



PARENT/STUDENT HANDBOOK

2016-2017

This Handbook is for informational purposes only. It is not intended to create, nor does it create, a contract or part of a contract in any way, including but not limited to, between Nantucket New School and any parent, guardian or student affiliated with or attending the School. Nantucket New School reserves the right, in its sole discretion, to add, revise and/or delete School policies before, during and after the School year.

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PARENT AND STUDENT ACKNOWLEDGEMENT

This Form acknowledges that we understand that as Nantucket New School students and parents, we are asked to support the School and its mission and to acquaint ourselves with and abide by the School's policies and procedures.

We understand that this Handbook is for informational purposes only. It is not intended to create, nor does it create, a contract or part of a contract in any way, including but not limited to, between Nantucket New School and any parent, guardian or student affiliated with or attending the School. We further understand that Nantucket New School reserves the right, in its sole discretion, to add, revise and/or delete School policies before, during and after the School year.

Our signatures below indicate that we have reviewed and familiarized ourselves with the contents of the 2015-2016 Nantucket New School Parent/Student Handbook and agree to abide by the School's policies and procedures, as outlined in the Handbook.

Parent/Guardian Signature Date

Parent/Guardian Signature Date

Print Child/Children's Last Name

Please sign, print the last name of your child(ren), and return this form to a homeroom teacher/advisor.

IMPORTANT CONTACT INFORMATION

Main Office:	508-228-8569
Fax:	508-825-9811
Development Office:	508-228-8769
Strong Wings & Business Office:	508-228-1769
Kate Olson, Administrative Assistant:	508-228-8569, Extension 201
Jonathan Alden, Head of School:	508-228-8569, Extension 202
Lori Corry, Business Manager:	508-228-8569, Extension 301
Amanda Brodbeck, Development Director:	508-228-8569, Extension 302

Teacher extensions will be posted on the website and distributed on the first day of School.

WELCOME FROM THE HEAD OF SCHOOL

Dear Students and Parents:

The Nantucket New School (NNS) is a community. As members of that community, each of us has an important role to play. Each person, from the youngest to the oldest among us, alone and in every interaction we have with others, creates an atmosphere that is tangible. No matter what our role in this community, each of us learns and grows from our being together. Each of our individual roles, as student, as teacher in the classroom, or in the day-to-day operation of the School, is important to the well being of our community.

The guidelines that follow in this Handbook are meant to outline School policies, procedures and expectations for behavior. This Handbook should be used as your first source of reference when you have a question or concern.

I look forward to the coming School year and hope you will find this Handbook to be a useful resource.

Warm regards,

A handwritten signature in black ink, appearing to read "Jon K. Alden". The signature is fluid and cursive, with a long horizontal stroke at the end.

Jonathan K. Alden
Head of School

I. INTRODUCTION

Mission

Nantucket New School is a co-educational day school serving students in pre-school through grade eight. Within a warm and nurturing school community, our program encourages academic excellence, respects the pace of childhood, and seeks to instill in our students curiosity, creativity, and a lifelong love of learning. In striving to create strong partnerships between School and family, we aim to foster kindness, self-confidence, self-knowledge, and social responsibility.

Philosophy

We believe that a small school is uniquely equipped to meet the individual needs of students and their families. A low student/teacher ratio provides opportunities for us to consistently recognize each student as a person and as a learner. Essential to our goals for success are strong student-teacher relationships, as well as partnerships between teachers and parents, aiming to create a family atmosphere where students of different ages are able to interact cooperatively on a regular basis. We believe in and are committed to purposeful involvement in the unique community that is Nantucket and seek to build a student body that reflects the changing diversity of the island.

History of School

The Nantucket New School was the dream of six visionary families who felt that island children deserved a sound choice in education. Together with teacher Linda Zola, they founded Nantucket New School in 1985 in the basement of parents, Prentice and Patty Claflin. The original six students entered at the kindergarten/first grade level. The School grew quickly, and, as it did, the School added grade levels to accommodate the needs of the students.

By 1988, the School had outgrown the Claflins' basement, and it moved to the Old Spouter on Orange Street, where it remained until 1990. When enrollment reached twenty-five students, the School, with the generous assistance of its parents, arranged to purchase the School's first campus at 45 Surfside Road. The School continued to flourish over the next eleven years and in 2001 it purchased, with the cooperation of the Nantucket Land Bank, a two-acre parcel of land on Nobadeer Farm Road, and began construction of its current campus. In 2001, an anonymous benefactor donated a house to the School and had it moved to the Nobadeer Farm Road campus. With the help of a number of parents, the house, named, at the request of the donor, the George Fraker House after the man who had previously lived in it, was renovated. Fraker House, as it is affectionately known, is now the home of the Head of School, Jonathan Alden, and his family. The School moved into the Louise F. Walker building on the Nobadeer Farm Road campus in 2002, due in large measure to a generous matching grant by the Weezie Foundation, and enrollment grew to about one hundred students in grades pre-kindergarten through eight.

In 2007, the School added a pre-school program, formalizing and expanding the existing pre-kindergarten to include three and four-year-old students. The School was first accredited by the Association of Independent Schools in New England in 2009. That same year, a formal partnership with Strong Wings began, resulting in the merger of the two organizations a year later. The Nobadeer Farm Rd. campus then expanded to over six acres to include the Strong Wings facilities.

Non-Discrimination Policy

Nantucket New School admits qualified students of any race, color, national or ethnic origin, gender, religion, sexual orientation, class, family structure or disability to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. It does not discriminate on the basis of race, color, national or ethnic origin, gender, religion, sexual orientation, class, family structure or disability in the administration of its educational, admissions, financial aid, and other programs.

II. ACADEMIC PROGRAM

Curriculum

Curriculum maps are available online, at the Front Office, or from your Division Head.

Tests and Assessments

Teachers generally announce tests and other major assessments at least one week in advance. Teachers meet regularly to discuss scheduled tests to ensure that no student is over-burdened on a particular day. A student who finds him/herself in a situation where workload is abnormally high is encouraged to consult with his/her advisor.

Homework

Students may be assigned homework depending on their grade level. Homework is intended to reinforce material covered in class and is in no way intended as a punishment or deterrent to family or recreational time. The amount of homework will vary with the age of the student; teachers make a serious effort to communicate with one another and with parents so as not to make unfair demands on students' time outside of School.

One of the most positive ways you can assist your student is to help her or him establish a place and a routine for study. It is crucial for your student to have a predictable routine for completing work at home, one that fits the cycles of your family life. The actual study place and position in the home are very important. In general, the homework environment should be quiet, well lit, comfortable, and reasonably free of distraction. The best study places are generally "low stimulus" areas where the telephone, television, and other people are unlikely to interrupt concentration. Establishing such a place and a routine early in the year will make the homework experience less taxing on both students and parents.

Grading System and Progress Reports

Written reports are prepared and mailed to families four times per year. Semester reports (containing grades for students in grades 5-8, where applicable) are sent in January and June. A mid-term report is sent in November and in March. Teachers in the Pre-K and Kindergarten provide parents with written reports of progress on a trimester basis.

Standardized Testing

Standardized tests are administered to all students in Grades 3 through 8. The Comprehensive Testing Program of the Educational Records Bureau (commonly referred to as the "ERB") is given in the winter over a period of several days.

The School also administers the Secondary School Admissions Test (commonly referred to as the "SSAT"). Students in Grades 7 and 8 may choose to take this standardized test if they are considering attending a secondary school that requires testing for admission. The Flex SSAT is administered in April of the Grade 7 year and again in December of the Grade 8 year on dates other than official SSAT dates. Any SSAT taken at the School is considered a Flex test; only one Flex test is allowed by SSAT from

August 1 through July 31. Families with students in Grades 7 and 8 should refer to the Next School pamphlet for further information.

Summer Reading

Reading lists for upper school students will be mailed with final grade reports.

In the lower School, lists of suggested books for summer reading are sent home at the end of the year along with requirements for the next grade. "Summer Reading Certificates" for completion of summer reading are presented at morning meeting in the fall.

Next Schools Placement

The Head of School advises and guides students graduating from Grade 8. Many of our Grade 8 students apply to and gain acceptance at independent secondary schools throughout the Northeast. Generally, a portion of the class decides not to engage in the independent school application process and enrolls at the Nantucket High School.

