



High School
Scholar and Parent
Handbook
Updated July 2016





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EQUALITY
CHARTER HIGH SCHOOL

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Greetings

Dear Parents and Scholars,

Welcome to Equality Charter High School. All your hard work and focus have helped you arrive at this moment. We are proud to have you as a scholar and positive school community member.

Equality's role in our community is not only to prepare scholars for college success, but also ensuring they're able to sustain consistent appropriate behavior and professional relationships in all aspects of adult life.

Scholar accountability and family support are vital aspects to adolescent growth during a time of transition to Equality Charter High School. Equality will use relationships developed with scholars, families, community organizations and programs to deliver our mission and sustain our role as a positive foundation for our scholars.

-Equality Charter High School Family



A New Approach

What is PBIS?

PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions. PBIS is also a major advance in school-wide discipline because it includes proactive strategies for defining, teaching, and supporting appropriate behaviors to create positive school environments. PBIS uses systematic and individualized strategies for achieving important social and learning outcomes for all scholars.

What is Restorative Justice?

Restorative Justice will be a tool used within PBIS as an alternative to suspension and serve as the main focal point of our detention program.

What is Relational Capacity?

Relational Capacity is developed over time by creating a positive relationship with another individual. Relational Capacity is measured by the amount of conflict a relationship is able to withstand without negatively affecting the bond or relationship in place, prior to that incident.

Proactive Supports

Morning Welcome

Scholars will be greeted by staff, at the school's entrance, every morning upon their arrival. This will ensure their first interaction with staff is positive while providing a crucial opportunity to build relational capacity.

Classroom Greeting

All teachers will greet scholars with a welcoming demeanor and offer a professional handshake at the entrance of their classrooms every period. Consistency is critical, as this will be the first interaction between scholars and teachers each period of the day. This interaction will act as a temperature gauge and also set the tone for that period.

Affirmation Postcards & Wall

Scholars exhibiting leadership and pro-social behaviors will be given positive affirmations through personal notes from teachers and peers. These notes will be written on Equality postcards which can be posted on our Affirmation Wall or taken home to share with parents and family. This tangible affirmation process will be used to complement the reward system and boost scholar and family morale.



Social Contracts

Together, teachers and scholars will develop social norms within the classroom. These norms do not supersede school or classroom rules. In fact, these norms support Equality’s behavior expectations and will be used as a redirection tool for teachers and a self-management tool for scholars to appropriately correct negative behaviors independently.

Principal’s List

Scholars who maintain an overall average of 95% or greater in the core subject areas for at least 2 of the 3 marking periods per semester will qualify. Scholars must also meet all behavior expectations and have a passing average in the non-core classes. Scholars will be celebrated on an end of the year field trip attended by the Principal or Assistant Principal.

Honor Roll

Scholars who maintain an overall average from 84% to 94% in the core subject areas for at least 2 of the 3 marking periods per semester will qualify. Scholars must also meet all behavior expectations and have a passing average in the non-core classes.

Reward System

Equality has a rewards system that acknowledges and rewards scholars who display positive behaviors. The rewards system will be tracked using Dean’s List. A cultural report will be given to scholars reflecting their current behavioral status and total rewards points. Scholars who accumulate points for positive behaviors will be able to earn rewards throughout the school year.

Extracurricular Programming

These programs empower our youth by connecting them to a community that promotes scholar centered exploration of culture and life skill development. These programs include, but are not limited to sports teams, social clubs, peer to peer support groups, academic clubs, school leadership programs and other school sanctioned activities.



Values & Expectations

ECS Values

At ECS, staff and scholars value...	
Achievement and Progress - Individual performance and growth academically, behaviorally and emotionally.	
Respect - The foundation of interactions by all ECS Staff and scholars, including consideration for self, others, space and property.	Integrity - The elevation of interactions by all ECS Staff and scholars, including strong moral principles and acting on them.
Responsibility - Ownership of your actions and the expectations of your role - being accountable to the greater good of the organization.	Maturity - Ownership of your actions and the impact they have on yourself and others.
Cooperation - Teamwork and collaboration in accomplishing a common and clearly communicated goal.	Professionalism - Pride in what you do and goals achieved, while respecting yourself and your team.

