

New Mission Collegiate Academy:

A 7-12 School



Handbook

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Our Mission

New Mission Collegiate Academy empowers all students to become self-directed, lifelong learners who do well in the world and do well for the world. In our inclusive, portfolio-based school, our students develop their passion, commitment to learning, habits of mind, and essential skills. Our students will become college graduates who work to create positive change and a more democratic and just society.

What makes NMCA Special?


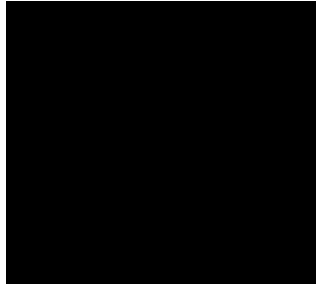
NMCA is a small school community of 400 students and a dedicated faculty of 31. Caring relationships amongst our school community provide the setting for a challenging educational experience. Our goal is to empower our students to become self-directed, life-long learners. The average class size is 24. Advisories provide the foundation for individualized learning as well as both academic and personal support. Students experience a “project based” approach in their classes. Students demonstrate commitment to learning, habits of mind, and essential skills through portfolio presentations three times a year.

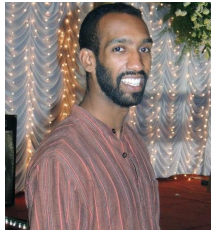

NMCA is associated with the Coalition of Essential Schools through its membership in the Center for Collaborative Education. As a pilot school in the Boston Public Schools, NMCA is an innovative and autonomous small school that strives to enroll students representative of the larger district and to support students in reaching their intellectual and personal potential. NMCA enjoys a greater independence in the district in its budget, staffing, schedule, governance, curriculum and assessment; as a result, NMCA is able to

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better respond to the needs of the families it serves. At the same time, NMCA is held accountable by ongoing assessments of School Quality Review performed by the Center of Collaborative Education. Our hope is to create a caring, individualized, and rigorous education for all students at NMCA.


New Mission Faculty


GENESIS	
<p>MATT SHUMAN DIRECTOR OF LOWER SCHOOL</p> 	<p>SARA DORMAN DIRECTOR OF LITERACY INITIATIVES</p> 
<p>KRYSTINA ALPHONSO English Teacher</p> <p>English 7 Advisory</p>	<p>THOMAS HANNO Math Teacher</p> <p>Math 7 Advisory</p>
<p>SNEHA WALIA History Teacher</p> <p>World Geography Advisory Debate Coach</p>	<p>STEPHANIE POTTINGER Science Teacher</p> <p>Science 7 Advisory</p>
FOUNDATIONS	



<p>WENDY MCPHERSON English Teacher</p> <p>College English 9 Advisory</p>	<p>KEVIN SAINT DICK Math Teacher</p> <p>Algebra 1 Advisory</p>
<p>René Reyes History Teacher</p> <p>World History I Advisory Debate Coach</p>	<p>Arjun Collins Science Teacher</p>  <p>Biology Physics Advisory</p>
<p>INQUIRY</p>	
<p>EUNICE PARK Science Teacher</p>  <p>Chemistry Advisory</p>	<p>MAURA JONES</p> <p>Geometry Advanced Algebra MCAS Preparation Advisory</p>
<p>Brinda Tahiliani History Department Chair</p> <p>U.S. History 2</p>	<p>Chris Kelly English Teacher</p> <p>English 10, 12 Honors English 10 Yearbook</p>

[illegible]


<p>ZOEY BERGSTROM Physics Teacher</p>  <p>Physics Advisory</p>	
<p>GRAD</p>	
<p>Robert Ellis Math Department Chair</p>  <p>Advanced Algebra Honors Pre-calculus AP Calculus</p>	<p>Myles McNamara English Teacher/Leader</p> <p>AP Literature</p>
<p>YURI SINGH</p> <p>Grad Writing Instructor Senior Defense</p>	

<p>Jennifer Barefoot Smith College Counselor</p> <p>Spanish 7</p>	<p>Jessica Bencosme Spanish Teacher</p>  <p>Spanish Advisory</p>
<p>Special Education Team</p>	
<p>Theresa Thalhamer</p>	
<p>Biology, Chemistry and Physics 2</p>	
<p>Dolores Costello Special Education Co-Teacher</p> <p>College English 11 and 12 Spanish 2 Physics Advanced Algebra ESL Reading</p>	<p>Eric Jeffords Special Education Teacher</p> <p>World History 1,2 U.S History 1</p>

<p>Niambe McIntosh Special Education Teacher</p>  <p>Algebra 1 Geometry Advanced Algebra Pre-Calculus AVID</p>	<p>Tasha Hull Special Educator</p> <p>ELA 9, 10, 11 Mission Advocates Entrepreneurships</p>
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New Mission Collegiate Academy Leadership Team and Student Support Staff			
<p>Naia Wilson Headmaster</p> 	<p>Elizabeth Milewski Director of Curriculum and Programming AP Coordinator</p>	<p>ALEX BENEDICT BOSTON COLLEGE LYNCH FELLOW</p> 	<p>Cory McCarthy Director of Operations</p>

Kelli Jones Director of Guidance	Valduvino Goncalves Associate Director of Guidance	Dorotea Manuela Governing Board Chairperson	Donna Woodley Cluster Substitute
Norma Colon Office Manager	Lynette Skerritt Registrar 	Malcolm Smith Athletic Director	Elazar Clayton Physical Education Instructor
Abraham Osorio Project Ochendo Coordinator		Jaykari Simpson Young Man with a Plan Coordinator	

<p>CHRIS FLORES DEAN OF STUDENTS LOWER SCHOOL</p>	<p>DESMOND KENNARD YOUNG MAN WITH A PLAN</p>
<p>LINDA WELLS YOGA INSTRUCTOR</p> 	

New Mission Collegiate Academy Staff Expectations

Safety and Security

In an effort to maintain a safe learning environment all teachers are expected to stay in the presence of their students for the entire period. Teachers should never leave students without the presence of another adult including meeting their students at the classroom door ensuring that ALL students are in class and not lingering in corridor as well as encouraging them to move onto next class at the end of the period.

Discipline:

All members of the New Mission Collegiate Academy community have the right to a safe and healthy school learning environment and accordingly, teachers must report any and all infractions of the Code of Discipline via the online referral system, Educators Handbook.

Signing in and out

Daily:

It is anticipated that all members of the New Mission Collegiate Academy Community will sign-in no later than 7:45 am and teachers are expected to be outside their classroom doors waiting for students to arrive at that time.

As Needed:

All teachers are required to stay in the building at all times. If there is a need to leave the building, clearance must be obtained from an

administrator (headmaster or assistant headmaster only), in addition, it is required to process signing out at that time and signing in upon return to building with Norma in the main office. Teachers found leaving the building without prior authorization will be subject to discipline and /or loss of pay.

Attendance

Advisors are responsible for taking daily attendance and shall not allow students to do it regardless of “busy” they are. The attendance sheet is a legal document and as such must be accurate, in addition, teachers are expected to check the daily attendance to determine student’s presence, absence or “cutting”. If the latter is suspected, it must be reported immediately and it is recommended that they refer to discipline code for correct reporting process.

Instructional Practice

- It is anticipated that teachers will start each class period standing outside their classrooms to welcome students and to ensure that their students aren’t lingering in the corridor or missing valuable instructional time.
- NMCA mode of instruction is the workshop model and it is expected to be practiced daily.
- It is anticipated that teachers will teach from “bell to bell” and that students will not be released earlier or later.
- Students shall only be given appropriate passes to the nurse, bathroom but only after the first 20 minutes and not before the last 10 minutes of class.
- Please do not send students to the office to make phone calls or to any of the labs without the explicit consent from the teacher who teaches in that classroom.
- It is anticipated that students shall **NOT** be sent out of the classroom except for emergency and related situations.

Dress Code

It is expected that teachers will dress appropriately and professionally.

Copy Machines (Room 220)

Copy machines are for staff use only and accordingly, students will not be allowed to use them on staff's behalf. However, it is recommended that staff plan to make their own copies in a timely manner and please not delegate this task to students.

Equipment

Each individual staff is responsible for all of the equipment on loan to them throughout the school year. Each teacher/staff member will sign a contract that delineates their obligations including to secure the equipment before leaving each day. Once the equipment is officially in the possession of specific staff, said equipment shall not be further loaned out to anyone else including students, teachers or other staff unless appropriately signed for contractually. In addition, all keys, books, calculators, laptops, personal computers, cameras, and projectors must be returned at the end of the year.

Classroom spaces

- All teachers and appropriate staff are responsible for maintaining classroom environments that are respectful to students and adhere to fire regulations.
- Teachers/Staff are expected to work with students to maintain space cleanliness and organization.
- Paper may NOT be placed on classrooms walls unless they are fully secured, preferably on bulletin boards. In addition, displays will not be placed on corridor walls unless they are placed on bulletin boards and all displays of student work shall include a rubric or a document highlighting the expectation of the work.

Advisory

Teachers who are not conducting Portfolio Reviews are expected to sit in on at least 8 reviews of students of their choice. In addition, these teachers will have administrative duties during the Portfolio Review Week.

Use of computer labs

Computer labs are available for whole class instruction and assignments. Teacher must sign out the computer lab with the librarian or see Jennifer. Individual students will not have lab access during the school day.

Computer Labs:
Library
Yuri's room 20?

Core Courses

Genesis

World Geography

English 7

Pre-Algebra (includes honors)

Science 7

Foundations

College English 9*

World History 1*

Biology *

Algebra or Geometry*

Honors Physics

Inquiry

College English 10*

U.S. History 2*

Chemistry*

Geometry and/or Advanced Algebra*

Mid-Level Classes

College English 11*

AP Language and Composition

World History 2*

AP US History

Biology*

Advanced Algebra or Pre-Calculus*

Spanish

Grad-Level Classes

College English 12*

AP Literature or AP Language

Senior Seminar

Pre-Calculus/Calculus

AP Environmental Science

Spanish

*Honors classes available

Elective Course Descriptions

AP US History– full year

The AP program in United States History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

AP Environmental Science – full year

Prerequisite: Passing grade in Chemistry

The goals of the AP Environmental Science course are to provide students with the scientific principles, concepts, and methodologies required to understand the inter-relationships of the natural world; to identify and analyze environmental problems, both natural and human-made; to evaluate the relative risks associated with these problems; and to examine alternative solutions for resolving or preventing them. Colleges love to see AP courses on students' transcripts, and if you do well on the AP exam, you can get college credit.