For students wishing to attend an independent secondary school, the placement process begins in May of Grade 7 with a presentation by independent school admission directors/counselors. Parents subsequently meet with the Head of School to develop a list of schools for students and to start the process of acquiring information and setting up interviews.

If possible, no interviews should be scheduled before mid-October for the following reasons: students profit from focusing on their studies during the first weeks of School, and the advisors work with students to develop interview skills early in the fall. The Head of the School also meets with each student in the fall to talk about his/her aspirations for secondary school and to practice the techniques of a formal interview.

Notification from independent secondary schools occurs on March 10; students and their parents are given until April 10 to accept an offer of enrollment. The School's teachers confer with teachers from the receiving school in the late spring about course placement for Grade 9.

Graduation

Graduation provides a special opportunity for the entire school community, friends, relatives, and their extended family to celebrate the unique gifts of the graduating students. Graduation is a special, formal occasion. The Graduation date is published in the School calendar.

Physical Education

Physical education is an integral part of the School's curriculum and is designed to provide optimum growth and development for each student. Therefore, every student is required to participate. A student who is ill or injured will be excused only if she/he has a note from home, the School Nurse, or a doctor.

Students are responsible for having necessary clothing and sneakers for each class. All clothing should be labeled with the student's name.

III. Expectations

Truthfulness and honesty in all personal and academic matters are fundamental expectations of the School. Courtesy is expected at all times. Respect for the rights and property of others is essential for the well-being of the community. Participation in formal occasions such as competitions, performances, dances, field trips, etc. requires that students maintain the School standard and that they be aware that their actions reflect on the reputation of their School community.

Academic Honesty

The academic program is the core of the School, and students are expected to approach their academic work with the utmost care and integrity. Every piece of work submitted by a student must be a result of that student's efforts alone unless there is sufficient notice enumerating other sources. Plagiarism, cheating, and other kinds of academic misrepresentation are regarded as serious breaches of conduct. As is appropriate to lower grade levels, each case is treated individually and with the potential for learning in mind.

We use a developmentally sensitive approach to helping students understand the concepts of intellectual property and the importance of accurate citation of sources.

Grades 4 and 5

In Grades 4 and 5, students are taught about the research process. They strive to learn the importance of properly acknowledging the sources of the information they gather and use in their research assignments. Teachers monitor students' research. Research assignments are constructed in stages, including multiple checkpoints along the way and explicit instruction with regard to note-taking and the citing of sources. Students hand in rough drafts of longer research assignments, which are reviewed by their teachers. Typically, when a teacher notices a passage of text in a student draft that suggests possible plagiarism, the teacher has a one-on-one meeting with the student. The focus of this meeting is to educate the student both about the need to add a citation and about the importance of doing so.

Grade 6

In Grade 6, students aim to learn more about their responsibility for properly citing one's sources. Classes discuss the definition of the term "plagiarism," which includes not only the unacknowledged use of the words of others but also their ideas. Students practice using specific citation formats, and they explore the distinction between common knowledge and knowledge that must be credited to specific sources. While students learn to differentiate between quoting directly and paraphrasing, they also try to understand why citations must be used in both cases. If a student in Grade 6 has more than one instance of copying a passage or failing to cite a source properly, the issue is revisited. If the teacher determines that the student not only understands what plagiarism is but also has purposefully tried to pass off someone else's words as her own, then parents are contacted to discuss the matter.

Grades 7 and 8

In Grades 7 and 8, students begin to exercise a greater degree of independence throughout the research process. At the beginning of each research project, teachers review expectations and discuss how and when to cite sources. The term "plagiarism" is introduced and discussed. As in Grades 4, 5, and 6, any instances of plagiarism are initially handled by discussions between the teacher and the student. Subsequently, students are required to make corrections. Teachers will address any second infractions with a student's parents, and advisors will be informed as well. Students who repeatedly plagiarize in Grade 7, risk failing assignments and facing disciplinary action. By the end of Grade 8, students should

understand that plagiarism is a serious offense. They should know not only how to avoid it but why they must not make use of another's words or ideas without giving that person proper credit. If an instance of plagiarism is suspected, and confirmed, in grade 8 the student responsible will receive a failing grade on the assignment and face disciplinary action.

Expectations for Behavior

If the School community is to function at its potential best in all areas of School and community life, it is essential that students conduct themselves in ways that are in keeping with the School's standards of good behavior. All members of the Nantucket New School community have the right to be treated with kindness and respect. Furthermore, each member of the community should be afforded an environment in which he or she can feel safe, both physically and emotionally.

Students are expected to demonstrate honesty and kindness, and to be helpful, supportive and show respect for others.

The Statement of Commitment found in **APPENDIX A** at the end of this Handbook outlines, in very simple and direct terms, the commitment that all students make as a condition of their attendance at the Nantucket New School. We ask that students and parents read the statement carefully and return signed copies to the Main Office.

Attendance and Absences

Any absence from School should be reported to the Main Office before 8:30 a.m. A call may be made to your home if a student is absent and parents have not contacted the School to let us know about the absence. We believe there is quite literally no substitute for a student's physical presence at School. While teachers will do their best to assist students when they are absent, parents must remain aware that teachers and students do their best work in the classroom. We respectfully ask that parents make an effort to make medical and other appointments during non-School hours. Parents may call the Main Office to request homework assignments and other materials, or a classmate may be called to gather information.

Extended absences not related to illness or family emergency are strongly discouraged. Students who miss significant numbers of school days for family vacations and the like sometimes suffer academically and socially despite students' and the teachers' best efforts. If you know that a student will miss two or more days of School, please notify teachers and the Main Office in advance.

The School calendar provides a generous vacation schedule with considerations for off-island travel. Therefore, we strongly discourage family trips that result in students missing School. Such absences undermine the ethos of commitment and put students at an academic disadvantage.

Tardiness

The School day begins officially at 8 a.m. It is important that students have sufficient time to organize and settle in before the School day begins. Bringing students to School late is difficult for both them and the teachers. Although it is understood that occasionally prompt arrival is just not possible, parents should be aware that, for young students, it is often difficult to fit into activities that have begun already. For older students, catching up with a class that is underway is challenging.

If your child arrives late, he or she must report to the Main Office. Timeliness is strongly encouraged.

Security and Fire Drills

The School makes every effort to ensure the safety of our students by locking doors, monitoring surveillance cameras and observing recommended protocols from local authorities.

Fire Drills are conducted regularly by the Nantucket Fire Department.

Dress Code and Appearance

The School does not have a formalized dress code. We ask only that clothing is neat, clean, and in good taste. Specific dress may be requested for certain events during the year. Appropriate footwear is required for physical education classes. As students will be outside, except in the case of the most inclement weather, warm winter clothing (including hats and gloves) is essential. Parents may be called if students are not dressed appropriately.

Bullying, Harassment and Intimidation

At NNS, all students are expected to treat one another with respect and kindness. Teachers and staff will provide a safe and nurturing environment for all.

See **APPENDIX C**

Sexual Harassment

Through education and intervention, the School endeavors to maintain an environment that is free from sexual harassment. The School does not tolerate verbal or physical behavior that constitutes sexual harassment. Most unwelcome and/or harassing behavior results from ignorance and flirting or teasing that is not welcome or that becomes excessive. Being sensitive to other people's feelings and communicating clearly are the best ways to prevent sexual harassment. Sexual harassment is defined as behavior involving a single instance or repeated instances of inappropriate verbal and/or physical conduct of a sexual nature. Examples include unwelcome sexual advances, requests for sexual favors, touching, innuendo, and other conduct of a sexual nature that has the purpose or effect of 1) creating an intimidating, hostile, or offensive environment; 2) interfering unreasonably with a person's academic performance; or 3) creating a situation where an evaluation of a student depends on his or her submitting to and/or not objecting to the behavior. Sexual harassment between students, and students and employees, is prohibited: it violates both state and federal law and also the School's core values.

The School takes seriously all complaints of sexual harassment or retaliation, and will investigate each complaint thoroughly and promptly. A student or parent who wishes to report any alleged violation of the School's sexual harassment policy, including any instance of sexual abuse, should contact the Head of School or any other administrator. The School reserves the right to act unilaterally to end sexual harassment where such intervention is deemed warranted.

