Respectfully Submitted to the Department of Elementary and Secondary Education by:

New Heights Charter School of Brockton Founding Group:
- Omari Walker, Founding Group, Proposed Executive Director
- Janice Manning, Founding Group, Proposed Head of School
- Dr. Jessica Geier, Founding Group, Proposed Director of College Access
- Meredith Morrison, Founding Group, Proposed Assistant Dean of Curriculum and Instruction
- Tiara Burke, Founding Group, Proposed Parent/family Outreach Coordinator
- Ann Ferioli, Founding Group, Proposed ELL/Special Education Student Advocate
- Michael Sullivan, Founding Board Member
- Marquis Taylor, Founding Group
- Nicholas Christ, Proposed Board Member
- Dr. Chris Aviles, Founding Board Member
- Ralph Olsen, Proposed Board Member
- Traci Keene, Proposed Board Member
- Vincent Marturano, Proposed Board Member
- Judge Gregory Philips, Proposed Board Member
- Pastor Emanuel Daphnis, Proposed Board Member
- Nicole Fannoney, Proposed Board Member
- Chris Campbell, Proposed Board Member
- Annette Calloway, Proposed Board Member
This information is included with all submissions. The application, including this form, will be posted on the Department website. Applicants are advised that the primary contact person may be contacted by the public and/or media with questions about the proposed school.

Name of Proposed Charter School: New Heights Charter School of Brockton

School Address (if known):

School Location (City/Town REQUIRED): Brockton

Primary Contact Person: Omari Walker

Role or relationship of contact person to proposal: Lead Founder

Address: 250 East Main Street No 8

City: Norton State: MA Zip: 02766

Daytime Tel: (508) 622-0425________ Secondary Tel: (______) ____________________

Email: owalker@resiliencyfoundation.org__________________________________________

1. The proposed school will open in the fall of school year: ☑ 2015-2016 " 2016-2017

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade Levels</th>
<th>Total Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>6,7,8</td>
<td>315</td>
</tr>
<tr>
<td>Second Year</td>
<td>6,7,8,9</td>
<td>420</td>
</tr>
<tr>
<td>Third Year</td>
<td>6,7,8,9,10</td>
<td>525</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>6,7,8,9,10,11</td>
<td>630</td>
</tr>
<tr>
<td>Fifth Year</td>
<td>6,7,8,9,10,11,12</td>
<td>735</td>
</tr>
</tbody>
</table>

2. Grade span at full enrollment: _______ 6-13_______________________________________

3. Total student enrollment when fully expanded ___________________________ 840

4. Age at entry for kindergarten, if applicable:

________________________________________

5. If applicable, the proposed Horace Mann charter school is: " New or " Conversion
6. If applicable, the proposed type of Horace Mann charter school is:

"Horace Mann I" Horace Mann II" Horace Mann III

Questions #7-10 are for applications for a Commonwealth charter school ONLY.

7. If applicable, will this proposed Commonwealth school be a regional charter school? Yes X
   No

If yes, list the school districts (including regional school districts) in the proposed region. Please only list districts that are included in District Information on Enrollment Projections for New Applications and Expansion Amendments at http://www.doe.mass.edu/charter/new/?section=app. (Use additional sheets if necessary.)

______________________ ______________________ ______________________
______________________ ______________________ ______________________
______________________ ______________________ ______________________
______________________ ______________________ ______________________

If no, please specify the district’s population as reported in the most recent United States census estimate for the community the school intends to serve: __94,094_____.

The Board of Elementary and Secondary Education shall not approve a new Commonwealth charter school in any community with a population of less than 30,000 as determined by the most recent United States census estimate [available at http://www.census.gov/], unless it is a regional charter school. (MGL c. 71 § 89(i)(1).

8. For all proposed Commonwealth charter schools, list the districts that are contiguous with the proposed school’s district or region. Please only list districts that are included in District Information on Enrollment Projections for New Applications and Expansion Amendments at http://www.doe.mass.edu/charter/new/?section=app. (Use additional sheets if necessary.)

   ___Stoughton_________ ___Abington_________ ___Whitman__________
   ___Avon_________ _____Holbrook___________ ___Easton_________
   ___Bridgewater_______ _________________ ________________

9. Will the proposed Commonwealth charter school serve a district where overall student performance on the MCAS is in the lowest 10 percent, as designated in District Information on Enrollment Projections for New Applications and Expansion Amendments or in any updated analysis performed by the Department? Yes X
   No

10. Will the proposed Commonwealth charter school serve a district or districts in which the 9 percent net school spending cap is, or could be, exceeded by 2014-2015 applications? Yes X
    No

11. Have members of the applicant group previously submitted a prospectus or final application that did not result in a charter? Yes X
    No

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1 The revision of M.G.L. c. 71, § 89 in 2010 created three types of Horace Mann charter schools, each with a particular set of requirements.
If yes, is the present submission related in content to the previous application? ** Yes ** No
If yes, please indicate the name of the previous proposal and the year submitted.

New Heights Charter School of Brockton__ 2013

12. Is the applicant group currently the board of trustees of an existing charter school? ** Yes ** No
If answered YES, please explain why the group is not using the charter application designed for use by a current board of trustees.

13. Do members of the applicant group currently operate or are they employed by a private or parochial school? ** Yes ** No

14. Are any members of the applicant group present or past members of a charter school board of trustees, school committee, or other type of public governing body? ** Yes ** No
If yes, please indicate the person’s name; the charter school name and school location, or school committee district; and dates of membership.

____________________  ______________________  ______________________
____________________  ______________________  ______________________
____________________  ______________________  ______________________
This proposal calls for the creation of the New Heights Charter School of Brockton (NHCS), an innovative, early college school designed to address the needs of the Brockton student population. NHCS will provide a public school option for 840 (at full enrollment) of the city’s students to minimize the achievement gap in educational attainment and college success. Our mission is to provide urban students in grades 6-13 an early college experience coupled with academic rigor, meaningful relationships, relevant experiences, and a school-wide culture of success that leads students TO and THROUGH college. Our model focuses on community engagement, social and emotional preparation, and motivation for success. It is our belief that through gradual exposure to college expectations, with built-in support, students will build confidence, academic college and career ready skills, and the social/cultural capital they need to succeed in college and beyond.

Program Description: In order to realize our mission, NHCS will enroll students in grades 6-13, for a total school enrollment of 840 students, 105 students per grade. We will fill vacated seats throughout the year in grades 6-12 and we will recruit heavily in the poorest neighborhoods, ensuring that the poorest students in Brockton are aware of this opportunity. NHCS will address the troublesome transitions between middle school, high school, and postsecondary education that prevent some students from successfully completing their education pathways. Our students will enter NHCS in the 6th grade, spending their first four years in our “Lower School”, part academic literacy bootcamp, and part culture laboratory. Students will acquire the academic acumen, the “College Knowledge,” and the resiliency skills they need to be successful in schooling and in life. As our mission states, our goal is to get students to college and, armed with the tools provided by an NHCS education, through college. We delineate between a “Lower School” student and an “Upper School” student to explicate the strengths of our program and the innovative approach we take to teaching the whole student. Lower School students, in grades 6-9, participate in our literacy bootcamp, preparing for the rigors of college, and our Upper School students, grades 10-13, begin taking college courses towards a degree and a career of their choosing. A student’s instructional day at NHCS begins at 7:45 am, with our Morning Advisory and breakfast, and ends at 3:30 pm (extracurricular/enrichment activities will be held from 3:30-4:30pm). In addition, we will offer after school tutoring and “Saturday and Summer Academy” sessions to keep students academically on track and socially engaged in the learning experience. Students will be encouraged to participate in community service and extracurricular activities, which will be built into their daily schedule during our “Enrichment Period.” Our students will meet our three primary goals for student success (examples from our programming are provided below each goal).

1. College and Career Ready Students: Our goal is to ensure that our students acquire the literacy and numeracy skills necessary to understand questions and problems, organize information so that salient issues are unveiled, and empower themselves with the ability to figure things out and get their needs met in any venue. At NHCS, literacy and numeracy skills do not disappear in the 9th grade, because it is our belief that these are “life skills” central to one’s personal power. Every one of our students will graduate with a clear career path and up to 70 college credits towards the degree they need to pursue their career of choice.
   a. Early College Model – Students take college courses starting in the 10th grade, earning up to 70 college credits (for free) at the end of the 13th grade.
   b. The NHCS founding group will implement a Newcomer Academy, a model currently in development, to serve all newly arrived English language learners, particularly those students who have limited or interrupted education, addressing a need identified by the Brockton community.
   c. Saturday/Summer Academy – Remediation services will be available on Saturdays and during the summer to improve students’ academic readiness.
   d. Enrichment Period – Extracurricular activities will be offered from 3:30-4:30pm in addition to academic support for those students who need it.

2. Resilient Graduates: The founding group of NHCS shares the belief that all children have the promise for greatness, they only need to be given the tools and resources to cultivate their potential.
a. Parent and Family Engagement: The NHCS’ Parent/family Outreach Coordinator will hold monthly meetings for families, include family feedback in program evaluations and improvement plans, and monitor family contact, ensuring that teachers and administrators have regular contact with students’ families which will be conducted in English as well as the major languages of the school population.

b. Support from the Social Workers and Community Agency Partners: Students, parents, and caregivers will have access to emotional and social support on campus.

3. A Culture of Motivation: NHCS will develop a strong culture of belonging and motivation through our student support experience and our Resiliency Model. These models are designed to reach all students, wherever they are in their education journey, and maximize their potential. Our students are never alone in this quest for greatness; our entire school community supports them along the way. Students will attend quarterly, theme-driven retreats, including college visits, daylong community service projects, and cultural visits including museums, theater, music and dance performances. In addition, each retreat will contribute to the development of a “Culture of Motivation”, a key component of the Resiliency Model.

Lower School (Grades 6-9): NHCS will open with 315 students in the 6th, 7th, and 8th grades. In grades 6-9, the main focus will be to address academic skill deficiencies and ensure that students are performing to grade-level standards by the time they enter the Upper School. Students will take an accelerated course sequence in order to prepare them for college-level courses in the Upper School. Additionally, students will develop as “citizen scholars” through explicit instruction in study skills, effective study habits, and the pillars of NHCS’ school culture, including community service and respect. Starting in the 6th grade, students will be assessed and provided with an individualized learning plan (ILP) that will outline the courses and steps needed to become college and career-ready as measured by the state comprehensive exam, in addition to a college placement test. Students will be registered for 7 courses per day: two periods of math, two periods of English, a history, a science, and an elective period (which may consist of physical education/health, information technology, art, music, community service and/or academic support depending on the needs of the individual students). The Lower School students will attend advisory several times throughout their day – for “morning meeting and for an “end of day meeting.”

Upper School (Grades 10-13): The primary focus of the Upper School will be to prepare students for college and career opportunities through rigorous coursework and engaging, real-world learning experiences. Students will transition from the highly structured environment of the Lower School to an environment of more independence in preparation for college and career success. Using the community as their lab, students will augment their learning experience by engaging in coursework on a college campus, taking online courses, receiving practical work experience through internships and employment, and participating in intensive seminars at NHCS. Students will be held accountable for their performance in these varied learning environments through projects, presentations, and written reflections. During 10th grade, students will have the opportunity to enroll in two, college-level courses, one per semester, on the high school campus, taught by college staff. At the end of 10th grade, a decision will be made with regard to additional college course taking based on the results of the college placement exam.

- During the 11th and 12th grade, students will be encouraged to complete six college courses each year and additional NHCS’ seminars.
- In the “13th grade,” students will be fully enrolled in college courses on the college campus. They will continue to receive wrap-around support from NHCS in addition to weekly community service, academic support, and meetings with their college guides.
- In the event students are not able to pass the college placement test, students will enroll in the remedial course/ESL identified by the college to prepare the student for college coursework.
- In addition to rigorous academic responsibilities, students in the Upper School must provide a minimum of two hours of peer tutoring per week to Lower School students.
- Students must also complete a “College Portfolio,” which they will begin to gather in the 10th grade, including letters of recommendation, multiple college essays, a statement of intent, a resume, at minimum three completed college applications, and examples of academic work or accolades earned in the Upper School through community service or employment.
**Student Impact:** NHCS will serve a student population that may not see its own potential for college, and perhaps the greater issue, understand why an investment in education today may mean a happier, more fulfilled tomorrow. We expect our students to take ownership of their education through our Resiliency Culture (Rigor, Relationships, and Relevancy). They will understand their role in society, and above all, they will discover the wide array of options available to them in college and beyond. Students who do not meet our academic expectations will be required to attend an intensive, academic remediation program on Saturdays and/or during the summer. Saturday and Summer Academies will provide tutoring in the student’s areas in need of improvement.

**Capacity:** NHCS founding members and the proposed board of trustees draw from decades of experience in alternative education programming, working with high needs populations (including free and reduced lunch, ELL, and Special Education) and school development as well as in higher education access programming and policy. In addition, our applicant group is comprised of individuals with experience in high school administration, middle and high school teaching, college access and success programming, curriculum design, community outreach, special education, legal affairs, education finance, community members and Brockton parents, and English language instruction from district and charter schools. We are currently meeting with residents of Brockton, including faith and community-based groups, school administration, members of the legal community, business leaders, and parents and caregivers.

**Why we chose Brockton for the site of our charter school:** Brockton is an ideal community for the founding group of NHCS to put into practice a strong model, honed during our work in Fall River during the 2013-14 cycle. Brockton is a similar city to Fall River, both communities serve a higher population of low-income families and both cities share enormous pride for their public education system. The commitment from all layers of social, cultural, education, and political communities in Brockton to improve the lives of students plays a large role in the founding group’s interest in opening a new charter school in the district that embodies our mission and our model. Our mission to see students TO and THROUGH college, particularly those students impacted by poverty, addresses a need in a city where 80.7% of students qualify for free and reduced lunch. Our commitment to urban students, particularly those who are from low-income or first generation college families is clearly addressed by the youth population in Brockton. Finally, we are committed to operating a school that is embedded in the community we serve. There is currently no charter school choice in the city of Brockton, an alternative choice that would permit city residents to remain in Brockton. During the 2013-14 school year, approximately 300 students left Brockton Public Schools to attend charter schools in surrounding districts and an additional segment of the population chose to attend nearby private and vocational schools. The founding group of NHCS will address the lack of opportunities available for students living in poverty, responding to a need we have heard over and over in our outreach work in the community – the families in Brockton are in need of a high quality public school choice. While Brockton Public Schools may be a good fit for some students, it is not the right fit for all students.

**Choice of a Commonwealth Charter:** A Commonwealth charter will give NHCS the autonomy to reimagine the traditional school model to include a 13th year, amend the schedule and calendar to meet the needs of students, and put policies and practices in place on behalf of all students and their families. The Commonwealth charter will provide NHCS’ founding group with the resources to address the educational achievement gaps in higher education enrollment and completion and continue to chip away at the pervasive cycle of poverty in urban cities.
Proposed Charter School Name: ______ New Heights Charter of Brockton___________________

Proposed School Location (City/Town): ___Brockton_________________________

I hereby certify that the information submitted in this prospectus/application is true to the best of my knowledge and belief and that this prospectus/application has been or is being sent to the superintendent of each of the districts from which we expect to draw students and from any contiguous districts. Further, I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. I further understand that the information submitted in this prospectus/application serves as an initial application for start-up assistance funding under the federal Charter Schools Program grant. This is a true statement, made under the penalties of perjury.

Signature of
Authorized Person_________________________ Date__________

Print/Type Name________ Omari Walker_______________________

Address____250 East Main St No 2 Norton, MA 02766___________________________

Daytime Phone__(508) 622-0425__________ Fax _______________________________
GENERAL STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the final application. An application will be considered incomplete and will not be accepted if it does not include the Statement of Assurances.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for _____________________________ (name of school) to be located at _________________________ is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, for participation in required or elective courses, or for mandated services or programs (Mass. Gen. Laws c. 71, § 89(m), and 603 CMR 1.03(3)).

2. Will not charge any public school for the use or replication of any part of their curriculum subject to the prescriptions of any contract between the charter school and any third party provider (Mass. Gen. Laws c. 71, § 89(l)).

3. Will permit parents to enroll their children only voluntarily and not because they must send their children to this school (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5210(1)(h)).

4. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students. If the number of application exceeds the spaces available, the school will hold a lottery in accordance with Massachusetts charter laws and regulations (Mass. Gen. Laws c. 71 § 89(n), and 603 CMR 1.05).

5. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement (Mass. Gen. Laws c. 71, § 89(m)).

6. Will be secular in its curriculum, programs, admissions, policies, governance, employment practices, and operation in accordance with the federal and state constitutions and any other relevant provisions of federal and state law.

7. Will comply with the federal Age Discrimination Act of 1975 and Title IX of the Education Amendments of 1972.

8. Will adhere to all applicable provisions of federal and state law relating to students with disabilities including, but not limited to, the Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 and chapter 71B of the Massachusetts General Laws.

9. Will adhere to all applicable provisions of federal and state law relating to students who are English language learners including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and chapter 71A of the Massachusetts General Laws.
10. Will comply with all other applicable federal and state law including, but not limited to, the requirement to offer a school nutrition program (Mass. Gen. Laws c. 69, § 1 (c)).

11. Will meet the performance standards and assessment requirements set by the Board of Elementary and Secondary Education for all students in public schools including, but not limited to, administering the Massachusetts Comprehensive Assessment System (MCAS) (Mass. Gen. Laws c. 71, § 89(v), and 603 CMR 1.04(3)(k)).

12. Will submit an annual report to the Department of Elementary and Secondary Education on or before the required deadline (Mass. Gen. Laws c. 71 § 89(jj)).

13. Will submit an accountability plan no later than the end of the first year of the school’s charter, establishing specific five year performance objectives as specified in the state regulations (603 CMR 1.04 (3)(l)) and guidelines.

14. Will submit an annual independent audit to the Department of Elementary and Secondary Education and the Office of the State Auditor no later than November 1st of every year, as required by the charter school statute (Mass. Gen. Laws c. 71, § 89(jj)), or at such other time as designated in 603 CMR 1.08 (3)).

15. Will submit required enrollment data each March to the Department of Elementary and Secondary Education by the required deadline (Mass. Gen. Laws c. 71, § 89(o), and 603 CMR 1.08(5)).

16. Will meet enrollment projections through demonstration of support for the proposed charter school in the communities from which students would be likely to enroll (603 CMR 1.04(3)(c)).

17. Will operate in compliance with generally accepted government accounting principles (Mass. Gen. Laws c. 71, § 89(jj)).

18. Will maintain financial records to meet the requirements of Mass. Gen. Laws c. 71, § 89 and 603 CMR 1.00.

19. Will participate in the Massachusetts State Teachers’ Retirement System (Mass. Gen. Laws c. 71, § 89(y)).

20. Will employ individuals who either hold an appropriate license to teach in a public school in Massachusetts or who will take and pass the Massachusetts Tests for Educator Licensure (MTEL) within their first year of employment and meet all applicable staff requirements of the federal No Child Left Behind Act (Mass. Gen. Laws c. 71 § 89(ii), and 603 CMR 1.06(4)).

21. Will provide the Department of Elementary and Secondary Education with written assurance that a criminal background check has been performed, prior to their employment, on all employees of the school who will have unsupervised contact with children (Mass. Gen. Laws c. 71, § 38R, and 603 CMR 1.04(7)(d)).

22. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property (603 CMR 1.04(7)(e), 1.04(7)(f), 1.05(7)(g), and 1.05(7)(h)).
23. Will maintain uninterrupted necessary and appropriate insurance coverage (603 CMR 1.04(7)(h)).

24. Will submit to the Department of Elementary and Secondary Education the names, home addresses, and employment and educational histories of proposed new members of the school’s board of trustees for approval prior to their service (603 CMR 1.06(1)(b)).

25. Will ensure that every member of the school’s board of trustees shall meet all training as required by the Department of Elementary and Secondary Education and any other requirements by other state agencies, including the requirements under the Commonwealth’s open meeting law and conflict of interest law (603 CMR 1.06).

26. Will ensure that all members of the school’s board of trustees file with the Department of Elementary and Secondary Education, the State Ethics Commission, and the city or town clerk where the charter school is located completed financial disclosure forms for the preceding calendar year according to the schedule required by the Office of Charter Schools and School Redesign (Mass. Gen. Laws c. 71, § 89(u)). The disclosure is in addition to the requirements of said chapter 268A and a member of a board of trustees must also comply with the disclosure and other requirements of said chapter 268A.

27. Will recognize, if applicable, an employee organization designated by the authorization cards of 50 percent of its employees in the appropriate bargaining unit as the exclusive representative of all the employees in such unit for the purpose of collective bargaining (Mass. Gen. Laws c. 71, § 89(y)).

28. Will provide the Department of Elementary and Secondary Education with a federal taxpayer identification number issued solely to the charter school and all required information regarding a bank account held solely in the name of the charter school (603 CMR 1.04(8)).

29. Will, in the event the board of trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, submit such contract for approval by the Board of Elementary and Secondary Education to provide for any necessary revisions and approval prior to the beginning of the contract period (Mass. Gen. Laws c. 71, § 89(k)(5)).

30. Will notify the Department of Elementary and Secondary Education immediately in writing of any change in circumstances that may have a significant impact on the school’s ability to fulfill its goals or missions as stated in its charter (603 CMR 1.08(11)).

31. Will submit in writing to the Commissioner of Elementary and Secondary Education a request to amend its charter if the school plans to make a change to its operations as defined in 603 CMR 1.10.

___________________________________ ___________________
Signature Date

Affiliation
STATEMENT OF ASSURANCES FOR THE FEDERAL CHARTER SCHOOL PROGRAM GRANT

These additional assurances are required to ensure compliance with requirements for the federal Charter Schools Program grant:

1. Will annually provide the U.S. Secretary of Education and the Department of Elementary and Secondary Education such information as may be required to determine if the charter school is making satisfactory progress toward achieving objectives described in this application (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b)(3)).

2. Will cooperate with the U.S. Secretary of Education and the Department of Elementary and Secondary Education in evaluating the program described in the application (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b)(3)).

3. Will provide other information and assurances as the U.S. Secretary of Education and the Department of Elementary and Secondary Education may require (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b)(3)).

__________________________
Signature

__________________________
Date

__________________________
Affiliation
COMMONWEALTH CHARTER SCHOOL PROPOSAL OUTLINE

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I. HOW WILL THE SCHOOL DEMONSTRATE FAITHFULNESS TO CHARTER?

A. MISSION

Our mission is to provide urban students in grades 6-13 an early college experience coupled with academic rigor, meaningful relationships, relevant experiences and a school-wide culture of success that leads students TO and THROUGH college. The New Heights Model will expand the notion of traditional schooling through the development of a robust advisory program (see Appendix for description of year-to-year themes and visits) designed to expose students to college, career, and life outside of the New Heights’ building. Students will begin their college journey in the 10th grade culminating in a full-immersion year during their fifth year of high school aptly named the “13th grade”, and they will continue to stay connected to the New Heights campus through weekly advisories, academic support, and internship opportunities. Lastly, when students walk across the New Heights stage at graduation, they will do so with three important tools in their expanding dossier: 1) They will have the academic experience to succeed in college; 2) They will know what they want to do (too often college students lose their way finding the right major, the right career path, or the right direction); and 3) They will join the New Heights alumni network, a group designed to serve as a sounding board and support network for New Heights graduates. We intend to see our students TO college through early exposure to college campuses, time spent on identifying individual interests and making connections to college majors and careers, and equipping students with the tools they need to be engaged learners, confident scholars, and prepared consumers of higher education. We intend to see our students THROUGH college by leveraging our relationships with our college partners to support students through our alumni network and by continuing to support our students socially and emotionally throughout their college journey.

B. KEY DESIGN ELEMENTS

Early College Commonwealth Charter School – A Different Choice: New Heights Charter School (NHCS) will address the lower educational outcomes for predominantly low-income, urban students by utilizing our Resiliency Model in addition to setting high expectations for all of our students. Research indicates that high school graduation is not enough and our model deliberately removes transitional, financial, social, and emotional barriers to ensure students access to postsecondary education. Research also indicates that students require some college coursework just to secure employment in this marketplace.

- For roughly 60% of jobs in today’s labor market, at least some postsecondary education is needed, and that percentage is expected to increase in the years ahead.
- The median earnings of a high school graduate are 43% higher than those of a non-graduate, and those of a college graduate are 62% higher than those of a high school graduate.
- Employers and colleges are spending billions of dollars to provide their employees and students with the knowledge and skills they should receive in high school.
- U.S. census data indicates, for example, that the median annual earnings of a high school graduate equal $30,900 or 43% greater than a non-graduate earning a median income of $21,600. College graduates, in turn, earn a median income of $49,900 or 62% higher than those completing high school alone.

The message we hope to send to our population, as the first early college school in Brockton, is that opportunities are about choices, and choices are informed by education. At NHCS, we expand the traditional high school model to allow students the opportunity to complete up to seventy college credits by adding a 13th grade. Taking college courses while still enrolled in high school surrounded by supportive adults and structures will give students the chance to “try” college, and in doing so, will shift their paradigm from “I can’t go. No one in my family has gone. What is the value?” to “I CAN go. I CAN be the
first in my family to attend college. The value of college is preparing for a career of my choice.” And the best predictor of their success in the future is their success today.

**The Educational Philosophy:** Our philosophy is simple, every student can be college ready, if we provide them with a rigorous curriculum, wrap-around services, and a focus on creating engaged students through relevant experiences. We achieve our philosophy through the following key design elements:

- **The Resiliency Model**
- **Academic Focus on Literacy and Numeracy**
- **Advisory Program**
- **Early College Design**
- **The “13th” Grade**
- **Professional Development**

**The Resiliency Model:** The Resiliency Model will ensure that all students feel a sense of connection, they will receive the individualized attention to establish their own support network to help them reach their potential with a high level of independence. The inclusion of a “high-touch” model, coupled with an early college design, and a system to release the responsibility for governing one’s life to students, is unique both to the district as well as the state of Massachusetts. Research indicates that a strong sense of belonging enhances a student’s academic and social experience in school. At NHCS, belonging is developed through a “Culture of Motivation”. Students are taught to be responsible change agents in the world around them through regular service learning projects as “giver-backers”. The Head of School is charged with developing the Culture of Motivation through the following three key principles of the Resiliency Model:

1. **Relationships:** Relationships between our students and our staff are essential to our success, both in developing our school culture but also in maintaining discipline. These relationships require caring, exceptional teachers who listen, think and act, all the while earning the trust and respect of their students. Relationships are predicated upon trust, which is developed over time, but those relationships provide a depth of understanding and a breadth of communication.

2. **Rigor:** We will achieve academic rigor and high expectations for all of our students, introducing a data-driven model that will inform the support systems and structures to prevent any one student from falling behind.

3. **Relevance:** “In education the term relevance typically refers to learning experiences that are either directly applicable to the personal aspirations, interests, or cultural experiences of students (personal relevance) or that are connected in some way to real world issues, problems, and contexts (life relevance)” Our students will understand the value of relevance through making connections between academic work, community service, and college experiences.

**Academic Focus on Literacy and Numeracy:** It is our belief that literacy and numeracy skills, those skills that empower us to make sense out of written or spoken words and numbers, are the underpinning of successful people. Braided throughout all aspects of our program are opportunities for students to think about their thinking (metacognition) and use literacy and numeracy skills to build knowledge and solve problems. Our focus on literacy and numeracy will empower our students “To and Through” college, and life. Our graduates from NHCS will learn to be high-level thinkers, and will distinguish themselves for their ability to speak and write eloquently.

**Advisory Program:** The NHCS advisory program (See Appendix for Thematic Schedule) is intended to start a student’s day with a familiar face and end the day on the same note. During advisory our students will be immersed in activities that develop executive functioning skills, build community, allow time for students to meet with support service providers, and receive specialized attention from teachers. Students will keep the same advisor every year, allowing relationships to expand and deepen over the years. In addition, the advisory program allows students to spend some time working in small groups discussing their volunteer work from a recent retreat. Finally, every year students from each advisory must make a short presentation to the entire school, practicing public speaking skills and building confidence in a crowd.

**Early College Design:** The early college design, which is described in depth in later sections, serves at the foundation of this model. All transition points are removed for students moving from grade 6 through grade 13, or full immersion in college. The “College Knowledge” students must learn is part of our advisory
program, our school culture, and our academic expectations from the beginning. The New Heights founding team is working with several local colleges to find the best fit that will serve our students as well as build joint understanding around curricula alignment and student preparedness.

The “13th Grade:” According to Dr. Andre Perry, who submitted an editorial to the Washington Post on 6/10/14 titled “Forget universal preschool. We need a 13th grade”, the creation of a 13th grade would significantly reduce student debt, allow students who require developmental education a chance to close achievement gaps, and finally, put all students on a path to a career. The 13th grade at NHCS will meet the stipulations put forth by Perry while also serving as a year for students to move out on their own with the support of NHCS. They will return to our campus for advising and tutoring as well as community service and mentoring with our younger students – work that is shown to increase a sense of belonging and community.

Professional Development: In addition to common planning time in their content areas, teachers will also attend extensive professional development trainings throughout the year and during two annual retreats where experts will work with them around integrating best practices into the classroom, curriculum development and execution, literacy across all content areas, understanding and incorporating data into the classroom, and student engagement. This professional development plan is an ambitious and essential foundation of the NHCS model.

The School: In order to realize our mission, NHCS will enroll students in grades 6-13, for a total school enrollment of 840 students, 105 students per grade. We will fill vacated seats throughout the year in grades 6-12 and we will recruit heavily in low-income neighborhoods, ensuring that the poorest students in Brockton are aware of this opportunity. NHCS will address the troublesome transitions between middle school, high school, and postsecondary education that prevent some students from successfully completing their education pathways. Students will acquire the academic acumen, the “College Knowledge”, and the resiliency skills they need to be successful in schooling and in life. As our mission states, our goal is to get students to college and, armed with the tools provided by an NHCS education, through college. Lower School students, in grades 6-9, participate in our academic “boot camp”, preparing for the rigors of college, and our Upper School students, grades 10-13, begin taking college courses towards a degree and a career of their choosing. We know that an NHCS graduate will move into the community with a broad worldview and will have the tools to leave it an even better place. A student’s day at NHCS begins at 7:40 am, with breakfast and the instructional day ends at 3:30 pm (extracurricular activities will run from 3:30-4:30). The school year is 185 days, see the calendar in the Appendix for further clarity. The primary design element of the NHCS is that we are an early college model that blends middle, high school, and college into one seamless program.

Goals:
1. College and career ready graduates: Our students will graduate with the power of literacy and numeracy, a goal-directed path, and an understanding of which literacy tools to use to make meaning out of increasingly complex course content. Upon inception, our students will participate in hands on career days, travel to corporate venues to work beside skilled professionals, complete work-based learning plans, internships in their field of interest, and graduate with a clear career path. Our students will visit competitive colleges and will be knowledgeable about the type of colleges that will serve their needs and interests best, and how a college education can improve the quality of their lives.
   a. Powerful executive functioning skills- For example, the ability to schedule a syllabi into a calendar and follow timelines independently
   b. Information literacy
   c. Communication skills
   d. Knows where “help” can be sought in college and in life.
   e. Understands how to learn corporate / professional culture, unwritten rules to succeed in higher education
   f. Academically confident students begin tasks with the “end in mind.”
2. Resilient graduates: Through an unprecedented array of support services we aim to empower students to choose the level of support they need to become successful adults, and ultimately assume the responsibility for creating a personal life network well before graduation.
   a. 100% New Heights' students will enroll in and complete college level courses.
   b. 100% of our students will complete community service.
   c. 100% of students will visit a minimum of 4 college campuses
   d. 100% of students will take the PSAT's, SAT's, and a college placement test
   e. 85% of parents will agree with this statement, “The school provides a safe, and nurturing environment, and holds students to high academic standards while providing supports when necessary, and gradually releasing the responsibility for meeting ones personal, professional, health, and social needs to our students.

3. Motivated Students: As our students begin making the connection between "college and career ready skills," and quality of life, we reduce the number of motivational rewards. Over time real life rewards like competitive grades, and college credits, college degrees, job with livable wage etc., replace the NHCS motivational rewards (such as student recognition certificates) – motivation is now intrinsic rather than extrinsic.
   a. 100% of students will attend quarterly, theme-driven retreats (including college visits, day-long community service projects, or cultural visits including museums, theater, and music and dance performances) and these experiences will be connected to our core belief that college and career skills lead to increased quality of life.
   b. Average daily student attendance will outperform the state average.
   c. 90% of students will complete homework on time

Six Years Into our Future: Our first class of NHCS’ students will be walking across our stage during our graduation ceremony to receive both a high school diploma and a college transcript, which will reflect up to 70 transferable college credits. Our 6th graders will have met all of the state accountability measures as they finish 10th grade and begin taking college courses. Our 12th graders will be preparing for a full-immersion year at one of our college partners – academically, socially/emotionally, motivated and with a goal driven path toward success. Our school will be a model of excellence in the state and we will welcome visitors to our campus to share best practices, professional development, and highlight our students’ successes. In addition, our NHCS Alumni Support Network will come online, with our college guides working with each of our students, and our families, to schedule fall visits and update our alumni database with addresses to facilitate continued contact and support.

C. DESCRIPTION OF THE COMMUNITY TO BE SERVED

City of Brockton: In 1821, the city of Brockton was incorporated. Today, nearly 200 years later, Brockton is home to just over 94,000 residents. Steeped in history and community pride, Brockton is a unique city that is often referred to as the “City of Champions,” due in part to the success of local boxers Rocky Marciano and Marvin Hagler, but also to the overwhelming success of the Brockton High School athletics program. The Brockton Public School system serves approximately 16,000 students. In addition to the Brockton Public Schools, students may choose to attend one of four parochial schools, a regional vocational technical high

<table>
<thead>
<tr>
<th>City of Brockton Demographics</th>
<th>Percentage of Population</th>
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<tbody>
<tr>
<td>White alone</td>
<td>46.7%</td>
</tr>
<tr>
<td>Black or Africa American alone</td>
<td>31.2%</td>
</tr>
<tr>
<td>American Indian and Alaska Native alone</td>
<td>0.4%</td>
</tr>
<tr>
<td>Asian alone</td>
<td>2.3%</td>
</tr>
<tr>
<td>Native Hawaiian and Other Pacific Islander alone</td>
<td>0.1%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>6.9%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>10%</td>
</tr>
<tr>
<td>White alone, not Hispanic or Latino</td>
<td>42.9%</td>
</tr>
</tbody>
</table>
school, several private schools, or one of the nearby school-choice districts, which include charter schools. Brockton serves a population rich in ethnic and racial diversity. And, in 2005, 2008, 2010, and 2011, the America’s Promise Alliance named Brockton one of the 100 Best Communities for Young People in the United States.

**Why we chose Brockton for the site of our charter school:** Brockton is an ideal community for the founding group of NHCS to put into practice a strong model, honed during the work of the Resiliency Foundation, and the founding team, in Fall River during the 2013-14 cycle. Brockton is a similar city to Fall River, both communities serve a higher population of low-income families and both cities share enormous pride for their public education system. In addition to our experience in Fall River, the founding group found some common ground in the Brockton Promise Initiative. In 1999, the Brockton Blueprint Coalition began to explore and identify new ways of addressing youth issues in the city. The Coalition chose the America’s Promise model, which includes five key “promises” to “significantly advance the health and well-being of the next generation – increasing the chances of youth becoming successful adults,” including the presence of Caring Adults, Safe Places, a Healthy Start, Effective Education, and Opportunities to Serve. At the 2014 Mayor’s Youth Summit, the phrase, “Together we can make change” served as a call to participation. The commitment from all layers of social, cultural, education, and political communities in Brockton to improve the lives of students plays a large role in the founding group’s interest in opening a new charter school in the district that embodies our mission and our model. Our mission to see students TO and THROUGH college, particularly those students impacted by poverty, addresses a need in a city where 80.7% of students qualify for free and reduced lunch. Our commitment to urban students, particularly those who are from low-income or first generation college families is clearly addressed by the youth population in Brockton. Finally, we are committed to operating a school that is embedded in the community we serve. There is currently no charter school choice in the city of Brockton, an alternative choice that would permit city residents to remain in Brockton. During the 2013-14 school year, approximately 300 students left Brockton Public Schools to attend charter schools in surrounding districts and an additional segment of the population chose to attend Cardinal Spellman or Trinity Preparatory (both located in Brockton) or nearby private schools in surrounding districts. The founding group of NHCS believes there is a unique opportunity to develop a new educational opportunity in the City of Champions.

**Our Choice to Open a Commonwealth Charter School in Brockton:** Our charter will provide the autonomy to develop an operational and academic model that will bolster student achievement through innovative curricula offerings, social/emotional preparation, college success programming, and wraparound support services. The data presented in Table 2 are indicative of the challenges in Brockton around higher education access and completion for those living in poverty. A Commonwealth charter will give NHCS the autonomy to reimagine the traditional school model to include a 13th year, amend the schedule and calendar to meet the needs of students, and put policies and practices in place on behalf of all students and their families. The Commonwealth charter will provide NHCS’ founding group with the resources to address the educational achievement gaps in higher education enrollment and completion and continue to chip away at the pervasive cycle of poverty in urban cities.

**Needs of our target student population:** It is the vision of the founding group that the student population of NHCS represents a cross-section of the City of Brockton. However, it is also the intention of the founding group, as a mission-driven organization, to target low-income students. It is not the intention of the founding group to exclusively recruit students from the upper echelons of the community, a common complaint leveraged against charter schools. While our recruitment efforts will canvas the entire population of Brockton, the founding group will invest heavily in low-income neighborhoods. Data from the 2012-13 Elementary and Secondary Education District Data Profiles on the ESE website indicate that Brockton’s student population is highly diverse, both racially, ethnically, linguistically, and in terms of their

<table>
<thead>
<tr>
<th>Educational Attainment - poverty</th>
<th>% of population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than high school graduate</td>
<td>19.8%</td>
</tr>
<tr>
<td>High School graduate</td>
<td>32.7%</td>
</tr>
<tr>
<td>Some college or associate’s degree</td>
<td>38.4%</td>
</tr>
<tr>
<td>Bachelor’s degree or higher</td>
<td>4.6%</td>
</tr>
</tbody>
</table>

Table 2: Brockton Educational attainment Adults age 18-24
educational needs. Table 3 indicates that approximately 81% of students qualify for free and/or reduced lunch, 20% are English language learners, and 13.2% qualify for special education services. Finally, graduation data indicate that 71.8% of low-income students, 61% of English language learners, and 41.5% of students with disabilities graduate from high school. Our outreach initiatives have identified a number of families who are dissatisfied with BPS and do not have the resources to send their students out of district. NHCS will provide an in-district choice that speaks to the concerns raised by disenfranchised families in Brockton, including low-income families and students of color.

<table>
<thead>
<tr>
<th>Table 3: Brockton Public Schools Data 2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of District</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>First Language not English</td>
</tr>
<tr>
<td>English Language Learner</td>
</tr>
<tr>
<td>Low-income</td>
</tr>
<tr>
<td>Students With Disabilities</td>
</tr>
<tr>
<td>Free Lunch</td>
</tr>
<tr>
<td>Reduced Lunch</td>
</tr>
<tr>
<td>High Needs</td>
</tr>
</tbody>
</table>

How will NHCS address the needs of students via mission, curriculum, instruction, & services: At NHCS, our curriculum is driven by the Common Core, and our daily instruction is designed to meet the needs and interests of all students, and prepare them to be resilient, motivated, and college and career ready. Each of our programs and services address high quality instruction, motivation, and an environment that promotes and rewards resiliency. Students will have access to the entire support staff including our administrative staff such as our Parent/Family Outreach Coordinator and our ELL/Special Education Student Advocate, social workers and a school nurse, as well as partnership agencies. Student services include retreats and college visits, designed to build a foundation for success and a community of scholar-activists. NHCS students will, above all else, understand the value of learning and trust that support is there to keep them on track.

Ensuring a Broad Cross-Section of Students, Adequate Enrollment, and Full Accessibility: Our draft Recruitment and Retention Plan highlights the ways in which we intend to recruit a broad range of students representative of the Brockton School District, and takes into account special education and English language learners. We will approach our recruitment and enrollment plan with a multi-staged effort.

a. We will hold multiple public forums at local churches, community centers, shopping centers to disseminate information about NHCS to parents and caregivers.

b. We will create a school website with information for students, parents and guardians.

c. We will knock on the doors of Brockton residents, with a special focus on those who live in low-income neighborhoods and public housing.

d. We will reach out to community partners, including youth and family services, gyms, churches and youth groups, public housing agencies, and other youth-centered agencies to provide promotional material.

e. We will hold an open house at our school (once a location is secured) to provide interested families and their students with the opportunity to walk around our facility, meet with our staff, and ask questions about the school.

f. We will utilize local radio and the newspaper to disseminate information about NHCS. All of our materials will be translated into Haitian Creole, Portuguese and Spanish, to accommodate our English language learners and families for whom English is not the primary language spoken at home.

g. We will submit an editorial or public interest piece on NHCS to local publications.