Honors Advanced Algebra

Students in grade 10 can take this course as an elective in conjunction with the required Honors Geometry course. Students must be recommended for this Accelerated Math Track. Students who enter this track in grade 10 are scheduled to participate in AP Calculus in the senior year. This course extends the topics first seen in Algebra I and provides advanced skills in algebraic operations. Additionally, linear and quadratic functions and relations, conic sections, exponential and logarithmic functions, graphing, and sequences and series will be explored.

Athletics– one semester

- Basketball

· Step

Debate – one semester

Like to argue? Want to learn how to do it better. Debate class will give you a chance to organize an argument practice speaking skills, and learn about issues that affect you.

Mission Advocates – full year

This leadership and mentor course is designed to train members of the school community to recognize and respond to early indicators of academic risk, and to establish a school culture that supports and engages all students. Older students will mentor and deliver workshops on the dropout crisis to 9th grade students.

Wellness – one semester

Over the course of the semester, the Wellness elective will be divided into 3 units.

1. Being fit provides the basic knowledge and strategies that will enable you to begin and maintain a healthy exercise program.
2. Living with Feelings and Handling Stress emphasizes that expressing feelings to trust others, such as family and friends, is healthy.
3. Respecting Healthy Sexuality encourages you to develop a positive sense of your own sexuality by creating opportunities for you to consider all aspects of sexuality, to ask important questions, and to understand that there are adults who support you as you learn about this part of yourself.

SAT Preparation – one semester

Math: Math content makes up roughly half of the course, including a comprehensive review of the major concepts tested on the SAT: arithmetic, algebra, word problems, geometry, and data analysis. Strategies and shortcuts for dealing with specific types of math questions are also covered.

Critical Reading: This part of the course covers the knowledge and strategies needed for sentence completion questions and those based on reading passages. Strategies for reading quickly and efficiently are emphasized, and exercises are provided to build vocabulary, an important asset for the SAT.

Writing: Two student essays are evaluated during the course, and students receive instruction on planning and executing essays within the short time allotted on the test. A comprehensive grammar review is included, and strategies for answering grammar questions are also covered.

MATH MCAS Preparation – one semester

Prepare for the 10th grade math exam by studying the test preparation strategies and by reviewing the following math topics: number sense, algebra, geometry, patterns, functions, relations, graphs, charts, transformations, co-ordinate geometry, statistics, probability, basics of trigonometry, mean, median, mode, range, ratios, proportions, permutations, combinations. Practice with real questions used in previous exams (published by the State of Massachusetts) and two full-length simulated tests

Advisory

What is Advisory?

New Mission High values relationships between students and staff and building community. The Advisory class provides opportunities for individual academic assistance and serves as the contact point for regular and meaningful communication with parents. In Advisory, students will find a supportive environment in which academic excellence, responsibility, school spirit, leadership, cooperation, sense of belonging, and school pride are fostered. Although it's not a traditional academic class, Advisory has the same rigor and grade value as any other content class. In Advisory, the Portfolio Review component is completed.

Portfolio Review

The Portfolio Review is a meeting, occurring twice a year, between the student, his/her advisor and parent/guardian. The student comprehensively reviews what s/he learned over the past semester and reflects on his or her performance with the use of artifacts completed over the course of the term. In Portfolio Reviews, the students are given the opportunity to articulate learning in each content class and to demonstrate his/her abilities as a learner and as a presenter.

Learning Expectations and Standards

New Mission organizes its curriculum and assessment under a guided set of expectations centered upon what is essential for high school students to know, understand, and be able to do. There are three expectations and standards, separated into two categories.

1. **Commitment to Learning (CTL):** Behaviors necessary for successful learning
2. **Learning Standards (LS):** Mastery of skills
 - Habits of Mind: Educated ways to think and learn about things
 - Essential Skills: Abilities necessary for Lifelong Learning

COMMITMENT TO LEARNING:

Behaviors necessary for successful learning:

- Student attends class regularly.
- Student is consistently prepared for class.
- Student participates regularly.
- Student thoughtfully completes homework.
- Student honors deadlines.
- Student seeks extra help in a timely manner OR seeks additional challenge.
- Student revises work.
- Student respects the learning process of themselves and others.

THE HABITS OF MIND:

Educated ways to think and learn about things:

- **Perspective — Considering multiple perspectives/viewpoints**
 - What viewpoint are we hearing, reading, or communicating?

- Can I identify the intention of the author?
- Can I look at this in other ways?
- Do I have an informed viewpoint?
- **Evidence — Weighing evidence**
 - How do I know what I know?
 - What’s the evidence, and is it credible?
 - Are there additional ways I could provide evidence?
 - Do I fully support my points and perspective?
- **Relevance — Finding value both personally and socially**
 - Why is this important?
 - Can I identify any personal and/or social importance?
 - What difference does it make?
 - Do I know the implications of my position?
- **Reflection — Rethinking, self-assessing, and self-adjusting for improvement**
 - Do I think about how I am doing?
 - How do I know what I’m doing?
 - In what specific ways can I improve?
 - Do I reflect on my goals, and adjust as necessary?
- **Connections — Seeing and making connections and relationships**
 - Where have I seen something similar?
 - Do I know how something connects to something else?
 - What might account for any changes?
 - Do I look for relationships and explore reasons for similarities and dissimilarities?

- **Supposition — Imagining possibilities**
 - Can I make predictions?
 - Can I imagine alternatives?
 - What if...? Suppose that...?
 - Do I consider the impact of other scenarios?

THE ESSENTIAL SKILLS:

Abilities necessary for Life-Long Learning

- Collaborations and Community Building Skills
- Discussion Skills
- Organizational and Study Skills
- Presentation Skills
- Quantitative Skills
- Questioning and Explorations Skills
- Reading Comprehension Skills
- Research Skills
- Writing and Revision Skills

Grading Scale

PERCENT	GRADE	NUMBER TO USE IN CALCULATION	GRADE EQUIVALENT	NM EQUIVALENT
97-100	A+	100	4.33	Honors(H)
94-96	A	95	4.00	
90 - 93	A-	90	3.67	
87 - 89	B+	89	3.33	Exceeding (F)
84-86	B	85	3.00	
80-83	B-	80	2.67	
77 - 79	C+	79	2.33	Meeting (M)
74-76	C	75	2.00	
70-73	C-	70	1.66	
67 - 69	D+	69	1.33	Approaching (A)
64-66	D	65	1.00	
60-63	D-	60	.67	
Below 60	F+	55	.33	Beginning (B)
Others	F, I, NC	0	0	Beginning (B)

Others	P	75	2.0	Meeting (M)
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CALCULATING FINAL AVERAGES

If a student has the following four percentages for each quarter: 24, 75, 88, 68, the student has an F, C, B+, and D+. You average $55 + 75 + 89 + 69$ and the student should receive a C- as their final grade for the year.

NOTE New Mission values high standards and a passing grade is defined as anything at or above 70% (Meeting). Anything below 70% is NOT passing. For details of grade distribution see course syllabus or Aspen

Report cards and Progress Reports are available via the APSEN system once every quarter and mid-quarter. If you require a hard copy contact the school secretary, registrar or guidance counselor for a copy.

HONOR ROLL

There are two types of academic honors under the category of Honor Roll:

- High Honors: Student receives all A's in the term.
- Honors: **Student receives all A's and B's in term.**

Athletic GPA

The athletic GPA is calculated differently than the quarter GPA; it includes all courses not just core courses. There is a weight for honors or AP (2nd character of course number is 6 for honors and 7 for AP). Honors weight is .66, AP weight is 1.

Example: A student earns a C in an AP course; instead of a 2.0 they will have a 3.0 averaged into their GPA. If the course was an honors course, they would have a 2.66 averaged into their GPA.

NMCA Graduation Requirements and Promotion Policy

Graduation Requirements List:

- 4 years of English
- 4 years of Math
- 4 years of History
- 3 years of Science
- 2 years of Spanish
- 1 course of Senior Research Seminar/Senior Defense
- 1 course of Computer Literacy
- 1 course of Physical Education
- Portfolio and Advisory – all years present at New Mission
- MCAS: ELA, Math, Science (Physics, Chemistry or Biology)

Senior Seminar Quick Highlights

(See Senior Seminar Handbook for full details)

- College Application Process
- Senior Defense Research Paper *20 page paper includes research and reflection component*
- Final Defense Presentation: *No senior will be allowed to enter their defense without completing the 20- page research paper and receiving feedback on it from their teacher.*
- Senior Internship: *1 month internship in the community*

Senior Defense date and Internship placement will be sent out via US mail by January 15. These dates and placement are **non-negotiable** and a requirement for graduation.

New Mission Collegiate Academy Valedictorian Selection

A high school valedictorian is the student who will deliver the closing or farewell speech to his or her classmates. The valedictorian address is meant to reflect on the accomplishments of the class while also looking to the future. The remarks are usually a challenge to your peers or an inspirational message that prompts action and/or future success.

To be considered as a valedictorian, candidates must academically place in the top 5% of their class. Once the top 5% is determined, students will be evaluated by New Mission administration to determine the student who has established themselves as a role model within the school. A committee of staff members will assess the student's participation in extracurricular activities, engagement with outside organizations, as well as volunteer work. Additionally, it is expected that a valedictorian has received acceptance to a two or four-year

college or university and has attended New Mission for a minimum of two academic years.

The headmaster will notify the valedictorian after the first semester. The honor of being selected as valedictorian for New Mission is an indication that you are a student who has achieved the highest academic awards and have displayed outstanding character to both your peers and teachers.

Summer School Eligibility Criteria

If a student does not pass the class, s/he needs to retake it. Students do not need to retake the class if it is not necessary for graduation.

In order to attend a credit recovery program, you must:

- Have an overall average (final grade) of F+ (50%) to D+ (69%) plus
- No more than 30 absences for the school year or
- At the discretion of the Headmaster

OPTION 1: Summer School

To make up a class they failed, students can enroll in Summer School at New Mission or through the City of Boston. Eligibility for Summer School will be determined by the Headmaster. If students pass the class during summer school, they will not need to retake it at New Mission during the school year.

OPTION 2: Retake the course at New Mission (if failed to pass Summer School.)

If students fail to pass the class during the academic year or Summer School, they will need to retake that class at new Mission during the subsequent academic year unless they do not need the class to graduate.

If students do not pass English or math during either the school year or summer school, they will need to repeat the course during the subsequent year. If students do not pass history or science for more than one year they will need to repeat the course (because they need 4 years of history and 3 years of science.)