Electronic Communications, Computers and Acceptable Use

The school provides students and teachers with a network of computers which have access to the Internet and a range of software. Computers may be used only under supervision and only for work related to School study. The computers are shared by all students in the School, and it is most important for the equipment to be kept neat and organized. Any problems or malfunctions with computers or computer equipment should be reported immediately to a teacher. Tampering with or unauthorized use of computers or computer equipment may be treated as a serious disciplinary offense. An Acceptable Use Policy for computers is distributed at the beginning of each School year and must be returned with the

signature of both parent and student before a student is allowed to access the Internet. A copy of that policy is located at the end of this Handbook as **APPENDIX B** for your reference.

Cell Phones and Electronic Devices

Out of consideration for others and to encourage the learning process and social interaction among members of the community, electronic devices such as mp3 players, video games, and the like are not allowed at School. Cell phones are strongly discouraged but may be carried to School for use after School hours. Students are prohibited from using cell phones during the School day; School phones are available for student use and may be used with permission.

Bring Your Own Devices

In the event that some students have a particular learning need not adequately supported by the School's computer resources, accommodations may be made to allow students to bring their own personal device to School. The School will not be held responsible for computer loss, theft, or damage that may occur. Mobile devices will be used only to support learning needs, and must be stored securely when not in use.

Students are expected to use devices responsibly and in accordance with all School rules and policies as set forth below.

- **Guidelines and Restrictions**

1. Student computers/tablets and Internet usage **MUST** be used for educational purposes **ONLY** inside of the School and during the School day.
2. The teacher is the instructional leader at all times: during the academic day, any teacher may require that technology be turned off.
3. No games, social interactions, or entertainment are allowed.
4. A teacher may check in to see what the student is doing and may view history at any time.
5. Social Networks may not be accessed throughout the day.
6. Unauthorized downloads are not allowed under any circumstances.
7. If a student attempts to visit a website that is inappropriate in any way, has games, accesses a social network, or anything similar, doing so will result in a consequence (see below).

- **Consequences**

The School technology resources may be completely removed at any time. The School will follow the more general tenets regarding discipline as outlined in the Discipline section, but consequences concerning a violation of BYOD policies may include the following:

- i. Student may be given a warning - depending upon the infraction.
- ii. Student may be prohibited from bringing own computer to school for one school week or longer.
- iii. Student may be prohibited from bringing own computer to school for the rest of the school year.

Use of Alcohol, Drugs and Tobacco

The School campus shall be alcohol, drug, and tobacco-free whenever anyone under the age of 21 is present on campus. The campus must always be drug-free.

Inappropriate Items/Weapons

Students are not allowed to have items at School that pose risk to oneself or others or will disrupt some aspect of the School day. If in doubt about whether something is allowed, we expect students to ask a teacher or the Division Head.

The School prohibits the possession of any firearm, imitation firearm, pellet gun, knife, tazer or other dangerous weapon, ammunition or fireworks on campus, on any School-sponsored off-campus trip or excursion, or in any vehicle. This policy applies to students, faculty, staff, applicants, alumnae, parents and anyone else who enters the campus, regardless of whether the individual has a valid permit to carry a firearm.

Search and Seizure

Lockers are the property of the School. Students exercise control over their locker from other students, but not from the School and its officials. As a result, the Head of School and his designees, as well as law enforcement officials, have the right to search lockers to ensure School safety and the students' welfare, including, without limitation, to determine if students are harboring stolen property, weapons, or illegal or dangerous substances, and School and law enforcement officials have the right to seize such items or other items that jeopardize the safety of the students or the building or constitute health hazards. The School also reserves the right to conduct random searches of School lockers throughout the year.

Pets on School Property

Generally, pets (including employee pets and family pets) are not allowed (leashed or unleashed) on the School premises during the School day or at special occasions, except for those animals that are exempted from this policy.

To the extent any pet is permitted to be on the School premises, then, such pets must be attended to and restrained at all times (*e.g.*, on a leash of six feet or shorter, in a restraining harness, in a cage, or (in the case of a certified service animal) properly voice-controlled).

Pets can pose a threat to the health and safety of the campus community. Pets on campus can be destructive, causing damage to grounds, buildings, and property. No matter how gentle or beloved a pet may be, the School's policy is that it does not permit pets on School premises, in a classroom, hallway, or dormitory, in order to reduce the risk that pets can pose to a healthful educational environment (through allergy, fears triggered by the presence of animals, excessive noise, animal bites, disease transmission via fleas, ticks, parasites, viruses, bacteria, etc.).

This policy applies to all pets, unless specifically exempted herein, including but not limited to dogs, cats, ferrets, birds, or any other pets.

Exceptions to this policy include service animals (such as guide dogs, hearing dogs or assistance dogs), and the personal pets of employees living on campus. Please see the Head of School for more information about the use of service animals on School property.

IV. DAILY LIFE AT SCHOOL

Homeroom

Upper school students report to their homeroom advisor each morning, prior to their first class, and every afternoon after their final class. At these times their homeroom advisor will record attendance, make any necessary announcements, and distribute correspondence.

Seminar

Each upper school class meets weekly with their seminar instructor to discuss topics that range include, but are not limited to, goal-setting, study skills, decision making, and universal values. Seminar instructors strive to know their students well, as individuals and as learners, help them navigate obstacles, encourage them to try new things, challenge them to overcome fears, and to stretch new limits.

School Day Schedule

The school day begins at 8:00 AM and continues until 2: 40 PM for all students. In the Lower School, students work in self-contained classrooms. This allows teachers to integrate the core subjects and organize the day to meet the needs of a strong curriculum. The daily schedule intersperses periods of activity, exercise, and free play with periods of classroom instruction. A flexible schedule supports project based learning which enhances all areas of study. In the Upper School, while students enjoy a flexible curriculum, they have teachers who specialize in a particular discipline. Hence departmentalization prepares them for secondary school and college.

Morning Meeting

The school day begins at 8:00 AM and continues until 2: 40 PM for all students. In the Lower School, students work in self-contained classrooms. This allows teachers to integrate the core subjects and organize the day to meet the needs of a strong curriculum. The daily schedule intersperses periods of activity, exercise, and free play with periods of classroom instruction. A flexible schedule supports project based learning which enhances all areas of study. In the Upper School, while students enjoy a flexible curriculum, they have teachers who specialize in a particular discipline. Hence departmentalization prepares them for secondary school and college.

Announcements & Information

Daily announcements are made during Morning Meeting. In addition, the weekly letter from the Head of School, as well as communications from teachers, will contain announcements and other pertinent information. In most instances, communications will be posted on the School's website (<http://www.nantucketnewschool.org>).

School Delays/Cancellations

In the event of a snow day or other School cancellation, an announcement will be posted on the School's website and outgoing voice message with notification of the cancellation. School closings will also be announced on WACK 97.7 and families will receive a telephone call.

Drop Off/Pick Up Procedures

School is officially open to students at 7:45 a.m. Students in all grades should report to classrooms or homerooms by 8:00 a.m. Students arriving after 8:00 a.m. are considered tardy. Being on time for the beginning of the School day is extremely important. Parents give an implicit message to their children if they allow students to arrive chronically late. Students arriving late should report to the Main Office before going to class.

The safety of all students and the smooth flow of traffic in the parking lot are our primary concerns. Parents are therefore asked to drive with extreme caution in the parking lot, to observe parking protocols, and to accompany young students into the School.

Students will not be released to any previously unauthorized individual, including parents of classmates, without written permission. Please inform the Main Office in writing of any special circumstances or instructions regarding the dismissal of your student.

Student Lockers

Students are given their own lockers. All lockers are the property of the School and are subject to search and inspection. Personal materials are to be stored in lockers. All books and notebooks should be properly identified with the labels provided. A student should never open another student's locker. Decorations must be in the spirit of good taste and judgment (at the discretion of the School) and need to be taken down at end of the academic year. Lockers should be kept neat and organized. The area around the locker is students' responsibility and should be kept clean. Backpacks need to be kept under the benches.