Our recruitment period will begin in November with information sessions. We will provide intent to apply forms in Haitian Creole, Portuguese and Spanish at our information sessions as well as a mass dissemination of enrollment forms to all students in the 5th, 6th, and 7th grades. Applications will be accepted through early March, 2015. We intend to work with community partners (we have identified agencies such as the YMCA, churches, local libraries, Neighborhood Health Services, etc.) to serve as “application drop box” locations. NHCS affords equal opportunity enrollment to all students without regard to race, color, national origin, religious creed, sex, ethnicity, sexual orientation, mental or physical disability, ancestry,
athletic performance, special need, proficiency in the English language or in a foreign language, or prior academic achievement (M.G.L. c. 71, § 89(l); 603 CMR 1.06(1)). NHCS will provide a full continuum of services for special education and ELL students and this information will be shared with prospective students and their families. The school’s building will be fully accessible.

**Family Inclusion:** The NHCS founding group is committed to recruitment of both students and their families. We believe in the need for family involvement in the life of each of our students, as well as the life of our school. Through our promotional materials and our open forums, we will show our families the role of our accelerated curriculum, the extra time students will spend learning in a creative and nurturing environment, and above all, the opportunity to earn free college credits at our school, which will prepare their child for a career path of their choice. However, the NHCS founding group understands that simply providing promotional material is not including family members in our school culture, our recruitment activities, or our governance structure. In order to include prospective family members, we will undertake the following activities:

- We are currently meeting with, and building support within, community groups from faith-based and service-based agencies within the community to leverage resources and educate ourselves on the needs of the Brockton.
- Our proposed founding group member, Tiara Burke, and our proposed Board of Trustee member Annette Calloway will lead parent/caregiver outreach activities in the city, raising awareness and building solidarity.
- We will develop a pre-school opening Parent Advisory Council that will serve to provide insight into the needs of Brockton families.
- We will include a parent, Annette Calloway, on our board.

**Assessment of Parental Support:** The NHCS founding team began meeting with prospective families and students in early October to assess support of the New Heights Model. We scheduled several informational meetings in Brockton in addition to circulating a one-page document that highlighted the components of the New Heights model, the creation of a blog on the NHCS website (www.newheightscharterschool.com) that included opportunities for community members to provide feedback or post public comments, and the opportunity for individuals to submit their information to join the NHCS electronic mailing list. Starting on Saturday, October 4th, we began a grassroots movement in Brockton lead by Tiara Burke, our proposed Parent/Family Outreach Coordinator. Throughout the month of October, Tiara and her recruitment team walked the streets of Brockton, talking to just over 1000 individuals, many of whom provided their addresses and email information to join our electronic mailing list. In addition, Tiara and her team circulated “intent to enroll” applications to local churches, youth organizations, and libraries in an effort to better inform the community about our work. We sent out electronic correspondence to the individuals on our listserv inviting them to review our website, read our blog (where we have been updating our community on our work and upcoming events, as well as matters pertaining to our request for a review), and ask any questions they may have about NHCS. The list will serve as one of several efforts to reach families. In November we will hit the streets of Brockton again to target low-income families, increase our “intent to enroll” applications, and conduct information sessions in several community centers throughout the city.

**Evidence for the projected student enrollment:** The founding team is confident that we will meet, and exceed, our enrollment goals given several indicators, such as the increase in school choice districts surrounding Brockton, the approximate enrollment of 300 students at regional charter schools and additional students (estimated to be over 200 by several members of the Brockton community) who attend private or parochial schools outside of the district. We believe our “Early College” opportunity will draw our projected student numbers because of the potential to earn 2 years of free college credit not offered anywhere in our region. Our Early College opportunity will “level the playing field” for socioeconomically disadvantaged students from Brockton. During our early canvassing work in the city we discovered that many families were intrigued with the early college model, not only the opportunity to earn free college credit but also the wrap-around approach New Heights takes to support students during their first two years (potentially) of college. Families also expressed interest in our plans to create an alumni network similar to
programs such as the Posse Foundation or federally funded TRIO programs that create inclusive communities for target student groups on campus.

D. ENROLLMENT AND RECRUITMENT

Projected Enrollment Rationale: The table below indicates the projected number of students to be enrolled by grade each year over the five-year term of the charter, with one additional year to highlight the overall maximum enrollment requested.

<table>
<thead>
<tr>
<th>Maximum Enrollment</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sixth Grade</td>
<td>105</td>
<td>105</td>
<td>105</td>
<td>105</td>
<td>105</td>
<td>105</td>
</tr>
<tr>
<td>Seventh Grade</td>
<td>105</td>
<td>105</td>
<td>105</td>
<td>105</td>
<td>105</td>
<td>105</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>105</td>
<td>105</td>
<td>105</td>
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<td>105</td>
<td>105</td>
</tr>
<tr>
<td>Ninth Grade</td>
<td>105</td>
<td>105</td>
<td>105</td>
<td>105</td>
<td>105</td>
<td>105</td>
</tr>
<tr>
<td>Tenth Grade</td>
<td>105</td>
<td>105</td>
<td>105</td>
<td>105</td>
<td>105</td>
<td>105</td>
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<tr>
<td>Eleventh Grade</td>
<td>105</td>
<td>105</td>
<td>105</td>
<td>105</td>
<td>105</td>
<td>105</td>
</tr>
<tr>
<td>Twelfth Grade</td>
<td>105</td>
<td>105</td>
<td>105</td>
<td>105</td>
<td>105</td>
<td>105</td>
</tr>
<tr>
<td>Thirteenth Grade</td>
<td>105</td>
<td>105</td>
<td>105</td>
<td>105</td>
<td>105</td>
<td>105</td>
</tr>
<tr>
<td>Total # of Students</td>
<td>315</td>
<td>420</td>
<td>525</td>
<td>630</td>
<td>735</td>
<td>840</td>
</tr>
</tbody>
</table>

The enrollment size outlined above reflects three key observations of the founding group in the city of Brockton: 1) Students are leaving Brockton to attend middle and high school in regional charter schools and school choice districts, 2) the founding group aims to serve a middle school student population, preparing students in the “Lower School” boot camp to succeed in secondary and postsecondary education; and 3) the enrollment numbers take into account the number of students in Brockton who may benefit from and be attracted to the Newcomers Academy outlined in our English language learners program. Each successive year, NHCS will welcome a new sixth grade class of 105 students in addition to filling vacated seats. The founding group is aware that there is potential for enrollment fluctuation, a product of student attrition or student transition. Therefore, a waiting list will be developed during the open enrollment period and utilized throughout the school year to fill vacated seats through grade 12.

The founding group recognizes the difficulty of opening a new school and we also recognize that opening a new school with 315 students is ambitious. However, we believe that we will reach a population of students that may already be considering away from Brockton Public Schools in addition to those students who may be at-risk for dropping out. A draft of the NHCS recruitment and retention plan as well as the draft enrollment policy can be found in the Appendix. The NHCS lottery will be held in early March to allow families ample time to accept the invitation to attend NHCS, if their student is selected in the lottery, in addition to outreach to those families whose names are selected from the waitlist, in the event that selected families choose not to attend. NHCS will have all enrollment data prepared to submit to the Department of Elementary and Secondary education by mid-March.

II. HOW WILL THE SCHOOL DEMONSTRATE ACADEMIC SUCCESS?

A. OVERVIEW OF PROGRAM DELIVERY

Our Students: It is our intention that every student who is accepted to NHCS will find a welcome home on our campus. As our mission states, it is our intent to see students to and through college and in order to do so, students will partake in multiple educational environments, including out of school retreats, a robust in-school advisory system, and a rigorous academic classroom experience. A table detailing all of the services offered to NHCS’ students is included in Section II, E Culture and Family Engagement. Any information that we send home or post on the school website will be available in English in addition to the Haitian Creole, Spanish, and Portuguese. Brockton students in grades 6, 7, and 8 will be admitted to NHCS in Year 1. In subsequent years, 105 students will be admitted to grade six, and students will be admitted to
fill existing vacancies in grades 7-12. After completing their applications, students will receive written confirmation of their application along with an invitation to attend our March lottery. Upon admittance, students will receive a welcome packet, including copies of our student handbook, and a copy of our student contract as well as our family contract. Essential to the Resiliency Model, which the school will utilize to build our culture, is a sense that students must get away from the daily routine, from campus, to build a school culture from scratch. These retreats are essential to training the students on our cultural practices, one of NHCS’ founding principles, and we find that quarterly retreats are important to both the development of culture as well as exposure to the relevant uses of student learning. Before the completion of our retreat, students will understand the commitment they are making, the time constraints, and the level of engagement we expect for a student to be successful. The retreat is mandatory and any necessary accommodations will be made to ensure every student is able to participate.

**Schedule and Calendar:** The NHCS schedule reflects the mission of the founding group. Throughout their day, students will participate in a rigorous college and career ready curriculum, a school design framework dedicated to building resilient students and graduates, and a culture of motivation. A sample weekly schedule for grade 6 (Lower School) and Grade 12 (Upper School) is included in the Appendix along with a sample calendar. The NHCS calendar reflects the required inclusion of five days within the school year for unanticipated school closures pursuant to (603 CMR 27.03).

- **Student Lower School Day:** Our instructional day will begin at 7:40am with breakfast and morning advisory will begin at 8:00am followed by seven, 50-minute periods. Our instructional school day will conclude at 3:30 pm. At the conclusion of the instructional day, from 3:30-4:30, students may participate in our enrichment period, either to receive additional tutoring support or work collaboratively on extracurricular activities or clubs. On Fridays, an early release day, students will take one fewer math and one fewer English course, which will free time in the afternoon for school-wide Physical Education/Health at the YMCA. Our school year exceeds the state-mandated minimum of 180 days of instruction by 4 days for a total of 184 school days. In order to ensure student success, we will hold Saturday and Summer Academies. Students will be required to attend Saturday and Summer Academies if they are not meeting academic and behavioral expectations. Saturday academy will be held for two hours and teachers will be present to assist students with academic work. Summer Academy will be four weeks, during the month of July, four days per week, four hours per day. If students do not attend Saturday and Summer Academy, as assigned, a meeting of the leadership team, the student, and the students parent/guardian will be held to determine the best course of action for that student.

- **Student Upper School Day:** Students in the 11th grade will take three academic courses on the college campus on Tuesday and Thursday. On Monday, Wednesday, and Friday students will spend a half of a day performing community service, a half of a day engaged in career exploration, and one day and a half receiving tailored academic support. Students in the 12th grade will attend 3 college classes on the college campus. They will also be required to attend a study period (minimum of 4 ours) that takes place on the NHCS campus. During this time, students will meet with their college guide. In addition, students will be required to perform community service or explore internship programs throughout the week.

- **Academic Staff Day:** NHCS’ staff day will begin at 7:30 am and will conclude at 3:45 pm. Academic staff will teach 4 out of 7 periods per day, 2 periods will be reserved for common planning time, and 1 period will be reserved for prep. All staff members who participate in the enrichment period will receive stipends for their time. In addition, staff members will be required to attend a 5-day summer professional development conference, 2-classroom design and set-up days before school opens, a 3-day winter retreat for professional development, and 5 data days (1 per quarter with an additional data day at year’s end). In addition, staff members will attend weekly professional development on early release Fridays. Staff members will receive stipends for working at the Saturday and/or Summer Academies. Staff members will be required to work a total of 199 days, which includes 184 instructional days and 15 professional development days.
**The 13th Grade:** Students in the 13th grade will attend 5 courses in the spring and 5 courses in the fall at the college. The 13th grade students will be required to attend a weekly advisory with an NHCS college guide. In addition, our 13th grade students will be required to perform community service within at NHCS. This may include: tutoring, mentoring, aiding teachers within the classroom, facilitating fundraising events, serving as office aides, etc. Students in the 13th grade will be fifth year seniors, and upon completion of college coursework, they will graduate at the end of the 13th grade. The 13th grade is an expectation, however, on a case-by-case basis students may petition to graduate after the 12th grade. Students in the 13th grade will follow the college calendar (students in the 11th and 12th grade who are enrolled in college courses will return to NHCS during breaks in the college calendar).

**Student Success Programming:** “It takes more than measured ability to do well in school” (DiMaggio, 1982, p. 182). In order to compete with students from privileged backgrounds on college campuses and beyond, NHCS will provide a menu of services for all students to receive the academic, social/emotional, and motivational supports they need to be successful. A few key programs designed to grow students’ social and cultural capital are explicated below:

1. **Advisory Program:** The students’ schedule includes twice-daily advisory meetings. The morning advisory will anchor our day with executive functioning activities like reviewing agenda books, learning to anticipate the demands of the schedule, reviewing homework with peers, and sharing daily goals with cohorts. Teachers will make announcements, check in with students, and collect homework. We will also use this time as a teambuilding opportunity since each homeroom will have a name and will be competing against one another for incentives based on attendance rates and homework completion rates. Students who have not completed their homework will be required to do so during the afternoon advisory period. During the afternoon advisory, students will meet in a common space by grade level, supervised by an administrator and a tutor. Students will be prompted to check in with college guides, the school social worker, and the school nurse. Teachers will remain in their rooms, and will invite students to meet with them during this period either for remediation or to reinforce difficult concepts. The goal is to make sure that teachers have the opportunity to work with students in a small group atmosphere on a daily basis. Students will have the same teacher during their am advisories throughout their time at NHCS and those same teachers will be available for consultation during the afternoon advisory.

2. **Tutors:** Every grade level will have a tutor on staff. This tutor will be responsible for collecting homework, recording it into a spreadsheet, and disseminating it to teachers. Tutors will be available throughout the day to work with students.

3. **College Guides:** College guides, reporting to the Director of College Access, will work with students starting in the 10th grade. The “Guides”’ primary responsibility will be to promote student success in college including the creation of the College Portfolio.

4. **ELL/Special Education Student Advocate:** This is a unique position in our provision of direct student service support for ELL and Special Education students. The advocate will support families and students and work with teachers and administration to hold everyone accountable to making the needs of the students come first.

5. **College Portfolio:** Students must complete a “College Portfolio” which they will begin to gather in the 10th grade, including letters of recommendation, multiple college essays, a statement of intent, a resume, at minimum three completed college applications, and examples of academic work or accolades earned in the Upper School through community service or employment.

6. **Club Activities:** In addition to academic opportunities, students and teachers are encouraged to identify interests to form clubs during the enrichment period. Clubs may include activities such as running, drama, or music in addition to leadership opportunities such as student government, or a student-run newsletter. Club activities will run during the enrichment period from 3:30-4:30.

7. **Student Retreats:** NHCS students will participate in four quarterly retreats designed to provide the experiential component of NHCS’ mission – a culture of motivation. The retreats are designed around a community service lesson, with students spending a full day on a site with built-in reflection through journaling and group meetings. Reflection is an essential component of students’
experiences outside the school, connecting the dots between their social experience and their academic experience and contributing to their developing sense of relevance. The opportunity for “active learning,” a phrase linked to research by Eric Mazur, a Harvard Physics Professor, who studies the influence of student-led learning and peer teaching, forces students to apply new information, rather than storing it in their brains for a later date.

8. *Saturday and Summer Academy:* Saturday and Summer Academy sessions are designed to keep students academically on track and socially engaged in the learning experience. The collective goals of Saturday and Summer Academies are to narrow achievements gaps and increase time on learning for our struggling students.

9. *Family Involvement:* A Parent/Caregiver Advisory Council, a parent member of the board of trustees, and monthly family meetings will ensure that parents and caregivers have a voice at NHCS. In addition, NHCS’ staff (such as the social worker or the Parent/Family Outreach Coordinator) or outside social service agencies will coordinate seminars for parents/caregivers to attend on topics such as drug and alcohol awareness, academic success strategies, or the college admissions process. Interpreters will be available at such meetings and seminars for families who do not speak English.

10. *Innovative Partnerships:* NCHS will partner with local and national organizations to improve the academic, social/emotional, and motivational education opportunities for all of our students. The founding team is working with BioBuilders, an innovative science curriculum to bring “real and relevant” hands-on projects to schools; we are working with CollegeSnaps, an application-based “mobile advisor” to keep our students connected and engaged 24 hours a day, 7 days a week.

11. *College Partnerships:* We are meeting with local 2- and 4- year colleges to discuss possible partnerships to meet the academic, social, and emotional needs of our students. It is the intention of NHCS to work with colleges who will serve our students, either on a cohort basis or as individual non-degree seekers. Given our intention to begin college courses during our 3rd year, with 10th graders enrolling in two courses on the NHCS campus, we believe we have time to engage in meaningful discussions with local colleges and universities to find the best fit, a process that if given time, will yield opportunities for growth at both the secondary and postsecondary level. In the absence of a partnership, we intend to enroll our students in college as non-degree seekers in the 10th, 11th, 12th, and 13th grade.

12. *Student Academic Success:* NHCS students in grades 6-13 will have access to tutors, college guides, and a full compendium of special education and ELL instructional services. In addition, students will be free to avail themselves of student support services, including remedial courses and ELL courses, at our college partners.

*Staff Success Programming:* The NHCS founding group understands that it is incumbent upon our future staff to serve on the front line of educating our students, embracing our mission, and upholding the highest of standards not only for our students, but for us as well. The NHCS model includes several essential support systems designed to give teachers the support they need to learn how to become teachers who have a high impact on student learning and produce resilient, motivated, college and career ready students, who can achieve a quality of life in the 21st century.

1. *Professional Development:* All NHCS’ staff will attend weekly (during early release Fridays) and bi-annual professional development retreats to hone skills, learn new innovations, and develop as a staff.

2. *Data-Driven Instruction:* All staff will attend “data days,” held quarterly, to review student data so as to inform instruction. In addition, common planning time, daily prep periods, and Friday meetings will also support the effective and timely use of student data to inform curriculum and instruction.

3. *Classroom Structure:* All teachers will be expected to structure their classrooms to create the conditions to maximize teaching and learning. Our teachers will create classroom features like agendas, mastery objectives, essential questions, work in/outbox, materials/ school supplies, and expectations that are found in the same place in each classroom. Each lesson should open with
framing of mastery objectives and how the "content" and "practice" are compatible. Assessments should be authentic and embedded in activities.

4. **Technology**: All staff will have access to cutting edge software and technology to teach students in new, exciting formats. In addition, staff will have access to the CollegeSnapps™ application to monitor student progress, attendance, behavior, and satisfaction.

5. **Common Planning Time**: Every staff member will have common planning time within his or her content area three periods per week.

6. **Daily Preparation Periods**: Every staff member will have two prep periods per day.

7. **Weekly Early Release Period**: Every Friday, the instructional day will end at 1:00 pm. Teachers will spend the remaining two hours in a rotating schedule of professional development:
   - First Friday: Teachers will meet by grade level for 90 minutes followed by a 30 minute whole-school briefing from the Head of School or executive director.
   - Second Friday: Teachers will meet by content area for 90 minutes followed by a 30 minute whole-school briefing from the Head of School or executive director.
   - Third Friday: Teachers will be free to use the first 90 minutes for working on students’ assessments and grading, followed by a 30 minute, whole-school briefing from the Head of School or executive director.
   - Fourth Friday: The entire 105 minutes will be dedicated to a whole school meeting on matters related to NHCS.

**Serving the Students of Brockton:** It is the intention of the NHCS educational model to serve all students of Brockton by providing a high quality school focused on clear student outcomes, and leveling the playing field for Brockton’s poorest students by offering up to 2 years of free college credits. The founding team is committed to hiring highly qualified ELL and special education staff that will ensure delivery of services as required. We will recruit students from the poorest communities within the city of Brockton, we will work with all families, and we will provide an educational model that serves the most needy of students. Due to increased wraparound services provided by the Resiliency Model, the NHCS founding group is confident that we will serve ALL students and our recruitment efforts will highlight our desire to minimize the achievement gaps not only academically, but socially/emotionally, and motivationally for those students. It is our intention that ALL NHCS' students will pursue some form of postsecondary education with the goal of securing meaningful employment upon graduation.

**ELL Students:** The Director of Student Services will follow the academic, social, and emotional trajectory of each English Language Learner, and will intervene in areas where students require additional support in order to achieve success. He or she will be a school-based liaison in the community, reaching out to students from all language backgrounds and monitoring their success. This individual will operate under the assumption that all English language learners deserve and will receive all services necessary to obtain a high quality and equitable education.

**Special Education Students:** The Director of Student Services will work with all NHCS students who qualify for special education services. She or he will serve as the “hub” of the student’s support team, gathering all pertinent parties together to ensure each student receives the support necessary to succeed as guaranteed by IDEA.

**Low-Income Students:** Low-income students will receive additional support via our Head of School (HOS). The position of HOS is dedicated to the ongoing success and inclusion of students and their families, particularly those students from vulnerable populations. The HOS will partner with community agencies including but not limited to the Department of Youth and Family Services, Department of Children and Families, health service providers, the YMCA, the Boys and Girls Club, Probation and Family Court, and mental health agencies. All NHCS’ students will have access to nutritious meals and snacks. All NHCS’ students will receive support with purchasing required school uniforms and/or clothing as well as other necessities if their family cannot afford to do more on their behalf.
B. CURRICULUM AND INSTRUCTION

NHCS’ curriculum is predicated on the Common Core, and our daily instruction is designed to meet the needs and interests of all students, and prepare them to be resilient, motivated, and college and career ready. Each of our programs and services address high quality instruction, motivation, and an environment that promotes and rewards resiliency. The curriculum will encompass the skills and concepts that all students must demonstrate to meet state standards of MCAS/PARCC proficiency and the Massachusetts Curriculum Frameworks. In response to reviewer feedback provided during the 2013-14 cycle, the founding group convened a group of curricular experts in all content areas to develop the New Heights’ curriculum, scope and sequence, and curricular maps for grades 6-12. As a result, we currently have curriculum maps for all of New Heights’ courses. Common interim assessments will be complete by early spring. In addition to the customized curriculum that we have created, we will also be purchasing an online assessment tracking system that will provide us an accurate diagnostic assessment for all grade levels and give us the ability to upload and track our own custom-made formative and summative assessments as the students progress through the coursework.

Curricular Development, Improvement, & Refinement: Our founding group believes that instruction must be deliberate by design and driven by student data. Over the past year, the NHCS founding team has worked closely with teachers in all core content areas to develop curriculum maps (including the identification of textbooks) based on the Common Core Standards that are founded on the NHCS’ accelerated academic calendar and course timeline. Teachers at NHCS will be held to a regimented data collection schedule and will be expected to track and share out their formative and summative data with their teams on a regular basis. Teachers and support staff (Dean of Curriculum and Instruction, Assistant Dean of Curriculum and Instruction, and Head of School) will also follow an RtI model, where the instructional delivery is tiered and students in need of more intensive services receive the interventions they need to get back on track. The National Center on Response to Intervention names a multi-level prevention system as an essential component of an effective RtI model. NHCS shares that belief and recognizes that the key to our success depends on our ability to diagnose where the student is having trouble with a concept and then on our ability to differentiate our instruction to best meet their need. As a result, our teachers need to be content experts who can also respond to a student’s need in different ways. According to Carol Tomlinson, differentiation is not a set of strategies, but rather a way of thinking about teaching and learning (2008). Tomlinson’s research and recommended practices will anchor our work as we make our way towards our goal. Therefore our teachers will be expected to differentiate their content by process, product, and environment, and in accordance with a student's readiness, interest, and learning profile (Tomlinson 2008).

Teachers will have one prep periods a day a week where they can work with peers on the development of lesson plans and common interim assessments that are aligned vertically and horizontally to the needs of our students. In addition to common planning time in their content areas, teachers will also attend extensive professional development trainings throughout the year and during two annual retreats where experts will work with them around integrating best practices into the classroom, curriculum development and execution, literacy across all content areas, understanding and incorporating data into the classroom, and student engagement. Teachers will also work with school leaders to analyze data and student performance on curricular assessments to inform discussions around refining the curriculum to meet the intended rigor and student outcomes for accelerated learning of the traditional standards. Curriculum maps will be viewed as living documents grounded in the current best research and practice and built upon the instructional activities that are most fruitful for the students we serve.

Curriculum Scope and Sequence: Grades 6-9 are provided below (Grades 10-13 are in the appendix).

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<tr>
<th>Scope and Sequence Grades 6-8</th>
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<tr>
<td>Subject</td>
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<td>Reading/Literature</td>
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Most students are fluent readers by 6th grade, however the majority still do not "Make meaning" from text with a level of skillfulness. NHCS students will attack all content through the acquisition of salient literature skills. Students will learn on which skills to "turn up the volume" depending on the "code" to be cracked. (Fiction vs. non fiction text)

from their 6\textsuperscript{th}/7\textsuperscript{th} grade Reading course into their first Literature course. World Literature I centers upon a yearlong essential question of “Why do some stories transcend time?” Students will engage with classic literature, nonfiction articles, and texts whilst exploring classical themes with a critical eye. This course pushes students to think and see beyond his/her own situation, time period, culture, and, instead, understand the universality of the human struggle. Whether the students are reading of Maya Angelou’s life in I Know Why the Cage Bird Sings or Odysseus’s struggle to return home in The Odyssey, they will begin to realize that reading is relating and making meaning. This course requires students to grapple with difficult texts that on the surface might not feel relatable to them, but, with a deeper, closer analysis, students will make connections to themselves, their community, and their world. Each quarter in World Lit students will participate in close readings of particular passages within the given text, formal and informal discussions, quizzes, final assessments, and 3 formal essays (in conjunction with the own transition from middle school to high school, and 9\textsuperscript{th} grade proves to be quite the year for self-discovery and self-awareness. This course has students reading canonical texts, academic essays, and nonfiction articles dealing with the difficulty between one’s identity and external factors. Students will experience characters of different races, cultures, time periods, and perspectives in order to explore a commonality of challenge and societal restrictions and expectations. Students will make connections between the society a character lives in and its effect on them through close readings and interpreting authorial choices. Students will participate in daily close readings, focused annotations, formal and informal Socratic seminars, unit assessments, on-demand writing, and write 3 formal academic essays (in Composition class).
<table>
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<tr>
<th>Writing/Composition</th>
<th><strong>Introduction to argumentative writing:</strong> Introduce the ACEITx2 paragraph structure (assertion, context, evidence, interpretation, transition/conclusion), compose several informative/explanatory pieces using appropriate organizational technique (compare/contrast, cause and effect), compose several narrative pieces utilizing figurative language and descriptive writing. <strong>Grammar:</strong> Basic punctuation (end of sentences, commas to join independent/dependent clauses), correct pronoun-antecedent agreement and subject-verb agreement,</th>
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<td><strong>Composition class.</strong></td>
<td><strong>Composition I:</strong> Academic papers aligned with the Literature and History classes. <strong>Grammar:</strong> Utilize and punctuate various clauses and phrases (appositive phrase, participle phrase, relative clauses), correctly cite evidence using MLA format, parallel structure, correctly use colons and semicolons. <strong>Composition II</strong> continues to be the bridge within the humanities classes. Students will continue to brainstorm, draft, edit, revise, and publish 8 formal, academic papers throughout the year. Since this is the students’ second year in Composition, the focus will shift more from understanding the basic format and process of an academic paper, and students will be expected to create more nuanced and thoughtful arguments. Comp II will slowly release the student into crafting his/her own thesis statements, with far less modeling or sentence templates. The literature and history course allow for many engaging interpretations that the students are encouraged and expected to explore during this second year of Composition.</td>
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<tr>
<td>Social Studies/History</td>
<td><strong>Social Studies:</strong> Sixth graders systematically study the world outside of the United States and North America by addressing standards that emphasize political and physical geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. Students systematically learn geography around the world continent-by-continent, similar to the way in which atlases are organized. They also learn <strong>Geography:</strong> In this course, students will learn geography around the world continent-by-continent. The curriculum map accounts for all five major concepts as outlined in the Massachusetts Frameworks for geography: location, place, and human interaction with the environment, movement, and <strong>World History I (Dawn of humankind-1450CE):</strong> World history taught from the Paleolithic era to the dawn of the Age of Exploration. Students will study the evolution and life of hunter-gatherers through the development of agriculture to the first ancient civilizations. The class will end with an exploration of the Incan and Aztec</td>
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about each continent in an order that reflects, first, the early development of the river valley civilizations and then the later development of maritime civilizations in the Mediterranean area and in Northern and Western Europe.

### Mathematics

**Math Fundamentals:** In this course, students develop an understanding of the concept of a ratio and use ratio reasoning to solve a variety of real-world and mathematical problems, including those involving unit pricing and constant speed. Students expand their scope of numbers to the system of rational numbers, which includes negative rational numbers and integers.

NHCS students will "play" with appropriate grade level content using numeracy skills, which are the "braiding" of language, literacy and thinking skills.

**Pre-Algebra:** This course will focus on the basic math skills such as fractions, decimals, addition, subtraction, multiplication, and division with variables. Students will also begin to think statistically as they summarize numerical data sets by quantitative measures of center and variability. They will also build on their foundation of area to determine area and volume of more complex shapes.

**Algebra I:** This year-long CCSS based Algebra I course places an emphasis on the structure of Algebra. The acquisition of skills and the understanding of concepts are brought about by the study of such topics as formulas and their usage, signed and literal numbers, equations, fractions, and factors. The end of the course will expose students to factoring polynomials and solving basic equations involving polynomials.

**Geometry:** This course stresses the formal structure of geometry with arithmetic, algebra, and numerical trigonometry. Topics of study include relationships between congruent polygons, similar polygons, right triangle trigonometry, calculating the area of two-dimensional figures, and calculating the surface area and volume of three-dimensional figures.

### Science

**Earth Science:** The Earth Science Standards focus on plate tectonics, the Earth’s structure, the shape of the Earth’s surface, and its heat/thermal energy. The course includes an introduction to scientific investigation and exploration. Students will acquire Science skills through the use of literacy and numeracy skills cross content.

**Physical Science:** The Physical Science Standards stress an in-depth understanding of the nature and structure of matter and the characteristic of energy. Major areas covered in this course include the organization and use of the periodic table, physical and chemical changes; nuclear reactions; temperature and heat, sound, light, Biology: The course covers the current 2006 Massachusetts science standards as well as the current standards under review that will be implemented in the next two years. The course is a lab based class that will investigate how species interact within an ecosystem, the elements necessary for survival, the process of cellular growth and maintenance, the roles

**Chemistry:** This course is built based on the Massachusetts Curriculum for chemistry. The course provides students with extensive opportunities to study the properties of matter, atomic structure, chemical bonding, chemical reactions, the gas laws, solutions, acids and bases, equilibrium, and kinetics.
electricity and magnetism, and work, force, and motion.

of photosynthesis and respiration, genetics, evolution, human systems and climate change. Students will write full lab reports and study the impact of error on science.

World Language

Spanish/Portuguese IA (First half of Spanish I)
The main objectives of the course will be to introduce students to the language and develop their communications skills, knowledge of Spanish speaking cultures, connect to other subject areas, compare the target language to that of students’ first language, and provide opportunities to enrich students’ lives by using the language outside of the classroom. Teaching proficiency through reading and story telling.

Spanish/Portuguese IB (Second installment Spanish I/II)
The main objectives of the course will be to introduce students to the language and develop their communications skills, knowledge of Spanish speaking cultures, connect to other subject areas, compare the target language to that of students’ first language, and provide opportunities to enrich students’ lives by using the language outside of the classroom.

Elective Block

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<tr>
<th>Elective Block</th>
<th>Fine/practical Arts</th>
<th>Physical Education/Health</th>
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Curricular Evaluation: Consistent with the Massachusetts model system for teacher evaluation, teachers will create an "educator plan (603CMR35.06(3)" with S.M.A.R.T. Goals that will be submitted for approval during our summer retreat and will encompass curriculum maps (unless data dictates otherwise) and the agreed upon common interim assessments. Since the school requires such an accelerated pace, NHCS teachers will be required to reflect in their educator plans 6-8 week increments of teaching and learning that will culminate with a formative assessment in their content area. Educator plans must be approved by 10/15/2015:

- Teachers will be expected to follow a common lesson plan template provided to them during our summer retreat. That template will follow the Understanding by Design framework and will incorporate requirements for explicit learning targets, clearly defined learning activities targeted for instruction of diverse learners, embedded authentic performance assessments (formative or summative), and clear closure activities. Lesson plans must be submitted weekly for review. The Dean of Curriculum and Instruction will be charged with monitoring lesson plans and must provide teachers with weekly feedback on delivery, pacing, and effective implementation of the curriculum maps. All teachers will be required to have students complete an online diagnostic test during the first week of school.

- The Dean of Curriculum and Instruction will also chair the grade level data team that will review grade level progress toward the short term student performance goals on a biweekly basis at
designated CPT (Common Planning Time) meetings. Once a quarter, the Dean of Curriculum and Instruction will also review the common interim assessments and will be required to lead the grade level teams through an item analysis data dive that identifies what instructional strands students need further practice with. The Dean of Curriculum and Instruction, as well as the Assistant Dean, will also be responsible for conducting item analysis reports on the state-mandated assessment results, periodic school-wide assessment results, and data on students referred for further intervention.

**Instructional Evaluation:** NHCS will utilize the State of Massachusetts Teacher Evaluation Tool to evaluate teacher performance. The NHCS’s Instructional Leadership Team (ILT) will conduct weekly unannounced observations of teachers, which will be at least 10 minutes in length and targeted to provide teachers with feedback on their performance related to Standard I (*Curriculum, Planning, and Assessment*) and Standard II (*Teaching All Students*). The ILT, which includes the Head of School, the Dean of Curriculum and Instruction, the Assistant Dean of Curriculum and Instruction, the Dean of Special Education, and the Head of School, will also evaluate each teacher formally through an announced observation at least twice annually. In addition to formal feedback, the Head of School’s ILT will also conduct bi-weekly learning walks and provide teachers with informal feedback related to the quality of the tasks they are assigning and the quality of the questions they are asking the students. A standard learning walk template will be used to collect data, identify trends, and note opportunities for further professional development. The Head of School’s Instructional Leadership Team will also meet with the Executive Team to discuss the performance of instructional staff and together they will determine if and when a teacher may be moved to a directed plan or an improvement plan. In addition the Head of School, the Dean of Curriculum and Instruction, and all of the members of the Executive Leadership Team will play a role in the teacher evaluation process by conducting monthly Social/Emotional Learning (SEL) focused learning walks where teachers will receive feedback on their safe environment, engagement strategies, objective/assessment alignment, classroom management techniques, and overall compliance with school rituals and routines. All recommendations given to teachers will be founded in the evidence collected during the observation and will be reviewed for compliance at the formative and summative evaluation review.

**Professional Development:** Professional development will focus on instructional practices that have potential for high yield results with our population of students. Based on the trends identified on the ILT and SEL Team’s learning walks, the recommendations noted on the formal feedback given to teachers, and the approved team S.M.A.R.T. goals crafted by the teachers in October, the professional development needs of the staff will be identified and a professional development schedule will be generated to address the noted areas of improvement. Differentiated professional development opportunities will be made available to teachers once a month so that each can build their skill-set around the noted areas of improvement they have received formal teacher rubric-based feedback. All decision-making processes will be informed by student-level data, which will be maintained in NHCS’ “Data Room”, a location dedicated to tracking the individual success of each student in each of the key content areas, as measured by state and school-based assessment tools. Data will be used not only to develop professional development seminars, but also to inform instructional and wraparound practices within the school. PD topics to be addressed at staff retreats and weekly PD workshops:

<table>
<thead>
<tr>
<th>For Teachers</th>
<th>Content Specific PD, Measuring Student Progress (setting S.M.A.R.T. short term goals and submitting weekly progress reports), Understanding how to use/navigate the online assessment tracking system, UbD Lesson Planning: Best Practices, RtI: Improving Tier 1 Instruction (D.I. Strategies), Student Engagement, CCSS Shifts, Resiliency Model’s Discipline and Classroom Management Style, SEL Issues and Concerns, and Evaluation Tool FAQ’s and General Compliance.</th>
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<tbody>
<tr>
<td>For Administrators</td>
<td>Evaluation Tool Compliance, Observing and Analyzing Teacher Best Practices, Reviewing the Quality of Written Feedback, Having Difficult Conversations with Teachers, Identifying Data Trends (Conduct/Attendance/Instruction), and Collecting Data Points on Learning Walks</td>
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</tbody>
</table>
**College Curriculum:** At the completion of the 9th grade year, students will take a practice college placement exam to gauge readiness and identify skills deficiencies to improve upon during the Summer Academy and tenth grade year. NHCS will begin enrolling students in college courses in the 10th grade, on the NHCS’ campus, by faculty from the partner college. All tenth grade students will complete a college skills course in the fall and a public speaking course in the spring, on the NHCS campus. At the completion of the 10th grade, students will complete the college placement exam for a second time to determine placement in college classes. The results of the placement exam will determine which courses students will enroll in for the 11th and 12th grade. Courses for the 11th and 12th grade will be taught on the college campus. In the event that the placement test identifies a need for developmental education or ESL services, students will be enrolled in the appropriate course at one of our college partners. In addition, the NHCS staff will work with the Student Support staff to ensure that NHCS students’ 504 plans are met. Every NHCS student will attend college, either reducing the number of required remedial courses or completing courses for college credit. College courses will be selected by a committee, chaired by the Director of College Access, including members of NHCS’ teaching staff and representatives from the college partners. In the 13th grade, students will attend college full-time, on the campus of one of our college partners, in addition to completing an NHCS Advisory taught at the high school. It is our intention that students will begin taking courses towards their selected major, or courses of individual interest. The Director of College Access, representatives from our college partners’ Office of Student Support and Student Enrollment, and the College Guides will advise each student in the selection (and subsequent enrollment) in courses. Students will meet all enrollment stipulations as set forth by the college. Students’ required textbooks and course materials will be provided by NHCS.

**Readiness for College Curriculum:** NHCS’ founding group recognizes that the accelerated curriculum put forth in this model may not be accessible for every student at the same speed. Therefore, the Director of College Access, the Dean of Curriculum and Instruction and key college administrators will establish clear guidelines in our student and faculty handbooks to highlight the skills required of students in order to register for college credit bearing coursework. NHCS will rely on the college placement test to determine readiness that will be administered following the completion of the 10th grade. Several scenarios, described below, highlight how the school will address those students for whom college readiness may be delayed or managed differently. All students will receive access to college coursework and NHCS’ instructors and administrators will work closely with the college partners to ensure that students are appropriately registered for college courses.