OPTION 3: Retake the course at another site (if student is not on track to complete graduation requirements)

In order for students to complete all of their graduation requirements within 4 years, some might also need to enroll in other programs: a) Night School at

Madison Park; b) Adult Evening Classes at Somerville High; or c) College Courses at Bunker Hill Community College or Benjamin Franklin Institute of Technology.

Options for Credit Recovery

Program Name	Summer Transition at NMCA	Summer Review at Madison Park	Saturday School	Brockton Summer Program	Night School
Courses Offered	9 th Grade ELA, Algebra, Portfolio	Core curriculum (ELA, ESL, math, history, science, world languages)	Core courses	ELA, ESL, math, history, science, electives, PE	Core curriculum (ELA, ESL, math, history, science, world languages)
Students Eligible	Foundations is eligible for all courses offered if absence/grade requirements are met; Inquiry and Mid are eligible for Portfolio.	Foundations and Inquiry may take one course; Mid and Grad may take two courses; absence/grade requirements must be met.	Any student who fails a quarter or a course	Any student	Limited spaces for seniors needing only one course to graduate
Dates	July 6 – Aug 31	July 6 – Aug 7	All school year	June 25 – July 31	Sept – Dec. and Jan – May
Days	M – Th	M – F	Saturdays	M – F	2 times/wk

Hours	7:45 a.m. – 12:45 p.m. for all courses; 1:00 – 2:15 p.m. for Portfolio (for students attending Summer Review at Madison)	Two Periods: 8:00 – 10:15 a.m. and 10:20 a.m. to 12:30 p.m.	10:00 a.m. – 2:00 p.m.	Three Periods: 7:30 – 9:30 a.m.; 9:35 – 11:35 a.m.; and 11:45 – 1:30 p.m.	Evenings
Program Contact	NMCA 617-635-6437	NMCA 617-635-6437	NMCA 617-635-6437	Brockton Community Schools Office 508-580-7595	NMCA 617-635-6437
Price	No fee	No fee	No fee	\$240 per course	No fee

Program Name	Adult Evening Classes	Bunker Hill Community College	Brookline High School	Online courses
Courses Offered	ELA, Algebra, history, chemistry	Core curriculum (ELA, ESL, math, history, science, world languages)		Algebra I, Geometry, Physics, Chemistry, Biology, ELA 9-12
Students Eligible	Any Student	Any Student	Any student	Any Student
Dates	Feb – May	Summer, Fall, Spring	June 29 – Aug. 7	See Guidance Counselor, Kelli Jones for further information.
Days	1 – 2 times a week	Varies	M – F	
Hours	Evenings	Varies	9:00 a.m. – 1:00 p.m.	

Program Contact	Somerville High School	Bunker Hill Community College 617-228-2000	Brookline High School 617-713-5171	
Price	\$100 per course	\$318 per course (approx)	Call for fee and course information	

New Mission Collegiate Academy C- Policy

New Mission Collegiate Academy has high expectations and requires that students receive a C- or better in each course required for graduation. New Mission faculty and staff provide students who are achieving below minimum standard multiple opportunities for credit recovery.

F – Block – Extended Day

Students who are not performing in their classes will be mandated to take credit recovery courses in Algebra, Geometry, ELA, and Spanish during F-block (2:35 – 3:30) on Tuesday and Thursday. Students will be notified and expected to attend in order to stay on track for promotion and/or graduation. Performance in the course will determine the length of time you are required to attend.

Saturday School Quarter Credit Recovery

Each quarter (beginning second quarter) is the start of a new Credit Recovery Cycle. Each Advisor prepares students for the cycle by informing the family of the required dates of attendance (7 weeks) and ensuring that the student is aware of the work that is required to be completed. Each teacher at New Mission should prepare a 1st, 2nd, and 3rd quarter Credit Recovery Project that remains on file for students to complete during Saturday School. At the end of the seven-week cycle, the work is handed in to the appropriate teacher to be graded. If the student passes the assignment with a C- or better, the grade is averaged with their respective grade for the quarter and a new grade is submitted.

Summer School at Madison Park High School

Students in grades 10 –12 have the option of attending Summer school for any course requirement, with the exception of Portfolio Review. Students who have more than 30 days absent from school (excused or unexcused) are not eligible for Summer School. Upon completion of Summer School, students who pass will receive a C- on their official transcript and an equivalent point value.

Summer School at other Accredited Institutions

Updated 8/2/17

New Mission students are welcome to take classes at local high schools, colleges and universities (two weeks prior authorization is required.) See list in Student Handbook. Students who take courses at other institutions, will receive credit in accordance with that institution's grading policy.

Graduation is determined by the Headmaster upon a review of local requirements and results of MCAS examinations.

Credit recovery opportunities are designed for students who legitimately have excused challenges academically. They are not designed for students who do not challenge themselves and attempt to use credit recovery to gain graduation status. As a result, we limit the credit recovery opportunities to 2 Saturday school semesters for three years totaling 6 for their high school career. New Mission summer school is limited to 2 usages for their high school career and can only be used for D averages. The Boston Public Schools Summer school can be used in accordance with the BPS policy. Students who do not gain a C- or better in all academic classes for the year will not move on to the next grade. Students who do not gain C- or better in all classes by the end of senior year will not graduate from New Mission Collegiate Academy.

Retention

Students can be retained if they fail any individual core course during the school year and fail to utilize any of the above credit recovery options (example: Failure of Algebra 1 will result in retention in grade 9). Failure at New Mission is a score of D+ or less. Students will be allowed to take individual subsequent courses for any course they did pass. (example: If a student passed ELA 9, they will be allowed to take ELA 10). This allows students to continue fulfillment of graduation requirements.

Sports & Clubs

Sports

Football
Girls and Boys Soccer
Track and Field
Basketball
Baseball
Softball
Volleyball
Swimming (Co-Op)
Ice Hockey (Co-Op)
Cross Country

Clubs

Grad Council

G2G

National Honor Society

Boston Debate League

Gay–Straight Alliance (GSA)

Mission Advocates

New Mission Collegiate Academy Sponsorships

Private Industry Council

Children's Hospital

ACCESS

Success Boston

Roxbury Community College Upward Bound

Boston Health Commission

Facing History and Ourselves

Brigham and Woman's Hospital

Center for Collaborative Education

University Partnerships

College of Saint Josephs
Benjamin Franklin Institute
Boston University
Wheelock College
Harvard University
Northeastern University School of Education
Simmons College
Tufts University

Mass Rehabilitation Commission

Provides support for higher education, vocational and career rehabilitation services for high school students with disabilities

STRIVE Program

Provides assistance to students with disabilities to enter the job market

Projects and Funders

- Boston Schools Fund
- Charles Hayden Foundation
- AT@T Risk and Prevention Grant
- Edvestor's Drop Out Prevention Grant
- DOE Community Service Grant
- Boston Scholar Athlete Program
- Boston Compact

Student Support

New Mission Collegiate Academy is aware that high school involves more than just academics. There are trained staff at our school that are here to provide support to families and students concerned about other aspects of growing up. We also have connections with many outside groups who are able to provide more specific assistance to students and families when our staff cannot provide the services that students need.

Student Support Team

Our Student Support Team is run by our school social worker and consists of:

- Dean of Students
- Administration
- School Psychologist
- School Nurse
- Guidance (staff and interns)
- School Based Health Center Personnel (mental health provider, health instructor, registered nurse)
- Home for Little Wanderers counselor
- Special Educators

The team meets weekly to discuss and review students referred by cluster teams. Cluster teams and the Student Support Team communicate via referral forms that document teacher concerns, observations, and proposed action plans for students.

Homework Academy

Students have the opportunity to attend Homework Academy on Tuesdays and Thursdays at New Mission. Each teacher offers Homework Academy in their classrooms from 2:35 – 3:30 p.m. This is a time for students to seek additional and individual help on homework, class work, vehicles, etc.

School Nurse

The school nurse is available during the week to help students address their health needs. She dispenses prescribed medicine to students, hold emergency contact information, and treats injuries and illnesses as they develop during the school day. Students must have a pass signed by their teacher to visit the nurse. She is located one the first floor in room 149H.

Progressive Discipline Process for Common Behaviors

- Possession of Drugs of any kind or amount
- Use or Possession of any weapon or any object that is used as a weapon (rubber band, pencil, books, etc...)
- Physically harming a teacher

First Offense	Send to Dean of Students for suspension hearing that may result in: Out of School suspension Assignment to the Counseling and Intervention Center Expulsion Hearing
Second offense	Expulsion

- **Swearing at a teacher**
- **Fighting**
- **Horseplay**
- **Threats to anyone – Bullying**
- **Significant Verbal Altercations (unable to deescalate)**
- **Refusal to identify self to an adult**

First Offense	Send to Dean of Students for suspension hearing that may result in: Out of School suspension In school suspension Saturday School Loss of Lunch Privileges
Second offense	Send to Dean of Students for suspension hearing that must result in: Out of School suspension
Third offense	Discipline transfer

- **Cutting class**
- **Verbal altercations**

First Offense	Send to Dean of Students for suspension hearing that may result in: In-school suspension Saturday School Loss of lunch privileges Other disciplinary action at the discretion of the Dean of Students
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Second offense	Send to Cory for suspension hearing that may result in: In-school suspension Saturday School Loss of lunch privileges Other disciplinary action at the discretion of the Dean of Students
Third offense	Hearing with Family for Discipline transfer

▪ Use of Profanity in general - not directed toward anyone	
First Offense	Teacher provided consequence (ex: Redirection – deescalate, detention, after school conference, Warning – Redirection)
Second offense	Call the guardian – check with other teachers to determine if behavior is widespread
Third offense	Cluster – guardian conference
Fourth Offense	Suspension hearing that may result in: Out of school suspension In-school suspension Saturday School Loss of Lunch privileges
Fifth Offense	Suspension hearing that must result in an Out of School Suspension
Sixth Offense	Suspension hearing that must result in an Out of School Suspension – Warning to Family that next offense will result in a Discipline transfer.

▪ Cell Phones – Electronic Devices (including but not limited to sidekicks, iPods, headphones, etc...)	
First offense	Confiscate the phone student will get the phone at the end of the day. Students who refuse to give phone to the teacher will be sent to the Dean and parent will need to retrieve it.

Second offense	Confiscate the phone and guardian must come up to retrieve it
Third Offense	Suspension hearing that may result in: In school suspension Saturday School Loss of Lunch privileges
Fourth Offense	Confiscate the phone for the remainder of the school year.