Food at School

In the interest of health and safety, we respectfully ask for parent cooperation in observing some general guidelines for food at School. We ask that students not bring candy, sugary snacks, or caffeinated beverages as part of their snack or lunch. Because of food allergies and other dietary concerns among some of our students, we discourage the sharing of food at snack and lunchtime. Classrooms with students with severe food allergies may have additional restrictions. Lastly, because we feel it is important for parents to monitor students' eating habits, we ask students to take uneaten food home as opposed to throwing it away. Parents are asked to respect the practices and policies of fellow parents and to refrain from distributing candy unless parent consent is given. Parents are respectfully asked to use reusable containers whenever possible to reduce waste.

V. GENERAL SCHOOL INFORMATION

Accreditation

The School is accredited by the Association of Independent Schools in New England (AISNE).

Governance

The School is a not for profit organization, governed by a volunteer Board of Trustees. For a list of current trustees, please refer to the School's website.

Family-School Communication

The School aims to create a strong partnership between parents and teachers. We as teachers can best serve the needs of students when there is an atmosphere of cooperation and trust between School and home. You see your child from a unique perspective, and your input is most important to us. You may find that situations arise where students will need you to intervene, and you will want to contact someone at School. If you need more information, or if you feel that someone at School should be aware of your concern, please do not hesitate to call. A telephone call can often clarify or resolve a situation and may also prevent a misunderstanding or minor issue from developing into a major problem. Teachers may be reached via e-mail (all addresses are first initial, last name@nantucketnewschool.org) or by phone at the following extensions:

Kate Olson	Administrative Assistant	Extension 201
Jonathan Alden	Head of School	Extension 202
Lori Corry	Business Manager	Extension 301
Amanda Brodbeck	Development Director	Extension 302

Teacher extensions will be posted on the website and distributed on the first day of School.

Each family will receive a telephone directory during the first month of School; *this information is provided for School use only and may not be used for any solicitation, business marketing, or other function.*

Parent-Teacher Communication and Conferences

Parent conferences are held twice per year (please see the School calendar for dates) and are extremely important forums for teachers and parents to exchange information about student progress. Students may sometimes participate in these conferences when specifically agreed upon by the teacher and parent in order to maintain effective, direct communication among teacher, parent, and student. Additional conferences may be scheduled at the request of parents or teachers at any time during the School year.

Current Family Contact Information

Parents must keep the School informed of telephone changes at work or at home in case of emergency. If a parent is going to be away from home for an extended length of time, please leave a forwarding address and telephone number where you can be reached, as well as information on who will be responsible for the student and how they may be reached in case of illness or other emergency. For younger students, a note to the classroom teacher can be helpful to a student who may be anxious during a parent's absence.

Dual Households

In order for the School to most effectively communicate with parents and support each student, it is important for teachers and administrators to be aware of students who spend time in dual households. Please be sure to communicate to the School about primary caregivers in the event of an emergency, and whether special co-parenting arrangements exist. If there are court-ordered guidelines regarding custody, visitations, picking up a student from School, parent involvement in field trips or other issues, please include the School in your communication loop. If necessary, the school may request a copy of the court order. These situations can be stressful for parents and confusing for students, and your help in minimizing the School's phone calls to you for clarification is very important. Unless otherwise specified, each parent for whom the Main Office has current contact information will receive a copy of the student's report card as well as other informational mailings and electronic communications during the year.

Background Checks

The Commonwealth of Massachusetts requires public and accredited private schools to "obtain CORI/SORI data on any current or prospective employee or volunteer...who may have direct and unmonitored contact with children." This statute imposes a legal obligation on independent schools to conduct such criminal background checks. With our students' safety as our first priority, the School has completed a Criminal Offender Record Information (CORI) and Sexual Offender Registry Information (SORI) background checks for all employees. The Massachusetts fingerprinting law will impose additional obligations with which the School will comply when the law goes into effect.

A CORI/SORI check requires the completion of a brief application form and verification of a government issued photographic identification. This background check will only occur with the consent of an individual volunteer. As noted above, a CORI/SORI check is only deemed necessary for parent volunteers who will be working with students and may have direct and unmonitored contact with them. Examples of the types of volunteer activities requiring a CORI/SORI are: field trips and reading with students in the classroom. A CORI/SORI check is typically not necessary for parent volunteers working on/at the larger School functions where many adults are typically present.

A volunteer's service is contingent upon successful completion of the check, which typically takes from one day to four weeks. It is important to note that all information gained from such checks will be kept confidential.

Visitors to Campus

For the safety of our students, our Visitor Pass policy includes parents, family members, alumni, and visitors from outside of the School community. Upon arrival, all visitors are requested to check in with the Main Office.

Parking/Carpool

With our students' safety in mind, and because of fire laws and safety procedures, please park only in designated parking spaces and not along the driveways of the School or on the grass. For safety, and in consideration of the School's neighbors, please drive slowly on School grounds and in the surrounding neighborhood and refrain from using cell phones while driving on campus.

Student Records and Transcripts

Students' records are kept on file at the School. Each student's record contains a transcript with grades and test scores.

Lost and Found

Lost & found articles are located on the hooks in the rear foyer. Parents are asked to check regularly for items belonging to students. Items that remain unclaimed over a period of time will be removed and donated locally.

School Supplies and Books

The school provides all textbooks and required workbooks for the students. In the late summer or at the beginning of the school year, teachers send out lists of necessary supplies which parents provide for their children.

VI. LEADERSHIP AND COMMUNITY SERVICE

Community Service

As part of the Nantucket New School's holistic approach to learning, we require students to demonstrate that they are mindful of the well being of self and others. To this end, a community service project was selected as one way to provide each student with an opportunity for growth in self-knowledge, enjoy feedback from acts of kindness, and to boost one's self confidence and personal esteem.

For these reasons, Nantucket New School students in grades 5-8 will perform a community service project each school year. Students in grades 5-6 will choose projects as a class and perform them during that school year. Students in grade 7 will choose a project with 1 or 2 other classmates and see it through to completion. Each eighth grade student will select an individual project to be completed during his or her final year at the school. The Nantucket New School requires that all eighth grade students complete this volunteer service as a requirement for graduation.

Fundraising

In general, student fundraising activities are limited to those approved by the school. They may include supporting such events as the 8th grade class trip, the fall hiking trip, or the 3rd grade trip to Plimoth Plantation.

Student Publications

Writing and communication skills hold a special place in the NNS curriculum. Students often publish class newspapers in-house and student blogs on the Internet. The eight grade puts out an annual yearbook capturing the life of the school in prose and pictures. In the Lower School students in each grade publish a class book of student writing through Scholastic *Student Treasures*.

VII. SPECIAL EVENTS

School-Sponsored Social Events

Birthdays & Parties

A birthday is an important milestone in the life of a child. Each student is recognized on his or her birthday during Morning Meeting, and small celebrations may be arranged in conjunction with the student's classroom or homeroom teacher. If a student is planning a birthday party or another type of gathering outside of regular School hours, we encourage you to be sensitive to the feelings of classmates. Parties that include all the boys, all the girls, or the entire class are preferable to parties in which one or two students have been excluded. As a general rule of thumb, we respectfully but earnestly request that students invite either less than half or the entire group to parties. We also ask that invitations, cards, and the like not be distributed in School unless they are distributed to the entire class.

School Trips and Parent Chaperones

A variety of field trips are organized during the year for a variety of purposes. Many of these trips are excursions to locations on island, while others require travel off-island. Parents sign a blanket permission form for field trips at the beginning of the School year and are notified well in advance of upcoming trips. Parents are often asked to drive students to field trips and/or to serve as chaperones.

On any given day in the life of the School, one may see abundant examples of how we make the Island our classroom. Pre-school classes make weekly trips to some of the Island's most precious landmarks and locations; Lower School students visit the Atheneum, the Nantucket Whaling Museum, and the Maria Mitchell Association, among other destinations; Upper School students collaborate with professionals from the Nantucket Land Council and the University of Massachusetts Field Station in their study of marine science; students of all ages welcome a weekly guest speaker to Morning Meeting and participate in various community service activities.

As students mature, our exploration broadens to include several off-Island experiences. Third graders, for example, visit Plimoth Plantation.