<table>
<thead>
<tr>
<th>Student Subgroup</th>
<th>Academic Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learners</td>
<td>In order to provide equity of access and opportunity to our English language learners, once they reach ELD level 3, they will be eligible to take ESL classes at one of our partner colleges. This will ensure that they continue to receive English as a Second Language, but are able to experience college-level classes while doing so. If our partner colleges offer content courses for college level ELLs, NHCS’ ELLs will also be eligible to take these courses.</td>
</tr>
<tr>
<td>Developmental Education Placement Test Results</td>
<td>In the event that students’ placement test results identify developmental education courses, NHCS staff will work with the college to enroll students in appropriate developmental courses and will continue to support students throughout the course sequence until they are deemed ready by the college to enroll in credit-bearing courses.</td>
</tr>
<tr>
<td>Failure to meet academic or social benchmarks</td>
<td>Students who do not meet the Progress and Performance Index, or PPI, at NHCS will be required to attend Saturday and Summer Academies in addition to Enrichment Period support. The special education team will make decisions about the appropriateness of opportunities.</td>
</tr>
</tbody>
</table>

**Evaluation of Early College Effectiveness:** We will collaborate with our college partners to conduct a matched sample analysis of NHCS’ student's academic performance with non-NHCS’ students. Students’ college grades will be included in their NHCS transcript. We will integrate artifacts from their college courses into their senior portfolio. We will survey all NHCS’ students, using a measure such as the High School Survey for Student Engagementxv, to measure their engagement and satisfaction in their college courses. The results of our academic analysis and surveys will be included in our annual report.
**Instructional Methods:** All NHCS teachers must believe and follow our instructional philosophy and subscribe to our school’s methodology. In short, we believe that in order to succeed in our mission, every minute of instruction in our classrooms must be accounted for and backed by data and by design. As a result, meeting the needs of our students by making informed adjustments to our practice is the lens we use to view all aspects of our instructional methods. Breakdown of Instructional Methods:

| Clear and Consistent Expectations | Uniformed Classroom Layout: We are taking a page out of “Guided Discipline” here. All of our classrooms will have a similar look and layout. Classroom rules will be posted in the same place in every room, as will assessment charts (identified later on as student achievement trackers which are displayed in code so that only the student knows their score), agendas/objectives, and make-up workstations. Student desks will be arranged in groups and centers. Since we are a one-to-one school as well, every student will have access to a Google ChromeBook and be encouraged to use it daily. All teachers will also open with an activity move into a work period and close with an assessment every day. |
| Renaissance Learning: STAR 360 | The online assessment tracking system NHCS will use. STAR 360 offers our charter a proven diagnostic test for all grade levels, which we will use for our universal screener. STAR 360 also allows our teachers to upload their own formative assessments, track student performance, and receive recommendations on what to teach next. Teachers can also create assessments using STAR 360’s proven question bank that range from DOK levels 1-4. STAR 360’s assessments are adaptive and follow a psychometric algorithm and on average take 20 minutes to complete. These assessments will be used to measure student progress and to create the short term learning goals as well. NHCS chose Renaissance Learning because it was favorably reviewed by the National Center on Response to Intervention, the Promising Practices Network, the National Dropout Prevention Center/Network, and the National Center on Intensive Intervention. According to the Renaissance Learning website, STAR 360 is “perfect for screening, benchmarking, student growth measurement, progress monitoring, and instructional planning.” |
| Tier 1 Instruction | A blend of direct, indirect, and small group instruction. A viable core curriculum made accessible to all students using proven differentiation strategies. |
| Tier 2 Instruction | “Core Plus More”: Students receive more intensive supports in addition to their core instruction. Intensive supports = Small Group Tutoring Sessions/Extended Learning Time |
| Tier 3 Instruction | Targeted Support: In addition to their core instruction, students receive more intensive supports like one on one tutoring sessions and are required to attend Summer/Saturday Academy sessions as well. |
| Reciprocal Teaching | Student Centered Approach: Built into Tier 1 will be opportunities for students to lead the class once they have proven they have mastered the material. |
| Blended Learning | Engagement & Learning online. At least once a week, students will be learning online and at their own pace (sites include iReady, Khan Academy, Blogger, DiscoveryEd, etc). According to a meta-analysis report published in 2010 by the U.S. Department of Education, blending face-to-face instruction with online learning leads to a higher student success rate compared to teaching solely face-to-face or delivering content completely online (http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf). |

**Universal Design for Learning and Differentiation:** All teachers will receive training on the Universal Design for Learning (UDL) model. Teachers will apply UDL principles to their planning and implementation process by providing multiple means of representation, multiple means of action and expression and multiple means of engagement. Teachers will provide explicit instruction based on “the how, the what and the why of learning” (CAST). Students will be informed of the objective for each lesson, how they will demonstrate knowledge and/or skill of the said objective and understand why the goal is relevant to their learning and lives. This practice will increase students’ ownership of their education, while promoting self-efficacy and skills necessary for college and career readiness. Special education teachers,
along with their general education colleagues, will utilize key elements of differentiation when planning, instructing and assessing academic benchmarks and goals. All teachers will differentiate through (a. content (b. process (c. product (d. affect and environment according to student’s readiness, interests and learning profile. Instructional delivery and learning opportunities will be scaffolded using flexible groupings, chunking of information and strategies/tools to provide various access points to the curriculum.

**Curriculum Sequencing:** The overall goal of our curriculum sequencing is to ensure that our students are “college and career ready” by the beginning of their junior year. As a result, our curriculum is accelerated to ensure that students receive the required coursework to meet college entrance standards. We will accomplish this goal by extending time on learning for ELA and mathematics in grades six through ten, providing remediation opportunities after school and on Saturdays, and operating a robust Summer Academy for students who are not proficient in all content areas. Once the students have taken the diagnostic test and teachers have their learning baseline, students that are behind will be placed into either Tier 2 or Tier 3 and start receiving intensive remediation immediately. Mandatory remedial services will be required of all students who are not meeting academic benchmarks. The traditional sixth, seventh, and eighth grade ELA and math requirements will be condensed into two years, but the time on learning will increase by 25%. This is made possible by providing students with two periods of ELA and math instruction per day. Algebra I will be offered in the eighth grade to allow for Geometry and Algebra II to be taught during the ninth and tenth grades. By essentially moving the traditional ninth grade curriculum to the eighth grade, students will be able to complete the minimum course requirements to access college level classes as juniors and seniors in high school.

**C. STUDENT PERFORMANCE, ASSESSMENT, AND PROGRAM EVALUATION**

At NHCS, our Dean of Curriculum and Instruction will be responsible for maintaining current student formative assessment data for each 8 week cycle based on student artifacts, evidence of learning, and student actions delineated within teacher “educator plans.” As a result of this data, instruction will be differentiated, personalized, and focused on the academic development of each individual student. Late in the spring of each school year, the Dean of Curriculum and Instruction will evaluate pre- and post-assessment data and organize information into evidence that either proves or disproves that our educational model is having the impact on student learning that we expect.

**Student Performance:** One of NHCS’ core values is the commitment to promote success for all students. This involves ensuring that students:

- Attend school on a regular basis prepared and ready to learn.
- Stay after school or attend Saturday Academy to receive needed/required academic support.
- Participate in Community Service Learning Projects.
- Attend Summer Academy programs.
- Positively contribute to the learning environment of the school.
- Attend all NHCS retreats.
- Complete all course expectations.
- Complete all homework (and stay after school everyday and attend Saturday Academy until they catch-up)

The Executive Team will handle matters related to the socio-emotional learning of the student and be responsible for tracking attendance, addressing discipline, setting personal goals, and overseeing advisory.

**Student Performance:** At NHCS we have a proficiency standard and a promotion standard. Students who earn a 2.7 on a 4.0 scale (grades 6-8) or a B- average (grades 9-12) across all core content areas will be considered proficient through grade 12. However, students must pass the college’s placement exam in order to be “ready” for credit-bearing courses at the college. Students who are not proficient on the placement test will be enrolled in the courses the college deems appropriate. Proficiency status will determine if students will be promoted without attending any post-school tutoring, Saturday Academy, or Summer Academy. Students and their parents/caregivers will be required to attend conference sessions at least twice annually. The conference sessions are to be student-led and focused on academic goals and progress as well
as community service efforts. Students in grades 6-12 must maintain passing grades in all coursework as measured through the use of a traditional grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Letter</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>97 – 100</td>
<td>A+</td>
<td>4.3</td>
<td></td>
</tr>
<tr>
<td>94 – 96</td>
<td>A</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>90 – 93</td>
<td>A-</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>87 – 89</td>
<td>B+</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>84 – 86</td>
<td>B</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>80 – 83</td>
<td>B-</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>77 – 79</td>
<td>C+</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>74 – 76</td>
<td>C</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>70 – 73</td>
<td>C-</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>69 or below</td>
<td>F</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Students in college courses must maintain a C average or higher in all of their coursework.

**Homework Policy:** NHCS students are expected to complete their homework. Students who do not complete their homework will be expected to complete their homework in Advisory. Students who do not interact with their homework at all will first be taught to determine what they know, and do not know, and then write questions for their teacher. After questions are recorded in a literacy binder, students will be provided a tutor to support the completion of overdue homework and get a start on current homework. The Director of College Access will work with the college faculty, tutors, and the college guides to ensure that students are also completing college homework in a timely fashion. By the time the students reach the 13th grade it is our intention that they will no longer need our support to complete assignments.

**Promotion Policy and Standards:** Our promotion standard requires students to earn a minimum of a 2.7 on a 4.0 scale or a B- average across all core content areas. Students who score between a 1.7 and 2.7 (C- and B- grade) will be eligible for promotion but will be required to attend Saturday and Summer Academies, receive pullout support during the academic day and enrichment period for remedial support services. In addition, students who fall below a 1.7 or a C- will be required to attend all remedial support services. Clearly stated, no student will be asked to retake a course that he or she has already passed. Students will be given a variety of options to pass each class and remain at grade level with their peers. If students cannot pass a class by the end of the summer academy, they will retake the class with the younger grade. Students enrolled in college courses will be expected to maintain a C average. In the event that a student fails a class, s/he will be required to take the course over in the following semester. College portfolios will be submitted during the 12th grade, and evidence of college course taking will be required.

**Remediation Services:** There are a variety of opportunities for students to receive academic support including tutoring, access to the Director of Student Services, ELL/Special Education Student Advocate, ELL and Special Education staff, and the college guides (who can provide some college tutoring). There are two advisory periods built into each student’s day where four content area teachers, one ELL, and one special education teacher will provide small group instruction to assist with homework and reinforce concepts. Sixteen teachers (paid through stipends) will staff the afternoon remediation period, which runs from 3:30 to 4:30 on Mondays through Thursdays. At this time, teachers will tutor students who are not proficient in their content area and have been recommended by the RtI team for Tier 2 support. Students will work in small groups (unless identified as a Tier 3 student), and the teacher will provide assistance and monitor progress. On Saturdays, 10 teachers and 20 tutors (paid through stipends) will staff the Saturday Academy. While at the academy, the teachers will teach a series of mini-lessons based upon feedback from content teachers during weekly professional development and the tutors (high school and college students) will provide one-on-one services to students. Student performance will be measured through daily assessments such as homework and formative assessment. Summer Academy will run from Monday through Thursday during the month of July (8:30 to 12:30). Students who did not meet proficiency standards on their final assessments will be required to attend. While at the academy, students will work in small groups or individually with the support of technology and teacher-lead discussion. Using data from the final assessment, each teacher will prescribe sections of the curriculum, using a competency-based approach, that students need to take. Once students have completed these sections and have successfully passed the assessment, they will have the option of taking an enrichment course in the Academy or will be
able to begin their summer vacation. We are in the process of designing our Saturday and Summer Academy competency-based curriculum.

Special education supports will be provided in accordance to their Individualized Education Plan both at NHCS as well as our college partners. Since all students will be eligible to enroll in college courses, either through a developmental education track, an ELL track, or a traditional education track, we will work with the college to ensure students are placed in the correct courses that suit their needs. In addition, students with learning needs will be offered help in negotiating and securing the support in college necessary for success including a College Support Plan that will be developed with our college partners’ student support services office, our Dean of Curriculum and Instruction, our Director of Student Services, and the ELL/Special Education Student Advocate.

**Graduation Standards:** We are proposing a 5-year graduation requirement for students. Students in the 13th grade will maintain their connection to NHCS by attending a once-weekly Advisory and completing community service (tutoring/mentoring) at NHCS weekly. Proposed Minimum Requirements:

<table>
<thead>
<tr>
<th>NHCS 5-Year Proposal</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>8</td>
</tr>
<tr>
<td>Social Studies</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>Science (Min. 2 Labs)</td>
<td>4</td>
</tr>
<tr>
<td>World Language</td>
<td>4</td>
</tr>
<tr>
<td>Health &amp; PE</td>
<td>2</td>
</tr>
<tr>
<td>Practical and Fine Arts</td>
<td>4</td>
</tr>
</tbody>
</table>

**Graduation “Exit” Standards:** NHCS is divided into two distinct programs – a Lower School for grades 6-9 and an Upper School for grades 10-13. The graduation standards for both programs are listed below. All courses taught at NHCS will be aligned with the Massachusetts Curriculum Framework (MCF) standards, as evidenced by the curriculum sequence listed above. In order to receive credit for courses completed at NHCS, students will be expected to meet the Massachusetts Curriculum Framework Standards for grade level mastery by earning a 2.7 (B-) or higher in the course.

- **Lower School:** Students will complete four years of Math and Math Enrichment; four years of English Literature and Writing/Reading; four years of Social Studies; four years of Science, PE, Health, and starting in the 8th grade, 2 years of either Portuguese or Spanish.
- **Upper School:** In the 10th grade, students will complete 1 Composition, 1 Literature, 1 Science, 2 Math, 1 Social Studies, 1 foreign language. In addition, students will complete a college course in the spring and in the fall (See Scope and Sequence). In the 11th and 12th grade, students will take elective courses at NHCS, or in the case of required remediation as evidenced by assessments or college placement exams, students will receive academic remediation. The remainder of their day will be spent completing three college classes in the fall and three in the spring.
- In the 13th grade, students will pursue an independent course of study at the college.

**Early Graduation:** In order to accommodate students who may wish to attend a postsecondary institution other than the institutions partnered with NHCS, participate in YouthBuild, enlist in the military, students who are relocating, or for those students who may be eligible for financial aid for first-time freshman, we have developed a policy for early graduation. Students who wish to graduate after 12th grade may apply to the Executive Leadership Team for an Early Graduation Waiver. In the event a student has not satisfied graduation requirements, s/he will be required to complete any remaining coursework during the Summer Academy.

**Student Assessment:** NHCS believes in data-driven instruction. The four key components being: assessment, analysis, action, and a data-driven culture. The Dean of Curriculum and Instruction will be the primary individual overseeing the assessment aspect of this model. It is her/her job to ensure the interim assessments are aligned to state and Common Core standards, and to breakdown the data collected for all school stakeholders to review and assess. NHCS instructors will be responsible for reviewing assessment data with students and including students in a conversation about academic focus.
## Assessment Trajectory

### August
Staff retreat focuses on setting the culture of the school and learning the Resiliency Model’s Discipline Model. One day of the retreat is designated as the school’s first “Data Day” where the Dean of Curriculum and Instruction and Assistant Deans of Humanities and Science/Math is responsible for presenting the students’ academic profile to the teachers and guide the teachers while they craft their evaluation self-assessment narratives.

### September
Students complete the Diagnostic Test during the first week of school and are immediately assigned interventions if remediation is required. Progress monitoring starts as soon as the interventions are assigned. Teachers submit S.M.A.R.T Student Learning Goals and Professional Practice Goals for approval. CPT cycle starts; teachers meet 3 times a week to plan lessons, create common interim assessments, and grade student work. Friday PD focuses on setting S.M.A.R.T. goals, UbD, STAR 360, and SEL concerns. RtI team is formed and meets one Friday a month. ILT and SEL team begin conducting learning walks. Teachers receive their first unannounced observation report.

### October
Self-assessments, S.M.A.R.T. Goals, and educator plans are approved and finalized. Dean of Learning and Instruction creates the performance target timeline for the year planning backwards. Teachers then set short term goals that align to the performance target timeline and start submitting formative assessment progress reports (generated by STAR 360) with their lesson plans once a week. RtI team takes stock of the first month of school and focuses primarily on those students cycling through Tier 2 and Tier 3 supports. Progress monitoring reports identify who is progressing and who is in need of more intensive services; adjustments are made accordingly. CPT focuses on short-term goal progress and strategies for differentiating instruction. Friday PD focuses on increasing engagement (blended learning/reciprocal teaching), content specific PD related to differentiating instruction, RtI, and SEL concerns. ILT and SEL team continue to conduct learning walks, meet weekly, and begin to craft a PD schedule to address the issues they see in classrooms. Teachers receive their second unannounced observation report.

### November
1st Interim (Quarterly) Assessment cycle is completed (see description in the next section of the report) and followed by a “Data Day”. Student progress is then measured against baseline assessments. An action plan is drafted by the Dean of Curriculum and Instruction to make up for any lost ground or grade level in need of direction, which is then approved by the Head of School. Advisors help students set personal goals and craft Individual Learning Plans for students (in conjunction with parents and NHCS staff). RtI Team continues to track student progress and identify students in need of services. CPT meetings focus on analyzing the interim assessments and creating the next interim assessment. ILT and SEL team start tracking data collected on learning walks and generating individualized support plans for teachers. Teachers receive their 3rd unannounced observation report and set a date for their first announced observation with their evaluator. Content teams present their successes/challenges as evidenced by their Interim assessment data in conjunction with their short-term goal data and present their findings to the whole staff. ILT and SEL team ask questions that specifically address any noted subgroup gaps. Friday PD varies based on identified need. MCAS Retest is also administered for required grades.

### December-January
Once the teachers meet their first performance target, they then craft another short-term goal that maps out how they will meet the next performance target. Using the STAR 360 reports, they modify their instruction/interventions as needed. Teachers receive feedback from their announced observation and receive their 3rd unannounced observation report. Dean of Curriculum and Instruction coordinates a teacher-learning walk and provides a problem of practice to focus on (select members from the ILT and SEL team conduct the learning walk with the teachers). CPT meetings focus on analyzing data, differentiating instruction, and improving Tier 1 instruction. RtI Team continues to track student performance and make referrals as needed. SEL team surveys students to get a feel for the school’s culture and shares out with the whole staff at a Friday PD. PD varies based on identified need and high priority school goals.
### February

2\(^{nd}\) Interim Assessment cycle is completed and followed by another “Data Day”. The Dean of Curriculum and Instruction facilitates the data dive and derives an action plan that must be approved by the Head of School prior to roll out. Teachers submit their binders for their formative review and schedule their 2\(^{nd}\) Announced Observation. Content teams share out their short-term goal successes and challenges with the whole staff and discuss/address any subgroup learning gaps. CPT focuses on setting the next short-term goal aligned to the next performance target and crafting the next interim assessment. RtI team continues to track student performance and make referrals as needed. Advisories conference with students individually about their progress to date. ILT and SEL team conduct learning walks and gather data. PD schedule is adjusted as needed. Friday PD varies based on identified need and high priority school goals.

### March

MCAS is administered. Teachers receive their 4\(^{th}\) unannounced observation report. CPT meetings focus on analyzing data, differentiating instruction, and improving Tier 1 instruction. RtI Team continues to track student performance and make referrals as needed. RtI team continues to track student performance and make referrals as needed. ILT and SEL team conduct learning walks and gather data. PD schedule is adjusted as needed. Friday PD varies based on identified need and high priority school goals.

### April-May

3\(^{rd}\) Interim Assessment cycle is completed followed again by a “Data Day”. The Dean of Curriculum and Instruction facilitates the data dive and derives an action plan that must be approved by the Head of School prior to roll out. Content teams again share out their short-term goal successes and challenges with the whole staff and discuss/address any subgroup learning gaps. Dean of Curriculum and Instruction coordinates a teacher-learning walk and provides a problem of practice to focus on (select members from the ILT and SEL team conduct the learning walk with the teachers). CPT focuses on setting the next short-term goal aligned to the next performance target and crafting the next interim assessment. RtI team continues to track student performance and make referrals as needed. PD schedule is adjusted as needed. Friday PD varies based on identified need and high priority school goals. Teachers receive their 6\(^{th}\) unannounced observation report, submit their evaluation binders, and set a date for their summative evaluation meeting.

### June

4\(^{th}\) Interim Assessment cycle is completed followed again by a “Data Day”. The Dean of Curriculum and Instruction facilitates the data dive and shares out yearly progress. Content teams again share out their short-term goal success and challenges with the whole staff and discuss/address any subgroup learning gaps. CPT focuses on reflection and curriculum adjustments. RtI team mandates that all students not yet proficient must attend Summer Academy. PD focuses on crafting a school improvement plan. Advisors conference with students about their yearly progress and future plans.

### Interim Assessments:

In order to prepare our students for success in college courses in the 11\(^{th}\) and 12\(^{th}\) grade, students will begin taking interim assessments each quarter starting in the 6\(^{th}\) grade. NHCS promotes the intellectual growth of both its students and teachers, thus the constant analysis and monitoring of student growth will allow us to be proactive in responding to student needs. Students will take department-created interim assessments at the end of each quarter (four times a year) in the core subjects: Reading/Literature, Math, Science, History, Composition, and Foreign Language (starting in the 8\(^{th}\) grade). Accommodations and modifications for SPED/ELL students will be implemented on all interim assessments in accordance to IEP, 504, or other legally binding documents. Every student will be held to the same standards; however, it is necessary to provide every student with the necessary tools to complete the expected task. Interim Assessment (IA) periods will resemble those of final exam days at the college level. The students will take 2 IAs during the morning, and then participate in afternoon review sessions for their other courses. After each IA cycle, the Dean of Curriculum and Instruction will be in charge of running a whole school Data Day. These Data Days are meant for teachers and administrators to sit down and look over their IA data, assess mastery of skills, group scholars, plan for interventions, and look ahead to the next IA.

### Accountability:

In order to ensure the success of our students, teachers will be informally evaluated at the end of each quarter in terms of interim assessment data. This data will be for the teachers and for the Dean
of Curriculum and Instruction to evaluate and analyze during common planning time meetings. The main components teachers are accountable for are:

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Administration</th>
<th>Data Tracking</th>
<th>Analysis &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teacher submitted lesson plans using the UbD approved template on time weekly as well as the STAR 360 formative assessment progress report. - Teacher attended all CPT meetings and helped craft common interim assessments.</td>
<td>- Common Interim Assessments were administered with fidelity. - Teacher complies with STAR 360 requirements and uploads their formative assessments on a weekly basis.</td>
<td>- Teacher tracked progress toward meeting their short term learning goal, reported how they adjusted their practice based on their data, and referred students in need of more intensive supports to the RtI team.</td>
<td>- Teacher prepares and participates in data analysis with Dean at least once a week at a designated common planning time meeting and after administering any test. - Teacher determines the 2-3 differentiation strategies they will use for the next unit.</td>
</tr>
</tbody>
</table>

**Data Room:** The Dean of Curriculum and Instruction will be charged with creating and maintaining a “Data Room” to be used in conjunction with NHCS’ staff to measure student progress including statewide exams, classroom assessments, and additional measures to be determined. This room will be our primary training room so as to keep our students and their academic progress at the front of all decisions we make about teaching and learning. Data will be reviewed regularly and displayed in ways that make student progress real for teachers. Our instructional staff will work with the Dean of Curriculum and Instruction to ensure that data are entered accurately and routinely into the school’s assessment tracking system. The Dean of Curriculum and Instruction and the Assistant Dean of Curriculum and Instruction will also be responsible for running queries on behalf of school administration to inform best practice in the classroom, professional development training, and school culture creation.

**Student Outcomes:** Given that our Interim Assessments (IA) will be quite rigorous, it is important that our formative assessments reflect realistic but ambitious goals for our students. After each IA, the student will have the space to review data from the IA, and focus on development of missing skills in each class on his/her IA score. At the mid-year students will meet with their advisory teacher to assess their progress, to set new goals, or to fine-tune existing goals. At the end of the year, the student will once again meet with a teacher to review the year, discuss their progress as well as areas of improvement, and set goals for the summer months. At the start of the next school year, the process will begin anew. Achievement data will be collected via STAR 360 and shared with students and parents as well. This will put data directly into the hands of our teachers for every student they teach. Data will be used to drive instruction as well as inform decisions around student promotion and graduation.

**Instructional Staff:** The instructional staff at NHCS will follow all state mandates related to standardized assessments to report student progress. In addition to the MCAS or PARCC tests, we intend to use our own Interim Assessments as well as the STAR 360 assessments for all grade 6-10 students. The assessments are aligned to state standards and the CCSS assessments. We intend to use formative and summative assessment tools in all of our classrooms. In addition to the Lower School assessments, we will require 9th and 10th grade students to complete college placement testing.

**Teacher Coaching and Support:** NHCS subscribes to Achievement First founder Doug Lemov’s belief that “The smarter path to boosting student performance is to improve the quality of the teachers who are already teaching.” We believe that teachers, like our students, can only benefit from understanding that teaching is a craft that constantly and consistently can be changed and improved. At NHCS, we strive to set up a strong adult-culture wherein feedback, whether formal or informal, happens several times a week and is embraced rather than feared. Our students experience feedback each and every day whether on their behavior or academics; it is crucial that they see that their teachers also receive feedback, and it is feedback that benefits student growth and outcomes. Teacher Supports include:

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<th>Support System</th>
<th>Rationale</th>
<th>Frequency</th>
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<tr>
<td>1. ILT and SEL Learning Walks</td>
<td>Learning Walks are informal observations that look for evidence particular to a school’s focus and vision. Teachers at NHCS are strongly encouraged to observe their colleagues, which is why teachers are asked to participate on two</td>
<td>ILT once a week; SEL minimum of once a month.</td>
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| **2. Formal Classroom Observations—Announced and Unannounced** | The Head of School, in accordance with the Massachusetts teacher assessment, will formally evaluate each teacher twice a year. Unannounced observations will be conducted once a month as well and will look to capture evidence of effective practice while providing feedback related to improving their practice. | Unannounced Observations—minimum of 6 per year
Announced--Twice a year. |
| **3. Weekly Common Planning Time Meetings** | At the beginning of the year, each teacher will meet with their department and Dean once a week. At these CPT meetings, teachers will plan together, create common assessments, grade student work, and analyze the data they have collected. | CPT meets three times a week. |
| **4. Friday Professional Development** | Each Friday teachers will participate in a 1.5-hour professional development. Each week of the month will have a particular focus. Example:
1. Week One: Grade Level Meetings
2. Week Two: Content Specific PD Meetings
3. Week Three: RtI
4. Week Four: Whole Staff Meeting
This space allows for teachers to collaborate while simultaneously allowing the leadership team to prioritize specific school-wide focuses and ensure its goals and expectations are being met. | Weekly. Fridays 1:30-3:00. |
| **5. Staff Meetings** | Each week will end with a whole school staff meeting. The Head of School is in charge of running this meeting, and its purposes may vary on a weekly basis. Ideally, this will be the space to air any upcoming events, norm on best practices, announce any pertinent information or issues, etc. These meetings should begin or end with staff “shout outs” wherein members can “shout out” or thank a colleague for something that happened that week. | Weekly. Fridays, 3:00-3:30. |
| **6. Data Days** | Data days occur after each interim assessment. They are a space for teachers to engage with their own data while also reflecting on school-wide progress. The Dean of Curriculum and Instruction will be responsible for facilitating the workshop. | Quarterly. |
| **7. Weekly Lesson Plans and Formative Assessment Progress Reports** | Teachers are required to submit weekly lesson plans using an approved UbD template. Teachers are also required to submit weekly formative assessment progress reports (generated by STAR 360). | Due every Monday to the Dean by 5:00pm. |

**Assessment Tools:** Every student will need feedback on his or her performance and each staff member will need appropriate data and intervention resources to monitor and directly target strengths and weaknesses in a student’s skill set. Students who are struggling, or conversely, who are excelling will be brought to the attention of the Head of School’s Instructional Leadership Team and the school’s RtI team. Interventions may include the requirement for the student to attend after school tutoring and Saturday or Summer Academy. Students who are surpassing the academic curriculum will be given access to advanced materials, encouraged to dig deeper into content with project-based activities, and to serve as a peer tutors to students struggling with classroom material.

Teachers will be responsible for designing their own assessments, in collaboration with content area teachers, and uploading them to STAR 360 when required. This will be completed in the safe, collaborative forum of common planning time and under the guidance of the Dean of Curriculum and Instruction, who will disaggregate the data so that it can be used to inform instruction on student successes and struggles. This approach to both building and utilizing assessments to inform practice and curricular development is
Evaluation: The assessment system described above will give all NHCS’ stakeholders the data necessary to measure the success of the school at an individual and group level compared to other districts around Massachusetts.

Accountability Plan: The founding group met over several days during a summer retreat to follow the process outlined in the Writing Charter School Accountability Plans document, including several brainstorming sessions first as individuals and second as a group. In addition we followed the model used by “RTE” in the planning documents to help focus our efforts on mission-driven accountability measures. Our draft Accountability plan is included in our Appendix. As the proposal process moves forward, the founding team will work closely with the Department of Elementary and Secondary Education to fine-tune and improve upon our draft Accountability Plan. During our first year of operation, the Head of School will be responsible for overseeing the Accountability Plan. In collaboration with the Executive Director, the Head of School will gather and analyze the data, submitting a mid-year report and a year-end report to the Board of Trustees. All staff members at NHCS will possess a copy of our Accountability Plan and will be expected to work together to ensure the school meets all stated goals.

D. SUPPORTS FOR DIVERSE LEARNERS

Access to the General Education Curriculum: NHCS was founded under the belief that the school will be a place for all students in the Brockton community. The NHCS Charter School welcomes all students within the Brockton community to apply to our program. We will put a unique focus on the recruitment of low-income, English language learners (ELL), and students with disabilities (SWD), because we firmly believe all students are entitled to innovative learning opportunities. Furthermore, we regard the importance of providing greater options to parents and caregivers seeking alternatives beyond their school district (M.G.L. c. 71 §89). We will meet the individual educational needs of students with disabilities as adequately as the needs of their non-disabled peers are met while adhering to all state and federal statutes, including the Individuals with Disabilities Education Act (IDEA), Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

ELL Students - Identifying, Assessing, and Serving Overview: The Director of Student Services will design a comprehensive program to meet the academic, linguistic, socio-cultural, and socio-emotional needs of its English language learner (ELL or EL) students. An advocacy lens will undergird the philosophy of our model for ELLs, and all staff members will share responsibility for the well being of this population. Due to the fact that English language learners do not constitute a monolith; (rather, they represent a wide range of learning backgrounds and experiences), our program will be designed to be flexible in nature, so as to best serve each and every student. Our model will embrace a strengths-based paradigm, whereby every English learner will have the opportunity to experience success. While our ESL program will be rigorous, it will also allow each English learner to begin where he or she is, and to move forward from that point on. During the pre-operational year, specialized staff will develop an innovative, highly effective instructional program of studies, a selection process for hiring and training of highly qualified teachers, and a procedure for monitoring the quality of program services that will be outlined below. In compliance with the Massachusetts Department of Elementary and Secondary Education Department (MADESE) recommendations and the World-Class Instructional Design and Assessment (WIDA) consortium standards, NHCS will deliver a curriculum that meets the needs of ELL students at all English Language Development (ELD) levels. As proponents of equity for all students, we will provide instruction for our English language learners with the same standards-based curriculum that will be used for all of our students; however, instruction for ELLs will be delivered in accordance with the WIDA standards so that they can effectively master academic English. As all core content teachers will have received an SEI endorsement, course work will be sheltered and made accessible for ELLs.

Initial Identification and Intake: Our intake process will be comprehensive, featuring a home language survey, family interview, (including an educational history), and an initial assessment. Initial assessment
will be carried out using WIDA’s ACCESS Placement Test (W-APT) for English language proficiency if the home language survey determines that a student may require ESL. All intake procedures will be conducted in a culturally proficient manner, utilizing the student’s native language should the family prefer it. Additionally, because research has determined that students acquire second-language literacy more successfully when they have already acquired first-language literacy (Collier & Thomas, 1989; Cummins, 1996), if it is deemed that a student has an interrupted or limited education, the student’s literacy will be tested in his or her native language so that our staff can later provide supplemental native language literacy instruction, if possible. Even if NHCS is unable to hire qualified teachers who are fluent in students’ native languages, students who require basic literacy instruction will be provided afterschool tutoring and specific interventions to assist them in acquiring literacy in English. Their ESL teacher(s) will also remain cognizant of the needs of these students and will provide targeted instruction whenever possible in the context of the ESL class. Moreover, as part of intake procedures, parents/caregivers will be provided with an explanation of the results of their child’s assessment, and will be informed of their child’s placement in an English as a Second Language program. Finally, while the benefits of the program will be fully explained, parents/caregivers will be provided with the option to opt out of this placement for their child.

**Student Placement and Instruction:** The results of the W-APT will guide placement of English language learners: ELLs will be placed in one of the five levels indicated by the WIDA framework. Guidance from MADESE dictates a specific number of hours for ELD instruction, all of which will be delivered by a licensed ESL teacher. Teachers who have obtained the SEI endorsement will teach content classes, where ELLs will learn alongside their non-ELL peers. Whenever possible, classes will be co-taught by an ESL teacher and a content teacher. Other configurations will feature push in or pull out instruction. The details of student grouping and ELD delivery will be subject to the number of English language learners enrolled at NHCS as well as the number of ESL students at each given level and grade. All age, grade and ELD level groupings will be made in accordance with MADESE guidance. Students who test at ELD level 1 or 2 will be provided 2.5 hours of ESL per day (or 12 hours per week); students who test at ELD level 3 will be provided at least 1 hour of ESL per day (and possibly up to 10 hours per week), and students who are coded as ELD levels 4 and 5 will receive one half hour per day of ESL (or 2.5 hours per week). All age, grade and ELD level groupings will be made in accordance with MADESE guidance. Students who test at ELD level 1 or 2 will be provided 2.5 hours of ESL per day (or 12 hours per week); students who test at ELD level 3 will be provided at least 1 hour of ESL per day (and possibly up to 10 hours per week), and students who are coded as ELD levels 4 and 5 will receive one half hour per day of ESL (or 2.5 hours per week).

**Instructional focus:** Instruction for ELLs will be rigorous and will challenge students to strive to reach their highest potential. As previously stated, the WIDA standards will undergird all ESL instruction and the can-do descriptors will help teachers to be mindful of what students can be expected to accomplish at a given ELD level. Because mastery of academic language holds the key to school success (Gibbons, 2009; Schleppegrell, 2004; Walqui & van Lier, 2010; Zweirs, 2008), NHCS will ensure a laser focus in this area. Even at ELD levels 1 and 2, ELLs will be exposed to rich academic language, first in oral language, and later will use oral competence to bridge to the use of academic language in reading and writing. NHCS will contract with Cengage or Pearson Education in order to collaboratively design an ESL curriculum for all levels. The selected vendor will also work with our staff to design curriculum maps for each ELD level and will provide training for all materials. As in all classes at NHCS, academic language will be emphasized and students will receive tailored instruction in the English language that will not be available to them when in SEI classes.

**Support Services for ELLs:** As mentioned above, NHCS will strive to provide supports for ELLs in not only academics, but in relation to their socio-emotional wellbeing. To this end, all students at NHCS, will be encouraged to attend after-school tutoring, so that their challenges can be addressed in a more relaxed setting and teachers can target areas for growth. Although afterschool tutoring will be assigned to students who demonstrate need, the extra support will be available to all. Moreover, in response to socio-emotional

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2 Students in this category comprise a subset of English language learners known as SIFE (Students with Interrupted Formal Education) or SLIFE (Students with Limited or Interrupted Formal Education)

3 Students at ELD levels 1 and 2 will receive 2.5 hours of ELD per day, students at level 3 will receive 1-2 hours of ELD per day, and students at levels 4 and 5 will receive 2.5 hours of ELD per week.
health, ELLs, (and their families, if necessary) will receive counseling services through our qualified staff and/or consultant services, and will be referred to outside agencies if they require such services. English Language Learners, like all students at NHCS, will be supported when applying to college, and will receive mentoring from not only school staff, but from community members. Each ELL will be assigned to a teacher within the school, (at the lower levels this person will be the ESL teacher or program dean) who will serve as an advisor and develop a personal relationship with the student and will be a first responder should any problems or need for targeted support arise.

Because we are committed to ensuring equity for our ELL population, eleventh grade ELLs who are at ELD level three will, like their non-ELL counterparts, be eligible to take college-level courses. In order to accomplish this, we will make arrangements with one of our partner-colleges to provide ESL coursework for our students, as well as content courses that are duly sheltered, or content courses that are recommended and/or provided for English language learners who are students at the college. Should content courses not be available for NHCS’s English language learners, we will assure our students a chance to experience college coursework and college life through ESL courses alone, while they build their skills to the point where they are ready to take on content courses at the college level. Providing college-level instruction for our English language learners will be a major goal of our ESL program.

**Newcomers and SLIFE/SIFE instruction:** When students first arrive in an American school, their transition can be quite daunting (Igoa, 1995). NHCS will provide a newcomer program for all new arrivals to the United States that will attempt to ease this transition. Teachers and support staff will provide explicit instruction regarding the way in which American schools operate, underscoring factors that US-born students may take for granted, such as how to address teachers, use of school property and attendance policies. One particular population of newcomers is comprised of SIFE/SLIFE, those ELLs who come to US schools with little to no experience with formal education (Custodio, 2011; DeCapua & Marshall, 2011; Marshall & DeCapua, 2013). This population will be served with a model known as MALP, (Mutually Adaptive Learning Paradigm (DeCapua & Marshall, 2011; Marshall & DeCapua, 2013) that will lessen cultural dissonance by bridging paradigms that are familiar to SIFE/SLIFE with those that form part and parcel of the US school experience. MALP allows students to learn processes and academic tasks that are typical of US education in a manner that is affirming. In addition, project based learning will be used with SIFE/SLIFE to teach literacy and numeracy.

**English language learners with disabilities:** Students who are coded as ELLs who also receive special education services require very specific and targeted instruction. This is particularly important to assure that our English learners who are on IEPs do not become long-term ELLs. In order to serve the needs of this very vulnerable population, NHCS will make every effort to hire a teacher who is licensed in ESL and moderate special needs as well as bi- and tri-lingual special education aides. However, until this is accomplished, we will nonetheless assure that these students receive the ESL hours that are recommended for their ELD level, along with the accommodations that are stipulated in their IEPs. To this end, whenever possible, a special education aide will be present in ESL classrooms as well as in sheltered content classrooms to ensure that ELLs with disabilities receive academic support.

**Assessment:** All English language learners will participate in the yearly ACCESS English proficiency assessment. The results of this assessment along with MCAS scores, course grades, portfolios, and team input will be reviewed for ongoing placement decisions or when recommending that a student exit the ESL program. Students who are exited from the program and recoded as Former Limited English Proficient (FLEP) students will be monitored for two years following their exit. A formal monitoring process will be put in place to ensure that students who have exited the ESL program are successfully meeting academic benchmarks.

**Staff Professional Development:** In keeping with Massachusetts mandates, core academic teachers who have not obtained the SEI endorsement through a MADESE-approved course or assessment will be

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4 These include but are not limited to: housing, employment, medical and legal assistance and mental health services.
required to immediately enroll in a RETELL course. NHCS administration will provide each teacher with a list of locations where RETELL is being offered, and will retain a MADESE-approved instructor to teach the course on site if numbers are sufficient to warrant doing so. As soon as each core content teacher receives the SEI endorsement, this will be tracked on a spreadsheet that will be shared with all administrators. In addition, all core content teachers at NHCS will be encouraged to pursue an additional license in ESL, so that they deepen their knowledge base. Moreover, school administrators will participate in RETELL for administrators should they not have this endorsement prior to the opening of the school. Other forms of professional development for teachers will include training in the WIDA standards, as well as workshops that will extend teachers’ knowledge of the distinct learning needs of ELLs. While RETELL provides a base in second language acquisition, NHCS will further teachers’ capacity in this area by contracting with known experts to offer additional workshops and professional development.

**Staff Compensation:** When NHCS opens its doors in September of 2015, one full-time ESL licensed teacher will be on staff as well as one half-time licensed ESL teacher. These teachers will be compensated at the same rate as other teachers in the building. As the numbers of ELLs increases, NHCS will add ESL licensed teachers. Every effort will be expended to employ teachers who are dually licensed in ESL as well as a content area. Furthermore, as the ELL population grows, NHCS will hire a trilingual social worker or adjustment counselor who will be dedicated to this group of students.

**Program Evaluation:** NHCS will assemble a team to conduct an internal evaluation of its ESL program in the spring of each academic year. Said evaluation will be conducted via the use of both quantitative and qualitative data. The template provided by MADESE ([http://www.doe.mass.edu/ell/ProgramEvaluation.pdf](http://www.doe.mass.edu/ell/ProgramEvaluation.pdf)) provides areas that the team will examine in its evaluation. Through the examination of data, the team will identify areas in which the ESL program has met its target goals (stipulated prior to each academic year), as well as areas for growth and improvement.

**Special Education Students - Identifying, Assessing, and Serving:** NHCS will proudly be an inclusive school, that will deliver comprehensive supports to all students with disabilities in the general education classroom to achieve academic success, unless otherwise determined by the student’s IEP. In accordance with IDEA provisions, we will educate students with disabilities in a least restrictive environment (LRE) with their non-disabled peers, to the extent appropriate and defined by each student’s Individualized Education Plan. As expressed in the National Longitudinal Transition Study (the largest, longitudinal study of 11,270 students with disabilities spanning ten years) students with disabilities who are educated in general education classrooms have (a.) higher scores on standardized tests of reading and math (b.) Fewer absences from school (c.) Fewer referrals for disruptive behavior. We believe the wraparound services we will provide for all students with disabilities within our inclusion model will foster positive youth development and support academic and social growth. Alternatively, when an IEP requires out-of-class services, students will receive small group or one-on-one instruction from a special education teacher.

**Identifying Special Education Students:**

- **Students who enter with an IEP:** Upon enrollment, parents and/or guardians will complete questionnaires (translated in their native language, as needed) to specify if their child has been diagnosed with a disability or has received special education services. The Director of Student Services will use formal school records and communication with parents to gain further insight, while requesting IEPs from the student’s previous school. We will adhere to the existing IEP and provide all mandated services until the SPED team can convene.

- **Students who demonstrate potential support needs:** Students who do not have an IEP, but display the prospective need for support will participate in our school-wide RTI process and MTSS. All teachers will receive professional development on the Response To Intervention theory, its process and implementation methods. RTI teams will be developed for each grade level. Each RTI team will consist of the ADSE, the ESL teacher and core academic and special education teachers. The RTI team will develop and implement an RTI plan with tier two interventions specific to the student’s needs for a minimum of five weeks. The RTI team will reconvene and review student data to determine if the interventions are demonstrating academic growth. If the student is not making adequate progress, the RTI team will establish intensive supports and targeted interventions (tier three). If the student continues to experience academic difficulties
s/he will be referred to special education testing. In the event that a parent requests testing, we will promptly begin a formal evaluation.

