NHCS Charter School of Brockton  
2015-16 Commonwealth Charter  
Final Application  
November 4, 2015

Respectfully Submitted to the Department of Elementary and Secondary Education by the NHCS Charter School Founding Team:

❖ Omari Walker, Proposed Executive Director  
❖ Janice Manning, Proposed Head of School  
❖ Dr. Jessica Geier, Proposed Director of College Access  
❖ Meredith Morrison, Proposed Dean of Curriculum and Instruction  
❖ Neal Klayman, Proposed Dean of Student Services  
❖ Tiara Burke, Proposed Executive Assistant  
❖ Ann Ferioli, Proposed Student and Family Outreach Coordinator  
❖ Deborah Howard, Founding Member, EDWorks

❖ Michael Sullivan, Proposed Board Member, Proposed Board Chair  
❖ Pastor Emanuel Daphnis, Proposed Board Member, Proposed Board Co-Chair  
❖ Nicholas Christ, Proposed Board Member, Proposed Board Treasurer  
❖ Justin DuClos, Proposed Board Member, Proposed Board Secretary  
❖ Traci Keene, Proposed Board Member  
❖ Vincent Marturano, Proposed Board Member  
❖ Judge Gregory Philips, Proposed Board Member  
❖ Anthony Modica, Proposed Board Member  
❖ Carlina Evora, Proposed Student Board Member  
❖ Maria Fernandes, Proposed Board Member
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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: ______NHCS Charter School of Brockton___________

School Address (if known): _______________________________________________________

School Location (City/Town REQUIRED): ______Brockton, MA_____________________

Primary Contact Person: ______Omari L Walker____________________________________

Role or relationship of contact person to proposal: __Founding Member, Proposed Executive Director/Head of School__

Address: __250 East Main Street_______________________________________

City: _______Norton____________ State: ____MA____ Zip: ___02886___________

Daytime Tel: (_508_) __622-0425____________ Secondary Tel: (______) ________________

Email: ______omarilwalker@resiliencyfoundation.org________________________________

1. The proposed school will open in the fall of school year: X 2016-2017 □ 2017-2018

<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>

Add additional rows as needed to show planned growth to reach full proposed grade span and maximum enrollment.

2. Grade span at full enrollment: ______________________________ 6-12

3. Total student enrollment when fully expanded: _____________735____________________

4. Age at entry for kindergarten, if applicable: ______________________________________

5. If applicable, the proposed Horace Mann charter school is: □ New or X 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? X Yes □ 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 when posted. (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:

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 when posted. (Use additional sheets if necessary.)

______Randolph______  _______Taunton______  _______Brockton______
______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? X Yes □ 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 2015-2016 applications? X Yes □ No

11. Have members of the applicant group previously submitted a prospectus or final application that did not result in a charter? X Yes □ No
If yes, is the present submission related in content to the previous application? X Yes □ No
If yes, please indicate the name of the previous proposal and the year submitted.

______NHCS Charter School Fall River______  _______2013-14______

______NHCS Charter School Brockton______  _______2014-15______

12. Is the applicant group currently the board of trustees of an existing charter school? □ Yes X 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 X 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 X No
If yes, please indicate the person’s name; the charter school name and school location, or school committee district; and dates of membership.
Proposed Charter School Name: ______NHCS Charter School of Brockton_________________

Proposed School Location (City/Town): ________Brockton____________________________

I hereby certify that the information submitted in this prospectus/final 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. 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 L. Walker_____________________

Address________250 East Main Street, Norton, MA 02886_______________________

Daytime Phone__598-622-0425____________ Fax _______________________________
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
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 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
This proposal calls for the creation of the New Heights Charter School of Brockton (NHCS), an innovative, Fast Track Early College Design school generated to address the needs of the region of Brockton, Randolph, and Taunton. Partnering with EDWorks, a national leader in early college design, NHCS will be the first early college of its kind in Massachusetts. EDWorks describes their early college design as follows, “Fast Track early college high schools are changing what it means to be a college student. These schools support students least likely to attend college, simply because of their circumstances, and put them into an atmosphere with high levels of support and expectations. Fast Track may be the answer to inspiring students to challenge themselves and go to college better prepared to earn a degree. Through Fast Track, students will have a four-year academic roadmap that accelerates them through a rigorous high school course of study and up to 60 hours of college credit before graduation. Fast Track high schools offer personalized plans for each student, reaching underserved student populations including students from families without college experience, low-income, English language learners and students of color” (See more at: http://edworkspartners.org/fast-track#sthash.1PEkSYca.dpuf). In order to bring the vision of NHCS, to provide free college credit to students while still in high school, to fruition, the founding team has partnered with three key agencies: Massasoit Community College will provide our college courses, the YMCA will provide health-related programming and access to facilities, and EDWorks will provide the support of an experienced education service agency to our grass roots organization. NHCS will provide a public school option for 735 (at full enrollment) of our region’s students to minimize the achievement gap in educational attainment and college success. Our mission is to prepare our students for college. Period. How does NHCS intend to achieve this mission? We will use our three key design areas – our “We go to college” culture, our Fast Track Early College design, and our Professional and Community Development to create a strong foundation for our students and staff to reach our goals. Above all, each of us: staff, students, families alike, will focus on the idea that EVERY student will be prepared to attend college.

Program Description: In order to realize our mission, NHCS will enroll students in grades 6-12, for a total school enrollment of 735 students, 105 students per grade. We will fill vacated seats twice per year in grades 6-11 and we will recruit heavily in the poorest neighborhoods, ensuring that the most vulnerable students in Brockton, Taunton, and Randolph 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. Our students will enter NHCS in the 6th grade, spending their first three years in our “Lower School”, grades 6-8, with a primary focus on developing the academic skills necessary to get into and succeed in college. Upper School students, grades 9-12, may begin taking college courses in the 9th grade and continue earning college credit towards a Liberal Arts Associates’ Degree at MCC. A student’s instructional day at NHCS begins at 7:40 am, with breakfast in the classroom, and ends at 3:30 pm (extracurricular/enrichment activities will be held from 3:30-4:30pm). In addition, we will offer Summer Bridge programs to keep students academically on track and socially engaged in the learning experience.

Key Design Elements: Our primary goal is to meet our mission to prepare students in college by enrolling them early in college courses, providing the support services they need to succeed, and creating an environment that is both nurturing and encouraging. The founding team, in collaboration with EDWorks, identified three key design areas that create the foundation upon which NHCS is built. Design area one is our “We Go to College” culture. Design area two is the “Fast Track Early College Design”, a model designed by EDWorks. Design area three is “Professional and Community Development”. Each of these design elements weave through our lower school (grades 6-8) and our upper school (grades 9-12) daily routines including NHCS’ curriculum, instructional model, professional development, school culture, and allow us to reach our mission of preparing our students for college.

Student Lower School Day: Our instructional day will begin at 7:40am with advisory and breakfast in the classroom followed by seven, 57-minute periods (2 Math, 2 ELA, 1 History, 1 Science, and 1 elective period). Our instructional school day will conclude at 3:30 pm. Starting in Year 2, NHCS will offer after school extracurricular activities. On Fridays, students will leave campus at 1:38, taking one fewer ELA course and one fewer math course that day, to allow for all staff professional development. Our school year exceeds the state-mandated minimum of 180 days of instruction by 4 days for a total of 184 school days.

Student Upper School Day: During the summer before 9th grade, students will be divided into one of two pathways: College Prep or College Ready, based upon teacher recommendation (including behavior, maturity, and academic performance), MCAS results, and the college ACCUPLACER placement exam. All college classes will be cohort-based for NHCS students.

- College Prep: 9th grade students on the College Prep pathway will begin their day in morning advisory and breakfast at 7:40. They will enroll in seven periods (2 Math, 2 ELA, 1 History, 1 science, and 1 World Language). 10th grade students enroll in seven periods (2 Math, 2 ELA, 1 History, 1 science, and 1 World Language). During their second ELA course, they will complete Massasoit’s Developmental English sequence. During their second Math course, they will begin Massasoit’s Developmental Math sequence. 11th grade students will enroll in seven periods (2 Math, 2 ELA, 1 History, 1 science, and 1 elective period). During their second ELA course, they will complete Massasoit’s English 101/102. During their second Math, they will complete Massasoit’s Developmental Math sequence. 12th grade students will enroll in 8 college courses, 4 per semester: 2 semesters of US History; 2
Summer Bridge: The NHCS founding team understands the value of summer education opportunities, particularly for those students from economically disadvantaged backgrounds where summer learning loss is most prevalent. Our Summer Bridge program, located on the Massasoit Community College campus, is a 4-hour day divided into two parts: College Experience and Student Experience. The Summer Bridge will strengthen the community culture of our school and provide students an opportunity to learn new material in a fun, hands-on environment. The Summer Bridge schedule, which is currently being reviewed by the College Working Group, a team of Massasoit staff and NHCS founding members, is provided below for illustrative purposes. In addition to academic work, students will engage in culture-building activities with NHCS staff.

### Summer Bridge Schedule

<table>
<thead>
<tr>
<th>Semester before:</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College Experience</strong></td>
<td>College Experience, such as Theater</td>
<td>CTI 101* Microsoft Word</td>
<td>ART 107 (Drawing I)* College Portfolio</td>
<td>College Tour and College Portfolio Completion</td>
</tr>
<tr>
<td><strong>Student Experience</strong></td>
<td>Team Building and Academic Support</td>
<td>Team Building and Academic Support</td>
<td>Team Building and Academic Support</td>
<td>Team Building and Academic Support</td>
</tr>
</tbody>
</table>

*College Courses

**Student Impact:** NHCS will serve a student population that is predominantly economically disadvantaged and likely the student will be the first in his or her family to attend college. Our students will be prepared for the academic and social rigors of a college degree. Students who graduate from NHCS will have the opportunity to earn up to 60 college credits. Our students will have participated in multiple community building projects and college visits through our quarterly retreat system, they will have strong relationships with our staff developed through our school culture, and they will have a plan for life after graduation. The Individualized Learning Plan starts on the first few days they arrive at NHCS and culminates in our College Portfolio project.

**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 economically disadvantaged, 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 middle and high school administration, middle and high school teaching, college access and success programming, curriculum design, community outreach, special education, legal affairs, education finance, English language instruction from district and charter schools. We are currently meeting with residents in our region, including faith and community-based groups, middle and high 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, Taunton, and Randolph are ideal communities for a new model of public education. Currently, Brockton, Taunton and Randolph not have any public school choice within the district. The demographics of these communities speak to our intention to serve predominantly economically disadvantaged and first-generation students to prepare for college. The commitment from all layers of social, cultural, educational, and political communities our region to improve the lives of students plays a large role in the founding group’s interest in opening a new charter school in a community where there are no charter schools. Our school’s commitment to urban students clearly addresses the youth population in these communities, many of who are economically disadvantaged or first generation college families.

**Why we chose a regional charter school:** It is the intention of the NHCS founding group to address the lack of school choice in the Taunton, Randolph, and Brockton communities, particularly for those students living in poverty.
Through our outreach activities in Brockton, families from surrounding communities, including Randolph, identified the need for a high quality public school choice either by signing our petition or submitting an application to attend NHCS during the 2014-15 cycle.

**Choice of a Commonwealth Charter:** A Commonwealth charter will give NHCS the autonomy to reimagine the traditional school model to include college coursework, 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 the NHCS’ founding group with the resources to address the educational achievement gaps in higher education enrollment and completion and continue to interrupt the pervasive cycle of poverty in urban cities.

**Support for this model:** In a recent report produced by the Rennie Center for Education Research and Policy, titled *Early College Designs: Achieving College-and Career-Readiness for All*, the authors argue that getting into college is not the arbitrator of success. In fact, too many students in the Commonwealth are leaving their high schools and testing into developmental education courses (an issue that leaves many dispirited or deep in debt before they even begin earning college credit). “Early college experiences can be especially valuable for students who do not think of themselves as college-bound. In a randomized study, minority and low-income early college students—who have been traditionally underrepresented in postsecondary education—had more successful postsecondary outcomes as compared to peers who did not participate in early college programming. These findings, combined with national evidence on the efficacy of early college programming, suggest that this model may be especially effective for students who lack support from family and friends in setting college expectations. Ultimately, in addition to increasing college readiness and completion rates, early colleges have the potential to increase the size and diversity of the college-going population (see Rennie Center Report, pg. 1). And yet, despite national evidence that early college is “among the most effective strategies for promoting higher rates of postsecondary access, persistence, and completion” (see Rennie Center, pg. 2), our region does not currently have access to an early college high school.

Massachusetts is home to a number of “early college programs” including dual enrollment, articulation agreements between districts and colleges, and Gateway to College. According to the Rennie Center report, however, “integrating early college experiences into traditional high schools and/or districts is just beginning to take hold as a viable strategy to promote college and career readiness” (Rennie Center, pg. 2). Unique to the NHCS design is our status as a standalone school, founded on research and best practice from national leaders, including our partner, EDWorks, as well as the research from Jobs for the Future, and the nearly 300 Early College High Schools in the country. NHCS can be an answer to move Massachusetts into a position to create new opportunities for learning, particularly for our most vulnerable students.
I. HOW WILL THE SCHOOL DEMONSTRATE FAITHFULNESS TO CHARTER

A. MISSION

Our mission is to prepare our students for college. Period. Here’s why. The data are irrefutable. Some college pays. A two-year degree pays more. A four-year degree pays even higher dividends. According to Horn and Ramos (2010), there are well-documented and persistent barriers to success that prevent low-income students’ access to postsecondary education. Less than half of students in the lowest income quartile pursue a bachelor’s degree and between 1970 and 2005, bachelor’s degree attainment rates rose only by 6% for low-income students. Too many of the students who enroll in community college are not on track for success. (Collins, 2009, p. v). This lack of success is noted in the National Education Longitudinal Study (NELS; Attewell, Lavin, Domina, & Levey, 2006), which reports that in 2000, of students enrolling in community colleges, 58% took at least one developmental/remedial course. That’s why we have a laser-like focus on ensuring New Heights students are prepared for college without remediation, whether they choose to complete a two-year or four-year degree immediately after high school graduation, or re-enter college after gaining workforce experience. The NHCS Founding Team believes that “preparing” our students for college, that is providing them the opportunity to tour college campuses, complete college developmental courses to address any skills deficiencies, and finally earn transferable college credit, is the keystone of our program. We believe in focusing early on academic preparation, focusing on literacy and numeracy throughout our program. And above all, we believe in starting our message for college preparation early, with our sixth grade students, introducing them to the opportunities, resources and services available to set them on a path to college. How does NHCS intend to achieve this mission? We will use our three key design areas – EDWorks “Fast Track Early College” design, our “We go to college” culture, and our Professional and Community Development to create a strong foundation for our students and staff to reach these goals. Above all, each of us; staff, students, families alike, will focus on the idea that EVERY student will be prepared to attend college.

B. KEY DESIGN ELEMENTS

Education Philosophy: Our school structure, our program of studies, and our policies/procedures and handbooks are all designed to help us meet our goal of getting our students prepared for college. We have purposely founded this school on the belief that all students deserve a first-class education. Our experience, having worked in and consulted with many urban school districts, testifies to the fact that there are populations of students that are underserved. Our charge and our commitment to the region that we serve are to develop a school where achievement gaps are challenged so that they do not impede one’s ability to learn. We aim to do this by offering all students a high quality, standards-based curriculum and ensuring that the necessary resources are put in place to support all, but especially our struggling learners. In order to achieve our goal of preparing all students for college, we have decided to use a cohort structure so that we can provide targeted interventions and supports to the students who need them most. Our education delivery model includes multiple pathways for students to prepare for college. Each grade will have 105 students who will be placed into four cohorts of approximately twenty-six students based on their math and ELA state assessments. All four cohorts will be inclusion; however, two of the four cohorts will have the additional supports of small group instruction, tutors, co-teaching in most content areas, ELL teachers, and special education support. At NHCS we do not lower our academic expectations; instead, we provide students with the necessary supports and accommodations to ensure full access and mastery of our curriculum. Given that, we are prepared to serve more than 25% of our students with either diagnosed or undiagnosed learning disabilities, and our belief is that our students will become academically proficient, by meeting their stipulated learning goals, through high expectations (internally and externally,) and the scaffolding that we will provide to support each individual’s growth.

Enhancing Educational Options: The NHCS founding team made a commitment to Brockton in the spring of 2014. Our outreach team spent countless hours meeting with community members, attending meetings, and hearing the needs of Brockton’s families. We submitted a proposal to open NHCS of Brockton with the belief that our model, an early college 6-13 design, would enhance the educational opportunities for the district’s economically disadvantaged families and expand the educational options for all. At the conclusion of the 2014-15 cycle it was clear that we needed to change our 6-13 design to meet state requirements. Following a meeting at the EDWorks National Early College Conference, we asked EDWorks to partner with us as an education service provider. EDWorks is a proven provider in the field of early college design credited with contributing to the proliferation of early college designs nationally as well as the creator of the “Fast Track Early College Design” that we are using as a foundation for our model. EDWorks will provide the expertise and guidance necessary to convert our model to grades 6-12, as well as ensure that the design is achievable. EDWorks’ Fast Track Early College approach accelerates learning for every student in the school by blending high school and the first two years of college and providing deep, rich systems of student support. The creation of a Fast Track Early College model that is inclusive of ALL students is unique from the educational opportunities currently available to students in Brockton, Randolph, and Taunton. In order to reach
our goal of preparing every student for college, NHCS identified three key design areas that are aligned throughout our model and supported by our culture. Our key design elements are described below.

**Key Design Element #1: Fast Track Early College Design:** The Fast Track Early College Design is based upon the work of leaders in the field of education innovation such as EDWorks, our partner, as well as the Bill and Melinda Gates’ Foundation, Jobs for the Future, and the Middle College National Consortium. Research indicates that high school graduation is not enough and our model intentionally attempts to remove transitional, financial, social, educational, and emotional barriers to ensure students preparation for postsecondary education. In Appendix G, we provide significant research findings to support the effectiveness of early college high schools.

**The EDWorks Fast Track Early College Design:** A full understanding of the school design facilitation, technical assistance, professional and leadership development that will be provided by EDWorks must begin with the vision of a fully-implemented EDWorks Fast Track Early College High School. EDWorks Fast Track Early College High Schools are not highly selective magnet institutions designed for the top 10% of students (those who would normally be targeted for AP, IB or dual enrollment). They serve a student population that is low income and that generally performs below grade level when they enter the Fast Track Early College.

The diagram above demonstrates the difference between EDWorks Fast Track and traditional college preparatory programs. Students generally must meet a set of rigid qualifications to enter traditional Honors, AP/IB and dual enrollment courses. Honors and AP/IB courses are taught by high school faculty on the high school campus. Dual enrollment courses are increasingly taught on the high school campus by high school teachers who have been vetted by the local college. Sometimes dual enrollment students attend college classes on the college campus, but these students generally must be in the 11th or 12th grade and must achieve stringent assessment and GPA requirements before they are allowed to enroll in the courses. The dual enrollment courses are generally not part of a specific degree pathway, and dual enrollment students who take classes on the college campus are generally on their own, with no support system and no one to help them navigate the higher education bureaucracy.

EDWorks Fast Track brings the promise of college completion to all students. In a 2009 speech, President Obama set a goal that the nation should once again have the highest proportion of college graduates in the world by the year 2020. To reach this goal, the U.S. Department of Education projects that the proportion of college graduates in the U.S. will need to increase by 50 percent nationwide. This is an ambitious goal, but one which EDWorks Fast Track Early College helps make attainable. Many of the students at Fast Track Early College High Schools begin taking college classes the first day of their freshman year of high school, with no added cost to the student. Each student has a personalized learning plan, as well as a scaffolded system of supports in place to help him or her succeed. Credits will be aligned with specific degree pathways and are carefully chosen...
from among those courses that will transfer to other institutions. Each school has a plan to allow for every student to earn up to 60 college credit hours, which translates to an associate degree or two years of a four-year degree.

EDWorks realizes that graduating students from a Fast Track site with 60 hours of college credit is incredibly challenging. To maximize the potential of every student to graduate with up to 60 hours of college credit, the EDWorks design focuses on:

- **Personalized Coaching and Professional Development Specifically for Early College:** Preparing high school students for college-level coursework requires a high degree of personalization and flexibility, particularly when many of these students enter Fast Track Early Colleges performing below grade level. This is why EDWorks was the first Early College initiative to develop a dedicated coaching staff and to design Early College-specific professional development, becoming a model for other Early College initiatives nationwide.

- **Building a High Degree of Student Agency:** EDWorks ensures that students understand the “gateways” that will help them earn up to 60 hours of college credit. Between the intensive orientation to Fast Track, personalized academic plans and progress reports, students in Fast Track sites know – and can explain to any visitor, teacher, or adult – what is expected of them, where they stand, and what they need to do to be successful.

- **Strengthening Connections Between High Schools and Colleges:** While many high schools have already started forming relationships with local colleges before EDWorks begins supporting them, the EDWorks support team helps make the shared vision for implementing a Fast Track Early College more concrete. With years of experience working across multiple partnerships, we understand what both sides need to do to graduate students with up to 60 hours of college credit.

Beyond these three key ingredients, schools designed with the EDWorks Early College approach demonstrate the ability to:

1. **Close the Achievement Gap:** Students in Fast Track Early College High Schools don’t just close the achievement gap, they surpass their district and state peers, outperforming them in nearly every state-identified measure of academic success. EDWorks schools are largely comprised of students who are first-generation college goers with low income and/or minority status, who consistently outperform state averages in core assessments of reading and mathematics. Nearly 100% of students graduate at these high schools. This data is consistent across multiple sites and districts, and has shown a long-term upward trend.

2. **Provide a Clear, Comprehensive Plan for Fast Track Development:** EDWorks is a partner that provides a clear design and implementation scope and sequence. Its team is adept at working with all the complex dynamics that can emerge from a partnership between high schools, colleges and local business and community partners.

In Fast Track schools, students are integrated into college classes on a college campus, ensuring that coursework maintains the necessary rigor and to provide students with an authentic college-going experience. This demystifies the college-going experience for first generation college goers and eases the transition to a four-year institution after they graduate from their Fast Track school. Unlike the typical Advanced Placement of dual enrollment program, Fast Track Early College provides deep, rich supports for students to ensure student success in higher education. Strong private-public partnerships are the bedrock of Fast Track high schools. In a fully-developed Fast Track Early College High School:

1. The high school experience begins with a Summer Bridge that focuses on building literacy and numeracy skills.
2. The 9th grade year focuses on accelerating students, particularly in the critical areas of English language arts and mathematics. Technical reading, strong writing and mastery of algebraic concepts are essential if students are to be successful in college courses, with their rigorous reading and writing loads.
3. Teachers work to prepare every student to pass the college placement tests so they can begin taking core college courses that will transfer to other state schools.
Key Design Element #2: “We go to college” Culture: According to the Ohio Center for Essential School Reform, “good schools call for attention to both academic challenge and the personalization of the school environment for each student” (Hoffman, D and Levak, B., 2003). The NHCS culture will focus on personalization through the creation of a school mindset: WE GO TO COLLEGE. Culture is important to the success of a school and the cohesiveness of our community. This key design element will become a mantra for each student and staff member; no student will be left behind. We will create a school where *We Go to College* is present in all that we do through the following practices:

- **Morning advisory**: where a single teacher will work with the same group of students from their first until their last day at NHCS. In morning advisory, students will be greeted every day by the same teacher over breakfast and they will engage in friendly competitions for awards for student character, attendance, and homework completion. Advisories will be named for college campuses.

- **College Presence**: All NHCS students will attend an annual orientation, which includes a photograph taken of each student in college regalia, which will be hung in our entry hall. College admissions representatives will be invited to attend advisories and lunches on the NHCS campus, college banners will be hung throughout the school, and students who receive admission to college will be encouraged to wear college branded clothing in lieu of a uniform.

- **Senior Signing Day**: At NHCS, all graduating seniors will participate in the academically focused Senior Signing Day (a concept developed by the Achievement First Network) where they will, in front of peers, teachers, and family, announce their plans for the future.

- **Contextualized learning**: to help students draw connections between what they are learning in the classroom and college and career. Through ensuring and providing project-based learning and real-world applications, students are able to gain important skills and experience while exploring their individual passions and goals.

- **Quarterly retreats**, including college visits, starting in the sixth grade.

- **College courses starting in the 9th grade**

- **Individualized learning plan culminating in a college portfolio during the later years of the upper school.**

**NHCS School Culture:** Building a school culture is essential to the development of an environment that is personalized to meet the needs of students and inclusive of parents and guardians. Our mission and key design elements are predicated upon the foundation of a strong school culture. Leveraging our partnership with EDWorks, NHCS will incorporate a framework for building safe and supportive schools, developed by the Ohio Center for Essential School Reform, which centers on five key components: Knowing our students better; Trusting our students more; Empowering our students in authentic ways; Connecting our students in meaningful ways; Honoring all students in varied systems of recognition and reward. Together, these five components form the “KTECH” culture that will be the bedrock of NHCS.

1. **Knowing our students better**: NHCS staff will know our students better through our “We go to college” mindset, a focus on developing a culture of WE and not a culture of I that will occur during our morning advisories, during our quarterly retreats when students spend a day walking on a college campus with their classmates or doing community service, and our staff will receive professional development around how to learn more about and cultivate personal relationships with our students.

2. **Trusting our students more**: We will teach our students how to be accountable and responsible for their own success and gradually release the responsibility for organizing, prioritizing and achieving their goals that lead to success in college courses.
That trust will be earned by requiring our students to assume more and additional responsibilities, either on our quarterly retreats or during our school day when students play an important role in our “Full Circle Discipline” model, see the appendix for more information. Family members will attend monthly meetings to explore how to build trusting and honest relationships with their children and the school staff (translation services, childcare, and transportation will be made available through volunteers).

3. **Empowering our students in authentic ways:** The idea of empowering students to take academic and emotional risks runs throughout all three of our design elements. Students will support one another throughout their day, beginning in the morning advisory, in school-wide (advisory-based) competitions for homework completion, attendance, etc. This engaging competition will spread to our school design, where students will earn the opportunity to wear college clothing, such as branded sweatshirts or t-shirts, in the place of their uniforms, reinforcing the notion that ALL of our students will be prepared for college. Students engage in learning with more enthusiasm and depth when they value the knowledge and skills that they are working to acquire, find them relevant, or interesting and engaging (Eccles et al., 1983). Staff will receive professional development on how to include messages of relevancy to college and career readiness in their daily instruction.

4. **Connecting to our students in meaningful ways:** NHCS students will walk into our building everyday and see our school mission written on the wall in front of them. They will see their pictures in college regalia lining the walls. They will work alongside our staff during quarterly retreats or Summer Bridge culture building activities. Students will attend classes on a college campus, from college faculty, demystifying the college experience for students and parents/families. They will see us in their community, talking with their parent’s/family members during our home visits. Students will work with teachers to identify extracurricular activities of interest to them and then work with the administration to create clubs or sports teams starting in year 2. Staff and families will receive professional development on our Full Circle Discipline model as an opportunity to connect with our students/children in meaningful ways. Staff will communicate with parents/caregivers on a regular basis to form relationships, keep parents connected to the school, and create a school-home partnership.

5. **Honoring all students in varied systems of recognition and reward:** The school-wide competitions on homework, citizenship/character, and attendance will be driven both by teacher and peer recognition. Students will be honored during the morning advisory on a weekly basis, with a commendation letter or comment written by the witness to their good behavior. As the years progress, advisory-specific awards will be given to those groups who exceed expectations on homework completion, for example. During the 12th grade, we will hold a “Senior Signing Day” when each graduating senior will give a short speech to the entire school ending with the announcement of their plans for the following year. Families will be invited to all events, to celebrate with our school community the many achievements of our students. All content teachers will be required to have a mission written on the wall in front of them. They will see their pictures in college regalia lining the walls. They will work alongside our staff during quarterly retreats or Summer Bridge culture building activities. Students will attend classes on a college campus, from college faculty, demystifying the college experience for students and parents/families. They will see us in their community, talking with their parent’s/family members during our home visits. Students will work with teachers to identify extracurricular activities of interest to them and then work with the administration to create clubs or sports teams starting in year 2. Staff and families will receive professional development on our Full Circle Discipline model as an opportunity to connect with our students/children in meaningful ways. Staff will communicate with parents/caregivers on a regular basis to form relationships, keep parents connected to the school, and create a school-home partnership.

**Key Design Element #3: Professional and Community Development:** The mission of NHCS is to prepare all students for college and we understand that we cannot reach our mission in a vacuum. Supportive and well-trained staff, equipped with the tools they need to personalize their teaching to reach all students, are one essential component of the NHCS mission. In addition, families and community members need to feel a sense of belonging and cohesion with our school staff. We are all here, together, to help our students reach their goals. To that end, NHCS will create a professional and community development plan that includes the following components:

- Twice annual staff retreats to build culture and hone skills.
- Weekly professional development on Fridays to work on instructional practice driven by student data and school-wide goal setting.
- Staff input included in the creation and adoption of school policies and procedures.
- Bi-annual home visits.
- Parent/Caregiver Advisory subcommittee to the Board of Trustees that will provide a forum for parents/caregivers to voice concerns and accolades.
- Student Advisory subcommittee to the Board of Trustees that will provide a forum for students to voice concerns and accolades.
- Monthly parent/caregiver meetings on topics ranging from student behavior, academic skills, college financial aid, college selection, and family support and engagement.
- Two Parent and Family Outreach Coordinators on staff to coordinate parent/family meetings and connections to services.
- A commitment to brokering community partnerships and bringing the community into the NHCS environment, examples include the Old Colony YMCA and Massasoit Community College.

**School Goals:** Our Key Design Elements are intended to be the strategic vision for the development of a model that will enact systemic change. Our primary goal for all three key design elements is to ensure that our students are prepared for college. We intend to measure this primary goal through the following metrics:

1. In our inaugural 7th and 8th grade classes, 50% of students will meet NHCS College Ready standards and attend college full-time in 11th and 12th grade.
2. In our inaugural 6th and beyond class, 75% of students will meet NHCS College Ready standards and attend college full-time in 11th and 12th grade.
College ready standards are described in detail in Section II. We understand that this primary goal is ambitious, but we are committed to creating a school culture, rigorous and supportive academic programs and prepared staff that will work with our secondary academic and non-academic goals, below, to meet this challenge. Additional goals are listed in our draft accountability plan in the appendix.

A. Fast Track Early College Design

**Academic Goals:**
- A minimum of 95% NHCS’ students will enroll in and complete college level courses
- 100% of teachers, for their advisory sections, in collaboration with the Dean of Curriculum and Instruction and the Dean of Student Services, will create Individualized Learning Plans.
- 100% of students will have access to a multi-tiered student support model that includes tutors, specialists, co-taught classrooms, and targeted interventions.
- 95% of students will agree with the following statements:
  - I am learning to write effectively
  - I am learning to think critically
  - I am learning to work independently
  - I ask questions or answer questions in class everyday
  - I receive feedback from my teachers everyday
  - I agree that NHCS has helped me develop the skills/knowledge that I need for college-level classes

**Non-Academic Goals:**
- A minimum of 95% of students will complete a college portfolio, including the FAFSA and college essays as well as a minimum of 2 submitted college applications.
- 100% of students will visit college campuses.
- A minimum of 95% of students will participate in our annual senior signing day.
- 95% of students will agree with the following statements:
  - I feel positive about my college readiness
  - I believe I am acquiring skills that will prepare me for college
  - I am motivated by teachers who encourage me
  - I enjoy attending NHCS
  - NHCS helped me understand the steps that I need to take in order to apply to college

B. We Go to College Culture

**Academic Goals:**
- 80% of students will complete homework on time (supports will be in place in order for this to happen, e.g., in an afterschool setting where there are available computers and materials).
- Average daily student attendance will outperform the state average.
- A minimum of 95% of students will take the PSAT’s, SAT’s, and/or the ACCUPLACER.
- A minimum of 95% of students will use an academic planner.
- A minimum of 80% of students will attend Summer Bridge programming.

**Non-Academic Goals:**
- 100% of students will attend quarterly, theme-driven retreats.
- 95% of students will agree with the following statement:
  - I feel good about being in this school
  - I care about this school
  - I feel safe in this school
  - I feel supported by the staff at this school
  - I am comfortable being myself in this school
  - This school’s rules are fair
  - I am an important part of my school community
  - I feel prepared for college

- 95% of parents/families will agree with the following statement:
  - Our child is prepared for college
  - I/We feel good about our student attending this school
  - I/We care about this school
  - Our child is safe in this school
a multicultural community, including a large concentration of Portuguese Americans and Irish Americans. Students may choose to attend a regional technical high school, parochial schools, or an out of district charter school. Taunton is home to approximately 56,000 people. Taunton is known as the “Silver City”, given its history in the silver industry. Taunton was founded in 1637 making it one of the oldest cities in the United States. Nearly 380 years later, Taunton is home to just under 94,000 residents. Steeped in history and community pride, Taunton 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 17,186 students. In addition to the Brockton Public Schools, students may choose to attend one of four parochial schools, a regional vocational technical high 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, including one of the state’s largest Cape Verdean populations. 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 the largest city in our region, it has the least amount of school choice, and it is in the middle of the other districts making it a logical choice to situate NHCS. In addition, the founding group has spent the last two years in the community and we have a great deal of support from students and parents to bring NHCS to fruition.

C. DESCRIPTION OF THE COMMUNITIES TO BE SERVED

City of Brockton: In 1821, the city of Brockton was incorporated. Today, nearly 200 years later, Brockton is home to just under 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 17,186 students. In addition to the Brockton Public Schools, students may choose to attend one of four parochial schools, a regional vocational technical high 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, including one of the state’s largest Cape Verdean populations. 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.

City of Taunton: Taunton was founded in 1637 making it one of the oldest cities in the United States. Nearly 380 years later, Taunton is home to approximately 56,000 people. Taunton is known as the “Silver City”, given its history in the silver industry beginning in the early 1800s. Taunton’s school department is committed to Academic excellence for every student, in every classroom, in every school, and serves approximately 7,910 students. In addition to attending Taunton Public Schools, students may choose to attend a regional technical high school, parochial schools, or an out of district charter school. Taunton is home to a multicultural community, including a large concentration of Portuguese Americans and Irish Americans.