<ul style="list-style-type: none"> ▪ Rude and Disrespectful – Oppositional Behavior (no use of profanity) Examples: <ul style="list-style-type: none"> ▪ Not following directions ▪ Refusing any request of an adult ▪ Talking back ▪ Continuously talking out of turn – classroom disruption ▪ Teasing ▪ Yelling ▪ Screaming ▪ Excessive talking – side bar conversations ▪ Leaving the classroom without permission 	
First Offense	Teacher provided consequence (ex: Redirection – deescalate, detention, after school conference.)
Second offense	Call the guardian – check with other teachers to determine if behavior is widespread
Third offense	Cluster -guardian conference
Fourth Offense	Suspension hearing that may result in: Out of school suspension Saturday School Loss of Lunch privileges
Fifth Offense	Suspension hearing that must result in an Out of School Suspension – Warning to Family that next offense may result in Discipline transfer
Sixth Offense	Hearing for Discipline Transfer

<ul style="list-style-type: none"> ▪ Plagiarism and Cheating 	
First Offense	Failure of assignment – parent conference with teacher.

Updated 8/2/17

Second offense	Parent conference – suspension hearing with dean. Failure of assignment.
Third offense	Failure of Quarter – suspension hearing.
Fourth Offense	Failure of Course– suspension hearing and warning of alternative placement
Fifth Offense	Expulsion Hearing – Alternative Placement

Uniform Expectations

*The New Mission Collegiate Academy Basic Uniform should be worn Mon-Thursday every week.
The wearing of the school uniform symbolizes Citizenship and Pride in our school.*

Basic Uniform to be worn Monday through Thursday –

Updated 8/2/17

- **KHAKI (TAN) BOTTOMS** of the appropriate length and fit. This includes pants, shorts, skirts, or capris.
- **PLAIN WHITE OR NAVY BLUE COLLAR SHIRT (POLO SHIRTS ARE A GOOD OPTION)**
- **NEW MISSION ISSUED PARAPHERNALIA** – T-Shirts, Track Jackets, Sweatpants/and or Sweatshirts.
- Shoes of any kind may be worn.

Possible Combinations

- **Khaki Skirt, White Collar Blouse**
- **New Mission Basketball Sweatshirt and Khaki Pants**
- **White collard shirt and New Mission Track Pants**
- **New Mission T-Shirt and Khaki Shorts**

Note:

*No jeans except on Fridays

*No hats **no exceptions.**

Incentives

- Students who wear uniform consistently throughout the school year are awarded quarterly in our quarterly Awards Ceremonies/Luncheon
- Monthly Citizenship awards in Advisory includes uniform compliance
- Clusters are encouraged to create their own system of rewarding students who are in uniform.

Consequences

If a student does not arrive to school in the proper uniform the following consequences will be enforced by a school administrator: Students will be sent directly to the Dean of Students and a parent will be notified of the consequences. **Students will be expected to change. Poor behavior upon this request will not be tolerated.**

Students who do not wear school uniform and do not secure an official exemption from the school administrator will be excluded from specific privileges and programming outside of the core curriculum including New Mission sports, clubs, afterschool programming, Saturday programming (Study Island), Awards Ceremonies, field trips, etc...

Students who do not adhere to exclusions above will be subject to disciplinary action according to the Boston Public Schools Code of Discipline.

Exemptions

No student shall be considered in violation of a “mandatory” school-site uniform policy if the parent/guardian secures an exemption for the student from the building administrator for any one of the following reasons: **New Mission’s administration require that families make an appointment with the headmaster to discuss an exemption of any form.**

- Creates financial hardship
- Violates religious belief
- Conflicts with the wearing of a nationally recognized youth organization uniform (e.g. Boy Scouts, Girl Scouts) on meeting days, during Scout Week, etc.
- Other personal reasons cited by the parent

Attendance and Tardiness Policy

Attendance Policy

In order to be counted as “present” and on time, the student must be in Connections at 7:45AM. If the student arrives to school after 7:45AM, the student will be counted as “tardy.” If the student does not come to school, he or she will be

counted as “absent.” The student will never be turned away from school after arriving late; however, if a student arrives after 9:00AM, he or she will be recorded as “absent,” but will benefit from participating in class.

If the student is absent (excused or unexcused) for five (5) consecutive days, he or she will be called in for a meeting with the Dean and the Advisor. A student can only have 12 unexcused absences in one year, or 18 absences total (all excused or combined excused and unexcused). If a student exceeds **18 absences in a year, their promotion or graduation is in jeopardy**, and he or she will be called in with a parent to meet with the Head of School. A student may obtain early release by bringing a note at the beginning of the school day and completing an Early Dismissal Form.

Unexcused and Excused Absences

Students must bring in a note for each day they are absent. The student should bring the note to their Advisor. The Advisor will attach the note to an Absence Verification Form. The student will collect teachers' signatures and return the form to the Advisor. The Advisor will then bring the form to the main office. The note must include the date(s) absent, the reason for the absence, a phone number where the parent/guardian may be reached, and the parent/guardian's signature. The student should make every effort to bring in a note the day he or she returns to school. A note is not valid seven (7) school days after the absence. Excused absences include:

- An illness or injury that prevents the student from attending school. A health care provider, school nurse, or parent must verify the illness or injury.
- A death in the immediate family or other significant personal or family crisis.
- Court appearances.
- Medical or psychological tests during the school day. The parent must show evidence (such as a note from the health care provider) that the tests could not be scheduled after school.
- Religious holy days.
- College visits (limited to a total of 5 days)
- Visits to special education school in some cases for students with disabilities.
- Other extraordinary circumstances approved by the Head of School.

Unacceptable Excuses for Absence

Unacceptable excuses for absence include the following (these reasons are NOT valid even with a note from the parent/guardian):

- A non-serious illness that does not prevent the student from attending school
- Student's work schedule
- Skipping class
- Family vacations
- Caring for family members

Attendance Procedures for Unexcused Absences

Each Advisor and Dean **MUST** keep an attendance and parent/guardian contact log. All student absences and parent/guardian contact will be recorded in the log. At the end of each quarter, the teacher will supply the Dean with a copy of their attendance and parent/guardian contact log for that quarter.

	Documented	Undocumented (cutting, unexcused)
1 st absence	Call home to determine if parent is aware of absence – if not, move to undocumented response. With note from parent, may be excused or unexcused (see handbook); call home, remind of policy	Suspension hearing
2 nd consecutive absence	Call home to inquire of absence and remind of policy.	Out of school suspension
3 rd consecutive absence	Request parent conference Include attendance summary and policy/ warning of retention and/or delayed graduation.	Recommendation for disciplinary transfer
Subsequent absences totaling 6	Parent conference to review attendance policy and warning of retention and/or delayed graduation	
Total of 18 absence	Retention and /or delayed graduation	

New Mission Collegiate Academy DOCUMENTATION FOR ABSENCE

Last Name

First Name

Student #

Date(s) of absence. Indicate the month, date(s)

If you did not miss the whole day, please circle the periods you missed.

Periods missed: 0 1 2 3 4 5 6 7

Indicate the reason for absence and staple appropriate documentation to verify absence to this form. (Ex: hospital discharge form, letter from court, etc.).

_____ILLNESS _____APPOINTMENT
 _____RELIGIOUS
_____FUNERAL _____FAMILY EMERGENCY _____OTHER

It is the responsibility of the school to accurately report a student's absence. It is the responsibility of the student and their parent/guardian to document all absences upon the student's return to school.

To the student: When you are absent it is your responsibility to show each of the teachers that your absence from their class was legitimate. You must have each teacher sign and return this form to Norma. Remember that **12 or more absences** from school in any school year may result in **non-promotion or delayed graduation**.

How to use this form:

- Please print your name, student number, and the dates of your absences below.
- Staple a signed note to this page from your parent/guardian that gives the reason and date of your absence.
- Give this form with the attached note to each teacher. Each teacher will need to sign this form.
- Leave this form with Norma in the main office.
- Your note along with this slip will be filed in your attendance folder.
- The documentation of your absence permits the teacher's course policy and expectations.
- If this note is found to be forged, all points received for the makeup work will be erased and disciplinary action will be taken, including a parent conference.

NEW MISSION 7TH GRADE - GENESIS SCHEDULE

7:15 doors open	Monday	Tuesday	Wednesday	Thursday	Friday
By 7:40 all students must be in the 7th grade area of the cafe (entrance in the back of the school)					
7:40 - 7:55 (10 min)	Transition and connections	Transition and connections	Transition and connections	Transition and connections	Transition and connections
A Block 7:58-9:04 (66 min)	Pre-algebra	Pre-algebra	Pre-algebra	Pre-algebra	Pre-algebra
B Block 9:06 - 10:12 (66 min)	Science	Science	Science	Science	Science
C Block 10:14 - 11:20 (66 min)	ELA	ELA	ELA	ELA	ELA
C Block 11:22 - 12:02 (40 min)	Lunch & recess	Lunch & recess	Lunch & recess	Lunch & recess	Lunch & recess
D Block 12:05 - 1:13 (66 min)	World Geography	World Geography	World Geography	World Geography	World Geography
E Block 1:15 - 2:15 (60 min)	C1: Spanish	C1: S panish	C: Sports Homework Academy	C: Sports Homework Academy	Community Meeting and progress monitoring in advisory groups
	C2: Sports Club 1: TBA Club 2: TBA Homework Academy	C2: Sports Club 1: TBA Club 2: TBA Homework Academy	C: Drumming	C: Dance	
	C3: Honors math	C3: Honors math	C3: Spanish or Robotics (depending on who does training)	C3: Spanish	

	Math Intervention for some C2 students	Math Intervention for some C2 students	Math Intervention From C1 and C2	Grade 7 Cluster Meeting	
F Block 2:18 - 3:18 (60 min)	C1: Sports Club 1: TBA Club 2: TBA Homework Academy	C1: Sports Club 1: TBA Club 2: TBA Homework Academy	C: Drumming	C: Dance	Advisory
	C2: Spanish	C2: Spanish	C: Math Intervention (extra block)	C: Math Intervention From C1 and C2	
	C3: Sports Club 1: TBA Club 2: TBA Homework Academy	C3: Sports Club 1: TBA Club 2: TBA Homework Academy	C: Robotics	C: Robotics	
	Math Intervention from C1	Math Intervention from C1		C: Sports / Homework Academy	
3:18 - 3:30 (12 min)	Reflections	Reflections	Reflections	Reflections	Reflections
3:30 - 5:00 (90 min)	Homework Support (Monday - Thursday)				