Scholars' Daily Expectations

Equality scholars are expected to:

- maintain acceptable conduct while on the public bus, school bus, during field trips, and at public bus stops located around school property
- arrive at school well-rested and ready to learn
- be on time each school day
- arrive to school in full uniform
- **cooperate without contention.** Showing respect by following all directives from all staff members and other adults connected to the school at all times
- respect fellow scholars
- respect school property and that of fellow scholars, staff members, and neighbors
- use acceptable language at all times
- cooperate in keeping the school building neat and premises clean
- meet the PBIS expectations:
- obey school rules and regulations
- dress appropriately in full Equality Charter High School uniform daily. Pants above the waist and skirts knee length.
- be prepared with required materials and assignments for all classes



Dress Code

Equality Charter High School believes in a dress standard that is professional business world ready. This provides an educational environment that is more effective and conducive to learning. Scholars are able to focus on education over attire. This helps reinforce school unity and pride. Our dress code applies to all scholars during all school days or school-sponsored events.

ECHS Uniform Requirements

Boys	Girls
<p>The MINIMUM requirements for boys are:</p> <p>Khaki Pants or Trousers- (Black, Navy, Khaki, Grey)</p> <p>ECS Logo Button down shirt Short or Long sleeve (Blue, White)</p> <p>Dress shoes only-(black or brown)</p> <p>Belt (Plain black or brown)</p> <p>Tie (our options only)</p> <p>ECS PE T-shirt and Shorts (In PE Only)</p> <p>Other optional uniform items:</p> <p>ECS Logo Cardigan- the only cardigan/ sweater style permitted.</p> <p>*NO JEANS, SNEAKERS OR HOODED SWEATSHIRTS*</p>	<p>The MINIMUM requirements for girls are:</p> <p>Khaki Pants, Slacks, Skirts or Skorts - (Black, Navy, Khaki, Grey)</p> <p>ECS Logo Button down shirt Short or Long sleeve (Blue, White)</p> <p>Closed toe dress shoes only- (Black or Brown)</p> <p>Belt (Plain black or brown)</p> <p>Tie (our options only)</p> <p>ECS PE T-shirt and Shorts (In PE Only)</p> <p>Other optional uniform items:</p> <p>ECS Logo Cardigan- the only cardigan/ sweater style permitted.</p> <p>*NO JEANS, SNEAKERS OR HOODED SWEATSHIRTS*</p>

Equality Charter High School has a Zero Tolerance policy for uniform non-compliance.

Interventions and consequences related to uniform non-compliance are as followed:

- Scholars without full and complete uniform are not permitted full access into the school building until uniform compliant. Parent/Guardian will be contacted and must bring uniform items. Scholars may be asked to return home to change and return to school.
- Removal of uniform item during the school day will result in immediate phone conference with parent and same day detention (lunch or after school).
- **Any personal uniform issues must be conveyed by parents prior to scholar’s arrival to school.** Rectification plan and time frame must also be discussed. Scholar will wear replacement item and continue to have detention each day they are out of uniform.



Arrival

Scholars must arrive to school by **7:30am** every day. First period begins at 7:45am sharp. Scholars will be allowed into the school building for breakfast from **7:05am** to **7:35am**.

Dismissal

Scholars will be dismissed at **3:50pm** everyday except Tuesdays. Tuesday's all scholars will be dismissed at **1:50pm**.

Hallway Pass

Scholars must have a pass from a teacher, classroom or other staff member in order to be in the hallway during **anytime** of the school day besides transitions and afterschool activities. Scholars found out of class without a pass during instructional time will be considered cutting and will be subject to disciplinary intervention. **All passes must have name, date and time of departure and return.**

Bathroom Policy

Scholars must have a pass from a teacher in order to use the restroom. Scholars will not be able to use the restroom or water fountain during the first **10 minutes** and last **10 minutes** of each class period. Scholars will not be able to use the restroom during transitions. Scholars found using the restroom or water fountains without a pass are subject to disciplinary intervention. **All passes must have name, date and time of departure and return.**

Locker Room Policy

Locker room usage is for scholars who are participating in the scheduled physical education class. Use of photographic or video recording devices are not permitted while in the locker rooms.