Town of Randolph: The town of Randolph was founded in 1793, and today, is home to approximately 32,000 residents. Historically, Randolph served as a destination for large shoe manufacturing companies, and by the late 19th century, Randolph was one of the nation's leading boot producers. However, in the beginning of the 20th century, the shoe industry began a slow decline and Randolph evolved into a suburban residential community in close proximity to Boston. The Randolph School Department serves 2,900 students. Randolph is seen as one of the fastest growing towns in the United States and the cultural diversity reflects a growing minority population. Many Haitian and Asian immigrants relocate from Boston to Randolph.

C. Professional and Community Development

• 100% of staff will attend twice annual retreats to build and sustain our school’s mission and culture.
• Through annual surveys, 95% 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 when necessary”.
• 100% of teachers will complete an annual “Leadership” survey that will provide an opportunity for them to give feedback to the leadership team.
• 100% of staff will attend weekly professional development to share student work and data to improve curriculum and instruction.
• 100% of families will attend a face-to-face conference (at NHCS or at their home) with an NHCS administrator on an annual basis.
• 100% of staff will collaborate on lesson plans and instructional best practices through common planning time built into their daily schedule.
• At least 50% of parent/caregivers will attend monthly support sessions (100% of parents/caregivers who fail to attend will be contacted by the Parent and Family Outreach Coordinators).

Five Years Into our Future: The NHCS culture will be a showcase on the national stage, highlighting how the personalization of an education through staff, student, family relationships and community development can create an environment of success. Our hallways will be filled with the photographs of our students in college graduation regalia, one of the many cultural cues that ALL of our students are prepared to go to college. Period. Our three communities (Brockton, Taunton, and Randolph) will know the impact of our students through our quarterly retreats and colleges across New England will know our students to be of the highest quality. Colleges and high schools will request the opportunity to attend our professional development retreats to learn about our innovative partnership with Massasoit Community College and the opportunities created particularly for our ELL and students with disabilities to receive the supports they need to succeed in high school and college. In the spring, 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 60 transferable college credits. 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.
Why we Chose a Regional Charter School to Include Brockton, Taunton, and Randolph: The NHCS’ founding team relied heavily on the data available on special student populations to develop our new regional model. All three districts are above the state average for low-income students and, on average, slightly higher than the state average in serving ELL and students with disabilities.

Table 1: Regional Special Student Population Percentages
Source: DESE, 2014-15

<table>
<thead>
<tr>
<th>Title</th>
<th>% of Brockton</th>
<th>% of Taunton</th>
<th>% of Randolph</th>
<th>% of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learner</td>
<td>20.0</td>
<td>3.3</td>
<td>14.2</td>
<td>8.5</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>13.6</td>
<td>19.0</td>
<td>23.4</td>
<td>17.1</td>
</tr>
<tr>
<td>Low Income</td>
<td>82.5</td>
<td>53.6</td>
<td>58.6</td>
<td>39.4</td>
</tr>
</tbody>
</table>

Table 2: Educational Attainment
Source: US Census

<table>
<thead>
<tr>
<th>Title</th>
<th>% of Brockton</th>
<th>% of Randolph</th>
<th>% of Taunton</th>
<th>% of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Graduate</td>
<td>36.2</td>
<td>29.5</td>
<td>44.1</td>
<td>27.2</td>
</tr>
<tr>
<td>Some College, or an Associate’s Degree</td>
<td>40</td>
<td>43.2</td>
<td>30</td>
<td>46.3</td>
</tr>
<tr>
<td>Bachelors Degree, or Higher</td>
<td>4.4</td>
<td>15.2</td>
<td>8.5</td>
<td>15.3</td>
</tr>
</tbody>
</table>

*Population 18 to 24 years

In addition, school choice is available on a limited basis, with students in all three districts choosing to commute long distances to exercise their right to a free, public school of choice. The placement of NHCS in the city of Brockton, our sole district during the 2014-15 cycle, provides the districts of Taunton and Randolph a closer alternative for a public school choice while also addressing the needs of the city we worked closely with last year.

Our choice to open a Commonwealth Charter School: Our charter will provide the autonomy to develop an operational and academic model that will bolster student achievement through innovative curricula offerings, college success programming, and instructional support services. The data presented in Table 2 are indicative of some of the challenges in Brockton, Taunton and Randolph around higher education access and completion. A Commonwealth charter will give NHCS the autonomy to reimagine the traditional school model to include college coursework, 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 the NHCS’ founding group with the resources to address the educational achievement gaps in higher education enrollment and completion and continue to interrupt the pervasive cycle of poverty in urban communities.

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 cities of Brockton, Randolph, and Taunton. However, it is also the intention of the founding group, as a mission-driven organization, to target economically disadvantaged students. Table 1 and 2 above identify the academic and economic challenges of the students in our region. We will address these needs through targeted supports, early college access, and engaging the communities.

How will NHCS address the needs of students via mission, curriculum, instruction, & services: At NHCS, our curriculum is aligned to the Massachusetts Curriculum Frameworks and our daily instruction is designed to meet the needs and interests of all students. Each of our pathways promotes high quality instruction and an environment that encourages and rewards our “We go to college” culture through the following services:

a. The Individualized Learning Plans/College Portfolio
b. Quarterly retreats
c. Our Key Design Elements
d. Access to support staff
e. The Full Circle Discipline Model

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, Taunton, and Randolph School Districts, and takes into account students with disabilities and English language learners. We will approach our recruitment and enrollment plan with a multi-staged effort. We are anticipating that 10% of our students will travel from Randolph or Taunton. Our estimation is due in part to the sheer number of Brocktonians who have applied to attend, we have over 500 applications and that list is growing by the day. We understand that transportation may be a challenge for Taunton and Randolph families. We are committed to alleviating this stress by helping parents create a carpool plan and looking at various public transportation options. We acknowledge that this may not be enough and we have a surplus in our budget that may be able to provide limited transportation to those students who cannot get to school on their own. We will provide transportation to and from MCC for college courses. We intend to support all of our students by whatever means
possible and we are already talking with other regional charter schools to learn from them about how best to do so. In the event that we have disabled students from outside of Brockton, NHCS will provide transportation to and from the school.

1. We created a school website with information for students, parents and caregivers.
2. We reached 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.
3. We are providing an electronic newsletter to prior and current applicants to keep them informed in addition to personalized outreach to every applicant during the 2014-15 cycle.
4. We are holding public forums at local churches, community centers, shopping centers, and youth advocacy groups to disseminate information about NHCS to parents and caregivers.
5. We will utilize local radio and the newspapers 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 beginning in November.
6. We will submit an editorial or public interest piece on NHCS to local publications in all three districts including advertisements of our lottery in November.
7. 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. Bi- and trilingual staff and faculty will be available at this time.
8. We are working with the Taunton superintendent to conduct information sessions in the middle schools.

Our recruitment period is already underway (we currently have nearly 500 applications and growing). 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 (if charter is approved). If other languages are in demand, we will enlist qualified translators to provide them for us. Applications will be accepted through early March of 2016. 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)). 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 information sessions, we will show our families the role of our multiple pathways design (College Prep and College Ready), the extra time students will spend learning in a creative and nurturing environment (such as the Summer Bridge, double blocking of math and ELA, and our extended day schedule), and above all, the opportunity to earn free college credit at our school. However, the NHCS founding group understands that simply providing promotional material is not necessarily analogous to including family members in our school culture or our recruitment activities. In order to effectively 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 to leverage resources and educate ourselves on the needs of Brockton, Taunton, and Randolph.
• Our proposed founding group will lead parent/family outreach activities in all three communities, raising awareness and building solidarity.
• We will develop a pre-school opening Parent/Family Advisory Council that will serve to provide insight into the needs of our families.

Assessment of Parental Support: The NHCS founding team began meeting with prospective families and students in early October of 2014 to assess support for the NHCS model. We scheduled several informational meetings in Brockton in addition to circulating a one-page document that highlighted the components of the NHCS 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, 2014 we began a grassroots movement in Brockton lead by the NHCS outreach team. Throughout the month of October, the outreach 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, the outreach team circulated “intent to enroll” applications to local churches, youth organizations, and libraries in an effort to better inform the community about NHCS. We sent out electronic correspondence to the individuals on our listserv inviting them to review our website, read our blog and raise questions they may have about NHCS. In addition to the work we did last year to raise awareness and assess community interest, we have spent the time since hearing that we did not receive a charter on updating our growing electronic mailing list, updating our community about our efforts to improve our application, developing a volunteer database, calling all 2014-15 applicants to apprise them of our work, processing new intent to enroll forms from interested students, and answering innumerable email and telephone inquiries about the school. We have also heard from a number of individuals, most of them parents, who have offered their support to bring this school to fruition. Below is a sampling of their comments:

“I can’t wait, please do it quick.”——“Greetings, My name is DH and I would like to help in any way
that I can. Please feel free to contact me.” — “We are very committed to Charter Schools and would love to send out daughter to NHCS.” — “Please send mail and email. I think a charter school will be a plus for the city of Brockton.” — “Please, let me know what I can do. Brockton needs an alternative school, especially for the high school grades.” — “Please open your doors. We need opportunity we deserve options for our children. Thank you truly.”

**Evidence for the Projected Student Enrollment:** As of May of 2015, the NHCS founding team has received over 500 Intent to Enroll/Application forms with new intent to enroll forms arriving everyday. We have a database of over 500 individuals who have expressed interest in hearing more about our school, and a volunteer database of nearly 50 committed individuals who specifically reached out to offer their support. As we conduct preliminary outreach activities in our new communities, Randolph and Taunton, it is clear that there is a strong interest there as well. Several hundred students from each of the three districts currently attend charter schools outside of their hometown district. Finally, nearly a dozen of the applications we received to NHCS during the 2014-15 cycle were from Randolph students. We intend to set the following enrollment goals based upon our experience with Brockton students and our preliminary work in Randolph and Taunton. For budgetary purposes, it is our expectation that 90% of students will be from Brockton, 5% will be from Randolph, and 5% will be from Taunton. However, we cannot assume to know the outcome of our lottery and are prepared to serve all students at NHCS.

**Dissemination and Collaboration with District Public Schools:** In addition to recruiting students and utilizing our newsletter to keep families (and applicants) informed about our progress, members of our founding team have been meeting with leadership in the districts of Randolph, Taunton, and Brockton. These meetings have begun the early discussion of how best NHCS may collaborate with the districts on services for students and families. Early discussion with Brockton explored the possibility of sharing nursing staff, nutrition services, and professionals such as Occupational Therapists or Reading Specialists. In addition, the NHCS founding team is working with each sending district to conduct targeted recruitment of eligible students. It is our intention to work WITH our sending districts, not against them. We are all here for the students, that is clear, and we will continue to work towards collaboration that benefits our region’s families. In addition to opportunities to share resources and professional development, we will invite regional leadership to attend all public events at the school, to attend professional development sessions on curriculum and teaching methods, and to spend time on our 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.

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

**Rationale selecting this enrollment size:** There are several reasons for the size of our school: 1) There is a demand, parents are excited about the opportunity of a public school choice and this is evidenced by the number of intent to enroll forms we have received prior to being approved; 2) 105 students per class affords us the opportunity through student tuition to provide administrative support for teachers and academic supports for students at a ratio that allows us to meet our mission and our goals. NHCS will welcome a new sixth grade class of 105 students in addition to filling vacated seats through grade 11. Although most Early College High Schools do not fill seats past the 10th grade, we are able to do so because we are maintaining a more traditional high school course model to meet the needs of students who enter NHCS in their late high school careers or those students who may not be ready to fully participate in (or choose to participate) in college courses.

**Growth Strategy:** 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 twice annually fill vacated seats through grade 11. It is our intention to work WITH our sending districts, not against them. We are all here for the students, that is clear, and we will continue to work towards collaboration that benefits our region’s families. In addition to opportunities to share resources and professional development, we will invite regional leadership to attend all public events at the school, to attend professional development sessions on curriculum and teaching methods, and to spend time on our campus.
strong sense of belonging to our school and will not leave. Perhaps a utopic vision for the future of NHCS, we believe that our culture as well as our back-fill policy will enable us to run at full capacity. However, in the event that we drop below our maximum enrollment, our Executive Director and proposed board have discussed several scenarios where we would reduce staff, increase fundraising efforts, and otherwise reduce overhead to ensure that our enrolled students sill receive the same level of care.

II. HOW WILL THE SCHOOL DEMONSTRATE ACADEMIC SUCCESS

A. OVERVIEW OF PROGRAM DELIVERY

Our Program Design: We have selected EDWorks as our Proven Provider. The overwhelming majority of the students in EDWorks’ Fast Track Early College high schools would be considered “turnaround school” students – similar to our target population. In a recent study of Ohio Early College High Schools, the American Institute for Research (AIR) found Fast Track ECHSs have grown substantially in the past seven years, both in the number of students served and in their school-level indicators of success. Fast Track schools outperformed other high schools in Ohio in state achievement test performance in each subject area. By 2009, Fast Track high schools outpaced non–Fast Track schools in the percentage of graduates who took part in the ACT. Fast Track also is succeeding in getting students to enroll in college after they finish high school. Most students enrolled in four-year institutions. Greater percentages of students from Early College High School sites scored either “Accelerated” or “Advanced” on Ohio state achievement tests than students at comparable high schools, suggesting that they are more college ready.

It is important to know that while they all exhibit a common set of principles within a broad framework, no two EDWorks schools are exactly alike. In this tradition, NHCS is using lessons learned and key design elements of the EDWorks Fast Track Early College to develop its unique New Heights Charter School – one that will have both common and unique features representative of the EDWorks Fast Track Early College and its PK-8 Innovation Academy designs described in the EDWorks Proven Provider information. EDWorks is a proven facilitator of innovative school design, technical assistance, 21st century leadership and teacher professional development. The EDWorks Fast Track Early College development and implementation process is an integrated technical assistance, leadership and professional development and partnership engagement process that addresses five components:

- Component 1 – Leadership Development
- Component 2 – Best Practices in Teaching and Learning
- Component 3 – Curriculum Alignment and Development
- Component 4 – Assessments and Data Analysis to Improve Student Outcomes
- Component 5 – School Climate and Support to Students

NHCS will benefit from a five-year partnership, both pre-operational and implementation, with EDWorks, founding our school on the Fast Track Early College design and assistance with setting-up systems and structures to encourage student success and family involvement (See the EDWorks MOU for a description of services).

Our Students: It is the intent of the NHCS founding team that our proposed educational program will serve the myriad needs of our diverse student population. Harold Hodgkinson, a demographer who conducts extensive research on the achievement gap, suggests that educational programs should take both the academic needs but also the needs of the whole child, including social, emotional, and physical needs and strengths into account (2003). NHCS has identified key success programming strategies, aligned with our mission to prepare all of our students for college that provide opportunities for the “whole” student identified by Hodgkinson to receive a personalized education of the highest quality. NHCS’ school design provides four inclusion groups within each grade level, all students will receive access to support staff, such special education and ELL instructors, tutors, or a caring adult in their morning advisory. We believe that all of our students deserve “first class learning opportunities” (Burris and Welner, 2005, p. 595) and intend to use Zeichner’s (1992) work on effective teaching for culturally and linguistically diverse students, such as:

1. Teachers communicate high expectations for the success of all students and a belief that all students can succeed.
2. Teachers are personally committed to achieving equity for all students and believe that they are capable of making a difference in their students’ learning.
3. Teachers have developed a bond with their students and cease seeing their students as "the other."
4. Schools provide an academically challenging curriculum that includes attention to the development of higher-level cognitive skills.
5. Teachers help students see learning tasks as meaningful.
6. Teachers explicitly teach students the culture of the school and seek to maintain students' sense of ethnocultural pride and identity.
7. Community members and parents or caregivers are encouraged to become involved in students’ education and are given a significant voice in making important school decisions related to programs.

If we return to our mission, our core belief is that every student will graduate from NHCS prepared for college. This means that every decision we make as a school including staffing, course sequencing and content, college course selection, Summer Bridge
design, culture building activities, morning advisory, quarterly retreats, and parents/family engagement activities will be focused on creating the We Go to College mindset. Our students will benefit from our commitment to our design elements; a focus that extends to a school design that provides EVERY student with some college coursework, a school mindset that creates a culture whereby staff know each and every child, and a professional development plan that works continuously with staff to improve instruction with student-level data driving every decision. Our mission sets the tone for high academic and behavioral expectations and ultimately is reflected in our goals for NHCS.

**Determining College Preparation:** According to David Conley, a world-renowned educator and author on college readiness, “College readiness can be defined operationally as the level of preparation a student needs in order to enroll and succeed—without remediation—in a credit-bearing general education course at a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program. “Succeed” is defined as completing entry-level courses at a level of understanding and proficiency that makes it possible for the student to consider taking the next course in the sequence or the next level of course in the subject area. This conception is calibrated against what our recent research has come to define as “best practices” entry-level courses as opposed to the stereotypical freshman course (Conley, Aspengren, Gallagher, & Nies, 2006a; Conley, Aspengren, Stout, & Veach, 2006).”

If students are prepared to succeed in best practices courses, they will be able to cope with the full range of college courses they are likely to encounter. The NHCS leadership team will use Conley’s key dimensions of college readiness in addition to Massasoit’s entrance exams and/or completion of the Massasoit Developmental course sequence in addition to a recommendation form the Executive Leadership Team to determine student’s readiness for credit-bearing courses” (Conley p. 5). At NHCS, the process to be “college ready” is the process we engage in everyday, preparing our students for success in college courses while enrolled at NHCS.

**Ensuring Students are Enrolled In and Successfully Complete College Courses Before Graduation:** Unfortunately, many students who begin their academic careers in developmental education exit our institutions of higher education without a diploma or certificate in their hands. In the past, the goal was access to higher education and the expansion of developmental education was a large part of that answer. Now, success is a second goal and is not faring as well. Although a process of identifying college students as being college ready or not has been implemented for decades, the number of students who do not meet the mark has grown over the last 30 years, and particularly over the past 14 years. Between 1983 and 2000, the proportion of students required to take developmental courses remained static at approximately 29% placing into one or more developmental education courses nationally at both two- and four-year institutions (Boylan, Saxon, & McLeod, 2006). During this same period, public schools in the U.S. almost tripled the number of high school graduates taking college preparatory courses (Boylan, 1999a), compared to only 14 % of high school grads taking college preparatory courses in 1982 (Education, 1983). By the late 1990s, two-thirds of high school graduates would attempt college courses at some point in their lives, and the student population began to include returning college dropouts and returning adults who had taken a break from formal education after high school. The result was a growing number of students enrolling in college, and a growing number of students who were underprepared for college-level work (Boylan, 1999a) (Yameen, 2014). At NHCS, we define college preparation by students completing the developmental course sequence or passing the ACCUPLACER placement test. All students at NHCS take the MCC developmental course sequence, reinforcing the notion that the majority of our students will be prepared for college upon high school graduating. These developmental courses are often a required pre-requisite for a student to enter college-credit bearing courses. In addition to removing developmental barriers, NHCS College Team Leaders will travel with our students to MCC, they will monitor attendance and work with all NHCS students to ensure they are not only attending class, but understanding the material. Transportation to and from the college will be provided for all NHCS students. NHCS College Team Leaders (content area specialist) with the assistance from an ELL teacher and a special education teacher, will attend college classes with NHCS students and play a similar role to a Teaching Assistant (TA) for the college professors. Those same teachers will work with students 2-days per week on the NHCS campus to review lessons, reinforce concepts, clarify homework directions, model assignments, answer questions when students need assistance, and edit student work. These teachers will ensure that students produce and submit quality work to their college professors. Students who need additional resources/intervention/supports will work closely with NHCS special education and/or ELL staff to ensure that their needs are being met. In addition, students will have access to MCC’s support staff while on the college campus. Students who are not meeting with success in their college coursework will receive additional tutoring and support after school or they may be transferred from the College Ready group to the College Prep group to give them more time to prepare.

**Student success programming:** “It takes more than measured ability to do well in school” (DiMaggio, 1982, p. 182). The NHCS key design elements dictate our approach to student success programming. The Fast Track Early College Design provides a foundation for programming that will support students on both pathways to complete college coursework. Through the development of our “KTECH Culture” in our classrooms and our school environment, students will develop a strong sense of belonging both to our school but also to our mindset, We ALL go to college! In addition, staff and families will benefit from student success programming aimed at increasing professional and community development opportunities. NHCS will provide a menu of services for all students to receive the academic, social/emotional, and motivational supports they need to be successful through the implementation of our key design elements. A culture of high expectations and college success permeates the successful Fast Track Early College High School. A foundational condition for leading or teaching in a Fast
Track Early College is the fundamental belief that “those” students (below grade level, low income, first-generation college going) will be successful in college courses—and that success begins in the 9th or 10th grade of high school, not upon high school graduation. Believing that each and every student can achieve at high levels allows the adults in the Fast Track Early College to reach across systems and boundaries to ensure the success of their students. EDWorks technical assistance and professional/leadership development guides the staff in the design and implementation of support strategies:

A brief introduction to the student success programming strategies available to students at NHCS are highlighted below:

**Individualized Learning Plan:** A formal process is established at the school that guides students as they set individual long- and short-term goals for themselves, including professional certifications, two-and/or four-year degree plans. As a part of the plan, students and their counselor/advisor develop a specific set of high school and college courses to attain those goals. Students collect and organize work samples, grades, and other performance indicators that measure progress in meeting their long- and short-term goals. Each student leads a conference to present and discuss his or her progress. Each student sets new, written short-term and long-term goals, collaboratively with parents and other adults, after each progress review.

**Dual System of Supports (wraparound services):** NHCS offers a rich system of student supports, both academic and social-emotional. NHCS students have access to all of the support systems that the college offers its regular student population: tutoring, writing centers, study sessions, advisors, financial assistance counselors, etc. These services are available to NHCS students with their college IDs. The same services the higher education partner provides for its low income, minority and first generation college-going students are also available to NHCS students. To increase accessibility of assistance, NHCS will collaborate with neighborhood businesses and community groups to help provide support. At NHCS we understand that no student learns in the same way, and we have designed a highly supportive and individualized environment to ensure the success of all of our students. The College Team Leaders and the additional ELL and special education teachers serve as instructors and coaches for our students, whether that is to provide direct services to an individual student or instructing the entire cohort on the best practices and organizational tools for better time management, these teachers sole duty is to provide our students with the tools necessary for college success.

**Student-Teacher Relationships:** Strong student-teacher relationships drive everything from classroom management to homework expectations. Relationships are built on the principles of “KTECH”, as mentioned in Section I, the NHCS school culture. The KTECH model is the foundation of our second key design element, “We Go to College” mindset.

**Tutors:** Tutors will be available throughout the day to work in small group instruction with struggling students.

**College Success Strategies:** Woven throughout the NHCS day, students and staff will incorporate the following practices into classroom expectations. These skills were identified by NCREST research on skills associated with student success in college courses and include:

- Using the library, taking good notes, planning schoolwork, timely completion of homework, arranging a place to study without distractions, providing encouragement to students and helping them to overcome fears related to learning difficult material, supplementing planned content with “just in time” content that responds to students’ needs and interests; and providing opportunities for students to conduct original research.

**College Portfolio:** Students must complete a “College Portfolio” which they will begin to gather in the 9th grade, including letters of recommendation, multiple college essays, a statement of intent, a resume, at minimum two completed college applications, and examples of academic work or accolades earned in the Upper School in addition to volunteer experience and work experience. The college portfolio will be a focus of the Summer Bridge program before the start of the 11th grade and will be completed during the summer before the 12th grade.

**Summer Bridge:** The NHCS founding team understands the value of summer education opportunities, particularly for those students from economically disadvantaged backgrounds where summer learning loss is most prevalent. Our Summer Bridge program, located on the Massasoit Community College campus, is a 4-hour day divided into two parts: College Experience and Student Experience. The Summer Bridge will strengthen the community culture of our school and provide students an opportunity to learn new material in a fun, hands-on environment. The Summer Bridge schedule, which is currently being reviewed by the College Working Group, a team of Massasoit staff and NHCS founding members, is provided below for illustrative purposes. In addition to academic work, students will engage in culture-building activities with NHCS staff.

### Summer Bridge Schedule

<table>
<thead>
<tr>
<th>Summer before</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College Experience</strong></td>
<td>College Experience, such as Theater</td>
<td>CTI 101* Microsoft Word</td>
<td>ART 107 (Drawing I)* College Portfolio</td>
<td>College Tour and College Portfolio Completion</td>
</tr>
<tr>
<td><strong>Student Experience</strong></td>
<td>Team Building and Academic Support</td>
<td>Team Building and Academic Support</td>
<td>Team Building and Academic Support</td>
<td>Team Building and Academic Support</td>
</tr>
</tbody>
</table>

*College Courses
Advisory: Every student will be in a designated student advisory that will meet every morning as a homeroom. The cultural purpose of this period is to provide students with a smaller community with which to build camaraderie with their peers and with one particular teacher.

- Advisories will compete in a weekly on-time attendance competition.
- They will travel together on field trips to college campuses or other events.
- They will stay together until they graduate.
- The academic purpose of advisory is to appoint a teacher to keep track of a smaller group of students’ academic and behavioral progress.
- Advisories also allow for collective time for any pertinent updates, announcements, and collection of important paperwork.
- Discussion of current events.
- Study time for Interim Assessments (IAs).
- Small group instruction.

The advisory group will also be a vehicle through which students will develop a system of support in which they will encourage each other’s successes and help each other at times of need. Advisory groups will be a compilation from all four cohorts to further build our whole school community.

Extra-curricular activities: In addition to academic opportunities, students and teachers are encouraged to identify interests to form clubs after school (this will begin in Year 2).

Student retreats: NHCS students will participate in four quarterly retreats designed to expose students to college and the community outside NHCS. Students will be required to write a reflection about their experience during each retreat. 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 a 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. Re
tlections will be written in accordance with a template and rubric with which students will be familiar, such that they are sure to reflect on particular components of their experiences and relate them to their own lives and goals.

Family involvement: A Parent/Family Advisory Council and monthly family meetings will ensure that parents and family members are informed. Interpreters will be available at such meetings and seminars for families who do not speak English. We recognize parents/family members own need for support and our partnership with the YMCA will give parents/family members opportunities for their needs to be met with clinical staff. In the future, we intend to create programs for parents/caregivers to attend educational programming at NHCS, including family literacy or English language courses.

Staff Programming: At NHCS, teachers are a key component to creating and maintaining the KTECH culture and our key design elements. A strong and visible leadership team is the foundation of a prepared and effective staff. The school’s practices and policies clearly signal that increasing rigor and improving student achievement are shared responsibilities and that all members of the school community have a role in accountability for student achievement. In order fully realize EDWork’s vision for school leadership that is inclusive and fosters a committed culture where all staff members support one another, NHCS will provide the following support structures:

Professional development: All NHCS’ staff will attend weekly (on Fridays) and bi-annual professional development retreats to create a strong staff culture, increase pedagogical skills such as contextualized learning, and develop cultural competencies to create and maintain relationships with students, staff, and families.

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

Common Planning and Preparation periods: Every teacher will have 10 non-instructional periods built into their schedule every day (2 per day). Seven of these periods will be devoted to teacher prep time and three will be devoted to common planning time by content area. Common planning will be used for meetings, professional development, curricular alignment, or looking at student work. Content Teams will meet at least once a week during this time.

Weekly professional development: Every Friday, the student instructional day will end at 1:38pm and staff professional development will begin at 2pm. Teachers will spend the first 60 minutes in a rotating schedule of professional development and, during whole school meetings, will receive teacher recognition:

- First Friday: Teachers will meet by grade level for 60 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 60 minutes followed by a 30 minute whole-school briefing from the Head of School or Executive Director.
- Third Friday: Teachers will use the first 60 minutes for working on students’ assessments and grading resulting in an intervention plan followed by a 30 minute, whole-school briefing from the Head of School or Executive Director.
- Fourth Friday: The entire 90 minutes will be dedicated to a whole school meeting on matters related to NHCS.
Implementation of the Unique School Design: The unique learning environment at NHCS provides students with an opportunity to grow and develop within our “we go to college” mindset, which is founded on the KTECH principles described earlier. We offer two distinct pathways College Ready and College Prep. In addition, there is a secondary College Prep pathway named NHCS Excel High School (the E Group) that was developed for seniors who cannot or choose not to attend college courses at MCC. All three pathways share the basic design principles — NHCS prepares all students for college. Period. What differs is the way we support student learning throughout the groups. Since our goal is to have 50% of our inaugural 7th and 8th grade students earn between 30 and 60 college credits and 75% of our inaugural 6th grade students earn 60 college credits, we have chosen to split all of our incoming students into four cohorts (College Ready: A & B/ College Prep: C & D) for the first year.

Cohort Grouping: At three times during their tenure at NHCS, prior to the start of 6th grade (7th and 8th grade in Year 1 only), the start of 9th grade, and the start of 11th grade, students will be assigned to College Prep or College Ready cohorts. We further distribute services within these cohorts into four inclusion groups: A, B, C, and D. By placing students in groups, we are now able to provide specific academic supports to students who need them most in an effort to exceed our stated academic goals and provide students with a level of assistance that enables to access as many college courses as possible. Our model is difficult to describe by simply focusing on the day in the life of one student. Therefore, we have chosen to describe the entire 7th, 10th, 11th, and 12th grade experience by cohort. The A group gets a traditional instructional model, with one teacher assigned to each class. The B group gets two periods of ELL support. The C group gets co-teaching in most subject areas, ELL support two periods per day, special education support in one math and one ELA class and paraprofessional support in classes where special educators are not present. The D group gets co-teaching in all classes, special education support in at minimum three classes (always math and ELA), ELL support in at least one class, they get 4 tutors in math, and paraprofessional supports in classes where educators are not present.

Implementation of the Unique School Design: The unique learning environment at NHCS provides students with an opportunity to grow and develop within our “we go to college” culture, which is founded on the KTECH principles described earlier. We offer three distinct pathways which are slightly altered for our first two classes (inaugural 7th & 8th graders where the academic goals for “College Ready” differ); College Ready, College Prep, and an NHCS Excel High School pathway that is available only for seniors. All three pathways share the basic design principles – NHCS prepares all students for college. Period. What differs is the way we support student learning throughout the groups. Since our goal is to have 50% of our inaugural 7th and 8th grade students earn between 30 and 60 college credits, we have chosen to split all of our incoming students into four cohorts (College Ready: A & B/ College Prep: C & D) for the first year.

FY17 Inaugural 7th Grade Cohorts: This will be the first 7th grade class at NHCS. The school day begins at 7:45 and ends at 3:30 with a voluntary one-hour enrichment program that follows (starting in Year 2). The students are enrolled in 7 57-minute periods and are assigned to cohorts based on mathematics and English Language Arts assessment scores that place them either “at or around” grade level (College Ready) or in need of academic supports (College Prep). The curriculum sequence follows Massachusetts Curriculum Frameworks standards and is designed to have students academically prepared to enroll in college developmental level courses in grade 9. In order to achieve this goal, students will participate in two math and two ELA courses for four out of seven periods per day. The math program structure is modeled after Blueprint Inc. Math Fellows Program where students receive one period of instruction and a second period that functions as a “work lab” with instructional supports. All four FY17 7th grade cohorts will take Fundamentals of Math II in anticipation of taking Pre-Algebra the following year. This will change for the FY18 7th grade cohorts where the College Ready Cohorts will take one semester of Fundamentals of Math and another semester of Pre-Algebra in anticipation of taking Algebra I in the 8th grade. The ELA program structure uses a Workshop Model format and allows students to engage in both literature (Language Arts II) and composition (Writing) courses. Students in all 7th grade cohorts will also take a US Government/Civics course, an Earth Science Course, and a PE/Health course. Below, is a chart that shows the academic course sequence and the level of supports each 7th grade cohort will receive in FY17:

<table>
<thead>
<tr>
<th>Grade 7A</th>
<th>Fund. Math II</th>
<th>Fund Math II Lab</th>
<th>English II</th>
<th>Writing I</th>
<th>Earth Science</th>
<th>US Gov./Civics</th>
<th>PE/Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher(s)/Staff</td>
<td>1 Math</td>
<td>1 Math</td>
<td>1 ELA</td>
<td>1 ELA</td>
<td>1 Science</td>
<td>1 History</td>
<td>1 PE/Health</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 7B</th>
<th>Fund. Math II</th>
<th>Fund Math Lab</th>
<th>English II</th>
<th>Writing I</th>
<th>Earth Science</th>
<th>US Gov./Civics</th>
<th>PE/Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher(s)/Staff</td>
<td>1 Math</td>
<td>1 Math</td>
<td>1 ELA, 1 ELL</td>
<td>1 Science, 1 ELL</td>
<td>1 History</td>
<td>1 PE/Health</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 7A</th>
<th>Fund. Math II</th>
<th>Fund Math II Lab</th>
<th>English II</th>
<th>Writing I</th>
<th>Earth Science</th>
<th>US Gov./Civics</th>
<th>PE/Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher(s)/Staff</td>
<td>1 Math</td>
<td>1 Math</td>
<td>1 ELA</td>
<td>1 ELA</td>
<td>1 Science</td>
<td>1 History</td>
<td>1 PE/Health</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 7B</th>
<th>Fund. Math II</th>
<th>Fund Math Lab</th>
<th>English II</th>
<th>Writing I</th>
<th>Earth Science</th>
<th>US Gov./Civics</th>
<th>PE/Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher(s)/Staff</td>
<td>1 Math</td>
<td>1 Math</td>
<td>1 ELA, 1 ELL</td>
<td>1 Science, 1 ELL</td>
<td>1 History</td>
<td>1 PE/Health</td>
<td></td>
</tr>
</tbody>
</table>
FY21 10th Grade Cohorts: This group of students represent our Inaugural 6th Grade class (The course sequence below is not reflected in the draft schedule located in the appendix, where we show the upper school schedule for the 7th and 8th grade students). The goals for this group our outlined in section 2B Curriculum and Instruction. The school day and structure remain the same as stated above. As freshmen, the three College Ready Cohorts took three MCC Developmental Level college course (Math 001, Math 002, and English 095) on the NHCS campus taught by NHCS teachers. As sophomores, the three FY21 College Ready students will continue to take all seven courses on the NHCS campus, but they will enroll three College Credit bearing course taught by MCC teachers (Math 121, English 101 and 102) and one last College Developmental Course (Math 003) taught by NHCS teachers. The College Prep cohort will follow the same MCC Developmental Level course sequence that the College Ready cohorts took as Freshmen. Below, is a chart that shows the academic course sequence and the level of supports each 10th grade cohort will receive in FY21:

<table>
<thead>
<tr>
<th>Grade 10A</th>
<th>Algebra II</th>
<th>Math 003</th>
<th>American Lit</th>
<th>English 101</th>
<th>Chemistry</th>
<th>US History</th>
<th>Spanish II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher(s)/Staff</td>
<td>1 Math</td>
<td>1 Math, 1 C. Prof.</td>
<td>1 ELA</td>
<td>1 ELA, 1 C. Prof.</td>
<td>1 Science</td>
<td>1 History</td>
<td>1 World Lang.</td>
</tr>
<tr>
<td>Grade 10B</td>
<td>Algebra II</td>
<td>Math 003</td>
<td>American Lit</td>
<td>English 101</td>
<td>Chemistry</td>
<td>US History</td>
<td>Spanish II</td>
</tr>
<tr>
<td>Teacher(s)/Staff</td>
<td>1 Math</td>
<td>1 Math, 1 C. Prof.</td>
<td>1 ELA</td>
<td>1 ELA, 1 C. Prof.</td>
<td>1 Science, 1 ELL</td>
<td>1 History</td>
<td>1 World Lang.</td>
</tr>
<tr>
<td>Grade 10C</td>
<td>Algebra II</td>
<td>Math 003</td>
<td>American Lit</td>
<td>English 101</td>
<td>Chemistry</td>
<td>US History</td>
<td>Spanish II</td>
</tr>
<tr>
<td>Teacher(s)/Staff</td>
<td>2 Math, 2 Tutors</td>
<td>2 Math, 1 Spec. N, 2 Tutors</td>
<td>1 ELA, 1 ELL, 1 Spec. N.</td>
<td>1 ELA, 2 Tutors</td>
<td>1 Science, 1 ELL, 1 Para</td>
<td>1 History, 1 ELL, 1 Para</td>
<td>1 World Lang.</td>
</tr>
<tr>
<td>Grade 10D</td>
<td>Geometry</td>
<td>Math 001</td>
<td>Composition II</td>
<td>English 095A</td>
<td>Chemistry</td>
<td>US History</td>
<td>Spanish II</td>
</tr>
<tr>
<td>Teacher(s)/Staff</td>
<td>1 Math, 2 Tutors</td>
<td>1 Math, 2 Tutors</td>
<td>1 ELA, 1 ELL, 1 Hist., 1 Para</td>
<td>1 ELA, 1 Para, 1 Spec. N.</td>
<td>1 Science, 1 Para, 2 Tutors</td>
<td>1 History, 1 Para</td>
<td>1 World Lang., 1 ELL, 1 ELA, 1 Spec. N.</td>
</tr>
</tbody>
</table>

FY22 11th Grade Cohorts: The three FY22 College Ready 11th grade cohorts will take college courses on the college campus three days a week and return to the NHCS campus the other two days a week. The one College Prep cohort will remain on the NHCS campus and will take the same college course sequence as the 10th grade College Ready cohorts. A lengthy description can be found in section 2B. Below is a breakdown of the FY22 11th grade student schedules.