New Mission Collegiate Academy SCHEDULE Grades 9-12

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-7:55 (10 min)	Connections	Connections	Connections	Connections	Connections
1st Period 7:58-9:04 (66 min)	Block A	Block A	Block A	Block A	Block A
2nd Period 9:06-10:12 (66 min)	Block B	Block B	Block B	Block B	Block B
3rd Period 10:14-11:20 (66 min)	Block C	Block C	Block C	Block C	Block C
11:22-11:52 (30 min) 2 nd Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
4 th Period 11:57-1:07 (70 min)	Block D	Block D	Block D	Block D	Block D
5 th Period 1:10-2:20 (70 min)	Block E Advisory	Block E Elective	Block E Elective	Block E Elective	Block E Advisory
2:23-2:30 (7 min)		Reflections	Reflections	Reflections	
2:33-3:30 (57 min)		Homework Academy Block F		Homework Academy Block F	

Portfolio Review Week Schedule

Option for Saturday scheduling for reviews
Early Release at 11:30 for Portfolio Reviews

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45–7:55	Connections	Connections	Connections	Connections	All Day portfolios
1 st Period 7:55–8:34	Block A	Block A	Block A	Block A	
2 nd Period 8:36–9:17	Block B	Block B	Block B	Block B	
3 rd Period 9:19–9:58	Block C	Block C	Block C	Block C	
4 th Period 10:00–10:39	Block D	Block D	Block D	Block D	
5 th Period 10:41–11:20	Advisory	Advisory	Advisory	Advisory	
11:22–11:30	Reflections	Reflection	Reflections	Reflections	
11:30 –12:00	Lunch	Lunch	Lunch	Lunch	Lunch

AAA Academy(7:45 am – 11:30 am)

Portfolio Review (12:00 noon – 5:00 pm)

June 11-15

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45 – 11:30	AAA ACADEMY – LAST CHANCE TO PASS FOR THE YEAR				ALL DAY PORTFOLIO REVIEWS
11:30 – 12:00	LUNCH				NO SCHOOL
12:00-5:00	PORTFOLIO REVIEWS				STUDENTS COME TO SCHOOL ONLY IF THEY HAVE A MAKE UP EXAM, PORTFOLIO ,OR AAA ACADEMY

New Mission Speak

General Definitions

Charter Schools – Not a part of BPS, which is allowed to develop innovative ways of improving education

Pilot School – Part of BPS, which is allowed to develop innovative ways of improving education

BPS – Boston Public School

BTU – Boston Teachers' Union

CCE – Center for Collaborative Education – think tank for pilot and charter schools, located in China town downtown Boston

CES – Coalition for Essential Schools – a philosophy which uses the ideas of Habits of Mind and Essential Skills to educate students

NMCA – New Mission Collegiate Academy, a pilot school

SQR – School Quality Review, a comprehensive evaluation process that occurs approximately every 5 years for BPS

Academic Standards

CTL – Commitment to Learning (similar to conduct and effort).

LS – Learning Standards

HOM – Habits of Mind

ES – Essential Skills or Essential Schools (which are part of CES)

New Mission Collegiate Academy

Advisory – a group of students who are assigned to an advisor to build community and to support learning

Advisor – a NMCA staff, who is assigned to an advisory, who is the individual who will support that family and student through their school year

AP – Advanced Placement Class

IEP – Individual Education Program

Vehicle – a major project assigned by a teacher

Cluster – refers to grade level, i.e. foundation cluster, inquiry cluster

Investigation – a way of defining a subject area, i.e. Investigating Math

Portfolio Review – a meeting held at least twice each year where each NMCA student presents their work with their advisory and a family member

Foundations: 9th grade

Inquiry: 10th grade

Mid-Level: 11th grade

Grad: 12th grade

Professional Development Calendar

Date	Meeting Description	Time
September 18	ILT	2:45 – 4:45
September 11	Cluster Leaders	2:45 – 4:45
September 25	Whole School PD	2:45 – 4:45
October 2	Cluster Leaders	2:45 – 4:45
October 16	ILT	2:45 – 4:45
October 23	Whole School PD	2:45 – 4:45
November 6	Cluster Leaders	2:45 – 4:45
November 27	Whole School PD	2:45 – 4:45
November 13	ILT	2:45 – 4:45
December 4	Cluster Leaders	2:45 – 4:45
December 11	ILT	2:45 – 4:45
December 18	Whole School PD	2:45 – 4:45
January 8	Cluster Leaders	2:45 – 4:45
January 22	ILT	
January 29	Whole School PD	2:45 – 4:45
February 12	ILT / Cluster Leaders	2:45 – 4:45
February 26	Whole School PD	2:45 – 4:45
March 5	Cluster Leaders	2:45 – 4:45
March 12	ILT	2:45 – 4:45
March 19	Whole School Meeting	2:45 – 4:45
April 2	Cluster Leaders	2:45 – 4:45
April 9	ILT	2:45 – 4:45
April 23	Whole School Meeting	2:45 – 4:45
May 7	Cluster Leaders	2:45 – 4:45
May 14	Whole School PD	2:45 – 4:45
May 21	ILT	2:45 – 4:45

ADVANCED PLACEMENT SATURDAY SESSIONS & BOSTON DEBATE LEAGUE TOURNAMENTS

Date	Description	Time	Location
September 30	AP ELA Session 1	8:00 am	J. D. O'Bryant
October 14-15	Debate Tournament		English High School
October 28	AP Science Session 1	9 am	J. D. O'Bryant
November 11-12	Debate Tournament		Excel High School
November 18	AP Calculus and Statistics Session #1	9 am	J. D. O'Bryant
December 9-10	Boston Debate league Tournament	9 am	Excel High School
January 13-14	Debate Tournament		English High School
January 20-21	Debate Tournament		English High School
January 27	AP Science Mock Exam Session 2	9 am	Simmons College
February 3	AP Statistics and Calculus Session	9 am	J. D. O'Bryant
February 10-11	Debate Tournament		English High School
February 17	Harvard Debate Tournament	9am	Harvard University
March 3	AP Language and Lit Session 3	9 am	J. D. O'Bryant
March 10-11	Debate Championships	9am	
March 17	AP Science Mock Exam	9-12	J. D. O'Bryant
April 8	AP Math Mock Exam	9-12	J. D. O'Bryant

Saturday School
9:30 – 12:30 Big Lab
Session One (7 weeks)
December 2, 9, 16, January 6, 13, 20, 27
Session Two (7 weeks)
February 10, 17, March 3, 10, 17 24, 31

Note: If Saturday is canceled due to snow, additional Saturdays will be scheduled past the end date.

Core Content Team Professional Development

- Math Team Meetings: C block
- Science Team Meetings: A block
- History Team Meetings: D block
- English Team Meetings: B Block
- Special Educator Meetings: Advisory Block

Special Education Meetings

(Special Ed Coordinator's office during Advisory block on select Fridays)

Every other Friday beginning September 15th ending May 18, 2018

Student Support Team Meetings

AP Team Meetings

(2nd Wednesday of every other month)

September 6 - 11:30 - 12:30

November 8 - 2:45 - 3:45

January 10 - 2:45 - 3:45

March 14 - 2:45 - 3:45

May 2 - 2:45 - 3:45

Parent Council Meetings

(2nd week of the month)

Full Council - 2017

Tuesday, September 12, 2017 6:00pm-7:30pm

Tuesday, October 10, 2017 (Council Officers Election)

Tuesday, November 8, 2017 Open House

Tuesday, December 12, 2017

Full Council – 2018

Tuesday, January 9, 2018

Updated 8/2/17

Tuesday, February 13, 2018

Tuesday, March 13, 2018

Tuesday, April 10, 2018

Tuesday, May 8, 2018

Tuesday, June 12, 2018

Governing Board Meeting Dates

FULL BOARD MEETINGS

Full Board Meetings 2017

Tuesday, September 19, 2017 5:30pm-7:00pm

*Tuesday, November 28, 2017 5:30pm-7:00pm (altered for holiday)

Full Board 2018

Tuesday, January 23, 2018 5:30pm-7:00pm

Tuesday, March 20, 2018 5:30pm-7:00pm

Tuesday, May 22, 2018

Administrative Team Meeting

Every Tuesday from 1:15 – 2:30

Note for 12th Grade Teachers

All 12th grade teachers are expected to work full days in the weeks prior to and after seniors graduate. Special assignments may be assigned. All 12th grade teachers must make themselves available for the planning of the Annual Senior Awards Ceremony and Graduation.

Curriculum Choices

As a general rule, no student should be subjected to language that is inappropriate or offensive in any way without the clear explanation of intent and permission of the parent. If you feel that you have curriculum that may be controversial, it is critical that you discuss it with an administrator to ensure its appropriateness. Please remember that many of our families come from homes that have strong religious beliefs and do not want their children subjected to offensive language. It is their choice. It is critical that families have ample and adequate knowledge of the curriculum, giving them the option to not participate.

Areas that families should be informed about:

- Particular books that may have offensive language
- Curriculum that is of a sexual nature (e.g., health curriculum, etc.)
- Activities that include profanity or hate language
- Non-traditional curriculum

Senior Pranks

New Mission Handbook

A **senior prank** is a type of organized **prank** pulled by the **senior** class of a school, college, or university to impart humor throughout the institution.

There can be a fine line between what is on and off limits for a good senior prank, so make sure you start by using some common sense. You want to be remembered as a fun class, not as the class with 80 members who lost their senior awards ceremony or got suspended. If in doubt, check with your principal before pulling the prank. Most principals enjoy a good, non-harmful senior prank just as much as you do. Once you're clear on your boundaries, make a good sense decision on what kind of legacy your class can leave behind.

Senior pranks are not:

- Disruptive to the normal school functioning.
- Do not cause permanent damage to the school.
- Seniors do not vandalize the school
- Should never be on days of standardized testing
- No adult or student should have cause to clean or remove the contents of the prank
- The **pranks** are usually carried out at the end of the **senior** school year as a going away mark on the school.
- Seniors will be held responsible for any pranks that do not adhere to the above policies. Discipline action will be taken and can include suspension, prevention from participating in senior events including prom and graduation.
- **Remember: The Senior prank should not harm any living creatures, cause vandalism or damage, permanently change the school, or have criminal intent.**

Substitute Folder Guidelines

All classroom and support teachers must prepare a substitute folder and submit it to Beth Milewski on September 13, 2017.