**Evaluation Consent:** The ADSS and special education teacher will discuss concerns with parent/guardian and student (if 14 years of age or older) and seek consent to evaluate. We will follow all procedures outlined in 603 CMR 28.07 regarding consent to evaluate. Parents will receive all mandated documents in their native language with opportunities to ask clarifying questions. If needed, materials will be orally communicated (in native language) or presented in braille or sign language. After receiving written consent, testing will be completed and documented within 28 days by appropriately licensed professionals. Parents will receive testing documentation before the scheduled meeting.

**Special Education Team Meeting:** The special education team will consist of the ADSE, parent(s)/guardian(s), a special education teacher, a general education teacher, service provider(s) and the student, if he or she is above the age of 14. The SPED team will convene to review the results of testing, RTI data and all relevant progress monitoring documentation to determine eligibility and the disability. If the student is eligible for services, the team will determine whether an Individual Education Plan or a Section 504 Accommodation Plan is needed. If it is decided the student is not making effective progress due to the disability, the team will develop an IEP. The individual education plan must be completed within 10 days of the team meeting or within 45 days from the date evaluation consent was received. The IEP will address the parent and/or student’s concerns, visions and transitional goals (if he or she is above the age of 14). It will also target the learning style, strengths, weaknesses and accommodations and/or modifications needed to successfully access the general curriculum. Upon completion, parents will be given two copies of the IEP to review. They have the right to accept the plan, reject components of the plan or in its’ entirety, or ask for a meeting to discuss the plan further. Once the parent accepts the plan, by signing page 8 and the placement consent form PL1, services will be delivered immediately.

**Assessing and Monitoring Progress:** The SPED team will meet annually to discuss and review the progress of students on IEPs, current performance levels, and appropriate action steps for members of the team. Quantitative and Qualitative data will be presented during annual meetings to inform whether the student is progressing toward his/her IEP goals. Special education teachers, content teachers, outside providers (if applicable) will be part of the tracking and monitoring of student progress toward IEP goals and benchmarks. Each student will be reevaluated at least every three years to determine eligibility. During annual meetings, the SPED team will determine how each student with an IEP or 504 plan will participate in MCAS and other school-based assessments in accordance with Requirements for the Participation of Students with Disabilities in MCAS, 2013-14 Update. The SPED team will determine whether the Standard MCAS test, with or without accommodations, or the MCAS-Alternate Assessment (MCAS-Alt) suit the individual needs of the student. Parents may request an IEP meeting at any time and the SPED team may reconvene before the annual meeting if the IEP needs to be amended.

When evidence suggests a student will likely meet his/her IEP goal before the annual IEP meeting and a revised goal is needed, the Director of Student Services will discuss these adjustments and initiate an IEP amendment meeting. Likewise, this process will also apply when a student is displaying the need of more intensive support than stated in the IEP. If we suspect that a student may no longer require SPED services, we will initiate a SPED team meeting to propose an evaluation to determine if the student continues to be eligible for services. Students on IEPs will receive IEP progress reports on the same schedule that the school gives all students progress reports and report cards. Special education teachers and their general education counterparts, as well as outside providers (if applicable), will actively track and monitor student progress on IEP goals and benchmarks. All data and information will be collected and shared with the special education teacher through common planning time, formal/informal meetings and or virtual means of communication to inform quarterly progress reports.

If we expect a currently enrolled special needs student may be in need of services provided at a private day or residential school, the SPED Team shall convene an individual education plan team meeting for the student. Notice of the team meeting will be sent to the special education department of the Brockton school district at least 5 days in advance. Personnel from the school district will be encouraged to participate in the team meeting concerning future placement of the child. (M.G.L. c. 71 §89 ).
Specialized Instruction and Continuum of Services: New Heights will use a Response To Intervention (RTI) process in conjunction with the Massachusetts Tiered System of Support (MTSS) to support our entire student population by providing targeted interventions/supports to ensure all students achieve academic success. RTI is a three-tiered approach designed to support students by connecting instruction to assessments. Tier 1 interventions are embedded within the programs and structures that exist in the school. Tier 2 interventions are for students who need additional supports from teachers to be successful in school. Tier 3 interventions are more intensive and address students’ obstacles to success.

Support Staff: To oversee our support for diverse learners program we will hire a Director of Student Services who will be a licensed special education administrator, have a strong working knowledge of special education law, and extensive experience with specialized instructional practices. The Director of Student Services will be responsible for the supervision of all special education (and ELL) teachers and make sure that the school’s practices and policies are in compliance with state and federal law. NHCS will ensure that special education students’ needs are met by hiring four highly qualified special education teachers (as designated by DESE licensure requirements). One special education teacher will be designated for each grade level of our inclusion model. The remaining special education teacher will provide individualized support for one-on-one and small-group instruction, as determined by IEPs. The ADSE will work closely with teachers and reading specialists and together; they will develop a formalized system of high-quality evidence-based instructional methods and a structure for monitoring instructional practice and student progress. Common planning time will be held at least once a week for special education and regular education teachers to assist in the facilitation of accommodations and modifications. Teachers will develop a sense of shared responsibility to best support all students. In addition, we will hire an ELL/Special Education Student Advocate who will serve all of our students, putting their needs first.

Academic Accommodations with College Courses: All accommodations, governed under Section 504 of the Rehabilitation Act and the American’s with Disabilities Act, will be afforded to all NHCS students, both at NHCS and on the college campus. All services will remain the responsibility of NHCS and will be coordinated with the participating postsecondary institution. It is recommended that a student’s enrollment in a college course be utilized as an opportunity to familiarize the student with the accommodations that they may need in a postsecondary setting and to introduce the postsecondary institution to the students’ needs for accommodation.

During an IEP meeting, transition planning should include putting the interests and needs of the students first. A decision to enroll at NHCS would be noted in the “Transition Services” portion of the IEP and under the area of “Education and Training” listing the “services” and “Who will help with this” as appropriate. There must be an understanding that the student continues to receive special education services provided via their IEP while still enrolled in high school. IEP meeting minutes should reflect the student’s enrollment in the college courses. NHCS staff will coordinate with our college partners to advocate for our students’ needs to be met.

How Services for students in need of special education services will be delivered within the school’s daily schedule: Special education students whose IEPs require an inclusion setting will take classes with non-special education students and will receive support from a special education teacher and a regular education teacher (a co-teaching model) in accordance with their IEP. Students who require a sub-separate classroom setting will receive instruction in a non-graded classroom from special education teachers.

Titles, Salaries, and Qualifications of ELL and Special Education Staff:

- Director of Student Services: The DSS will be a full-time (1FTE) employee and will report directly to the Head of School. The DSS will earn $80,000 in FY15. He/she will have a Master’s Degree in Special Education and at least 3 years of teaching experience, including teaching ELL students.
- Special Education Teachers: NHCS will hire four full-time (4FTE) Special Education Teachers in FY15 earning approximately $45,000 each. Each teacher will be required to have a license/certification in Special Education issued by the DESE. Expertise in math or ELA is required. Given the district demographics (13.2%), we expect that our special education enrollment will not exceed 42 students.
- ELL Teachers: NHCS will 2 full-time (1FTE) ELL Teachers in FY15 earning approximately $45,000 each. Each teacher will be required to have a license/certification in ELL issued by the DESE, dual
certification will be preferred. Given the district demographics (20%), we expect that our ELL enrollment will not exceed 63 students.

- Contractual Services: NHCS will outsource services such as occupational therapy, physical therapy, reading specialists, psychologists, speech therapists, and any additional services required to serve our students. Upon receiving our charter we will begin identifying individuals in the surrounding community who provide such services.

**Evaluation of the Special Education Program:** The Head of School, in conjunction with the Director of Student Services, will evaluate the effectiveness of the Special Education program annually by reviewing the following criteria on an annual basis: student progress on Special Education Progress Reports, student academic progress, student behavioral progress, and teacher performance and effectiveness with special education students.

**E. CULTURE AND FAMILY ENGAGEMENT**

**NHCS Culture:** The NHCS founding team prides ourselves on being able to replicate a culture of resiliency or a “culture of us” within all of our school programming. All of our students will attest to feelings of belonging and choose to remain with us until they have completed our programs. This unique school culture does not happen by accident, it is a formula that we know how to implement from years of fine-tuning and experience in Framingham, Fall River, and smaller programs throughout New England. The development of the “culture of us” includes students, staff, and families. Our staff is committed to go above and beyond, not because we ask them to but because they want to, through our Resiliency Model, and the articulation of clear expectations. This commitment starts with a 5-day overnight staff retreat prior to the beginning of each school year. It is during this retreat where staff “sees” the power of their voices as they help to develop student policies, establish school goals and share their innovative ideas among staff. While in the school setting it is our unique full circle discipline model that further develops our pro-social and caring environment. It is through these opportunities that trusting relationships between staff, students, and families are built. Parents and caregivers play an integral role in the Resiliency Culture formula. NHCS family members are encouraged to attend monthly meetings facilitated by professionals from social service agencies. The purpose of the meetings is to address parents’ concerns and fears for their children. Parents are encouraged to share their concerns at each meeting as well as to offer suggestions for improvement. This transparency is a key ingredient to the resiliency formula as it creates a culture of trust and support among parents and school staff.

**Our impact on students:** Our approach to teaching and learning is focused on the individual student. We believe if given the knowledge and tools to succeed that students will get TO and THROUGH college. We provide the tools through the Resiliency Model and a unique student support experience. According to Fries, et al. (2012), high-risk teens reconnect with educational goals once their lives become more stable after receiving wraparound supportxxxiv. The role of culture, and family engagement, is of paramount importance to the success of NHCS. As such, we have identified an executive leadership position, the Head of School (HOS), to oversee all services that fall outside of curriculum and instruction. The HOS will communicate regularly with families and students, work with outside agencies to bring services into school, and above all, will oversee the development of the school culture via the Resiliency Model. Students will receive support in the following areas.

<table>
<thead>
<tr>
<th>Behavioral Supports</th>
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<tr>
<td><strong>Full Circle Discipline</strong></td>
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<td><strong>Special Needs Students</strong></td>
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</tbody>
</table>
| **Advisory Periods** | Students will attend advisory twice a day. | • Advisors will meet and greet students each morning and do a “check-in”. Interventions will take place for students who may not be emotionally ready for learning.  
• Afternoon advisory will be spent doing homework and receiving one-on-one or small group instruction in content areas  
• Tutors will contact parents of students who are absent from school. |
| --- | --- | --- |
| **NHCS Alumni Program** | NHCS will continue to connect to former students through their college career and beyond. The information will be used to guide future programming within NH’s and College partner(s). | • Students will be initiated into the alumni program in grade 11 through their community service to the NHCS community.  
• NHCS will continue to support students as they transition into their junior year of college and beyond.  
• A database will be used to track student demographic data, college transcript, as well as post-secondary career tracking. |
| **Social Supports** | This commitment strengthens the school community and further develops students as citizen scholars. The Advisory periods will be used to plan and schedule events. | Students will participate in quarterly community service projects including school beautification projects, food drives, etc.  
• Students will participate in weekly tutoring, mentoring, or serve as teaching assistants for students in the Lower School.  
• Students may assist NHCS staff in guiding lower school students through community service events, serve as office assistants, assist in outreach to parents and potential students, etc.  
• Students may also participate in service learning projects with our external partners. |
| **Community Service Learning Lower School** | This commitment strengthens the school community and further develops students as citizen scholars. | --- |
| **Community Service Learning Upper School** | This forum is used to celebrate student achievement in a public forum. | • The entire school will participate in a weekly meeting, where staff recognizes students’ accomplishments among the school community. |
| **Emotional and Health Supports** | Social Workers at NHCS will perform intensive outreach to social service agencies within the Brockton community to create a strong network of support services for our students and families. | Students and families will be referred to social service agencies.  
• Partnership networks can provide services to students at NHCS to eliminate transportation barriers. |
| **School Nutrition Program** | NHCS will offer students a robust nutrition and wellness program. | • All students will receive breakfast, lunch, and snacks with a focus on healthy choices and nutrition.  
• A school committee will be tasked to design a nutritious school food program that will be in compliance with all federal and state regulations. |
| **School Nurse** | To ensure that our students are ready and able to actively engage in the learning process, a school nurse will be hired to ensure that students are both physical and mentally healthy. Additional | • The nurse will work with families to ensure that students are physically healthy. NHCS will partner with local agencies to provide screenings in our school. This may include: |
responsibilities include:
• Identify Doctor/nurse resources
• Identify first aid resources
• Develop system for record-keeping
• Develop policy for non-compliance by parents/caregivers
  Obtain timely medical forms from parents
dental, vision, etc. When appropriate, referrals will be made to partner organizations to provide medical and mental health services.

<table>
<thead>
<tr>
<th>Partnership Organizations</th>
<th>Staff will work with outside agencies to establish partnerships, which will provide support to students and families of NHCS.</th>
<th>NHCS will encourage community organizations to provide student and parent supports both in and out of the school setting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Supports</td>
<td>The school will employ custodial staff that will ensure that the building is maintained and safe at all times.</td>
<td>NHCS will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property (603 CMR 1.05(1)(p), 1.05(3)(g), 1.05(3)(h), and 1.09(6)).</td>
</tr>
<tr>
<td>Environmental Safety</td>
<td>The school building will meet, and when possible exceed, all federal and state guidelines for building accessibility.</td>
<td>NCHS will secure a building lease with all necessary accessibility requirements including adequate lighting, elevators, ramps, and other services that will create equitable physical access for all students. The Executive Director will maintain all service records and will conduct annual reviews of building safety. The Executive Director will meet with students and their caregivers in the event the building must be modified to meet the needs of the student.</td>
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**Student Discipline Philosophy:** In order to achieve our mission to get students TO and THROUGH college and to meet the school’s rigorous performance goals, the school’s culture and climate will reinforce the positive values of self-discipline, hard work, responsibility, respect, character, and a sense of belonging. NHCS staff will receive comprehensive training in the Resiliency Foundation’s model of discipline: *Full Circle Discipline*. The model uses Tom Schimmelek to ensure proficiency in our student behavioral philosophy. We envision staff members playing multiple roles as “disciplinarian”, including Coach, Mentor, Teacher, Listener, and Advocate. This “circle” process represents an expanded model of school discipline. Our staff must view student behaviors and crises as opportunities to build relationships and teachable moments. In order to meet our goals, every staff member will be trained and held accountable to use this model to address student behavior. When implemented consistently by staff, the Full Circle Discipline Model will provide direction, set limits, create high expectations, and promote self-discipline. The school will publish a handbook containing clear policies pertaining to the conduct of students and staff, which will be sent to all parents, explained to all students, and will be available in Spanish, Portuguese, and Haitian Creole. Staff, students, and parents will be expected to sign an agreement, which outlines their responsibilities. Students with IEPs will be disciplined the same way as their non-learning disabled peers unless a behavioral plan is stipulated and attached to the IEP. Upon school enrollment, parents and students will be informed of the NHCS code of conduct expectations and will receive a Code of Conduct Student Handbook (published in Spanish, Portuguese, and Haitian Creole) for their review and future reference. During the open house, held prior to the opening day of school, parents and students will be required to sign a form indicating that they are aware of NHCS code of conduct policies. The discipline policy will be implemented from day one, printed in our welcoming materials, but also presented during our opening school-wide meeting.
**Professional Development and Discipline:** All NHCS staff will receive intense training on the Full Circle Discipline Model during one of the days during the weeklong professional development held prior to the start of school. The Student Code of Conduct Handbook will be reviewed outlining student expectations, in order to foster consistency among both students and staff. In addition, a NHCS Staff Handbook will be created identifying policies and procedures for ensuring the safety of all students and staff. All staff will be expected to sign an agreement, which outlines their responsibilities.

**Support Services for Students and Families:** One of NHCS’ core value is to remove barriers to learning by providing wraparound services to students and families. The executive leadership team members will perform at least 3 hours of family outreach per week. This means that they will be speaking at community gatherings, visiting the homes of students who are not making effective progress and reaching out to parents/guardians for support, and performing community service alongside the students. All support services personnel will serve families in the language of their choice; interpreters will be utilized whenever necessary.

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<tr>
<th>Family Engagement and Support</th>
<th>Parent Outreach Coordinator</th>
<th>Open House Showcase</th>
<th>Parent/Caregiver Board Member</th>
<th>Parent Advisory Council (PAC)</th>
<th>Communication Plan and Outreach</th>
<th>Parent/Caregiver Communication with Teachers</th>
</tr>
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<tr>
<td>NHCS will hire a member from the community whose mission will be to connect with the families of our target population.</td>
<td>• The Parent Outreach coordinator will provide NHCS’s information sessions throughout the community. Interpreters will be available at the information sessions. • This person will work as a liaison between NHCS and the community.</td>
<td>• All staff will be present during each Open House Showcase.</td>
<td>A parent/caregiver, Annette Calloway, will serve as a member of the board of trustees.</td>
<td>• A school social worker will recruit parents/caregivers to become PAC members and serve as the facilitator until parent roles are established. • NHCS staff members will be present to represent the school. • PAC meetings will take place monthly.</td>
<td>• The website will be used to produce weekly bulletins and to notify families of upcoming events. • Every two weeks, a staff member will contact a family to provide an update on their student’s progress. • Staff will make home visits to students who are truant from school or who may be exhibiting concerning behaviors. • Staff will communicate with community partners to support students.</td>
<td>It is the intention of NHCS that there is an open line of communication between staff and parents/caregivers. • Parent/caregivers will have electronic access to teachers to ask questions. • Teachers will provide progress reports.</td>
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</table>
**Stakeholder Involvement and Satisfaction:** In the table above we highlight the various programs designed to involve family members, parents, and caregivers in the NHCS’ experience. In addition to these programs, we will conduct regular surveys of students, parents, and caregivers to assess satisfaction. The survey will be available in Spanish, Haitian Creole, and Portuguese. Results will be shared with families, school faculty and the board in the school’s annual report as well as through the school website and blog. Parents and caregivers will be encouraged to attend monthly meetings that will provide a forum for them to share their concerns and/or requests. Parents and caregivers informally may request meetings with administrators and attend board meetings to give feedback.

**Community Partnerships:** The NHCS founding team has developed several key partnerships in the city of Brockton. Although we are in the process of securing more partnerships, we are confident that the two listed below will benefit our students, families, and school community in a meaningful way.

- **Coaching for change:** New heights students will also have the opportunity to participate in Coaching4Change every day after school from 3:30 to 5:30. Coaching4Change improves the school experience by transferring ownership and accountability to its student participants. They learn principles of leadership through coaching, organizing, and running youth sports programs. In our communities, the high school students become leaders by coaching after school youth sports programs, organizing school-wide athletics tournaments, and running youth sports “skills and drills” clinics. Our supporting network of Teachers, College Leaders, and Parents advocate for our high school students by providing them with opportunities and guiding them through small successes that result from academic tutoring and implementing our uniquely impactful program model. Coaching4Change motivates its students by rewarding them for becoming contributing members to their community as they create their own pathways to a successful future. Our goal is to create an environment that motivates, engages, and inspires continued learning as well as personal growth.

- **Old Colony YMCA:** The Old Colony YMCA has been saving and enriching lives, and building a strong community for over 125 years! Their experience and history tells us that the success of the Y depends on their ability to remain not only forward-looking and committed to growth, but also strategically positioned to adapt to the ever-changing needs of the people in the communities they serve. As one of our key community partners, New Heights will look to the Y to provide services outlined in their Strategic Priorities; Youth Development, Healthy Living, and Social Responsibility. The resources offered through the Y will be available to all New Heights’ students and families. These wrap-a-round services will ensure that our students have access to high quality care, and will remove barriers that interfere with their success.
  - Every Friday during the school day, New Heights’ students and non-core subject area teaching staff will spend two periods at the Y participating in its recreation program. Students will have access to the gyms where they can play basketball, soccer, volleyball, flag football, karate, gymnastics and many other sports. Students will also be encouraged to enroll in group exercise classes, triathlon training, dance and aerobic classes, and art and cooking classes. These weekly events will be run and supervised by both Y and New Heights’ staff, and students will receive art and PE credit.
  - The Old Colony YMCA also offers counseling services for those with mental health and substance abuse issues. The Old Colony YMCA’s fully licensed Mental Health Clinic was developed specifically as a resource for children, youth, and families within the network of OCY services. Their mission is to augment other YMCA programs to promote positive mental health and wellbeing. In order to remove the barrier of transportation for students, counselors will come to the school to serve our students. Depending on the child’s insurance, New Heights will either pay for the entire session or pick up the deductible so that any cost associated with the session are not incurred by the student or family.
  - In addition to counseling, we will also leverage the Y’s partnership with Family Services by maintaining a clear dialogue between the agency and our staff. Gaps in service often lead to student/family displacement and homelessness. By brokering a partnership with
OCY Family Services, we would work to engage the appropriate systems for our students and families should a crisis occur.

- New Heights also runs parent support meetings twice monthly to discuss topics and devise strategies to help parents become more effective in dealing with their child. A YMCA counselor will facilitate the meetings, but New Heights administrative and support staff will be in attendance as well. We also provide food and daycare so that all parents can attend.

- We also understand that some of our students may not want to attend college full-time during the thirteenth grade due to a desire to learn a trade. In anticipation of this reality, we have worked closely with the Y to develop a pathway that will allow some of our students to participate in their YouthBuild Program. The Old Colony YMCA YouthBuild Brockton Program is a community based youth development program, where students are provided hands-on opportunity to acquire skills leading to certification.

**Nutritional Program and Free and Reduced Lunch:** NHCS will offer students a robust nutrition and wellness program. Because we are an extended day school, we will provide students with breakfast, lunch, and an afternoon snack. We will participate in the federal free and reduced breakfast/lunch program and will comply with all regulations. We will contract with a local food vendor to provide these meals. The Executive Assistant will process all free and reduced lunch applications (utilizing the Massachusetts Free and Reduced Lunch Application) that are completed by families. He/she will also work closely with the Nutrition, Health, and Safety division of the DESE to ensure compliance with the processing of applications, as well as other components of the food program such as the Wellness Plan.

**III. How will the school demonstrate organizational viability?**

**A. CAPACITY**

*How the founding group came together and why it is united behind NHCS:* The original NHCS founding group (Omari Walker, Janice Manning, and Jessica Geier) arrived at our philosophy of education after years of working on the front lines in comprehensive high schools, alternative education programs and schools, and higher education institutions. Together, with the guidance of Blueprint Network Schools Inc., we submitted a charter school proposal for FY14 for the city of Fall River that was not approved. The founding group learned from our previous experience that our founding group needed to expand to include other key leadership roles. Understanding that our previous group lacked specific expertise in special education, ELL, and curriculum development from grades six to twelve, we set out to find leaders in these areas who share our beliefs in students and have proven track records of success.

We began our search by meeting with school leaders, college professors, and human resource professionals throughout the state. We then compiled a list of top candidates in the categories of potential Heads of School, potential Directors of Student Services (expertise in ELL and/or special education), and potential Deans of Curriculum and Instruction. The original founding group members were fortunate to find highly qualified individuals who met and exceeded expectations in each area of need. These individuals have a wealth of teaching experience, proven track records of success in urban schools, and a passion to work with young people. The newly created founding group has come together primarily from their shared belief that schools must shift their approaches to meet the changing demands of their students. A brief description of each founding member is provided below. Members of the founding group will assume positions with NHCS based upon their expertise and their commitment to the mission of the school.

*How often the founding group meets, the planning and writing process:* Over the course of four months, immediately after identifying Brockton as our city of choice, the NHCS founding group began meeting on a weekly basis. We began by amassing a list of names and contacts for individuals in the city to reach out to and discuss our plans for the new charter school. We knew from previous attempts at opening a charter school in Brockton that we would need to seek the guidance and support of city leaders and community members. Omari, Jessica, and Janice assumed the role of primary authors. Building on our experience in Fall River, and the resulting feedback we received from the state, we increased our founding team to
include expertise in curriculum and instruction, school leadership and teacher evaluation, special education, English Language Learners, a clearly defined parent/caregiver advocacy program, community outreach, and policy experience. We met with (and continue to do so) local religious leaders, politicians, school personnel, parents, teachers, and community leaders. We explained our model, our commitment to poor, urban students, and our desire to work WITH the community, not against them. We began adding to our founding group, developing smaller workgroups to tackle key areas, such as curriculum, instruction, and assessment. We continue to meet bimonthly, or more frequently, to build our model. Our writing process, augmented by our experience last year, was inclusive and expansive. We included the voices of our founding group, including the advice of our founding board, throughout via meetings, texts, and email. In addition, we sought the expertise of outside professionals, including a consultant, to review our documents and provide critical feedback for improvement. We continue to meet twice weekly to fine-tune our proposal in addition to improving our community presence. Although our founding group does not yet include a significant number of Brocktonians, we continue to seek support and guidance in the community, adding the voices and experience of those we meet to the school design.

In the wake of the 2013-14-application cycle: The Founding Group is still growing, as interested parties step forward to provide expertise in key areas. In addition to meeting with members of the community, the Founding Group developed several “tutorial” groups including School Finance (we continue to work with and learn from our “big sister” school, Atlantis Charter School of Fall River, who is providing ongoing finance training to our proposed Executive Director and Director of Operations). We are in communication with the Massachusetts Charter Public School Association, who in turn has provided us with several consultants to work with us on Board Development, Governance, and Evaluation, student recruitment and a “Call to Action” to develop community support. But perhaps our most aggressive response to the comments from last year’s cycle is the development of an Academic subcommittee, which meets monthly to develop our innovative curriculum, identify appropriate assessments, and craft a strong academic foundation embedded on empirical evidence and best practice. We are indebted to the many charter schools, charter management organizations, and educational experts who spent countless hours providing tours, answering questions, and giving us with artifacts of best practice to incorporate into our model. Each visit, each conversation, yielded a richness of information and experience, in addition to building our network of charter school mentors.

Experience and qualifications of the founding group and proposed board of trustees:

Founding Group:

Executive Director: Omari Walker: Omari Walker has more than twelve years of administrative experience in public schools. He has served as an Executive Director of the Resiliency for Life Program at Framingham High School, an Associate Head of School of Durfee High School, and a Head of School of Resiliency Prep School in Fall River. Omari earned his Bachelor’s and Master’s degrees from Boston College.

Head of School: Janice Manning: Janice Manning has more than eleven years of administrative experience in public schools. She has served as an Assistant Director and Executive Director of the Resiliency for Life Program at Framingham High School, and a Vice Head of School and Head of School of Resiliency Prep School in Fall River. Janice earned her Bachelor’s in Psychology and a Master’s in Education Leadership degree from Cambridge College.

Director of College Access: Jessica Geier: Jessica Geier has more than fourteen years of experience in post-secondary education with the last seven focused on early college programming and policy. She has served as the Co-Director and Founder of the Center for Excellence and College Readiness at Community College of Rhode Island and the Director of Early College Access Programs at the Rhode Island Office of Education. Jessica earned her Bachelor’s and Master’s degrees from Boston College and her Doctorate from the University of Texas at Austin.

Assistant Dean of Curriculum - Humanities: Meredith Morrison: Meredith Morrison has four years of teaching experience. She has served as an ELA teacher at the Journalism and Media Academy and the Achieve First Hartford High School in Hartford, CT. Meredith earned her Bachelor’s degree from the University of Virginia and is currently enrolled in a Master’s program at Harvard University.
Parent/Family Outreach Coordinator – Tiara Burke: Tiara Burke is a dedicated educator with seven years of experience in parent education and educational support services. Tiara has a Bachelor’s degree from Northeastern University and a Masters Degree in Educational Studies from Wheelock College. Tiara resides in Brockton.

ELL/Special Education Student Advocate - Anne Ferioli: As an Independent Advocacy Practitioner, Anne’s focus and expertise involve advocating for children with Pervasive Developmental Delays. She has provided support, education, resources, and advocacy to hundreds of children and their families diagnosed with learning disabilities. As a parent of three children diagnosed on the autism spectrum, Anne developed expertise and knowledge as to how to best understand, educate and advocate for children in the autism and learning disabled community. She is committed to promote special needs awareness not only at the local level but state and national level as well. Anne is an Education Coordinator/Advocate and is currently employed by the Justice Resource Institute.

Community Partner/Coaching for Change - Marquis Taylor: Blending the experience as a coach/mentor, educator, entrepreneurship through youth sports, Marquis Taylor is responsible for the sports direction of Coaching For Change, Inc. Coaching for Change creates pathways through sport to help at-risk teenagers reach their full potential, graduate from high school, develop important entrepreneurial skills, and empower them to make a change in their own lives and their community. Marquis Taylor received his undergraduate degree from Stonehill College and a Masters of Arts in Teaching from Smith College.

Proposed Board of Trustees:

Michael Sullivan: Michael Sullivan has over 20 years of legal experience in addition to his tenure in public service as a member of the Massachusetts House of Representatives (where he served on the Education, Local Affairs, Commerce and Labor, Ways and Means, and Post Audit and Oversight Committees). He also served as the District Attorney in Plymouth County, the U.S. attorney for the District of Massachusetts, and Acting Director of the Bureau of Alcohol, Tobacco, Firearms and Explosives. In his role as DA of Plymouth County, Mr. Sullivan formed life-long relationships with many of Brockton’s residence, and he currently serves as the Board Chair of the Brockton YMCA and the Chair of Brockton Hospital. Michael received his undergraduate degree from Boston College and his Juris Doctorate from Suffolk University Law School.

Christopher Aviles: Christopher Aviles has more than fourteen years of experience as a teacher and an administrator in the Boston Public Schools. He has served as a Spanish teacher, Freshman Academy Director, and Lab Cluster Administrator at Dorchester High School and Dorchester Academy. Christopher was born and raised in Brockton, and he earned his Bachelor’s, Master’s, and Doctorate degrees from the University of Massachusetts.

Ralph Olsen: Ralph Olsen has more than 35 years of Head of School experience at the middle and high school levels in urban and suburban school districts. He has pioneered and implemented many innovative programs and strategies that have enabled him to turnaround many failing schools and is considered one of the most effective and respected Head of Schools in the state still today. He is also the proud father of a young man who has battled mental illness for his entire life. This personal experience has made Mr. Olsen very sensitive to children with special needs, and he considers himself a student advocate first and a Head of School second. Ralph earned a Bachelor of Science from Northeastern and a Master of Arts from Framingham State College.

Pastor Emmanuel Daphnis: Emmanuel Daphnis has over fifteen years of experience serving communities around Massachusetts as a teacher, an associate pastor, a youth pastor, Sunday school teacher, and most recently, as the Senior Pastor of Dominion Church. In addition, Pastor Manny has served as a Director of a federally funded TRIO program at Bristol Community College. Pastor Manny is committed to ensuring that strong community partnerships are established and that students and families are properly served. He earned his Bachelors of Arts degree from Brandeis University, a Masters degree in Public Health from Tufts University, and a Master of Divinity from Gordon-Conwell Theological Seminary. Pastor Manny resides in Brockton.

Judge Gregory A. Phillips: Judge Phillips has over forty years of experience in legal affairs, as a public defender, private practice attorney, and a legal counselor in the Office of the Commissioner of Probation. In 1992, Judge Phillips was appointed to the bench first in Roxbury. In addition to his legal and judiciary
experience, Judge Phillips is committed to community service and holds a deep appreciation for the intersection between community service and the court. Judge Phillips earned a Bachelor’s Degree from Fisk University and a Juris Doctorate from New England School of Law.

**Vincent Marturano:** Vincent J. Marturano, MSW, ACSW, has more than 35 years of non-profit management experience and has been employed within the YMCA movement for his entire professional career. Mr. Marturano joined the Old Colony Y in 1992 as President and CEO. He has led the organization through unprecedented expansion and impact, earning it a reputation as one of the premier social service and youth development organizations in Massachusetts. Mr. Marturano has a passion for working with and developing outstanding Boards of Directors to lead the YMCA. Prior to joining the Old Colony Y, Mr. Marturano was Chief Executive Officer for the Community YMCA in Red Bank, New Jersey for several years. He began his YMCA career in 1973 as a Youth and Outdoor Center Director for the Northern Middlesex YMCA in Middletown, CT and then became an Executive Director at a YMCA in Bridgeport, CT. Mr. Marturano has a Master's degree in Social Work from the University of Connecticut and a Bachelor's degree from Springfield College.

**Traci Keene:** Traci Keene has 8 years of experience teaching special education in middle and elementary school. In addition to teaching, Traci has worked with the North Attleboro Teacher Mentor Program, Homework Club, and Extended School Year. She holds a Bachelor Degree in Psychology from Rhode Island College and a Masters Degree in Education, with a focus in Special Education Pk-8 from Bridgewater State University.

**Nicole Fannoney:** Nicole Fannoney has over 12 years of experience teaching Spanish to children in grades 6, 7, and 8. In addition to her work in the classroom, Nicole served as the head girl’s softball and basketball coach in addition to serving as the boys and girls athletic director. Nicole holds a Bachelors Degree in Spanish and International Affairs, an additional 21 graduate credits from Trinity University to acquire her teaching certification, and a Masters Degree in Education, with a focus on Middle and Secondary Education.

**Annette Calloway:** Annette Calloway is a long-time resident of Brockton who fears that the lack of school choice in the Brockton community severely hampers parents who don’t have the resources to send their children to the school of their choosing. As a concerned parent and community advocate, Annette has pledged to organize support from the non-affluent communities to ensure that all families are aware of the educational opportunities that New Heights has to offer and how families can apply.

**Nicholas Christ:** Nicholas Christ has over 40 years of experience in the financial services industry. He held several executive-level positions at BayCoast, previously known as Citizens-Union Savings Bank, before becoming the President and CEO. Prior to joining BayCoast in 1985, he was employed with Dedham Institution for Savings and the Boston, Massachusetts’s office of Wolf and Company. He graduated from Boston College with a Bachelor’s degree before going on to earn an MBA from Babson College.

**Chris Campbell:** Chris Campbell is a lifelong resident of Brockton who grew up the son of a preacher and was one of three brothers who excelled on the high school’s football team. Chris has always believed in giving back to his city, which offered him so much as a child. In 2012, he founded the Brockton Big 6 Youth Football Conference where he volunteers his time as a coach and as the league’s President. Chris is a graduate of Boston College, and he currently works as a Broadcast Engineer for New England Cable News.

Due to the legal process that began in early October around the eligibility of the NHCS proposal, several prospective board members withdrew their names from our proposed board of trustees. As a result, we are actively seeking the following roles: a parent/caregiver; school finance expert; college partner representative (s); community agency representative (s), a high school and a middle school teacher.

### B. GOVERNANCE

(1) **Governance and Management Structure:** The NHCS Board will operate in accordance with the Massachusetts Charter School Administrative and Governance Guide. As public agents authorized by the state, the board is responsible for governing the school and holding the charter for the school. The board of trustees will evaluate, and/or remove the school’s executive director. In the event that the Executive
Director must be removed from the position, the board will be responsible for hiring a replacement. The executive director will be responsible for carrying out operations and financial leadership of NHCS in accordance with the policies established by the board of trustees. The board will set policies to establish and maintain the direction and structure of the school, assign authority to the school’s executive director, and establish a system of oversight and controls to ensure effective governance and management. The board will not exercise managerial or hiring/firing powers over the day-to-day operations or staffing of the school. The Executive Director, in conjunction with his leadership team, will hire, manage, and evaluate all school personnel, create and execute a school-wide curriculum, allocate the school budget approved by the board, and select all vendors for school purchases.

Rationale for Proposed Governance Model: The proposed governance model at NHCS allows for optimization of individual strengths, transparent and equitable constituent involvement, and a clear separation between the day-to-day management of the school and the overarching role of a board charged with governing the policies and procedures that impact the school, upholding the regulations set forth by the Department of Elementary and Secondary Education, and maintaining accountability to the plan articulated in the charter awarded to NHCS. The separation between management and governance is essential to ensure that each entity, the school-based leadership team and the board of trustees is free to operate transparently and with ultimate accountability to all stakeholders.

Reporting Structure: The Executive Director will be responsible for serving as the liaison between the board of trustees and the Department of Education. All board subcommittees will report directly to the board at board meetings.

Job descriptions for Officers of the Board of Trustees: NHCS’ board of trustees will include a Chair, a Vice-Chair, a Secretary, and a Treasurer. Each officer will serve a two-year term as outlined in our bylaws. In addition to officers, the NHCS board will include 1 ex-officio member (the Executive Director). Every officer will be expected to possess the following qualifications: A full commitment to the NHCS’s mission and vision; a strong understanding of charter school policy, experience in non-profit leadership or previous board experience; working knowledge of charter school finance, and a belief that all students have the promise for success.

a. **Board Chair:** The board chair is the leader of the board of trustees and presides at all meetings of the board and other meetings, as required. The Chair is a member of the Executive Committee.

b. **Vice-Chair:** The Vice Chair will support the Chair and, in the Chair’s absence, she or he will assume the responsibilities of the Chair. The Vice Chair is a member of the Executive Committee.

c. **Secretary:** The Secretary will approve all meeting minutes as well as certify any formal documents that require the consent of the board. The Secretary is a member of the Executive Committee.

d. **Treasurer:** The Treasurer will approve the finance reports and she or he will present financial reports at each board meeting. The Treasurer is a member of the Executive Committee.

e. **Regular Board Members:** The remainder of the board will consist of voting members who hold no official office.

f. **Ex-Officio:** The Executive Director will be the sole ex-officio member to serve on the board. In his or her absence, the Head of School may attend as his or her representative.

Board Subcommittees, Advisory Groups, and Task Forces: The board will establish subcommittees that will assist and guide the board in supporting school development and success. These subcommittees will operate in accordance with open meeting law and will consist of board members, school administrative staff, and family members. Subcommittees will prepare and present reports to the board and will require the board’s final approval before taking action.

Subcommittees:

a. **Executive committee:** (Chair: Chair of the board) The Executive Committee will serve as an advisory group for the Executive Director and will recommend strategic direction for the larger board’s consideration.

b. **Finance committee:** (Chair: Board Treasurer) The Finance Committee will review the draft budget created by the Executive Director and present the budget to the Board for final approval. The finance subcommittee will monitor school finances on a monthly basis and the treasurer will prepare a finance report for the Board on a quarterly basis (prior to each board meeting). The
treasurer will identify key priorities for long-term financial planning and work with the board to ensure financial stability.

c. **Nominating committee** (Chaired by the Secretary) The Nominating Committee will be responsible for accepting recommendations for new board members, conducting perspective board member interviews, and recommending prospective board members for approval from the current board.

d. **Academic and Student Affairs committee** (Chaired by the Executive Director): The Academic and Student Affairs Committee will assume responsibility of reviewing academic and student policies, admissions, recruitment and enrollment procedures, and recommending policy decisions related to academic and student affairs for the approval of the current board.

c. **Personnel committee** (Chair by the Vice Chair): The Personnel Committee will review and approve all major personnel policies and documents in addition to leading all performance reviews and evaluations of the Executive Director.

**Advisory Councils:**

f. **Parent/Guardian Advisory Group**: (Chair: Parent/family outreach coordinator) The Parent Advisory Group will provide family members of enrolled students a forum for discussion of school policies and procedures, fundraising and community building opportunities, and a venue to submit reports to the board.

g. **Student Advisory Group**: (Chair: To Be Named Student): The Student Advisory Group will work with student leaders on campus to provide reports on the student experience and student concerns to the board. Every year a new student chair from the Upper School will be chosen to lead this group. In year 1 and in year 2, in the absence of an upper school, an 8th and a 9th grade student, respectively, will lead. Student representatives from each grade will be nominated to serve on this advisory group to ensure that all grades have a voice in the creation of school policy and procedure.

h. **Community Partnership Advisory Group**: (Chair: Executive Director) The Community Partnership Advisory Group will serve as the Executive Director’s liaison to the community helping him or her to create new partnerships between NHCS and Brockton service agencies, community groups, and organizations.

i. **College Working Group**: (Chair: Director of College Advising) The College Working Group will work with the Director of College Access to ensure that academic placement testing, course selection, faculty selection, and course sequencing meet the rigorous demands of our students and our curriculum.

(2) **Roles and Responsibilities of the Board**: The NHCS’ Board will hold the charter and will have ultimate authority as the governing body of the school. The board will be responsible for monitoring the financial, educational, and managerial well being of the school by ensuring all are aligned with the mission.