<table>
<thead>
<tr>
<th>Grade 11A</th>
<th>MCC Campus</th>
<th>Math 131</th>
<th>History 103</th>
<th>Psychology 101</th>
<th>MLSP 101</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher(s)/Staff</td>
<td>Math 132</td>
<td>History 104</td>
<td>Sociology 104</td>
<td>MLSP 102</td>
<td>132</td>
</tr>
</tbody>
</table>
### FY23 12th Grade Cohorts:

The three FY23 College Ready 12th grade cohorts will take college courses on the college campus three days a week and return to the NHCS campus the other two days a week. Although we anticipate that approximately 25% of the seniors will remain in the cohort that has been referred to as College Prep, this group will divide into two groups which will now be referred to 12D and 12E (NHCS Excel High School cohort). The 12D Cohort will attend school three days per week on the MCC campus and will follow the 11th grade College Ready course sequence and schedule. The 12E Cohort will be comprised of students who either can’t meet the minimum requirements to enroll in credit-bearing courses or who chose not to attend college on the MCC campus. The one College Prep cohort will remain on the NHCS campus and will take the same college courses. Below is a breakdown of the FY22 11th grade student schedules.

| Grade 12A MCC Campus | English 214 | Sociology 208 | Biology 138/139 | Theater 101 |
## Course Offerings

<table>
<thead>
<tr>
<th>Grade</th>
<th>Block</th>
<th>Classroom</th>
<th>Teacher(s)/Staff</th>
<th>Academic Staff Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 12A</td>
<td>11A NHCS Campus</td>
<td>Technology, English, Biology, Research Skills, Sociology, Computer Lab</td>
<td>1 C. Prof., 1 ELL, 1 Spec. N., 1 CTL</td>
<td>The NHCS' staff day will begin at 7:30 am and will conclude at 3:45 pm. Academic staff will teach 5 out of 7 periods per day; 1 period will be reserved for common planning time, and 1 period will be reserved for prep. Stipends will be available for a small number of support staff to remain after school for one hour, four days a week, to provide academic support.</td>
</tr>
<tr>
<td>Teacher(s)/Staff</td>
<td>1 C. Prof., 1 ELL, 1 Spec. N., 1 CTL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 12B</td>
<td>MCC Campus</td>
<td>English, Sociology, Biology, Lab</td>
<td>1 Col. T. Leader, 1 ELL, 1 Spec. N.</td>
<td></td>
</tr>
<tr>
<td>Teacher(s)/Staff</td>
<td>1 Col. T. Leader, 1 ELL, 1 Spec. N.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 12C</td>
<td>MCC Campus</td>
<td>English, Sociology, Biology, Lab</td>
<td>1 Col. T. Leader, 1 ELL, 1 Spec. N.</td>
<td></td>
</tr>
<tr>
<td>Teacher(s)/Staff</td>
<td>1 Col. T. Leader, 1 ELL, 1 Spec. N.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 12D</td>
<td>11C NHCS Campus</td>
<td>Technology, Research Skills, Lab, Math, English, Lab, Spanish Lab</td>
<td>1 C. Prof., 1 ELL, 1 Spec. N., 1 CTL</td>
<td></td>
</tr>
<tr>
<td>Teacher(s)/Staff</td>
<td>1 C. Prof., 1 ELL, 1 Spec. N., 1 CTL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 12E</td>
<td>Technology Lab, Physics, Creative Writing, Statistics, Current Events, Capstone</td>
<td>1 Col. T. Leader, 1 Spec. N., 1 ELL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher(s)/Staff</td>
<td>1 Col. T. Leader, 1 Spec. N., 1 ELL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
support. Beginning in Year 2, all staff members who lead an extracurricular activity 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 prior to school opening, a 3-day winter retreat for professional development, and 5 data days (1 per quarter with an additional data day at year’s end). Staff members will also attend weekly professional development on Fridays. Staff members will be required to work a total of 199 days, which includes 184 instructional days and 15 professional development days.

**Serving the Students of Brockton, Taunton, and Randolph:** It is the intention of the NHCS education model to serve all students of Brockton, Randolph and Taunton. The founding team is committed to hiring highly qualified ELL and special education staff that will ensure delivery of services as needed by our students. We will recruit students from the economically disadvantaged communities within our region, and we will work with all families.

**ELL Students:** The Dean of Student Services and Lead ELL teacher 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. The lead ELL teacher 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. All NHCS students will hold an SEI endorsement. All teachers will be encouraged to pursue dual licensure such that they will hold ESL licensure (or licensure in moderate special needs) in addition to that of their content area.

**Special Education Students:** The Dean of Student Services will work with all NHCS students who qualify for special education services. He will facilitate the student’s support team, gathering all pertinent parties together to ensure each student receives the support necessary to succeed as guaranteed by IDEA. All teachers in the school will be encouraged to pursue dual licensure, such that they will hold licensure in moderate special needs in addition to that of their content area.

**Economically Disadvantaged Students:** Economically disadvantaged students will receive additional support via our Head of School (Year 1) and our Dean of Students (DOS), who joins our staff in Year 2. The position of DOS is dedicated to the ongoing success and inclusion of students and their families, particularly those students from vulnerable populations. The DOS 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 Massachusetts Curriculum Frameworks; our daily instruction is designed to meet the needs and interests of all students and academically prepare them for the rigors of the college coursework they will take in the Upper School. Our approach to teaching and learning is rooted in more than 20 years of research by educators, scientists, social scientists, and economists about *How People Learn* xiii.

**Curricular Development, Improvement, & Refinement:** The curriculum will encompass the skills and concepts that all students must demonstrate to meet state standards of MCAS proficiency and the demands of college coursework. In addition, because of widespread research about the importance of student efficacy and supports, each of our programs and services addresses high quality instruction, motivation, and aims to create an environment that promotes and rewards non-cognitive skills known to improve a student’s college and career readiness: grit xiv, growth mindset xv, critical thinking skills, problem solving skills, social skills, xvi and self-management. xvii

In response to reviewer feedback provided during the 2014-15 cycle, the founding team convened a group of curricular experts in all content areas to develop the NHCS’ curriculum as well as scope and sequence maps for grades 6-12. NHCS content interim assessments will be completed by late spring 2016. In addition to the customized curriculum that we have created, we will also be purchasing licenses for PowerSchool, an online Student Information System that integrates with state data and our own custom-made formative and summative assessments in order to create targeted intervention groups for differentiated supports and enhancements to ensure mastery of skills and content. To ensure alignment of knowledge and skills from the sixth grade through postsecondary education, we created a College Working Group comprised of the Academic Vice President, Dean of Humanities and Fine Arts, the Dean of Science and Math, the Director of Gateway to College all from Massasoit as well as the proposed NHCS Dean of Curriculum and Instruction, Head of School, and Director of College Access. The College Working Group discussed curricular alignment, the Summer Bridge, the developmental sequence, and course selection in addition to creating a draft MOU between Massasoit and NHCS.

Our founding group believes that instruction must be deliberate by design and informed by student work and data. At NHCS, we will utilize data to inform our instruction and identify disciplinary interventions. Teachers at NHCS will be held to
a regimented data collection schedule and will be expected to monitor and share formative and summative data with their teams on a regular basis and during quarterly Data Days that occur immediately after students take their interim assessments. 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 to prepare all students for college depends on our ability to diagnose what is the obstruction to learning and putting a plan in place to remediate the issue. As a result, our teachers need to be content experts who can also respond to a student’s need in a variety of 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 toward our goal. Therefore, teachers and support staff (Dean of Student Services, Dean of Curriculum and Instruction, Assistant Dean of Curriculum and Instruction, and Head of School) will follow an RtI model, where the instructional delivery is tiered and students requiring more intensive services receive the interventions they need to get back on track. 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). In the event that differentiating instruction does not achieve desired results for all students, we are prepared to proceed to tiers two and three of the RtI system (see the instructional methods chart below for a description of strategies employed in each tier). The New Heights’ schedule is designed to support teacher professional learning, which in turn, will ensure student learning and growth. The customized NHCS professional development plan is described in more detail in the “professional development” section below, but briefly, two retreats scheduled on an annual basis will allow teachers to delve deeply into curriculum and research-based instructional practice. Formal professional development sessions scheduled weekly and quarterly throughout the school year will extend learning and curriculum design launched during the retreats. In both the retreats and the weekly professional development sessions, EDWorks technical assistance coaches and other experts will work to guide teachers through integrating best practices into the classroom, curriculum development and execution, literacy across all content areas, understanding and incorporating data into the classroom, working with ELLs and/or students with disabilities, cultural proficiencies, and student engagement. In addition, teachers will have one common prep period where the Dean of Curriculum and Instruction and the Assistant Dean of Curriculum and Instruction, the EDWorks technical assistance coaches and the Dean of Student Services will implement just-in-time content-driven meetings or professional development sessions that focus on learning and implementing research-based strategies tailored specifically to address the needs of the teachers and students. Preparing high school students for college-level coursework requires a high degree of personalization and flexibility, particularly when many of these students will enter NHCS performing below grade level. All decision-making processes at NHCS will be informed by student-level data, which will be maintained in NHCS’ “Data Room”, a location dedicated to monitoring 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 guide classroom instruction but also to inform professional development and wraparound practices within the school.

School Leadership: The School Leadership Team (SLT), comprised of the Head of School, Dean of Curriculum and Instruction, Assistant Dean of Curriculum and Instruction, and Dean of Student Services will meet regularly to review student-level data, maintain the Data Room, review curriculum best practices and implement real-time changes to curriculum, instruction, and assessments to ensure all of our students’, staff, and parent/family needs are met by our academic program. Teachers will also work with these instructional school leaders to analyze data and student performance on curricular assessments during our quarterly data days to inform discussions around refining the curriculum to meet the intended rigor and student outcomes necessary for students to be successful in the college courses. Most important, curriculum and assessments 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. At NHCS, we strongly believe and understand that curriculum is never “done” and that we, as educators, must constantly reflect, research, and revise in order to ensure our students’ receive a relevant, rigorous, and engaging curriculum that will prepare them for college.

Pathways to College: Utilizing state MCAS data from 2014-15 and the school and district profiles, we anticipate that many of our students from our targeted region of Randolph, Taunton, and Brockton will come to NHCS below proficiency in several content areas, particularly in mathematics, English language arts, and science. Informed by this data, we made the following curricular decisions:

1. During our first year, we will utilize the students’ most recent standardized state assessments in addition to the NHCS formative assessment (such as STAR) to determine the level of support they will need to be successful. The level of support will guide their membership in one of four inclusion learning groups (see above description of student “groups” A,B,C,D)
2. Provide double blocks of mathematics and English in both the Lower and Upper Schools.
3. Split our anticipated 105 students per grade into two pathways: College Ready and College Prep, all of whom will earn a minimum of 12 and as many as 60+ college credits during high school.
4. Provide extensive supports and services for the College Prep cohorts, such as: additional tutors, ELL support, paraprofessionals, and special education teachers in most core content classes.
5. Include MCC remedial and prerequisite courses in the 9th, 10th, and 11th grades as to ensure students are, in fact, academically prepared to be successful in the credit-bearing courses.
Inaugural 6th Grade: Because our inaugural 6th grade class will be with NHCS for 3 full years prior to 9th grade, they will have had ample instructional time to master the necessary skills and content to begin taking college-level prerequisite courses in the 9th grade.

Inaugural 7th and 8th Grade: Since NHCS anticipates that a majority of our inaugural 210 students will be below grade level, the 7th and 8th grade cohorts will experience a slightly different course scope and sequence than the 6th graders to allow for sufficient remediation and support to get those students to proficiency and, ultimately, college ready (See Appendix B, required attachments).

Upper School Curriculum Scope and Sequence Grades 9-12: The chart below provides a snapshot of the Upper School course sequence the inaugural 6th grade students will take upon their arrival into the 9th grade. At this time, which is during Year 4 of NHCS, 75% of our students will be on the College Ready pathway (see Appendix B, required attachments for additional information). Additionally, through a carefully-designed system of dual enrollment courses, all of our students will complete the necessary Massachusetts state requirements for graduation, plus a minimum of 12 hours of transferrable college credits while they are high school students. The college courses students take in the 9th and 10th grades (specifically ENGL 095, MATH 001, 002, 003) are MCC’s remedial and prerequisite college courses that our students will take at our high school campus. Provided they receive a 70 or higher in these remedial sequences, students are able to enroll in the college-credit bearing courses beginning in the 10th grade with College Composition (ENGL 101 and 102). The course scope and sequence below allows for our College Ready students to complete the MCC requirements for an Associates Degree in Liberal Arts in addition to receiving their high school diploma.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGL 095</strong></td>
<td>A 6-credit, 2 semester course, that is a prerequisite English course that affords students an opportunity to increase the accuracy of their comprehension and to further develop their general knowledge, vocabulary, study skills, and critical reading skills. Additionally, this course strengthens basic student writing. Includes the study of usage, mechanics, and sentence development. Involves intensive practice in writing clear, unified paragraphs and includes practice in writing essays that indicate readiness to succeed in ENGL 101 English Composition I. Students must pass this course in order to take ENGL 101/102 the following year for college credit.</td>
<td><strong>English II American Literature:</strong> This course will explore American literature from the Puritan era to Post-Modernism, paying specific attention to the history of the periods and the influences of race, class, and gender on society. A thematic question that will guide the students’ exploration will be: What does it mean to be an American? How has the “American Dream” influenced the writings and works of prominent authors? This course allows for a unique exploration of history and literature. Students will engage with canonical American writers, such as: Emily Dickinson, Walt Whitman, Woolf, Steinbeck, Faulkner, and Miller, and students will engage with the voices of Langston Hughes, Nella Larsen, and Ralph Ellison. Texts will include the novel, drama, non-fiction, poetry, prose, plays, and short story.</td>
<td>While students are not taking a specific English course in the 11th grade, this decision was intentional due to the students’ heavy humanities course load during this pivotal year. Students will be taking two semesters of a US History, and two semesters of courses in the Social Sciences. Upon discussion with the MCC Working Group, it was evident that those courses would provide and require ample reading and writing of the students. Therefore, students will take their 200-level English courses in the 12th grade.</td>
<td><strong>ENGL 214 American Literature since 1860:</strong> <em>(Fall)</em>: This course examines the major contributors to American literature, culture, and ideals from the Civil War to the present. <strong>ENGL 215 African American Lit:</strong> <em>(Spring)</em>: This course examines the works of African-American writers and performers from the periods of colonization and slavery through the Harlem Renaissance. Works will be studied in political, historical, and cultural contexts with particular focus on contributions and challenges to Euro-American culture and to simultaneous developments internationally among peoples of African descent.</td>
</tr>
<tr>
<td>Writing</td>
<td>ENGL 101 College Composition I (Fall): This course helps students develop and organize extended pieces of writing. Students focus on the correct and appropriate use of language and the organization and development of paragraphs and essays. Research techniques, documentation of sources, and a short research paper are included. Constant reading and frequent writing is required. <strong>ENGL 102 College Comp II (Spring):</strong> This course strengthens students’ skills as writers and focuses on analysis and argument. Assignments include critical examination of literature and an essay using research and documentation utilizing the MLA style sheet. Emphasis is on writing as part of the processes of thinking and learning. Students will take their 200-level English courses in the 12th grade. Students are taking a Public Speaking college course that entails both writing and speaking.</td>
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<td>World History II: (1450-present): World history taught from the Scientific Revolution to the present. Students will internalize the connection between ideological movements and institutional reactions. The course emphasizes the influence of industrialism and the creation of a more globalized world.</td>
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<td>US History: The focus of this course is the study of the historical development of American ideas and institutions from the Age of Exploration to the present. Students will learn fundamental concepts in civics, economics, and geography. They will obtain a basic knowledge of American culture through a thematic survey of major issues, movements, people, and events in United States and Massachusetts’s history in order to prepare students for the US History MCAS.</td>
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<td>HIST 103 US History I: (Fall) This course traces the political, economic, social and cultural development of what became the United States from its beginnings to the end of the Civil War. Particular attention is paid to the nature of Puritanism, the complex background to the American Revolution, the creation of the Federal and State Constitutions and their implementation, the growth of sectionalism, westward expansion, the nature of slavery, and the breakdown of the American political system resulting in Civil War. This course emphasizes reading, writing, and critical thinking.</td>
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<td>HIST 104 U.S. History II: (Spring) This course traces the political, economic, social and cultural development of the United States since the Civil War. Emphasis is placed on the discord of the Reconstruction Era, the rise of industrialization, urbanization, and immigration, the development of American New foreign policy, American reform movements as seen in Populism, Progressivism, and the Deal, the course of the Cold War, the Civil Rights Movement, the contemporary women’s movement, the influence of technology on American life, and recent developments.</td>
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<td>SOCI 208 Family and Community: (Fall) This course includes a presentation of the structural principles necessary in all kinship systems with brief treatment of the most important ranges of variations and a survey of marriage and the family in various societies. The main emphasis will be on courtship, marriage, and the family in the United States and their structural characteristics, trends of change, and practical problems insofar as sociology can illuminate them.</td>
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<td>SOCI 232 Sociology of Race &amp; Ethnicity: (Spring) This course utilizes a sociological perspective to explore the experiences of racial and ethnic groups in the United States. Drawing on sociological concepts and theoretical perspectives regarding minority-majority relations among racial ethnic groups, this course focuses on the role of power, privilege and access to resources in the social construction of race and ethnicity. The course will explore the dynamics of institutionalized racism and address a variety of contemporary policy debates in order to better understand the roles that race and ethnicity play in shaping American society and culture.</td>
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<td><strong>Geometry:</strong> 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.</td>
<td><strong>Algebra II:</strong> This course is designed to build on algebraic and geometric concepts, thus the 10th grade is a perfect time for students to engage with such a course having already taken and mastered Algebra and Geometry. The course develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, and concepts and includes the study of trigonometric functions. It also introduces matrices and their properties. The content of this course is important for students’ success on the MCAS as well as the college-level math courses they will take the following year.</td>
<td><strong>MATH 131: Statistics (Fall)</strong> This course provides a basic introduction to statistics. It is recommended for students in business, social science, human resources, allied health, and criminal justice, and provides an excellent preparation for any career. Topics include descriptive statistics, probability, probability distributions, the normal distribution, hypothesis testing, estimates and sample sizes, the chi square distribution, correlation, and regression.</td>
<td><strong>MATH 132 Quantitative Reasoning: (Spring)</strong> This course covers the Algebra and Statistics needed to analyze various real world applications of Mathematics. Emphasis will be on the study of problems relating to environmental issues. Topics include descriptive statistics and linear and exponential models. The use of technology (graphing calculator or computer) will be required.</td>
<td>Those students who express an interest in STEM, medical, or in a Math major will have the potential opportunity to take a higher level math course outside of their cohort, provided: approval from NHCS, proven record of success in all Math courses, and approval from MCC professor.</td>
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<tr>
<td>MATH 001 (Fall)</td>
<td>MATH 003 (Fall)</td>
<td>MATH 122: Topics in Mathematics II (Spring)</td>
<td>MATH 131/132 Workshop</td>
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<td>This is the first semester in a series of computer-based learning courses designed to provide the fundamental concepts of arithmetic and algebra and examine some applications of these concepts, i.e., word problems. Students are required to complete a minimum of five modules but are encouraged to complete as many of the 15 modules as possible. Students who begin at module 12 or higher are required to finish through module 15. The modules cover whole numbers, signed numbers, fractions, decimals, ratios and proportions, percentages, descriptive statistics, algebraic expressions, linear equations and inequalities, graphing lines and inequalities, systems of equations, exponents, polynomials, factoring, rational expressions, quadratic equations, and related applications. Credits earned in this course cannot be applied toward graduation. Prerequisite: placement testing is required.</td>
<td>This is a continuation of MATH 001 Preparation for College Math II for students who need to complete additional modules. This is a computer-based learning course designed to provide the fundamental concepts of arithmetic and algebra and examine some applications of these concepts, i.e., word problems. Students are required to complete a minimum of five modules but are encouraged to complete as many of the 15 modules as possible. Students who begin at module 12 or higher are required to finish through module 15. The modules cover whole numbers, signed numbers, fractions, decimals, ratios and proportions, percentages, descriptive statistics, algebraic expressions, linear equations and inequalities, graphing lines and inequalities, systems of equations, exponents, polynomials, factoring, rational expressions, quadratic equations, and related applications.</td>
<td>This course is provided for students who wish to know what mathematics is about but who do not wish to be mathematicians. Topics included are elementary logic, set theory, probability, and statistics.</td>
<td>NHCS instructors who attend and work in conjunction with the professors at MCC will run this course. The purpose of this lab is to provide students with on campus support with their college-level mathematics coursework. Students will have access to computers, teachers, and peers to complete projects, problem sets, and homework. Those students who express an interest in STEM, medical, or in a Math major will have the potential opportunity to take a higher level math course outside of their cohort, provided: approval from NHCS, proven record of success in all Math courses, and approval from MCC professor.</td>
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<td>MATH 002: (Spring): This is a continuation of MATH 001 Preparation for College Math II for students who need to complete additional modules. This is a computer-based learning course designed to provide the fundamental concepts of arithmetic and algebra and examine some applications of these concepts, i.e., word problems. Students are required to complete a minimum of five modules but are encouraged to complete as many of the 15 modules as possible. Students who begin at module 12 or higher are required to finish through module 15. The modules cover whole numbers, signed numbers, fractions, decimals, ratios and proportions, percentages, descriptive statistics, algebraic expressions, linear equations and inequalities, graphing lines and inequalities, systems of equations, exponents, polynomials, factoring, rational expressions, quadratic equations, and related applications.</td>
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<td>Elective(s)</td>
<td>Fine/Practical Arts, PE/Health courses will be offered at select times (during the school year, after school, on early release Fridays, and during Summer Bridge Programs) to ensure our students meet the graduation requirements for the state of Massachusetts, while simultaneously providing them with engaging coursework and opportunities.</td>
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<td>THET 101 Introduction to Theatre (fall): This course covers an introduction to the history, art, craft, and socio-psychological dimensions of the theatre. The course combines assigned play readings with the study of the elements and techniques used in theatre, as well as viewing live theatre performances. The elements of acting, directing, stage settings, and costuming are incorporated. The relationship between theatre and society is explored.</td>
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<td>SPH 105 Speech Communication (spring): This course covers small-group and interpersonal communication, using a variety of exercises. Formal consideration is given to the planning, organization, and delivery of speeches. Students also analyze persuasive and informative techniques as they experience subject, speaker, and audience.</td>
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Physics: Physics will provide students with a conceptual understanding of major concepts in static electricity, motion, forces, magnetism, light, waves, and energy. The course is supported by students’ previous and current enrollment in mathematics that includes fundamentals of algebra. While algebraic treatment is not the focus, students have an opportunity to apply the math they are learning to the physics concepts studied. Hands-on activities in the laboratory, class discussion, individual and group projects and activities, provide students opportunities to investigate science topics of relevance to their own lives and build understanding of essential learning in science.

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.

PSYC 101 Introduction to Psychology (fall): This course is an introduction to psychology as the science of human behavior. Major topics include scientific method, history of psychology, learning, motivation, emotion, social psychology, and perception.

SOCI 104 (spring): Principles of Sociology: Sociology is the systematic study of human society and social interaction. This course will employ the major theoretical perspectives to examine culture; the process of socialization; social structure; the problems of stratification, particularly in the areas of social class, race and ethnicity, and gender; social institutions, such as the family and religion; and social change.

BIOL 138: Introduction to Human Nutrition (fall): This course is an introduction to the science of human nutrition and its role in health. It includes such topics as types of nutrients, nutrient digestion, absorption and metabolism, food sources, recommended nutrient intakes, food safety, and food technology. The course may also address other topics related to health and nutrition. Emphasis is placed on application of these concepts to promote health and fitness.

BIOL 139 Lab (fall): This course includes activities related to human nutrition, such as food sources, digestion, absorption and metabolism, and the role of nutrition in health. Emphasis is placed on understanding and using the scientific process. It fulfills a four-credit lab science requirement when taken with the corresponding three-credit course, BIOL 138 Human Nutrition. Two laboratory hours per week. Co/Prerequisite: BIOL 138 Introduction to Human Nutrition.

BIOL 140: Introduction to Biology (spring): This course is not intended for students planning to major in science or allied health. It is an issues-based course including topics of current interest in today’s society. It includes aspects of human biology, biotechnology, ecology, and other topics. This course is intended to further develop student abilities in the core competencies: critical thinking, oral communications, quantitative skills, reading, technology skills, and writing.

BIOL 142 Lab (spring): This is an introductory laboratory course intended to supplement BIOL 140 Introductory Biology. This course is
<table>
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<tr>
<th>Spanish I:</th>
<th>Spanish II:</th>
<th>MLSP 101 Beginning Spanish I (fall):</th>
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<tr>
<td>Students continue to communicate in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. Class will be conducted primarily in Spanish with a goal of helping each student become a competent communicator. Students expand their understanding of culture by studying about the countries of the Hispanic world. Vocabulary will focus on school, shopping, family, clothes, weather, simple foods found in restaurants and markets, holidays, and tourist activities.</td>
<td>Students develop their communication in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. The class will be conducted primarily in Spanish and students are expected to use the language in class. Students continue to learn about Hispanic countries through articles, video, speakers, group projects, computer activities, music, and games.</td>
<td>This course initiates the development of the ability to speak, understand, read, and write Spanish. Students learn the fundamentals of grammar, basic vocabulary, and correct pronunciation. Various aspects of Spanish cultures are discussed.</td>
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<th>MLSP 102 Beginning Spanish II (spring):</th>
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<td>This course is a continuation of MLSP 101 Beginning Spanish I. Emphasis is on communication through continued development of reading, writing, speaking, and listening skills in the language. Students continue to acquire grammar, syntax, vocabulary, and correct pronunciation, which enhances their ability to initiate and sustain conversations, read basic Spanish passages, and write basic Spanish sentences and dialogues. Various aspects of Spanish cultures are explored. The Modern Language Department recommends this course to students with one to two years of previous study in Spanish at the high school level or one semester at the college level.</td>
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</table>
**Curricular Evaluation:** The Dean of Curriculum and Instruction (DCI) and the Assistant Dean of Curriculum and Instruction (ADCI) will chair the content area common planning meetings. In these meetings, staff will review and evaluate curriculum including grade level progress toward the short-term student performance goals on a weekly basis as designated at Common Planning Time (CPT) meetings. Once a quarter, the DCI will review the common interim assessments and be required to lead the grade level teams through an item analysis data dive that identifies what instructional strands students need further practice with. As stated above, on the first Friday of the month, the DCI and the ADCI will work with two of the four content grade-level teams to review data and develop strategies to increase student learning. The DCI, as well as the ADCI, will also be responsible for conducting item analysis reports on the state-mandated assessment results, periodic school-wide assessment results, data on students referred for further intervention, and will assist with ACCUPLACER, PSAT, SAT, and ACT testing per specific guidelines.

**Instructional Evaluation:** NHCS will utilize the State of Massachusetts Teacher Evaluation Tool to evaluate teacher performance. 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 our teachers to be efficient and effective, NHCS teachers will be required to reflect in their educator plans in 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 10/15/2016.

The NHCS’s School Leadership Team (SLT) will conduct weekly unannounced informal observations of teachers, which will be at least 10 minutes in length and targeted to provide teachers with both “in the moment” feedback and written feedback on their performance related to Standard I (Curriculum, Planning, and Assessment) and Standard II (Teaching All Students). The SLT will also evaluate a designated group of teachers formally through an announced observation at least twice annually. In addition to formal feedback, the SLT 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 SLT will also meet with the Executive Director 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. 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 anticipated population of students. Based on the trends identified on the 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 development they have received formal teacher rubric-based feedback on. Additionally, the NHCS partnership with EDWorks will assist our staff with identifying professional needs. Preparing high school students for college-level coursework requires a high degree of personalization and flexibility, particularly when many of these students will enter NHCS performing below grade level. EDWorks’ dedicated coaching staff will assist NHCS SLT in designing Early College-specific professional development. Additionally, all decision-making processes will be informed by student-level data, which will be maintained in NHCS “Data Room”. 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 include:

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<th>For Teachers</th>
<th>Content Specific PD, Measuring Student Progress (setting S.M.A.R.T. short term goals), Understanding how to use/navigate the online assessment tracking system, UbD Lesson Planning: Best Practices, RTI: Improving Tier 1 Instruction (D.I. Strategies), effective ELL pedagogy (see NEA report xviii), Student Engagement, Teaching academic language, CCSS Shifts, Full Circle Discipline Model, Classroom Management Style, Integrating college and high school</th>
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<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, Helping teachers to improve and enhance their practice, Identifying data trends (Conduct/Attendance/Instruction), and Collecting data points on learning walks which will include monitoring ELLs and special education</td>
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**Readiness for College Curriculum:** NHCS’ founding group recognizes that the anticipated 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, in collaboration with their EDWorks technical assistance coach, 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 completion of the Massasoit-specified mathematics and English remedial course sequences or the college placement test to determine readiness.
Units of study and lesson plans are ultimately organized using a process adapted from Understanding by Design learning strategy in the classroom. Design thinking underscores that teaching and learning are ongoing processes that must be continually revisited, revised and improved to achieve desired outcomes. Design is a powerful, widely applicable process that leads to innovation—the construction of understandings of the world that lead to the generation of original ideas, solutions, and processes to better the world. When conceptualized as a methodology, design is a “repeatable problem-solving protocol.” Design Thinking is an integrated, holistic way of approaching problem-solving that requires in-depth consideration of issues from multiple perspectives, acute observation, relentless questioning and sportsmanlike collaboration. It leads to out-of-the-box creative thinking and innovative solutions. For these reasons, design thinking is one of the most foundational capacities we can provide students to prepare them for a life of innovation. The EDWorks collaborative design thinking process encourages adults and students alike to “think big” and “start small”; to prototype a unit or lesson or solution, to test effectiveness and make adjustments before taking anything to scale or expanding its use to a large group. The collaborative design process works as well with Design Team planning a school as it does with teachers planning lessons or with students employing a problem-based learning strategy in the classroom.

Units of study and lesson plans are ultimately organized using a process adapted from Understanding by Design using the following process for unit and lesson design launched during the initial retreat with teachers and repeated throughout the life of our relationship with EDWorks:

**Process for Unit and Lesson Design:**

- Focus of the Learning: What should students know and be able to do, and at what levels of cognition?
- Standards: State, Common Core, National, David T. Conley’s College Knowledge and College and Career Ready practices
- Curriculum Anchors: Big Ideas, enduring understandings, essential questions
- Benchmarks/Learning goals/targets (knowledge and skills, application, transfer)
- Habits of mind, 21st century skills
- Evidence of the Learning: What is the evidence of student learning?
- Common/formative assessments
- Summative assessments
- The task/assignment
- Project, product, performance
- Criteria for success: rubrics
- Learning Strategy: What learning events and instruction will result in student learning?
- Instructional strategies (Rigor/Relevance Bloom’s Taxonomy, Webb’s Depth of Knowledge, relevance
- Student engagement strategies
- Learning events

**Rigor/Relevance Framework®:** The third tool, the Rigor/Relevance Framework developed by the Center for Leadership in Education, provides a concrete way for teachers to gauge the level of complexity and real world application in any single task or series of learning experiences. Levels of complexity and the application of knowledge to solve real world problems are fundamental to understanding and attainment of concepts in the Massachusetts Curriculum Frameworks.