- All scholars must purchase a personal lock for locker room lockers.
- All scholars must store clothing, electronics and other personal items in the secured locker room locker during PE class.
- Personal locks must be taken off locker after their PE class is over.
- Any lock left on a locker in the locker room will be clipped.

BEHAVIORAL EXPECTATIONS

- Keep hands, feet and all other body parts to yourselves.
- Keep all areas in the locker room clean and free of vandalism
- Keep all hands and feet inside of the windows
- Respect personal space of other scholars while changing uniforms



- Change into full and complete uniform attire within the SIX minutes allotted for transition
- Use safe and professional language at all times
- Keep music devices and speakers off and in secured areas
- Secure food and beverages in backpacks prior to entering the locker room
- Use group voices while communicating

Any scholar who is exhibiting any unsanctioned behavior in the locker room they will lose all locker room privileges.

Electronics Policy

Equality will not investigate incidents of theft involving scholar electronic devices. Scholars are not allowed to carry electronic devices in the pocket of their pants, cardigans or shirts. Scholars are permitted to use electronic devices during lunch periods only. School policy prohibits scholars from using electronic devices in any other location or during any other instructional period during the school day.

Parents/Guardians should not call or text their child's cell phone during the day. In the event of an emergency, parents should contact the main office. Scholars who need to speak with their parents must report to the Main office where a staff member will assist. A reported call from a family member on school grounds will not be an excuse for phone usage or display. Parents will be notified, the same day, if an electronic device has been confiscated from their child.

Any electronic device seen or heard at any time outside of the lunch period will be confiscated. If confiscated, electronic device must be picked up by parent guardian. If electronic use becomes disruptive or problematic during the lunch period:

- **1st offense**- verbal warning, which may include a directive to shut off or put electronic away- any behavior that is considered inappropriate as it does not align with values and expectations.
- **2nd offense**- device will be confiscated, given to Dean and returned at the end of the day
- **3rd offense or continuous violation** - Electronic device will be confiscated and returned to a parent. Additionally, scholars will receive an escalation in consequences that include, but are not limited to detentions, loss of privileges, parent conferences, etc.

Scholars who do not comply or become insubordinate at any time are subject to further interventions and/or consequences.

Electronic Policy infractions are cumulative throughout the entire school year



Locker Policy

Lockers are a privilege and school property. If you violate any of the following expectations, you will lose access to the lockers for a time to be determined by the Dean. Locker searches are permitted at Administrative discretion.

The only times lockers can be accessed are:

- Before 1st period
- Before & After lunch
- Afterschool

Use of lockers during any other time, including transitions or during one of the instructional periods will lead to loss of locker access. In rare instances scholars may use their lockers during instructional periods with a pass from their teacher.

Lockers cannot be shared. This locker is assigned to you personally. By allowing someone else to share your locker (whether they have earned the privilege of using it, or not) is not allowed. Sharing your locker with another scholar will lead to loss of locker privilege.

Lockers must be well maintained and kept clean. Excessive messiness, tagging or vandalism of lockers (inside or outside) will lead to a loss of locker privilege for the entire school year, restitution, and/or additional consequences.

Lockers must be used to keep school related items. Illegal or hazardous materials are not permitted in your locker or on school property at any time. Doing so will lead to disciplinary intervention.

Once you are assigned a locker, please use it and benefit from it! By maintaining your locker as required and not violating any Equality School rules, you will have access to it for the remainder of the school year.