Please include the following items in your substitute folder:
(Referenced from Administrative Memoranda: Personnel #16)

1. A class list of each of your classes, electives, and advisory, including important information the substitute should know (issues between students, special accommodations for individual students, student health information, etc.)
2. A copy of your schedule, including subjects, room assignments and Prep time.
3. Location of textbooks and/or auxiliary materials
4. Three days of lesson plans for all of your classes with necessary handouts and enough copies for all classes
5. Three days of homework assignments for all of your classes with copies of necessary handouts
6. Fire drill regulations

Substitute folders must be updated immediately following the absence and must be kept in the Main Office.

If you are going to be absent, contact **Beth Milewski at 857-919-0826**; state your reason for the absence and the expected duration. Leave a message on voicemail if Beth does not answer. **Please do not send notification of your absence via email or text.** If there is an emergency and you need to send your lesson plan via email, please notify Beth in the phone call.

Textbook Lending Agreement

Teacher: _____ Course: _____

Textbook

Title: _____

Student: _____ Textbook #: _____

Date Given Out: _____ Condition: Good OK BAD

Date Returned: _____ Condition: Good OK BAD

I _____ **(initial)** understand, that by signing this form and taking this book, I am responsible for its return and for keeping it in the condition that I received it. If I do not return it or return it in the condition I received it, I will be responsible for the cost to replace it.

Student Signature: _____ Date _____

*** Teachers: Please keep a copy of this form and file it away. ***

Locker Policy/Contract

- A locker for storage of personal belongings is available to all New Mission students for \$5.00. Once a student pays, they are not required to pay again for the duration of their time at New Mission.
- Lockers are assigned by advisor.
- **For safety purposes, STUDENTS MAY NOT SHARE LOCKERS.**
- Users must purchase a New Mission lock. For security purposes, no personal locks will be allowed in the gymnasium.
- To safeguard against pests, no food should be left in the locker overnight.
- No objects considered weapons or drugs will be placed in the locker. If suspected, NMCA Police have the right to search your locker.
- All lockers must be cleared out at the end of each Academic Year.

I understand and will adhere to the locker regulations indicated above.

Locker
assigned: _____

—

Combination
assigned: _____

Please print student name clearly
: _____

Student
signature: _____ Date: _____

Advisor name: _____

New Mission Collegiate Academy

Advanced Notice

Substitute Request

Teacher: _____ **Cluster:** _____

Date of coverage: _____

Reasons: _____

Approval: _____

Naia Wilson

Date:

Coverage/Substitute Plan Instructions:

Period:	Time/ Room	Substitute Plan:
Connections		
1 st Period		
2 nd Period		
3 rd Period		
5 th Period		
6 th period		
Reflections		

New Mission Collegiate Academy Field Trip Authorization Form

**Please submit this form at least two weeks in advance of the date of the field trip
Field trips should not be scheduled during testing (MCAS, MEPA, MELO, The GRADE.
etc...) or portfolio reviews**

Student name: _____ Advisory: _____

Teacher Responsible: _____

Cell: _____

Date of trip: _____

Address of trip: _____

Phone and contact person at site: _____

Time Scheduled to leave: _____

Time expected to return: _____

Mode of transportation: _____

Plans for Lunch: _____

Note to teachers: If you would like to bring bag lunches, please inform the cafeteria manager two weeks in advance of the date of the trip.

Cost of trip: _____

Description of trip:

Connections to the curriculum:

Parent signature: _____ Date: _____

Headmaster Authorization: _____ Date: _____

Teacher Authorization: Please initial if you are in agreement that the student can go on this trip.

Block of day	Teacher signature
Block 1	
Block 2	
Block 3	
Block 4	

Schedule Change Form

For non AP and honors courses

Student name: _____

Advisory: _____

Quarter: _____

Old course	Teacher initials	New course	Teacher initials

Administrator or Guidance Counselor

Signature: _____ Date: _____

*Please give one copy of this signed form to the current teacher, one copy to the new course teacher, and one to the **guidance counselor**, Valduvino Goncalves.*

SCHEDULE CHANGE FOR HONORS AND ADVANCED PLACEMENT COURSES

New Mission Collegiate Academy
GRADE CHANGE FORM
Submit to Lynette Skerritt

Student Name _____ ID # _____

Submitted By: _____

Date Submitted: _____ Quarter: _____

Course	Teacher	Current Grade	New Grade	Reason

Approved By: _____ Date: _____

**Please Make 3 Copies of this Form, once approved. Give to:
Teacher, Registrar (Lynette), Norma (to be filed)**

New Mission Collegiate Academy

Reimbursement Form

Submit to: Naia Wilson

Name Date:

Authorized by

Cluster:

Signature

SS#

Address:

Description of Materials/Services – staple all original receipts to this form

Description	Amount	Quantity	Unit Price

TOTAL \$

**New Mission Collegiate Academy
Success Plan Meeting**

Student Name: _____ **Meeting Date:** _____

Attendees: _____

Plan dates: Begin: _____ End: _____

Description of concerns

Courses Needed for Graduation

Attendance Record
Absent
Tardies

MCAS Status
Math
ELA
Science

Schedule Changes
Add:
Drop:

Tutoring

Tutor name
Subject
Times
Effective Dates

Counseling Referral
Agency
Paperwork filled out:

Saturday School
Quarter
Subject

Online Credit Recovery
Subject
Dates/deadlines

Night School
Subjects
Dates

Summer Academic Programming
Brookline High School
Summer in the Workplace
Madison Park High School
Online Credit Recovery
Dual Enrollment

Summer Employment or Programs

School Year Employment or Programs

Post Secondary Plan/Career Interests

Action Steps
1.
2.
3.
4.
5.

Parent Contact Info

Parent signature: _____ Date: _____

Student Signature: _____ Date: _____

Advisor signature: _____ Date: _____

Copy and give plan to all teachers and place one in the students file in guidance.

SY17-18 BPS CALENDAR



2017-2018 DISTRICT CALENDAR

- August 14-16August Leadership Institute
- August 22-24Teacher Summer Institute
New teachers report
- August 23.....Up Academies: Boston, Dorchester,
and Holland, all grades – first day of school
- ◆ August 29.....Dever grades 1-5 – first day of school
- September 4Labor Day: No school
- September 5-6All teachers and paras report
- ▲ September 7Students in grades 1-12 report,
including grade 1 in ELCs and EECs:
- ◆ September 11Kindergarten students report,
including EECs, ELCs, and special ed.
- September 12...Dever kindergarten students report
- October 9Columbus Day: No school
- November 10...Veterans' Day (observed): No school
- November 22.....Early release for students and staff
Dever - Full day off
- November 23-24... Thanksgiving Recess: No school
- December 22-January 1 . Winter Recess: No school

- January 2.....All teachers and paras report
- January 3.....Students return from recess
- January 15.....M. L. King Jr. Day: No school
- February 19.....Presidents' Day: No school
- February 20-23.....February Recess: No school
- February 26.....Students return from recess
- March 30.....Good Friday: No school
- April 16Patriots' Day: No school
- April 17-20.....Spring Recess: No school
- April 23Students return from recess
- May 28Memorial Day: No school
- ★ June 6 (or day 170)Last day for seniors
- June 19 (or day 179)Early release for students
- ▼ June 20 (or day 180)Last day of school:
Early release for students
- ▶ June 20 is the 180th school day if no days are lost
due to cancellations.
- ▶ June 27 is the 185th day required for calendar
purposes.

Major Religious & Cultural Holidays

- | | |
|-----------------------------|----------------------------|
| Sept. 2Eid al-Adha | Feb. 16 ...Lunar New Year |
| Sept. 21-22...Rosh Hashanah | Mar. 30.....Good Friday |
| Sept. 30Yom Kippur | Mar. 31-Apr. 7....Passover |
| Oct. 19.....Diwali begins | Apr. 1Easter |
| Nov. 23.....Thanksgiving | Apr. 6.... Orthodox Easter |
| Dec. 25Christmas | Apr. 22.....Earth Day |
| Dec. 13-20.....Hanukkah | May 13.....Mother's Day |
| Dec. 26 - Jan. 1 ..Kwanzaa | May 16...Ramadan begins |
| Jan. 1New Year's Day | June 15.....Eid al-Fitr |
| Jan. 6Three Kings Day | June 17Father's Day |

Observance of Jewish and Islamic holidays begins at
sundown of the preceding day.

- ▶ No graduation program should be scheduled
before June 6, 2018.

▶ All BPS offices and Welcome Centers closed.

NMHS Staff Parking Pass

Name _____
Room # _____

If there is a parking issue, please go to the
NMHS Main Office on the 1st Floor.

Mission Statement

New Mission Collegiate Academy empowers all students to become self-directed, lifelong learners who do well in the world and do well for the world. In our inclusive, portfolio-based school, our students develop their passion, commitment to learning, habits of mind, and essential skills. Our students will become college graduates who work to create positive change and a more democratic and just society.

Introduction

I, _____, elect to work at New Mission Collegiate Academy. I am signing this Election Agreement to indicate I understand and agree to the following terms and conditions of my employment.

New Mission Collegiate Academy is under the Pilot Schools program described in the Collective Bargaining Agreement between the School Committee of the City of Boston and the Boston Teachers Union (the BTU Contract) and in the Pilot Schools Request for Proposals. Employees of Pilot Schools are to receive wages and benefits as they would at any other Boston Public School, as specified in Article VIII, Compensation and Benefits, of the BTU Contract for teachers. Other terms and conditions of employment will be determined by New Mission Collegiate Academy's faculty, administration, and governing body, rather than by the BTU Contract.

General Conditions of Employment

General working conditions and benefits for New Mission Collegiate Academy Employees are outlined in the BTU/BPS contract and apply to all BPS personnel, as specified in Article III D & E, in the language under Pilot Schools. In general, the New Mission Conditions of Employment Agreement is a supplement to the BTU agreement. It does not attempt to define areas outlined in the BTU agreement that apply to all employees (i.e, health benefits, vacation time, etc). However, New Mission's status as a Boston Public Pilot school allows for autonomy of operations in certain areas. By provision of the BPS/BTU steering committee agreement, Pilot schools are exempt from certain provision in the BTU contract. Employees choosing to work in pilot schools do so with the understanding that certain stipulations of the BTU contract are waived. The principle areas that pilot schools differ from the BTU contract are: 1) Definition of Work Day 2) Definition of Work Year and 3) Grievance procedures. The following agreement determines the employment conditions of all staff at New Mission Collegiate Academy as ratified by the School Governing Board. Any changes or amendments to this agreement can only be made with a 2/3 vote of the faculty and a subsequent majority vote of the Governing Board.