Units and lessons should move students in a planned and purposeful way through all four quadrants in the Rigor/Relevance Framework. EDWorks will guide teachers to create a scaffolded system of units and lessons that result in students operating in each quadrant, honoring all students’ learning styles and connecting learning within and across content areas. While not every learning activity will live in Quadrant D, it is important to note that Quadrant D learning is the ultimate goal in each discipline at all levels.

The New Heights schedule, with its early release time, common planning time and teacher summer retreats, was specifically designed to ensure every teacher can participate in a deep, rigorous professional development experience, including whole-school, small group (grade-level teams/content area teams, PLCs) and one-on-one coaching and mentoring. In all, every educator receives some 80 hours of professional development during each year of EDWorks support.

The following chart outlines the EDWorks scaffolded teacher professional and leadership development foci for NHCS. Once the school is up and running, the majority of professional development is implemented through the use of formal Professional Learning Communities, guided by a series of EDWorks-designed and adapted protocols.

Teacher professional development will focus on instructional practices proven to accelerate learning among our anticipated population of students. Based on the trends identified on the 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. A mix of whole-school and differentiated professional development opportunities from EDWorks and others will be made available to teachers monthly so that each can build his/her skill-set around the noted areas of development received from formal teacher rubric-based feedback. Additionally, the NHCS partnership with EDWorks will assist our staff with identifying professional learning opportunities that fall outside of our joint contract, on an as-needed basis.

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<tr>
<th>EDWorks Technical Ongoing Assistance and Professional Development for New Heights</th>
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<tr>
<td><strong>YEAR 1</strong></td>
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<tr>
<td>Teacher PD in Support of the Unique Model</td>
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<tr>
<td>• Early College 101</td>
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<td>• K-TECH</td>
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<td>• Design Thinking</td>
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<td>Teacher PD to Support Student Engagement</td>
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<td>• Unpacking the Standards</td>
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<td>• Unit and Lesson Plan Design</td>
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<td><strong>YEAR 2</strong></td>
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<tr>
<td>Teacher PD for Personalization:</td>
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<tr>
<td>• Individualized Learning Plans</td>
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<td>• Tuning the Advisory System</td>
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<td>• Grading for Learning -- A Book Study</td>
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<tr>
<td>Teacher PD for Accelerating Learning</td>
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<tr>
<td>• Accelerating skills for success in college and industry certification courses</td>
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<tr>
<td>• Deepening real world learning experiences</td>
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<tr>
<td>• Advanced college writing across the content areas</td>
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<tr>
<td><strong>YEAR 3</strong></td>
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<tr>
<td>Teacher PD for Acceleration</td>
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<tr>
<td>• Accelerating skills for success in college and industry certification courses</td>
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<tr>
<td>• Deepening real world learning experiences</td>
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<tr>
<td>• Advanced college writing across the content areas</td>
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<tr>
<td><strong>YEARS 4-5</strong></td>
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<tr>
<td>EDWorks will work with New Heights Leadership to design a customized professional development plan for years 4-5, based on the progress of New Heights teachers and students. Likely foci include:</td>
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<td>• Examining Curriculum Alignment and Vertical Scope and</td>
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### EDWorks Technical Ongoing Assistance and Professional Development for New Heights

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEARS 4-5</th>
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| • High Payoff Instructional Strategies  
• Growth Mindset  
• Introduction to the Rigor / Relevance Framework  
• Strategies for Differentiation | • Ensuring Rigor in the Student Tasks and Assessments  
• Building Your Problem/Inquiry-Based Learning Toolbox  
• Data Levers for Continuous Improvement | learning  
• Instructional walkthroughs  
• Innovation and brain-based learning  
• Reinforcing Effort and Providing Recognition | Sequence Implementation  
• Assessing the effectiveness of the Course of Study to deliver a rigorous, relevant, personalized academic program, and revise, as needed |
| Leadership Development  
• Growth Mindset  
• Organizational Vision  
• Supportive Climate and Culture | Leadership Development  
• Shared leadership  
• Outcomes-driven instruction  
• Individual student growth  
• Community integration | Leadership Development  
• Continuous quality improvement  
• Individual student growth  
• Outcomes-driven instruction  
• Personal learning and reflection | Expanding cross-curricular units of study  
• Deepening content knowledge through interaction with University/Business Partners  
• Work with business and community partners to examine the relevance of student experiences and performance assessments  
• Looking Ahead: Developing the Next Year’s Teacher-Led Professional Development Plan |
| Operations  
• Communications and Community Engagement  
• Safety Audit  
• Triage Process  
• Innovative scheduling  
• MOUs with higher education and business partners  
• School Readiness Check  
• Instructional walkthroughs | Operations  
• Examining student data for attendance, discipline, progress to graduation, classroom assessments, mandated testing  
• Triage Process  
• High States Test Blitz  
• Tuning operations стратегических планов  
• Instructional walkthroughs  
• Self-Assessment with the EDWorks Rubrics for Organizational Effectiveness | Operations  
• Communicating progress to the community  
• Triage process  
• Blended learning  
• Formal EDWorks Site Assessment  
• Analyze level of community integration/real world experiences; tune, as needed  
• Revisit MOUs  
• High States Test Blitz  
• Instructional walkthroughs | |

### MAJOR COACHING FOCI

1. Design of the Teaching & Learning Experience  
2. Build schedules to facilitate student acceleration and college participation  
3. PD to Support Student

### MAJOR COACHING FOCI

1. Using data to drive operations  
2. Improving instruction and differentiation  
3. Using data to personalize learning and increase student learning

### MAJOR COACHING FOCI

1. Building capacity to sustain innovations  
2. Using data to accelerate learning  
3. Evidence of college and industry course-taking

### MAJOR FOCI

1. Vertical alignment  
2. Graduation and transitions  
3. Capacity, innovation and sustainability  
4. Community
**Instructional Methods:** All NHCS teachers must follow our instructional philosophy and adhere 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. The student environment will be dynamic and reflect the best classroom configuration for the instructional approach. Lower School teachers will tailor their instruction to fulfill a more traditional I-We-You lesson format in order to provide students with consistency in those middle grades. Upper School teachers will utilize I-We-You lesson formats, but they will also be expected to incorporate more collegiate practices, such as: laboratories, guided discovery, Socratic and Harkness seminars, and full period assessments. All teachers are expected to give students a formative assessment at the end of each period in order to track mastery of the day’s objective. Teachers will receive professional development sessions pertaining to these best practices prior to being expected to include them in their classes. |
| Renaissance Learning: STAR 360 | The online assessment tracking system NHCS will use is STAR 360, offers our charter a proven diagnostic test for all grade levels, and will be used as 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.” |
| Fountas & Pinnell (F&P) Assessments | The Fountas & Pinnell Benchmark Assessment Systems are accurate and reliable tools to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments. The assessment will focus on the middle school grades (6-8), but it will also allow for the monitoring of ELL and special education students to ensure appropriate books are selected, while also utilizing the quarterly data to assess students’ reading fluency. |
| 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 Bridge programming. |
| 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: Students will complete the Massasoit developmental math sequence, which is offered online through the ALEKS system. Computer labs will be staffed by an NHCS content teacher. |

**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). 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
Curriculum Sequencing: The overall goal of our curriculum sequencing is to ensure that our students are prepared for college. As a result, our curriculum is rigorous 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 during summer school in their sending district. 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 (for the inaugural 6th grade College Ready students and after). Students will then take college math courses in the 11th grade with the opportunity for students who have an interest in STEM, medicine, or math majors to take higher-level math courses in the 12th grade (on a case-by-case basis). Science coursework was backwards designed from the 12th grade college-level Biology and lab courses at Massasoit, with Life Sciences in 8th grade, Physics beginning in 9th grade, and followed by Chemistry in 10th grade.

C. Student Performance, Assessment, and Program Evaluation

Student performance, assessment and program evaluation is very important to the overall success of NHCS. Following EDWorks’ lead, NHCS uses these primary questions about assessment to help leaders and teachers learn to integrate data analysis into their daily practice. Basically, assessments answer these primary questions:

- Where are we today? (baseline data)
- Where are we going? (goals/desired outcomes)
- How far is it? (the gap between current performance and the desired outcome plus the length of time to achieve the goals)
- How far have we come? (progress reports, periodic updates)
- Are we there yet? (evidence that we’ve achieved our goals, summative data)

By understanding the various types of assessments and using them well, the adults and students in a school community can answer these questions with confidence and specificity. The EDWorks Fast Track Early College High School is focused on student learning and achievement. Drawing on the lessons of nationally-recognized researchers and practitioners like Richard DuFour, Rick Stiggins, Judy Wurtzel, Robert Marzano, and others, EDWorks has developed a protocol for use in Professional Learning Communities that effectively provides both assessment of learning and assessment for learning. The EDWorks hands-on system of leadership and professional development supports sites in the effective use and, as appropriate, development of the following balanced system of assessments and reports.

The greatest professional development emphasis in the EDWorks system of aligned assessments revolves around helping teachers and students employ assessment for learning.

- Teachers design assessments every day as part of the instructional process. EDWorks begins by helping teachers view themselves as assessment professionals and designers as they plan their classroom learning experiences. By increasing teachers’ knowledge and skills in assessment, EDWorks can help them gather better data from their students about knowledge and skills gained through the learning experience.
- Once teachers have an understanding of strong assessment design, EDWorks helps them articulate achievement standards and goals for students before they actually teach a course, unit or lesson. Approaching assessment in this fashion actually motivates students to achieve and take responsibility for their own learning.
- Over time, EDWorks helps teachers use multiple sources of data to adjust their classroom instruction to better meet student needs.
- Through the full system of aligned assessments, teachers and students can communicate their learning and achievements more effectively with each other, their parents/guardians and the community.

This focus on multiple strategies of assessment for learning increases the insights of leaders, teachers and students about the assessment process, leading to a purpose-driven, motivational, high-performing learning environment.

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

- Attend school on-time and on a regular basis prepared and ready to learn.
- Stay after school to receive needed/required academic support.
- Attend Summer Bridge.
- Positively contribute to the learning environment of the school.
- Attend all NHCS retreats.
- Complete all course expectations including homework.
- Adhere to all NCHS policies and procedures.

Proficiency and Promotional Standards: All NHCS students will be required to pass all of their courses in addition to meeting all of our “student performance” metrics in order to be promoted to the next grade. A “passing” grade is a C- in each class. In order to earn college credit, students must pass the ACCUPLACER placement exam or complete the remedial college course sequencing. Proficiency status will determine if students will be promoted without attending required post-school
workshops, and technology labs all designed around the students’ college coursework. The College Team Leader (in addition to
and maintain their connection to NHCS by attending content courses taught by NHCS College Team Leaders, skills
a Special Education and an ELL teacher) will attend the Massasoit courses with NHCS students. Proposed Minimum
Graduation Standards
traditional grades.
courses. Student progress on rubrics for non-cognitive skills will be available through Power School, right alongside the
will be used across all content areas and will be included in the overall gauge of student readiness to participate in college
courses. Student progress on rubrics for non-cognitive skills will be available through Power School, right alongside the
traditional grades.
Graduation Standards: We are proposing a 4-year graduation requirement that includes dual credit for college courses,
whereby a three-credit-hour college semester course counts as 1 Carnegie Unit (or where one college credit hour is equivalent to
.33 Carnegie Units). Students in the 11th and 12th grade will take credit-bearing, transferable college courses three days a week
and maintain their connection to NHCS by attending content courses taught by NHCS College Team Leaders, skills
workshops, and technology labs all designed around the students’ college coursework. The College Team Leader (in addition to
a Special Education and an ELL teacher) will attend the Massasoit courses with NHCS students. Proposed Minimum
Requirements for graduation for the inaugural sixth grade class, which represents the program of studies NHCS will follow in
perpetuity, is provided below.

<table>
<thead>
<tr>
<th>NHCS 4-Year Proposal</th>
<th>College Prep (at High School) Pathway*</th>
<th>College Ready Pathway</th>
<th>College Prep Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>8</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Science (Min. 2 Labs)</td>
<td>4</td>
<td>4 (4 labs)</td>
<td>3 (3 labs)</td>
</tr>
<tr>
<td>World Language</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Health &amp; PE</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Practical and Fine Arts</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

*Students who choose not to attend Massasoit during either the 11th or 12th grade will be served at NHCS through a traditional high school
curriculum. See Appendix B for a detailed course of study map for all inclusion groups, grades 6-12.

All courses taught at NHCS will be aligned with the Massachusetts Curriculum Framework standards, and MCC courses, 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 1.7 (C-) or
higher in the course. The NHCS founding team is confident that regardless of the pathway students choose, they will be
prepared for college. Our mission drives every decision we make regarding our students’ success and preparation for college,
including the college courses integrated into the academic year and Summer Bridge program, the use of Massasoit’s
developmental education sequence to prepare our students for the rigors of college coursework and give them a bit more time to
learn the expectations of college writing and mathematics.

Exit Policy: In the event that a student must be asked to leave, due to low academic performance, a failure of the school to meet
the student’s academic or emotional needs, or due to behavior unbecoming a NHCS student, a panel of NHCS staff including
teachers, the Dean of Student Services and the Dean of Curriculum and Instruction, will be convened by the Head of School to
discuss the best possible outcome for the student, including an adjustment to his or her Individualized Learning Plan or a
behavior modification strategy. The team will meet to discuss their findings with the family to find the best possible solution for
the student.

Student Assessment: NHCS believes in data-driven and informed instruction. The four key components being: assessment,
analysis, action, and a data-driven culture. The Dean of Curriculum and Instruction (DCI) and the Assistant Dean of Curriculum
and Instruction (ACDI) will be the primary individuals overseeing the assessment aspect of this model. It is their job to ensure
the interim assessments are aligned to state 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. See Appendix E for a detailed, monthly Student Assessment Trajectory. At NHCS, our DCI
and the ACDI 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. Adjustments to our model will be then made accordingly. This information will be included in the academic reports to the Board.

**Interim Assessments:** In order to prepare our students for success in college courses in the 11th and 12th grade, students will begin taking interim assessments each quarter starting in the 6th 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 8th grade). Accommodations for Special Education and ELL students will be implemented on all interim assessments in accordance with IEP, 504, or other legally binding documents. ELL students, for example, will be allowed additional time, when warranted, and will be provided with word-to-word dictionaries, if necessary. Every student will be held to the same standards; however, it is essential to provide every student with the necessary tools to complete the expected task in order to provide true equity. 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 students, plan for interventions, and look ahead to the next IA. The NHCS Assessment Trajectory is listed in the Appendix.

**Remediation Services:** There are a variety of opportunities for students to receive academic support including tutoring, access to the Dean of Student Services, ELL and Special Education staff, and the College Team Leaders (who are content experts and can provide ample college tutoring). At this time, teachers will tutor students who are not proficient in their Remediation Services:

**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 DCI and ADCI to evaluate and analyze during common planning time meetings. The main components teachers are accountable for are:

<table>
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<tr>
<th>Accountability for Personalized Teaching and Learning</th>
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<tbody>
<tr>
<td><strong>Preparation</strong></td>
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<tr>
<td>- Teacher submitted lesson plans using the UbD approved template on time weekly as well as the STAR 360 formative assessment progress report.</td>
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<tr>
<td>- Teacher attended all CPT meetings and helped craft common interim assessments.</td>
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<tr>
<td><strong>Administration</strong></td>
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<tr>
<td>- Common Interim Assessments were administered with fidelity.</td>
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<tr>
<td>- Teacher complies with STAR 360 requirements and uploads their formative assessments on a weekly basis.</td>
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<tr>
<td><strong>Data Monitoring &amp; Use</strong></td>
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<tr>
<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>
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<tr>
<td><strong>Analysis &amp; Interventions</strong></td>
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<tr>
<td>- Teacher prepares and participates in data analysis with Dean of Curriculum and Instruction at least once a week at a designated common planning time meeting and after administering any test.</td>
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<tr>
<td>- Teacher determines the 2-3 differentiation strategies they will use for the next unit.</td>
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Lemov’s belief that “The smarter path to boosting student performance is to improve the quality of the teachers who are already teaching” (Lemov, 2012) 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 staff 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. Our partnership with EDWorks will further our teachers professional development through the use of an organization with proven Early College success. NHCS teachers will experience the following supports:
<table>
<thead>
<tr>
<th></th>
<th>SLT and SEL Learning Walks</th>
<th>1. SLT and SEL Learning Walks</th>
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<tr>
<td></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 learning walks a year. The staff culture is one of collaboration and improvement; informal observations allow for teachers to share common best practices, receive feedback related to school-wide expectations, and ultimately ensure the success of each and every one of their SLT once a week; SEL minimum of once a month.</td>
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<td>The DCI and ADCI, 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.</td>
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<td>At the beginning of the year, each teacher will meet with his or her department and DCI and ADCI once per week. At these CPT meetings, teachers will plan together, create common assessments, grade student work, and analyze the data they have collected.</td>
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|   | Each Friday teachers will participate in a 1.5-hour professional development. Each week of the month will have a particular focus. Example:  
  - Week One: Grade Level Meetings  
  - Week Two: Content Specific PD Meetings  
  - Week Three: RtI  
  - 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. |
|   | 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. |
|   | Teachers are required to submit weekly lesson plans and formative assessment progress reports using an approved UbD template. Teachers are also required to submit weekly formative assessment progress reports (generated by STAR 360). |

**Data Room:** The DCI and ADCI 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 DCI to ensure that data are entered accurately and routinely into the school’s assessment tracking system. The DCI and ADCI 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. The data exhibited in this room will also allow us to identify growth as well as academic challenges of our ELLs and Students with Disabilities, and to notice any important trends.

**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. Teachers will update their classroom student achievement board to reflect their students’ progress, growth, and achievement. At the mid-year students will meet with their teachers 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 their advisory 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.

**Family and Board Participation in Review and Response to Achievement Data:** Results of all assessment and achievement data will be available to students and parents through PowerSchool, thus ensuring round-the-clock access to performance information. On a quarterly basis, NHCS will send out school-wide student achievement reports to our families. Parents will have multiple opportunities to review that data in addition to PowerSchool, including parent meetings (conducted by our parent/family outreach coordinators), an evening with the NHCS staff (an event held twice per year with our academic team fielding questions from parents and families), and finally, parents/family members may submit concerns in writing or directly to the Head of School which will then be given to the Executive Director to report to the Board. Board members will receive quarterly reports from the Executive Director regarding our academic progress towards stated goals. Aggregated data will be used to demonstrate student success on formative and summative assessments as well as results from MCAS. In the event a member of the board wants to request additional information, the Dean of Curriculum and Instruction will be invited to provide a more nuanced view of our student achievement data.

**Draft Accountability Plan:** A draft accountability plan is included in our appendix to detail first year goals, measurements, and the kinds of data gathered. See Appendix H.

**D. SUPPORTS FOR DIVERSE LEARNERS**

**Access to the General Education Curriculum:** NHCS was founded on the belief that the school will be a home for any student within the Taunton, Randolph, and Brockton region. NHCS welcomes all students within our region to apply to our program. Consistent with our mission, we will prepare all students for college. We have put into place structures and instructional practices that will provide our diverse learners with fertile ground for accelerating their learning. We will put a unique focus on the recruitment of economically disadvantaged, English language learners (ELL), and students with disabilities, because we firmly believe all students are entitled to innovative learning opportunities and can succeed with teaching that meets their learning styles and needs. 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:** The Dean 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) students. An advocacy lens will undergird the philosophy of our model for ELL students, 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 ELL Student 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, one specialized individual with vast experience in the field of ESL, (including possession of an advanced degree in TESOL, ELL, applied linguistics or a related field as well as prior experience teaching ELL students and knowledge of the WIDA frameworks), 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 (DESE) 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 ELL students will be delivered in accordance with the WIDA standards so that they can effectively master academic English and be prepared for academic work in all content areas. As all core content teachers will have received an SEI endorsement, course work will be sheltered and made accessible for ELL students. Our ELL teachers will work closely with content teachers to ensure that all instruction is accessible for English language learners. Moreover, our ELL teachers will work with our ELL students to reinforce concepts and language covered in the general education classroom.

**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. This process will be overseen and supervised by the ELL lead teacher in collaboration with the Dean of Student Services. 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. (The WIDA MODEL assessment will also be available if further diagnostics are deemed useful or necessary). 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 during afterschool tutoring where specific interventions to assist them in acquiring literacy in English will be provided. Their ELL teacher(s), as well as content teachers, 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, (verbally and in writing, in a language that the family understands), and will be informed of their child’s access to ELL services at NHCS. 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. If a parent or caregiver elects to “opt out” his or her child, the child will nonetheless receive SEI instruction by SEI endorsed teachers, and will also sit for the ACCESS yearly assessment. Moreover, the ELL lead teacher will follow any opted out students’ progress and supports will be put into place as needed. As bilingual education will not be available at NHCS, there will be no need for a waiver process as per the requirements of 603 CMR 14.04(3).

**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 the DESE dictates a specific number of hours for ELD instruction, all of which will be delivered by a licensed ELL teacher. Teachers who have obtained the SEI endorsement (a state requirement by 7/16), will teach content classes, where ELL students will learn alongside their non-ELL peers. Should any teachers not yet be SEI endorsed upon our school’s opening, they will immediately be enrolled in a course or obtain the endorsement by an otherwise DESE approved route. Likewise, all of our school’s administrators will be enrolled in an SEI endorsement course for administrators, commencing with the approval of our charter.

Whenever possible, classes will be co-taught by an ESL teacher and a content teacher. Other configurations will feature push-in enrolled in an SEI endorsement course for administrators, commencing with the approval of our charter.

*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 the DESE dictates a specific number of hours for ELD instruction, all of which will be delivered by a licensed ELL teacher. Teachers who have obtained the SEI endorsement (a state requirement by 7/16), will teach content classes, where ELL students will learn alongside their non-ELL peers. Should any teachers not yet be SEI endorsed upon our school’s opening, they will immediately be enrolled in a course or obtain the endorsement by an otherwise DESE approved route. Likewise, all of our school’s administrators will be enrolled in an SEI endorsement course for administrators, commencing with the approval of our charter.

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 ELL students at each given level and grade. All age, grade and ELD level groupings will be made in accordance with DESE 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 (posted in all classrooms), 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; Zweir, 2008), NHCS will ensure a focus on 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. As in all classes at NHCS, academic language will be emphasized and students will receive tailored instruction in the English language that will not always be available to them when in SEI classes. All teachers at our school will be trained by the ELL staff (and possibly outside consultants) on WIDA; although all content teachers have had initial exposure to WIDA via RETELL, not all teachers in the building are content teachers, nor is the WIDA exposure in RETELL enough to fortify a teacher’s capacity to deliver ELL instruction. The tenets of WIDA will be reinforced, and all teachers will be required to review and understand the WIDA’s guiding principles of language development as well as WIDA performance indicators. Additionally, our ELL lead teacher, (and other ELL teachers when possible) will attend professional development offered by MATSOL, and will disseminate best practices learned at these sessions, as well as at other professional development opportunities offered in the field. ELL students at our school will also be invited and encouraged to participate in all after-school, extra-curricular and enrichment opportunities such as school clubs and sports. This will ensure the equitable participation of our entire student body, and will also help ELLs to develop social English outside of the confines of the classroom.

**Communication with ELL Students’ Families:** As NHCS values family involvement and the creation of a partnership with our students’ families, all families of ELL students will receive information in a language that they can understand. As NHCS plans to hire and retain a multilingual faculty and staff, we will first attempt to provide translation and interpretation for our families in-house. If and when this is not possible, we will seek services from the community and beyond. Our school newsletter will be translated into Spanish, Portuguese and Haitian Creole, as will all important materials announcing school events and other pertinent information that will routinely go home. When families are invited to school to discuss their students’ progress or other issues, a person from our staff who is qualified to interpret will be present.

**English Language Learners with Disabilities:** Students who are coded as ELL 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 ELL and moderate special needs. 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 ELL 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, Individual Learning Plans/College 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) 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. This will be carried out by the ELL lead teacher, who will review students’ report cards, assessments, and will otherwise follow their progress in collaboration with their content and ELL teachers. If, at any time, it is determined that a FLEP requires language or other support, this support will be provided. All ELL students will participate in the annual assessment of the MCAS (although ELL students with under one year in US schools will be exempt from the English portion) and will receive accommodations as outlined in the DESE document http://www.doe.mass.edu/mcas/participation/ell.pdf.

**Staff Professional Development:** In keeping with Massachusetts mandates and as mentioned prior, core academic teachers who have not obtained the SEI endorsement through a DESE-approved course or assessment will be required to immediately enroll in a RETELL course. NHCS administration will provide each teacher with a list of locations where RETELL is being offered. 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 the SEI endorsement course for administrators should they not have this endorsement prior to the opening of the school. In keeping with DESE regulations, all teachers in our school will regularly engage in ongoing, sustainable professional development in ESL. 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 as well as cultural and socio-emotional considerations. 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 during school-wide Friday professional development.

**Staff Compensation:** When NHCS opens its doors in August of 2016, three full-time ELL licensed teachers will be on staff in addition to one full-time ELL Lead Teacher. These teachers will be compensated at the same rate as other teachers in the building, with the exception of the lead teacher, who will be compensated at a higher rate. As the numbers of ELL students increase, NHCS will add ELL licensed teachers. Every effort will be expended to employ teachers who are dually licensed in ESL as well as a content area. **Program Evaluation:** NHCS will assemble a team to conduct an internal evaluation of its ELL program in the spring of each academic year. The evaluation will be conducted via the use of both quantitative and qualitative data. The template provided by DESE (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 ELL program has met its target goals (stipulated prior to each academic year), as well as areas for growth and improvement. When necessary, outside consultants will be hired to assist with this process. For more information regarding ELL staffing, please see the following section on Special Education Students.

**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 caregivers will complete questionnaires (translated into their native language, as needed) to specify if their child has been diagnosed with a disability or has received special education services. The Dean 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 Dean of Student Services can reevaluate the student’s IEP and needs.

*Students who demonstrate potential support needs:* Students who do not have an IEP, but display the prospective need for support (as evidenced by student performance and teacher input) will participate in our school-wide RtI process, following the guidelines of the Massachusetts Tiered System of Support (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 Director of Students Services, the ESL teachers, 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/caregiver requests testing, we will promptly begin a formal evaluation. If the parent/caregiver is unfamiliar with the process for testing, or with the special education process in general, this will be explained, in person, and in a language that the family understands. It will be important at this time to help the family and the student to understand that all students learn differently, and that a referral for testing is not an aberration, but a way to help us to best serve their child by catering to his/her educational needs.

**Evaluation Consent:** The Dean of Student Services and special education teachers will discuss concerns with parent/caregiver 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). 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 Dean of Student Services, parent(s)/caregiver(s), a special education teacher, the ESL lead teacher, if applicable, a general education teacher, service provider(s) such as an Occupational therapist, and the student, if he or she is above the age of 14. The SPED team will convene to review the results of testing (conducted by a qualified contracted school psychologist), 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 services will be delivered immediately.

**Assessing and Monitoring Progress:** The SPED team (lead by the Dean of Student Services) 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 team may reconvene before the annual meeting if the IEP needs to be amended. The social worker (Year 1) and guidance counselor (in year 3 and beyond) will create the 504 plans, maintain them, circulate them to all pertinent parties, and update them annually in our SIS system. When evidence suggests a student will likely meet his/her IEP goal before the annual IEP meeting and a revised goal is needed, the Dean 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 student with disabilities may be in need of services outside of our offerings, the SPED Team will 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, Taunton, or Randolph 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 if necessary (M.G.L. c. 71 §89).

**Specialized Instruction and Continuum of Services:** NHCS 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 in the core content areas within the general education classroom. Tier 2 interventions are for students who
Support Staff: To oversee our support for diverse learners program we will hire a Dean 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 Dean 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. In Year 1, NHCS will ensure that special education students’ needs are met by hiring three 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. Once our students begin taking college courses in the 11th and 12th grade, two special education teachers will be assigned to each grade. The Dean of Student Services will work closely with teachers and contractual service providers (such as a reading specialist) 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.

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 at Massasoit. All services will remain the responsibility of NHCS and will be coordinated with Massasoit. 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 MCC 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.

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.

Titles, Salaries*, and Qualifications of ELL and Special Education Staff:
• Dean 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 $100,000 in FY17. He holds a Master’s Degree in Special Education (behavioral), a Bachelor’s Degree in Adaptive Physical Education, and holds certifications in principal/vice principal (grades 5-12), special education administration (all levels), special needs instructor (grades 5-12), and over 25 years of teaching and administration. In addition, he holds an SEI endorsement and NISL certification.
• Special Education Teachers: NHCS will hire three full-time (3FTE) Special Education Teachers in FY17 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. The special education teachers will report directly to the Dean of Student Services.
• ELL Lead Teacher: NHCS will employ 1 full-time (1FTE) ELL lead instructor who will serve as a coach for ELL teachers and report directly to the Dean of Student Services. S/he will ensure that NHCS is in compliance with all state and federal requirements. In addition, this individual will teach 2 classes of world language (4 semester-long Intro to Spanish courses, 2 periods per day). The salary for this hybrid teaching/support position will be $70,000 and s/he will not be responsible for evaluation, given the nature of his or her coaching role.
• ELL Teachers: NHCS will employ 3 full-time (3FTE) ELL Teachers, in FY17 earning approximately $45,000 each. Each teacher will be required to have a license in ESL issued by the DESE, dual licensure will be preferred.
• Paraprofessionals: NHCS will hire a total of 7 FTE paraprofessionals, opening with 3, adding 1 in year 2, 1 in year 3, and 2 in year 4. The paraprofessionals will work with special education and ELL students primarily in science and history to provide additional supports. Tutors will earn $25,000 and report directly to the Dean of Student Services.
• Tutors: NHCS will hire 4 tutors in year 1, and add 2 in year 2, 2 in year 3 for a total of 8 FTE. Tutors will earn $25,000 and report to the Dean of Student Services.
• 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.

*All salaries will receive a 3% COLA increase each year.
School Reform, which centers on five key components:

1. Building a school culture is essential to the development of an environment that is personalized to meet the needs of students and inclusive of parents and families. Our mission and key design elements are predicated upon the foundation of a strong school culture. Leveraging our partnership with EDWorks, NHCS will incorporate a framework for building safe and supportive schools, developed by the Ohio Center for Essential design elements are predicated upon the foundation of a strong school culture. Leveraging our partnership with EDWorks, NHCS will incorporate a framework for building safe and supportive schools, developed by the Ohio Center for Essential

2. Student Discipline Philosophy: Our approach to teaching and learning is focused on the individual student. We believe if given the knowledge and tools to succeed that all NHCS students will be prepared for college. According to Fries, et al. (2012), high-risk teens reconnect with educational goals once their lives become more stable after receiving wraparound support. 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 Dean of Students (DOS), to oversee all services that fall outside of curriculum and instruction. In the first year, the Head of School will assume these responsibilities with assistance from the parent and family outreach coordinator(s). The Head of School/DOS 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.

3. Student Discipline Policy: In order to achieve our mission to prepare all students for 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 Full Circle Discipline model. 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.

4. 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 in 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. The discipline policy will be implemented from day one, printed in our welcoming materials, but also presented during our opening school-wide meeting.

5. E. CULTURE AND FAMILY ENGAGEMENT

The KTECH Framework – NHCS School Culture: Building a school culture is essential to the development of an environment that is personalized to meet the needs of students and inclusive of parents and families. Our mission and key design elements are predicated upon the foundation of a strong school culture. Leveraging our partnership with EDWorks, NHCS will incorporate a framework for building safe and supportive schools, developed by the Ohio Center for Essential School Reform, which centers on five key components: Knowing our students better; Trusting our students more; Empowering our students in authentic ways; Connecting our students in meaningful ways; Honoring all students in varied systems of recognition and reward. Together, these five components form the “KTECH” culture that will be the bedrock of NHCS. The KTECH culture will weave through all three of programming.

Evaluation of the Special Education Program: The Head of School, the DCI and ADCI, in conjunction with the Dean of Student Services, will evaluate the effectiveness of the Special Education program annually by reviewing the following criteria: student progress on Special Education Progress Reports, student academic progress, student behavioral progress, and teacher performance and effectiveness with special education students.
In our school culture, working towards our mission that all of our students will be prepared for college.

Culture that includes both students and their families. Below are several examples of how the NHCS staff will engage families.

Development seminars, and through the behavior and expectations of our leadership team to create a classroom and school culture building activities including morning advisory and school-wide assemblies, and both a Parent and a Student Advisory Group to the board to be sure parents/family and students’ voices are also being heard. Lastly, through our partnership with the Old Colony YMCA in addition to our social workers, school nurse, guidance counselors, and the Dean of Students, the NHCS founding team believes that the emotional and physical health of our students will be monitored and addressed. The school building will maintain all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property in addition to meeting all ADA requirements.

We understand that trust will be important to facilitate the relationships required to achieve our goals and we intend to reach out to our families in the language spoken at home, provide translator services or childcare when parents/caregivers are needed at school, create a parent phone-tree or transportation plan to ensure families have access to NHCS, and hold regular parent/caregiver meetings to provide parents/caregivers with a forum to be heard and to learn. We will also provide support services for our students through our quarterly retreats, our school-wide culture building activities including morning advisory and school-wide assemblies, and both a Parent and a Student Advisory Group to the board to be sure parents/family and students’ voices are also being heard. Lastly, through our partnership with the Old Colony YMCA in addition to our social workers, school nurse, guidance counselors, and the Dean of Students, the NHCS founding team believes that the emotional and physical health of our students will be monitored and addressed. The school building will maintain all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property in addition to meeting all ADA requirements (603 CMR 1.05(1)(p), 1.05(3)(g), 1.05(3)(h), and 1.09(6)) to ensure student and staff safety within our building.