Academic Integrity

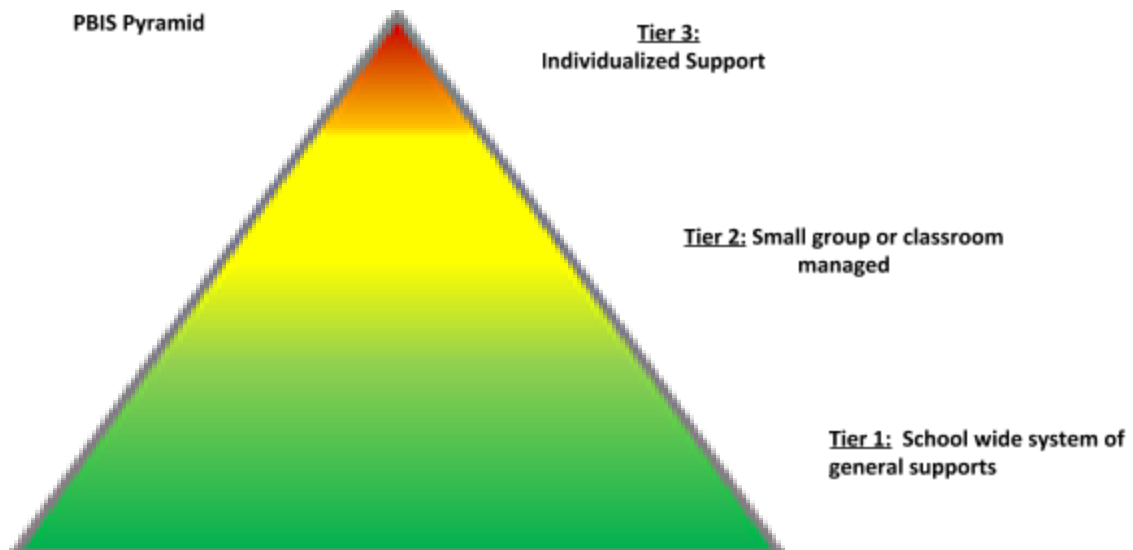
It is the policy of Equality Charter High School to sanction scholars who cheat or plagiarize. Scholars are expected to show integrity in meeting their academic requirements for all courses. Cheating or plagiarism is considered academic dishonesty and it undermines the trusting relationships between Teachers and scholars. This conduct is unacceptable and any scholar who engages in cheating or plagiarism will be subject, but not limited to the following:



- Any scholar(s) guilty of plagiarism or cheating will receive a Zero on the graded assignment/test
- Disciplinary meeting with Teacher, Principal, Guidance Counselor, Parent and Scholar
- Restorative assignment or task assigned and created by teacher
- 6 weeks of detention

Behavior Management

To instill a sense of independence and create an opportunity for scholars to correct their own behaviors Equality will use a tiered intervention system. Behavior correction takes place overtime and does not have just one remedy. The solution to problematic behavior in our scholars may vary dependent upon that scholar's behavioral history and individual intervention successes. Below you will find our PBIS pyramid. This pyramid displays the intervention process at Equality Charter High School.



Behavior Data Tracking

Classroom Managed

Deanslist referrals are filled out by staff members who wish to document a scholar's behavior or interventions that took place in class. These referrals are filed as



documentation only and do not need any additional measure to be taken by Deans, or administration.

Office Managed

Deanslist referrals are filled out by staff members who wish to document a scholar's behavior and wish for someone to follow up directly with the scholar in regards to the behavior. These referrals are filed as office managed referrals.

Referral Process

Teachers will use multiple interventions for problematic behavior before referring the scholar to the Dean for further response. Scholars who continuously disrupt the learning environment or exhibit any Tier 3 and above behavior will be referred to the Dean.

Immediate Referrals

Incidents requiring immediate intervention should be brought to the attention of the Deans or administration staff by calling main office and request a Dean is paged.

Removal Self-Reflection & Intervention Forms

After multiple interventions have been exhausted, Scholars who require removal from class will be assigned an alternate learning space where they will complete a self-reflection and intervention form. This form will contain the supportive interventions taking place along with a corrective behavioral plan and consequence for future incidents. Scholars exhibiting a heightened emotional state may verbally answer the questions for dictation by Deans or supportive staff.

Intervention Strategies

ECHS Interventions and Strategies consist of programs with intentional steps extended to scholars struggling with behaviors that are disruptive to themselves or the learning environment.

Behavioral Contract

All scholars and parents are required to sign the Behavioral Contract attached to the back of this handbook. This contract reviews our expectations towards behavior and parental support. This contract is due immediately after their first day of the summer orientation.