Founding Principles

PRINCIPLES OF COMMUNITY

Schools that model Democracy in action, nourish a strong sense of internal community, and encourage connections to the larger community have the best potential of being places of powerful learning.

Learning is best supported in an environment where the teacher and learner feels safe, where trust and respect prevail, where every member of the community's own life experiences and

Updated 8/2/17

culture are affirmed and valued, and where mistakes are understood to be a necessary and natural part of the learning process.

The adult professional community should reflect the diversity of its student population to the maximum extent possible and should model the behavior and community that it wishes to inspire in its students.

Teaching and Learning are enhanced through purposeful interaction within a supportive community capable of providing rigorous intellectual engagement and supportive, challenging feedback.

The world of school should not be separated from the rest of life, but integrated to the maximum extent possible. Formal learning often goes beyond the classroom setting. The larger community, of which the school is part, is rich in opportunities for diverse learning and should be utilized to the maximum extent possible through means such as community service, community based learning, internships, and project based learning.

Comprehending the learner's world is essential to help facilitate his or her learning, therefore it is imperative that teacher's get to know students well.

Student learning is best facilitated in schools that support and foster the professional growth and development of their adults as well.

High and clear expectations for all students and staff and strong support systems for achieving them are critical.

PRINCIPLES OF TEACHING AND LEARNING

Clearly defined learning expectations for habits of learning and of mind, essential skills, and understandings provide the foundation upon which the school is built. All decisions about the school's organization are based solely upon what structures and functions will best assure that its students achieve these expectations.

Learning is strongest when learners are actively pursuing areas of their own interest and choice. Instruction offers ongoing opportunities for students to produce discourse, engage in projects, and create work that is meaningful i.e. allows them to construct their own understanding, connects them to the world beyond the classroom, facilitates depth of knowledge, and involves substantial conversation.

Learning should be both an individual and a cooperative venture.

Learning happens differently for different people, and therefore needs to be personalized to the maximum extent possible.

Explicit exploration of the subject of learning is an ongoing aspect of both students' and teachers' work.

Updated 8/2/17

Curriculum is organized to help students learn *how* to think not *what* to think. Students learn to reflect, engage in inquiry/discovery, face complex problems and issues, make connections, discover patterns, apply concepts, work cooperatively, make decisions, manage change, and take risks.

Learning is best served when structures are simple and time is used flexibly.

Principles of Assessment: The primary purpose for assessment is to improve student learning, not just audit it. Assessment should be designed as an integral part of the learning experience, not something separate, which follows the learning. It should be something done with and for students, not something done to them. Students should become skilled in self-evaluation and play a central role in their own assessment as well as that of their peers.

Performance -based systems of assessment offer multiple options for demonstrating knowledge, skills, and understanding. These assessments take place over time, are received through multiple sources, and are embedded in teaching and learning. Students show “how they’re smart, not how smart they are.” The guiding aphorism is "Show what you know."

Central to the school’s contract with its students is that all students will be expected to spend their pre-graduation years advancing towards competency in the school's essential expectations and demonstrating this through two portfolio reviews each year.

Salary, Benefits, Compensation and Membership in a Bargaining Unit

Teacher salary and benefits are determined by the terms outlined by the Boston Teachers Union Contract in accordance with credentials and experience. Salaries and benefits for non-teaching positions are determined by the appropriate union and/or in agreement with the administration and documented in writing prior to the beginning of employment. Salaries in all cases are attached to specific job descriptions and are compensation for the tasks described within that specific job description.

You will continue to accrue seniority as you would if you were working elsewhere in the Boston Public Schools. If you are hired as a teacher, you will receive the salary and benefits established in the BTU Contract, Article VIII, Compensation and Benefits, except for Article VIII, G, #13, Externally Funded Extracurricular Activities. You will be a member of the appropriate Boston Teachers Union bargaining unit. (Note: No seniority accrues until and unless the teacher is made permanent and then seniority is retroactive.)

Additional duties above and beyond those described in the job description, such as coaching, yearbook, new-faculty mentoring, and off-site excursions out of the school day and week, etc. must be negotiated between employee and administration as to time or payment compensation. These terms must be set forth in a mutually acceptable written agreement, and the employee must be compensated in accordance with that agreement.

This Work Agreement covers all New Mission employees in all areas, except CFCs and Para-professionals in the areas of Work Year and Work Day. CFCs and Para-professionals are paid hourly and should see their individual job descriptions and contracts for specific yearly and daily requirements.

Terms of Employment

Pilot School employees agree to work 90 non-compensated hours beyond non-Pilot BPS employees (2017-2018 year). If New Mission Collegiate Academy employees agree to work any hours beyond these 90 non-compensated hours up to fifty (50) additional hours, they will be compensated by the 2017-2018 contractual hourly rate for all BTU Bargaining Unit members is in the 2017-2018 year. Any hours beyond this will be paid for by New Mission Collegiate Academy.

In the 2017-2018 year, New Mission Collegiate Academy employees will work, at most, 50 hours over the 90 non-compensated hours. Each employee will be paid the BPS contractual hourly rate for this time.

As per the BTU contract, the employees at New Mission Collegiate Academy must work the required 3 days and 18 hours plus 4 hours of parent/teacher contact time: Staff will be at work August 31st, September 1st, September 6, and September 7th. The time on the 7th will be ½ hour for union meeting and the remaining time to be used to clean.

*The eighteen hours will be divided as follows:
Monday Meetings at the discretion of the Headmaster*

These whole-school meetings will be used for staff to communicate with the Administration and the Governing Board representatives, and for other whole-school concerns. These meetings will be scheduled by the Head of School, in consultation with staff, and must be announced at least one week in advance.

These contractual hours are in addition to extra hours worked by Pilot School employees and will not count against the 90 non-compensated hours (2017-2018 year) or the additional 50 compensated hours.

WORK YEAR

All NMCA staff is expected to begin the school year on September 1st 1 six-hour professional development days.

The regular school year will begin September 7, 2017 in accordance with the BPS calendar for the current school year.

The last day of school for NMCA staff and students will fall in accordance with the BPS calendar for the current year. The last day will be June 20, 2018

Holidays will be the same as those specified in the BTU contract. In keeping with state law, additional make-up days may be required due to inclement weather.

All staff are required to attend one evening Open House and one evening New Student Orientation during the school year, not to exceed a total of four hours, in accordance with the BPS policy governing parent contact hours (see italics above).

Work Day

High School

All NMCA staff must report to work by 7:45 A.M. each morning.

The end of the school day for all staff on Monday and Friday is 2:35 P.M. The end of the school day on Tuesday, Wednesday, and Thursday for all staff is 3:30 P.M.

All staff are required to be available to assist students with extra help twice a week on Tuesdays and Thursdays from 2:35-3:30 P.M. for Homework Academy or to be involved in an afterschool activity. All staff are required to attend Wednesday Cluster meetings beginning at 2:40 to 3:30 for 50 minutes for the following: to achieve tasks central to the cluster work, such as discuss students, call parents, set up schedules, establish consistencies, etc. Staff will be released from these Wednesday PD sessions for Portfolio Review weeks:

Lower School

All NMCA staff must report to work by 7:45 A.M. each morning.

The end of the school day on Monday - Friday for all staff is 3:30 P.M.

All staff are required to be available to assist students with extra help during Intervention blocks. Depending on a teacher's specific schedule, intervention blocks take place during E and F blocks. All staff are required to attend 1-1 hour Cluster meetings to achieve tasks central to the cluster work, such as discuss students, call parents, set up schedules, establish consistencies, etc. Staff will be released from these Wednesday PD sessions for Portfolio Review weeks:

Portfolio Dates/weeks to be determined

All staff are provided with a 30-minute duty-free lunch period each day.

All staff are provided with 240 minutes per week of self-directed Planning and Development time. These minutes cannot be planned by other staff or administration.

There are an additional 120 minutes of weekly planning which can be planned by the administration, 72 minutes weekly will be scheduled for content planning and 48 minutes weekly can be scheduled by the administration for 1-1 meetings, content concerns, or self-directed planning.

Staff new to the district and/or New Mission may be required to attend an additional three-day orientation before the returning faculty without additional compensation.

PORTFOLIO PREP AND PORTFOLIO REVIEW WEEKS

During Portfolio Review weeks, which occur twice a year at the end of each semester, it may be necessary to schedule the reviews at times that are not during the normal New Mission work day hours in order to accommodate parents' schedules. If such scheduling is necessary, staff may seek time compensation by leaving early on days when reviews are not scheduled or by coming in late on a review day that does not start with advisory or class time. Homework Academy is not held during Portfolio Review Week.

Responsibilities of Staff

Every employee must be given a specific job description by the Administration before the beginning of the school year. All teachers are responsible for maintaining updated Aspen accounts for all students. All teachers should utilize technology in the classroom, i.e. smartboards, calculators, and computers, etc. Please refer to job description for specific responsibilities.

Staff Participation in Decision Making: Leadership Roles

Staff may take on additional leadership and policymaking responsibilities including Governing Board Representative, Instructional Leadership Team (ILT) member, Cluster Leader, and BTU representative. Each of these groups will be responsible for creating and adapting policy that relates to their area.

Teacher Leaders

The Instructional Leadership Team (ILT):

The ILT will discuss policies related to teaching and learning (grading, promotion, whole school improvement plans, professional study goals and plans, etc.). Staff can volunteer themselves to serve on the ILT. Such interest will be reviewed by the Head of School.

Cluster Leader

Cluster leaders are chosen by the Head of School to support the cluster in the implementation of NMCA policies and procedures. They meet regularly in an administrative team meeting and serve as a liaison to the Head of School and Assistant Head of School. The term is flexible and cluster leaders receive a stipend.

All of these groups will seek input from the staff before making policy recommendations. Then, once they have crafted policy recommendations, they will share them with the staff. If the staff wants to share feedback about the policy, they will have 3 school days to submit their feedback (in writing). The group will then consider the feedback received in drafting a final recommendation. These recommendations will be voted on by the staff if the BTU building representative and the administrators deem that a vote is necessary.

The Head of School and the BTU representative(s) will meet as needed to consult on matters of school policy and on questions relating to the implementation of this agreement. Neither the Head of School nor any BTU member can seek addition compensation for these meetings.