VIII. LIBRARY

The library is available to serve the needs and interests of students, faculty, staff, and families. Students learn to use various library resources within the context of their classes, and teachers are available to assist with research, reference material, and general questions about the library. Additionally, students in the Lower School take regular field trips to the Atheneum where they can practice their library skills and learn to love the library.

Please follow the proper procedures for borrowing library materials. Families will be held responsible for the cost of lost or unreturned books and materials.

IX. DISCIPLINE GUIDELINES

General

These Guidelines are based on the School's philosophy and principles regarding good character, and reflect the School's commitment to providing a safe and healthy environment for students. The School strives to promote effective and caring communication among faculty, students and parents that supports students in their personal growth and provides room for a young person to make mistakes and learn from them. The guidelines in this section apply to all conduct by students, whether on or off campus, as long as they are enrolled at the School.

As a School, we want to work with families in changing behaviors in students that interfere with the learning climate of a classroom or pose problems of safety for students. Occasionally, students need to be reminded about expectations and consequences of behavior. Both expectations and consequences are age and developmentally appropriate.

All behavioral issues are handled on a case-by-case basis, with thought given to individual needs and circumstances, support provided by parents, and a variety of other factors. On some occasions, a student will meet with the Division Head and a note may go home or a call made to parents explaining the situation. The School may send a student home, at which point a conference with the student, his/her parent or parents, the teacher, and the Head of the School will be scheduled before the student is allowed to return to the classroom. In some cases, a day's suspension is given. The consequence is commensurate with the offense, the age of the student, and previous circumstances, as determined by the School in its sole discretion. Suspensions are used to make a serious point. Repeated suspensions for a similar offense would be cause for concern.

Suspension and Expulsion

Students who have received engaged in a serious act of misconduct (as determined in the sole discretion of the Head of School) may be suspended from School, prohibited from attending all School-related activities, or expelled from School. Such serious acts of misconduct may include, but are not limited to, the following:

- Possession or use of alcohol, tobacco, or illegal drugs;
- Improper sexual conduct;
- Sexual or other harassment;
- Threat or use of physical violence;
- Possession or use of matches, lighters, fireworks, explosives, weapons or other dangerous materials;
- Reprehensible conduct tending to reflect serious discredit to the School;
- Willful destruction of property;
- Stealing;
- Dishonesty;
- Bullying or malicious gossip;
- Repeated acts of unkindness or misconduct;
- Repeated classroom behavior that impedes other students' learning.
- Racial/ethnic discrimination

Students who receive a suspension from School for any period of time are considered unexcused for the days they miss. However, they may be allowed to make up some portion of the work missed, at their

individual teachers' sole discretion. It is the student's responsibility to discuss the particular circumstances with his or her teachers. The School recommends that any student serving an at-home suspension be given a particular task, possibly community service-related, to be performed while out of School. Students who are expelled from School will be prohibited from being on School grounds and will not receive academic credit for the time after which they are expelled.

Behavioral Expectations While Away From School

Students should be aware that they represent the NNS community at all times, both on and away from campus. While it is not the School's intention to monitor students in all of their off-campus activities, NNS reserves the right to take disciplinary action, including suspension or expulsion, in response to inappropriate conduct occurring outside of campus.

X. STUDENT HEALTH

Illness

We respectfully ask that students who are sick remain at home. The Main Office will call home and ask that any student with clear symptoms be picked up from School. Students should be kept at home for a minimum of 24 hours following fever, vomiting, or other like symptoms.

Medications at School

Medication of any type may not be dispensed to students without the written permission of a parent or legal guardian. Under no circumstances should students be allowed to keep medications in their possession during the school day.

Health Records, Regulations, and Access

School health records serve two purposes: information must be on file with the School to comply with state health and immunization regulations, and the School requires a current record for each student in order to facilitate the handling of an emergency situation. State regulations require that, upon entering School for the first time, each student has a complete physical exam, including Mantoux (tuberculosis) testing. State law mandates that each student's immunizations be current or s/he may be asked to leave School. Specific information about the Massachusetts Department of Public Health immunization requirements is available from the state, a physician's office. Each student must complete and return a Health and Immunization Form on an annual basis. These forms will be mailed to parents by August 1 of each year.

Parents are asked to provide the School with information about their children's physical and emotional health. In part, this information is obtained to comply with state law; it is also needed to keep the School well-informed of the health of all students. The School is sensitive to the privacy of this information and is committed to protecting the confidentiality of students and their families by restricting the use of and access to this information for necessary medical management only, in accordance with applicable law.

Accommodations

Accommodations will be made for students with food allergies, asthma and other special needs.

Head Lice

It is the position of the American Academy of Pediatrics, the Harvard School of Public Policy, and the National Association of School Nurses that the management of head lice should not disrupt the educational process. Lice are not a major health problem since they do not transmit diseases or cause permanent problems. Nonetheless, the School understands the unpleasantness of the condition and the desirability of limiting its spread across the School community.

Students with lice will be sent home. The parent will be contacted by phone and written information will be sent home with grade level students.

In all cases where nits have been found, the student must be treated before returning to School the following day. The School Nurse must evaluate the student before he/she returns to the classroom. All nits must be removed by the seventh (7th) day following treatment if the student is to remain in School.

On occasion, exceptions from this guideline may occur.

Toilet Training

All children must be toilet trained by the time they begin School. This means they must be able to determine when they need to go to the bathroom and be able to express that need to a teacher. They should also be able to deal with their clothing and their own toileting needs.

Emergencies

The School will attempt to contact parents regarding illness or injury, minor or serious, but in circumstances that warrant immediate attention when the School is unable to reach the parents/guardians, designated emergency contacts, or the student's physician, the School physician will be consulted to determine appropriate management. In the event of a serious emergency, an ambulance will be called, the students will be taken to the nearest hospital emergency room, and you will be notified immediately. Emergency situations arising on campus will generally be referred to Nantucket Cottage Hospital, which is just a few miles from the School. NNS neither diagnoses nor treats injuries that occur on non-School time, but does offer temporary first aid for problems that arise during School. If a student complains of a persistent ear ache, sore throat, rashes, or joint pain, such complaints warrant a call to the student's pediatrician.

Parents must ensure that Emergency Forms are kept up-to-date. Please remember, it is most important that the School have current home, work and cell phone numbers for parents/guardians, day care providers, or others (relatives, friends, or neighbors) who routinely assume temporary care of the student if the student's parent(s) cannot be reached.

Parents will be notified of an illness or injury that may require follow-up medical care. A "Statement of Permission and Release Consent" form and "Permission for Emergency Medical and Surgical Treatment" must be on file for every student, allowing the School to obtain necessary medical assistance.

XI. STUDENT SUPPORT SERVICES

Accommodation

NNS does not discriminate against applicants on the basis of learning disabilities that may be reasonably accommodated. The School will discuss with families of applicants with known learning disabilities whether the School will be able to offer their children the appropriate accommodations to help them be successful at the School.

The School is committed to ensuring that students with disabilities are provided with equal access to all of the School's programs and services, in accordance with applicable law. For students who need additional support or curricular adjustments, the School requires documentation indicating that the student's disability substantially limits a major life activity, including learning. Students who present the School with appropriate documentation of disability will be granted those requested academic accommodations that are supported by the documentation and considered reasonable in this educational setting. Any adjustments to the academic program would be made through an interactive process between the student and the Head of School and Division Head. No waivers of academic graduation requirements will be granted to students.

Even after supportive services and accommodations have been put in place, a student may still not be able to fulfill his or her academic requirements satisfactorily. In such instances, the student's homeroom teacher, Division Head, or the Head of School, or other support personnel may notify the student's parents that the accommodations put into place may not suffice to ensure the student's success at NNS. At that time, the Head of School and/or Division Head, the student (if age appropriate), and his or her parents will discuss whether it makes sense for the student to continue at the School. If there is a disagreement, the School will decide, in its sole discretion, whether to issue a re-enrollment contract to the student.