Commitment to Classroom Instructional Time

As part of the Social Contracts built within each classroom every scholar is expected to be present and wholeheartedly participate during instructional time. Scholars who miss any amount of instructional time may be asked to make up the time missed during lunch



or after school with parent notification. They will be issued either a verbal or written commitment they must adhere to. Scholars who fail to meet their commitments will be referred to the Dean for further intervention.

Alternative Learning Space (ALS): is an alternative intervention to after school detention and suspension. The intention of ALS is to remove the scholar from the environment of struggle to assess and identify the barriers to effective learning and functioning. ALS will function in the same capacity as an in-school-suspension with scholars being assigned in a range from one class period to multiple days. Individualized support from Dean or other supportive staff will instill scholars with the ability to independently process situations promoting increased self-awareness, developed emotional regulation and effective conflict resolution skills.

Community Service: is an intervention program that encourages accountability. Community service assignments allow scholars to reflect on their lack of insight by focusing on their strengths rather than their needs. Scholars are provided with a constructive, collaboratively proactive means of repairing the grievances caused by his/her conduct. Accepting responsibility for their actions and using their improved understanding in a manner that promotes community knowledge and/or awareness has potential to improve the scholar's overall sense of self-worth amongst their peers.

Peer Mediation: is an intervention program that empowers scholars to develop the skill of self-regulation individually and with their peers. Peer mediation creates a space that teaches scholars to manage conflicts constructively. The process of peer mediation teaches scholars to monitor their own behavior, assess situations, make judgments as to which behaviors are appropriate, and master the procedures and skills required to engage in expected behavior.

Detention: is a disciplinary response devised as a means to address all issues that are disruptive to the teaching and learning environment. Detentions provide reflective learning experiences for students who have violated our school behavioral standard. These issues include, but are not limited to: tardiness, non-compliance to uniform policy, defiance, disrespect, failure to complete work, eating or displaying food or drinks in classrooms and cutting class. Detention is scheduled during lunch or after school programming.

Individualized Strategies: Approaches that allow administration and staff to individualize interventions and consequences based on a scholar's pattern of behaviors. These individualized techniques include, but are not limited to: self-regulation strategies, social emotional groups, conflict resolution training, relationship building exercises and leadership development.



Tiered Interventions

This guide displays examples of our intervention process for misconduct and problematic behaviors. Misconducts not found in this guide are covered in our Code of Conduct. Equality Charter High School reserves the right to use any intervention we deem appropriate in response to any problematic behavior that disrupts the learning environment or creates an unsafe learning environment for any scholars, Equality staff or non-teaching staff.

Scholars who exhibit physical aggression of any kind understand Equality will use Crisis Prevention & Intervention techniques to diffuse the incident and ensure all parties are safe. This may result in your child being restrained or expeditiously removed from an unsafe environment.

ECHS Tiered Interventions

Levels of Discipline	Problematic Behaviors	Interventions	Consequences
Level 1 MINOR INCIDENT <i>Classroom Managed</i>	Walking around class without permission Inappropriate laughter Loud or Excessive talking Drumming on desks Playing with objects not related to instruction time Refusal to do work Sleeping/Head down in class Eating food or drink in classroom Inappropriate language/Cursing (<i>Not directed at staff</i>) Throwing any objects in class Talking back to teacher in a disrespectful manner Being on an unrelated website during web-based learning Drawing in class/Not paying attention Lateness Electronic device misuse Other minor disruption	Refer to Social Contract Redirection (<i>Use reference Tool</i>) Private conference Phone call home Seat Change Parent meeting with student Alternative assignment Tier 1 Interventions and Supports	Loss of Privilege Apology Letter Classroom Commitment (Detention)
Level 2 CONTINUOUS MINOR INCIDENTS <i>Classroom Managed</i>	Chronic /Repetitive minor incidents Repeated disruption of the learning environment Repeat electronic devices misuse Insubordination (<i>Due to emotional outburst</i>) Skipping Class Walking out of class without permission Repeated Lateness/Absenteeism Dress code violation Playfighting Academic Dishonesty	Phone call home Parent meeting with student Progress sheet Refer to Dean Tier 1/ Tier 2 Supports	Apology Letter Loss of Privilege Restitution Dean's assignment Detention
Level 3 MAJOR INCIDENT or CONTINUOUS MAJOR INCIDENTS <i>Dean Managed</i>	Aggressive behavior Bullying Derogatory Language or Cursing at a Staff member Intimidation Insubordination (<i>Intentional</i>) Minor Vandalism Tobacco products Repeat of a Minor	Private conference with Dean Behavior Plan Conflict Resolution Peer mediation Tier 2/ Tier 3 Supports Referral to internal supports for student	Restitution School Community service Detention Restorative Justice (<i>informal/formal conferences</i>)
Level 4 SHORT TERM SUSPENSION (<5	Physical Altercation Verbal Aggression Creating or contributing to an unsafe environment Bullying/Cyber-bullying Gambling Vandalism	Restorative Justice Parent/ Dean/ Scholar Conference Referral to internal and or external supports for student and parent	In-School Suspension Short Term Suspension (<5 days)