Family Engagement: Our school mindset, upheld by our KTECH culture, evokes a sense of family: WE go to college. The NHCS founding team recognizes the need to engage our students AND our families in this mindset. Parents may experience concern or confusion about college, themselves having never attended, or they may feel unable to help their children navigate our academic pathways. The NHCS staff will learn, through our professional development retreats, our weekly professional development seminars, and through the behavior and expectations of our leadership team to create a classroom and school culture that includes both students and their families. Below are several examples of how the NHCS staff will engage families in our school culture, working towards our mission that all of our students will be prepared for college.

<table>
<thead>
<tr>
<th><strong>Family Engagement and Support</strong></th>
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<tr>
<td><strong>Parent and Family Outreach Coordinators</strong></td>
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<td><strong>Parent/Caregiver Board Member</strong></td>
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| **Parent Advisory Council (PAC)** | **The Parent /Family Outreach coordinators will provide NHCS’s information sessions throughout the community. Interpreters will be available at the information sessions.**  
| | **These individuals will work as a liaison between NHCS and the community.**  
| | **The parent/caregiver member’s key responsibility is to ensure that our policies, procedures and practices are all family-centered.**  
| | **Our goal is to build a community among school staff and families by encouraging parents/caregivers to participate in meaningful discussions around their student’s education. Parents/caregivers will be given a voice through the establishment of committees on decisions around co-curricular activities, social events and fundraising, and policy and procedures.**  
| | **A school social worker will recruit parents/caregiver to become PAC members and serve as the facilitator until parent/caregiver roles are established.**  
| | **NHCS staff members will be present to represent the school.**  
| | **PAC meetings will take place monthly.**  
| | **Childcare will be available and the Parent/Family Outreach Coordinators will work with NHCS staff and NHCS families to secure transportation for those who need a ride.** |
### Communication Plan and Outreach

| 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 of Trustees, and in the school’s annual report as well as through the school website and blog. |
| 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 within our region, we are confident that the two listed below will benefit our students, families, and school community in a meaningful way. |
| **1. Massasoit Community College**: Massasoit Community College (MCC) prides itself on our tradition of excellence and our historic mission of accepting all who desire to learn. “We are dedicated to creating a challenging and supportive environment where the members of our community can attain their educational and personal goals. We encourage all to take responsibility for their learning, to discover their potential, and to achieve their ambitions. Recognizing that our diversity is an important source of our strength, we respond to the needs of our community and expect that everyone at Massasoit respects the rights and affirms the dignity of all people. We strive to construct a safe and trustful environment where together we can engage in open dialogue.” (www.massasoit.edu). |
| **2. 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, NHCS 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 NHCS’ 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. |
| **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 |
| **Communication with Teachers**: It is the intention of NHCS that there is an open line of communication between staff and parents/caregivers. |
| **Parent/Caregiver Communication with Teachers**: Parent/caregivers will have electronic access to teachers to ask questions. Our Parent and Family Outreach coordinators will work provide technical assistance and access to technology at NHCS. |
| **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 |

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How the Founding Group Came Together and Why it is United Behind NHCS:

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 Schools Network, 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.

We submitted a new proposal in FY15 for the city of Brockton. We worked to establish a strong foundation in the community including identifying several new founding team members to work on outreach. Unfortunately, we did not receive a charter. For this cycle, the FY17 application brings the same team back together, in addition to the inclusion of a new education partner in EDWorks, a leader in the development of early college high schools. We are wiser and stronger, we know where our deficiencies lie and how best to address the gaps in our proposal.

How Often the Founding Group Meets, the Planning and Writing Process:

Since the conclusion of the 2014-15 cycle, the NHCS founding team has been working to strengthen the deficiencies in our proposal identified by the DESE. Our writing process, augmented by our experience in the two previous years, is inclusive and expansive. The primary authors include Janice Manning, Omari Walker, and Jess Geier and we met several times a week to fine-tune our model and craft the writing for the proposal. We included the voices of our founding group, including the advice of our founding board, throughout via meetings 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 daily to fine-tune our application in addition to improving our community presence. Although our founding group does not yet include representation from Taunton or Randolph, we do have several 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 addition to the founding team meeting frequently to tackle updates to the application, our outreach team is working with volunteers in the community of Brockton to develop relationships with families in Taunton and Randolph. And finally, our Board of Trustees is working with us on the application, helping with editing and particularly in establishing our new key design elements. This is a communal process, the whole team is engaged in writing and planning.

In the Wake of the 2014-15-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 and Academic Excellence. 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 exciting response to the comments from last year’s cycle is our two new partnerships with EDWorks, a national leader in the development of the “Fast Track Early College” design from Cincinnati, Ohio and Massasoit Community College, located in Brockton. We remain indebted to the many charter schools, charter management organizations, and educational experts who spent countless hours providing tours, answering questions, and giving us 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: When the original team of Omari Walker, Janice Manning, and Jess Geier came together over four years ago to begin developing this model, we did so with the understanding that we would leverage our combined 50 years of management, educational leadership and innovation, and program design to create a unique design coupled with a solid team of leaders. We believe it is incumbent upon us to set the tone for our school, to live and breathe our mission that all students will be prepared for college, and to be successful in bringing our dream to fruition. Omari and Janice draw from many years of experience in the alternative education world, creating new programs that are uniquely suited to the diverse needs of a predominantly low-income student population. Jess draws from many years working in the early college sphere, developing policies, programs, and educational models to provide students with an opportunity to earn college credit. Together, the founding group began identifying like-minded individuals to serve with our team, to grow our model, and achieve our mission. Each individual added to the team brings skills that support our work and add to the overall power of our vision.

Founding Group:

Proposed 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.

Proposed 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.

Proposed Director of College Access (Y2): 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.

EDWorks Representative – Deborah Howard: Deborah Howard leads EDWorks’ research and development work, concentrating on product design and innovation, evaluation and quality control. She blends her unique knowledge and experience in the field of education, non-profit and corporate sectors to help transform public education. Deborah was a primary architect of KnowledgeWorks Foundation’s Ohio High School Transformation Initiative and the Ohio Early College Network. Before joining KnowledgeWorks Foundation, she was Executive Director of the Cleveland Education Fund (CEF), a technical assistance and grant-making body, which focused its efforts in school library development; K-16 networking of mathematics and science educators and corporate partners; and teacher professional development in literacy, mathematics, science and technology. Before moving to Ohio in 1994, Deborah served on the Superintendent’s Cabinet in North East Independent School District, San Antonio, Texas. Her early career included work in higher education, economic development, chamber of commerce management, and advertising and communications. Deborah earned both her Bachelors Degree and her Masters Degree from St. Mary’s University in San Antonio, Texas.

Proposed Dean of Curriculum and Instruction: 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. Her experiences in teaching in both urban public and Charter School will bring valuable insight to the founding team. Meredith earned her Bachelor’s degree from the University of Virginia and a Master’s in Curriculum and Instruction at Harvard University.

Proposed Dean of Student Services – Neal Klayman: Neal Klayman has a rich balance of teaching and administrative experience in some of the most underperforming and higher performing districts in our state, and at every instructional level including elementary, middle and high school. In addition, Neal has 25 years of experience devising, directing, implementing, and monitoring students on individualized education plans, and supervising and evaluating those educators responsible for providing services that are required to have a measurable impact on student performance.

Pre-Operational 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.

Proposed Parent and Family Outreach Coordinator (Y1) - 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.

Proposed Board of Trustees:

Michael Sullivan (Chair): (Board Leadership, Legal Affairs, Business and Community Partnerships) 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.

**Pastor Emmanuel Daphnis (Vice Chair): (Higher Education Educator and Student Success Programming, Community Partnerships)**
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.

**Nicholas Christ (Treasurer): (Financial Services)**
Nicholas joined NFC Mortgage in the summer of 2015. He has excelled in residential mortgage lending for over a decade and prides himself on providing excellent customer service while understanding each borrower’s unique situation. He has extensive knowledge in FNMA, FHLC, JUMBO, VA, FHA, and HARP products to provide the best possible solution to meet each borrower’s need. His goal is to help each borrower accomplish their financial and homeownership goals. Nicholas is a 2005 graduate of Brown University with B.A. in Business Economics. He is an avid golfer and sports fan. He enjoys spending time with friends and family in Southeastern MA and RI.

**Justin DuClos (Secretary): (Education Leadership, Policy and Research and Legal Affairs)**
Justin DuClos has 10 years of experience as a lawyer, and nearly as many as an educator at the middle, secondary, collegiate, and graduate levels in both public and private systems. He currently leads a law practice in Boston focusing on government policy, intellectual property, and civil litigation. He has assisted litigation concerning artifacts recovered from shipwreck Titanic, the flood and levees in post-Katrina New Orleans, and constitutional matters before the U.S. Supreme Court. Justin holds a JD from Emory University and an EdM from Harvard University, where he was a fellow in several policy disciplines, as well as a university officer.

**Carlina Evora: (Brockton Resident, Brockton High School Senior, Community Engagement and Partnerships)**
Carlina Evora is an 11th grade honor student at Brockton High School (BHS), who emigrated from Cape Verde to the US in 2010. Because her family valued the importance of education she was sent to the States leaving her Mother and siblings behind. Upon entering the Brockton school system, she did so with no English speaking skills. Her maturity and resourcefulness provided her the tools necessary to seek out programs that would help her to reach her potential. Carlina is enrolled in the Bridgewater State University Bridge program, a leadership program offered to immigrant students aspiring to go to college. She is a member of the Chica Project, which provides mentoring and leadership opportunities. She has served as a mentor to Cape Verdean newcomers since entering middle school and continues to do so as a Brockton High School student. Carlina understands that her successes are unique and she see’s first hand that many of her peers are often left behind. She has committed herself to help ensure that NHCS becomes a school option for her peers who aren’t afforded the opportunities that have been provided to her. Carlina resides in Brockton.

**Anthony Modica: (High School and Middle School Teacher and Administrator and Curriculum/Instruction Development)**
Anthony Modica’s educational leadership focuses on rigor, relationship building, and relevancy. He is an emphatic proponent of using valid and reliable data when making meaningful recommendations. The following examples of his expertise and experience include using Common Core as a basis for designing curriculum, implementing instruction, and assessing life in the differentiated classroom, developing and presenting professional workshops to enrich staff efficiency, and using the MA Model System for Educator Evaluation based on establishing SMART Goals. He has been a teacher and administrator in Revere, Mansfield, and Fall River. Also, he served as an Adjunct Professor at Stonehill College and Bridgewater State University. Mr. Modica was recognized by Commonwealth of MA State Senate and House of Representatives for dedicated service to the Town of Mansfield. He was selected WHO’S WHO AMONG AMERICA’S TEACHERS for Excellence as a Distinguished Educator. Mr. Modica is a graduate of the University of New Hampshire (BA/Sociology), Boston College (MEd/Reading), Bridgewater State University (CAGS/Educational Leadership). He holds educational licensures in MA and RI in Administration and Curriculum Development in grades 5-12.

**Judge Gregory Phillips: (Community Partnerships and Legal Affairs)**
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: (Community Partnerships and Non-profit Leadership)**
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:** (Special Education/Middle School Experience) 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.

**Maria Fernandes:** (College and High School Access/Student Success Programming, Brockton Resident, Mother of 2 Brockton students) Maria Fernandes is the Associate Dean of Academic Affairs at Massasoit Community College, is a lifelong Brockton resident and higher education professional entirely committed to the delivery of educational opportunities to the Brockton community. She has over 10 years of experience working in and managing college preparation/transition programs within the Brockton region. Maria’s experience includes the development and implementation of alternative educational pathways, dropout prevention and intervention programs, and college access and preparation for non-traditional students. Maria holds a Bachelor of Arts degree in Criminal Justice from Stonehill College and a Master of Education degree in Higher Education Administration from Eastern Nazarene College. Maria resides in Brockton.

**B. Governance**

(1) **Governance and Management Structure**

**Reporting Structure:** Our organizational chart provides a visual demonstration of the hierarchy present at NHCS. The Board of Trustees will oversee the governance of our school’s policies and procedures, serve as a fiduciary agent, as well as hold our Executive Director responsible for the operation of the school, meeting school goals, and providing “state of the school” reports at our monthly Board meetings (the ED will have 4 direct reports). The Executive Director will report directly to the Board, providing a link between the day-to-day of NHCS and the policy work done at the Board level.

**Relationship between the BOT and ED:** In our governance model, the Board is the group that ultimately holds the charter to NHCS, upholds the mission and vision for the school, ensures the school is financially solvent and that we meet our goals each year, and finally, that the ED upholds his role as their designee to manage the school. Although the Board is responsible for hiring the ED, Omari Walker is the lead founder, he has vast experience in running schools, and is thus the logical choice to serve as opening ED for NHCS. The BOT will discuss his draft job description at their first meeting to approve his roles and responsibilities at outlined. In the event that Omari should vacate the position, the Board will understand a careful search process to find the most qualified individual. In addition, the Board serves as both a sounding board and a resource for the ED, providing constructive support and feedback. The Board will work to help the ED develop personal goals for the purposes of evaluating his performance. The established goals will be included in an annual performance review. Finally, the Board will support the ED in establishing an organizational plan and an accountability plan that includes concrete, measurable goals and measurements for NHCS.

**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 (Michael Sullivan):** 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 (Emmanuel Daphnis):** 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 (Justin DuClos):** 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 (Nicholas Christ):** The Treasurer is responsible for developing the budget with the Executive Director. He will approve the finance reports and she or he will present financial reports as 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, Omari Walker, 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 committees that will assist and guide them in supporting school development and success. These committees will operate in accordance with open meeting law and will consist of Board members and, when deemed necessary, members of the NHCS staff. Committees will prepare
and present reports to the board and will require the Board’s final approval before taking action. These committees follow the model set-forth by BoardOnTrack. If the Executive Director or the Board Chair believes a new committee is warranted, the Board will discuss and vote on the adoption of a new committee in accordance with the NHCS Bylaws.

**Committee Appointments:**

1. **Finance:** The finance committee is commissioned by and responsible to the Board of Trustees. It has the responsibility for working with the Executive Director to create the upcoming fiscal year budget; presenting budget recommendations to the Board; monitoring implementation of the approved budget on a regular basis and recommending proposed budget revisions; recommending to the Board appropriate policies for the management of the organization’s assets. The finance committee shall be assisted by the Executive Director. Responsibilities include:
   
   **Members:** Nicholas Christ, Chair; Omari Walker; *Seeking additional members

   A. **Governance/Development:** The Governance/Development Committee is commissioned by and responsible to the Board of Trustees to assume the primary responsibility for matters pertaining to Board of Trustees recruitment, nominations, orientation, training, evaluation in accordance with the bylaws of the organization as well as established policies and practices approved by the Board of Trustees. In addition, this committee is commissioned by and responsible to the Board of Trustees to assume the primary responsibility for raising non-grant funds to support the organization’s mission.
   
   Responsibilities include:
   
   **Members:** Vinnie Marturano, Mike Sullivan, Pastor Manny Daphnis, Justin DuClos

2. **Academic Excellence:** The Academic Excellence Committee is commissioned by and responsible to the Board of Trustees to assume the primary responsibility for working with the Executive Director to define academic excellence, ensure that all board members know the charter promises that were made to the community and the authorizer and to devise clear and consistent measures to monitor these goals. Responsibilities include:
   
   **Members:** Tony Modica, Judge Philips, Maria Fernandes, Carлина Evora, Tracy Keene

3. **Subcommittees:** The Board reserves the right to name additional subcommittees to the primary committees mentioned above.
   
   a. **Nominating Subcommittee:** In accordance with our Bylaws, the Board will identify a nominating subcommittee to work on issues of board succession and development.
   
   b. **Board Review Committee:** The Board will name a Board Review Committee (BRC) to conduct an annual, internal evaluation.

4. **Advisory Councils:**
   
   a. **Parent/Caregiver Advisory Group:** (Chairs: 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.
   
   b. **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 by teachers and fellow students to serve on this advisory group to ensure that all grades have a voice in the creation of school policy and procedure.
   
   c. **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 to create new partnerships between NHCS and Brockton, Randolph and Taunton service agencies, community groups, and organizations.
   
   d. **College Working Group:** (Chair: Director of College Access) 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. This committee is currently comprised of Dean Deanna Yameen (Humanities and Fine Arts), Dean Douglas Brown (Science and Math), Maria Fernandez (Associate Dean of Academic Affairs), and Christina Alves (Director of Gateway to College).

(2) **Roles and Responsibilities of the Board:** The NHCS Board will operate in accordance with the Massachusetts Charter School Administrative and Governance Guide. Above all, the Board of Trustees must operate as stewards for the awesome responsibility of delivering a first-class, public education in an organized, transparent, and trustworthy capacity. The Board of Trustees listed in this proposal represent a dedicated group of individuals who not only believe in our mission, vision, and program design, they helped to craft it during meetings over the past two years. They worked tirelessly with the founding group to unequivocally support our pursuit of a charter to bring NHCS to fruition. These individuals were selected for their strong commitment to public education, their commitment to the NHCS mission, and their expertise in a wide array of fields. 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 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.

**Processes Related to the Board’s Oversight of NHCS:** The NHCS Board is responsible for establishing the larger context by which NHCS operates including setting priorities and goals; monitoring progress towards priorities and goals; supporting, monitoring, and evaluating the school leader; developing the annual budget; monitoring the school finances; and conducting long-term financial and strategic planning. The processes related to the BOTs oversight of these priorities is listed below:

**Setting Priorities and Goals at the Board, ED and School Level:** The Board is responsible for approving the draft Accountability Plan (school-wide goals) established by the founding group, working with the ED to establish his/her personal and performance goals, and for setting the priorities and goals of the Board. The ED will present the annual goals for NHCS (established by the Executive Leadership Team) for discussion at the first Board meeting of every year. At the conclusion of the academic year, the Board Chairman will work with the ED to help him/her to establish personal goals for the school year as well as performance metrics that will be used in the Board’s annual evaluation of the ED. Finally, the Board Governance committee will draft annual priorities and goals for the Board, which will be agreed upon by the Board at their final meeting of the year to be used for the following year’s BOT evaluation. The Board will monitor their own progress towards meeting goals and priorities through quarterly updates of the Governance committee. The Board will monitor the progress of school goals and the ED’s goals through monthly updates from the ED as well as through end of year reports and the ED’s evaluation. In the event that goals are not reached, the Board will discuss with the ED reasons the goals were not met and consider setting new goals based upon end of year reports. In addition to monitoring goal attainment, the Board and the Chairman specifically will provide support to the ED as she/he manages the daily operations of NHCS.

**Developing the Annual Budget, Monitoring School Finances, and Conducting long-term Financial and Strategic Planning:** The Board is responsible for developing the NHCS budget and long-range strategic planning for NHCS. The Board will monitor the budget implementation through monthly reports form the Treasurer, who is also the chairman of the Finance Committee. In addition, the Board will ensure that a qualified CPA conducts an annual audit. The ED and the Treasurer will work with professionals in the charter finance world to conduct trainings for the finance committee as well as the entire Board to be sure the Trustees are effective stewards of public funding. In addition, the Finance Committee will develop fundraising targets, a well-founded development plan, and long-term financial planning for the future of NHCS.

**Decision Making and Communication Processes:** 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 every effort will be made by the Board Chairman to ensure transparency in school governance.

**Complaint Procedure:** It is the intention of the NHCS Leadership Team to try and handle all complaints at the school-level, until such a time that the Board must be involved. In our parent/family as well as our personnel handbooks, we will include the following language:

- The complaint should first be raised with the administrator who has direct supervisory control over the area/individual named in the complaint.
- If the situation is unresolved with the administrator in charge, the complaint should be raised to the Head of School
- If the situation still remains unresolved, the complainant could arrange a meeting with the Executive Director
- If the situation still remains unresolved, the complainant should file a formal complaint, in writing, to the Board of Trustees.
- If the Board fails to resolve the complaint, the complainant should file a formal, written, complaint with the Commissioner of Elementary and Secondary Education.

The Board Secretary will draft a grievance policy for the Board to approve at their first meeting as an approved board that follows the model set forth by the Department of Elementary and Secondary Education. In the event that someone believes that the school has violated any provision of the charter school law or regulation, he or she will be encouraged to file a written complaint with the Board in accordance with G.L. c. 71, § 89(jj), and 603 CMR 1.10. After receiving the complaint, the Board will send a written response to the party within 30 days. 603 CMR 1.10(2). In addition to following up on any such complaints, the Board may periodically conduct reviews to ensure that the school is in compliance with the charter school law and regulations 603 CMR 1.10(3). If a member of the NHCS community believes that he/she is the victim of harassment or any form of discrimination as a member of one of the fourteen protected classes¹ she or he may report such harassment or discrimination to the Executive Director or to the Director of Human Resources, who will receive training in handling such accusations.

**Annual Internal and External Evaluation:** The Board will conduct two annual evaluations, one internal via the Board Review Committee, and one external, via a BoardOnTrack consultant. The consultant will also be given the report prepared by the board review committee. The consultant’s report will also be used in the design of the annual Board development

¹ I.e., 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, prior academic achievement
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 Board on Track to
develop an evaluation process.

**Development of Board as Effective Governing Board:** The Board will attend an annual retreat, prior to the start of the school
year, to establish annual goals and priorities, review the prior year’s evaluation, and meet with experts in the field of board
development, governance, and effectiveness. We are currently working with BoardOnTrack to provide a monitoring dashboard,
set Board goals and evaluation metrics (both for the Board as well as for the Board’s evaluation of the Executive Director), and
provide training materials during our pre-operation year to ensure that our Board is an effective governing body.

**(3) Policy Development and Decision Making:** 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 Executive 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 is 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
community. Finally, the website and the school newsletter will serve as information hubs to direct the community to Board
meetings for key policy decisions or to update the community on Board activities.

**(4) Board Sustainability:** The board will be responsible for the recruitment and orientation of new board members which will
include multiple steps, as identified below. The Board Chair will name a nominating subcommittee and he or she will identify a
board member to oversee new board member sustainability and succession planning.

**Recruitment and Selection:** Prospective Board members will be recruited from areas of need identified by current Board
members, including individuals with charter school experience. A current or past board member may “recruit” a prospective
Board member through a casual invitation to attend a public meeting, visit the school, or discuss the prospective Board
member’s interest in working on behalf of NHCS. The following steps will be used to identify and induct future Board
members.

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/Taunton/Randolph 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.m5jsSnup. 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.

(5) **Memoranda of Understanding:** Memoranda of Understanding from Massasoit Community College, EDWorks and the Resiliency Foundation are listed in our Appendix.

(6) **Programmatic Relationship with Other Organizations:** During the summer of 2015, the NHCS founding team met on several occasions with members of the leadership at Massasoit Community College. The end result was an agreement between NHCS and Massasoit whereby the college will serve as the official “College Partner” to NHCS. In addition, the College President assigned a member of his staff, Maria Fernandez, to represent the college on the proposed Board of Trustees. Maria is an Assistant Dean at Massasoit as well as a Brockton resident and mother to school-aged children. She brings a wealth of experience with college access and success to the board as well as the organization on a whole. On behalf of the college, President Charles Wahl submitted a letter of support. The NHCS team is pleased to include Massasoit as our official partner. In addition, NHCS has established a financial relationship with BayCoast Bank, who will provide a $320,000 line of credit in addition to a $400,000 building renovation loan. A letter stipulating the terms of this agreement is included in the Appendix. The Founding Team was also able to secure outside grant funding from the Claneil Foundation in the amount of $50,000, a letter indicating this award is included in the Appendix. And finally, the Founding Team secured a private, no-interest loan of $200,000 from an individual who wishes to remain anonymous, a letter indicating this agreement is included in the Appendix.

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 this section we highlight the school management structure; school leadership roles and responsibilities; and human resources.

**NHCS Organizational Chart:** The school organizational charter is attached in the appendix. The organization chart provides year one of operation through full student enrollment in year 5. When new positions are added, a (Y) is added to the title to indicate what year the position is added to the organization management structure. The founding team spent months determining the needs of our school and specifically the appropriate size of our leadership team. We are proposing a very large, ambitious, exceptional school model that will require a full team upon opening. We understand that it is common for new charter schools to open with a skeleton team in place whereby many individuals assume multiple roles. However, in the NHCS model, with 315 students arriving on day one and a curriculum that was designed to meet the needs of students as well as the expectations of our college partner it was clear to the founding team that it was essential to start with a large team, which grows by one or two staff members over our first five years, to be sure we could meet all of our goals. We are proposing something unique to the state of Massachusetts, a standalone Early College that will see 50% of our students enrolling and completing college courses in as early as the 10th grade. It would not be prudent to add key positions in later years, as we grow, when the foundational design and implementation is essential to our overall success. Therefore, we made the decision to include all of the key positions in year 1, which will mean that our team has the chance to work together from the beginning working out the bugs and fixing the unforeseen areas of improvement in real time.

**Reporting Structure and Relationship Between the ED and the Administration:** Reporting directly to the Executive Director are the Director of College Access, the Director of Operations, the IT Specialist, the Executive Assistant, and the Head of School (5 direct reports). The Director of College Access (arrives in Y2) will oversee all policy and programmatic work as it relates to our partnership with MCC. She will serve as the NHCS representative on the MCC working group and will work closely with MCC to ensure student success and will have 0 direct reports. The Director of Operations will also report directly
to the Executive Director and will be responsible for what is commonly called “back room functions” including nutrition and transportation, Human Resources, and procurement of goods. She or he will have 1 direct report, the HR Director, who arrives in year 2 and will assume all human resource functions from the Director of Operations. The IT Specialist will be responsible for all NHCS technology and will have no direct reports. The Executive Assistant will serve as the right hand of the Executive Director, fulfilling administrative responsibilities and tasks delegated by the ED. Finally, the Head of School (she will have 5 direct reports including the DCI, the DSS, the DOS, Main Office Clerk, and the school nurse) will serve as the “on the ground” leader of NHCS. She will be responsible for the management of the day-to-day existence of NHCS. Reporting directly to the Head of School are the Deans of Curriculum and Instruction (oversees all curriculum and instruction as well as the “data” room and the evaluation process, she has three direct reporting lines, the ADCI, the guidance counselors, and the non-ELL or special education instructional staff) the Dean of Students (oversees the culture and climate of NHCS including discipline and has two direct reporting lines, the social workers and student services clerk), the Dean of Student Services (oversees special education and ELL services and has four direct report lines including the ELL Lead World Language Teacher (she/he will oversee all ELL instructional staff), paraprofessionals, tutors, and the parent and family outreach coordinators in addition to all special education instructional staff).

(2) School Leadership Roles and Responsibilities:
Organizational Decision Making: In order to facilitate the decision making process for key decisions about curriculum and instruction, student achievement, professional development, culture, staffing, fiscal planning, and operations, the founding group identified three key leadership teams to serve in a leadership capacity at the executive level, the school level, and the student level.

a. The Executive Leadership Team (ELT) will include the ED, the Head of Schools, and the Directors of College Access and Operations, and the IT Specialist. This team will be charged with overseeing the entire school, addressing all operational issues, and issuing instructions and policies that will keep the school functioning.

b. The Student Emotional Leadership Team (SEL) will be comprised of the Dean of Students (Chair), Dean of Student Services, the social workers, guidance counselors, and the parent/family outreach coordinators. This team will ensure that students’ emotional/social needs are met by NHCS and will meet regularly to ensure that parents/family needs are met as well.

c. Curriculum and Instruction Leadership Team (CIL) will include the Head of School (Chair), the Dean and Assistant Dean of Curriculum and Instruction, the Dean of Student Services, and the Lead ELL Teacher. This team will meet regularly to review student-level data, maintain the data room, review curriculum best practices and implement real-time changes to curriculum, instruction, and assessments to ensure all of our students’, staff, and parent/family needs are met by our academic program. The Emotional Support Team and the Curriculum and Instruction Teams will provide reports to the Head of School, who will include pertinent information from these reports in her update at Executive Leadership Team meetings.

Executive Leadership Team: Executive Director, Director of Operations, Director of College Access, Head of School and IT Specialist.

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. Omari Walker is uniquely qualified to serve as the inaugural Executive Director of the New Heights Charter School of Brockton because he brings a balance of leadership skills from both the Educational and non-profit sectors. Walker has twelve years of middle and high school administrative experience and five years of serving as the President of a non-profit. As a Principal of the Resiliency Prep School, Walker was able to implement a number of innovative educational pathway initiatives that played a major role in the reduction of the district’s dropout rate by more than fifty percent in his tenure. Furthermore, he was able to support the development of the pathways by blending public and private funds that he and his staff were able to raise independent of the school district’s budget. Realizing that the cost of “effective” intervention was not sustainable over time (given the lack of community resources in urban districts and expiring grant funds), Walker began to rethink the entire structure and the reactive nature of district-based public education. Walker was able to further explore his ideas of shifting the urban paradigm of intervention to prevention when he entered the non-profit world of education in 2012. As the President of the Resiliency Foundation, Walker visited and observed dozens of urban schools throughout the nation, and it soon became apparent that the challenges that he faced as a Principal were not unique to New England. A year later, Walker and his team developed an Early College model that blended best practices learned from their previous leadership experiences and innovative approaches which include the introduction of college coursework for students while still in high school. Walker’s journey as a school and educational non-profit leader has prepared him to develop and implement a model that truly put the needs and interest of his students, and their futures, first! Walker’s passion, drive, and knowledge of the work is what makes him qualified to serve as the New Heights of Brockton Executive Director.
Responsibilities Include:

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<tr>
<th>Area of Focus</th>
<th>Reports to: Executive Director</th>
<th>Percentage of Time</th>
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<tbody>
<tr>
<td>Administrative</td>
<td>• Directly Manages the Executive Leadership Team which includes: Director of Operations, Director of College Access, Head of School, and the IT Specialist. • Hires, fires and evaluates all administrative staff members under his/her direct supervision. • Completes annual performance review for all staff under direct supervision. • Implements goals established in the school’s strategic plan. • Oversees the management of school facilities.</td>
<td>25%</td>
</tr>
<tr>
<td>Public Office</td>
<td>• 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 partnerships 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.</td>
<td>25%</td>
</tr>
<tr>
<td>Fiscal</td>
<td>• 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. • 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. • Identifies new sources of funding.</td>
<td>20%</td>
</tr>
<tr>
<td>Policy</td>
<td>• 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.</td>
<td>15%</td>
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<tr>
<td>Accountability &amp; Planning</td>
<td>• 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.</td>
<td>15%</td>
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</table>

**Director of Operations:** The Director of Operations reports to the Executive Director. In year 1, the Director of Operations is doing the work of both Finance and HR. However, starting in year 2, we will hire a Director of Human Resources who will assume the duties associated with the position and is responsible for providing leadership skills to carry out the daily management of the school including budget and expenditures, nutrition, human resources services, student transportation, student recruitment, enrollment, and waitlist, marketing, and facilities. This position requires a seasoned leader with experience in backroom functions including budget, and human resources.

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<tr>
<th>Area of Focus</th>
<th>Reports to: Executive Director</th>
<th>Percentage of Time</th>
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<tbody>
<tr>
<td>Day-to-Day School</td>
<td>• Directly manage the IT Specialist • Monitor the condition of all common spaces to ensure that they appear professional</td>
<td>25%</td>
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<tr>
<td>Operations</td>
<td>and conducive to learning</td>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>• Coordinate purchasing of supplies such that teachers and non-instructional staff consistently have the materials they need</td>
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<tr>
<td>• Coordinate larger purchases in compliance with all relevant regulations</td>
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<td></td>
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<tr>
<td>• Prepare for and manage building activities including crisis situations such as fire drills, evacuations, lockdowns, and medical emergencies</td>
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<tr>
<td>Health and Nutrition</td>
<td></td>
<td></td>
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<tr>
<td>• Oversees school health program</td>
<td>15%</td>
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<tr>
<td>• Manage day-to-day operation of the school nutrition program such that it is in compliance with all regulations, including eligibility determination process, collection of payment and processing of funds and coordination of meals program with vendor.</td>
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<tr>
<td>• Complying with all state reporting requirements.</td>
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<tr>
<td>Administrative</td>
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<tr>
<td>• Responsible for meeting all state reporting requirements.</td>
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<tr>
<td>• Supervision of the Director of Human Resources (Y2)</td>
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<tr>
<td>• Assist in the logistics of booking offsite professional development</td>
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<tr>
<td>Transportation</td>
<td></td>
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<tr>
<td>• In coordination with the city of Brockton and the bus company, establish and distribute all bus routes</td>
<td>10%</td>
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<tr>
<td>• Communicate with families, the city of Brockton, and the bus company surrounding changes in bus routes and other transportation issues as they arise.</td>
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<tr>
<td>• Create a communication process for families/students in Randolph and Taunton to collaborate in providing transportation to and from NHCS.</td>
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<tr>
<td>Human Resources</td>
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<tr>
<td>• 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.</td>
<td>40%</td>
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<tr>
<td>• Assist the Executive Director and Head of School in all aspects of planning, analysis and maintaining of best practices.</td>
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<tr>
<td>• Oversee employee payroll &amp; benefits in collaboration with our vendor.</td>
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<tr>
<td>• Develop, coordinate, and conduct in-service training to school personnel on laws, regulations, and school policies and procedures related to human resources.</td>
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<tr>
<td>• Communicate with school administrators to resolve issues and improve the human resources function.</td>
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<tr>
<td>• Provide consultation, assistance, training and referrals in employment matters for licensure of instructional staff.</td>
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<tr>
<td>• Review and evaluate human resources methods, assignments, policies and procedures to increase efficiency and effectiveness of school's human resources operations</td>
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<tr>
<td>• Assist in creating employee policies and procedures and monitor and review the policies and procedures relating to grievances, leaves of absence, evaluations, layoffs and discipline/dismissal issues.</td>
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<tr>
<td>• Assist with the research and generation of data related to such areas as classified human resource practices, salary surveys, and employee relations.</td>
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<tr>
<td>• Assist, monitor and review the coordination, preparation, and implementation of Human Resources items for the Board agenda.</td>
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<tr>
<td>• Maintain current knowledge of legal requirements, State and Federal regulations, and Board of Education Directives</td>
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<tr>
<td>• Assist in the implementation of the school's complaint procedures.</td>
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<tr>
<td>• Develop and organize Employee Policy Manual.</td>
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<tr>
<td>• Propose, monitor, document and flag issues related to human resource systems, including staff hiring, termination, salary, and benefits.</td>
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<tr>
<td>• Ensure completion of new hire benefits and required paperwork and documentation and submit according to state guidelines.</td>
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<tr>
<td>• Administer background checks on prospective candidates to be hired as well as for volunteers</td>
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<td>• Complete all exit interviews</td>
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**Director of College Access:** The Director of College Access will be Jessica Geier, a member of the Founding Team. Dr. Jessica Geier is the Senior Fellow with the Resiliency Foundation. In addition to her work at the Resiliency Foundation, Jess serves as an adjunct at Providence College as well as Johnson and Wales University. She teaches Introduction to Sociology, College Success courses, and a Cornerstone course for returning adult students. During the summer, Jess runs a pre-college program at Providence College for inner-city youth who are at risk for not attending college after high school graduation. Prior
to working with the Resiliency Foundation, Jess served as Co-Director of the Center for Excellence and College Readiness, at the Community College of Rhode Island, and the Director of Early College Access Programs at the Office of Higher Education. Her interest in exposing students early and often to the rigors and expectations of postsecondary education stems from a belief that all students will be successful in their pursuit of their academic and vocational dreams if we provide them with the tools to make informed decisions. 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.