Big Friend, Little Friend & Families

Nantucket New School is committed to nurturing the relationships of students across all grades. Although the bonds that are formed between the older and younger students happen each day in an informal way, two programs further enrich these relationships. Each Upper School class has a Lower School class to which it acts as a Big Friend. Celebrating holidays, special events, and quiet moments of reading or playing games together, these cross-grade friendships endure through the years and strengthen the fabric of respect and kindness that allow students of all ages to interact with each other in an enjoyable, mutually beneficial way. In addition, the School is divided into six different teams. Teams work together throughout the year to accomplish set goals, to perform community service, and to participate with other team events such as Field Day and School Spirit Days.

Mental Health and Other Counseling

The School employs a part-time counselor to assist students, teachers and families with issues that arise throughout the year. The School also maintains a list of referrals for educational, intellectual, psychological or speech and language evaluations, should parents/guardians wish to consult with the School regarding the necessity for such an evaluation. Parents who need guidance in this area are encouraged to consult their Division Head or the Head of School. It is important that the results of such evaluations be shared with School personnel so that appropriate recommendations can be implemented. All information provided to the School in connection with such counseling will remain confidential.

Confidentiality

Members of the School community commit themselves to maintaining appropriate professional tact and discretion with regard to confidential information they receive. However, confidential information may be disclosed to the Head of School, appropriate administrators, outside professionals, law enforcement officers, parent/guardians or others when there is a compelling reason for doing so, including, without limitation, in cases of health and safety emergencies (when students or others are in imminent danger of harm); when there is concern about an individual's ability to function academically, emotionally, physically, and/or mentally within the School environment; or when legal requirements demand that confidential information be revealed.

Child Abuse and Neglect Reporting

The School is committed to the highest standards of care for its students. The following policy is intended to ensure that students are protected from any inappropriate or hurtful actions by adults responsible for their care. In addition, under Massachusetts law, all professionals responsible for the care of children are required to report suspected abuse or neglect of children under the age of eighteen (18).

Massachusetts law requires professionals responsible for the care of children (including, but not limited to, teachers, school administrators, guidance counselors, etc.) to make a report to the Department of Children and Families (DCF) when, in their professional capacity, they have reasonable cause to believe that a child under the age of eighteen (18) is suffering from abuse or neglect (defined below). The responsibility to report rests both on the School and all professionals responsible for the care of children who are associated with the School. The following procedure is established to ensure that reports are made in a timely and effective manner, and that information about students and their families is treated in a way which is respectful of their privacy.

Procedure

When an employee learns of a situation of possible neglect or abuse, the employee should consult immediately with the Head of School (or her designee) about the situation so that appropriate action can be taken to protect the child and timely reports can be made to DCF. The Head of School (his or her designee) will review the information immediately and may consult the Division Head and teacher, and, if appropriate, the child's family. If appropriate, legal counsel and/or a consultant specializing in the care and protection of children also may be involved in these reviews. If the abuse or neglect is suspected to come from the student's family, an approach to protecting the student will be defined and the family may be notified of the School's obligation to report the information to DCF.

If the Head of School determines that a report should be made to DCF, the Head of School (or his or her designee) will make the first report to DCF by telephone call. As required by law, a written report will follow within forty-eight (48) hours after making the oral report. In the event it is not clear whether conduct reaches a level of reportable abuse or neglect or there is a disagreement between an employee and the School's administration, any party who believes that the incident rises to the threshold for making a report is expected to make the report. Once again, the responsibility to report rests both on the individual professional and the School.

Definitions

DCF regulations (110 C.M.R. § 2.00) define “**abuse**” as the non-accidental commission of any act by a caretaker upon a child under age 18 which causes, or creates a substantial risk of, physical or emotional injury; or constitutes a sexual offense under the laws of the Commonwealth; or any sexual contact

between a caretaker and a child under the care of that individual. This definition is not dependent upon location (*i.e.*, abuse can occur while the child is in an out-of-home or in-home setting).

The term “**neglect**” means failure by a caretaker, either deliberately or through negligence or inability, to take those actions necessary to provide a child with minimally adequate food, clothing, shelter, medical care, supervision, emotional stability and growth, or other essential care; provided, however, that such inability is not due solely to inadequate economic resources or solely to the existence of a handicapping condition. This definition is not dependent upon location (*i.e.*, neglect can occur while the child is in an out-of-home or in-home setting).

The term “**physical injury**” means death; or fracture of a bone, a subdural hematoma, burns, impairment of any organ, and any other such nontrivial injury; or soft tissue swelling or skin bruising, depending on such factors as the child’s age, circumstances under which the injury occurred and the number and location of bruises; or addiction to a drug or drugs at birth; or failure to thrive.

The term “**emotional injury**” means an impairment to or disorder of the intellectual or psychological capacity of a child as evidenced by observable and substantial reduction in the child’s ability to function within a normal range of performance and behavior.

A “**caretaker**” can be a child’s parent, step-parent, guardian, or any household member entrusted with the responsibility for a child’s health or welfare. In addition, any other person entrusted with the responsibility for a child’s health or welfare, both in and out of the child’s home, regardless of age, is considered a caretaker. Examples may include: relatives from outside the home, teachers or school staff in a school setting, workers at day care, and child care centers (including babysitters), foster parents, staff at a group care facility, or persons charged with caring for children in any other comparable setting.

XII. FINANCIAL INFORMATION

Enrollment Agreements

Enrollment agreements are sent to families each February. Students may not attend classes unless a properly executed enrollment agreement is submitted to the School in a timely manner. Enrollment agreements will be sent to returning students only if all financial obligations are current and the School is generally satisfied with the student's academic performance or behavior.

Tuition Assistance

Our School community is committed to helping families effectively meet the cost of the School education to the extent that the School's resources permit. Families who demonstrate that their financial resources are insufficient to pay the full cost of tuition are eligible to apply for financial assistance. To apply for financial assistance or receive additional information about financial aid, parents can access the school and student service for financial aid and the website is <http://sss.nais.org>.

Students may not attend classes, take examinations, or graduate, unless tuition is paid in a timely manner consistent with the enrollment agreement.

Tuition Billing

Tuition is due in full by the beginning of the year or in accordance with one of the approved payment plans through Smart Tuition.

No student will be permitted to begin School in September unless the tuition has been paid in full or a family is participating in one of the approved payment plans. The School does recognize that families may experience extenuating financial circumstances. While the School is willing to work with families in these instances, all accommodating payment plans must be approved by the Head of School and payments must be received on a regular basis.

No student is permitted to re-enroll without a revised and approved payment plan if there is an outstanding account balance from the previous School year. Furthermore, the School will not release any student records, to the extent permissible by law, and may litigate for monies due.

Fundraising

Gifts to the Nantucket New School's Annual Fund and special events raise a significant portion of the School's operating budget. Simply put, it is because of the generosity of our donors that we are able to offer an outstanding education to our students. Annual donations help to pay our teachers' salaries, fill the classroom with books and supplies, fund field trips on and off the island, and enrich our students' day with art and music instruction.

A primary goal for NNS is to keep the School's tuition as low as possible, thereby attracting a student body that reflects the diversity of our island community. In order to achieve this goal, the development office has selected a number of ways for our families and friends to give.

Each year, we host several special events including the Harvest Bash, the Summer Event and other spring events. The active participation of parents in the life of the Nantucket New School is a core value of the

School and has characterized the School's culture since its inception. While the School has grown and evolved, it still relies heavily on parent participation. We need all NNS families to help in the following ways: contribute to the Annual Fund; volunteer at and attend at least two fundraising events.

The Annual Fund is at the heart of the Nantucket New School's fund raising efforts. Not only does it allow us to raise necessary funds, but it is also a direct way to communicate to our families and friends. Each year, we solicit funds through letter and phone campaigns and now we are delighted to offer Online Giving. The School solicits funds for the Annual Fund in order to give our faculty the resources they need to provide an outstanding education for our students. All gifts to the Annual Fund are unrestricted and go directly to support the School's operating budget.

Parent Association

P.O.N.N.S. (Parents Organization of Nantucket New School) is the School's parent organization. Its mission is threefold: coordinate volunteer efforts (especially as they relate to teacher and classroom support); organize opportunities for parent education; and sponsor a number of social events for parents throughout the year. All parents are invited and encouraged to participate. Meetings are generally held on a designated morning each month; these dates are posted on the calendar.

