who is sexually attracted to both men and women.
- Sexual Orientation - A person's sexual identity in relation to the gender to which they are attracted
- Transgender - A person's gender differs from the sex they were assigned at birth. Students may refer to themselves as trans, transgender, male-to-female (MTF), female-to-male (FTM), genderqueer, non-binary, gender-fluid, two-spirit, trans boy, trans girl, and a variety of other terms.
- Sex - What body parts a person was born with. Their sex organs.
- Gender Identity - A person's deeply held sense or psychological knowledge of their own gender, which can include being female, male, another gender, or no gender. Gender identity is an innate and largely inflexible part of a person's identity. One's gender identity can be the same or different from the gender assigned at birth.
- Gender Expression - The manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.
- Gender Nonconforming - A term for people whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous.
- Transition - The process in which a person goes from living and identifying as one gender to living and identifying as another.
- Gender - The state of being male, female, or other (typically used with reference to social and cultural differences rather than biological ones)

Identification Documents, Names, and Pronouns

- Nowell Academy will treat students consistent with their gender identity and/or expression even if their education records or identification documents indicate a different sex.

Sex-Segregated Activities and Facilities

- For all sex-segregated activities and facilities, transgender students will be allowed to participate in such activities and access such facilities consistent with their gender identity.
- Restrooms and Locker Rooms

Nowell Academy will provide separate facilities on the basis of sex, but must allow transgender students access to such facilities consistent with their gender identity.

- Nowell may not require transgender students to use facilities inconsistent with their gender identity or to use individual-user facilities when other students are not required to do so. Nowell may, however, make individual-user options available to all students who voluntarily seek additional privacy.

Athletics Activities and Clubs

- All students should have the opportunity to participate in athletic activities and clubs (including competitive sports) in a manner that is consistent with their gender identity, irrespective of the gender listed on a student's records.

Privacy/Confidentiality

- School staff shall not disclose any information that may reveal a student's transgender status to others, including parents or guardians and other school staff, unless legally required to do so or unless the student has authorized such disclosure. Transgender and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information. The fact that a student chooses to use a different name, to transition at school, or to disclose their transgender status to staff or other students does not authorize school staff to disclose a student's personally identifiable or medical information. When contacting the parent or guardian of a transgender or gender nonconforming student, school staff should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise.

Dress Code

- Students at Nowell Academy shall have the right to dress in accordance with their gender identity and expression, including maintaining a gender neutral appearance within the constraints of the dress codes adopted by the school. School staff shall not enforce a school's dress code more strictly against transgender and gender nonconforming students than other students.

Student Transitions

- When and if a student has expressed the intent to transition, Nowell will work with the student and/or family to devise a plan to ensure that Nowell provides a safe and supportive environment for the student.
- The school shall accept the gender identity that each student asserts. There is no medical or mental health diagnosis or treatment threshold that students must meet in order to have their gender identity recognized and respected. The assertion may be evidenced by an expressed desire to be consistently recognized as the sex consistent with their gender identity. Students ready to socially transition may initiate a process to change their name, pronoun, attire, and

access to preferred programs, activities, and facilities consistent with their gender identity. Each student has a unique process for transitioning. The school shall customize support to optimize each student's equal access to the network's educational programs and activities.

- Nowell will support the transitioning student and keep parents informed unless leadership determines that notifying a student's family carries risk for the student. Nowell will assess the degree to which, if any, the family will be informed throughout the transition process and will keep the student's age, health, well-being and safety at the forefront of all decisions.
- The intention or refusal to respect a student's gender identity is a direct violation of this policy and may result in disciplinary action.

Amendment of Educational Records

- Nowell may receive requests to correct a student's education records to make them consistent with the student's gender identity. Updating a transgender student's education records to reflect the student's gender identity and new name will help protect privacy and ensure personnel consistently use appropriate names and pronouns.

EDUCATION AND TRAINING

In order to maintain a safe and supportive school environment for all students, Nowell Academy will incorporate education and training regarding transgender and gender non-conforming students into its curriculum, student training, and staff professional development whenever possible.

This may include:

- Terms, concepts, understanding of gender identity, expression, and gender diversity
- Appropriate strategies for communication about issues related to gender identity that protect student privacy
- Strategies for preventing and intervening in incidents that include bullying as well as cyber bullying
- Access to resources regarding transgender students and gender identity

Nowell Academy unequivocally commits to an ongoing examination of all of our activities, rules, policies and practices through an equity lens.