**Key responsibilities of the board include:**

- Ensuring that the school will be in compliance with federal and state laws and regulations.
- Establishing bylaws.
- Understanding the state charter school accountability system and the state assessment system to ensure the school meets public accountability expectations and is faithful to the terms of the charter.
- Ensuring student achievement goals and objectives are met.
- Continuously monitoring the current needs of students and the community and setting goals and objectives for the school aligned with these needs.
- Developing and approving school policies and regulations.
- Recruiting, when necessary, supervising, and evaluating the executive director.
- Approving of school’s staffing pattern.
- Approving the school’s business and management plan.
- Approving the school’s annual budget.
- Overseeing and ensuring the fiscal health of the school.
- Selecting and evaluating the school facilities and approving renovation plans.
• Holding regular meetings open to the public.
• Ensuring meetings are held in compliance with the open meeting law.
• Providing the means for the professional development of staff and the board itself.
• Ensuring that all students are included in the student recruitment process and that special measures are put in place to reach out to under-represented student populations (especially students in non-wealthy neighborhoods).
• Ensuring that partnerships are developed and maintained with local business, colleges, community-based organizations, the Brockton Public Schools (if possible), and with students and their families.

**Soliciting Feedback from Key Stakeholders:** NHCS’ Board will comply with state open meeting law for all board meetings. When a school policy has a material effect on a school function or the relationship with the broader community, the board will inform relevant parties of the policy during development and solicit input from affected stakeholders when evaluating implementation.

**Proposed Process for Handling Complaints:** The board will review all inquiries or complaints that are made in writing and, when it is determined that the inquiry or complaint requires further action, the board will either develop a task force to review the written request further before taking action, or, when appropriate, the board will discuss the written request in an open meeting and determine an appropriate course of action to satisfy the written request.

**Public Accountability:** Systems will be put into place to ensure clear decision-making and communication processes that facilitate and ensure public accountability, including board meetings that are designed to foster open, deliberate, and thorough discussions. To that end, all board meeting times and locations will be published in advance, reports will be available in writing and on the school website, all meeting minutes will be available in writing and on the school website, and effort will be made by the board chair to ensure transparency in school governance.

**Legal Counsel:** NHCS proposed board of trustees includes several individuals with extensive legal backgrounds. These individuals will review all legal matters and, if a conflict of interest arises or it is in the best interest of NHCS, outside counsel will be retained.

**Evaluation of the Board:** The board will appoint a board review committee (BRC) consisting of three board members. The members of this committee will rotate each year. The BRC will prepare a report for the board indicating major actions taken by the board, results of those actions, trustee attendance, fundraising efforts, the school’s overall performance, and parental satisfaction with school governance. This report will be used to develop suggestions for improving the performance and the development of the board.

**Evaluation of Executive Director:** The executive committee of the board of trustees will conduct an annual formal evaluation of the Executive Director.

**Annual External:** The Board will look for a consultant to evaluate the effectiveness of Board meetings and Board performance. The consultant will also be given the report prepared by the BRC. The consultant’s report will also be used in the design of the annual Board development program. If a need for a new Board member with a certain expertise arises after these evaluations, the Board chair will take the appropriate action as described previously. The NHCS Founding Group is already working with a consultant who has expertise in board development and evaluation.

(3) **Policy Development:** The Board will be responsible for policy development, which will include the following steps.

1. **Need for the policy:** The board will be proactive in researching and establishing policies that all charter schools must have. In addition, any member of the school, such as a member of the board, the director, staff, parents, or students, may bring forward in writing the need for a new policy for a discussion. Anonymous communication will not be reviewed.

2. **Assignment of a task force:** The board will consider the need and will decide if it requires action. If it does, the board will establish a taskforce, which may consist of any member of the school, including parents and students, and/or outside consultants. The executive director will be the head of any team established to review operating policies and procedures. The board will define the timeline for the task force to execute its charge.
3. **Drafting of the policy:** The task force will write a draft of the policy; according to the suggestions they collect from the members of school. The task force may seek legal and/or expert advice if deemed necessary.

4. **Approval:** After the taskforce presents the draft to the board, the board will review and discuss it. The board may approve the draft or may ask for revisions from the taskforce. If revisions to the draft are required, the second draft must also be reviewed and receive board approval.

5. **Review:** The board will revisit and modify all policies, as needed, at the annual retreat, which are held in accordance with open meeting law. In the event that an individual requests, in writing, a review of a NHCS’ policy, the board will vote by a simple majority to approve or deny the request for review.

**Constituent Feedback:** The NHCS plan for seeking feedback from the school staff, parents, and the larger community when setting policy will rely heavily on three key areas. First, the board advisory groups will provide a forum for discussion and feedback directly to the board on behalf of all constituents. Second, NHCS will host both print and electronic surveys for key constituents to provide feedback on policy issues and areas of concern for the school and city community. Finally, the website and the school newsletter will serve as information hubs to direct the community to proposed Town Hall meetings for key policy decisions or to update the community on board activities.

**(4) Board Sustainability:** The board will rely on the recruitment and orientation of new board members will include multiple steps, as identified below. The Nomination Subcommittee will oversee board member sustainability and succession planning.

1. **Need:** If the number of members will become less than nine or a member with certain expertise will add value to the board, the board chair will conduct outreach in the community, in addition to speaking with current board members, to identify highly qualified individuals for membership.

2. **Recommendation:** Any board member may recommend an individual for board membership. The nominated individual should have expertise in at least one of these areas: education, financial services, human resources, nonprofit administration, business administration, law, real estate and building renovation, and technology. The board may request an informal interview with the candidate.

3. **Visit:** The candidate will be asked to visit the school, including classrooms, and talk with the executive director and board members.

4. **Invitation:** After board discussion, the board may decide to invite the candidate to serve on the board. Persons with ties to the Brockton community will be given priority. Candidates will be given the Board Member Folder, which includes the school’s executive summary, bylaws, educational philosophy, organizational structure, and responsibilities of the board.

5. **Acceptance:** Candidates may accept the invitation after the information sessions described previously.

6. **Orientation:** At this point, the new member should already have extensive knowledge about board responsibilities and the school. The board chair will have a one-day meeting with the new board member before the candidate’s term begins. In this meeting, they will go over the Board Member Folder and discuss each file in detail. The executive director will attend a portion of this meeting to present information about the school, such as the parent/student profile, student achievement, staff, and daily routine of the school.

7. **Annual Development:** Every year, the board will have member development programs. In these programs, managerial and educational consultants, community leaders, and professionals from universities and businesses will be asked to give seminars related to board members’ functions, such as submitting grants, soliciting funding, evaluating staff, and overseeing school operations. Board members will be encouraged to attend national or state meetings related to school governance, non-profit board development, or Massachusetts Charter Public School Association meetings.

8. **Succession Planning:** According to the Grantmakers Managers Advisors (GMA) group, the perfect succession plan begins with an intentional process that mirrors a board’s culture and its philanthropic mission. The four-step process involves: (1) assessing governance needs, (2)
identifying candidates, (3) preparing successors, and (4) gauging success. See more at:
http://www.gmafoundations.com/?p=2669#sthash.mJ5jsSnp.dpuf. The NHCS proposed board of trustees will follow these steps to develop a successful succession plan for board continuity and effectiveness. Annually, the board will assess the current governance needs, they will identify candidates on the board who may have interest in serving in leadership positions, or they will look outside the board for prospective new members. New successors, both current and new board members, will attend a board orientation to inform them of their roles. Finally, the board will conduct annual evaluations and board member satisfaction surveys to gauge success.

C. MANAGEMENT

(1) School Management Structure: The NHCS founding team believes that school management is fundamental to creating an environment that can support a successful charter school in addition to a successful student and staff. In this section we highlight the school management structure; school leadership roles and responsibilities; and human resources.

School Organizational Chart: The NHCS staffing chart is available in the Appendix. The founding group wrestled with how best to serve our students while also reducing unnecessary administrative overhead or redundancy in our staffing model. Ultimately, the model we put forth highlights the need for a school-based leader, the Head of School, as well as a “district” leader, the Executive Director. In addition we included a Dean of Curriculum and Instruction to oversee the development and execution of our curriculum, evaluate instruction (in conjunction with other members of the executive team), and oversee lesson planning, assessments, and teacher mentoring (the Assistant Dean will assume primary responsibility of this area with the support of the Dean). The Dean of Students (DOS) and the Director of Student Services (DOSS) will round-out the Executive Leadership team – the DOS will serve as the first point of contact for students as well as the disciplinarian and the DOSS will work with all students who require additional services, such as Special Education or ELL.

Reporting Structure Narrative: The Executive Director will hire, manage, and evaluate the school’s Head of School, Director of College Access, and Director of Operations. The Head of School will manage the Dean of Curriculum and Instruction (she or he will oversee the Assistant Dean of Curriculum and Instruction and the teachers), the Director of Student Services (she or he will oversee a lead teacher of ELL and SPED in addition to ELL and SPED teachers), and tutors. The Director of Operations will oversee the IT Specialist, the School Nurse, and custodial services. The Director of College Access will oversee the College Guides.

Lines of Authority and Community Among School Leadership: The community will have an opportunity to voice concerns or provide commentary via the Parent/Family Outreach Coordinator or through the school-based leadership team such as the Head of School or the Dean of Students. The Dean of Students will serve as the initial point of contact for all student or family concerns and the Director of Operations will serve as the initial point of contact for community-based concerns.

2) School Leadership Roles and Responsibilities:

Organizational Decision Making: The NHCS leadership team will make key decisions on two levels: the Executive level and the School level. Executive-level decisions will include discussion about school-wide curriculum and instruction, staffing as it relates to school leadership, fiscal planning, and operations. School-level decisions will include student achievement, professional development, culture, and staffing. All decisions will be reached via a multiple-tiered process including constituent feedback and review of best practices from multiple sources.

Roles and Responsibilities of the School Leader and Administrative Staff: The leadership team at NHCS is divided into three areas: School Leadership; Student Success Leadership; and Instructional Leadership. The job descriptions below highlight these three areas and the key staff members assigned to each department. All staff will be accountable for their actions and decisions and all employees will have a supervisor to whom they report and from whom support and guidance are received. In order to ensure that our school demonstrates strong student performance outcomes beginning in the first year, the Executive Leadership Team (Executive Director, Head of School, Director of Operations, Dean of Curriculum,
Director of College Access, and the Director of Student Services) will continually evaluate systems and data. All members of the Executive Leadership Team and the Head of School’s Leadership Team (Dean of Curriculum and Instruction, the Assistant Dean of Curriculum and Instruction, the Dean of Students, and the Director of Student Services) will play a role in the teacher evaluation process. Members from the Executive Leadership Team will conduct a series of Instructional Rounds where they enter classrooms unannounced, take notes, and then discuss the following 6 criteria as a group immediately after exiting the classroom:

- Review the teacher’s “Problem of Practice” (Problem of Practice is something that teachers care about that would make a difference for student learning if they improved it). Every teacher will be required to identify a “Problem of Practice” each quarter.
- Review the lesson objective.
- Review notes.
- Review Bloom’s Taxonomy in Action Guide.
- STARR Data that seems relevant to the problem of practice.
- Share notes. Everyone must speak once before anyone speaks twice.

Individuals from the Head of School’s Leadership Team will be in classrooms on a daily basis and will conduct walk through observations a minimum of once per week. Head of School Leadership Team members will be using a “Mini Observation” tool developed by Kim Marshall that he coined “SOTEL” (Safety, Objectives, Teaching, Engagement, Learning). Teachers will receive feedback within 24 hours of each observation. Lastly, teachers will receive at least two formal evaluations, and a third if he/she either requests it or has received feedback indicating that his/her teaching practice is below standards or needs significant improvement. The Head of School’s Leadership Team will be able to use all three forms of observations to ensure that teachers develop quickly and to address any school-wide weaknesses or issues that are observed.

**Executive Director:** The Executive Director is selected by the Board of Trustees and serves as its officer. The main responsibilities of the Executive Director include implementing the mission and vision of New Heights Charter School of Brockton and articulating it for all stakeholders and constituents of the community in addition to faculty, students, parents, the state board of education, and community partners. The Executive Director is responsible for all long-range planning, which pertains to general, school-wide concerns as well as to finances, space, and in Years 1 and 2, human resources, admissions, and marketing. The Executive Director is further responsible for the school’s relationship with the outside community at large, including media and funders.

**Administrative**

- Hires, fires and evaluates all administrative staff members under his/her direct supervision.
- Completes annual performance review for all staff under direct supervision.
- Works with Head of School, Director of Operations, the Dean of Curriculum and Instruction, and the Director of Student Services to complete annual performance reviews for all other instructional staff members.
- Implements goals established in the school’s strategic plan.
- Oversees the management of school facilities.

**Public Office**

- Communicates the New Heights’ mission and vision to all constituents.
- Sets the tone for the school’s mission for seeing students TO and THROUGH college.
- Ensure programs adhere to school philosophy, board policies, regulatory requirements, and the school’s charter.
- Oversees the inclusion of positive stories in the media.
- Develops educational partners in the Brockton community.
- Develop partnerships with local organizations and institutions.
- Represents NHCS at all charter school events.
• Oversees interaction and communication with interested parties external to the school such as government entities, potential donors, foundations, organizations, and community partners.

**Fiscal**
- Serve as the fiscal agent for the school.
- Sets effective and appropriate organizational and budgetary priorities to maximize student learning and student achievement.
- Propose a balanced budget each year and provide monthly Financial Reports to the board.
- Maintains oversight of academic and scholastic programs.
- Oversees all state, federal, and private grants.
- Oversees fund-raising operations.
- Identifies new sources of funding.

**Policy**
- In conjunction with the board, reviews the strategic plan annually to ensure goals are met.
- Informs the Board of Trustees of the progress towards meeting the school’s accountability plan.
- Sets guidelines and goals for administrative team on a bi-weekly basis.
- Informs board, staff, and parents of political status of charter school issues.
- Develops required personnel policies to ensure quality of work for faculty and staff.

**Accountability and Planning**
- Oversees accountability process and demonstration of the school’s effectiveness to outside parties.
- Produces Annual Report by August 1 of each school year.
- Oversees all written reports to the Department of Education and/or the Charter School Office.
- Oversees the planning of all Charter School Office site visits.
- Oversees the charter re-application process.

**Director of Operations:** The Director of Operations is responsible for providing leadership skills to carry out the daily management of the school including budget and expenditures, nutrition, human resources, transportation, student recruitment, enrollment, and waitlist, marketing, and facilities. This position requires a seasoned leader with experience in backroom functions including budget, human resources, and student data. In year 1, the Director of Operations will focus solely on the budget and the Executive Director and Head of School, in partnership with Atlantis Charter School, will share responsibility for the other tasks. Starting in Year 2, the Director of Operations will be full-time and will assume all duties associated with the position. Atlantis Charter School will partner with NHCS in Year 1 by providing all human resource, finance, nutrition and wellness. In Year 2 and 3, Atlantis will provide human resources only. Our formal relationship with Atlantis Charter Schools will conclude at the end of year 3.

**Financial**
- Maintain and review the integrity of the budget, planning reports, and human resource record system.
- Manage travel planning for all school retreats.
- Serve as fiscal agent at the school, including responsibilities for all approved purchases.

**Day-to-day school operations**
- Directly manage the nurse and the IT Specialist
- Monitor the condition of all common spaces to ensure that they appear professional and conducive to learning
- Coordinate purchasing of supplies such that teachers and non-instructional staff consistently have the materials they need
- Coordinate larger purchases in compliance with all relevant regulations
- Prepare for and manage building activities including crisis situations such as fire drills, evacuations, lockdowns, and medical emergencies

**Health and Nutrition**
- Oversees school health program
- Supervise the free/reduced eligibility determination process
• Manage day-to-day operation of the school nutrition program such that it is in compliance with all regulations
• Ensure collection of all payments for school lunch

**Administration**
• Manage calendars/scheduling for Leadership Team
• Provide administrative support to the leadership team, teaching staff and Board of Trustees
• Manage the logistics of booking offsite professional development

**Transportation**
• In coordination with the city of Brockton and the bus company, establish and distribute all bus routes
• Communicate with families, the city of Brockton, and the bus company surrounding changes in bus routes and other transportation issues as they arise

**Human Resources**
• Under the direction of the Executive Director, supervise all personnel operations and employee health and welfare benefits; perform and coordinate the complex and technical duties related to classified employment issues; and assist the Executive Director and Head of School in all aspects of planning, analysis and maintaining of best practices.
• Process employee payroll.
• Develop, coordinate, and conduct in-service training to school personnel on laws, regulations, and school policies and procedures related to human resources
• Communicate with school administrators to resolve issues and improve the human resources function.
• Provide consultation, assistance, training and referrals in employment matters for licensure of instructional staff.
• Review and evaluate human resources methods, assignments, policies and procedures to increase efficiency and effectiveness of school's human resources operations
• Coordinate, monitor and review the procedures relating to grievances, leaves of absence, evaluations, layoffs and discipline/dismissal issues.
• Assist with the research and generation of data related to such areas as classified human resource practices, salary surveys, and employee relations.
• Assist, monitor and review the coordination, preparation, and implementation of Human Resources items for the Board agenda.
• Maintain current knowledge of legal requirements, State and Federal regulations, and Board of Education directives
• Assist in the implementation of the school's complaint procedures.
• Develop and organize Employee Policy Manual.
• Propose, monitor, document and flag issues related to human resource systems, including staff hiring, termination, salary, and benefits.
• Ensure completion of new hire benefits and required paperwork and documentation.
• Administer background checks on prospective candidates to be hired as well as for volunteers
• Complete all exit interviews

**Director of College Access:** The Director of College Access will be Jessica Geier, a member of the Founding Team. The Director of College Access will be responsible for securing relationships with college partners, establishing a firm line of communication between faculty members on both campuses, and ensuring that NHCS students are successful. This position requires someone with a strong familiarity in higher education policy, dual enrollment, and student success strategies.

**Partnerships:**
• Develop partnerships with local colleges to provide college courses for NHCS students
• Develop partnerships with regional colleges to arrange college visits and college experiences for NHCS students
• Collaborate with campus faculty and student services staff to increase student retention rates
• Maintains a referral system from faculty and staff to target students needing additional support regarding personal and/or academic issues and refer students to other sources of counseling or community services as needed
• Establish linkages with academic departments to expose students to programs, services, resources and internship opportunities
• Establish partnerships with college departments and program offices to develop internship and volunteer opportunities for undergraduate and graduate student

Academic:
• Supervise college guides and adjunct faculty for 10th grade program.
• Collaborate with Dean of Curriculum and Instruction and relevant college counterparts to align NHCS curriculum with college expectations.

Student Support:
• Develops, implements and support the NHCS’ student college plan
• Assists students with clarifying their academic and career goals and resolves student issues as needed

Policy:
• Makes recommendations and implements college policies, procedures, and guidelines related to student services functions
• Serves on Campus and College committees
• Prepares and maintains budgets
• Coordinates the training of department and appropriate college personnel
• Oversees the verification of college course completion and credit attainment

Head of School: As the educational leader of the school, the Head of School establishes a collaborative culture focused on the four key principles of the Resiliency Model: Rigor, Relevancy, Relationships, and a Culture of Motivation through continual instructional improvement, targeted professional development, and a school-wide culture of student success. The Head of School is a dynamic leader with a passion for student-centered education reform. Ideally, the Head of School will serve as the “heart” of the school, highly visible on campus and approachable by all constituents. This position reports directly to the school’s Executive Director and will be evaluated annually by the Executive Director.

School Culture
• Oversee school-wide discipline systems
• Design and oversee school-wide rituals and routines
• Lead school assemblies
• Plan and execute quarterly retreats
• Maintain effective relationships with students, parents and local community members through an open-door policy.
• Establish and maintain cooperative and effective working relationships with all members of school community to carry out responsibilities.
• Interact professionally with a diverse range of constituents.
• Engage in job/career growth by attending in-service programs, professional development, educational courses and seminars.
• Actively listen and respond in a respectful non-confrontational manner to the opinions of others.
• Foster a positive attitude in the workplace.
• Maintain and respect strict confidentiality of any sensitive information related to New Heights Charter School, our faculty, staff and students.

Supervision
• Manage and develop Dean of Curriculum and Instruction, Social Worker, Dean of Students, Parent/family outreach coordinator, and Director of Student Services.
• Ensure consistency and effectiveness of management practices throughout the school.
• Directly supervise all professional, paraprofessional, administrative, and support personnel of the school.

**Administrative**

• Prepare and/or supervise the preparation of reports, records, lists, and all other paperwork required or appropriate to the school’s administration, including overseeing standardized testing administration.
• Responsible for reporting data to the state along with the Dean of Students, Dean of Curriculum and Instruction, and the Assistant Dean of Curriculum and Instruction.
• Interpret and enforce all school policies and administrative regulations.
• Design, initiate and implement programs that reflect the mission of the school.
• Manage staffing, budgeting, and scheduling to reflect a mission-driven, equitable, and transparent process for the allocation of core organizational resources.
• Conduct staff meetings to keep employees informed of school matters and to provide a venue for staff feedback and discussion.
• Attend and oversee, as needed, any special events held to recognize student achievement, as well as school-sponsored activities, functions and events.
• Supervise and evaluate the school’s enrichment, Saturday, and summer programming.
• Keep Executive Director informed of events and activities of an unusual nature as well as routine matters related to the Executive Director’s accountability.
• Plan and supervise the emergency preparedness program for the school (fire drills, etc.).
• Supervise the daily use of the school facilities for both academic and non-academic purposes and ensures facilities are safe and clean.
• Serve as an ex-officio member of all committees and councils within the school.

**Dean of Students:** The Dean of Students is hired by the Executive Director to manage daily oversight of student disciplinary issues and assist the Head of School in the academic routines of the day. The Dean of Students must be an experienced school leader, a passionate supporter of students, and a willing partner in the creation of the Resiliency Culture both on the NHCS campus as well as in our family community. In the absence of the Head of School, the Dean of Students will assume responsibility of the school facility. The Dean of Students reports to the Head of School and as such will be evaluated on annual basis by the Head of School.

**Disciplinary**

• Assist the of Head of School in enforcing the behavioral and academic standards and expectations of New Heights Charter School using the Full Circle Discipline approach
• Issues disciplinary consequences and oversees discipline programs
• Completes all required forms related to disciplinary issues
• Contacts parents/guardians regarding such discipline; meets with parents to discuss disciplinary circumstances; meets with staff on behalf of student when necessary.

**Child Protection**

• Serve as the school’s point of contact for the Department of Children and Families
• Support staff in determining whether to file a 51A; handle the filing process when necessary
• Coordinate with case workers to support families as necessary

**Student Data**

• Ensuring students come to school everyday, on time
• Uses Student Information System to keep track of student disciplinary issues and informs Head of School of students with serious or multiple infractions.
• Manage student files and data
• Manage parent communication systems
• Manage SIS system
• Prepares and displays data detailing individuals and homerooms who have met classroom and school behavior, attendance, and academic expectations each month, quarterly and annual.
• Monitors the number of student infractions and notifies the Student Services Director when students have reached number of suspensions requiring the completion of a Manifest Determination; attends meetings with parents, students, and grade level team.
• Maintain an attendance record that meets or exceeds an acceptable standard as defined by NHCS policy.

**Recruitment and Enrollment**
• Conduct student recruitment activities to ensure that families throughout the community learn about New Heights
• Supervise the processing of applications
• Plan and host the annual lottery in a transparent fashion that is compliant with all regulations
• Manage the waiting list and enrollment process

**Administrative**
• Schedules and meets with Head of School, parents and guardians of all students’ disciplinary infractions.
• Records and keeps written notes of all meetings with grade level teams, parents/students
• Addresses academic/behavior concerns
• Attends student IEP meetings
• Sets-up meetings with parents regarding major behavioral/disciplinary issues.
• Assists Head of School in academic and disciplinary meetings
• Collaborates with Head of School, administrative paraprofessionals, the Parent/Family Outreach Coordinator, and Social Workers to address needs of students with multiple/repeated disciplinary issues as well as student relationships. These meetings may address the relationship between behavior and academics.
• Monitors all Student Behavior Management Plans in collaboration with the School Adjustment Counselors and Social Worker
• Attends Health/Counseling meetings with Head of School, Director of Student Services, and Social Workers.

**Family Support**
• Serve as the first point of contact for parent questions or concerns that cannot be addressed by the classroom teacher
• Plan family events including, but not limited to, Open Houses, academic nights, and cookouts
• Coordinate all home visits and parent conferences; support the front office in scheduling these events
• Coordinate with parent groups to plan fun family events on a regular basis
• Support families in accessing community resource and solving challenges that could have a negative impact on scholar success
• Serve as the primary point of contact for new families

**Dean of Curriculum and Instruction:** Dean of Curriculum and Instruction is responsible for planning, implementing, and evaluating the school’s curriculum, instruction and assessment components. The Dean of Curriculum and Instruction reports to the Executive Director and as such is evaluated annually by the Executive Director. The Dean of Curriculum and Instruction understands and clearly articulates the links between curriculum, assessment and pedagogy and demonstrates skills to promote, identify, and evaluate the quality of classroom practice.

**Instructional Leadership**
• Manage Teachers
• Improve teacher performance through instructional feedback and coaching

**Curriculum and Assessment**
• Oversee school-wide curriculum planning
• Implement systems for data driven instruction and develop corresponding assessments

**School-wide Professional Development**
• Plan professional development school-wide
• Deliver targeted professional development
• Oversee the delivery of professional development

**Curriculum and Instruction**
• Oversee an instructional program based on standards-based, student-centered teaching.
• Conduct regular observations and provide timely and constructive feedback to staff.
• Work with the Dean of Curriculum and Instruction and instruction staff, on the implementation of consistent, research-based instructional practices; the use of data to provide regular, real-time information on student growth; and the development of an effective professional development program.
• Monitor and ensure consistency in lesson planning and grading practices.
• Collaborate with the Assistant Dean of Curriculum and Instruction on the development, revision, and evaluation of the curriculum.
• Implement Resiliency’s Relevancy Curriculum in school advisories
• In coordination with the Head of School, procure, organize, distribute, and return all materials required to fulfill state requirements for standardized testing
• In coordination with the Head of School and Director of Student Services, manage the schedule for standardized testing
• Arrange for coverage for staff absences as requested by the Head of School

**Director of Student Services:** The Director of Student Services provides leadership to special education and ELL personnel, Title 1 staff, counselors, health staff, and the data team in order to develop and help implement curriculum and instruction for Grades 6-13. The Director of Student Services assists in the ongoing development and improvement of the Special Education Department, Title 1 Program, the Title IX Program, Counseling Department Programs, Health Department Programs, and Student Records Department and assists the Head of School in working with the board, administrative team, staff, parents, community groups, Department of Education, and professional organizations. The Director of Student Services reports to the Head of School and as such will be evaluated by him or her. In addition, s/he will be responsible for the following areas:

**Special Populations**
• Directing Special Education and ELL Programs, including:
  o Program Design and Implementation
  o Compliance, including Coordinated Program Review
  o External Providers
  o Ensuring internal compliance with IEP accommodations
• Supervising and coaching Special Education and English language staff
• Directing RTI program, including scheduling and facilitating scholar sessions
• Managing outside service providers (Speech/OT/PT/Counseling)
• Communicating with the Department of Families and Children on behalf of the School
• Coordinates all staff trainings (such as Retell)
• Providing some small group and individual interventions where needed and for the purpose of training interventionists and classroom teachers
• Training and supporting general education teachers in effectively differentiating and accommodating students with special needs (teacher coaching, PD training/Institute, training on conferences)
• Attend IEP and 504Plan meetings as appropriate and necessary.

**Parent Communication**
• Managing communication with and addressing the concerns of parents of students who receive services or interventions
Coordinating and facilitating Special Education and English Language Learner parent groups

Compliance
- Ensure safety of students and compliance with ADA, state, and federal regulations.
- Administer a schoolwide comprehensive guidance program that can be used to assure systematic and sequential delivery of that program.
- Administer and ensure compliance with Title 1 rules and regulations for at-risk students.
- Assist in the formulation of a philosophy and objections for the above mention programs.
- Monitor student records for all special education, 504Plans, and Title 1 students through ongoing training, and evaluation.
- Coordinate development and evaluation of Special Education, Title 1, Title IX, Health, and Counseling Programs.

Administrative
- Giving input on all strategic and tactical matters that come before the Leadership Team
- Proactively identifying opportunities/problems/solutions in all parts of the school program
- Presenting to the Board of Trustees on matters relating to special education
- Assist the administrative Team with budget development and grant responsibilities for programming.
- Recommend needed changes in policy appropriate to assigned areas.
- Prepare needed reports as directed by Head of School.
- Assist with student referrals, observations, screening, and pre-referral programs.
- Act as a liaison between special education, Title 1, and regular education teachers.
- Assist the administrative team in recommending employees for contract renewals, interviewing and hiring staff.
- Recommend policies for administration, organization, personnel management, and other functions of the program.
- Complete necessary State and Federal reports as designated by the Head of School.

Evaluations of New Heights Charter Administrative Team: The Executive Director will evaluate the NHCS leadership team, which includes Janice Manning (Head of School), the Dean of Curriculum and Instruction, the Dean of Students, Jess Geier (Director of College Access), the Director of Operations, and the Director of Student Services. The Executive Director will use the Massachusetts Framework for Teacher Evaluation that is intended to:
- Promote growth and development amongst leaders and teachers,
- Place student learning at the center, using multiple measures of student learning, growth, and achievement,
- Recognize excellence in teaching and leading,
- Set a high bar for professional teaching status, and
- Shorten timelines for improvement.

Evaluations will follow the new 5-step evaluation cycle including: Self-Assessment; Analysis, Goal setting, & plan development; Implementation of the Plan; Formative Assessment/Evaluation; and Summative Evaluation. The statewide standards of effective practice will be employed to categorically assess the Head of School and other administrators on instructional leadership, mission implementation, management and operations, family and community partnerships, and professional culture. The Head of School will use three categories of evidence including: Multiple measures of student learning, growth and achievement, including MCAS where available; judgment based on observations, including unannounced observations; and additional evidence relating to performance including on retreats and during professional development seminars. Administrators will be provided a performance level and, when appropriate, an impact rating level, which will help to inform their educator plan for future development.

Attract, Develop and Retain an Effective Leadership Team: Our leadership team includes Omari Walker (Executive Director), Janice Manning (Head of School), the Dean of Curriculum and Instruction, the Dean of Students, Jess Geier (Director of College Access), the Director of Operations, and the Director of
Student Services. The leadership team reflects a significant amount of educational and administrative experience. This founding team came together over years of collaboration in addition to serving as founding member of this school. Several key positions, such as the Dean of Curriculum and Instruction and the Director of Operations, have highly qualified individuals who will come on board as soon as we receive our charter and have lent their expertise over the previous year. We will attract qualified and highly competent leaders through our own professional networks as well as through advertising in key educational platforms and job sites and recommendations from trusted advisors. Our model allows for young professionals to serve in entry-level administrative positions and learn through our mentoring experience how to be effective leaders as well as additional opportunities for new professionals to run smaller-scale programs and hone their leadership skills under our more experienced eye. We will retain talented professions by our key design element of professional development, giving them a voice in school leadership and design, and offering a competitive benefits package.

(1) Human Resources

Ideal Teacher Qualifications: All teachers at NHCS will be committed and talented educators, they will support unequivocally the mission and vision of our school, and they will be innovators. In addition, teachers will possess the following qualifications:

- A demonstrable commitment to moving students to (and beyond) grade level as measured by external and internal assessments.
- Ability to work in heterogeneous groupings and implement differentiated instruction.
- Knowledge in building standards-based curriculum.
- Willingness to learn and implement new teaching strategies.
- Desire to be part of a “we first”, student-centered community.

Staff Recruitment, Advancement, and Retention: Staff will be recruited through education publications, the school website, common job boards (on-line and otherwise), and through appropriate job fairs. New Heights will also recruit directly through schools of education in the South Coast/Boston area and throughout Massachusetts. A standard for assessing qualified candidates will be established by the Executive Director and the Head of School. New Heights will aim to retain a high percentage of teachers each year by providing a fair compensation strategy and positive school climate which supports personal and professional growth and development. Clear career ladders will be developed as the school grows to provide different opportunities for professional growth. New Heights will have a significant professional development program that will be our primary touchstone for teacher and staff retention in addition to a strong internal support network of administrators and senior teachers to guide and mentor new staff members.

Teacher Program: Teachers will begin their day at 7:30am to prepare their classrooms for the day. Every teacher will supervise an advisory period followed by four instructional periods, one prep period, 1 common planning period, and 1 afternoon advisory. Administrators will be responsible for lunch and dismissal duty. All teachers who express an interest will be paid a stipend to work in our enrichment program, Saturday and Summer Academies.

Plans for Professional Development Activities: All members of the faculty will engage in a highly-structured, five-day, overnight, training session that will take place prior to school opening which will be funded by a private donor. Another 3-day training session will take place in January. Students will also be released every Friday early so that staff can receive professional development. Key initiatives for year 1 will be differentiated instruction, literacy across all content areas, technology in the classroom, and workshop model training for math and ELA teachers. The school will establish a culture of continuous learning for the staff that is directly tied to student learning and other school goals.

Compensation Packages and Working Conditions: The Executive Director and the Head of School will have the critical task of hiring highly qualified staff. New Heights has allocated a base salary of approximately $45,000 per teacher, with a range of $35,000 to $55,000. There will be some differentiation in starting salaries depending on years of experience. In addition, many teachers are attracted by smaller class sizes, sense of community in a smaller school, and the innovation inherent in our curriculum design.
**Determination of Base Salaries and Increases, Evaluation Process:** Salary increases will be framed by a budget allocation approved by the board (3%). Using that allocation, the Executive Director will evaluate teachers and determine annual increases in salary. The Executive Director will establish a well-articulated and communicated rubric for evaluation, including, but not limited to, student achievement data, feedback (surveys) from students and parents, peers, attendance, and classroom observations. See the Instruction section for further information on teacher evaluations and the Governance section for a description of the Head of School evaluation process.

**Staffing Chart and Narrative:** The school’s staffing plan is built around projected enrollment figures. In Year 1, the school will hire 18 core teachers who will teach four out of seven 50-minute sections per day. The school’s special education and ELL staffing plan, which includes a Director of Student Services, 4 Special Education Teachers, 2 ELL teacher, as well as an ELL/Special Education Student Advocate, and 3 Tutors (1 per grade), is based on an assumption that 13.2% of students will be classified as special education and 20% as English Language Learners. The school will hire 2 PE/Health teachers who will teach Wellness/PE/Community Serve Learning, 1 World Language teacher, and 1 Information Technology Specialist. The Dean of Students will oversee Saturday and Summer Academy programming.

<table>
<thead>
<tr>
<th>STAFFING CHART</th>
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<tbody>
<tr>
<td><strong>Staff</strong></td>
</tr>
<tr>
<td>E1: Executive Director</td>
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<tr>
<td>E1: Head of School</td>
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<tr>
<td>E1: Director of Operations</td>
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<tr>
<td>E1: Director of College Access</td>
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<tr>
<td>E1: Business Manager</td>
</tr>
<tr>
<td>E2: Executive Assistant</td>
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<tr>
<td>E2: Main Office Clerk</td>
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<tr>
<td>E3: Head of School Clerk</td>
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<tr>
<td>E3: ELA Teachers</td>
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<tr>
<td>E3: Math Teachers</td>
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<tr>
<td>E3: Science Teachers</td>
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<tr>
<td>E3: Social Studies/History Teachers</td>
</tr>
<tr>
<td>E3: PE/Health/CSL Teacher</td>
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<tr>
<td>E3: World Language Teacher</td>
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<tr>
<td>E3: Special Education Teachers</td>
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<tr>
<td>E3: ELL Teachers</td>
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<tr>
<td>E4: Dean of Curriculum/Instruction</td>
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<tr>
<td>E4: Assistant Dean of Curriculum/Instruction</td>
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<tr>
<td>E4: Dean of Students</td>
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<tr>
<td>E4: Director of Student Services</td>
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<td>E4: Guidance Counselor</td>
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<td>E4: Social Worker</td>
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<tr>
<td>E4: IT Specialist</td>
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<tr>
<td>E6: Student Services Clerk</td>
</tr>
<tr>
<td>E7: Tutors</td>
</tr>
<tr>
<td>E7: School Nurse</td>
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<tr>
<td>E7: Parent/Family Outreach Coordinator</td>
</tr>
</tbody>
</table>
D. FACILITIES AND STUDENT TRANSPORTATION

The founding group of NHCS is working on an ideal solution to the issue of space. We are aware that NHCS must provide facilities and transportation that meet applicable state and federal requirements, are suited to its programs, and are sufficient to serve diverse student needs. We spent several days visiting potential sites for NHCS including an office building downtown and a building near the high school that was most recently used by two different schools. We are currently negotiating with both owners of the buildings to ensure the most favorable lease terms. Both building sites are located near to public transportation and meet all building codes required for schools. It is our intention to finalize the choice of building based upon the final lease agreements provided by each owner early in 2015, if not before. Neither building requires extensive renovations and both are available to rent starting in the late spring.

**Financing Plans and Proposed Budget for Facilities Lease:** The founding group is negotiating lease rates with both building sites proposed above that fall within the facilities allotment. Each site will grow with New Heights and all renovations, including local building requirements, will be included in the negotiated rate.

**Transportation:** We intend to work with the Brockton Public School District to provide busing services to our middle school students, in accordance with local laws governing public school transportation. Our high school students who live outside a two-mile radius of the school will be given bus passes. Those students who live within the two-mile radius will be required to transport themselves to school. Transportation to our college partners will be provided.

**Access to School Facility:** Students who are physically challenged will be transported in accordance with the standards set by Brockton Public Schools. Our proposed school sites include elevators as well as designated parking and meets all state and federal law.

E. SCHOOL FINANCES

(1) **Structure and Process, Fiscal Controls and Financial Management Policies:** The Board of Directors is responsible for the fiscal management of the school. Along with the Executive Director, the Board of Directors will develop an annual budget and the five-year plan. The Treasurer of the Board will chair the Finance Committee, which will include members with expertise in budget development, and finance. The Treasurer will report to the Board on budget and revenue expenditures at each Board meeting. The budget will be presented to the full Board for approval annually. The Finance Committee will review financial statements on a monthly basis, and the full Board will review quarterly statements. During the pre-operational year, the Executive Director and the Director of Operations will work with the Atlantis Charter School’s Finance Officer to develop a Policies and Procedures Manual that will cover financial management, processes of budgeting and reporting, transaction approval, purchasing, accounting, issuing checks, employees’ expenses, payroll and benefits, and inventory management. The manual will be presented to New Heights’ Board of Directors for approval.

- **Finance Tracking:** New Heights’ will track finances in our daily business operations in order to maintain needed cash flow through the following mechanisms.
- **Accounting System:** The Atlantis Charter School uses an approved accounting program to maintain its financial system. The New Heights Director of Operations will work closely with the Atlantis Charter School Finance Officer who will process payroll and accounts payable.
- **Accounts Payable and Receivable:** During the pre-operational period, the Executive Director and the Director of Operations will work closely with the Board of Directors and the Atlantis Charter School Finance Director to develop policies to approve payment of invoices and purchase orders.
• **Cash flow Management Plan:** During the pre-operational period, the Executive Director and the Director of Operations will work closely with the Board of Directors and the Atlantis Charter School Finance Director to develop a cash flow management plan.

**Contingency Planning for Potential Challenges in Cash Flow or Budget Shortfall:** The Founding Team is working with two potential banks to secure a line of credit in anticipation of cash flow contingencies.

(2) Operating Budget and Budget Narrative:

**Development of Budget and Cash Flow Projections:** The development of the NHCS budget was done in concert with our mentor school, Atlantis Charter School. Members of the founding group spent countless hours working alongside CFO Linda Celona to fine-tune our budget, returning to the larger founding group and founding board of trustees to discuss options and set projections. We discussed our per pupil rate with Hadley Cabral, at the DESE, as previously mentioned. We discussed our grant projections, our assumptions about in-kind or donor support, and our projected rates with charter school and traditional school leaders. We believe, after months working on this budget, that our projections are accurate and realistic. In as much as possible, we chose a conservative rate, for example lowering our Year 2 and Year 3 per pupil rate to reflect a possible adjustment in the students we serve, to ensure that we are not making assumptions that would leave us scrambling for resources.

**Cash Flow Projection, Budget, and Assumptions:** The attached 3-year budget and first year cash flow projection demonstrates NHCS conservative projections for operating the school, including all commitments outlined in this document such as the educational program, our anticipated student population of students with disabilities and English language learners, human resource and operations expenses, and the acquiring and repayment of potential debt. The budget narrative discusses and explains assumptions behind the projections made for the first year of operation.