XIII. RE-ENROLLMENT

Re-enrollment at Nantucket New School is not automatic. A student is promoted to the next grade when he or she has satisfactorily met the expectations of his or her current grade, when the School feels it can continue to meet the student's needs, and when the behavior and comportment of the student and family are consistent with the School's policies.

Re-Admission Policy

Re-enrollment decisions are usually made each February by the Head of School. A decision to re-enroll a student and to subsequently forward a re-enrollment contract to the parents is based upon a student's academic record, effort, attitude and behavior throughout the prior year, and upon the willingness of the parents to accept and exemplify their responsibility in the partnership of education, as further described in the Parental Comportment section below. On occasion, re-enrollment contracts are held until later (usually April or May) when the School decides that an appropriate decision about placement can be made.

In some cases, it may be determined that it is not in a student's best interests to continue at the School. This difficult conclusion is only reached after extremely careful consideration. While parents are obviously involved in this process, the School will make the ultimate decision, and will assist, if possible, in the process of locating an appropriate alternative school.

Families should understand that the School reserves the right not to offer a re-enrollment contract for a student if the parents have been uncooperative or if their actions have in any way undermined the effectiveness of our teachers, or if re-enrollment is not in the School's best interests.

Sibling Enrollment and Early Decision Process

The School gives preference to qualified siblings and children of alumnae/alumni for enrollment in the School. Sibling applicants must complete the same application requirements as other applicants. In order to alleviate some of the stress of the independent school admission process for our current families, the School offers sibling applicants an early decision process. To be eligible, siblings must submit their application by November 15th. Admission decisions for sibling applicants will be mailed on December 15th. (Siblings applying to non-entry point grades will be sent their decisions with the general pool on March 10th.) Sibling applicants applying for financial aid will receive any financial aid award in March.

While the School does not guarantee acceptance to siblings, our program is a good match for the majority of sibling applicants. The early sibling admission process gives current families time between decision notification from the School and the application deadline to other independent schools, should the need arise to explore other options. The early decision process is also extended to the children of the School's faculty and staff.

Parental Comportment and Support for School Policies

At NNS, we believe that a positive relationship between the School and a student's parents or guardians is essential to the fulfillment of the School's mission. We recognize that effective relationships are characterized by clearly defined responsibilities, a shared commitment to collaboration, and open lines of communication, mutual respect, and a common vision of the goals to be achieved. To assist in creating the most effective relationship, the School expects that parents will observe the following guidelines.

NNS understands and appreciates that parents and guardians may employ different means to meet the expectations and responsibilities expressed in this policy. Nevertheless, NNS at all times reserves the right to dismiss a student whose parent, guardian, family member or other adult involved with the student, in the sole judgment of the School, fails to comply with this or any other policy or procedure of the School, engages in conduct either on or off the School's property that could undermine the authority of the School's administration, and/or otherwise behaves in a manner that is unbecoming of a member of the School community. The School also reserves the right to refuse re-enrollment of a student if the School, in its sole discretion, believes the actions of a parent or guardian on or off the School's property make a positive, constructive relationship impossible, or otherwise may interfere with the School's accomplishment of its mission and/or educational goals.

1. Share in the School's vision.

- Support the mission of the School.
- Understand and support the School's philosophy, policies, and procedures.
- Support the School's disciplinary process, and understand that the School's authority in such matters is final.
- Be supportive of the School's commitment to a diverse and inclusive community.
- Acknowledge that the payment of tuition is an investment in the education of the student, not an investment of ownership in the School.
- Support the School's emphasis on sustainable practices.

2. Provide a home environment that supports the intellectual, physical and emotional growth of the student.

- Create a schedule and structure that supports a student's study and completion of homework requirements.
- Be aware of the student's online activities and use of computers, television, and video games.
- Encourage integrity and civility in the student.

3. Participate in the establishment of a home/School and School community relationship built on communication, collaboration, and mutual respect.

- Provide a home environment that supports positive attitudes toward the School.
- Treat each member of the community with respect, assume good will, and maintain a collaborative approach when conflicts and challenges arise.
- Help build and maintain a positive School environment by not participating in or tolerating gossip.
- Maintain tact and discretion with regard to confidential information. In cases when students or others are in imminent danger of harm, when there is a compelling reason for doing so, or when legal requirements demand that confidential information must be revealed, information may be disclosed to the Head of School, administrators, outside professionals, or law enforcement officers.
- Respect the School's responsibility to do what is best for the entire community, while recognizing the needs of an individual student.
- Seek to resolve problems and secure information through appropriate channels (*i.e.*, teacher/advisor/Division Head, Head of School, in that order).
- Acknowledge the value of the educational experience at NNS by making regular and timely School attendance a priority, scheduling non-emergency appointments outside the classroom day.
- Support the School through volunteerism and attendance at School events.
- Financially support the School to the best of one's ability.
- Share with the School any religious, cultural, medical, or personal information that the School may need to best serve students and the School community.

- Understand and support the School's technology policies (please see **APPENDIX B** for the School's Acceptable Use Policy and Agreement).

APPENDIX A

**STATEMENT OF COMMITMENT
NANTUCKET NEW SCHOOL**

In an effort to create a safe, just, and caring school environment for all members of our community, we support the following Statement of Commitment.

It is my right to be physically and emotionally safe within the Nantucket New School community.

It is my responsibility to help create a positive environment by treating all people as I wish to be treated. I will do my best always to respect the differences in others and to listen respectfully to their thoughts and feelings.

When I choose to communicate about my own thoughts and feelings, I will try my best to do so respectfully.

Student signature _____

Parent signatures _____

APPENDIX B

POLICY FOR APPROPRIATE USE OF COMPUTERS NANTUCKET NEW SCHOOL UPPER SCHOOL

I understand that as a member of a computerized community my conduct must conform to the same ideals of honesty, impartiality, and concern for human welfare that have traditionally governed relations both within the school community and with the larger world generally. In particular, I agree to...

1. Avoid doing any harm to others.
2. Respect the privacy of others.
3. Honor confidentiality.
4. Be fair and take actions to minimize inequities.
5. Honor property rights and give proper credit for intellectual property.
6. Do nothing to endanger community relations or human well being generally.
7. Improve community understanding of computing resources.
8. Represent the school honorably in all instances involving use of computer resources.
9. Do nothing to impair the school's computer network or to bypass network restrictions or security and agree, furthermore, to accept the positive obligation to alert the leaders of the school to the presence of any violation of the provisions of the Code or to the existence of any threats to the dignity of the community's members or to the integrity of the community's resources.
10. Respect all community computer resources as the private property of the school and to utilize these resources for educational purposes and for such personal uses as the school explicitly sanctions.
11. Know and comply with all rules regarding acceptable computer usage as enumerated in any rules of computer usage as issued by the school.

(Student)

I/we have read this pledge and agree that my child will be bound by all commands enumerated in Policy of Appropriate Use of Computers. I/we authorize my child to use the computer resources of the school computer network and its connections to the Internet. I/we understand that access to the Internet will necessarily involve access to information, which is not under the control of the school and for which the school assumes no responsibility. I/we agree that my son will comply with all network rules and that the school may suspend or revoke network/Internet access as the school deems appropriate. Violation of any of the commands herein enumerated will result in disciplinary action, up to and including dismissal from school in certain instances, at the discretion of the school authorities.

(Parent/Guardian)

APPENDIX C

NANTUCKET NEW SCHOOL BULLYING PREVENTION AND INTERVENTION PLAN

I. Introduction

At Nantucket New School, we expect that all members of our school community will treat each other with civility and respect. It is the policy of the School to provide and maintain a learning environment that is free of bullying and any other verbal or physical misconduct that disrupts the learning environment or makes it unsafe.

The Nantucket New School Bullying Prevention and Intervention Plan, set forth below, is published in response to the recently enacted Massachusetts law against bullying and is an integral part of our efforts to promote learning and to prevent behavior that can impede the learning process. Our Plan spells out Nantucket New School's comprehensive approach to addressing bullying, cyber-bullying, and retaliation.