RESOURCES AND APPLICABLE LAW

When necessary and/or helpful, Nowell Academy will utilize the following resources as guidance:

- The Rhode Island Department of Education’s Guidance for Rhode Island Schools on Transgender and Gender Nonconforming students
- The United States Department of Education Guidance on Transgender Students
- The Family Education Rights and Privacy Act (FERPA) of 1974, 20 U.S.C. 1232g (1974)
- Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq.



NOWELL

A C A D E M Y

Nowell Academy 2023-2024 School-Wide Expectations Agreement

As a student at Nowell Academy I understand and agree that every day I will do my best to meet the expectations listed below:

- **I will be Safe.**
 - I will wear my uniform daily and as I am expected to.
 - I will utilize situationally appropriate language.
 - I will only bring school-appropriate materials to school.
 - I will communicate if things seem unsafe or uncomfortable.
 - I will be mindful of other people's personal space, keeping hands, feet and all items to myself.
 - I will think before I act.
 - I will be prepared for safety drills.
 - I will use restorative practices when necessary.
 - I will lead by example.
- **I will be Responsible.**
 - I will attend school daily, arriving on time and remaining for the full day.
 - I will attend classes, arriving to class on time and remaining for the full block.
 - I will engage in class and participate appropriately.
 - I will use classroom materials appropriately, including charging computers before leaving class.
 - I will complete checkpoints and projects on time and seek help from a trusted staff member when I need support.
 - I will be supportive of my peers.
 - I will ensure my phone is out of sight and on 'do not disturb'.
 - I will use restorative practices when necessary.
 - I will lead by example.
- **I will be Respectful.**
 - I will be polite and use manners.
 - I will stay focused on my academic and life goals.
 - I will speak directly to a staff member or another student privately when a conflict arises.
 - I will include students who appear to be alone.
 - I will be aware of my surroundings and interactions with them, including keeping common spaces clear of trash, keeping an appropriate volume in learning spaces, and using the restroom for restroom needs.
 - I will use restorative practices when necessary.
 - I will lead by example.

As a student at Nowell Academy, I understand and agree that every day the Nowell staff will do their best to meet the expectations listed below:

- **We will be Responsible.**
 - We will be here, without judgment, when you come to us.
 - We will commit to doing whatever it takes to remove obstacles that stand in the way of you accomplishing your goals.

 - We will give you our undivided attention when you need it.

 - We will use restorative practices when necessary.
 - We will lead by example.

- **We will be Respectful.**
 - We will value and advocate for your academic and life goals.
 - We will ensure that our actions contribute to a safe, welcoming, and supportive community.

 - We will use restorative practices when necessary.
 - We will lead by example.

- **We will be Safe & Professional.**
 - We will treat you and your peers with the utmost respect and dignity.
 - We will communicate with students and parents directly if concerns arise.
 - We will enforce school policies, procedures, and norms in a manner that is both fair and consistent.
 - We will use restorative practices when necessary.
 - We will lead by example.

Printed Name: _____

Date: _____

Signature: _____



Nowell Academy 2023-2024 Nowell Academy Plagiarism Declaration

1. I know that plagiarism is using someone else's work as if it were my own.
2. I know that plagiarism is fraudulent.
3. I understand that I will be penalized severely if my work shows any form of plagiarism.
4. I will acknowledge contributions from other sources, be they someone else's words or precise information.
5. I declare that, besides the acknowledged contributions, the work will be my own work.
6. I will not allow any other person to copy my work.

Printed Name: _____

Date: _____

Signature: _____

Academic Dishonesty:

In the event that a student violates this agreement, the teacher will immediately notify the student's other teachers as well as the School Counselor and the Dean of Students. The student will be given one opportunity to revise the assignment to reflect his/her own work. If the student does this successfully, he or she can receive full credit. If the student does not do this, the assignment will remain red which could result in an Incomplete for the entire course.

In the event that a student plagiarizes a second time, his/her other teachers will be notified and he/she will not receive credit for the assignments. The Dean of Students will organize a meeting with the student, the School Counselor, the Principal and the guardian/caretaker as appropriate. The School Counselor and Dean will meet with the student to draft a restorative contract, which may include (but is not limited to) a school-community presentation and a possible semester grade of Incomplete for the course.

In the event that plagiarism continues beyond this, further action will be up to the discretion of the Principal and/or the Executive Director.