Professional Development

All New Mission employees are supported by the New Mission budget (as funds are available) in pursuing graduate degrees and certifications that support their job function at the school. Priority goes to staff pursuing certifications in special education, English as a Second Language, and principal/supervisor certifications.

Evaluation of Job Performance

Though the primary purpose of the staff assessment process is to support the development of staff in the school, the process will also be used to determine continued employment. Staff and administration will administer a performance evaluation system that will include an evaluation by the Head of School or a designee (who is not a member of the BTU bargaining unit) and a self-evaluation. As required, New Mission Collegiate Academy will use the established forms for all BTU employees as well as the appropriate forms for all BASAS members. Original copies of all performance evaluations must be submitted to Human Resources so the forms can be included in the employee's personnel file. The teacher will keep a copy of the Head of School's evaluation and the self-evaluation, and another copy will be kept on file at the school. The Personnel Committee of the Governing Board along with the Head of School will review the due process of all recommendations on staff termination. Those recommendations will be presented to the entire Board for final endorsement. The Board recognizes that they do not have a supervisory role and are not permitted or expected to conduct evaluations of the staff.

PERFORMANCE EVALUATION SCHEDULE

All staff evaluations must adhere to the rules and regulations set forth in the BTU Collective Bargaining Agreement, Article V, F 1-7. The results of all staff evaluations must be transmitted to staff no later than **May 16**. Provisional teaching staff, staff members in their first three years of employment, staff evaluated in the previous year as unsatisfactory overall or in a particular area, and all staff new to the building must be evaluated annually by **November 16** (see Article V, F 3h). Permanent staff are evaluated every other year with the exception of teachers who are in their first year of teaching at New Mission. They will be evaluated for two consecutive years before moving to the staggered schedule. Any staff member can be evaluated at any time at the discretion of the Head of School. Performance evaluation dates are aligned to the Boston Public Schools Office of Human Capital deadlines and are subject to change.

Absences

All staff in the bargaining unit are granted an annual leave for fifteen (15) days without loss of pay, for absence caused by illness or injury (for additional details regarding leave of absence and personal leave, see Article VIII, Q). New Mission staff are required to notify the person in charge of substitute coordination (the Assistant Head of School at time of writing) in the event that he/she will not be able to attend work by calling by **6:00 A.M.** Staff who know of a need to be absent prior to the morning of the day of absence should notify the person in charge of substitute coordination as soon as the need is known. Advance absences should be arranged by filling out the Absence Request Form and having it signed by the Head of School. It is expected that in situations other than emergencies, personal days will be arranged in advance with as much notice as possible.

Substitution

All classroom and support teachers must prepare a substitute folder and submit it to the designated administrator no later than: **September 13, 2017**

Please include the following items in your substitute folder:

- 1) Three days of lesson plans for all of your classes. You should include both the lesson plans and all necessary handouts with enough copies for all of your classes.
- 2) Three days of homework assignments for all of your classes with copies of necessary handouts.
- 3) Location of textbooks and/or auxiliary materials.
- 4) A class list for each of your classes, electives, and advisory, including important information the substitute should know (issues between students, special accommodations for individual students, student health information, etc.)
- 5) A copy of your schedule, including subjects, room assignments, and time of lunch.
- 6) Fire drill regulations

Substitute folders must be updated immediately following the absence and must be kept in the main office. If you will be absent, please call the designated administrator by 6:30 a.m. The absent person should state the reason for the absence and the expected duration. Leave a message on the voicemail if the designated administrator does not answer.

Work Agreement Grievances

By agreement with BTU/BPS, pilot schools resolve work grievances in accordance with a process set forth by their individual Governing Boards and do not access the standard BTU procedure utilizing representatives of the union and the BTU's grievance procedure. Issues not resolved at the school level may go to mediation under Article X-C (Availability of Mediators) of this agreement. Final resolution will be made by the Superintendent of Schools and the President of the Boston Teachers Union.

The definition of a work agreement grievance is one in which a staff member feels that the conditions outlined in this work agreement are compromised or not followed through.

Level One: Notification to Head of School and Respondent (School-Level)

The person with the grievance shall notify the Head of School in writing of the nature of the grievance. The Head of School shall meet with the aggrieved within five (5) working days to address concerns about the school's work rules and attempt to reach a resolution. The aggrieved shall bring a staff Governing Board representative, a BTU representative, and/or another colleague to the meeting for support. The Head of School and the aggrieved shall document the results of the meeting. All meetings regarding disputes shall be kept confidential by the administrator. A resolution must be reached three (3) working days after the initial meeting between the Head of School and the aggrieved.

If the meeting does not result in a resolution satisfactory to the aggrieved, the grieving party must notify the staff Governing Board representative and the BTU representative(s) in writing of his/her intent to pursue the next level of grievance within two (2) working days.

Level Two: Meeting for Resolution with the School's Governing Board

The person with the grievance shall then present the concern or complaint to the Chairperson of the school's Governing Board. Every Pilot School governing body must have in place a process to hear the concern or complaint, either by a subcommittee of the governing body or through accessing outside mediation if the aggrieved and the Governing Board deem it necessary. Outside mediation may include, but is not limited to, a CCE representative or the BTU representative. A resolution at this level must be reached within ten (10) working days of the aggrieved party's meeting with the Chairperson of the Board. The decision of the governing body in relation to the concern or complaint is final, unless appealed through level three (3).

LEVEL THREE: MEETING FOR RESOLUTION WITH SUPERINTENDENT AND BTU PRESIDENT

The person with the grievance should then submit an appeal to the Superintendent and Boston Teachers Union president (The Steering Committee), and must do so through the school's BTU representative(s) within ten (10) working days. At this point the process follows the BTU process outlined in Article X, D, 1.c. The decision of the Superintendent and BTU President is final.

Equity Issues

A teacher having concerns about the equity issues at the school - for example, regarding issues of race, gender, religion, or sexual preference - may choose to meet with the Pilot School administrator to address them and attempt to reach a resolution. In doing so, the teacher should have the opportunity to bring another colleague to the meeting for support and advice. All meetings regarding disputes should be kept confidential by the administrator. NMCA staff may bring an equity dispute to the Equity Office of the Boston Public Schools. This office is charged with investigating the equity dispute and mediating a resolution. NMCA staff may also bring the equity dispute to the Massachusetts Commission Against Discrimination. This office is charged with investigating the equity dispute and determining a resolution.

Personnel File

A file of all professional documents will be kept by the administration. Such documents as evaluations, memos, transcripts, awards, Personal Learning Plan, etc. will be kept in a personnel file. All staff will be given access to their file within 24 hours of a written request to view the contents of the file. Although the contents belong to the school, all staff have the right to obtain a copy of anything contained in the file. All evaluative documents contained in the file will bear the signature of the staff member indicating that the staff member has seen the contents of the evaluation. Signed evaluations do not necessarily indicate that a staff member is in agreement with the content of the evaluation. Any staff member has the right to attach a response to any evaluative documents completed by the school.

Excessing

Permanent teachers may unilaterally excess themselves from NMCA at the end of any work year. Staff are asked to inform the Head of School by the end of January, and in writing **by February 15th**. Similarly, the Head of School may unilaterally excess staff, but they must do so before January 15th. In the event of such excessing, permanent teachers will be placed on the system-wide excess list, subject to the terms and procedures in Article V, J of the BTU Contract. Dates for excessing are aligned to the Boston Public Schools deadlines and are subject to change.

Dismissal: Staff will be subject to dismissal from BPS in accordance with existing law. Additionally, the contract for provisional teachers is limited to one school year of employment.

Contract negotiations and ratification

This agreement has been enacted for the period of **August 1, 2017 to June 30, 2018** and will be reviewed, revised and re-ratified by **February 1, 2017** for the school year **2017-2018**.

Procedure for review, re-negotiation and ratification:

1. A committee of five (5) members shall be selected and begin working by November 1st of a negotiating year. If at all possible one member shall be a member of the previous Work Agreement Committee. It shall consist of at least one administrator other than the Head of School, two teachers, and two support staff. They will determine the need for revision based on solicited concerns from the staff and Head of School, solicited concerns of the School Leadership Council, and changes in the BTU Contract.
2. The committee will by the first Friday in December by consensus identify and present to the faculty proposed changes, including schedule changes, allowing time for discussions, clarification, and an advisory vote. All whole-staff meetings to discuss the EWA will be held during compensated hours provided by the Head of School, preferably during the Monday whole-school meetings, but may also be held during Wednesday PD-time if more time is needed. Whole-staff meetings to discuss the EWA will not occur after the school day has ended.
3. By the last Monday before the winter vacation, the Work Agreement Committee shall provide the staff with the proposed work agreement and schedule for the **2017-2018** year. Staff should read these documents by the first Monday of the New Year.
4. By the third Thursday in January, the Work Agreement Committee will negotiate a work agreement that staff and the Head of School will agree to, and clearly identify any points of major disagreement along with the reasons for any differing positions. A vote shall be held on this day. By a 66 2/3 % majority, affected BTU Bargaining Unit staff may vote to override the proposed work agreement and schedule. If necessary, the proposed work agreement and schedule will be sent back to the Committee for revision. All voting will be conducted during compensated school-day hours.
5. If necessary, within 5 working days the Work Agreement Committee will conduct another vote on the proposed work agreement and schedule. Staff must reach a 2/3 vote in favor of the agreement before sending it to the Governing Board. The status of the agreement should be communicated to the staff by a staff member of the Governing Board.
6. A negotiating team from the Work Agreement Committee will attend the first general meeting of the Governing Board after the agreement has been sent to give context, answer questions, and offer insight into the submitted document.
7. The final version of the document should be in place and ready for employees and potential employees to read no later than February 1st.
8. This procedure for ratification may be amended by a 2/3rds vote of the faculty and it must be done no later than February 1st (see Article III, E).

Signatures

By signing the New Mission Collegiate Academy Election to Work Agreement, I acknowledge that I have read all the provisions of this election agreement and that I agree to all its terms. Please photocopy this page and keep the copy for your records. Please send the signed and dated original back so that it may be kept on file.

Employee Signature

Date

NMCA Head of School

NMCA Governing Board Chair

Our Mission

New Mission Collegiate Academy empowers all students to become self-directed, lifelong learners who do well in the world and do well for the world. In our inclusive, portfolio-based school, our students develop their passion, commitment to learning, habits of mind, and essential skills. Our students will become college graduates who work to create positive change and a more democratic and just society.

PROPERTY OF