This Plan is consistent with broader protections at Nantucket New School against discrimination, harassment, bullying, and retaliation that appear in our *Student Handbook* and our *Faculty/Staff Personnel Policies Handbook*. It is important that this Plan be well understood by all members of the Nantucket New School community. The Head of School is responsible for the implementation and administration of the Plan. Questions and concerns related to this Plan may be referred to him or to one of the School's Division Heads.

II. Policy against Bullying, Cyber-Bullying, and Retaliation

The School will not tolerate any form of bullying or cyber-bullying, nor will we tolerate retaliation against any person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Bullying and cyber-bullying are prohibited on school grounds and at school- sponsored events, activities, functions, and programs. Bullying and cyber- bullying also are prohibited at school bus stops, on school buses and other vehicles owned, leased, or used by the school, and through use of technology or an electronic device owned, leased, or used by the school.

In addition, bullying and cyber-bullying are prohibited at a location, activity, function, or program that is not school-related or through the use of technology or an electronic device that is not owned, leased, or used by the school, if the bullying creates a hostile environment at school for a targeted student; infringes on the rights of a targeted student at school; or materially and substantially disrupts the educational process or the orderly operation of the school.

Definitions under the Law. The following definitions are drawn from the Massachusetts law against bullying.

Bullying. Bullying is defined as the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- causes physical or emotional harm to the targeted student or damage to the targeted student's property;
- places the targeted student in reasonable fear of harm to himself or herself or of damage to his or her property;
- creates a hostile environment at school for the targeted student;
- infringes on the rights of the targeted student at school; or
- materially and substantially disrupts the educational process or the orderly operation of the school.

Cyber-bullying. Cyber-bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, fax machines and the internet. It includes, but is not limited to, e-mail, instant messages, text messages, and internet postings, whether on a webpage, in a blog, or otherwise.

Hostile Environment. A hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation. Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Legal Definitions and School Policy. It is important to bear in mind that stricter standards of behavior may apply under Nantucket New School's policies in order that we may prevent inappropriate verbal and physical conduct before a student has been subject to bullying as it is defined under the law. For example, although the law defines bullying as "repeated use" of certain expressions, acts, and/or gestures, the School reserves the right to apply disciplinary measures and other corrective action in a case of a single expression, act or gesture, if the School determines that it is of sufficient severity to warrant disciplinary measures or other remedial action or that the repetition of that expression, act, or gesture might reasonably result in bullying as defined under the law.

III. Prevention of Bullying and Cyber-bullying

From the earliest grades at Nantucket New School, students learn that as members of our community they have a right to be treated with civility and respect. Our curriculum emphasizes respect for differences, and teachers are clear in their expectations for student behavior. When necessary, parents are notified and asked to reinforce standards for membership in the Nantucket New School community.

Each fall students are asked to review the policies in the Student Handbook and this information is also shared with parents at the beginning of each school year. This handbook includes explicit policies around the acceptable use of technology at Nantucket New School.

At times throughout the school year faculty at the Nantucket New School may use Morning Meetings to make sure that students are well informed about what is expected of them and to reinforce positive conduct.

Upper School Wellness classes in grades 5-8 focus on peer relationships and empower students to take action if they feel targeted or if they witness other students engaging in bullying or other unacceptable behavior.

The administration and faculty recognize that it is essential that expectations for student conduct extend to corridors, classrooms, the cafeteria, playground, parking lot and the like. The School strives to ensure that ample adult supervision is provided on School premises, including in the corridors and playground, at lunch and at recess, and on School-provided transportation throughout the school day as well as at School-sponsored events.

IV. Reports of Bullying, Cyber-Bullying, or Retaliation

Any student who is the target of bullying or cyber-bullying or has witnessed an incident of bullying or cyber-bullying or otherwise has relevant information about bullying or cyber-bullying prohibited by this policy is strongly encouraged to promptly report the matter orally or in writing to the Head of School or a Division Head or to any other faculty or staff member with whom the student is comfortable speaking.

Also, any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible.

A parent of a student who is the target of bullying or cyber-bullying or of a student who has witnessed or otherwise has relevant information about bullying or cyber-bullying is strongly urged to promptly notify the Head of School or a Division Head. Furthermore, any parent who has him or herself witnessed bullying or cyber-bullying or has relevant information concerning such an incident is strongly urged to come forward to the Head of School or a Division Head. A parent should also report any incident of retaliation in violation of this policy to the Head of School or a Division Head.

Any member of the faculty or staff of the School who witnesses or otherwise becomes aware of bullying or cyber-bullying in violation of this policy or who becomes aware of retaliation against a student who reported information concerning a violation of this policy is required to report it immediately to the Head of School or one of the Division Heads. There are to be no exceptions. A member of the faculty or staff may not make promises of confidentiality to a student or parent who informs him/her of an allegation of bullying, cyber-bullying, or retaliation.

Faculty and staff may not make reports under this policy anonymously. The School also urges students and their parents not to make reports anonymously. Although there are circumstances in which an anonymous report can be better than none at all, it is far more difficult to determine the facts of what occurred if complaints are made anonymously. Students and parents are encouraged to bear in mind that the School takes its policy against retaliation seriously. Also, while the School cannot promise strict confidentiality, because information must be shared in order to conduct an effective investigation, the School releases information concerning complaints of bullying, cyber-bullying, and retaliation only on a legitimate need-to-know basis.

V. Responding to a Report of Bullying, Cyber-bullying, or Retaliation

A. Preliminary Considerations. When a complaint of bullying, cyber-bullying, or retaliation is brought to the attention of the Head of School or a Division Head, an assessment is made as to whether any initial steps need to be taken to protect the well-being of students and to prevent disruption of their learning environment while the investigation is being conducted. As appropriate, strategies such as increased supervision may be implemented to prevent further bullying, cyber-bullying, or retaliation during an investigation.

B. Obligation to Notify Parents. It is the policy of the School to notify the parents of any student who is an alleged target of bullying, cyber-bullying, or retaliation and the parents of any student who may have been accused of engaging in such behavior promptly after a complaint has been made.

C. Investigation

The following is an outline of the procedure that is pursued once a complaint has been brought to the attention of the Head of School or one of the Division Heads:

An impartial investigation of the complaint is conducted by the Head of School or by the Division Head. That investigation may include (but will not necessarily be limited to) interviews with the person who made the complaint, with the student who was the target of the alleged bullying, cyber-bullying, or retaliation, with the person or persons against whom the complaint was made, and with any students, faculty, staff or other persons who witnessed or who may otherwise have relevant information about the alleged incident.

Depending on the circumstances, the Head of School or the Division Head conducting the investigation also may choose to consult with other teachers and/or a counselor with Children and Family Services.

D. Resolution, Notification, and Follow-up

Following interviews and any other investigation undertaken, as the School deems appropriate, the Head of School or the Division Head will determine whether and to what extent the allegation of bullying, cyber-bullying, or retaliation has been substantiated. If it is determined that the policy set forth in this Plan has been violated, the Head of School or the Division Head will determine what disciplinary action and/or other remedial action is appropriate and how it will be implemented.

The goal of an investigation and any disciplinary or other remedial process that is imposed following that investigation is to correct the situation to the extent it is reasonably possible and to take such steps as can be taken to prevent there being a repetition of the incident and to prevent the student or students targeted and others who participated in the investigation from being subject to retaliation.

In appropriate circumstances, such as when a crime may have been committed or a child may have been subject to abuse or neglect of the type that is reportable under Section 51A of the Massachusetts laws, law enforcement or another appropriate government agency may be notified.

Upon completion of the investigation, the Head of School or the Division Head who conducted the investigation will meet individually with the student or students who were the target of the alleged incident and the student or students against whom the complaint was made and their parents to report the results of the investigation and, where disciplinary or other corrective action is determined to be appropriate, to inform the parties of the steps that will be taken to correct the situation. The amount of information provided in these meetings may be limited by confidentiality laws protecting student records.

Follow-up contacts will be made with any student found to have been targeted in violation of this policy and his/her parents to inquire as to whether there have been any further incidents.

VI. Conclusion

This Plan is intended (1) to prevent bullying and cyber-bullying among our students, (2) to encourage students and their parents to have confidence in the School's procedures and to come forward promptly whenever a student is subject to conduct that is prohibited by this or any other School policy; and (3) to implement appropriate discipline and other corrective measures when they are found to be warranted.