**Financial Forecast – Pre-Operational And First Three Years:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Prior to Opening</th>
<th>Year 1 - FY2016</th>
<th>Year 2 – FY2017</th>
<th>Year 3- FY2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>REVENUE</td>
<td>$400,000</td>
<td>$4,533,082</td>
<td>$5,430,136</td>
<td>$6,571,622</td>
</tr>
<tr>
<td>EXPENSES</td>
<td>$400,000</td>
<td>$4,533,082</td>
<td>$5,430,136</td>
<td>$6,571,622</td>
</tr>
</tbody>
</table>

**Operating Budget and Narrative:** New Heights’ operating budget can be found in the Appendix.

**Major Assumptions:** All major assumptions for revenue and expenditures are outlined below.

- **Per Pupil Tuition:** FY16 ($3,935,295): $12,493 is based on FY15 Foundation Rate of Brockton plus $893

- **Facilities Rate:** FY17 ($4,932,060): $11,744 is a reduction of $750 from the prior year’s assumption based on the fact in Year 2 the Foundation Rate will be calculated using factors such as wage rate for each of the sending districts, also using the number of low income students, special education students, and ELL students reported to DESE by New Heights Charter School. Because of the uncertainty, the tuition rate was reduced to take these factors into consideration. Also, the tuition calculation is conservative and did not include the higher rate for high school students.

FY18 ($6,165,015): $11,744 is based on the same scenario as above for 525 students.

**A. Student Enrollment**

- FY16 (315):
  - Grade 6 105 Students
  - Grade 7 105 Students
  - Grade 8 105 Students

- FY17 (420):
  - Grade 6 105 Students
  - Grade 7 105 Students
  - Grade 8 105 Students
  - Grade 9 105 Students
• FY18 (525):
  o Grade 6 105 Students
  o Grade 7 105 Students
  o Grade 8 105 Students
  o Grade 9 105 Students
  o Grade 10 105 Students

B. Facility Size:
• FY16 (18,600 s.f.): We have identified two potential sites in Brockton. Both buildings are either fully or partially vacant. We were in the initial stages of negotiating a rate when it became public that we needed a waiver to continue in the application process. We can resume the discussion if and when we get our waiver. These are the terms we were offering. We receive $893.00 per student for our facilities rate. Since we will have 105 students per grade and we are opening with 3 grades, we will have $281,295 year 1 (July 2015-June 2016). This needs to include construction, heat, air conditioning, electricity, rent/lease, and daily maintenance. We estimate that we will need approximately 18,600 square feet, which will need to include a minimum of 14 classrooms and 6 offices.
• FY17 (25,004 s.f.): These are the terms we were offering. We receive $893.00 per student for our facilities rate. Since we will have 420 students in the school (105 students per grade with grades 6, 7,8, and 9), we will have $375,060 year 2 (July 2016-June 2017). This needs to include construction, heat, air conditioning, electricity, rent/lease, and daily maintenance. We estimate that we will need approximately 25,004 square feet, which will need to include a minimum of 20 classrooms and 8 offices.
• FY18 (31,255 s.f.): These are the terms we were offering. We receive $893.00 per student for our facilities rate. Since we will have 525 students in the school (105 students per grade with grades 6, 7,8, 9, and 10), we will have $468,825 year 3 (July 2017-June 2018). This needs to include construction, heat, air conditioning, electricity, rent/lease, and daily maintenance. We estimate that we will need approximately 25,004 square feet, which will need to include a minimum of 20 classrooms and 8 offices.
• Cost per square foot: We will offer an all-inclusive rate of $15 per square foot if and when we receive our requested waiver.
• Staff FTE: (1.0 FTE = 40 Hours)

E1. Administrative (Professional)
• FY16 (2.5):
  o 1.0 Executive Director
  o .25 Director of Finance/Operations
  o 1.0 IT Specialist
• FY17 (3.0):
  o 1.0 Executive Director
  o 1.0 Director of Finance/Operation
  o 1.0 IT Specialist
• FY18 (3.0):
  o 1.0 Executive Director
  o 1.0 Director of Finance/Operations
  o 1.0 IT Specialist

E2. Administrative (Support/Clerical)
• FY16 (0):
• FY17 (1):
  o 1.0 Executive Assistant
• FY18 (1):
  o 1.0 Executive Assistant

E3. Instructional Teachers
• FY16 (27.0):
  o 6.0 ELA Teachers
  o 6.0 Math Teachers
  o 3.0 Science Teachers
  o 3.0 Social Studies/History Teachers
  o 3.0 Electives
  o 4.0 Special Education Teachers
  o 2.0 ELL Teacher
• FY17 (36):
  o 8.0 ELA Teachers
  o 8.0 Math Teachers
  o 4.0 Science Teachers
  o 4.0 Social Studies/History Teachers
  o 4.0 Electives
  o 5.0 Special Education Teachers
  o 3.0 ELL Teacher
• FY18 (45):
  o 10.0 ELA Teachers
  o 10.0 Math Teachers
  o 5.0 Science Teachers
  o 5.0 Social Studies/History Teachers
  o 5.0 Electives
  o 6.0 Special Education Teachers
  o 4.0 ELL Teacher

E4. Instructional Other (Professional)
• FY16 (7.5):
  o 1.0 Head of School
  o 0.5 Dean of College Programs
  o 1.0 Director of Curriculum & Instruction
  o 1.0 Assistant Dean of Curriculum and Instruction – Humanities
  o 1.0 Dean of Student
  o 1.0 Dean of Student Services
  o 1.0 Special Education/ELL Advocate
  o 1.0 Social Worker
• FY17 (10):
  o 1.0 Head of School
  o 1.0 Dean of College Programs
  o 1.0 Dean of Curriculum and Instruction
  o 1.0 Assistant Dean of Curriculum and Instruction - Humanities
  o 1.0 Dean of Student
  o 1.0 Dean of Student Services
  o 1.0 Special Education/ELL Advocate
  o 2.0 Social Worker
  o 1.0 Guidance Counselor
• FY18 (10):
  o 1.0 Head of School
  o 1.0 Dean of College Programs
  o 1.0 Dean of Curriculum and Instruction
  o 1.0 Assistant Dean of Curriculum and Instruction – Humanities
  o 1.0 Dean of Student
  o 1.0 Dean of Student Services
1.0 Special Education/ELL Advocate
2.0 Social Workers
1.0 Guidance Counselor

E5. Instructional: Paraprofessionals/Tutors
- FY16 (3):
  3.0 Tutors
- FY17 (4):
  4.0 Tutors
- FY18 (5):
  5.0 Tutors

E6. Instructional Salaries: Support-Clerical
- FY16 (1):
  1.0 Clerk – Main Office
- FY17 (2):
  1.0 Clerk – Main Office
  1.0 Clerk – Student Service (SPED)
- FY18 (3):
  1.0 Clerk – Main Office
  1.0 Clerk – Student Service (SPED)
  1.0 Clerk – Head of School

E7. Other Student Services
- FY16 (1.5):
  0.5 Nurse
  1.0 Parent/Family Outreach Coordinator
- FY17 (3):
  1.0 Nurse
  1.0 Parent/Family Outreach Coordinator
  1.0 College Guide
- FY18 (4):
  1.0 Nurse
  1.0 Parent/Family Outreach Coordinator
  2.0 College Guide

E8. Operation and Maintenance of Plant
- FY16 (0.0):
- FY17 (0.0):
- FY18 (0.0):
- Total Staff FTE:
  FY16:
    42.3
  FY17:
    59.0
  FY18:
    71.0

Operating Revenues:
1. Tuition: The New Heights Finance Committee realizes that we are able to run and operate the school at 71% capacity if we don’t reach student enrolment figures. We will do this by reducing staffing and resources to meet the smaller financial demand, but the fidelity of the model will remain intact.
   - FY16: $12,493 x 315 students= $3,935,295
   - FY17: $11,744 x 420 students= $4,932,480
   - FY18: $11,744 x 525 students= $6,165,600
2. Grants: (State)
• FY16: $0
• FY17: $0
• FY18: $0

3. **Grants: (Federal):** Title I & II Grants: Based on 72% Free and 8.7% Reduced based on Brockton High School, assumed 50% of the enrollment would participate in breakfast and lunch; thus qualifying for Title I and Title II funding. These numbers are very conservative given that the student population hasn’t been identified yet.
  • FY16 ($71,823):
    o Title 1 ($413.61 x 158 students= $65,350)
    o Title II ($40.97 x 158 students= $6,473)
  • FY17 ($95,462):
    o Title 1 ($413.61 x 210 students= $86,858)
    o Title II ($40.97 x 210 students= $8,604)
  • FY18 ($119,554):
    o Title 1 ($413.61 x 263 students= $108,779)
    o Title II ($40.97 x 263 students= $10,775)

4. **Grants: (Private)**
  • FY16: $425,000
    The proposed Executive Director of New Heights, Omari Walker, has more than 14 years of fundraising experience and has raised more than 10 million dollars in his career to support his schools and programs. The goal for FY16 is to raise $250,000 in private funds with an additional sum of approximately $175,000 coming from the Charter School Program Grant (CSP) grant. In the event that the CSP funds are not awarded, an anonymous donor will donate the additional funds.
  • FY17: $252,000
    The goal for FY17 is to raise $127,000 in private funds with an additional sum of approximately $125,000 coming from the Charter School Program Grant (CSP) grant. In the event that the CSP funds are not awarded, an anonymous donor will donate the additional funds.
  • FY18: $161,000

5. **Nutrition:** Based on 72% Free and 8.7% Reduced based on Brockton High School, assumed 50% of the enrollment would participate in breakfast and lunch. These dollars do not include snack revenue.
  • FY16 $75,964
  • FY17 $100,194
  • FY18 $125,468

6. **Program Fees:**
  • FY16: $0
  • FY17: $0
  • FY18: $0

7. **Contributions In-Kind:**
  • FY15 ($400,000):
    o Resiliency Foundation (staff salaries, benefits, taxes, and operating expenses.
  • FY16 ($25,000):
    o Resiliency Foundation staff will assume fundraising responsibilities for New Heights and will solicit used furniture from local colleges.
  • FY17 ($50,000):
    o Resiliency Foundation staff will assume fundraising responsibilities for New Heights and will solicit used furniture from local colleges
  • FY18 ($0):

8. **Contributions In-Cash:** These funds are assumed under the fundraising line items.
  • FY16: $0
  • FY17: $0
9. **Investment Income**: Investment income is not assumed in the budget.
   - FY16: $0
   - FY17: $0
   - FY18: $0

10. **Transportation Reimbursement**: Transportation reimbursement is not assumed in the budget.
    Brockton Public Schools will be expected to transport New Heights' students to and from school.
    - FY16: $0
    - FY17: $0
    - FY18: $0

11. **Other**: No other Operating Revenues are assumed in the budget.
    - FY16: $0
    - FY17: $0
    - FY18: $0

12. Other: No other Operating Revenues are assumed in the budget.
    - FY16: $0
    - FY17: $0
    - FY18: $0

**Total Operating Revenues:**
- FY15: $400,000
- FY16: $4,533,082
- FY17: $5,430,136
- FY18: $6,571,622

**Operating Expenditures**: An outline of all operating expenditures is provided below.

**Administration**
13. **Salaries-Administrative (Professional)**
    - FY16 (3):
      - 1.0 Executive Director ($130,000)
      - 0.25 Director of Finance/Operations ($20,000)
      - 1.0 IT Specialist ($45,000)
      - Sub-Total: $195,000
    - FY17 (6.5):
      - 1.0 Executive Director ($133,900)
      - 1.0 Director of Finance/Operations ($80,600)
      - 0.5 IT Specialist ($46,350)
      - Sub-Total: $260,850
    - FY18 (3):
      - 1.0 Executive Director ($137,917)
      - 1.0 Director of Finance/Operations ($83,018)
      - 1.0 IT Specialist ($47,741)
      - Sub-Total: $268,679

14. **Salaries-Administrative (Support/Clerical)**
    - FY16 (0):
    - FY17 (1):
      - 1.0 Executive Assistant ($45,000)
      - Sub-Total: $45,000
    - FY18 (3):
      - 1.0 Executive Assistant ($46,350)
      - Sub-Total: $46,350

15. **Accounting-Audit**: Accounting fees will cost between $15,000 and $20,000 annually.
    - FY16: $20,000
• FY17: $20,000
• FY18: $20,000

16. Legal: Some legal counsel will be in-kind. The Board of Trustees will decide on the level of coverage and service each year. We are assuming that the cost will be $21,000 annually based on our conversation with other charter schools
• FY16: $21,000
• FY17: $21,000
• FY18: $21,000

17. Payroll: We intend to use the same payroll process as the Atlantis Charter School. The following is an actual representation of their projected expenses based on our staff enrolment.
• FY16: $11,600
• FY17: $13,000
• FY18: $16,000

18. Other Professional Services
• FY16: $0
• FY17: $0
• FY18: $0

19. Information Management and Technology
• FY16: $131,000. These funds will be used to develop an IT infrastructure system (server, phones and computer network, tablets for administrators, etc.), web development, and Student Information System.
• FY17: $60,000
• FY18: $60,000

20. Office Supplies and Materials
• FY16: $30,000. These funds will be used to purchase pens, pencils, notebooks, binders, copy paper, flip chart paper, markers, erasers, etc.
• FY17: $40,000
• FY18: $45,000

21. Professional Development for Administration and the Board
• FY16: $20,000. These funds will be used to support a one-day retreat with the Board of Directors and to hire a Board Consultant who will work closely with the Executive Director and Board Chair to develop protocol for the meetings. Additional funding will be used to hire a consultant to provide ongoing coaching/mentoring for the Executive Director and Board Chair.
• FY17: $20,000
• FY18: $20,000

22. Dues, Licenses, and Subscriptions
• FY16: $30,000. These funds will be used to cover license fees for technology such as College Snaps App, Microsoft Office, etc.
• FY17: $35,000
• FY18: $40,000

23. Fundraising
• FY16: $10,000. These funds will be used to cover the upfront expenses associated with fundraising events such as golf tournaments, social/informal gatherings, or formal dinners to host donors and/or community stakeholders. The Resiliency Foundation will handle the bulk of organizing events and writing grants. The Foundation will provide these services in-kind.
• FY17: $10,000
• FY18: $10,000

24. Recruitment and Advertising
• FY16: $7,200. These funds will support staff and student recruitment.
• FY17: $8,500
25. **Travel Expense for Staff/Board**
   - FY16: $10,000. These funds will be used to cover travel expenses associated with meetings and conferences for Board members and School Administrators.
   - FY17: $10,000
   - FY18: $10,000

26. **Bank Charges**
   - FY16: $0. We do not anticipate any bank charges.
   - FY17: $0
   - FY18: $0

27. **Purchased Management Services**
   - FY16: $100,000. These funds will be used to purchase Business Operation and Human Resource services from Atlantis Charter School. These services are further explained in the attached MOU between New Heights Charter School and Atlantis Charter School. We will hire a part-time Director of Operations in year one, but the role will expand to a full-time position in year two. In year four, New Heights will assume all Business Operations and Human Resources responsibilities for the school.
   - FY17: $50,000
   - FY18: $50,000

28. **Other: Furniture/Equipment/Renovation**
   - FY16: $190,000. The funds will be used to purchase new and refurbished desks, tables, chairs, and other classroom furniture and equipment for the entire school.
   - FY17: $60,000
   - FY18: $60,000

29. **Other: Insurance/Miscellaneous**
   - FY16: $0
   - FY17: $0
   - FY18: $0

30. **Subtotal**
   - FY15: $400,000
   - FY16: $775,800
   - FY17: $653,350
   - FY18: $677,029

**Instructional Services**

32. **Salaries-Teachers:** Assumes an average salary of $45,000. Cost of living increases of 3% in subsequent years.
   - FY16 (27):
     o 23.0 General Education Teachers ($1,035,000)
     o 4.0 Special Education Teachers ($180,000)
     o Sub-Total: $1,215,000
   - FY17 (36):
     o 31.0 General Education Teachers ($1,426,050)
     o 5.0 Special Education Teachers ($230,400)
     o Sub-Total: $1,656,450
   - FY18 (45):
     o 39.0 General Education Teachers ($1,828,831)
     o 6.0 Special Education Teachers ($282,312)
     o Sub-Total: $2,111,143

33. **Salaries-Other (Professional)**
   - FY16 (7.5):
- 1.0 Head of School ($120,000)
- 0.5 Dean of College Programs ($40,000)
- 1.0 Director of Curriculum & Instruction ($110,000)
- 1.0 Assistant Dean of Curriculum and Instruction – Humanities ($70,000)
- 1.0 Dean of Student ($70,000)
- 1.0 Dean of Student Services ($70,000)
- 1.0 ELL Liaison ($55,000)
- 1.0 Social Worker ($50,000)
  
  Sub-Total: **$585,000**

- **FY17 (10):**
  
  - 1.0 Head of School ($123,600)
  - 1.0 Dean of College Programs ($82,400)
  - 1.0 Dean of Curriculum and Instruction ($113,300)
  - 1.0 Assistant Dean of Curriculum and Instruction – Humanities ($72,100)
  - 1.0 Dean of Student ($72,100)
  - 1.0 Dean of Student Services ($72,100)
  - 1.0 ELL Liaison ($56,650)
  - 2.0 Social Worker ($101,500)
  - 1.0 Guidance Counselor ($55,000)
  
  Sub-Total: **$748,750**

- **FY18 (10):**
  
  - 1.0 Head of School ($127,308)
  - 1.0 Dean of College Programs ($84,872)
  - 1.0 Dean of Curriculum and Instruction ($116,699)
  - 1.0 Assistant Dean of Curriculum and Instruction – Humanities ($74,263)
  - 1.0 Dean of Student ($74,263)
  - 1.0 Dean of Student Services ($74,263)
  - 1.0 ELL Liaison ($58,350)
  - 2.0 Social Workers ($104,545)
  - 1.0 Guidance Counselor ($56,650)
  
  Sub-Total: **$771,213**

34. **Salaries-Paraprofessionals/Tutors**

- **FY16 (3):**
  
  - 3.0 Tutors ($75,000)
  
  Sub-Total: **$75,000**

- **FY17 (4):**
  
  - 4.0 Tutors ($102,250)
  
  Sub-Total: **$102,250**

- **FY18 (5):**
  
  - 5.0 Tutors ($130,318)
  
  Sub-Total: **$130,318**

35. **Salaries-Support/Clerical**

- **FY16 (1):**
  
  - 1.0 Clerk – Main Office ($30,000)
  
  Sub-Total: **$30,000**

- **FY17 (2):**
  
  - 1.0 Clerk – Main Office ($30,900)
  - 1.0 Clerk – Student Service (SPED)($30,000)
  
  Sub-Total: **$60,900**

- **FY18 (3):**
  
  - 1.0 Clerk – Main Office ($31,827)
1. 0 Clerk – Student Service (SPED) ($30,900)
1. 0 Clerk – Head of School (30,000)
Sub-Total: $92,727

36. Contracted Services, Instructional
   • FY16: $60,000. These funds will be used to provide services to our students that we do not have available through our staffing. These services include occupational therapy, physical therapy, and access to psychologist, speech therapist, reading specialists, and any additional services required to serve our students.
   • FY17: $65,000
   • FY18: $70,000

37. Instructional Technology in Classroom
   • FY16: $160,000. These funds will be used to purchase tablets or chrome books, computers for teachers, and a laptop cart for the school. We are working closely with staff from Microsoft to receive in-kind or reduced-priced products.
   • FY17: $60,000
   • FY18: $60,000

38. Instructional Supplies and Materials
   • FY16: $260,000. These funds will be used to purchase online books, textbooks, and supplies and materials identified by teachers.
   • FY17: $100,000
   • FY18: $100,000

39. Testing and Assessment
   • FY16: $75,000. These funds will be used to purchase pre- and post-reading and math assessments for all students. In addition, the Director of Student Services will use a portion of these funds to purchase Special Education assessments for students on IEPs.
   • FY17: $90,000
   • FY18: $100,000

40. Professional Development, Instructional
   • FY16: $30,000. These funds will be used to cover expenses associated with the 8-day summer conference with New Heights’ staff. The event will take place offsite at a New England Conference Center, and funding will support lodging, food, travel, and facilitation for staff.
   • FY17: $30,000
   • FY18: $30,000

41. Dues, Licenses, and Subscriptions
   • FY16: $15,000. These funds will be used to cover license fees for electronic textbooks.
   • FY17: $17,000
   • FY18: $20,000

42. Staff Stipends in Addition to Base Salary
   • FY16: $75,000. These funds will be used to cover teacher stipends for after-school, Saturday School, and summer school programming. All teachers will receive a stipend of $25/hr. for the hours outside of their contracted time.
   • FY17: $95,000
   • FY18: $115,000

43. Purchased Management Services:
   • FY16: $0
   • FY17: $0
   • FY18: $0.

44. Other:
   • FY16: $0
   • FY17: $0
• FY18: $65,000. These funds will support four cohorts of 10th grade students to take two college courses. We estimate that each college class will cost $5,000 totaling $40,000. In addition, we estimate that books will cost $125 per student and that 100 students will be enrolled in the classes totaling $25,000.

45. Other:
• FY16: $0
• FY17: $0
• FY18: $0

46. Subtotal:
• FY16: $2,580,000
• FY17: $3,025,350
• FY18: $3,665,401

Other Student Services

47. Salaries-Other Student Services
• FY16 (1.5):
  o 0.5 Nurse ($25,000)
  o Parent/Family Outreach Coordinator ($30,000)
  o Sub-Total: $55,000
• FY17 (3):
  o 1.0 Nurse ($50,750)
  o 1.0 Parent/Family Outreach Coordinator ($30,900)
  o 1.0 College Guide ($30,000)
  o Sub-Total: $111,650
• FY18 (3):
  o 1.0 Nurse ($52,272.50)
  o 1.0 Parent/Family Outreach Coordinator ($31,827)
  o 2.0 College Guide ($60,900)
  o Sub-Total: $144,999.50

48. Health Services
• FY16: $20,000. These funds will be used to pay co-payments and medical fees for families who need to seek medical or psychological treatment for their child and cannot afford the surcharges or small bills. A policy will be developed by the Board for issuing funds to pay student medical charges.
• FY17: $30,000
• FY18: $40,000.

49. Student Transportation
• FY16: $0
Brockton Public Schools will be responsible to transporting all New Heights students to and from school.
• FY17: $0
• FY18: $0

50. Food Services
• FY16: $84,885. We estimated that our actual Food Services costs would be $74,885. Since very few charter schools are able to reach their goal of a net zero expenditure, we have factored in an additional $10,000.
• FY17: $110,194
• FY18: $135,468

51. Athletic Services
• FY16: $20,000. We will use these funds to purchase basketball, soccer, field hockey, table tennis, and volleyball equipment to support our after-school athletic program. Our goal is to have a full athletic program with multiple sports teams by FY18.
• FY17: $25,000
• FY18: $30,000

52. **Purchased Management Services:**
   • FY16: $0
   • FY17: $0
   • FY18: $0

53. **Other:**
   • FY16: $0
   • FY17: $0
   • FY18: $0

54. **Other:**
   • FY16: $0
   • FY17: $0
   • FY18: $0

55. **Subtotal:**
   • FY16: $179,885
   • FY17: $276,844
   • FY18: $350,468

**Operations and Maintenance of Plant**

57. **Utilities:** Utility charges will be built into the lease.
   • FY16: $0
   • FY17: $0
   • FY18: $0

58. **Maintenance of Buildings and Grounds:** Utility charges will be built into the lease.
   • FY16: $0
   • FY17: $0
   • FY18: $0

59. **Maintenance of Equipment:** All equipment expenses will be built into the lease.
   • FY16: $0
   • FY17: $0
   • FY18: $0

60. **Rent/Lease of Buildings and Grounds:** As stated in the Facility Size line item narrative, we have two potential sites that would consider leasing us a building for the per pupil facilities rate of $893 per person.
   • FY16: $281,295
   • FY17: $375,060
   • FY18: $468,825

65. **Purchase Management Services:** All management services will be included in the lease.
   • FY16: $0
   • FY17: $0
   • FY18: $0

66. **Other:**
   • FY16: $0
   • FY17: $0
   • FY18: $0

67. **Other:**
   • FY16: $0
   • FY17: $0
   • FY18: $0

68. **Subtotal:**
• FY16: $281,295
• FY17: $375,060
• FY18: $468,825

Fixed Charges

69. Payroll Taxes: Payroll taxes calculated using Federal and State statutory percentages - 7.5% for FICA and Medicare; 0.70 for State Unemployment Insurance and 0.005 for MAHI.
   69. FY16: $70,308
   70. FY17: $102,892
   71. FY18: $123,938

70. Fringe Benefits: New Heights is splitting the cost of healthcare with employees 70/30.
   72. FY16: $645,628
   73. FY17: $995,695
   74. FY18: $1,285,377

71. Insurance (non-employee)
   • FY16: $0
   • FY17: $0
   • FY18: $0

72. Purchased Management Services
   • FY16: $0
   • FY17: $0
   • FY18: $0

73. Other:
   • FY16: $0
   • FY17: $0
   • FY18: $0

74. Other:
   • FY16: $0
   • FY17: $0
   • FY18: $0

75. Subtotal:
   • FY16: $715,936
   • FY17: $1,098,587
   • FY18: $1,409,315

Community Service:

76. Dissemination Activities: These expenses are built into our after-school enrichment
   • FY16: $0
   • FY17: $0
   • FY18: $0

77. Civic Activities:
   • FY16: $0
   • FY17: $0
   • FY18: $0

78. Subtotals:
   • FY16: $0
   • FY17: $0
   • FY18: $0

79. Contingency Funds:
   • FY16: $0
   • FY17: $0
   • FY18: $0
**College Finances Structure:** NHCS requires students remain in high school for a fifth year. As such, NHCS requires a fifth year of funding to continue to educate NHCS’ students through graduation. NHCS’ students will need five years to graduate rather than the traditional four-year requirement. This finance structure is based on a college partnership model, where NHCS would “purchase” college courses at the rate of $5000 per course. Since the school is serving sixth, seventh, and eighth grade students, we have two years to develop a partnership. In the event that no agreement with a two-year college can be struck between the submission of this application and the spring of 2017, we will restructure this financial model to pay for the individual tuition for each student to attend community colleges as non-degree seekers (See Appendix for College Finance Structure).

**Impact of the CSP Funding:** The Founding Members never factored CSP funds into the budgetary plan. The Resiliency Foundation will cover all pre-operational funds as an in-kind expense. The Board of the Resiliency Foundation acknowledges that although the potential loss of the CSP funds may present a financial burden to the Resiliency Foundation, the Foundation will continue to fund the salaries of the Executive Director (Omari Walker), Head of School (Janice Manning), and Director of College Access (Jessica Geier) until June 30, 2015 or until CSP funding is made available.

**Sufficient Funds to Cover All Anticipated Expenses:** The founding group is negotiating two separate lines of credit from two banks that will ensure that we have sufficient funds to cover all anticipated expenses including start-up costs and school operation.

**Fundraising Plan:** In order to reach our ambitious goals for NHCS, the founding group, led by our Executive Director, plans to raise an additional $425,000. We currently have a private donor who has agreed to provide the school with $175,000 in the event that no CSP funding is made available. In the event that CSP funding is available, that donor will redact their gift for a later date and the CSP funds will be used to cover any remaining pre-operational costs. We are already working with a number of organizations in a “pre-operational capital campaign” with several organizations already promising support when we are chartered. The Executive Director, with the support of the Board of Trustees, anticipates raising additional funds beyond tuition, federal grants, facilities allocation, in-kind contributions, and nutrition reimbursement.

**F. ACTION PLAN**

<table>
<thead>
<tr>
<th>Action Items</th>
<th>Start Date</th>
<th>Completion Date</th>
<th>Point Person (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Governance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete board recruitment so that minimum membership requirements (as defined by the bylaws) are met.</td>
<td>November 1, 2014</td>
<td>March 15, 2015 (or 30 days after approved charter)</td>
<td>Founding Team</td>
</tr>
<tr>
<td>Submit an original financial disclosure form (for the previous calendar year) for each of the board of trustee members to the CSO.</td>
<td></td>
<td>March 15, 2015 (or 30 days after approved charter)</td>
<td>Founding Team</td>
</tr>
<tr>
<td>Submit a letter requesting approval of any new member of the board of trustees who were not included in the charter application to the CSO.</td>
<td></td>
<td>March 15, 2015 (or 30 days after approved charter)</td>
<td>Founding Team</td>
</tr>
<tr>
<td>Submit Board Approved Bylaws to the CSO.</td>
<td></td>
<td>March 15, 2015 (or 30 days after approved charter)</td>
<td>Founding Team</td>
</tr>
<tr>
<td>Submit Board Approved complaint procedure to the CSO.</td>
<td></td>
<td>March 15, 2015 (or 30 days after approved charter)</td>
<td>Founding Team</td>
</tr>
<tr>
<td>Submit Board Approved Organizational Chart to the CSO.</td>
<td></td>
<td>March 15, 2015 (or 30 days after approved charter)</td>
<td>Founding Team</td>
</tr>
<tr>
<td><strong>Enrollment and Admission</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit Board Approved Enrollment Policy &amp;</td>
<td>April 15, 2015</td>
<td></td>
<td>Executive</td>
</tr>
<tr>
<td>Application to the CSO.</td>
<td></td>
<td></td>
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<tr>
<td>-------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create Recruitment Materials.</td>
<td>November 1, 2014</td>
<td>March 15, 2015 (or 30 days after approved charter)</td>
<td>Director (ED)/Blue-print Schools Network (BSN)</td>
</tr>
<tr>
<td>Conduct Student/Family Outreach &amp; Information Sessions.</td>
<td>February 15, 2015</td>
<td>March 15, 2015 (or 30 days after approved charter)</td>
<td>Founding Team</td>
</tr>
<tr>
<td>Hold Enrollment Lottery and Notify Families of Results.</td>
<td>March 15, 2015 (or 30 days after approved charter)</td>
<td>Founding Team</td>
<td></td>
</tr>
<tr>
<td>Submit pre-enrollment report to the CSO.</td>
<td>March 15, 2015 (or 30 days after approved charter)</td>
<td>ED</td>
<td></td>
</tr>
<tr>
<td>Submit Board Approved Recruitment and Retention plan.</td>
<td>April 15, 2015</td>
<td>ED</td>
<td></td>
</tr>
<tr>
<td>Prepare projected enrollment data for the upcoming school year for low income, special education, and limited English proficient students.</td>
<td>March 30, 2015</td>
<td>May 1, 2015</td>
<td>ED</td>
</tr>
<tr>
<td>Request Student Records.</td>
<td>March 30, 2015</td>
<td>ED</td>
<td></td>
</tr>
<tr>
<td>Conduct Diagnostic/Placement Testing.</td>
<td>August 13 &amp; 14, 2015</td>
<td>New Heights Staff</td>
<td></td>
</tr>
<tr>
<td>Conduct Student &amp; Family Orientation.</td>
<td>August 13 &amp; 14, 2015</td>
<td>New Heights Staff</td>
<td></td>
</tr>
</tbody>
</table>

### School Policies and Practices

<table>
<thead>
<tr>
<th>Establish Student Information Database</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procure non-instructional supplies, furniture, equipment &amp; materials.</td>
</tr>
<tr>
<td>Submit Board Approved annual school calendar, sample student schedules, and complete student learning worksheet to the CSO.</td>
</tr>
<tr>
<td>Submit Board Approved Code of Conduct to the CSO (including Bullying Prevention and Intervention Plan).</td>
</tr>
<tr>
<td>Submit Contact Information for School to the CSO.</td>
</tr>
<tr>
<td>Submit School Health and Medications Administration Plan to the CSO.</td>
</tr>
<tr>
<td>Submit Nutrition Services Plan to the CSO.</td>
</tr>
<tr>
<td>Submit Wellness Policy to the CSO.</td>
</tr>
</tbody>
</table>

### Staff Recruitment, Evaluation & Professional Development

<p>| Develop job descriptions and postings. | December 1, 2014 | February 1, 2015 | Founding Team |
| Recruit and hire teachers who are highly qualified, including special education and teachers of English language learners (ELLs). | February 15, 2015 | July 15, 2015 | Founding Team |
| Recruit and hire qualified paraprofessionals | February 15, 2015 | July 15, 2015 | Founding Team |
| Maintain copies of professional credentials for all staff including: transcripts, current resume, state and/or professional licenses, and evidence of having taken and passed any MTEL exams. Determine if any teachers will need to complete additional federal and or state qualification requirements. | July 15, 2015 | ED |</p>
<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit a signed letter of agreement between special education administrator and the school to the CSO.</td>
<td>July 15, 2015</td>
<td>ED</td>
</tr>
<tr>
<td>Submit a signed letter of agreement between ELL/ESL teacher and the school to the CSO.</td>
<td>July 15, 2015</td>
<td>ED</td>
</tr>
<tr>
<td>Submit a summary of staff’s qualifications to the CSO.</td>
<td>July 15, 2015</td>
<td>ED</td>
</tr>
<tr>
<td>Recruit a local physician to meet the state school health requirements as the school physician/medical consultant and submit a letter of agreement as evidence of the relationship to the CSO.</td>
<td>July 15, 2015</td>
<td>ED</td>
</tr>
<tr>
<td>Recruit and hire a licensed school nurse and submit a letter of agreement as evidence of the relationship to the CSO.</td>
<td>July 15, 2015</td>
<td>ED</td>
</tr>
<tr>
<td>Obtain access to CORI &amp; Submit a Board Approved CORI Policy to the CSO.</td>
<td>May 30, 2015</td>
<td>ED</td>
</tr>
<tr>
<td>Conduct CORI checks on all school staff and volunteers.</td>
<td>August 1, 2015</td>
<td>ED</td>
</tr>
<tr>
<td>Submit CORI Assurances for all employees to the CSO.</td>
<td>August 1, 2015</td>
<td>ED</td>
</tr>
<tr>
<td>Submit performance evaluation criteria and evaluation plan for the school leader, administrators, teachers, and non-instructional staff to the CSO.</td>
<td>May 30, 2015</td>
<td>Founding Team</td>
</tr>
<tr>
<td>Submit professional development plans for school administrators and teachers to the CSO.</td>
<td>May 30, 2015</td>
<td>Founding Team</td>
</tr>
<tr>
<td>Contact the MTRS Employer Services prior to July 1 to determine employee eligibility as well as initiate the process for making contributions.</td>
<td>June 28, 2015</td>
<td>Founding Team</td>
</tr>
<tr>
<td>Submit, to the CSO, a payroll summary statement as evidence of MTRS contributions after the first payroll for eligible employees.</td>
<td>September 15, 2015</td>
<td>Founding Team</td>
</tr>
</tbody>
</table>

**Education Program & Curriculum**

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop curriculum.</td>
<td>February 15, 2015</td>
<td>Head of School</td>
</tr>
<tr>
<td>Order instruction materials, supplies, &amp; equipment.</td>
<td>March 1, 2015</td>
<td>Head of School Dir. Operations</td>
</tr>
<tr>
<td>Develop &amp; submit District Curriculum Accommodations Plan to the CSO.</td>
<td>June 28, 2015</td>
<td>Dir. Student Support Services</td>
</tr>
<tr>
<td>Develop and submit Policies and Procedures for an English Language Education to the CSO.</td>
<td>June 28, 2015</td>
<td>Dir. Student Support Services</td>
</tr>
<tr>
<td>Submit the original Completed Program Plan with signatures of Special Education Administrator, Charter School Leader, &amp; Chairperson of the Board of Trustees to the CSO.</td>
<td>July 15, 2015</td>
<td>Dir. Student Support Services</td>
</tr>
</tbody>
</table>

**Financial Systems**

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit a W-9 form; a Terms and Conditions form; an EFT form; a Standard Contract Form and a Contractor Authorized Signatory Listing to ESE’s Grants Management Unit.</td>
<td>March 15, 2015 (or 30 days after approved charter)</td>
<td>Founding Team</td>
</tr>
<tr>
<td>Ensure Procurement Officer participates in Massachusetts Certified Public Purchasing Official Program.</td>
<td>June 28, 2015</td>
<td>Founding Team</td>
</tr>
<tr>
<td>Submit the school’s Board of Trustees approved fiscal policies and procedures to the CSO.</td>
<td>June 28, 2015</td>
<td>ED</td>
</tr>
<tr>
<td>Task</td>
<td>Due Date</td>
<td>Responsible Party</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
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<td>------------------</td>
</tr>
<tr>
<td>Update and revise budget summaries for the first three years after chartering as well as create a detailed cash flow projection for the first year of operation.</td>
<td>June 28, 2015</td>
<td>ED</td>
</tr>
<tr>
<td>Submit the school’s Board Approved revised budgets and the cash flow projection for the first year of operation to the CSO.</td>
<td>June 28, 2015</td>
<td>ED</td>
</tr>
<tr>
<td>Submit evidence of insurance coverage to the CSO.</td>
<td>June 28, 2015</td>
<td>ED</td>
</tr>
<tr>
<td>Review the various options for an audit or financial review of the school’s first fiscal year (planning period).</td>
<td>October 31, 2015</td>
<td>ED</td>
</tr>
<tr>
<td>Engage an Independent Auditor.</td>
<td>November 1, 2015</td>
<td>Board of Trustees</td>
</tr>
<tr>
<td><strong>Transportation Program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit the Transportation Services Plan to the CSO.</td>
<td>August 1, 2015</td>
<td>ED</td>
</tr>
<tr>
<td><strong>Nutritional Services Program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit a signed letter from the Board Chair stating whether the school will participate in the NSLP.</td>
<td>June 28, 2015</td>
<td>ED</td>
</tr>
<tr>
<td>Contract with Food Service Provider.</td>
<td>May 1, 2015</td>
<td>August 1, 2015</td>
</tr>
<tr>
<td><strong>School Facility and Building Safety</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Update official contact information for school profile listing on ESE website (school leader, address, phone number, email, and website) via the security web portal.</td>
<td>August 1, 2015</td>
<td>Dir. of Operations</td>
</tr>
<tr>
<td>Submit a copy of a signed lease or purchase and sales agreement to the CSO.</td>
<td>August 1, 2015</td>
<td>Dir. of Operations</td>
</tr>
<tr>
<td>Conduct an assessment of the programmatic accessibility of the school to handicapped persons.</td>
<td>August 1, 2015</td>
<td>Dir. of Operations</td>
</tr>
<tr>
<td>Submit signed letter from Board Chair or their designee that the facility selected for the school is programatically accessible to physically handicapped individuals.</td>
<td>August 1, 2015</td>
<td>Dir. of Operations</td>
</tr>
<tr>
<td>Submit a proposed Multi-Hazard Evacuation Plan to the CSO.</td>
<td>August 1, 2015</td>
<td>Dir. of Operations</td>
</tr>
<tr>
<td>Submit a proposed Medical Emergency Response Plan to the CSO.</td>
<td>August 1, 2015</td>
<td>Dir. of Operations</td>
</tr>
<tr>
<td>Initiate contact with the Inspectional Services Department of the municipality in which the school facility will be located as soon as possible to discuss their inspectional process and arrange for the necessary inspections.</td>
<td>August 1, 2015</td>
<td>Dir. of Operations</td>
</tr>
<tr>
<td>Contact the Department of Labor Standards to identify a licensed Asbestos inspector and a licensed Lead inspector, if necessary, to provide inspectional services. Management plans may be required.</td>
<td>August 1, 2015</td>
<td>Dir. of Operations</td>
</tr>
<tr>
<td>Submit current Certificate of Occupancy to the CSO.</td>
<td>August 1, 2015</td>
<td>Dir. of Operations</td>
</tr>
<tr>
<td>Submit current Fire Inspection Certificate to the CSO.</td>
<td>August 1, 2015</td>
<td>Dir. of Operations</td>
</tr>
<tr>
<td>Submit current Building Safety Inspection Certificate to the CSO.</td>
<td>August 1, 2015</td>
<td>Dir. of Operations</td>
</tr>
<tr>
<td>Submit current Flammable Compounds and Liquids Certificate to the CSO, if applicable.</td>
<td>August 1, 2015</td>
<td>Dir. of Operations</td>
</tr>
<tr>
<td>Submit current Health Inspection and/or Health Permit to the CSO.</td>
<td>August 1, 2015</td>
<td>Dir. of Operations</td>
</tr>
<tr>
<td>Submit current Asbestos Inspection Report and</td>
<td>August 1, 2015</td>
<td>Dir. of</td>
</tr>
<tr>
<td>Management Plan to the CSO.</td>
<td></td>
<td>Operations</td>
</tr>
<tr>
<td>----------------------------</td>
<td>------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Submit current Lead Paint Assessment Report to the CSO, if applicable.</td>
<td>August 1, 2015</td>
<td>Dir. of Operations</td>
</tr>
<tr>
<td>Secure Custodial Services.</td>
<td>May 1, 2015</td>
<td>August 1, 2015</td>
</tr>
</tbody>
</table>

**Accountability Plan**

| Submit a draft Accountability Plan to the CSO. | June 1, 2015 | Founding Team    |
| Submit Board Approved Accountability Plan to the CSO. | August 1, 2015 | 2015             |
**IV. Required Attachments – Final Application**

Limited to 40 pages

All attachments should be sequentially numbered and clearly referred to in the text. The choice of non-required attachments is up to the applicant group, though attachments should be used to provide additional evidence, support a particular aspect of the application, or lend insight into the applicant group.