days) or IN-SCHOOL SUSPENSION	Theft Possession or Use of flammable material Under the influence of Drugs or Alcohol	Behavior Plan Additional PBIS Tier 3 Supports	
Level 5 SUSPENSION or EXPULSION	Physical Assault Weapons Possession of, or Under the influence of drugs and alcohol Sexual harassment Drug Paraphernalia		Long Term Suspension (>5 days) Expulsion

*This is only a **guide**. There may be circumstances that dictate escalated consequences for **ANY** behavior at every intervention level. This will be determined by Dean or Administration staff.*



Attendance Policy

Equality Charter High School will make every effort to assist families if attendance is an issue. Scholars who do not attend school daily and at the scheduled time run the risk of not meeting Equality's academic standards, failing classes and therefore not being promoted. Scholars who are absent from school cannot attend or participate in school sporting events, dances, or any other school-sponsored activities occurring on the day of the absence, unless the school has given advance permission.

Absences

Attendance intervention Plans will be implemented to support scholars who have reached our chronic absenteeism thresholds:

- **1 unexcused absence**- Any day a scholar is absent the parent or guardian will receive a phone call home informing them of the absence
- **3 unexcused absences**-Scholar will meet with Dean to discuss preventative measures. Dean will conduct phone conference with parent and review scholar driven prevention plan
- **5 unexcused absences in a semester**-Parent and scholar will meet with grade team to review further interventions including an Attendance Intervention Plan
- **10+ unexcused absences in a semester:**
Parent conference will be held at the school with Administration, scholar, grade team and social worker. Administration will discuss next steps which may include ACS reporting and disenrollment from Equality

When a scholar is absent without medical notice for either ten consecutive days or ten days in a semester, the School may conduct a home visit or may notify ACS of possible educational neglect. If a scholar is absent for the first five days of school, or at least 10 consecutive days without contacting the school or Dean to explain his or her absences, that scholar will be considered to have withdrawn from Equality Charter High School and will be un-enrolled from the school.

Lateness

All scholars who arrive late to school will automatically receive a phone call home and a lunch detention assignment for the day. Scholars arriving late to class will be issued a commitment for a minimum of **10 minutes**. If scholars arrive to class **more than 10** minutes late they will be issued a commitment for the amount of class time lost. Commitments will be held during **lunch** or **after school** as determined by your teacher

Scholars who are tardy and do not comply with classroom commitments are subject to discipline referrals and consequences:



- **1st-3rd offense**- Automatic after school dean detention
 - Parent is contacted by Dean and scholar on each offense.
- **4th-6th offense**- Parent, Teacher and scholar conference facilitated by Dean.
 - Conference is scheduled by Dean and scholar
- **7th offense**- Administrative meeting parent/scholar with attendance contract
 - Administrative meeting with Parent/Guardian, scholar, Assistant Principal and Dean is scheduled by Administrative Secretary
- **8th + offense**- Administrative meeting with Parent/Guardian, scholar, Principal and Dean. Scheduled by Administrative Secretary.