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<tr>
<th>Area of Focus</th>
<th>Report to: Executive Director</th>
<th>Percentage of Time</th>
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<tbody>
<tr>
<td>College Partnerships</td>
<td></td>
<td></td>
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<tr>
<td>Develop partnerships with local colleges to provide college courses for NHCS students</td>
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<td>40%</td>
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<tr>
<td>Develop partnerships with regional colleges to arrange college visits and college experiences for NHCS students</td>
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<tr>
<td>Collaborate with campus faculty and student services staff to increase student retention rates</td>
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<tr>
<td>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</td>
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<tr>
<td>Establish linkages with academic departments to expose students to programs, services, resources and internship opportunities</td>
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<tr>
<td>Establish partnerships with college departments and program offices to develop internship and volunteer opportunities for undergraduate and graduate student</td>
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<tr>
<td>Works in collaboration with the college and Director of Operations to coordinate transportation to Massasoit Campus</td>
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<tr>
<td>Academic</td>
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<tr>
<td>Collaborate with Dean of Curriculum and Instruction and relevant college counterparts to align NHCS curriculum with college expectations.</td>
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<td>30%</td>
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<tr>
<td>Coordinate College Work Group with Massasoit Community College Deans</td>
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<td>Student Support</td>
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<tr>
<td>Develops, implements and support the NHCS’ student college plan</td>
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<td>20%</td>
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<tr>
<td>Assists students with clarifying their academic and career goals and resolves student issues as needed</td>
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<tr>
<td>Policy</td>
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<tr>
<td>Makes recommendations and implements college policies, procedures, and guidelines related to student services functions</td>
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<td>10%</td>
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<tr>
<td>Serves on Campus and College committees</td>
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<tr>
<td>Prepares and maintains budgets</td>
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<tr>
<td>Coordinates the training of department and appropriate college personnel</td>
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<tr>
<td>Oversees the verification of college course completion and credit attainment. Prepares reports showing effectiveness of programming and makes recommendations where necessary.</td>
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**School Leadership Team:** Upon opening in the Fall of 2016, the School Leadership Team will be comprised of Head of school, Dean of Curriculum & Instruction, Dean of Student Services, the School Social Worker and School Nurse. In year 2, the Dean of Students will join the team. This group will assist the Head of School in identifying and resolving issues, assessing the effectiveness of school operations and design, determining degree of progress toward goals, helping design and implement strategies for closing the gap between actual and goal performance, and planning the school’s future development.

**Head of School:** The Head of School of an effective, personalized school is, first and foremost, a facilitator of learning and a collaborative leader who looks to the strengths of the whole to achieve common goals. The Head of School and these designated school leaders cannot, in isolation, meet the demands of a 21st century school. In light of the complex and ever-changing challenges facing schools today, we believe the school leadership team must reach beyond the administrative team to include key personnel inside the school and within the broader community who play a role in academic and student support systems. It is for this reason, the Founding Team selected Janice Manning to serve as our inaugural Principal. The Head of School reports directly to the Executive Director. Janice Manning was selected to be the founding Head of School of NHCS. Jan’s experience spans the business, education, and financial spheres of knowledge. She brings over 35 years of experience to the role of Head of School. Her background includes 20 years as a bank officer in the department of human resources, where she honed her skills as a leader, a competent facilitator, and a detail-oriented staff member. In the early 2000s, Jan recognized the need for her to focus her energies and skill set on children in her community who were not adequately served by the local schools, her own son an example of this. Jan initially volunteered with the Resiliency for Life Program, working to bring light to a quiet problem infecting public schools: Children were being left behind. She is a tireless advocate for students, she worked her way through college and a Masters degree while helping to co-direct the Resiliency For Life Program, learning the skills she needed to bridge the gap between running a successful HR department and supporting a successful high school program. Her hard work...
and dedication paid off and Jan joined Omari Walker in Fall River as an Assistant Principal at the newly developed Resiliency Preparatory High School. For five years, Jan worked to build an exemplary school culture where students were valued and heard through trusting relationships with adults. This shift from a traditional curriculum-only focus of high schools lent itself to RPS being seen as a model of the first class. Building upon her experience as an Assistant Principal, Jan accepted the position of Principal for her sixth year at RPS. During her five-years as Assistant Principal and 1 year as principal, Jan developed all of the school-wide policies, handbooks and procedures. She conducted classroom and teacher evaluations, she handled curriculum development and discipline. She built lasting relationships with parents, drawing family into the school community, as well as the local agencies that served so many of her students, such as health service agencies, DCF, etc. Jan is a natural choice as founding Head of School for NHCS, she has the transferable skills to be an exemplary leader, collaborator, peer, and support person for students, staff, and families. She will breath life into this position, she will take the time to know her students and their families, and above all, she will infuse the role with the right amount of discipline, fairness, and understanding.

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Reports to: Executive Director</th>
<th>Percentage of Time</th>
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<tbody>
<tr>
<td>School Culture</td>
<td></td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Design and oversee school-wide rituals and routines</td>
<td></td>
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<tr>
<td></td>
<td>Lead school assemblies</td>
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<tr>
<td></td>
<td>Plan and execute quarterly retreats</td>
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<tr>
<td></td>
<td>Maintain effective relationships with students, parents and local community members through an open-door policy.</td>
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<tr>
<td></td>
<td>Establish and maintain cooperative and effective working relationships with all members of school community to carry out responsibilities.</td>
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</tr>
<tr>
<td></td>
<td>Interact professionally with a diverse range of constituents.</td>
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<td></td>
<td>Engage in job/career growth by attending in-service programs, professional development, educational courses and seminars.</td>
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<td>Actively listen and respond in a respectful non-confrontational manner to the opinions of others.</td>
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<td></td>
<td>Foster a positive attitude in the workplace.</td>
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<td></td>
<td>Oversee school-wide discipline systems</td>
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<td></td>
<td>In collaboration with the ED Create Student &amp; Parent policy and procedure handbooks.</td>
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<td></td>
<td>Maintain and respect strict confidentiality of any sensitive information related to New Heights Charter School, our faculty, staff and students.</td>
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<tr>
<td>Supervision</td>
<td>Manage and develop the Dean of Curriculum and Instruction, Dean of Student Services, Main office Clerk. In year one only she will supervise the Social Worker, Parent Outreach Coordinator and the School nurse. She will supervise the Dean of Students who will be hired in year 2 who will assume supervisory responsibilities for the aforementioned staff.</td>
<td>30%</td>
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<td></td>
<td>Ensure consistency and effectiveness of management practices throughout the school.</td>
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<td></td>
<td>Assist the ED and Leadership Team members in performing teacher evaluations.</td>
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<tr>
<td>Administrative</td>
<td>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 including attendance data, student records, student schedules, student grades, student discipline infractions, etc.</td>
<td>30%</td>
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<td>Interpret and enforce all school policies and administrative regulations.</td>
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<td>Design, initiate and implement programs that reflect the mission of the school.</td>
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<td>Manage staffing, budgeting, and scheduling to reflect a mission-driven, equitable, and transparent process for the allocation of core organizational resources.</td>
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<td>Conduct staff meetings to keep employees informed of school matters and to provide a venue for staff feedback and discussion.</td>
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<td>Attend and oversee, as needed, any special events held to recognize student achievement, as well as school-sponsored activities, functions and events.</td>
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<td>Supervise and evaluate the school’s enrichment and summer programming.</td>
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<td></td>
<td>Keep Executive Director informed of events and activities of an unusual nature as well as routine matters related to the Executive Director’s accountability.</td>
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<td>In coordination with the Director of Operations plan and supervise the emergency preparedness program for the school (fire drills, etc.).</td>
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<tr>
<td></td>
<td>Supervise the daily use of the school facilities for both academic and non-</td>
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</table>
**Dean of Curriculum and Instruction:** The Dean of Curriculum and Instruction will supervise the Assistant Dean of Curriculum and Instruction (year 2) and the Guidance counselor(s) (years 3 and 4). She will work with the Dean of Student Services as well as the Dean of Students to develop curriculum that creates a responsive general education classroom. The 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 Head of School and as such is evaluated annually by the Executive Leadership Team. 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. Meredith Morrison brings a strong background in teaching and learning to the position of Dean of Curriculum and Instruction. Meredith spent the first four years of her academic career as an English teacher with Teach for America in a low-income community in addition to two years in a public charter school. During her time at the public charter school, she was the head of the Process Based Assessment (PBA) system. This system, particularly unique to this charter school, allowed for the close alignment between the three humanities courses: History, English, and Writing. As the head of this process, Meredith: ensured that all three teachers were constantly in alignment, ran Looking at Student Work (LASW) meetings every four weeks in order to maintain a normalized grading with the writing rubric and ensured that they were holding all students to a high standard of excellence by comparing their writing to the writing of nearby affluent schools. Leaving the classroom temporarily behind, Meredith pursued a Masters in Instructional Leadership and Curriculum Development at Harvard University. Her studies focused on effective teaching and expanding her knowledge of curriculum design and development, particularly in urban schools. Meredith is currently the 9th grade world studies curriculum design lead in Lawrence, MA. Serving as the curriculum design lead has allowed Meredith to marry her love of teaching, curriculum innovation, and coaching for a team of 8 teachers. Meredith is energetic, committed, and focused on what it will take to bring NHCS students and staff to the next level, ensuring that we meet our mission: Every student will be prepared for college.

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Reports to: Head of School</th>
<th>Percentage of Time</th>
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</thead>
</table>
| Instructional Leadership | • Manage Teachers  
• Supervises the Assistant Dean of Curriculum & Instruction  
• Improve teacher performance through instructional feedback and coaching | 40% |
| Curriculum Development and assessment | • Oversee school-wide curriculum planning in coordination with the Director of College Access.  
• Implement systems for data driven instruction and develop corresponding assessments  
• Maintain and monitor student data through various systems to make adjustments to curriculum to meet the needs of students.  
• 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 Assistant Dean of Curriculum and Instruction and teaching staff, on the implementation of consistent, research-based instructional practices; the use of data to provide regular, real-time information on student growth through effective professional development.  
• 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 Dean of Student Services procure, organize, distribute, and return all materials required to fulfill state requirements for standardized testing  
• In coordination with the Head of School and Dean of Student Services, manage the schedule for standardized testing.  
• Arrange for coverage for staff absences as requested by the Head of School. | 40% |
| School-wide Professional Development | • Plan professional development school-wide  
• Deliver targeted professional development  
• Oversee the delivery of professional development based on student need. | 20% |

**Assistant Dean of Curriculum and Instruction:** The Assistant Dean of Curriculum and Instruction will provide support to the Dean of Curriculum and Instruction on curriculum development, teacher evaluations and professional development. He or she will provide instructional support for teachers, assist in teacher evaluations and will serve as the coordinator of maintaining student data and preparing data for use by the SLT.

**Dean of Student Services (Neal Klayman):** The Dean of Student Services will supervise the Team Leader – ELL Teacher, Special Education Instructional Staff, English Language Learner Instructional Staff, Paraprofessionals, and Tutors. He will serve in a leadership role to special education and ELL personnel,
**Title 1 Staff, while working closely with counselors, health staff, and the data team in order to serve our students, and to strategically develop and implement curriculum and instruction for grades 6-12. The Dean of Student Services assists in the ongoing development and improvement of the Special Education Department, Title 1 Program, the Title IX program, Neal Klayman will be the Dean of Student Services. He has been an educator serving special needs populations in every protected category for over 25 years. Neal’s belief in his abilities, and his innate curiosity has driven him to serve the most challenging learners K-12, as both teacher and administrator, in both private and public schools in Massachusetts. Neal has the ability to gather and interpret data to enable individual students to learn to compensate for their disabilities, teachers to individualize and differentiate instruction so that it is impactful, and empower schools and districts to create coherent improvement plans. Neal’s greatest ability is to connect with people of all ages, abilities, and cultures, and establish relationships based on trust. The relationships that he builds position him to have powerful influence with people with whom he works, and the trust necessary to demonstrate to students, teachers, parents, colleagues and community partners, how what they do each day contributes, or does not contribute to the school and district improvement plans. Finally, decision-making is easy for Neal because he is a child advocate. The Dean of Student Services reports to the Head of School and as such will be evaluated by the Leadership Team. In addition, s/he will be responsible for the following areas:**

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<tr>
<th>Area of Focus</th>
<th>Reports to: Head of School</th>
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<tbody>
<tr>
<td>Administrative</td>
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<td></td>
<td>Program Design and Implementation in coordination with the Director of Curriculum and Instruction.</td>
<td>55%</td>
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<td>Ensuring internal compliance with IEP accommodations</td>
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<td></td>
<td>Supervising and coaching Special Education, English language staff, Paraprofessional and Tutoring staff.</td>
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<td>Managing outside service providers (Speech/OT/PT/Counseling)</td>
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<td>Identify small group and individual interventions where needed.</td>
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<td>Attend IEP and 504 Plan meetings as required.</td>
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<td>Create and manage student 504 Plans in compliance with State regulations.</td>
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<td>Prepare and/or supervise the preparation of reports, records, lists, and all other paperwork required or appropriate to the school’s administration or to the State.</td>
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<td>Assist with student referrals, observations, screening, and pre-referral programs.</td>
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<td>Act as a liaison between special education, Title 1, and regular education teachers.</td>
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<td>Assist the Executive Team in recommending employees for contract renewals, interviewing and hiring staff.</td>
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<td>Recommend policies for administration, organization, personnel management, and other functions of the program.</td>
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<td>In coordination with the Dean of Curriculum of Instruction Monitor and ensure consistency in lesson planning and grading practices.</td>
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<td>In coordination with the Head of School and Dean of Student Services, manage the schedule for standardized testing and specific arrangements to meet the needs of students.</td>
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<td>Professional Development</td>
<td>Coordinates all staff trainings (such as Retell)</td>
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<td>Directing RTI program, including scheduling and facilitating sessions</td>
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<td>Training and supporting general education teachers in effectively differentiating and accommodating students with special needs (teacher coaching, PD training/Institute, training on conferences)</td>
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<td>Review and monitor student data through various systems to make adjustments to curriculum to meet the needs of students.</td>
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<td>Conduct regular observations and provide timely and constructive feedback to staff.</td>
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<tr>
<td>Parent Communication</td>
<td>Managing communication with and addressing the concerns of parents of students who receive services or interventions</td>
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<td>Create state mandated reports and provide to parents.</td>
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<tr>
<td>Compliance</td>
<td>Ensure safety of students and compliance with ADA, state, and federal regulations.</td>
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<td>Administer and ensure compliance with Title 1 rules and regulations for at-risk students.</td>
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<td>Assist in the formulation of a philosophy and objections for the above mention programs.</td>
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<td>Monitor student records for all special education, 504Plans, and Title 1 students through ongoing training, and evaluation.</td>
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</table>
- Coordinate, development and evaluation of Special Education, Title 1, Title IX, Health, and Counseling Programs
- Ensure all reporting, and student records are complete and created in a timely manner as required by state/federal laws.

**Lead ELL Teacher:** ELL Lead Teacher: NHCS will employ 1 full-time (1FTE) ELL lead instructor who will serve as a coach for ELL teachers and report directly to the Dean of Student Services. S/he will ensure that NHCS is in compliance with all state and federal requirements. In addition, this individual will teach 2 classes of world language (4 semester-long Intro to Spanish courses, 2 periods per day).

**Student Emotional Leadership Team (SEL):** This team will be charged with supervising the well-being of students and supporting the culture of school. The SEL includes the Dean of Students, Social Workers, Guidance Counselor, and Parent/Family Outreach Coordinators.

**Dean of Students:** The Dean of Students will be hired in year 2 and will report directly to the Head of School. He/she will be responsible for the daily oversight of student disciplinary issues and assist the Head of School in the academic routines throughout 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. Upon hire, the Dean of Students will supervise the Social Workers.

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<tr>
<th>Area of Focus</th>
<th>Reports to: Head of School</th>
<th>Responsibilities Include:</th>
<th>Percentage of Time</th>
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</table>
| 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.                                                                                                                                  | 40%                |
| Supervision            |                             | • 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                                                                                                                                                                                                                                                                                                                                                      | 15%                |
| 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.                                                                                                                                                                                                                                                                                                                                                       | 20%                |
| Recruitment & 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                                                                                                                                                                                                                                                                                                                                                  | 10%                |
| 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/behavioral concerns  
• Attends student IEP meetings                                                                                                                                                                                                                                                                                                                                                                            | 15%                |
- 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, Dean of Student Services, and Social Workers.

**Parent and Family Outreach Coordinators:** In Year one, this position will report to the Head of School. In year two this position will report to the Dean of Students. Our Parent and Family Outreach Coordinators will serve as the first point of contact for parent questions or concerns that cannot be addressed by the classroom teacher. They will be responsible for planning family events including, but not limited to, Open Houses, academic nights, parent/family and school-wide family nights. The Outreach Coordinators will manage all home visits and coordinate parent conferences with school staff. In addition, the Outreach Coordinators will support NHCS families in accessing community resource and solving challenges that could have a negative impact on scholar success and serve as the primary point of contact for new families. Anne Ferioli has spent over 15 years working in the field of special education as an advocate and special education workshop facilitator (including an Autism support group she started). She is a parent of three special needs students, which gives her a unique voice for students and families learning to work within the special education system. In addition, Anne has worked with the Department of Children and Families (DCF) for over ten years advocating for children and working directly with families and foster families around special education and disabilities.

**Social Workers:** The NHCS Social Workers will work with students and families to support their ongoing emotional and personal needs. They will help guide families to needed resources as well as work with outside agencies to provide services. They will facilitate the parent meetings, in coordination with the Parent and Family Outreach Coordinators. We will have a total of 2 Social Workers (1 in Y1 and the second joining in Y2). The Social Worker will report to the Head of School in Year 1, in the absence of a Dean of Students, and s/he will report to the Dean of Students starting in Year 2 and beyond.

**Guidance Counselors:** The NHCS Guidance Counselors will coordinate scheduling for all NHCS students (including the Director of College Access), maintain student records, and work with the Dean of Students and the Dean/Assistant Dean of Curriculum and Instruction to provide data records for the data room. We will have a total of 2 Guidance Counselors (1 joins in Y3 and the second joins in Year 4). The Guidance Counselors will report to the Dean of Curriculum and Instruction.

**Evaluation of New Heights Charter Administrative Team:** The Executive Director will evaluate the NHCS leadership team, which includes Janice Manning (Head of School), Jess Geier (Director of College Access), the Director of Operations and the IT Specialist. The Executive Director, as mentioned previously, will be evaluated by the Board. 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:** 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 In addition 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.
(3) 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: A Staff Recruitment, Advancement and Retention plan 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. 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. In addition to the instructional staff, the Head of School and the ED will work together during our pre-operational year to identify experienced, committed, creative, and mission-driven individuals to assume the open leadership/administrative positions as well as non-instructional support staff. These individuals will be paid competitive salaries and will receive a competitive benefit package.

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 use 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:

<table>
<thead>
<tr>
<th>Staff</th>
<th>Year 1 -</th>
<th>Year 2 -</th>
<th>Year 3 -</th>
<th>Year 4 -</th>
<th>Year 5 -</th>
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<tbody>
<tr>
<td>E1: Executive Director</td>
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<td>E1: Director of Operations</td>
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<tr>
<td>E1: Director of Human Resources</td>
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<td>E1: IT Specialist</td>
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<td>E2: Executive Assistant</td>
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<td>E3: ELA Teachers</td>
<td>5</td>
<td>7</td>
<td>9</td>
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<td>E3: Math Teachers</td>
<td>5</td>
<td>7</td>
<td>9</td>
<td>9</td>
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<tr>
<td>E3: Science Teachers</td>
<td>3</td>
<td>4</td>
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<td>5</td>
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<tr>
<td>E3: History Teachers</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>E3: PE/Health</td>
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<td>E3: World Language Teacher</td>
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<td>1</td>
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<tr>
<td>E3: Special Education Teachers</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
<td>10</td>
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<tr>
<td>E3: ELL Teachers</td>
<td>3</td>
<td>4</td>
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</tbody>
</table>
E3: ELL Lead/World Language Teacher
E3: College Team Leaders
E3: Substitute Teachers
E4: Head of School
E4: Dean of Students
E4: Dean of Curriculum/Instruction
E4: Assistant Dean of Curriculum and Instruction
E4: Dean of Student Services
E4: Guidance Counselor
E4: Social Workers
E4: Director of College Access
E5: Tutors
E5: Paraprofessionals
E6: Main Office Clerk
E6: Student Services Clerk
E7: Parent/Family Outreach Coordinators
E7: School Nurse

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<tr>
<th>Year</th>
<th>Positions</th>
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**The above staffing chart only reflects the staffing patterns that are unique to our Inaugural 7th and 8th Grade Cohorts. The staffing patterns change in year 6 (FY22) when our Inaugural 6th Grade Cohorts become juniors and the goals shift to reflect that 75% (not 50% as stated for our Inaugural 7th & 8th Graders) are taking classes on the MCC campus. The chart in section 2A on page 14 reflects the change in staffing for grades 11 and 12, but they will differ from what is represented in this section and in the attached schedule due to the fact that they are representing school years that are not required here (FY17 – FY21).**

**Staffing Narrative**

**Teachers, Paraprofessionals, & Tutors: E3 & E5:** In year one, NHCS staff will serve 315 students (105) each grade. As stated throughout the proposal, students will be placed into four cohorts and will take seven classes per day (2 Math, 2ELA, 1 Science, 1 History, and 1 Elective at each grade level from grades 6-10. We will open the school with 7 content area teachers, 1 Special Education Teacher, and 1 ELL teacher per grade totaling 7 teachers per grade, 27 teachers total. We will also hire 1 Paraprofessional per grade totaling 3 who will provide Special Education services to students with IEPs when a Special Education teacher is not present in the classroom. Lastly, we will hire 4 Tutors who will be assigned to three Inclusion Cohorts (6D, 7D, & 8D). The tutors will work with the Math Teachers during the Math Instructional periods to support student learning, and will lead small group tutorial sessions, in conjunction with a Special Education Teacher, during the Math Lab periods. These totals will remain constant for our Lower School (Grades 6, 7, & 8) throughout all five years and beyond at NHCS. This staffing pattern will continue the following year (FY18) increasing ours staff by 9 teachers and 1 para, but 2 additional tutors will be added to serve the 9th grade cohorts in both math and ELA. The 9th grade staffing pattern repeats itself for teachers, paras, and tutors in the 10th grade. This pattern shifts when students become juniors in the Upper School (this is reflected in year 4 in the staffing chart when our Inaugural 8th grade class enter the 11th grade). At this time, each 11th grade cohort gets their own College Team Leader. These are, in a more traditional sense, Lead Teacher positions that are content area specialist. The College Team Leaders work in pairs (A &B/ C & D), and if one has a Humanities background the other will need to have a math/science background. In addition, 1 Special Education Teacher and 1 ELL Teacher will be assigned to the two 11th grade College Ready Cohorts (11A & 11B). The two College Prep Cohorts (11C & 11D) will each have one Special Education Teacher assigned to each group and will share 1 ELL Teacher. This same pattern will continue for seniors in year 5 (FY21) with one exception. The two College Prep Cohorts will share a Special Education Teacher instead of each having their own. We intentionally assigned 11C their own Special Education Teacher to ensure that students will have the additional support to pass the ACUPLACER in order to access the college courses the following year.

**ED, DOO, DHR, ITS, EA: E1 & E2:** We are opening with three key Executive Leadership Team roles (1 Executive Director, 1 Director of Operations, and 1 IT Specialist) along with an Executive Assistant to ensure that the school will operate and function in accordance with our bylaws and stated goals. All 4 positions will remain at NHCS for all 5 years as outlined in the staffing chart. In year 2 (FY18), we will add a .5 Director of HR. The Director of Operations will assume all HR matters in year 1, and will share the responsibilities in year 2. In year 3, the Director of HR will join the staff full time as the number of staff grows to dictate a 1FTE.

**Head of School, DOS, DCI, ADCI, DSS, GC., SW, DCA, FOC, & Nurse: E4, E7:** NHCS will open with 1 Head of School, 1 Dean of Curriculum & Instruction (DCI), 1 Assistant Dean of Curriculum (ADCI), 1 Dean of Student Services (DSS), and 1 Social Worker. It is important for us to provide intense instructional support and professional development to our 27 teachers who will need support in implementing our education model. The DSS will also support the development and modification of curriculum and instruction for Special Education and ELL students. Lastly, we pride ourselves on our ability to serve “the whole child”, and our Social Worker, Parent & Family Outreach Coordinator, and a 0.5 Nurse will ensure that our children
receive the medical, instructional, and emotional supports that they need to be successful while at NHCS starting in year 1. During our second year of operation, we add a Dean of Students (DOS), a part-time Director of College Access, a second Social Worker, and a second Parent and Family Outreach Coordinator. Although we feel that all five positions are critical to our model, adding them in the second year when our budget can finally absorb the positions will give our administrative team more support. In year 3, we add a Guidance Counselor position and increase the Director of College Access position from a 0.5 FTE to a full-time position. This reflects the increase in number of students being served by NHCS and the fact that 50% of our students are now enrolled in college classes on our campus. In year 4, we add an additional Guidance Counselor primarily to serve The Lower School grades while the original Guidance Counselor can focus on the Upper School grades. This staffing pattern remains constant for year 5.

**Main Office Clerk & Student Services Clerk:** NHCS will open with 1 Main Office Clerk in year one and will remain on the staff for all five years. The DSS will assume all clerical responsibilities for his department in year one due to budget constraints, but will be aided by a Students Services Clerk in year two and beyond.

**D. FACILITIES AND STUDENT TRANSPORTATION**

**Facility:** 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 have identified two locations in Brockton that would be suitable to open NHCS in the fall of 2016. The site the founding group prefers is located very close to public transportation, MCC, and the YMCA. The secondary site meets all state and federal requirements for accessibility but is not as centrally located as we would prefer. We are currently working with a local contractor and real estate agent to estimate the amount of renovation work required to make the building suitable for grades 6-10, the first three years of NHCS. We will have a completed lease and hope to have a building plan in place by mid-January. We have spent the last 6-8 months following leads on building sites, speaking with local real estate agents, and looking for collaborations with agencies in Brockton that have space that may be available. Based upon the primary building site we have identified (our real estate agent is currently negotiating with the building’s owner) we have secured a line of credit and a renovation loan from BayCoast Bank. We confirmed with the contractor that his team would be available to renovate starting in late March or early April, with a projected timeline of 2 months for project completion. The contractor we selected comes highly recommended and has experience with school renovation. He is aware of all building requirements and code expected for a school of our size. We have notified the building owner of our intention to begin our lease this summer, pending approval from the Department of Elementary and Secondary Education. We are estimating a total of 6-8 classrooms per year, per class, for a total of 24-32 classrooms in the primary proposed building site.

**Access to School Facility:** Our proposed school sites include elevators as well as designated parking spaces and meets all state and federal law.

**Financing Plans and Proposed Budget for Facilities Lease:** The proposed Executive Director and Treasurer of the Board have negotiated a 5% interest rate over five-years for a renovation loan to add classrooms and updates to our primary proposed building sites, and all necessary renovations to meet the school’s needs, to meet all local building requirements for use of the facility as a charter school, and to meet accessibility requirements. In addition, we have secured a line of credit to be sure that we are able, among other things, pay our rent prior to the first monthly tuition installment. The proposed budget for a facilities lease is accordance with our facilitates rate reimbursement. In our current negotiations we are offering the full facilities rate for a lease that includes utilities, taxes, maintenance, and insurance. Our renovation loan is up to $400,000 to make improvements to our space. Any additional costs incurred for building renovations will be incurred by the owners of the property. We will sign a five-year lease as soon as the NHCS is approved, but will have a lease agreement in place prior to approval to ensure the building is not leased to another party.

**Transportation** The Massachusetts charter school statute, M.G.L. Ch. 71 § 89(ff) states: The children who reside in the school district in which the charter school is located shall be provided transportation to the charter school by the resident district's school committee on the same terms and conditions as transportation is provided to children attending local district schools. In providing such transportation, said school committee shall accommodate the particular school day and school year of the charter school; provided, however, that in the event that a school committee limits transportation for district school students, the school district shall not be required to provide transportation to any commonwealth charter school beyond said limitations. In accordance with state law, students who reside in the district in which the charter school is located, in this case Brockton, the local school district, BPS, is obligated to provide all transportation on the charter school's behalf. It is not the intention of the founding group to provide these services independently (during our first year of operation due to fiscal constraints). In FY18 and beyond we do have a surplus which may be used to transport students outside of Brockton if there is an established need. It is the intention of the NHCS Founding Group to work with the Brockton Public School District to provide busing services to all Brockton students, in accordance with local laws governing public school transportation. It is not the intention of the NHCS founding team to provide transportation to students who reside outside of Brockton. We will work with parents and families in Taunton and Randolph to develop ride share programs. We understand that we may need to provide transportation to disabled students or homeless students from our region of Brockton, Taunton, and Randolph. In the event a homeless student or student with disability requires transportation, we will use our surplus to support these students.
E. SCHOOL FINANCE

(1) Structure and Process, Fiscal Controls and Financial Management Policies: The board of trustees is responsible for the fiscal management of the school. Along with the Executive Director, the board of Trustees 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 Treasurer will 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 NHCS’ board of trustees for approval.

- **Finance Tracking:** NHCS’ will track finances in our daily business operations in order to maintain needed cash flow through the following mechanisms.
- **Accounting System:** We are currently meeting with charter school leaders to identify which accounting system will best suit our needs at NHCS and will interface well with the systems at BayCoast Bank.
- **Accounts Payable and Receivable:** During the pre-operational period, the Executive Director and the proposed Treasurer will work closely with the board of trustees to develop policies to approve payment of invoices and purchase orders. We received training in this area last year from school leaders at Atlantis Charter School, and we have borrowed most of their procedures as outlined in their policies and procedures manual.
- **Cash Flow Management Plan:** During the pre-operational period, the Executive Director and the potential BOT Treasurer will work closely with the board of trustees to develop a cash flow management plan. Once again, we will draw from the work we did last year with the CFO of Atlantis Charter School and implement a similar plan that does not factor in CSP funds.

(2) Operating Budget and Budget Narrative:

**Contingency Planning for Potential Challenges in Cash Flow or Budget Shortfall:** BayCoast Bank has agreed to provide a $320,000 line of credit in anticipation of cash flow contingencies. We have also secured a $200,000 Private Loan for pre-operational expenses.

**Development of Budget:** Members of the founding group and our potential BOT Finance Committee spent countless hours working alongside Atlantis Charter School CFO Linda Celona during the 2014-15 cycle and hired her as a consultant during this current cycle to help fine-tune our budget in terms of staffing and set projections. During the 2014-15 cycle, we discussed our per pupil rate with Hadley Cabral, at the DESE, running several different models that provided estimates of a per pupil rate in districts currently with no charter schools. Ultimately, with Hadley’s support, we used the projected “FY16 Chapter 70 Foundation Budget” document found on the DESE website to arrive at the per pupil rate for each of our districts. We believe these rates reflect our research as well as conversations with the DESE and leaders in the charter world. 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.

**Cash Flow Projection, Budget, and Assumptions:** The attached five-year budget 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. In addition, as a regional school, we were forced to make assumptions about which town our students live in. We reviewed sending data for all three districts, particularly focusing on how many students are attending schools other than the public school option in their town. We also reviewed our current “intent to enroll” list, looking for students who may have applied from Randolph or Taunton. Given the data, our current outreach activities, and our school’s proposed location in Brockton, we feel confident that 90% of our students will be from Brockton, 5% will be from Taunton, and 5% will be from Randolph. These assumptions are reflected in our five-year budget.

We addressed cash flow challenges for the pre-operational year by securing a $320,000 line of credit from BayCoast Bank (as outlined in our MOU) that will be used to help with start-up expenses and can fill potential voids caused by cash flow challenges throughout the year. We also have a written agreement with BayCoast Bank to borrow up to $400,000 for renovation of potential building sites. We also have a $50,000 grant from the Claneil Foundation and a letter of commitment from a private donor that indicates that she will provide us with a $200,000 no interest loan for pre-operational expenses that occur from March 1, 2016 to August 1, 2016.

**Financial Forecast: Pre-operational and First Five Years:** Below we include an extensive summary of the financial
forecast from start-up through the fifth year of operation, including assurances of funds and fundraising.