**Required and counted toward 40-page maximum:**

- **Draft Bylaws** (use Bylaws Checklist).
- **Draft Recruitment and Retention Plan** (use Recruitment and Retention Plan Template).
- **Draft Enrollment Policy** (use Enrollment Policy Checklist).
- **Draft School Calendar**.
- **Draft Organizational Chart**.
- **Operating Budget**: Projected Revenues and Expenditures, and Cash Flow Projection. (use electronic budget template, available at [http://www.doe.mass.edu/charter/new/?section=app](http://www.doe.mass.edu/charter/new/?section=app).)
A. BYLAWS

BYLAWS OF THE NEW HEIGHTS CHARTER SCHOOL OF BROCKTON

ARTICLE I

The School

NAME

New Heights Charter School of Brockton (“New Heights”)

LOCATION:

The Head of School location of the New Heights has yet to be determined. The Board of Trustees will locate the school in Brockton, Massachusetts in compliance with 603 C.M.R. 1.11(i)(e).

MISSION:

We aspire to cultivate confident, considerate, and responsible citizen scholars from underserved neighborhoods through innovative programming, community partnerships and rigorous academic and social preparation.

In addition, New Heights shall carry out such duties and activities as are consistent with any and all applicable statutes and regulations.

FISCAL YEAR:

The fiscal year of the school begins on July 1 each year and ends on June 30 of the following year.

SEAL:

The common seal is, and until otherwise ordered and directed by the Board of Trustees shall be, an impression upon paper bearing the name of the School, the date “2013” and such other device or inscription as the Board of Trustees may determine.

LEGAL REFERENCE:

For purposes of these By-Laws, each reference to a specific statute or regulation shall be deemed to refer to the relevant statute or regulation as amended from time to time and any successor statute or regulation.

WAIVER OF REGULATIONS:

If the Board of Education shall grant a waiver of any regulations applicable to the School, then the Board of Trustees may waive any similar or related provision of these By-Laws so as to permit the School to take such action or actions, or omit to take such action or actions, as such waiver shall permit.

PURPOSE:

The New Heights Charter School of Brockton is organized under the provisions of Massachusetts General Laws, Chapter 71, Section 89 to be an independent school that will offer Brockton students in grades 7-13 a rigorous, college success program of excellence.

ARTICLE II

TAX EXEMPT STATUS

Section 2.1 Non-profit Status: Under the terms of its charter, the School operates as a public entity and is not organized as a non-profit entity under state law. The School may not carry on any activities not permitted to be carried on (a) by an organization exempt from federal income tax under Section 501(c)(3)
of the Internal Revenue Code, or corresponding sections of any future federal tax code, or (b) by an organization contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or corresponding sections of any future federal tax code; or (c) by its charter as set forth in Section 1.1.

Section 2.2  No Private Inurement. Pursuant to state law and the terms of its charter, and as set forth in Section 6.2, no part of the net earnings of the School shall inure to the benefit of, or be distributable to its members, Directors, officers or other private persons, except that the School is authorized and empowered to pay reasonable compensation for services rendered as set forth in Section 5.1 and as permitted by law and to make payments in furtherance of its educational purpose.

Section 2.3  No Political Activity. As required by state law, no substantial part of the activities of the School shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the School shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

Section 2.4  Distribution of School’s Property Upon Dissolution. Upon the dissolution of the School’s charter, its assets shall be distributed in accordance with the Code of Massachusetts Regulations, 603 CMR 1.13(8), as it may be amended from time to time, which requires that “title to all property shall immediately vest in the Commonwealth, subject to the rights of any secured party holding a perfected security interest in the property of such charter school.” The Commonwealth uses its assets for public purposes.

ARTICLE III

Board of Trustees

SECTION 3.1: The Board of Trustees (heretofore, "Board") of the New Heights Charter School of Brockton holds the charter granted by the Commonwealth of Massachusetts.

SECTION 3.2: Board shall consist of at least six (7) Trustees and no more than twelve (12) Trustees.

SECTION 3.3: Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board. The Board of Trustees may not discriminate against potential members on the basis of age, sex, sexual orientation, race, national origin, ancestry, religion, marital status, or non-disqualifying handicap or mental condition.

SECTION 3.4: The Board of Trustees shall form a Nomination Committee to present a slate of potential Trustees for election by the Board of Trustees. This slate shall be presented at the annual meeting of the Board.

SECTION 3.5: Trustees shall serve a term of two (2) years from the date of their appointments, or until their successors are seated. A full two-year term is defined as having served on the Board upon the passage of two (2) consecutive annual meetings. After election, the term of a Director may not be reduced, except for cause as specified in these bylaws. Trustees shall take office at the first board meeting following the annual meeting at which their appointment is announced. Fulfilling an incomplete term is not considered part of the term limit. Trustees shall serve staggered terms to balance continuity with new perspective. The initial Board of Trustees will be divided into two groups with one-half of the Trustees receiving an initial one-year term and one-half receiving a two-year term. The length of the initial term shall be determined by lottery. Trustees may serve two successive terms after which they must wait at least one year from the end of their last term before returning to the Board of Trustees.

SECTION 3.6: Any vacancy occurring in the Board of Trustees during the calendar year that would bring the total number of Trustees below the minimum number (6) would be filled through the a recommendation of the Board Nomination Committee and subsequent affirmative vote of the majority of the seated Trustees. A Director elected to fill the vacancy in this manner shall be elected for the unexpired term of his/her predecessor in office.
SECTION 3.7: A Director may resign at any time by filing a written resignation with the Chairperson of the Board.

SECTION 3.8: The Board may remove any Director with or without cause by two-thirds (2/3) vote of the entire Board of Trustees at any regular or special meeting of the Board, provided that a notice, which may include a statement of the reason or reasons, shall have been sent by registered mail to the Director proposed for removal at least fourteen (14) days before any final action is taken by the Board. The notice shall specify the time when, and the place where, the Board is to take action on the removal. The Director proposed for removal shall be given an opportunity to be heard and the matter considered by the Board at the time and place cited in the notice.

SECTION 3.9: Members of the Board of Trustees:
(a) Do not receive payment of honoraria, excepting reimbursement for expenses incurred in performance of their duties on the Board of Trustees in accordance with school policies.
(b) Are bound by the Code of Conduct, Conflict of Interest and Confidentiality policies of the New Heights Charter School of Brockton and all applicable statutory and regulatory requirements.
(c) Shall have no direct or indirect financial interest in the assets of the school. A Director who individually or as part of a for-profit or non-profit business enterprise is involved in a business transactions of the school will disclose this relationship and shall not participate in any vote taken with respect to such transactions. All Trustees will sign the school conflict of interest statement annually in accordance with M.G.L. Chapter 71, Section 89(u).
(d) Are considered special state employees in accordance with M.G.L. Chapter 71, Section 89(c).

SECTION 3.10: The Board of Trustees:
(a) Shall determine general school policies, in compliance with state and federal law.
(b) Shall comply with the code of conduct, conflict of interest, and confidentiality policy statements of the School, establish and review annually the conflict of interest policy for Trustees, members of Director committees, and officers, and require affected persons to indicate they have reviewed the policy and disclosed any potential conflict.
(c) Shall manage the financial affairs of the school and approve the annual budget.
(d) Shall file a disclosure annually in accordance with M.G.L. Chapter 71 Section 89(u)
(e) Shall appoint, evaluate and/or remove the Executive Director; and
(f) Shall serve the School with the highest degree of undivided duty, loyalty and care and undertaking no enterprise to profit personally.
(g) Shall have no direct or indirect financial interest in the assets or leases of the School.
   (i) Any Director who individually or as part of a business or professional firm is involved in the business transactions or current professional services of the School shall disclose the relationship and shall not participate in any vote taken with respect to such transactions or services.
(h) Since the Board holds the charter from the Commonwealth of Massachusetts, the Board of Trustees is also responsible for ensuring that the School:
   (i) complies with all applicable laws and regulations
   (ii) is an academic success, organizationally viable, faithful to the terms of its charter and earns charter renewal.

ARTICLE IV
Officers of the Board of Trustees

SECTION 4.1: There shall be four (4) Officers of the Board: A Chairperson, a Vice-Chairperson, a Secretary, and a Treasurer.

SECTION 4.2: The Executive Director shall be a non-voting member of the Board of Trustees ex officio and shall have the same rights and privileges as other members of the Board of Trustees, except that s/he
shall not have the right to vote as a Director on any matter and shall not be considered for purposes of determining the number of Trustees in office, the presence or absence of a quorum or the passage of any vote.

SECTION 4.2: The Board outreach and engagement committee shall present a slate of nominees for Officers to the Board of Trustees. The nominated Officers shall be drawn from among the members of the Board of Trustees. The election of Officers shall be held at the annual meeting of the Board.

SECTION 4.3: The newly elected Officers shall take office at the close of the meeting at which they are elected and the term of office shall be one year, or until respective successors assumes the office. A Director may serve more than one (1) term in the same office, but not more than two (2) consecutive terms in the same office. After serving two successive terms an Officer must wait at least one year from the end of their last term before returning to the same office. Officers can be presented to the Board as a candidate to serve consecutive terms for another office other than the one they previously held on the Board of Trustees.

SECTION 4.4: The Chairperson is the Chair of the Board of Trustees and will call to order the Board and executive committee meetings. In the absence of the Chairperson the Vice-Chairperson will call to order Board and executive committee meetings.

(a) The Executive Committee shall consist of the Chairperson, the Vice-Chairperson, the Treasurer, the Secretary, and one (1) additional member of the Board at the recommendation of the Chairperson.

SECTION 4.5: The Secretary of the Board of Trustees will keep the minutes of the Board and Executive Committee meetings in accordance with M.G.L. Chapter 30A, Sections 18-25 and is the custodian of school records, papers, seal, and documents.

SECTION 4.6: The Treasurer is the custodian of school accounting and financial records and shall report to the Trustees on budget revenue and expenditures at each Board meeting and Annual meeting. The Treasurer is an ex-officio member of the school finance committee.

SECTION 4.7: In the event that the office of the Chairperson becomes vacant, the Vice-Chairperson shall become Chair for the unexpired portion of the term. In the event that the office of Vice-Chairperson or Secretary or Treasurer becomes vacant, the Chairperson will appoint interim Trustees to fill such vacant offices until a scheduled meeting of the Board can be held.

ARTICLE V
Meetings

SECTION 5.1: The annual meeting of the Board of Trustees shall occur in the last quarter of the fiscal year or at any other time that the Board shall designate. There shall be at least five (5) other regular meetings of the Board held each year. The Board of Trustees shall set a schedule of meetings for the upcoming year at each Annual Meeting with at least one meeting occurring in each quarter of the fiscal year. Notice shall be given to each Director fourteen (14) days prior to the date of every regular meeting of the Board and the Annual meetings.

SECTION 5.2: The Chairperson in compliance with Massachusetts Open Meeting Law shall call special meetings and executive committee meetings of the Board of Trustees. The majority of the Board filing a written request for such a meeting with the Chairperson and stating the objective, date, and hour therefore, due notice having been given each Director five (5) calendar days prior to the meeting.

SECTION 5.3: The Board may meet in executive session only for the purposes permitted by Massachusetts General Laws, Chapter 30A, Section 21(a), as it may be amended from time to time, which include the following purposes as of the date hereof:

(a) To discuss the reputation, character, physical condition or mental health, rather than professional competence, of an individual, or to discuss the discipline or dismissal of, or
complaints or charges brought against, a public officer, employee, staff member or individual. The individual to be discussed shall have the rights provided in M.G.L. c. 30A, § 21(a)(1);

(b) To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel;

(c) To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the Board and the Chair so declares;

(d) To discuss the deployment of security personnel or devices, or strategies with respect thereto;

(e) To investigate charges of criminal misconduct or to consider the filing of criminal complaints;

(i) Individuals or groups may file a complaint with the Board of Trustees concerning any claimed violations of M.G.L. c. 71, §89 or 603 CMR 1.00 by the School or any claimed violations of the Open Meeting Law (M.G.L. c. 30A, § 18-25). Any such complaints shall be in writing, shall set forth, in detail, the circumstances, which constitute the alleged violation, and shall be submitted to the Board at the Head of School office of the School. After receipt of a complaint, the Board shall determine what actions are appropriate in order to ensure compliance with the applicable laws and regulations. With respect to claimed violations of M.G.L. c. 71, §89 or 603 CMR 1.00, the Board shall respond no later than thirty (30) days from receipt of the complaint in writing to the complaining party and shall conduct reviews to ensure compliance with M.G.L. c. 71, § 89, and 603 CMR 1.00.

With respect to claimed violations of the Open Meeting Law (M.G.L. c. 30A, § 18-25), the Board shall, within fourteen (14) business days of receipt of a complaint, send a copy of the complaint to the Massachusetts Attorney General and notify the Attorney General of any remedial action taken.

(f) To consider the purchase, exchange, lease or value of real property if the Chair declares that an open meeting may have a detrimental effect on the negotiating position of the Board;

(g) To comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements;

(h) To consider or interview applicants for employment or appointment by a preliminary screening committee if the Chair declares that an open meeting will have a detrimental effect in obtaining qualified applicants; provided, however, that this clause shall not apply to any meeting, including meetings of a preliminary screening committee, to consider and interview applicants who have passed a prior preliminary screening; or

(i) To meet or confer with a mediator, as defined in Section 23C of Mass. General Laws Chapter 233, with respect to any litigation or decision on any public business within its jurisdiction involving another party, group or entity, provided that (i) any decision to participate in mediation shall be made in an open session and the parties, issues involved and purpose of the mediation shall be disclosed; and (ii) no action shall be taken by the Board with respect to those issues which are the subject of the mediation without deliberation and approval for such action at an open session.

SECTION 5.4: One-half of the Trustees then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Trustees, except where otherwise required by these Bylaws.
SECTION 5.5: All actions by the Board require a majority vote of a quorum of seated Trustees, except where otherwise required by these Bylaws.

SECTION 5.6: Notice of all regular and special meetings of the Board, an agenda of all items to be discussed at such meetings and support materials shall be circulated to all Trustees, and public notice be given of the date, time and location of all meetings in accordance with the law pertaining to the open meetings of governmental bodies in accordance with M.G.L. Chapter 30A, Sections 18-25.

SECTION 5.7: Voting by Trustees by proxy or telephone shall not be permitted.

ARTICLE VI
Staff

SECTION 6.1: The Board of Trustees shall recruit, select, appoint, evaluate, and/or remove the school’s Head of School, who shall be responsible for carrying out strategic and instructional leadership of the New Heights Charter School in Brockton in accordance with the policies established by the Board of Trustees. The Head of School shall also serve as the school “Head of School” and the Board is prohibited from exercising managerial powers over the day-to-day operations of the school.

SECTION 6.2: The Board of Trustees shall recruit, select, appoint, evaluate, and/or remove the school’s Executive Director, who shall be responsible for carrying out operations and financial leadership of the New Heights Charter School of Brockton in accordance with the policies established by the Board of Trustees. The Executive Director is an ex-officio member of the board and shall also serve as the school “Chief Executive Officer.” The Board is prohibited from exercising managerial powers over the day-to-day operations of the school.

ARTICLE VII
Other Committees and Task Forces

SECTION 7.1: The Chairperson shall appoint committees or task forces of the Board, except the executive committee that is comprised of the Officers of the Board. Committees may be composed of Trustees or community members, or both but will be chaired by a Director. The Board may prescribe the need and/or the composition of such committees.

SECTION 7.2: There shall be a standing outreach and engagement committee to recruit and screen candidates for appointment to the Board. This committee shall be composed of five (5) persons recommended by the Chairperson and elected by the Board of Trustees at its annual meeting. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The committee shall elect its own chair.

SECTION 7.3: There shall also be standing Assessment and Accountability, Finance and Development, Compliance, Personnel, and Governance. Committees appointed by the Chairperson. Each committee shall elect it’s own chair.

ARTICLE VIII
Rules of Order


ARTICLE IX
Indemnification
SECTION 9.1: The New Heights Charter School of Brockton Board of Trustees shall indemnify its Trustees, employees, and volunteers to the fullest extent permitted by the law of the state of Massachusetts.

(a) The School shall, to the extent legally permissible, indemnify its Officers and Trustees, and their respective heirs, executors, administrators or other representatives from any costs, expenses, attorney’s fees, amounts reasonably paid in settlement, fines, penalties, liabilities and judgments incurred while in office or thereafter by reason of any such Officer or Director’s being or having been an Officer or Director of the School or by reason of such Officer or Director’s serving or having served at the request of the School as director, Director, Officer, employee, or other agent of another school, or in any capacity with respect to any employee benefit plan, unless with respect to the matter as to which indemnification is sought the Officer or Director shall have been or is adjudicated in any proceeding not to have acted in good faith in the reasonable belief that his or her action was in the best interests of the School. Such indemnification may include payment by the School of expenses incurred in defending a civil or criminal action or proceeding in advance of the final disposition of such action or proceeding, upon receipt of an undertaking by the person to be indemnified to repay such payment if he or she shall be not entitled to indemnification under this paragraph.

(b) The School, to the extent legally permissible, may indemnify its employees and other agents, including but not limited to its volunteers, from any costs, expenses, attorney’s fees, amounts reasonably paid in settlement, fines, penalties, liabilities and judgments incurred while in office or thereafter by reason of any such person’s being or having been an employee or agent of the School or by reason of such person’s serving or having served at the request of the School as director, Director, Officer, employee, or other agent of any other organization, or in any capacity with respect to any employee benefit plan, unless with respect to the matter as to which indemnification is sought the employee shall have been or is adjudicated in any proceeding not to have acted in good faith in the reasonable belief that the Director’s action was in the best interests of the School. Such indemnification may include a payment by the School of expenses incurred in defending a civil or criminal action or proceeding in advance of the final disposition of such action or proceeding, upon receipt of an undertaking by the person to be indemnified to repay such payment if he or she shall be not entitled to indemnification under this section. In determining whether to provide indemnification under this paragraph, the School Board may consider, among other factors, whether and to what extent insurance is or was available to the person seeking indemnification and whether and to what extent insurance is available to the School for such indemnification.

ARTICLE X
Non-Discrimination

SECTION 10.1: The New Heights Charter School of Brockton Board of Trustees will not discriminate against potential members on the basis of race, color, national origin, creed, ancestry, ethnicity, age, gender identity, religion, martial status, sexual orientation, or non-disqualifying handicap or mental condition in accordance with M.G.L. Chapter 71, Section 89(f).

ARTICLE XI
Amendments

SECTION 11.1: These Bylaws may be amended at a regular meeting by a two-thirds vote of all Trustees then in office; provided that notice of the proposed amendment, together with a copy thereof, is mailed to each Director at least thirty (30) days prior to the meeting at which the amendment is to be considered. Substantive modifications to a Board’s bylaws require an amendment to the school’s charter and shall be submitted to the Commissioner of Education for approval, as described in 603 CMR 1.11 and Appendix 9, Charter Amendments - Technical Advisory.
B. RECRUITMENT AND RETENTION

In accordance with MGL c. 71 § 89 and 603 CMR 1.00, NHCS will request approval of our Recruitment and Retention plan from the Massachusetts Department of Elementary and Secondary Education annually. Below is our Year 1 Recruitment and Retention Plan, which reflects our best estimates of how to canvass the city to be sure our student population is reflective of the student population at-large in Brockton. In addition, we highlight specific strategies for upholding our mission to serve ALL students, including those students for whom English is not their first language, or the first language spoken at home, as well as those students who may not consider the option of submitting an application to a charter school, either for family reasons, or because of the support services they receive from the school they currently attend. NHCS will recruit heavily from low-income neighborhoods in Brockton but will also work with schools, social services agencies, community engagement institutions, and the media to recruit ALL students to consider attending this new and innovative school.

I. Recruitment Plan

NHCS intends to recruit and enroll a student population that is reflective of Brockton’s demographic and academic profile for grades 6-12. Prior to our projected opening, in September of 2014, the NHCS founding team will focus on three primary recruitment strategies:

- We will reach out to our community partners to reach student populations who may otherwise not consider applying to NHCS, including students in the foster care system and those students who live in underserved communities within the city of Brockton.
- We will reach out to the community-at-large to attract a student population that is reflective of Brockton.

It is the intention of NHCS to hold, at minimum, 6 information sessions during the late winter and early spring of 2014, which will be scheduled during the day, evening, and on weekends to accommodate the schedules of our prospective families. In addition to information sessions, we will develop promotional materials, including a brief brochure or flyer, which will be translated into Spanish and Portuguese, to share with interested students and their families. These materials will be available in print and on our website: www.newheightscharterschoolfallriver.com. We will leverage our Board of Trustees’ relationships with their institutions as well as our community partners to help disseminate information and applications. We will also reach out, via local news outlets including the newspaper and radio, social media including the creation of a NHCS presence on popular social media sites, and through a physical presence at community gatherings, places of worship, housing developments, district middle and high schools (upon invitation from the Superintendent and receiving principals), and community centers to increase residents’ awareness about the new school.

<table>
<thead>
<tr>
<th>General Recruitment Activities</th>
<th>List recruitment activities undertaken each year, which apply to all students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Work with our partners to conduct phone and home visit outreach activities</td>
<td></td>
</tr>
<tr>
<td>B. Create online and paper survey for students and family members to complete if they are interested in more information or submitting an application to NHCS.</td>
<td></td>
</tr>
<tr>
<td>B. Hold Information Sessions (minimum of 6) during the late winter and early spring of 2014.</td>
<td></td>
</tr>
<tr>
<td>C. Develop promotional materials, including an application, to distribute through our partnerships with Board members, community agencies, and local middle and high schools.</td>
<td></td>
</tr>
<tr>
<td>D. Attend local community events and, if given permission, speak briefly about the merits of a NHCS education.</td>
<td></td>
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</tbody>
</table>

B. List the goals and strategies the school will implement during the upcoming school year to attract and enroll specific groups of students in order to promote a student population that reflects the demographics of the school’s sending district(s). Create specific goals and strategies for each of the following categories. Do not repeat strategies. Each group should have its own specific and deliberate strategy:

Other subgroups of students who should be targeted to eliminate the achievement gap
# Recruitment Plan – Goals and Strategies

List **goals** and **strategies** for recruitment activities for **each** demographic group.

<table>
<thead>
<tr>
<th>Demographic Group</th>
<th>Goals and Strategies</th>
</tr>
</thead>
</table>
| A. Special education students          | **Goal:** We expect to meet or exceed district enrollment levels due to our recruitment strategies.  
**Strategies:**  
- Distribute school program flyers and information highlighting NHCS’ intention to include a population of students with disabilities.  
- Emphasize comprehensive academic support for students with disabilities and diverse student learners.  
- Attend relevant community organization meetings to communicate NHCS’ programs and supports for students with disabilities and diverse learners. |
| B. Limited English-proficient students | **Goal:** We expect to meet or exceed district enrollment levels due to our recruitment strategies.  
**Strategies:**  
- Translate all documents into Portuguese, Haitian Creole, and Spanish to reflect the predominate languages spoken in Brockton and disseminate widely to community agencies, churches, public venues (such as libraries and parks) and local merchants/restaurants.  
- Use non-English Language media outlets such as newspaper and radio to reach families with limited English-proficiency.  
- Develop and leverage partnerships with community agencies that work primarily with limited English-proficiency.  
- Coordinate with colleges and community agencies to attend Adult Language classes to speak about NHCS to perspective parents.  
- Include translation services at public presentations |
| C/D. Students eligible for free and reduced price lunch | **Goal:** We expect to meet or exceed district enrollment levels due to our recruitment strategies.  
**Strategies:**  
- Distribute promotional materials at public venues such as libraries and parks, in addition to the Salvation Army, WIC Offices, YMCA and other government agencies, churches, and community centers.  
- Emphasize in public presentations that NHCS is a free, public school option for students and, as part of their education experience with NHCS, students can earn up to 60 college credits for free. |
| E. Students who are sub-proficient     | **Goal:** We expect to meet or exceed district enrollment levels due to our recruitment strategies.  
**Strategies:**  
- Attend meetings at schools, when invited, to encourage students who may be sub-proficient to consider the smaller learning environment at NHCS, our “Academic Boot Camp” offered in the Lower School, in addition to pre-school and post-school tutoring, Saturday and Summer Academy, all designed to bring students to proficiency and prepare them for the next steps. |
### F. Students at risk of dropping out of school

**Goal:** We expect to meet or exceed district enrollment levels due to our recruitment strategies.

**Strategies:**
- Early College was originally envisioned as a dropout prevention tool. In our promotional materials, and throughout our public appearances we will remind students that attending NHCS means the opportunity to pursue courses of interest in college.
- We will focus on what makes us different from “traditional” public schools, emphasizing our wraparound services, our focus on “student” first, and our opportunities for community services (also shown to be an effective tool to develop a sense of belonging).

### G. Students who have dropped out of school

**Goal:** We expect to meet or exceed district enrollment levels due to our recruitment strategies.

**Strategies:**
- Drawing from our extensive background in Alternative Education programs, we will canvass local hangouts, parks, and community centers to talk to dropouts about re-enrolling at NHCS. We will focus on our college access and completion mission and our community service activities (which prepare students as leaders, among other transferable skills for job preparation).
- We will work with community groups’ families with the dropout population in Brockton to serve as referral agencies to NHCS, again leveraging relationships already in place due to our history in Alternative Education.

### H. Other subgroups of students who should be targeted to eliminate the achievement gap

**Goal:** We expect to meet or exceed district enrollment levels due to our recruitment strategies.

**Strategies:**
- We have been told that students who are not interested in attending college, perhaps for whom high school graduation is sufficient, may be discouraged from applying.
- We will clarify that our mission is to get students TO and THROUGH a college program of their choosing with the intent to better prepare them for a profession. College completion has multiple definitions including certificate programs, Associate Degree Programs, Bachelor’s Degree Programs, and so forth.

## II. Retention Plan

<table>
<thead>
<tr>
<th>Demographic Group</th>
<th>Goals and Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Goal:</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Special Education students</td>
<td>90% of students will be retained annually.</td>
</tr>
<tr>
<td>Limited English-proficient students</td>
<td>90% of students will be retained annually.</td>
</tr>
<tr>
<td>Students eligible for free or reduced lunch</td>
<td>90% of students will be retained annually.</td>
</tr>
<tr>
<td>Students who are sub-proficient</td>
<td>90% will be retained annually.</td>
</tr>
<tr>
<td>Students who are at risk for dropping out</td>
<td>90% of students will be retained annually.</td>
</tr>
</tbody>
</table>
| **Students who have dropped out of school** | Goal: 90%
Strategies: The resiliency culture is the foundation of effective strategies for the prevention of student at risk of dropping-out. Due to our “culture of us” and the efforts we put into developing personal relationships with our students, we expect that we will have few students choosing to dropout of NHCS. However, we will welcome students who have dropped out, enrolling them in our Saturday and Summer Academies to provide bridge academic services to bring them to grade level. |
| **Other subgroups of students who should be targeted to eliminate the achievement gap** | Goals: 90% of all students will be retained.
Strategies: The NHCS key design elements, recruitment and retention model, our staffing plan, and our “culture” all point to NHCS specifically targeting all subgroups of students, working to eliminate the achievement gap and provide ALL students with access to postsecondary education opportunities. |
NHCS students will be enrolled in accordance with the Enrollment Plan described earlier in Section IIIA, beginning in Year 1 with 105 6th graders, 105 7th graders, and 105 8th graders. In Year 2 and beyond, we will enroll 105 6th graders and fill any vacated seats not filled during year 1. The decision to accept students in grades 7-8 will be determined by several factors including attrition rates and school-wide retention goals. We will not admit new students in the 13th grade. At capacity we will enroll 840 students and do not intend to exceed that maximum number of enrollees.

1.) General Policy Statement:
   1. NHCS will enroll new students in grade 6 and we will, in compliance with 603 CMR 1.06(4)(d) “attempt to fill vacant seats up to February 15th in grades 6-12, excluding seats in grade 13.” States the grades at which the school enrolls new students (M.G.L. Chapter 71, Section 89(m); 603 CMR 1.06(1); 603 CMR 1.06(8)).
   2. States a non-discriminatory policy: As a Commonwealth Charter School, NHCS of Brockton, is a public college preparatory school, that will recruit and admit students on a space available basis, and will not discriminate in recruitment or enrollment on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement (M.G.L. Chapter 71, Section 89(m); 603 CMR 1.06(1)).
   3. NHCS will have and implement a Student Recruitment and Retention Plan as outlined in M.G.L Chapter 71, Section 89(f); CMR 603 1.05(f).

2.) Eligibility Criteria for Enrollment:
   1. A student applying for enrollment must be a resident of Massachusetts to apply to enroll, and to attend, a Massachusetts charter school.
   2. Residency, as defined by the amended Charter School Statute, M.G.L. c. 71, § 89, and the Charter School Regulations, 603 CMR 1.00 is defined as the following: “Students who live in the city, or town in which the charter school is located or who live in the districts of the region served by the charter school at the time of the lottery. Residents enrolled in district, charter, private, or parochial schools get equal preference for Commonwealth charter schools. Residency is determined by where the child actual lives, irrespective of guardianship, custody, and domicile. A student who lives for part of the time in the charter school’s preference region is given preference. Students must be residents of the relevant city, town, or school district at the time of application. Charter schools may require proof of residency.”

Proof of residency will be required as part of the enrollment process for all students. Proof of residency artifacts include:
   a. Utility bills (not cell phone) dated within the last 60 days
   b. Paycheck stubs (within the last 60 days)
   c. A signed lease or Section 8 Agreement
   d. A W2 form dated within the past year, or, a letter from an Approved Government Agency (Departments of Revenue (DOR), Children and Family Services (DCF), Transitional Assistance (DTA), Youth Services (DYS), Social Security, any communications on Commonwealth of Massachusetts Letterhead) dated within the past 60 days.
   e. The residency policy does not apply to homeless students.

Non-residents are students who live within Massachusetts but outside the city or town in which the charter school is located. For regional charter schools, non-resident students are those students who live outside of the school districts specified in the school’s charter. All applicants must be residents of Massachusetts at the time of lottery and in order to apply for admission to attend a charter school.

3. NHCS does not administer tests to potential applicants or predicate enrollment on results from any tests of ability or achievement (603 CMR 1.06(2)).
4. NHCS does not require potential students or their families to attend interviews or informational meetings as a condition of enrollment (603 CMR 1.06(2)).

5. The age ceiling for high school programs (603 CMR 1.06(8)) is 22. NCHS may request reasonable proof of age related to these requirements, such as a birth certificate or equivalent proof of age.

3.) Description of the enrollment process

a) Describe the school’s enrollment processes, including the initial application process, as well as any subsequent application and lottery processes (603 CMR 1.06(4)).

   a. NHCS will hold an annual enrollment period beginning at least two months prior to the lottery. The enrollment period will be advertised widely throughout the sending district and will include public information sessions for interested families. Applications will be available on our website as well as through our community partners. The date of the enrollment period and the date of the application deadline will be publicized at least one month in advance. The annual enrollment period will last a minimum of two months. Applications submitted after the deadline for any enrollment period will not be accepted.

b) NHCS will publicize the application deadline at least one month in advance (603 CMR 1.06(3)).

c) Students will have 3 days to determine whether to accept admissions to NHCS. March 12, 2014 is the final date for all students offered enrollment to accept enrollment.

d) Any and all information requested in the application, such as language spoken at home or race/ethnicity, is not intended and will not be used to discriminate (M.G.L Chapter 71, Section 89(m); 603 CMR 1.06(2)).

e) In accordance with M.G.L. c.71, Sect 89(g)), NHCS will provide the names and address of students to a third party mail house for mailings. Both FERPA and the Mass SRR, however, allow schools to release the names and addresses of students, as well as other “directory” information, without prior parental consent, provided they give notice that it is their policy to release such information and they notify parents and eligible students of their right to request that this information not be released without their prior written consent. NHCS will include in our student handbook, and any routine informational materials that NHCS publishes under section 23.10(1) of the Mass SRR, notice that the school will release the names and addresses of students to a third party mail house, upon request.

   a. Charter schools or districts may request student names and addresses once a year.

   b. Any mailings sent through the mail house must be in the district’s prevalent language(s).

a) Parents, guardians, or eligible student may object to the release of information in writing at the beginning of the school year. (M.G.L. Chapter 71, Section 89(g)).

b) Upon request, the school will provide the names and addresses of students to a third party mail house for mailings unless the parent requests that the school withhold their child’s information (M.G.L. Chapter 71, Section 89(g)).

4. Description of the Lottery Procedures

a) NHCS will determine the number of spaces available each year by grade level. All eligible applications received by the deadline will be entered into a public lottery. Applicants will be placed in the lottery by their grade as of the next school year. Since NHCS will use students’ names during the lottery, we will notify parents and guardians of this practice when they complete an application. Parents and guardians may opt out having their child(ren)’s names publicly used and instead opt for a numerical proxy, which they will be expected to provide, and will appear on the students application.

b) At least one-week notice is given prior to each enrollment lottery (603 CMR 1.06(6)).

c) Each lottery is conducted in public (603 CMR 1.06(6)).

d) A disinterested party (603 CMR 1.06(6)) will draw the names by grade at a publicized meeting in a public forum.

e) Siblings (resident or non-resident) of NHCS’ students who are already in attendance at the school in the year of application are given preference for admission over non-siblings (603 CMR 1.06(4)(a)). Students eligible to receive a sibling preference include the following:

   a. Children who live in different households but share a common biological or legal parent.

   b. Siblings of students who are due to graduate at the end of the school year in which the lottery is held.
c. If a student moves out of the local city or town but remains enrolled, that student’s siblings have preference in admission even though they are nonresidents at the time of application. Students who do not receive sibling preference include the following:
   a. Children who live in the same household but do not share a common biological or legal parent.
   b. Foster children.
   c. Siblings and children of alumni/ae
   d. Siblings of applicants who have been accepted for admission but are not yet attending (including twins).

f) Residents of Brockton will be given preference for admission over non-resident students. Reasonable proof of current residency is necessary at the time an offer of admission is made (M.G.L. Chapter 71, Section 89(i); 603 CMR 1.06(4)(a). A resident is a student who lives in the city or town in which the charter school is located. Residents enrolled in district, charter, private, or parochial schools get equal preference for Commonwealth charter schools. Residency is determined by where the child actually lives, irrespective of guardianship, custody, and domicile. A student who lives

g) For those students for whom enrollment at NHCS would cause the sending district to exceed their tuition cap, admission will not be offered but the student will remain on the wait list. If those students are siblings of students current in attendance at the school, the state may pay the child’s tuition, subject to appropriation (M.G.L. Chapter 71, Section 89(i); 603 CMR 1.06(4)(e)).

h) Students who not selected in the enrollment lottery will be placed on a waiting list in the order that the names are selected while also taking into account sibling preferences (603 CMR 1.06(4)(d)).

i) If the principal enrollment process fails to produce an adequate number of enrolled students, the lottery process may be repeated if a waiting list does not exist and the required lottery process is strictly followed, including public notification and deadlines (603 CMR 1.06(5)).

4.) Description of the Waiting List Policy
   a) If a student stops attending NHCS or declines admission, the next available student on the waitlist for that grade will be offered admission until the vacant seat is filled (M.G.L Chapter 71, Section 89(n)).
   b) No student will be admitted ahead of other eligible students on the waitlist unless said student is either a sibling of a currently attending student at the tie an offer of admission is made, or a resident of the Brockton (603 CMR 1.06(5)).
   c) Students on the waitlist will be informed of an offer of admission in writing and by phone. It is the parent/guardian’s responsibility to notify the school with any change of contact information.
   d) Any student who is offered a seat at NHCS and declines admittance, will need to reapply and proceed with the lottery process should they wish to attend the school in subsequent years.
   e) Students will remain on the wait list for one calendar year. Each year a new wait list will be generated at the lottery. NHCS will not roll over the wait list form the year prior.
   f) NHCS will keep accurate records for the wait list including the names, home addresses, telephone numbers, and grade levels of students who entered the lottery but did not gain admission each year (603 CMR 1.06(4)(f)).
   g) NHCS will submit to the Department, upon such a time the Department has an appropriate data collection tool, the names, home addresses, telephone numbers and grade levels of students who entered the lottery but did not gain admission. Until such a time, NHCS will maintain accurate records.
   h) When a student stops attending NHCS for any reason, NHCS will attempt to fill vacant seats up to February 15th for grades 6-12. NHCS will not fill vacated seats in the 13th grade. (603 CMR 1.06(4)(d)).

5.) Application for Admission
   a) The application does not require dual parent/guardian signatures.
   b) The application does not require submission of the student’s social security number.
   c) Attached is a copy of the Application for Admission, which NHCS submits along with our enrollment policy for ESE approval.
New Heights Charter School of Brockton
Application for Admission

PLEASE PRINT AND COMPLETE ALL ITEMS ON THIS APPLICATION

New Heights Charter School of Brockton considers all applicants without regard to race, color, religion, creed, gender, national origin, ethnicity, age, mental or physical disability, ancestry, athletic performance, sexual orientation, proficiency in the English language or foreign language, prior academic performance or any other legally protected status and such information provided in this application will not affect in any way eligibility for enrollment.