**Escalation of consequences including, but not limited to suspension and/or child welfare call to the NY State Central Registry. **

Definition of Terms

Excused Absence: Scholar presents a doctor's note or other official note from a therapist, court, ACS etc. explaining or verifying scholar's absence. Scholar presents a handwritten note from parent explaining or verifying absence. This note will only be accepted up to 3 times per semester. Scholars who observe the religious holy days recognized by the New York State Commissioner of Education or other holy days not recognized on the Department of Education calendar may be excused based on parents request in writing prior to the date of observance. Scholar will receive credit for being in class that day however; scholar is responsible for making up all work including homework, tests, and notes. It is the responsibility of the scholar to obtain all make-up work from teachers for any absence.

Unexcused Absence: Scholar is absent from school for one day without a note from parent, doctor, or other legal official explaining or verifying scholars absence. Scholar will not receive credit for being in class but is still responsible for making up all homework, tests, and notes or missed work, although credit for this work is at the teacher's discretion.



2016-2017: Equality Charter High School Behavioral Contract

At Equality Charter High School we believe in the power of choice. We provide our scholars the opportunity to build real world pro-social and professional skills that translate into positive higher education and career decision making. In order to maintain our academic and behavior expectations, we create a positive, safe and nurturing environment conducive to learning. This fosters leadership, responsibility and respect within our scholars and staff. As such, any scholar who takes actions or engages in behavior that is disruptive to the learning environment or endangers the safety/health of scholars and/or staff will be subject to disciplinary consequences and interventions including, expulsion from Equality Charter High School.

Scholars who are considered a health and safety risk will be dismissed early for a “cooling off” period after parent notification takes place. Parents who are not able to pick up their child will allow for early dismissal by default pending the results of an incident inquiry.

Rights and Responsibilities:

I know I have the right to:

- not be judged or labeled by my behavior
- be in a positive, safe and supportive learning environment, free from discrimination, harassment and bigotry;
- know what is considered appropriate behavior and what behaviors may result in disciplinary interventions or consequences;
- be counseled by members of the professional staff in matters related to my behavior as it affects my education and welfare within the school;
- voice my concerns in an appropriate manner if I do not agree with a request or decision;
- due process of law in instances of disciplinary action for alleged violations of school regulations for which I may be suspended or expelled.

I agree to:

- come to school on time every day
- greet and shake hands with any staff member who offers a salutation and professional handshake
- appear for each of my classes at the start time, ready to begin work
- be prepared with required materials and assignments for all classes
- show respect and maturity when interacting with all members of the learning community
- be accountable for my own behavior



- respectfully and wholeheartedly participate in behavior interventions
- attend detention when assigned
- inform the Dean or any other Equality staff member of potential conflicts or altercations
- resolve conflicts peacefully through mediation and conflict resolution
- avoid fighting inside and outside of the school
- avoid any behavior that endangers the welfare of school or neighboring community
- behave respectfully and cooperate without contention when a staff member gives direction
- take responsibility for my personal belongings and any other property owned by Equality that I may use or encounter
- dress appropriately in full Equality Charter High School uniform daily
- refrain from bringing items which may have any signs of gang affiliation (e.g. scarves, bandanas, hats etc.) and refrain from using gang signs, calls, chants, movements or handshakes
- refrain from using electronic devices (e.g. cell phones, media players, video games etc.) during school hours
- share information with school officials that might affect the health, safety or welfare of the school community
- refrain from any behavior which disrupts the learning environment
- follow rules and expectations in the Equality Charter High School Scholar Handbook & Code of Conduct

I am fully aware of my rights and responsibilities as described in the attached page and agree to follow the rules and expectations outlined in this contract, the Equality Charter High School Scholar Handbook & Code of Conduct. In addition, I am aware that failure to comply with those rules and expectations may result in further disciplinary actions.

Scholar Name: _____ Date: _____

Scholar Signature: _____

PARENT SECTION

Parent engagement and support is crucial during our behavior intervention process. Parents must have up to date contact information on file and an emergency contact for instances where they are not available via phone or email during the school day.

I have received a copy of the Equality Charter High School Scholar Handbook & Code of Conduct and carefully read this contract. I understand the expectations of Equality Charter High School and the behavior that is required from my child.



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CHARTER HIGH SCHOOL

Parent/Guardian Name: _____ Date: _____

Parent/Guardian Signature: _____