**Assurance of Sufficient Funds:** NCHS will ensure that we have sufficient funds to cover all anticipated expenses, including but not limited to start-up costs and school operation through aggressive student recruitment efforts. We are confident we will meet our student enrollment numbers since we have already collected more than 500 intent to enroll forms. We also decided to take cost savings measures by reducing our student support staff by 1.5 positions (1 Parent/Family Advocate & 0.5 Director of College Access). The reduction of these positions also impacted savings in health and dental insurance expenses. Lastly, and most notably, we chose to use the more realistic representation of our staff’s healthcare and dental needs by shifting from a prediction that 100% would enroll in a family plan (75% school cost totaling $15,168.87 per staff member) to a 60% family plan and a 40% single plan (75% school cost totaling $782.98 per staff member). These decisions amounted to a savings of approximately $600,000 from our previously submitted FY17 budget in the prospectus. As mentioned above, we also have a line of credit, a private loan, and a grant to support the start up costs that occur in the pre-operational period.

**Fundraising Plan:** We have a conservative fundraising goal of $40,000. Executive Director, Omari Walker, has extensive experience leading consecutive successful fundraising campaigns from 1999-present totaling more than 10 million dollars. He has worked closely with organizations and coaches who have trained him to develop and execute fundraising plans that include creating strategic objectives, operational priorities, campaign phases, prospect identification and tracking sheets, and numerous campaign communication and operational materials. His efforts aided his work in founding a non-profit that has supported a full-time staff since in 2010.

**Operating Budget and Narrative:** NHCS’ operating budget can be found in Appendix D, Required Attachments. The narrative follows below.

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

A. **Per Pupil Tuition:** Although there is no way to definitively determine the number of students who will apply from each of our priority communities, we are estimating that 90% will come from Brockton, and 10% will come from Taunton (5%) and Randolph (5%). We arrived at these numbers given that the school will be located in Brockton, we already have over 500 applications from families in the NHCS region, and we anticipate that Brockton Public Schools will provide transportation for Brockton residents only. We arrived at our Foundation Rates through multiple discussions with Hadley Cabral in the School Finance office at the Department of Elementary and Secondary Education during the 2014-15 year. We used the projected “FY16 Chapter 70 Foundation Budget” document found on the DESE website to arrive at the per pupil rate for each of our districts. We are estimating that the Brockton Foundation Rate will be $11,839 plus $893 Facilities Rate ($12,732) per pupil. We are also estimating that the Taunton Foundation Rate will be $10,965 plus $893 Facilities Rate ($11,858) per pupil. Lastly, we are estimating that the Randolph Foundation Rate will be $11,052 plus $893 Facilities Rate ($11,945) per pupil.

B. **Student Enrollment:**

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C. **Facility Size:** FY17 (28,000 s.f.): We have identified two potential sites in Brockton. Both buildings are fully vacant, and it appears that both owners will work within our facilities rate to cover all costs associated with rent, heat, electricity, and maintenance. Both locations can house our middle school grades (Grades 6 through 8), but one site (Preferable location) can possibly accommodate our student population through grade 10. If we are able to lease our desired location, there is a vacant floor on an adjacent property that could house our 11th and 12th grade students. We are in the process of signing a lease option with our preferred building owner.

D. **Cost Per Square Foot:** We are taking a non-traditional approach to calculating the cost per square foot. Rather than negotiating a price for the property, we simply offered our entire facilities rate and explained that it needed to cover all of our rent, heat, electricity, and maintenance expenses.

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E1. **Administrative (Professional)**

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</table>

### E6. Instructional Salaries: Support-Clerical

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Office Clerk</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Student Services Clerk</td>
<td>0.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
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<tr>
<td>Total</td>
<td>1.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

### E7. Other Student Services

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
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<tr>
<td>Parent/Family Outreach Workers</td>
<td>1.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Total</td>
<td>1.5</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
</tr>
</tbody>
</table>

### Operating Revenues:

1. **Tuition**: Even though we were not awarded a charter last application cycle, we continue to receive intent to enroll forms on a weekly basis. We now have more than 350 Intent to Enroll form. Due to our successful outreach measures, we are confident that we will/can meet our enrollment goal of 315 students. As stated above, we estimate that 90% of our students will live in Brockton. Randolph and Taunton residents will each comprise of 5% of the total student population.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Brockton: Estimated # of Students</th>
<th>Taunton: Estimated # of Students</th>
<th>Randolph: Estimated # of Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY17</td>
<td>285= $3,628,620</td>
<td>15= $177,870</td>
<td>15= $179,175</td>
<td>315= $3,985,665</td>
</tr>
<tr>
<td>FY18</td>
<td>380= $4,838,160</td>
<td>20= $237,160</td>
<td>20= $238,900</td>
<td>420= $5,314,220</td>
</tr>
<tr>
<td>FY19</td>
<td>475= $6,047,700</td>
<td>25= $296,450</td>
<td>25= $298,625</td>
<td>525= $6,642,775</td>
</tr>
</tbody>
</table>
2. Grants: State: We do not intend to apply for any state grants at this time.

3. Grants: (Federal): Title I & II Grants: All three priority communities qualify for Title I and Title II funding due to their high rates of students who meet the free/reduced lunch standards. We are estimating that 90% of our students will be eligible for free/reduced lunch given our commitment to recruit in the economically disadvantaged sections of our priority communities. These numbers are very conservative given that the student population has not yet been identified and that projected numbers for FY16 do not exist. Nevertheless, we believe that the actual number will be closer to 100% than 90%.

<table>
<thead>
<tr>
<th></th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>284</td>
<td>378</td>
<td>473</td>
<td>567</td>
<td>662</td>
</tr>
<tr>
<td>Title I ($413.61)</td>
<td>$117,465.24</td>
<td>$156,344.58</td>
<td>$195,637.53</td>
<td>$234,516.87</td>
<td>$273,809.82</td>
</tr>
<tr>
<td>Title II ($40.97)</td>
<td>$11,635.48</td>
<td>$15,486.66</td>
<td>$19,378.81</td>
<td>$23,229.99</td>
<td>$27,122.14</td>
</tr>
<tr>
<td>Total</td>
<td>$129,100.72</td>
<td>$171,831.24</td>
<td>$215,016.62</td>
<td>$257,746.86</td>
<td>$300,931.96</td>
</tr>
</tbody>
</table>

4. Grants: (Private): Although we will continue to seek private sources of funding, we currently have one $50,000 pledge from the Claneil Foundation that will be used towards our FY17 expenses. We also have a goal of raising an additional $40,000 from donors who we have already identified and have given us verbal commitments far exceeding $40,000. These individuals and Foundations are waiting to for confirmation that we are Chartered. In the rare case that no additional funds are raised, we will use our line of credit with BayCoast Bank to offset expenses.

5. Nutrition: The data below is based on anticipated student enrollment of 80% Free and 10% Reduced-priced lunch based on Brockton High School. We assumed 90% of the enrollment would participate in breakfast, lunch, and snack.

<table>
<thead>
<tr>
<th></th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>284 x 180 Days</td>
<td>378 x 180 Days</td>
<td>473 x 180 Days</td>
<td>567 x 180 Days</td>
<td>662 x 180 Days</td>
</tr>
<tr>
<td>Free Breakfast</td>
<td>$1.89</td>
<td>$128,595.60</td>
<td>$160,914.60</td>
<td>$192,893.40</td>
<td>$225,212.40</td>
</tr>
<tr>
<td>Free Lunch</td>
<td>$2.98</td>
<td>$202,759.20</td>
<td>$253,717.20</td>
<td>$304,138.80</td>
<td>$355,096.80</td>
</tr>
<tr>
<td>Free Snack</td>
<td>$0.80</td>
<td>$54,432.00</td>
<td>$68,112.00</td>
<td>$81,648.00</td>
<td>$95,328.00</td>
</tr>
<tr>
<td>Total</td>
<td>$289,850.40</td>
<td>$385,786.80</td>
<td>$482,743.80</td>
<td>$578,680.20</td>
<td>$675,637.20</td>
</tr>
</tbody>
</table>

6. Program Fees: There will not be any program fees.

7. Contributions In-Kind: There will not be any contributions in-kind.

8. Contributions In-Cash: There will not be any contributions in-cash.

9. Investment Income: There will not be any investment income.

10. Transportation Reimbursement: Transportation reimbursement is not assumed in the budget. Brockton Public Schools will be expected to transport NHCS students who reside in Brockton to and from school.

11. Other: Bank Line of Credit/ Private Loan: BayCoast Bank has agreed to provide NHCS with a $320,000 line of credit at a 5% interest rate that will be paid back in monthly installments over the first 12 months (FY17 budget). A private donor will also provide NHCS with a $200,000 interest free loan which will also be paid back using FY17 funds. Please see commitment letters in attachments.

12. Other: Bank Construction Loan: BayCoast Bank has agreed to provide a $400,000 construction loan to NHCS. NHCS has identified two potential sites that both need some renovation before they can be occupied. We are working closely with a builder and a realtor to develop a lease option for the school site and develop an estimate for expenses associated with the construction. We are working off of a rough estimate that our preferable site will cost between $350,000 and $400,000 to renovate (please see commitment letter in attachments).

13. Total Operating Revenues:

<table>
<thead>
<tr>
<th></th>
<th>Pre-Op</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$920,000</td>
<td>$4,494,616</td>
<td>$5,871,838</td>
<td>$7,340,536</td>
<td>$8,861,757</td>
<td>$10,276,454</td>
</tr>
</tbody>
</table>

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

Administration

Total Operating Revenues

14. Salaries-Administrative (Professional): We decided to open the school with three key administrators who will oversee the staffing and operations of NHCS during its inaugural year. All three administrators will play multiple roles in an effort to be fiscally responsible in the early years. For example, the Executive Director will execute the mission and the vision of the school, serve as the liaison to the Board of Trustees and the public face of NHCS, assist with teacher evaluations, and serve as a mentor to the Head of School. The Director of Operations will serve as the Director of Finance and Human Resources during the first year. The IT Specialists will maintain technology, software, and info-structure.
<table>
<thead>
<tr>
<th>Position</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director</td>
<td>$135,000</td>
<td>$139,050</td>
<td>$143,222</td>
<td>$147,518</td>
<td>$151,543</td>
</tr>
<tr>
<td>Director of Oper.</td>
<td>$100,000</td>
<td>$103,000</td>
<td>$106,090</td>
<td>$109,273</td>
<td>$112,551</td>
</tr>
<tr>
<td>IT Specialist</td>
<td>$55,000</td>
<td>$56,650</td>
<td>$58,350</td>
<td>$60,100</td>
<td>$61,903</td>
</tr>
<tr>
<td>Director of HR</td>
<td>$40,000</td>
<td>$81,200</td>
<td>$83,636</td>
<td>$86,145</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$290,000</strong></td>
<td><strong>$338,700</strong></td>
<td><strong>$388,862</strong></td>
<td><strong>$400,527</strong></td>
<td><strong>$412,142</strong></td>
</tr>
</tbody>
</table>

15. Administrative (Support/Clerical)

<table>
<thead>
<tr>
<th>Position</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Assistant</td>
<td>$45,000</td>
<td>$46,350</td>
<td>$47,741</td>
<td>$49,173</td>
<td>$50,648</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$45,000</strong></td>
<td><strong>$46,350</strong></td>
<td><strong>$47,741</strong></td>
<td><strong>$49,173</strong></td>
<td><strong>$50,648</strong></td>
</tr>
</tbody>
</table>

16. Accounting-Audit: Daniel, Dennid, & Company will preform our annual audit for $25,000. Included in this fee is the ability for us to have an open line of communication for no additional charges all year.

<table>
<thead>
<tr>
<th>Position</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>$25,000</strong></td>
<td><strong>$25,000</strong></td>
<td><strong>$25,000</strong></td>
<td><strong>$25,000</strong></td>
<td><strong>$25,000</strong></td>
</tr>
</tbody>
</table>

17. 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.

<table>
<thead>
<tr>
<th>Position</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>$21,000</strong></td>
<td><strong>$21,000</strong></td>
<td><strong>$21,000</strong></td>
<td><strong>$21,000</strong></td>
<td><strong>$21,000</strong></td>
</tr>
</tbody>
</table>

18. Payroll: We will use BayCoast Bank for our payroll service. Costs will increase based on our staff enrollment numbers.

<table>
<thead>
<tr>
<th>Position</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>$12,000</strong></td>
<td><strong>$14,000</strong></td>
<td><strong>$16,000</strong></td>
<td><strong>$18,000</strong></td>
<td><strong>$20,000</strong></td>
</tr>
</tbody>
</table>

19. Other Professional Services: There will be no other professional services.

20. Information Management and Technology: 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.

<table>
<thead>
<tr>
<th>Position</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Op</strong></td>
<td><strong>$100,000</strong></td>
<td><strong>$0</strong></td>
<td><strong>$50,000</strong></td>
<td><strong>$50,000</strong></td>
<td><strong>$50,000</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$100,000</strong></td>
<td><strong>$0</strong></td>
<td><strong>$50,000</strong></td>
<td><strong>$50,000</strong></td>
<td><strong>$50,000</strong></td>
</tr>
</tbody>
</table>

21. Office Supplies and Materials: These funds will be used to pay for printing and postage. Our goal is to become a paper free school, but we won’t make this decision until we assess the technology capabilities of our families.

<table>
<thead>
<tr>
<th>Position</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Op</strong></td>
<td><strong>$20,000</strong></td>
<td><strong>$0</strong></td>
<td><strong>$40,000</strong></td>
<td><strong>$50,000</strong></td>
<td><strong>$60,000</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$20,000</strong></td>
<td><strong>$0</strong></td>
<td><strong>$40,000</strong></td>
<td><strong>$50,000</strong></td>
<td><strong>$60,000</strong></td>
</tr>
</tbody>
</table>

22. Professional Development for Administration and the Board: These funds will be used to support a one-day retreat with the Board of trustees 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.

<table>
<thead>
<tr>
<th>Position</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>$16,000</strong></td>
<td><strong>$20,000</strong></td>
<td><strong>$20,000</strong></td>
<td><strong>$20,000</strong></td>
<td><strong>$20,000</strong></td>
</tr>
</tbody>
</table>

23. Dues, Licenses, and Subscriptions: These funds will be used to cover license fees for non-instructional administrative staff.

<table>
<thead>
<tr>
<th>Position</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>$20,000</strong></td>
<td><strong>$0</strong></td>
<td><strong>$40,000</strong></td>
<td><strong>$50,000</strong></td>
<td><strong>$60,000</strong></td>
</tr>
</tbody>
</table>

24. Fundraising: The FY17, FY18, FY19, FY20, & FY21 budgets show a small expense ($10,000) for costs associated with fundraising. These expenses may include upfront costs for events, but they will mainly be used to hire grant writers to research and respond to RFPs, pay individuals to write potential grants.

<table>
<thead>
<tr>
<th>Position</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>$90,000</strong></td>
<td><strong>$10,000</strong></td>
<td><strong>$10,000</strong></td>
<td><strong>$54,000</strong></td>
<td><strong>$10,000</strong></td>
</tr>
</tbody>
</table>

25. Recruitment and Advertising: These funds will support staff and student recruitment.

<table>
<thead>
<tr>
<th>Position</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>$7,000</strong></td>
<td><strong>$8,500</strong></td>
<td><strong>$10,000</strong></td>
<td><strong>$11,500</strong></td>
<td><strong>$13,000</strong></td>
</tr>
</tbody>
</table>

26. Travel Expense for Staff/Board: These funds will be used to cover travel expenses associated with meetings and conferences for Board members and School Administrators.

<table>
<thead>
<tr>
<th>Position</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>$5,000</strong></td>
<td><strong>$10,000</strong></td>
<td><strong>$10,000</strong></td>
<td><strong>$10,000</strong></td>
<td><strong>$10,000</strong></td>
</tr>
</tbody>
</table>

27. Bank Charges: We do not anticipate any bank charges.
28. Purchased Management Services: We have hired EDWorks to provide the following administrative services: Leadership Development, Best Practices in Teaching and Learning, Curriculum Alignment and Development, Assessments and Data Analysis to Improve Student Outcomes, and School Climate and Support to Students. These services are further explained in the attached MOU between NHCS Charter School and EDWorks.

<table>
<thead>
<tr>
<th></th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$35,000</td>
<td>$35,000</td>
<td>$35,000</td>
<td>$25,000</td>
<td>$20,000</td>
</tr>
</tbody>
</table>

29. Other: Furniture/Equipment/Renovation: The funds will be used to purchase new and refurbished desks, tables, chairs, and other classroom furniture and equipment for the entire school. We will work closely with our partners to borrow used furniture at no additional cost.

<table>
<thead>
<tr>
<th></th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$100,000</td>
<td>$50,000</td>
<td>$50,000</td>
<td>$50,000</td>
<td>$50,000</td>
</tr>
</tbody>
</table>

30. Other: We do not anticipate any other charges.

31. Subtotal:

<table>
<thead>
<tr>
<th></th>
<th>Pre-Op</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>152,000</td>
<td>$1,087,733</td>
<td>$693,550</td>
<td>$758,603</td>
<td>$775,200</td>
<td>$796,790</td>
</tr>
</tbody>
</table>

**Instructional Services**

It is important to note that our model, by design, provides specific special educational services to 50% of our student population. By implementing an inclusion method of instruction in two of our four cohorts, we can properly serve 25% of our students with diagnosed disabilities and provide additional supports to another 25% that may score below proficiency on standardized tests or school-based assessments. As a result, we make the assumption in our budget that 25% of our instruction services will be devoted to students who receive special education services. These figures are articulated in this budget narrative by line item and they are teased out in the overall budget.

32. Salaries-Teachers: The instructional staff is designed to support student learning. This model and these staffing patterns allow us to provide extensive services to struggling learners while at the same time provide a first class education to students who meet and exceed grade level standards. Since our mission is to prepare our students for college, every NHCS student will have the ability to enroll in college classes and most will attain more than 30 college credits while at NHCS. We will do this by providing co-teaching, special education and English Language Learner supports, and tutorial services to approximately 75% of our students at each grade level. By placing our students in 4 cohorts per grade, we can provide targeted interventions for our students based on math and reading abilities, language deficiencies, and learning disabilities.

<table>
<thead>
<tr>
<th></th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td># Of Staff</td>
<td>23</td>
<td>3</td>
<td>31</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td># Of Reg.</td>
<td>40</td>
<td>5</td>
<td>46</td>
<td>8</td>
<td>52</td>
</tr>
<tr>
<td># Of Sped.</td>
<td>5</td>
<td>10</td>
<td>8</td>
<td>52</td>
<td>10</td>
</tr>
<tr>
<td>Salaries</td>
<td>$1,000,000</td>
<td>$135,000</td>
<td>$1,390,000</td>
<td>$184,050</td>
<td>$1,835,310</td>
</tr>
<tr>
<td></td>
<td>$1,387,733</td>
<td>$693,550</td>
<td>$758,603</td>
<td>$775,200</td>
<td>$796,790</td>
</tr>
</tbody>
</table>

**FY17**

By hiring 5 math and 5 ELA teachers who each teach 5 out of 7 classes daily (25 sections per content area), we can provide coverage for 2 sections of math and ELA to each cohort on a daily basis. Science and social studies teachers will be assigned to a grade level and teach all 4 cohorts in their respective grades. They will also spend one period each day co-teaching a course at a different grade level within their content areas or with a teacher outside of their content area. During the first year, eleven out of the twelve cohorts will take PE/Health with a certified instructor for either a full year or a semester. One group of students will be taught PE/Health from a science teacher. A special education teacher will be assigned to each grade and will work with both inclusion cohorts in math and ELA. In addition, all special education teachers will teach a study skills class to students who need additional supports. An ELL teacher will also be assigned to each grade level and will serve two cohorts of students in a co-teaching capacity for two periods per day. The 4th ELL teacher will teach two world language classes per day and serve as a teacher coach. Below, is an illustration of staffing and salary projections for our first year of operation. We are making the assumption that our starting teaching salaries will average $45,000 over the course of our first five years with a 3% cost of living increase each year. The numbers in the above chart reflect these expenses.

<table>
<thead>
<tr>
<th>Teacher (Subject)</th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>History</th>
<th>PE/Health</th>
<th>ELL</th>
<th>Special Education</th>
<th>Sub</th>
<th>Wld. Lang.</th>
<th>EL/L/Wld. Lang. Lead</th>
<th>Team Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td># Of Staff</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**FY18**

In this school year, we simply increase the number of teachers per content area to serve 4 additional cohorts at the 9th grade level. Please note that a 3% cost of living increase has been added to salaries, and the average salary cost for 2nd year teachers is now projected at $46,350.

<table>
<thead>
<tr>
<th>Teacher (Subject)</th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>History</th>
<th>PE/Health</th>
<th>ELL</th>
<th>Special Education</th>
<th>Sub</th>
<th>Wld. Lang.</th>
<th>EL/L/Wld. Lang. Lead</th>
<th>Team Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td># Of Staff</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
As in the previous year, the number of teachers per content area has been increased to 4 additional cohorts at the 10th grade level. The average salary cost for 3rd year teachers is now projected at $47,740.

FY20:

The staffing pattern shifts significantly during this school year due to the fact that the students in our inaugural 8th grade class are now high school juniors. For scheduling and budgetary purposes, we had to make assumptions based on how many students that we felt would be “college ready” by the beginning of their junior year in high school. The data shows that many of our students will be entering the 8th grade behind grade level in math and literacy. We believe that our rigorous approach to academics and execution of our model will ensure that 50% of our first two classes will be “college ready” by their junior year (this number increases to 75% in FY22). As a result, our staffing pattern looks very different from the 11th grade onward. Unlike previous years where the number of teachers increases by a predictable pattern, this school year brings the introduction of 4 College Team Leaders. These teachers are divided into teams of two with one teacher having a humanities academic background and one having a math/science background. Two instructional teams (Team Leader, ELL Teacher, & Special Education Teacher) will follow 2 cohorts to the college campus for 3 days per week and will provide instruction to the groups on the high school campus for the two remaining days. The other pair will provide instruction to the two cohorts who will remain on the campus along with content area staff who teach students in the lower grade levels. They will also remain with the students for the last two periods of the day when college professors teach college-level courses on the NHCS campus. The average salary cost for 4th year teachers is now projected at $49,173.

FY21: As in the previous year, the number of College Team Leaders increases by 4. Unlike the previous year where we anticipated that 50% of the students (2 cohorts) would remain at the high school while 50% received their primary instruction on the college campus, we anticipate that 75% of the seniors will be enrolled full-time in college courses. Two cohorts of seniors will be taking their second year of college courses, one cohort of seniors (25%) will join the 11th grade college sequence, and one cohort will remain on the NHCS campus. While this doesn’t impact our staffing pattern, it will increase our costs with MCC. The average salary cost for 5th year teachers is now projected at $50,648.

33. Salaries-Other (Professional): The staffing below reflects the day-to-day management of NHCS. The school-based leader will be the Head of School; she will be responsible for discipline, management of the school, and some teacher evaluations. The Head of School will be supported by a part-time Director of College Access who will be responsible for managing the partnership with Massasoit Community College including the selection/scheduling of college courses and selection of instructors. A full-time Dean of Curriculum and Instruction and an Assistant Dean of Curriculum and Instruction will serve as the leadership team overseeing curriculum, instruction and assessment, and data collection in addition to the primary staff responsible for teacher evaluations. A Dean of Student Services will be responsible for overseeing the administration of Special Education and ELL services as well as Special Education and ELL teacher evaluations. A social worker will serve as the crisis management director for students and families. In Year 2, we introduce a Dean of Students, who will take over the discipline from the Head of School and we add a second social worker to work with our students and families. In Year 3, we introduce a guidance counselor to handle scheduling for students (prior to Year 3 the responsibilities of the guidance counselor will be divided between the social workers and the Director of College Access). By Year 5, we will have two social workers and two guidance counselors on staff to provide direct service to students.
34. Salaries-Paraprofessionals/Tutors

All special education students will be supported by paraprofessionals and tutors.

<table>
<thead>
<tr>
<th>Position</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutors</td>
<td>$100,000</td>
<td>$153,000</td>
<td>$207,590</td>
<td>$212,318</td>
<td>$217,187</td>
</tr>
<tr>
<td>Paraprofessionals</td>
<td>$75,000</td>
<td>$102,250</td>
<td>$130,318</td>
<td>$184,227</td>
<td>$188,254</td>
</tr>
<tr>
<td>Total</td>
<td>$175,000</td>
<td>$255,250</td>
<td>$337,908</td>
<td>$396,545</td>
<td>$405,441</td>
</tr>
</tbody>
</table>

FY17 (7): The primary goal for both paraprofessionals and tutors is to support student learning. In year 1 (FY17), the tutors will work one inclusion cohort at each grade level (6D, 7D, & 8D). Our math model consists of a 57-minute instructional period and a 57-minute work period. The tutors will assist the math teacher during the instructional period, and will lead small groups (4-5 students) during the work period. Para professionals are each assigned to a grade level and primarily assist the two inclusion cohorts (C & D groups) assigned to their grade.

FY18 (10): In year 2 (FY18), our middle school deployment of tutors will remain the same at the middle school level. The shift comes at the 9th grade where we have 2 tutors supporting both inclusion cohorts (9C & 9D) in both math and ELA classes. An addition paraprofessional will support the 9th grade inclusion cohorts in the same manner as designed for the earlier grades.

FY19 (13): In year 3 (FY19), our middle school and 9th grade deployment of tutors and paraprofessionals will remain the same and our 10th grade model will mirror our 9th grade model.

FY20 (15): In year 4 (FY20), we repeat our deployment of tutors and paraprofessionals for grades 6 through 10. In grade 11, we assign a paraprofessional to each of our 11th grade inclusion cohorts (11C & 11D).

FY21 (15): We do not assign tutors or paraprofessionals to our 12th grade cohorts.

35. Salaries-Support/Clerical

<table>
<thead>
<tr>
<th>Position</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Office Clerk</td>
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<td>$30,900</td>
<td>$31,827</td>
<td>$32,782</td>
<td>$33,765</td>
</tr>
<tr>
<td>Student Services Clerk</td>
<td>$0</td>
<td>$30,000</td>
<td>$30,900</td>
<td>$31,827</td>
<td>$32,788</td>
</tr>
<tr>
<td>Total</td>
<td>$30,000</td>
<td>$60,900</td>
<td>$62,727</td>
<td>$64,609</td>
<td>$66,553</td>
</tr>
</tbody>
</table>

36. Contracted Services, Instructional: These funds will be used to provide services to our students that we do not have available through our staffing. These services include paying a fee for service to occupational therapist (if needed), psychologist (if needed), speech therapist (if needed), reading specialists (if needed), and any additional services required to serve our students. We are currently discussing the possibility of purchasing these services from Brockton Public Schools.

<table>
<thead>
<tr>
<th>FY17 GEN.</th>
<th>FY17 SPED</th>
<th>FY18 GEN.</th>
<th>FY18 SPED</th>
<th>FY19 GEN.</th>
<th>FY19 SPED</th>
<th>FY20 GEN.</th>
<th>FY20 SPED</th>
<th>FY21 GEN.</th>
<th>FY21 SPED</th>
<th>FY22 GEN.</th>
<th>FY22 SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$22,500</td>
<td>$7,500</td>
<td>$42,500</td>
<td>$12,500</td>
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<td>$67,500</td>
<td>$22,500</td>
<td>$75,000</td>
<td>$25,000</td>
<td></td>
</tr>
</tbody>
</table>

37. Instructional Technology in Classroom: These funds will be used to purchase Google Chromebooks ($250/student x 330 students- 5 extra for each grade level= $82,500), computers for teachers ($800/staff x 40 staff= $32,000), and 14 projectors and screens ($700 x 14 sets= We will purchase 110 Google Chromebooks ($27,500), 10 staff computers ($8,000), and 4 projector sets ($2,800) each subsequent year.

<table>
<thead>
<tr>
<th>Pre-Op</th>
<th>FY17 GEN.</th>
<th>FY17 SPED</th>
<th>FY18 GEN.</th>
<th>FY18 SPED</th>
<th>FY19 GEN.</th>
<th>FY19 SPED</th>
<th>FY20 GEN.</th>
<th>FY20 SPED</th>
<th>FY21 GEN.</th>
<th>FY21 SPED</th>
<th>FY22 GEN.</th>
<th>FY22 SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>124,000</td>
<td>$0</td>
<td>$28,725</td>
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<td>$9,575</td>
<td>$28,725</td>
<td>$9,575</td>
<td>$28,725</td>
<td>$9,575</td>
</tr>
</tbody>
</table>

38. Instructional Supplies and Materials: These funds will be used to purchase textbooks (330 sets of textbooks-5 extra per grade) x $100/subject x 7 subjects=$231,000), Copy paper ($15,000), and supplies and materials identified by teachers.
These services are further explained in the attached MOU between NHCS Charter School and EDWorks.

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40. Professional Development, Instructional: These funds will be used to cover expenses associated with the 5-day summer conference with NHCS’ staff. The event will take place offsite at a New England Conference Center, and funding will support food, lodging, and transportation costs associated with the event. The focus of both the summer conference and our ongoing PD efforts in year 1 will be to focus on ensuring a strong, consistent behavioral and academic culture. Since many of the Founding Team members have expertise in these areas, “in-house” staff will provide most of the PD. These topics will include KTECH, classroom management, best classroom practices, developing a “teacher voice”, lesson planning, backwards design, and planning from assessments.

41. Dues, Licenses, and Subscriptions

These funds will be used to cover staff licensing fees for computers and software ($250/staff x 40 staff).

42. Staff Stipends in Addition to Base Salary: These funds will be used to cover teacher/tutor stipends for after-school programming. All teachers will receive a stipend of $25/hr. for the hours outside of their contracted time. In year FY17, we have budgeted 8 teachers to stay after school for 1 hour per day from Monday through Thursday ($25/hr. x 8 teachers x 135 days= $27,000), and 2 clerks/paraprofessionals ($15/hr. x 2 staff x 135 days= $4,050). In FY18, stipends increase due to our summer bridge program that employs 6 teachers ($25/hr. x 6 teachers x 16 days x 5 hrs. /day= $12,000) and 1 clerk ($15/hr. x 16 days x 5 hrs. /day= $1,200). Ten teachers will staff the after-school program ($25/hr. x 10 teachers x 135 days= $33,750), and 2 clerks/paraprofessionals ($15/hr. x 2 staff x 135 days= $4,050). In FY19, we add another summer bridge group (incoming 9th and 10th graders). We will employ 12 teachers ($25/hr. x 12 teachers x 16 days x 5 hrs. /day= $24,000) and 1 clerk ($15/hr. x 16 days x 5 hrs. /day= $1,200). Twelve teachers will staff the after-school program ($25/hr. x 12 teachers x 135 days= $40,500), and 2 clerks/paraprofessionals ($15/hr. x 2 staff x 135 days= $4,050). In FY20, we add another summer bridge group (incoming 9th, 10th, and 11th graders). We will employ 18 teachers ($25/hr. x 18 teachers x 16 days x 5 hrs. /day= $36,000) and 1 clerk ($15/hr. x 16 days x 5 hrs. /day= $1,200). Fourteen teachers will staff the after-school program ($25/hr. x 14 teachers x 135 days= $47,250), and 2 clerks/paraprofessionals ($15/hr. x 2 staff x 135 days= $4,050). In FY21, we add another summer bridge group (incoming 9th, 10th, 11th, and 12th graders). We will employ 20 teachers ($25/hr. x 20 teachers x 16 days x 5 hrs. /day= $40,000) and 1 clerk ($15/hr. x 16 days x 5 hrs. /day= $1,200). Fourteen teachers will staff the after-school program ($25/hr. x 14 teachers x 135 days= $47,250), and 2 clerks/paraprofessionals ($15/hr. x 2 staff x 135 days= $4,050).

43. Purchased Management Services: We have hired EDWorks to provide the following administrative services:

- Best Practices in Teaching and Learning
- Curriculum Alignment and Development
- Assessments and Data Analysis to Improve Student Outcomes

These services are further explained in the attached MOU between NHCS Charter School and EDWorks.
FY18: College Classes (9th Grade- 50% College Ready/50% College Prep): During the FY18, our inaugural 8th grade class of students will be entering their freshman year of high school. Since our goal is to have 50% of our students “college ready” by the 11th grade, two of the four 9th grade cohorts (9A & 9B) will begin their post secondary process by enrolling in 2-developmental level college courses that will be taught by NHCS’ teachers on the NHCS campus. NHCS staff will follow the MCC course syllabi and NHCS will purchase all text and course materials for its students. We are estimating that textbooks will cost $150 per student per course, and that 30 texts will be purchased for each cohort.

Cohorts Taking Developmental Courses
- 9A (2): Math & English
- 9B (2): Math & English

Costs: Texts-$4,500 per cohort per course x 4 courses = $18,000

FY19: College Classes (9th & 10th Grades- 50% College Ready/50% College Prep): During the FY19, our inaugural 7th and 8th grade classes of students will be entering their freshman and sophomore years of high school. Like stated above, two of the four 9th grade cohorts (9A & 9B) will begin their post secondary process by enrolling in 2-developmental level college courses that will be taught by NHCS’ teachers on the NHCS campus. The two 10th grade cohorts (10C & 10D) will also begin the same college sequence as 9A & 9B. 10A & 10B will take the last college remedial math course in the fall, and will begin taking college credit courses (1 Math and 2 English) during this school year. We are working closely with MCC staff to gain permission to have college professors teach credit bearing college classes on the NHCS campus for a fee of $5,000 per course. If this is approved, it will cost NH $5,000 per course plus textbooks and materials for students. If teaching credit bearing college classes on the NHCS campus is not approved, we will transport NHCS students to MCC’s campus and NHCS will incur transportation costs.