<table>
<thead>
<tr>
<th>STUDENT INFORMATION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name:</td>
</tr>
<tr>
<td>Address: , , , , , , , , Street, apt #</td>
</tr>
<tr>
<td>Date of Birth (m/d/y)</td>
</tr>
<tr>
<td>Current Grade</td>
</tr>
<tr>
<td>Applying for grade:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRIMARY PARENT / GUARDIAN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Address: , , , , , , , , Street, apt #</td>
</tr>
<tr>
<td>Relationship to Student:</td>
</tr>
<tr>
<td>Email:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OTHER PARENT / GUARDIAN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Address: , , , , , , , , Street, apt #</td>
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<tr>
<td>Relationship to Student:</td>
</tr>
<tr>
<td>Email:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>OPTIONAL QUESTIONS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Language Do You Speak at Home?</td>
</tr>
<tr>
<td>What Is Your Race?</td>
</tr>
</tbody>
</table>

DO YOU HAVE FURTHER QUESTIONS?
Contact: info@newheightscharterschool.com

WHERE TO SEND COMPLETED APPLICATIONS:
250 East Main Road #2
Norton, MA 02886
## D. SCHOOL CALENDAR

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>All NHCS Professional Development Week</td>
<td>August 17-21, 2015</td>
</tr>
<tr>
<td>Staff Report to School (Set-up Day)</td>
<td>August 24-25, 2015</td>
</tr>
<tr>
<td>Student/Parent Open House</td>
<td>August 26, 2015</td>
</tr>
<tr>
<td>Opening Day of School</td>
<td>August 27, 2015</td>
</tr>
<tr>
<td>Labor Day</td>
<td>September 7, 2015</td>
</tr>
<tr>
<td>Rosh Hashanah</td>
<td>September 14-15, 2015</td>
</tr>
<tr>
<td>Columbus Day:</td>
<td>October 12, 2015</td>
</tr>
<tr>
<td>Staff Data Day – No Classes</td>
<td>November 6, 2015</td>
</tr>
<tr>
<td>Veterans Day</td>
<td>November 11, 2015</td>
</tr>
<tr>
<td>Thanksgiving Recess:</td>
<td>November 26-27, 2015</td>
</tr>
<tr>
<td>Christmas-New Year Recess</td>
<td>December 23-January 9, 2015</td>
</tr>
<tr>
<td>Martin Luther King Jr’s Birthday</td>
<td>January 18, 2016</td>
</tr>
<tr>
<td>Professional Development</td>
<td>January 27-February 1, 2016</td>
</tr>
<tr>
<td>Note: school resumes February, Monday 4, 2016</td>
<td></td>
</tr>
<tr>
<td>Good Friday</td>
<td>March 25, 2016</td>
</tr>
<tr>
<td>Staff Data Day – No Classes</td>
<td>April 15, 2016</td>
</tr>
<tr>
<td>Spring Recess:</td>
<td>April 18-22, 2016</td>
</tr>
<tr>
<td>Note school resumes on Monday, April 25, 2016</td>
<td></td>
</tr>
<tr>
<td>Memorial Day</td>
<td>Monday, May 30, 2016</td>
</tr>
<tr>
<td>Closing Day of School for Students:</td>
<td></td>
</tr>
<tr>
<td>Inclement Weather Date:</td>
<td></td>
</tr>
<tr>
<td>If a school day is cancelled due to inclement weather</td>
<td>June 14, 2016</td>
</tr>
<tr>
<td>conditions or other emergencies, the day(s) will be added</td>
<td></td>
</tr>
<tr>
<td>to the closing date of the school year.</td>
<td></td>
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<tr>
<td>If five instructional school days are cancelled due to</td>
<td></td>
</tr>
<tr>
<td>inclement weather conditions or other emergencies, schools</td>
<td></td>
</tr>
<tr>
<td>will close on June 21 2016. All personal must be</td>
<td></td>
</tr>
<tr>
<td>prepared for a school closing.</td>
<td></td>
</tr>
<tr>
<td>Staff Data Day</td>
<td>June 15, 2016</td>
</tr>
<tr>
<td>All Staff Professional Development</td>
<td>June 16-17, 2016</td>
</tr>
<tr>
<td>Last Day of School for Staff</td>
<td>June 20, 2016</td>
</tr>
<tr>
<td>Note: In the event that any full days of Professional</td>
<td></td>
</tr>
<tr>
<td>Development are cancelled or need to be postponed due to</td>
<td></td>
</tr>
<tr>
<td>inclement weather or other emergencies, they will be made</td>
<td></td>
</tr>
<tr>
<td>up at the conclusion of the 2015-2016 school year.</td>
<td></td>
</tr>
<tr>
<td>Summer School Session</td>
<td>July 5-29, 2016</td>
</tr>
<tr>
<td>Note: Summer school runs for four weeks Monday-Friday.</td>
<td></td>
</tr>
</tbody>
</table>

### End of Terms:

- **Term I**: (46 Days)
- **Term II**: (46 Days)
- **Term III**: (47 Days)
- **Term IV**: (41 Days)
E. ORGANIZATIONAL CHART

Board of Trustees

Executive Director

Clerk

Head of School

Dean of Curriculum and Instruction

Assistant Dean of Curriculum and Instruction

Tutors

Social Worker

Dean of Students

Parent and Family Advocate

Director of Student Services

Director of Operations (.25 Y1)

IT Specialist

College Guides (Y2)

Nurse (.5 Y1)

ELI/Special Education Advocate

Director of College Access
F. BUDGET AND CASH FLOW

See separate attachment.
G. COLLEGE FINANCE STRUCTURE

FY18: College Classes
- Contractual Services- 10th (4 cohorts x 2 classes x $5,000 class) $40,000
- Contractual Services- 10th (100 students x 125 books x 2 classes) $25,000

$65,000

FY19: College Classes
- Contractual Services- 10th (4 cohorts x 2 classes x $5,000 class) $40,000
- Contractual Services- 10th (100 students x 125 books x 2 classes) $25,000
- Contractual Services- 11th (2 cohorts x 4 classes x $5,000 class) $40,000
- Contractual Services- 11th (50 students x 125 books x 4 classes) $25,000

$130,000

FY20: College Classes
- Contractual Services- 10th (4 cohorts x 2 classes x $5,000 class) $40,000
- Contractual Services- 10th (100 students x 125 books x 2 classes) $25,000
- Contractual Services- 11th (2 cohorts x 4 classes x $5,000 class) $40,000
- Contractual Services- 11th (50 students x 125 books x 4 classes) $25,000
- Contractual Services- 12th (2 cohorts x 4 classes x $5,000 class) $40,000
- Contractual Services- 12th (50 students x 125 books x 4 classes) $25,000

$195,000

FY21: College Classes (Original 7th graders will attend College)
- Contractual Services- 10th (4 cohorts x 2 classes x $5,000 class) $40,000
- Contractual Services- 10th (100 students x 125 books x 2 classes) $25,000
- Contractual Services- 11th (3 cohorts x 4 classes x $5,000 class) $60,000
- Contractual Services- 11th (75 students x 125 books x 4 classes) $37,500
- Contractual Services- 12th (2 cohorts x 4 classes x $5,000 class) $40,000
- Contractual Services- 12th (50 students x 125 books x 4 classes) $25,000
- Contractual Services- 13th (25 students x $7,000 books/tuition) $185,000

$402,500

FY22: College Classes (Original 6th graders will attend College)
$40,000
- Contractual Services- 10th (100 students x 125 books x 2 classes)
  $25,000
- Contractual Services- 11th (3 cohorts x 4 classes x $5,000 class)
  $60,000
- Contractual Services- 11th (75 students x 125 books x 4 classes)
  $37,500
- Contractual Services- 12th (3 cohorts x 4 classes x $5,000 class)
  $60,000
- Contractual Services- 12th (75 students x 125 books x 4 classes)
  $37,500
- Contractual Services- 13th (25 students x $7,000 books/tuition)
  $175,000

$435,000
FY23: College Classes & Beyond
- Contractual Services- 10th (4 cohorts x 2 classes x $5,000 class)
  $40,000
- Contractual Services- 10th (100 students x 125 books x 2 classes)
  $25,000
- Contractual Services- 11th (3 cohorts x 4 classes x $5,000 class)
  $60,000
- Contractual Services- 11th (75 students x 125 books x 4 classes)
  $37,500
- Contractual Services- 12th (3 cohorts x 4 classes x $5,000 class)
  $60,000
- Contractual Services- 12th (75 students x 125 books x 4 classes)
  $37,500
- Contractual Services- 13th (75 students x $7,000 books/tuition)
  $525,000

$785,000
The following chart provides the scope and sequence for grades 10-13. For illustrative purposes only, the college courses were selected from the Community College of Rhode Island (in the absence of a formal partnership with a college in Brockton). In addition, the courses for the 13th grade reflect the schedule of a student completing an Associate Degree in Liberal Arts, also for illustrative purposes, only. Finally, when available, courses for ELL students or development courses are included to provide examples of courses available for students who require additional ELL support or for students who must take developmental courses prior to enrolling in credit-bearing courses.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>Grade 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature</td>
<td>American Literature chronologically and thematically surveys a range of work produced in the United States of America from the 16th through the 21st centuries. The course will center upon the idea of the American identity and dream. Students will begin the year hearing the often-untold narrative of Native Americans, and then progress through: Colonialism and Puritanism, American Romanticism, Transcendentalism, Realism, Modernism, and Contemporary written work. Works are chosen to represent diverse ethnic, racial, and social groups in historical, political, and economic contexts for what they reflect and reveal about the evolving American experience and character. Students will chronologically analyze and experience the shifts in American voice and the evolution of the American experience; they will constantly refer back to the question of “Who are we?”</td>
<td>College English (1st semester): SPRING ENGL 1030 - British Literature I (3 Credits) This survey course in British literature from the early Anglo-Saxon period to the 18th century examines selected works in various genres in light of their historical and cultural contexts. <strong>Lecture: 3 hours</strong> Developmental Education Sequence: ENGL 0850 - Basic College Reading (3 In-house Credits*) This course teaches the reading skills essential for success in college and everyday life. It focuses on the strategies needed for developing vocabulary, as well as strategies for improving comprehension and retention of college textbook material. In addition, a novel is required reading. (Prerequisite: Successful completion of ENGL 0700, appropriate test score or permission of instructor) Lecture: 2 hours, Lab: 1 hour</td>
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success. Focus is on building an enhanced vocabulary, as well as examining author’s purpose and point of view, drawing inferences and applying advanced comprehension strategies. In addition, a work of nonfiction is required reading.

**For ELL Students:**

**ENGL 1090 - Paragraph Writing in English as a Second Language** (6 Credits)

This course is designed to increase the writing performance of students of English as a second language. It will emphasize the writing process and advanced grammar as students progress from generating acceptable sentences to combining sentences to form paragraphs. In addition, students will be able to form a multiple-paragraph essay as an outcome of the course. Students who have successfully completed this course will then take ENGL 1300.

| Writing | Composition III is the final writing course before students begin taking college level courses. This year will continue the essay model between the literature and history courses, but the course will look slightly different than it did in the prior two years. Each week students will spend Mondays and Wednesdays participating in Harkness seminars discussing each other’s work, scoring it against the rubric, providing | College Writing (FALL): ENGL 1010 - Composition I (3 Credits)
Note: Composition I is recommended for all first-year students and required for many, depending on curriculum. The purpose of this course is to enable students to write fluent, accurate and effective essays, including research and documentation assignments. Lecture: 3 hours
For ELL students:
ENGL 1070 - English as a Second Language I (6 Credits)
This course is the first | ENGL 2010 - Composition II (3 Credits) SPRING
This course is an extension of Composition I (ENGL 1010). While in Composition I the emphasis is upon short expositional pieces, students of Composition II concentrate on development of the central idea in writing essays and, wherever appropriate, in descriptive and narrative prose. Course work includes writing at least one paper based on reading and research. Literature of an appropriate type is |
analyzing authorial choices. Tuesdays and Thursdays will be mainly Writer’s Workshop days wherein the student self-governs and works on his/her own paper. This course is meant to prepare the student to complete college-level papers as independently as possible. Additionally, the students will continue to be pushed to create more nuanced and authentic papers with a particular focus on strategic writer choices such as: syntax, organization techniques, varied sentence structure, acknowledging the counter argument, and attacking the “straw man.”

| History       | US History I (1500-present): U.S. History will cover more than 500 years of American history. The course will move through European effect on Amerindian populations to the rise of the United States as a Cold War superpower and eventual 21st century actor. | HIST 1010 - Survey of Western Civilization I (3 Credits) FALL
This course is a survey of Western cultural development from its inception in the Near East, through Greece and Rome, the Middle Ages, the Renaissance and the Reformation of the 16th century. Lecture: 3 hours |
| Mathematics   | Algebra II: This course acts as an extension of algebraic principles with concepts more abstract in nature. Emphasis is directed towards understanding and applying algebraic | MATH 1900 - Pre-Calculus (SPRING) Mathematics (4 Credits) Functions and their graphs are discussed with particular attention paid to polynomial, rational, trigonometric, exponential and |
|              | terms of rhetorical statement, structure and device. | MATH 1910 - Calculus I (4 Credits) FALL
Topics considered in this first course of differential and integral calculus include limits and continuity, first- and higher-order |
|              | MATH 1550 - Statistical Analysis I (3 Credits) FALL
An introduction to elementary statistics, this course covers methods used in the collection, presentation, analysis and interpretation |
### Science

**Physics**: This is an algebra-based course covering linear motion, dynamics, work-energy-momentum, heat, wave motion, and electromagnetism. In addition to problem solving, students will work in groups in the laboratory and in the preparation of multimedia presentations.

- **PHYS 1030 - General Physics I** (4 Credits) Fall
  - Mechanics and heat are studied as the basic topics of this course. One lecture hour is used as a help session.
  - Lecture: 3 hours, Lab: 3 hours, Recitation: 1 hour

- **PHYS 1040 - General Physics II** (4 Credits) Spring
  - Sound, electricity and magnetism, light, atomic and nuclear theories and their applications are studied in this course.
  - Lecture: 3 hours, Lab: 3 hours, Recitation: 1 hour

**SOCS 1010 - General Sociology** (3 Credits) FALL
- This is an introductory course presenting a description and analysis of the structure and dynamics of human society. It focuses on social norms, groups, intergroup relations, social change, stratification and institutions. Social interaction and the values that orient behavior in groups are examined.
- Lecture: 3 hours

**SOCS 2020 - Marriage and Family** (3 Credits) FALL
- This course is a survey of the core areas of the science of psychology. Emphasis is placed on theories, methods and findings concerning learning, motivation, physiology, sensation-perception, social behavior, personality, behavior disorders and therapies.
- Lecture: 3 hours

**PSYC 2120 - Foundations of Psychological Research** (3 Credits) SPRING
- This course surveys the basic principles of scientific inquiry followed by an intensive development of the techniques involved in conducting and reporting behavioral research. Methods of experimental control and design, use of descriptive statistics and the appropriate form and style of written research reports are covered.

### World Language/College Major Selection Electives

**Spanish/Portuguese II (third installment)**
- The main objectives of the course will be to introduce students to the language and develop their communications skills, knowledge of Spanish speaking cultures, connect to other subject areas, compare the target language to that of students’ first language, and

**PORT 1510 - Conversational Portuguese I** (3 Credits) FALL
- This course further develops students’ fluency in speaking Portuguese. Oral practice includes active use of the language in short dialogues stressing basic communication and correct pronunciation. The reading of easy cultural texts also

**SOCS 2020 - Marriage and Family** (3 Credits) FALL
- This is a survey of the basic factors of courtship, mate selection, engagement, marriage and rearing children in preparation for successful marriage and parenthood. Marital values and problems are discussed. The course studies the family as the basic unit in society and its relationship to society as a whole. Current
opportunities to enrich students’ lives by using the language outside of the classroom.

PORT 1520 - Conversational Portuguese II (3 Credits) SPRING
This is a continuation of Conversational Portuguese I (PORT 1510) that includes conversational practice, cultural readings and discussions.

SOCS 2030 - Urban Sociology (3 Credits) FALL
This course analyzes the influences of urban interaction on group relationships. Consideration is given to multi-factors inherent in problems pertaining to urban population movements, economic dislocations, minority-majority cultural conflicts and pluralistic power patterns. The role of public media and pressure groups also is studied as integral to contemporary urban group relationships.

SOCS 2040 - Cultural Diversity (3 Credits) SPRING
This course uses the sociological perspective in analyzing the formation and development of selected minority groups (including, but not limited to, Asian Americans, Native Americans, African Americans, Cape Verdians, Dominicans, Haitians and Liberians). Contemporary issues regarding racial, ethnic, religious and gender minority groups are explored. Note: May be taken as an alternative to SOCS 1010 in Human Services programs.

SOCS 2050 - Social Problems (3 Credits) SPRING
This is a survey of the sociological aspects of major contemporary social problems in the United States. Emphasis is placed on personal pathologies (e.g. alcoholism, drug addiction, sexual pathology, suicide) population problems, educational problems, racism, sexism, ethnic
<table>
<thead>
<tr>
<th>Electives</th>
<th>College Course: Fall: LRCT 1020 - College Success (3 Credits)</th>
<th>Fine Arts</th>
<th>Fine Arts</th>
<th>ARTS 1001 - Introduction to Visual Arts (3 Credits) (FALL)</th>
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<tbody>
<tr>
<td></td>
<td>This course will give new students practical tips and strategies that will help them succeed in college. Emphasis is on attitude, study habits, time and stress management. In a setting of active and collaborative learning, students are engaged in a variety of instructional experiences, including discussions, with reading, speaking, writing and listening assignments. The course will require the creation of a personal success plan that will include educational and career goals and will introduce and make use of the college’s resources and personnel. Lecture: 3 hours</td>
<td>Physical Education Community Service</td>
<td>Physical Education Community Service</td>
<td>This course is an introduction to the basic principles of analyzing and understanding the visual arts. Vocabulary, techniques and a brief history of art are covered with slide lectures, readings and discussions, studio art/design assignments and gallery visits. (Note: Visual Arts elective credit for non-art majors and liberal arts elective credit for Art)</td>
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<td>Spring: COMM 1100 - Oral Communication 1 (3 Credits)</td>
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<td>PHIL 1010 - Introduction to Philosophy (3 Credits) Fall</td>
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<td>This one-semester basic course in speech is designed to develop each student’s ability to communicate effectively in his or her academic, business and social life. The major emphasis is on the preparation and delivery of formal speeches, but many areas of the communication processes are explored. (Prerequisites: Eligible for ENGL 1005 or higher and ENGL 0850 or higher or</td>
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<td>This course is a systemic study of basic philosophical questions, including: Is there a God? How is knowledge acquired? Does life have meaning? These questions are examined by reading major Western philosophers such as Plato, Aristotle, Descartes and others. Students learn and practice several critical reasoning skills applicable to academic, professional and personal areas of life.</td>
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<td>PHIL 2020 - Philosophy of Religion (3 Credits) SPRING</td>
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<td>A systemic study of basic issues in the philosophy of religion, this course covers the concepts of God, traditional arguments for the existence of God, the problem of evil, mysticism and philosophical atheism. Students engage in theoretical discussions, develop critical reasoning skills and gain practical insight into their personal philosophy of religion.</td>
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</tbody>
</table>
For ELL Students: ENGL 1120 - Speech and Articulation for Speakers of English as a Second Language (3 Credits)

This course emphasizes correct pronunciation of the English language, particularly through practice of the International Phonetic Alphabet. In addition, course content includes syllable stress and intonation. Perhaps equally important, ESL students will refine their listening skills in rapid American English speech.
I. SAMPLE LESSON PLAN: EXAMPLE LESSON PLAN: 8TH GRADE COMPOSITION

**AIM:**
Given selections from Book IX of The Odyssey, TSW identify, analyze, and interpret Homer’s use of figurative language in order to justify their argument concerning Odysseus’s heroism.

**EXIT SLIP/ASSESSMENT**
Students will complete their first interpretation on google docs, and they will annotate it by highlighting the different parts of the interpretation that coincide with our criteria for success.

**AGENDA**
1. Write Away (5 min.)
2. Share Out (3-5 min)
3. Quick Notes: Interpretation Criteria (5 min)
4. Modeled: Key Word Selection (5-7 min)
5. Writers Workshop: (25 min.)
6. Exit Slip (5 minutes)

**DISCUSSION QUESTIONS:**
- What is this piece of evidence saying in the most basic sense?
- What literary device does Homer use in this piece of evidence? How does it help prove that Odysseus has control over his fate?
- Why should we focus on this particular part of the evidence? What lead you to select this particular part?
- How would this evidence change if Homer used a different word?
- Using the given criteria, what’s missing in this interpretation? How can we improve this interpretation?

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1) **Write Away (5 minutes)**

Students will read song lyrics from Fergie’s song “Big Girls Don’t Cry” and annotate for literary devices and/or figurative language. They will then answer the questions that follow:

“And I'm gonna miss you like a child misses their blanket
But I've got to get a move on with my life
It's time to be a big girl now
And big girls don't cry
Don't cry, don't cry, don't cry
The path that I'm walkin', I must go alone
I must take the baby steps 'til I'm full grown, full grown
Fairy tales don't always have a happy ending, do they?
And I foresee the dark ahead if I stay”

1. What is the simile in the lyrics above?
2. Why do you think Fergie uses that particular simile? (Think about all the possibilities she could’ve used instead)

2) **Share Out (5 min.)** After the timer goes off, bring the class together and go over today’s aim.

**Say:** Before we get to The Odyssey, let’s analyze the figurative language in Fergie Ferg’s song. (Suggested line of questioning)

Question 1: Can someone share a line he/she annotated as the simile? (Students bring us to the first line)

Question 2: Now, I want to ask what you think is being compared in this simile? (Students answer- Fergie misses someone or something as much as a child misses his/her blanket)

Question 3: What do you think Fergie misses as much as a child misses his/her blanket? Is it a person? Something else (Give students 30 seconds to turn and talk with the person next to them. Then come back together whole class and call on a few students)

Question 4: Whether we think she’s talking about a person or something else, I want us to now think about why she uses this particular simile? Why compare herself to a child missing a blanket?

**Wrap Up & Connection to Today’s Aim:** Today, we are working on our interpretations for our papers. A lot of you already have amazing pieces of evidence from Book IX to work with, but, as we know it’s not enough to just have an amazing piece of evidence, we must have a thorough interpretation that shows the reader exactly how the evidence proves our argument. We can’t just say Fergie compares herself to a child because she really misses her boyfriend; we need to explain that Fergie, like a child, knows she cannot continue to use the blanket, her boyfriend, as a crutch. A blanket is something we out grow; something we must leave behind after a certain point. Raise your hand if you had a blanket or stuffed animal or something you held onto when you were younger? Now raise your hand if you currently have it with you right now? Exactly. We might still have those things in the attic, or maybe we threw them out, but that point is, we outgrew it. Just like Fergie’s realized she’s outgrown her relationship and must leave, even if it’s hard. Now, let’s get wild and look at how Homer, like Fergie, uses figurative language in The Odyssey and how we can
**Quick Notes: Interpretation Criteria (5 minutes)**

**Say:** In order to help us form our interpretations, we will utilize the following “steps for success.” We will go through this process together using a “juicy” quote from Book IX, then you and a partner will tackle another quote together before I unleash you to work on your own papers! Let’s get after it:

**Step 1. Read your evidence several times. Listen to the word choice/look up words that you don’t know.**
- Ask students why it’s important to read over your evidence several times.

**Step 2. Select key word/phrases from your evidence that align with your argument**
1. Literary devices- simile, metaphor, hyperbole, etc.
2. Alliteration- the repetition of certain sounds the words make.
3. Word choice- specifically with verbs. (Think about why Homer would use a certain word over another possibility)

**Steps 3: Add nuance and analyze the significance of the key words**
1. Introduce the key word by giving some context.
2. Explain what the key word means, the deeper meaning.
3. How does the key word reveal Odysseus’s heroism?
4. (If applicable) Mention potential counterarguments.

**Step 4. Link Back to Argument**
- How does this piece of evidence/key word selection ultimately prove or disprove that Odysseus is a hero?

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**5) Guided Practice: 10 minutes**

**Say:** Now, we’re going to keep these steps and our criteria for success handy as we look at this quote together. We want to make sure we go through each step thoroughly so our interpretation effectively proves our argument. For the sake of this exercise, we are going to pretend I am writing a paper arguing that Odysseus is a hero. Can someone start us with step one and read the piece of evidence for us?

“‘But, I brought them back, back to the hollow ships, and streaming tears—I forced them, hauled them under the rowing benches, lashed them fast and shouted out commands to my other, steady comrades’” (IX, 110-13).

**Step 2: Annotate for key words/phrases that align with our argument**

**Say:** Can someone remind me of our argument? (Students respond that we are arguing that Odysseus’s is not a hero.) Before we zero in on key words, with a partner discuss what’s going on in this quote. What do you envision? Take one minute and be prepared to share.

(Cold call on a couple students to share what they discussed with their partner)

**Say:** So I heard a lot of you said this scene felt really intense. Why did you all think that? Point me to specific places within the quote that lead you to that feeling. (Annotate the quote on the board as students share out words/lines that lead them to feel that)

Hmm. So did you all find any specific instances of figurative language in this quote? (Students will mention imagery since it’s a very descriptive quote) What about word choice? If we are trying to prove that Odysseus IS a hero, are there any words/lines we should focus on? (If the students don’t notice the strength of the verbs, use a line of questioning that would get them to that point)

**Step 3: Add nuance and analyze the significance of the key words**

**Say:** So now that we’ve decided to focus on the verbs, we need to explain why and how Homer’s word choice supports our argument that Odysseus is a hero. With a partner I want you to rewrite this quote using synonyms for the words we’ve highlighted: forced, hauled, lashed, shouted, commands, and be prepared to share out. (Students will ideally come up with something like: I made them, grabbed them under the rowing benches, tied them fast, and yelled out directions to my other, steady comrades)

After hearing a few scholar rewrites, why do you think Homer used the verbs he did? (Allow for a few answers. Teacher will document answers under doc cam on the work)

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Key questions to check for understanding during Quick Notes:

1. Why should we select key words from our evidence to analyze? What’s the purpose?
2. Why would someone mention a counterargument in his/her interpretation? Is it a good or bad idea? Why?
### Step 4: Now we are on our final step, first of all, why should we always link our ideas back to the argument? (Call on students) Good. Okay, so how does Homer’s word choice help prove that Odysseus is a hero? (Give students 1 minute on their own to jot down ideas, then share out. Write down notes in organizer)

**Wrap Up:** You guys did awesome helping me think through all the possibilities and explain exactly how this evidence proves Odysseus is a hero, now it’s your turn! Using your evidence for paragraph 1, independently complete the same organizer for your piece of evidence. We will come back together once the timer goes off to look at some of our own work and discuss.

### 7) Independent Practice: Writer’s Workshop 20 minutes

Students will utilize the organizer below to assist them in drafting their interpretation. Writer’s Workshop should utilize the flow of 8 minutes silent work time, followed by 2 minutes of either: doc cam review, partner talk, or whole group CFU.

| Step 1: What is the main argument you are making? |
| Step 2: Evidence: |
| **Interpretation:** Fully develop a link from evidence to assertion. Write your interpretation of your evidence. Remember- this is where you really make or break your argument. |
| Questions I ask myself/writer’s moves: Step 3 |
| 1. What is going on in the quote in the most basic sense? (The paraphrase) |
| 2. What key words from the quote are you going to pull out to prove your assertion? Why? |
| 3. Deeper meaning: How do the key words help prove that Odysseus is or is not a hero? |
| 4. Step 4: Link back to argument: How does this piece of evidence prove Odysseus does or does not have control over his own fate? |
1. After completing the graphic organizer, students will draft and type their interpretations into their google docs and highlight it according to the criteria:

**Interpretation Criteria for Success**

1. Paraphrase: What’s going on in the piece of evidence in the most basic sense.
2. Integrates key word/phrase (key word/phrase should be the literary device)
3. Deeper Meaning: Breaks down the key word/phrase and what it means (what does the literary device suggest)
4. Link back: Explains how the literary device proves that Odysseus is or is not a hero.
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<thead>
<tr>
<th>Grade</th>
<th>Theme</th>
<th>Activities</th>
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<tbody>
<tr>
<td>6</td>
<td>A Culture of Motivation</td>
<td>• Retreat 1: Visit to College Campus</td>
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<tr>
<td></td>
<td></td>
<td>• Retreat 2: Community Service experience</td>
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<td>• Retreat 3: Visit to Factory</td>
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<td>• Retreat 4: Visit to College Campus</td>
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<td>7</td>
<td>Developing a Community of Scholars</td>
<td>• Year-long community service project with local school</td>
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<td>8</td>
<td>Becoming a Scholar Activist</td>
<td>• Retreat 1: Community Service Project</td>
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<td>• Retreat 2: College Visit to see clubs/activities</td>
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<td></td>
<td></td>
<td>• Retreat 3: Community Service Project</td>
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<td>• Retreat 4: Activism Day (visits from local politicians, state politicians, panels on activism, getting involved, and making a difference)</td>
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<td>9</td>
<td>Leadership</td>
<td>• Retreat 1: Community Service at New Heights (day dedicated to developing leadership opportunities around campus)</td>
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<td>• Retreat 2: Leader Day (host guest speakers to address students on different types of leaders)</td>
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<td>• Retreat 3: College Visit, meet with student leaders</td>
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<td></td>
<td>• Retreat 4: Community Service</td>
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<td>10</td>
<td>College Exploration</td>
<td>• Retreat 1: College Visit</td>
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<td>• Retreat 2: College Major Day (Invited guests/panelists talk about different majors, what and where to study, what to do with majors, etc). Students present on major they are interested in to larger group.</td>
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<td>• Retreat 3: College Admissions Day (Panels of admissions counselors, local on-site college fair, etc)</td>
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<td></td>
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<td>• Retreat 4: Community Service</td>
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<td>11</td>
<td>Career Exploration</td>
<td>• Retreat 1: What to do with a College Degree (invited guests from business community speak about careers)</td>
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<td>• Retreat 2: Community Service</td>
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<td></td>
<td>• Retreat 3: College Visit</td>
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<td>• Retreat 4: Student Career Fair/Presentation</td>
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<td>12</td>
<td>Career Experience</td>
<td>• Retreat 1: Internship Fair on site</td>
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<td>• Retreat 2: College Visit</td>
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<td></td>
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<td>• Retreat 3: Local Business site visit</td>
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<td></td>
<td></td>
<td>• Retreat 4: Workshop on resumes, cover letters, etiquette, interviews, etc on-site</td>
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<tr>
<td>13</td>
<td>College &amp; Beyond</td>
<td>• Weekly Advisory Meetings</td>
</tr>
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## K. SAMPLE SCHEDULE GRADE 6

### 2014-15 NEW HEIGHTS 6th GRADE SCHEDULE

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<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Block</th>
<th>Group 1: Reading Remedial</th>
<th>Group 2: On Grade</th>
<th>Group 3: ESL low</th>
<th>Group 4: Int/advanced</th>
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<td>Entry</td>
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<td>1</td>
<td>Math</td>
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<td>Social Studies</td>
<td>Composition</td>
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<td>Reading</td>
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<td>Science</td>
<td>Math</td>
<td>ESL basic/low</td>
<td>Math Lab</td>
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<td>Math Lab</td>
<td>Reading Book Club</td>
<td>Reading</td>
<td>Social Studies</td>
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<td>12:51 PM</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12:51 PM</td>
<td>1:49 PM</td>
<td>7</td>
<td>Composition</td>
<td>Science</td>
<td>Math Lab</td>
<td>ESL Intermediate</td>
</tr>
<tr>
<td>1:49 PM</td>
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<tr>
<td>1:52 PM</td>
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<td>8</td>
<td>Remedial Reading</td>
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<td>Science</td>
<td>Math</td>
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</tr>
<tr>
<td>3:25 PM</td>
<td>4:00 PM</td>
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<td></td>
</tr>
</tbody>
</table>

### Extracurricular Activities

- Advisory
## L. SAMPLE SCHEDULE GRADE 12

### 2015-16 NEW HEIGHTS 12th GRADE SCHEDULE

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Block</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:40 AM</td>
<td>7:57 AM</td>
<td>E</td>
<td>College Campus</td>
<td>Entry</td>
<td>College Campus</td>
<td>Entry</td>
<td>College Campus</td>
</tr>
<tr>
<td>7:57 AM</td>
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</tr>
<tr>
<td>8:00 AM</td>
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<td>A</td>
<td>College Seminar/Study Hall/CS/Internship</td>
<td>College Seminar/Study Hall/CS/Internship</td>
<td>College Seminar/Study Hall/CS/Internship</td>
<td>History Sequence</td>
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<tr>
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<td>9:25 AM</td>
<td>1</td>
<td>History Sequence</td>
<td>College Seminar/Study Hall/CS/Internship</td>
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<td>College Seminar/Study Hall/CS/Internship</td>
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<tr>
<td>9:25 AM</td>
<td>9:28 AM</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>9:28 AM</td>
<td>10:16 AM</td>
<td>2</td>
<td>Math Sequence</td>
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<td>Math Sequence</td>
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<tr>
<td>10:16 AM</td>
<td>10:21 AM</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>10:21 AM</td>
<td>10:24 AM</td>
<td>3</td>
<td>Sociology Sequence/Psychology Sequence</td>
<td>College Seminar/Study Hall/CS/Internship</td>
<td>Sociology Sequence/Psychology Sequence</td>
<td>College Seminar/Study Hall/CS/Internship</td>
<td>Sociology Sequence/Psychology Sequence</td>
</tr>
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<td>10:24 AM</td>
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<tr>
<td>10:27 AM</td>
<td>11:17 AM</td>
<td>4</td>
<td>Lunch</td>
<td>Lunch</td>
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<tr>
<td>11:17 AM</td>
<td>11:44 AM</td>
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</tr>
<tr>
<td>11:44 AM</td>
<td>11:50 AM</td>
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<td>College Seminar/Study Hall/CS/Internship</td>
<td>College Seminar/Study Hall/CS/Internship</td>
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<td></td>
</tr>
<tr>
<td>11:50 AM</td>
<td>11:53 PM</td>
<td>6</td>
<td>College Seminar/Study Hall/CS/Internship</td>
<td>College Seminar/Study Hall/CS/Internship</td>
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</tr>
<tr>
<td>11:53 PM</td>
<td>12:48 PM</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:48 PM</td>
<td>12:51 PM</td>
<td>7</td>
<td>College Seminar/Study Hall/CS/Internship</td>
<td>College Seminar/Study Hall/CS/Internship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:51 PM</td>
<td>1:49 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:49 PM</td>
<td>1:52 PM</td>
<td>A</td>
<td>Tutor</td>
<td>Tutor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:52 PM</td>
<td>2:45 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:45 PM</td>
<td>3:30 PM</td>
<td>D</td>
<td>Tutor</td>
<td>Tutor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:30 PM</td>
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<td></td>
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</table>
M. DRAFT ACCOUNTABILITY PLAN

<table>
<thead>
<tr>
<th>New Heights Charter School of Brockton (NHCS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Charter</strong></td>
</tr>
<tr>
<td>(Commonwealth or Horace Mann)</td>
</tr>
<tr>
<td>Commonwealth</td>
</tr>
<tr>
<td><strong>Location</strong></td>
</tr>
<tr>
<td>Brockton</td>
</tr>
<tr>
<td><strong>Regional or Non-Regional?</strong></td>
</tr>
<tr>
<td>Non-regional</td>
</tr>
<tr>
<td><strong>Districts in Region (if applicable)</strong></td>
</tr>
<tr>
<td><strong>Year Opened</strong></td>
</tr>
<tr>
<td>2015</td>
</tr>
<tr>
<td><strong>Year(s) Renewed (if applicable)</strong></td>
</tr>
<tr>
<td><strong>Maximum Enrollment</strong></td>
</tr>
<tr>
<td>840</td>
</tr>
<tr>
<td><strong>Chartered Grade span</strong></td>
</tr>
<tr>
<td>6-13</td>
</tr>
</tbody>
</table>

**Mission Statement:** Our mission is to provide urban students in grades 6-13 an early college experience coupled with academic rigor, meaningful relationships, relevant experiences and a school-wide culture of success that leads students TO and THROUGH college.

**Key Design Elements:**

- Resiliency Model
- Academic Focus on Literacy and Numeracy
- Advisory Program
- Early College Design
- The “13th” Grade
- Professional Development

The charter school commits to meeting Criteria 1 through 10 as outlined in the Charter School Performance Criteria.
### Objectives and Measures related to Mission and Key Design Elements *(required):*

<table>
<thead>
<tr>
<th>Objective: <strong>NHCS will deliver innovative wraparound programming via the Resiliency Model</strong></th>
<th><strong>Measure:</strong> In quarterly student surveys, with an 85% completion rate, 90% of students will say they feel there are more “opportunities for learning” both during and after the school year, than in any other school that they know</th>
<th><strong>Kinds of data gathered/data collection plan:</strong> student attendance records, staff attendance records, surveys of parents, students, and staff, student and teacher retention rates, Community Service Learning logs, College Placement Testing, SAT’s/PSAT’s</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure:</strong> NHCS retention rate of students will be 90% or higher.</td>
<td></td>
<td><strong>Kinds of data gathered/data collection plan:</strong> Attendance and enrollment data</td>
</tr>
<tr>
<td><strong>Measure:</strong> 85% of parents/caregivers will agree with this statement, “The school provides a safe, and nurturing environment, and holds students to high academic standards while providing supports.”</td>
<td></td>
<td><strong>Kinds of data gathered/data collection plan:</strong> Parent/caregivers surveys gathered by the Parent/Caregiver Advocate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective: <strong>NHCS will focus on literacy and numeracy</strong></th>
<th><strong>Measure:</strong> Students will speak and write proficiently about thinking skills necessary to begin assignments, respond to open ended questions, and solve problems with 75% proficiency.</th>
<th><strong>Kinds of data gathered/data collection plan:</strong> Student work, formative and summative assessments based on Common Core, standardized testing, classroom agenda boards, and planning.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure:</strong> In 100% of the classes taken by NHCS students, all students will be able to state the mastery objective and thinking skills embedded in a lesson in session, or show an observer where this information can be found in the classroom</td>
<td></td>
<td><strong>Kinds of data gathered/data collection plan:</strong> Student work, formative and summative assessments based on common core, standardized testing, classroom agenda boards, and planning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective: <strong>NHCS utilizes a unique advisory model to engage our students</strong></th>
<th><strong>Measure:</strong> 100% of students will say they have learned to anticipate academic, college and career ready, and professional/academic timelines and due dates.</th>
<th><strong>Kinds of data gathered/data collection plan:</strong> Student, school calendar and planning apps evaluated quarterly, project based learning opportunities will be assessed quarterly. Attendance on community building retreats, student government participation and voting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure:</strong> 95% of students will say that their classmates, teachers and administrators at NHCS care about them, and that they feel safe at school</td>
<td><strong>Kinds of data gathered/data collection plan:</strong> Student, school calendar and planning apps evaluated quarterly, project based learning opportunities will be assessed quarterly. Attendance on community building retreats, student government participation and voting</td>
<td></td>
</tr>
<tr>
<td><strong>Measure:</strong> 95% of the students feel that there are opportunities for leadership, and that they have appropriate voice in the decision making process at NHCS</td>
<td><strong>Kinds of data gathered/data collection plan:</strong> Student, school calendar and planning apps evaluated quarterly, project based learning opportunities will be assessed quarterly. Attendance on community building retreats, student government participation and voting</td>
<td></td>
</tr>
<tr>
<td><strong>Measure:</strong> 100% of our students will complete a minimum 20 hours of community service annually.</td>
<td><strong>Kinds of data gathered/data collection plan:</strong> Community Service Logs</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Objective: <strong>NHCS will effectively prepare students to get TO and THROUGH college via our Early College Model.</strong> | <strong>Measure:</strong> 100% of seniors will complete a college portfolio and present their findings to the school community. | <strong>Kinds of data gathered/data collection plan:</strong> College portfolio project rubrics. |</p>
<table>
<thead>
<tr>
<th>Measure: 90% of seniors will score proficient or above on their college portfolio performance rubric.</th>
<th>Kinds of data gathered/data collection plan: College portfolio project rubrics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure: 75% of NHCS students will score proficient or above on state standardized tests by the 10th grade.</td>
<td>Kinds of data gathered/data collection plan: Statewide test score results will be aggregated by the Dean of Students.</td>
</tr>
<tr>
<td>Measure: 100% of NHCS students will speak annually during whole school assemblies on a topic of their choice.</td>
<td>Kinds of data gathered/data collection plan: Advisory tracking and student speaker reflection.</td>
</tr>
<tr>
<td>Measure: 100% of NHCS students will earn transferable college credit.</td>
<td>Kinds of data gathered/data collection plan: Student college surveys and transcripts.</td>
</tr>
<tr>
<td>Measure: 100% of NHCS students will participate in multiple career experiences or an internship.</td>
<td>Kinds of data gathered/data collection plan: Internship exit inventories will be administered to employers by the Director of College Access. Data from these inventories is entered into a spreadsheet on an ongoing basis.</td>
</tr>
<tr>
<td>Measure: a) 75% of students in the 1st year graduating class will earn up to 15 college credits. The remaining 25% will earn over 15 college credits b) 70% of students in the 2nd year graduating class will earn 30-60 college credits. The remaining students will earn up to 30 college credits c) 80% of students in 3rd year graduating class, and beyond will earn 60 college credits; 10% will earn over 30 college credits; the remaining 10% will earn up to 30.</td>
<td>Kinds of data gathered/data collection plan: NHCS student information system and student college surveys.</td>
</tr>
</tbody>
</table>

**Objective:** NHCS will provide a unique “13th” grade experience for students to attend college with high school support.

| Measure: 90% of graduating seniors (13th graders) will matriculate to a college or credentialing program by January of the year following their graduation. | Kinds of data gathered/data collection plan: National Student Clearinghouse data (maintained by the Office of College and Career Readiness). |
| Measure: 90% of NHCS students complete the 13th grade, the remaining 10% graduate early under our “early graduation policy” | Kinds of data gathered/data collection plan: Student Information System |
| Measure: 100% of NHCS 13th grade students will participate in community service at NHCS as advisors, mentors, or tutors for lower school students. | Kinds of data gathered/data collection plan: Student community service logs gathered by the Director of College Access and the College Guides. |

**Objective:** NHCS will provide exceptional and comprehensive professional development

| Measure: Every year NHCS staff will attend over 150 hours of professional development hours that are aligned to our mission, culture, and excellent teaching rubric. | Kinds of data gathered/data collection plan: Professional Development Schedule (and sign in sheets) for the year with topics, associated rubric rows, and dates (document created by Head of School and saved on the shared drive). |
| Measure: Beginning in FY*, 70% of the SMART Goals and educator plans will be “Team” SMART goals and plans where teachers will share the responsibility for student achievement increasing by 5% per year, each year for 5 years. | Kinds of data gathered/data collection plan: Educator Plans and SMART Goals |
**Objective:** New Heights will share best practices with other schools in Massachusetts over the course of the charter term.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Kinds of data gathered/data collection plan:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NHCS will invite non-NHCS faculty and staff to attend our weekly Professional Development events.</td>
<td>Workshop sign in sheets, satisfaction surveys and PDPs issued</td>
</tr>
<tr>
<td>NHCS will invite non-NHCS faculty to visit NHCS for Open House events to share best practice.</td>
<td>Shared PD Calendar with other schools and districts</td>
</tr>
<tr>
<td>NHCS will invite BPS faculty and staff to attend quarterly trainings</td>
<td>Shared PD Calendar with other schools and districts</td>
</tr>
</tbody>
</table>
REFERENCES


vii Great Schools Partnership: www.edglossary.org/relevance.


ix Pintrich, P. R., & Schrauben, B. (1992). Students' motivational beliefs and their cognitive engagement in classroom academic tasks. Student perceptions in the classroom, 149-183.


xi For more information about Brockton’s Five Promises, see: http://www.brocktonspromise.org/five-promises/


xiv http://www.educationworld.com/a_admin/admin/admin392.shtml

xv http://ceep.indiana.edu/hssse/index.html


See Also:

Press.


xxi Heritage, M. Formative Assessment: What Do Teachers Need to Know and Do?” Phi Delta Kappan, October 2007


See also:


xxvii https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section89


xxx The Special Education Team consists of the ADSE, parent(s)/guardian(s), a special education teacher, a general education teacher, service provider(s), the student, if he or she is above the age of 14, and others (if appropriate).


http://tomschimmer.com/2013/02/07/5-guiding-principles-for-effective-school-wide-discipline/