Cohorts Taking Developmental Courses
- 9A (2): Math & English
- 9B (2): Math & English
- 10C (2): Math & English
- 10D (2): Math & English
- 10A (1): Math
- 10B (1): Math

Costs: Texts-$4,500 per cohort per course x 10 courses= $45,000

Cohorts Taking College Classes at NHCS
- 10A (3): Math & 2 English
- 10B (3): Math & 2 English

Costs: Texts-$4,500 per cohort per course x 6 courses= $27,000
Instruction-$5,000 per course x 6 courses= $30,000

TOTAL: $102,000

FY20: College Classes (10th & 11th Grades- 50% CR/50% CP, 9th Grade 75% CR/25% CP): During the FY20, our inaugural 7th and 8th grade classes of students will be entering their sophomore and junior years of high school. The 6th grade class will be entering their freshman year of high school where, for the first time in the school short history, 75% (3 out of 4 cohorts) will take developmental college courses. This will impact the budget because from this point onward, college expenses will rise until the first two inaugural classes graduate. Three of the four 9th grade cohorts (9A, 9B, & 9C) will begin their post secondary process by enrolling in 2-developmental level college courses that will be taught by NHCS’ teachers on the NHCS campus. The two 10th grade cohorts (10C & 10D) will also begin the same college sequence as 9A & 9B. 10A & 10B will be joined by 11C & 11D and will take the last college remedial math course in the fall, and will begin taking college credit courses (1 Math and 2 English) during this school year. The payment structure will remain as stated above. Groups 11A & 11B will begin their journey as full-time college students by enrolling in 8 credit-bearing college classes. These classes will be taught on the college campus, and NHCS hopes to purchase each course for $5,000 and pay for textbooks. We are budgeting $10 per day for student meals, but we believe that these costs can be reduced through negotiations with food services. We have also taken a conservative approach with transportation. Since a location for the school has not been determined, we have budgeted for transporting students across the city when the reality is that we could open a school within walking distance of the college.

Cohorts Taking Developmental Classes:
- 9A (2): Math & English
- 9B (2): Math & English
- 10C (2): Math & English
- 10D (2): Math & English
- 10A (1): Math
- 10B (1): Math
- 11C (2): Math
- 11D (2): Math

Costs: Texts-$4,500 per cohort per course x 14 courses= $63,000

Cohorts Taking College Classes at NHCS:
- 10A (3): Math & 2 English
- 10B (3): Math & 2 English
- 11C (3): Math & 2 English
- 11D (3): Math & 2 English

Costs: Texts-$4,500 per cohort per course x 12 courses= $54,000
Instruction-$5,000 per course x 12 courses= $60,000

$114,000

Cohorts Taking College Classes at MCC:
- 11A (8): 2 Math, Psych, Soc, 2 World Language, 2 History
- 11B (8): 2 Math, Psych, Soc, 2 World Language, 2 History

Costs: Texts-$4,500 per cohort per course x 16 courses= $72,000
Instruction-$5,000 per course x 16 courses= $80,000
Meals- $175/day per cohort x 2 co. x 3 days per wk. x (2) 15 wk./courses)= $31,500
*Trans- $300/day for 2 buses x 3 days per week x 30 weeks)= $27,000

$210,500

TOTAL: $387,500

FY21: College Classes (11th & 12th Grades- 50/50, 9th & 10th Grades 75/25): During the FY20, our inaugural 7th and 8th grade classes of students will be entering their junior and senior years of high school. The augural 6th grade class will be entering their sophomore year of high school. Three of the four 9th grade cohorts (9A, 9B, & 9C) and one 10th grade cohort (10D) will begin their post secondary process by enrolling in 2-developmental level college courses that will be taught by NHCS' teachers on the NHCS campus. 10A, 10B, and 10C will be joined by 11C & 11D and will take the last college remedial math course in the fall, and will begin taking college credit courses (1 Math and 2 English) during this school year. The payment structure will remain as stated above. Groups 11A, 11B, and 12C, will begin their journey as full-time college students by enrolling in 8 credit-bearing college classes. 12A and 12B will work toward completing the necessary courses to earn a Liberal Arts Associate degree. Students in 12D will remain at NHCS and earn a high school diploma.

Cohorts Taking Developmental Classes:
- 9A (2): Math & English
- 9B (2): Math & English
- 9C (2): Math & English
- 10D (2): Math & English
- 10A (1): Math
- 10B (1): Math
- 10C (1): Math
- 11C (2): Math
- 11D (2): Math

Costs: Texts-$4,500 per cohort per course x 15 courses= $67,500

# Of Cohorts Taking College Classes at NHCS:
- 10A (3): Math & 2 English
- 10B (3): Math & 2 English
- 10C (3): Math & 2 English
- 11C (3): Math & 2 English
- 11D (3): Math & 2 English

Costs: Texts-$4,500 per cohort per course x 15 courses= $67,500
Instruction-$5,000 per course x 15 courses= $75,000

$142,500

# Of Cohorts Taking College Classes at MCC:
- 11A (8): 2 Math, Psych, Soc, 2 language, 2 Hist
- 11B (8): 2 Math, Psych, soc, 2 language, 2 Hist
- 12C (8): 2 Math, Psych, soc, 2 languages, 2 Hist.
- 12A (8): 2 English, Speech, Theater, 2 Biology, 2 Sociology
- 12B (8): 2 English, Speech, Theater, 2 Biology, 2 Sociology

Costs: Texts-$4,500 per cohort per course x 40 courses= $180,000
- Instruction-$5,000 per course x 40 courses = $200,000
- Meals- $175/day per cohort x 5 co. x 3 days per wk. x (2) 15 wk./courses) = $78,750
- Trans- $300/day for 3 buses x 3 days per week x 30 weeks) = $81,000

\[ \text{TOTAL: } $539,750 \]

45. Other: NA
46. Subtotal:

<table>
<thead>
<tr>
<th>Pre-Op</th>
<th>FY17 GEN.</th>
<th>FY17 SPED</th>
<th>FY18 GEN.</th>
<th>FY18 SPED</th>
<th>FY19 GEN.</th>
<th>FY19 SPED</th>
<th>FY20 GEN.</th>
<th>FY20 SPED</th>
<th>FY21 GEN.</th>
<th>FY21 SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>$368,000</td>
<td>$1,552,662</td>
<td>$474,338</td>
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<td>$1,168,875</td>
<td>$4,317,287</td>
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</tbody>
</table>

Other Student Services

47. Salaries-Other Student Services: Although the school officially employs the Parent/Family Outreach Workers, they are responsible for making sure that students and families are being properly served by the school (Please see job description). They answer directly to the Executive Director, and they are required to be well versed in Special Education law. We will hire two Parent/Family Outreach Workers in FY17 ($55,000 per staff x 2 staff= $110,000). The nurse position will remain a 0.5 FTE position in through FY21 and beyond ($50,000 per staff - .5 FTE= $25,000). It is our intention to partner with several regional healthcare facilities to provide optimal medical support for our students. In the event that these partnerships do not provide adequate service, we will increase the nurse to full-time in FY18.

<table>
<thead>
<tr>
<th>Position</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Family Outreach Coordinators</td>
<td>$110,000</td>
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<tr>
<td>Nurse</td>
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<td>$25,750</td>
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<td>$122,003</td>
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<tr>
<td>Total</td>
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<td>$139,050</td>
<td>$143,222</td>
<td>$238,649</td>
<td>$245,809</td>
</tr>
</tbody>
</table>

48. Health Services: 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.

<table>
<thead>
<tr>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10,000</td>
<td>$12,000</td>
<td>$14,000</td>
<td>$16,000</td>
<td>$18,000</td>
</tr>
</tbody>
</table>

49. Student Transportation: Since NHCS will be located in Brockton, we are asking, and expect, that Brockton Public Schools will provide our Brockton students transportation to and from school. Students who live in Randolph and Taunton will be expected to secure their own transportation. Transportation to and from Massasoit Community College is provided starting in Year 4, FY20, when NHCS students begin taking college courses on the Massasoit campus. These expenses are reflected in Line 48.

50. Food Services: Since very few charter schools are able to reach their goal of a net zero expenditure, we have factored in an additional $2,000.

<table>
<thead>
<tr>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>$289,850</td>
<td>$385,787</td>
<td>$482,744</td>
<td>$578,680</td>
<td>$675,637</td>
</tr>
<tr>
<td>$2,000.00</td>
<td>$2,000.00</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total</td>
<td>$291,850</td>
<td>$387,787</td>
<td>$482,744</td>
<td>$578,680</td>
</tr>
</tbody>
</table>

51. Athletic Services: 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 FY19.

<table>
<thead>
<tr>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5,000</td>
<td>$10,000</td>
<td>$40,000</td>
<td>$45,000</td>
<td>$50,000</td>
</tr>
</tbody>
</table>

52. Purchased Management Services: N/A
53. Other: N/A
54. Other: N/A
55. Subtotal:

<table>
<thead>
<tr>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>$441,850</td>
<td>$548,837</td>
<td>$679,966</td>
<td>$878,329</td>
<td>$989,447</td>
</tr>
</tbody>
</table>

Operations and Maintenance of Plant

57. Utilities: Utility charges will be built into the lease.

58. Maintenance of Buildings and Grounds: Maintenance charges will be built into the lease.

59. Maintenance of Equipment: All equipment expenses will be built into the lease.
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.

<table>
<thead>
<tr>
<th></th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$279,000</td>
<td>$372,000</td>
<td>$465,000</td>
<td>$558,000</td>
<td>$651,000</td>
</tr>
</tbody>
</table>

65. Purchase Management Services:
All management services will be included in the lease.

66. Other: N/A

67. Other: N/A

68. Subtotal:

<table>
<thead>
<tr>
<th></th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$279,000</td>
<td>$372,000</td>
<td>$465,000</td>
<td>$558,000</td>
<td>$651,000</td>
</tr>
</tbody>
</table>

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, 0.005 for MAHI, and 100% Workers Compensation.

<table>
<thead>
<tr>
<th></th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$97,494</td>
<td>$130,377</td>
<td>$162,871</td>
<td>$185,762</td>
<td>$201,375</td>
</tr>
</tbody>
</table>

70. Fringe Benefits: NHCS is splitting the cost of healthcare (Medical & Dental) with employees 70/30.

<table>
<thead>
<tr>
<th></th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$729,870</td>
<td>$948,887</td>
<td>$1,385,105</td>
<td>$1,741,361</td>
<td>$2,035,649</td>
</tr>
</tbody>
</table>

Community Service:

76. Dissemination Activities: These expenses are built into our after-school enrichment

77. Civic Activities: N/A

78. Subtotals:

<table>
<thead>
<tr>
<th></th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

79. Contingency Funds: N/A

80. Total Operating Expenditures:

<table>
<thead>
<tr>
<th></th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$4,699,564</td>
<td>$5,637,880</td>
<td>$7,234,458</td>
<td>$8,860,859</td>
<td>$10,256,095</td>
</tr>
</tbody>
</table>

81. Surplus/(Deficit):

<table>
<thead>
<tr>
<th></th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$402</td>
<td>$233,958</td>
<td>$106,078</td>
<td>$898</td>
<td>$20,359</td>
</tr>
</tbody>
</table>

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>Signed Memorandum of Understandings with MCC and EDWorks</td>
<td>Fall 2015</td>
<td>On or before April 8th, 2016</td>
<td>Founding Team</td>
</tr>
<tr>
<td>Grants/Tuition required finance documents</td>
<td>Winter 2016</td>
<td>On or before April 8th, 2016</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>Winter 2016</td>
<td>On or before April 8th, 2016</td>
<td>Founding Team</td>
</tr>
<tr>
<td>Submit draft bylaws, with completed checklist attached, to the Department to begin review process for approval and ultimately submit final board-approved bylaws.</td>
<td>Fall 2015</td>
<td>On or before April 8th, 2016</td>
<td>Founding Team</td>
</tr>
<tr>
<td>Submit a draft complaint procedure to the Department that is aligned with the criteria for approval (Appendix B) to begin review process for approval and ultimately submit board-approved complaint procedure.</td>
<td>Fall 2015</td>
<td>On or before April 8th, 2016</td>
<td>Founding Team</td>
</tr>
<tr>
<td>All board members must complete the financial disclosure, conflict of interest, and open meeting law requirements via the Board Member Management System,</td>
<td>Winter 2016</td>
<td>On or before March 24, 2016</td>
<td>Founding Team</td>
</tr>
<tr>
<td>Prepare to file Pre-Enrollment Report pre-enrollment report</td>
<td>Winter 2016</td>
<td>On or before March 16, 2016</td>
<td>Founding Team</td>
</tr>
<tr>
<td>Prepare to file Waitlist data to the Security Portal</td>
<td>Winter 2016</td>
<td>On or before</td>
<td>Founding Team</td>
</tr>
</tbody>
</table>
Complete board recruitment so that minimum membership requirements (as defined by the bylaws) are met.  

| Winter 2016 | March 16th, 2016 | Team |

Submit to the Department via the Board Member Management System requests **approval** of any new member of the board of trustees who were not included in the charter application.  

| Winter 2016 | On or before March 16th, 2016 | Founding Team |

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. **All five required forms must have original signatures.**

| Winter 2016 | On or before March 16th, 2016 | Founding Team |

Five months prior to opening (April 30)

| Winter 2016 | April 30th, 2016 | Executive Director (ED) |

| Winter 2016 | On or before April 30th, 2016 | Founding Team |

Submit the annual school calendar and school schedule template (**Appendix F**) consistent with 603 CMR 27.00 and the school’s charter application to the Department **for approval**. Do not distribute your annual calendar until the Department has reviewed for accuracy.

| Fall 2015 | On or before April 30th, 2016 | Head of School (HoS) |

Sample student schedule

| Fall 2015 | On or before April 30th, 2016 | ED/HoS |

Three months prior to opening (June 1)

| Spring 2016 | On or before June 1, 2016 | ED/BOT Treasurer |

Ensure that the procurement officer of any charter school participates in the [Massachusetts Certified Public Purchasing Official Program](http://www.mass.gov/ig/mcpppo/).

| Spring 2016 | On or before June 1, 2016 | Founding Team |

Submit sample student schedules consistent with the school’s charter application to the Department for review. **If grades have different schedules, submit a sample schedule for each representative schedule. (e.g. kindergarten and 5th grade).**

| Fall 2015 | On or before June 1st | ED/HoS |

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 and submit to DESE for review.

| Winter 2016 | On or before June 1, 2016 | ED/BOT Treasurer |

Obtain board of trustee approval of the school’s revised budget for the first year of operation.

| Winter | On or before June 1, 2016 | ED |

Read M.G.L. c. 71 Section 89(y) and M.G.L. c. 32 and visit [About the MTRS](http://www.mass.gov/ig/mcpppo/).

| Winter 2016 | On or before June 1, 2016 | Founding Team |

Establish cash flow projection (1st year of operation)

| Winter 2016 | On or before June 1, 2016 | ED/BOT Treasurer |

Contact the MTRS Employer Services **prior to June 1** to determine employee eligibility as well as initiate the process for making contributions.

| Spring 2016 | On or before June 1, 2016 | ED |

Submit, to the Department, a payroll summary statement as evidence of MTRS contributions **after** the first payroll for eligible employees.

| Spring 2016 | On or before June 1, 2016 | ED |

Apply for access to Criminal Offender Record Information (CORI) through the [CORI Support Services Unit at the Massachusetts Department of Criminal Justice Information Services](http://www.mass.gov/ig/mcpppo/).

| Spring 2016 | On or before June 1, 2016 | ED |

Submit a draft CORI Policy to the Department **for review**. Please ensure that the draft CORI policy reflects elements of the [Model Policy](http://www.mass.gov/ig/mcpppo/).
|
|---|---|---|
|Read [Advisory on CORI Law](http://www.doe.mass.edu/lawsregs/advisory/cori.html). | Spring 2016 | On or before June 1, 2016 |
|Review EOE’s [Frequently Asked Questions Regarding Background Checks Law](http://www.doe.mass.edu/lawsregs/advisory/cori.html) and the Department’s [FAQs Relative to Background Checks](http://www.doe.mass.edu/lawsregs/advisory/cori.html). | Spring 2016 | On or before June 1, 2016 |
|Submit a draft CHRI Policy to the Department for review. Please ensure that the draft CHRI policy reflects elements of the [Model Policy](http://www.doe.mass.edu/lawsregs/advisory/cori.html) published by the Department. | Spring 2016 | On or before June 1, 2016 |
|Contact DESE Nutrition office and indicate if school will participate in NSLP, as applicable. | Spring 2016 | On or before June 1, 2016 |
|Request an application in writing from the Nutrition, Health, and Safety Office if your school will/will not participate in NSLP. | Spring 2016 | On or before June 1, 2016 |
|Submit a signed letter from the board chair stating whether the school will participate in the NSLP. If yes, assurance must state that the school has begun to work with the Nutrition, Health, and Safety office. | Spring 2016 | On or before June 1, 2016 |
|Request an application in writing from the Nutrition, Health, and Safety Office if your school will/will not participate in NSLP. | Spring 2016 | Prior to June 1, 2016 |
|Submit a signed letter from the board chair stating whether the school will participate in the NSLP. If yes, assurance must state that the school has begun to work with the Nutrition, Health, and Safety office. | Spring 2016 | Prior to June 1, 2016 |

**Two Months Prior to Opening (July 1)**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>On or before June 30, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review the <a href="http://www.doe.mass.edu/charter/sped/primer_sIII.pdf">Massachusetts Primer on Special Education and Charter Schools</a>, which contains information for charter school operators.</td>
<td>Fall 2015</td>
<td>On or before June 30, 2016</td>
</tr>
<tr>
<td>Download the <a href="http://www.doe.mass.edu/sped/advisories/programplan/">Special Education Program Plan</a></td>
<td>Fall 2015</td>
<td>On or before June 30, 2016</td>
</tr>
<tr>
<td>Thoroughly read all sections, completing school information throughout the document.</td>
<td>Fall 2015</td>
<td>On or before June 30, 2016</td>
</tr>
<tr>
<td>Ensure that the Special Education Administrator, Charter School Leader, and Chairperson of the board of trustees have all read, initialed, and signed the Program Plan.</td>
<td>Fall 2015</td>
<td>On or before June 30, 2016</td>
</tr>
<tr>
<td>Submit the original completed program plan with original initials and signatures to the Office of Special Education Planning and Policy Development.</td>
<td>Fall 2015</td>
<td>On or before June 30, 2016</td>
</tr>
<tr>
<td>Prepare the school’s code of conduct containing your proposed expulsion policy so that it is consistent with the program and school characteristics outlined in your charter application, as well as <a href="http://www.doe.mass.edu/charter/sped/primer_sIII.pdf">M.G.L. c. 71 Section 37H</a>, <a href="http://www.doe.mass.edu/charter/sped/primer_sIII.pdf">M.G.L. c. 71 Section 37H½</a>, <a href="http://www.doe.mass.edu/charter/sped/primer_sIII.pdf">M.G.L. c. 71 Section 37H¾</a>, <a href="http://www.doe.mass.edu/charter/sped/primer_sIII.pdf">34 CFR 300.530-537</a>, and <a href="http://www.doe.mass.edu/charter/sped/primer_sIII.pdf">M.G.L. c. 269 Section 17-19</a>.</td>
<td>Winter 2016</td>
<td>On or before July 1, 2016</td>
</tr>
<tr>
<td>Submit the school’s proposed Bullying Prevention and Intervention Plan for review and approval via the security web portal’s Bullying Prevention and Intervention Drop Box or via email to <a href="mailto:ssca@doe.mass.edu">ssca@doe.mass.edu</a>. Submit a copy of the plan to the Department.</td>
<td>Winter 2016</td>
<td>On or before July 1, 2016</td>
</tr>
<tr>
<td>Submit the draft code of conduct and/or student handbook to the Department for review and approval of your expulsion policy.</td>
<td>Winter 2016</td>
<td>On or before July 1, 2016</td>
</tr>
<tr>
<td>Download <a href="http://www2.ed.gov/policy/elsec/guid/designingswpguid.doc">Designing School wide Programs</a> from the U.S. Department of Education website at:</td>
<td>Winter 2016</td>
<td>On or before July 1, 2016</td>
</tr>
<tr>
<td>Determine if the school plans to operate a Title I school wide program or targeted assistance program during its first year of operation.</td>
<td>Winter 2016</td>
<td>On or before July 1, 2016</td>
</tr>
<tr>
<td>Determine performance evaluation criteria and design an evaluation plan for the school leader.</td>
<td>Winter 2016</td>
<td>On or before July 1, 2016</td>
</tr>
<tr>
<td>Determine performance evaluation criteria and design an evaluation plan for other school administrators and non-instructional staff.</td>
<td>Winter 2016</td>
<td>On or before July 1, 2016</td>
</tr>
<tr>
<td>Determine if the school is eligible to receive Title III funding. Contact the Office of English Language Acquisition and Academic Achievement at <a href="mailto:ell@doe.mass.edu">ell@doe.mass.edu</a> or 781-338-3584 to pursue funding, if eligible.</td>
<td>Winter 2016</td>
<td>On or before July 1, 2016</td>
</tr>
<tr>
<td>Task</td>
<td>Due Date</td>
<td>Responsible Party</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Determine performance evaluation criteria and design an evaluation plan for teachers.</td>
<td>Winter 2016 On or before July 1, 2016</td>
<td>Dean of Curriculum and Instruction (DCI)/DSS /HoS/ED</td>
</tr>
<tr>
<td>Self-assess evaluation plans against the Recommended Elements of School Leader, School Administrator, and Teacher Evaluation Plans (Appendix L).</td>
<td>Winter 2016 On or before July 1, 2016</td>
<td>Dean of Curriculum and Instruction (DCI)/DSS /HoS/ED</td>
</tr>
<tr>
<td>Submit all three sets of performance evaluation criteria and evaluation plans to the Department for review.</td>
<td>Winter 2016 On or before July 1, 2016</td>
<td>Dean of Curriculum and Instruction (DCI)/DSS /HoS/ED</td>
</tr>
<tr>
<td>Design and adopt a District Curriculum Accommodation Plan in alignment with requirements.</td>
<td>Winter 2016 On or before July 1, 2016</td>
<td>DSS/DCI</td>
</tr>
<tr>
<td>Design and Submit for review a professional development plan for school administrators.</td>
<td>Winter 2016 On or before July 1, 2016</td>
<td>ED/EDWorks/HoS</td>
</tr>
<tr>
<td>Design a professional development plan for teachers.</td>
<td>Winter 2016 On or before July 1, 2016</td>
<td>HoS/DCI/ DSS</td>
</tr>
<tr>
<td>Submit both proposed professional development plans to the Department for review.</td>
<td>Winter 2016 On or before July 1, 2016</td>
<td>ED</td>
</tr>
<tr>
<td>Update school profile listing</td>
<td>Summer 2016 On or before July 1, 2016</td>
<td>HoS</td>
</tr>
<tr>
<td>Submit a School Health Plan and Medications Administration Plan consistent with the relevant laws and regulations to the Department for review. Read M.G.L. c. 71 Section 57 and 105 CMR (200, 210 &amp; 220) thoroughly.</td>
<td>Summer 2016 On or before July 1, 2016</td>
<td>HoS/ED</td>
</tr>
<tr>
<td>Review the Required Elements for English Language Education Policies and Procedures and develop and submit to DESE for review (Appendix M).</td>
<td>Summer 2016 On or before July 1, 2016</td>
<td>DSS/DCI</td>
</tr>
<tr>
<td>Review the Required Elements for Special Education Policies and Procedures and develop and submit policies to DESE for review (Appendix N).</td>
<td>Fall 2015 On or before July 1, 2016</td>
<td>DSS/DCI</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>Fall 2015 On or before July 1, 2016</td>
<td>DSS/DCI</td>
</tr>
<tr>
<td>Copy of lease or sale agreement</td>
<td>Fall 2015 On or before July 1, 2016</td>
<td>ED</td>
</tr>
<tr>
<td>Submit a proposed Multi-Hazard Evacuation Plan to the Department that is aligned to the approval criterion found in Appendix O.</td>
<td>Summer 2016 On or before July 1, 2016</td>
<td>ED/HoS</td>
</tr>
<tr>
<td>Submit a proposed Medical Emergency Response Plan to the Department that is aligned to the approval criterion found in Appendix P.</td>
<td>Summer 2016 On or before July 1, 2016</td>
<td>ED/HoS</td>
</tr>
<tr>
<td>On Month Prior to Opening (August 1)</td>
<td>Spring 2016 On or before August 1, 2016</td>
<td>Founding Team</td>
</tr>
<tr>
<td>Read the Charter School Technical Advisory 07-1 Teacher Qualifications in Massachusetts Charter Schools at <a href="http://www.doe.mass.edu/charter/guidance/2007-1.html">http://www.doe.mass.edu/charter/guidance/2007-1.html</a>.</td>
<td>Spring 2016 On or before August 1, 2016</td>
<td>ED/Direct or of Operations</td>
</tr>
<tr>
<td>Request an application in writing from the Nutrition, Health, and Safety Office if your school will/will not participate in NSLP.</td>
<td>Spring 2016 On or before August 1, 2016</td>
<td>ED/Direct or of Operations</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>Submit a signed letter from the board chair stating whether the school will participate in the NSLP. If yes, assurance must state that the school has begun to work with the Nutrition, Health, and Safety office.</td>
<td>Spring 2016 On or before August 1, 2016</td>
<td>ED/DoO</td>
</tr>
<tr>
<td>Read M.G.L. c. 69 Section 1(c) thoroughly. Read M.G.L. c. 69 Section 1(c) thoroughly.</td>
<td>Spring 2016 On or before August 1, 2016</td>
<td>ED/DoO</td>
</tr>
<tr>
<td>Identify and contract with a food service provider, or determine how nutrition services will be delivered through internal processes. Submit a copy of the signed contract to the Department.</td>
<td>Spring 2016 On or before August 1, 2016</td>
<td>ED/DoO</td>
</tr>
<tr>
<td>Prior to being approved to participate in the USDA School Nutrition Program, the school’s menu must be certified to be compliant with meal pattern standards and the school will receive a pre-approval visit by ESE Office for Nutrition, Health and Safety Programs staff.</td>
<td>Spring 2016 On or before August 1, 2016</td>
<td>ED/DoO</td>
</tr>
<tr>
<td>Schools should send a minimum of two staff to The Nuts and Bolts of School Nutrition training August 4, 5 and 6, 2015 at Framingham State University. Register at <a href="http://www.johnstalkerinstitute.org/index.htm">http://www.johnstalkerinstitute.org/index.htm</a>.</td>
<td>Spring 2016 On or before August 1, 2016</td>
<td>ED/DoO</td>
</tr>
<tr>
<td>By law, all LEA’s participating in the National School Lunch Program must utilize the direct certification process. Massachusetts requires all LEA’s to conduct all direct certifications using the Executive Office of Health and Human Services Virtual Gateway. Please contact our office via email link at <a href="mailto:ESENUTVG@doe.mass.org">ESENUTVG@doe.mass.org</a> to request the legal documents that must be completed to obtain access to the Virtual Gateway and schedule a training on how to perform the required direct certification process.</td>
<td>Spring 2016 On or before August 1, 2016</td>
<td>ED/DoO</td>
</tr>
<tr>
<td>Recruit and hire teachers who are highly qualified, including special education and teachers of English language learners (ELLs). Also consider whether candidates meet the teacher qualification requirements of the charter school statute.</td>
<td>Fall 2015- Summer 2016 On or before August 1, 2016</td>
<td>Founding Team</td>
</tr>
<tr>
<td>Establish a relationship with a qualified special education administrator.</td>
<td>Fall 2015 On or before August 1, 2016</td>
<td>Founding Team</td>
</tr>
<tr>
<td>Establish a relationship with a licensed ELL/ESL teacher.</td>
<td>Spring 2015 On or before August 1, 2016</td>
<td>Founding Team</td>
</tr>
<tr>
<td>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.</td>
<td>Spring 2016 On or before August 1, 2016</td>
<td>ED/DoO</td>
</tr>
<tr>
<td>Prepare and submit a summary of qualifications, including: a determination of each core academic teacher’s highly qualified status; a determination of whether all teachers have met the state teacher qualification standards, an action plan that will ensure that core academic teachers who are not designated as highly qualified will become so, and how all teachers will meet the state teacher qualification requirements within the first year of employment. Teachers and administrators of ELLs and special education, related licensed service providers, and paraprofessionals are to be included. Refer to Appendix K for the expected level of detail and the recommended template.</td>
<td>Spring 2016 On or before August 1, 2016</td>
<td>HoS/DCI</td>
</tr>
<tr>
<td>Maintain copies of all professional credentials on file at the school.</td>
<td>Spring 2016 On or before August 1, 2016</td>
<td>DoO</td>
</tr>
<tr>
<td>Read M.G.L. c. 71 Section 89(cc) and 603 CMR 1.07(3) thoroughly as well as the Charter School Technical Advisory on Transportation 07-2 on at: <a href="http://www.doe.mass.edu/charter/guidance/">http://www.doe.mass.edu/charter/guidance/</a> or Appendix Q.</td>
<td>Spring 2016 On or before August 1, 2016</td>
<td>DoO</td>
</tr>
<tr>
<td>Arrange for transportation services to be provided to all eligible students.</td>
<td>Spring 2016 On or before August 1, 2016</td>
<td>DoO</td>
</tr>
<tr>
<td>Submit a (signed) services contract or letter of agreement to the</td>
<td>Spring 2016 On or before</td>
<td>DoO</td>
</tr>
<tr>
<td>Task Description</td>
<td>Due Date</td>
<td>Responsible Party</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Recruit and hire a licensed school nurse and submit a letter of agreement as evidence of the relationship to the Department.</td>
<td>Summer 2016</td>
<td>ED/DoO</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 Department.</td>
<td>Summer 2016</td>
<td>ED/DoO</td>
</tr>
<tr>
<td>Organizational chart and brief narrative, if applicable</td>
<td>Fall 2015</td>
<td>ED/HoS</td>
</tr>
<tr>
<td>Conduct CORI and fingerprint checks on all school staff and volunteers who come into “direct and unmonitored contact” with the school’s students.</td>
<td>Summer 2016</td>
<td>ED/DoO</td>
</tr>
<tr>
<td>Submit a signed letter from the board chair or their designee to the Department assuring that CORI and fingerprint checks have been completed on all school staff, contracted employees, and volunteers who come into “direct and unmonitored contact” with the school’s students.</td>
<td>Summer 2016</td>
<td>ED/DoO</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>Summer 2016</td>
<td>ED/DoO</td>
</tr>
<tr>
<td>Conduct an assessment of the programmatic accessibility of the school to handicapped persons by using the ADA facilities checklist at <a href="http://www.ada.gov/racheck.pdf">http://www.ada.gov/racheck.pdf</a></td>
<td>Summer 2016</td>
<td>ED/DoO</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>Summer 2016</td>
<td>ED/DoO</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>Summer 2016</td>
<td>ED/DoO</td>
</tr>
<tr>
<td>Submit current Certificate of Occupancy to the Department.</td>
<td>Summer 2016</td>
<td>ED/DoO</td>
</tr>
<tr>
<td>Submit current Fire Inspection Certificate to the Department.</td>
<td>Summer 2016</td>
<td>ED/DoO</td>
</tr>
<tr>
<td>Submit current Building Safety Inspection Certificate to the Department</td>
<td>Summer 2016</td>
<td>ED/DoO</td>
</tr>
<tr>
<td>Submit current Flammable Compounds and Liquids Certificate to the Department, if applicable.</td>
<td>Summer 2016</td>
<td>ED/DoO</td>
</tr>
<tr>
<td>Read 603 CMR 1.08(9); 603 CMR 1.04(7)(h). Consult with the school’s legal counsel to determine which insurance is required and how much will be adequate coverage, Submit evidence of insurance coverage to the Department.</td>
<td>Spring 2016</td>
<td>ED/DoO</td>
</tr>
<tr>
<td>Submit current Health Inspection and/or Health Permit to the Department.</td>
<td>Spring 2016</td>
<td>ED/DoO</td>
</tr>
<tr>
<td>Submit current Asbestos Inspection Report and Management Plan to the Department.</td>
<td>Spring 2016</td>
<td>ED/DoO</td>
</tr>
<tr>
<td>If applicable, submit de-leading Renovation, Repair, and Painting (RRP) certifications.</td>
<td>Spring 2016</td>
<td>ED/DoO</td>
</tr>
<tr>
<td><strong>Ongoing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From the date of charter award through the date of preliminary approval of the school’s accountability plan (typically February of award through June of first year of operation), the school must send to the Department the agendas of board meetings, if they are not posted on the school's website, and the approved minutes of board meetings. The meeting agendas and minutes will serve as records of the board’s approval of policies finalized during the opening procedures process, and serve to support the Department's efforts to provide technical assistance during the first year of operation as needed.</td>
<td>Due August prior to Opening</td>
<td></td>
</tr>
<tr>
<td>For the purposes of recruitment, consider requesting from the sending school district(s) the names and addresses of district students eligible to attend the school.</td>
<td>February 24th, 2016  – following Board of Elementary and Secondary Education vote</td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Due Date</td>
<td></td>
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<tr>
<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Enroll in the charter school.</td>
<td>After 1st year of operation</td>
<td></td>
</tr>
<tr>
<td>Submit the school’s recruitment and retention plan for approval, and report on its implementation within the school’s annual report. See template in the Annual Report Guidelines for reference.</td>
<td>After 1st year of operation</td>
<td></td>
</tr>
<tr>
<td>Charter school leaders should visit the Grants homepage at <a href="http://www.doe.mass.edu/grants/">http://www.doe.mass.edu/grants/</a> for information on grants reserved for Massachusetts charter schools, entitlement grants, and discretionary grants.</td>
<td>Begin in late March</td>
<td></td>
</tr>
<tr>
<td>Review the various options for an audit or financial review of the school’s fiscal year(s) during the planning period. Notify or seek approval from the Department prior to June 1 of the fiscal year in question as appropriate.</td>
<td>Due November 1st annually</td>
<td></td>
</tr>
<tr>
<td>Ensure that the school’s board of trustees begins the process of engaging an independent auditor to review the school’s accounts in time to meet the November 1 statutory deadline.</td>
<td>Due November 1st annually</td>
<td></td>
</tr>
<tr>
<td>Carefully read M.G.L. c. 71 Section 89 (jj) and 603 CMR 1.04, 1.08, and 1.11 and Guidelines for Writing Charter School Accountability Plans.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use the template provided in the Guidelines to draft an Accountability Plan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit a draft Accountability Plan no later than June 1 of the school's first year of operation to the Department for review.</td>
<td>Draft Due June 1 after 1st year of operation &amp; Final due August 1st after 1st year of operation</td>
<td></td>
</tr>
<tr>
<td>Revise and make necessary changes on the proposed Accountability Plan based on Department feedback.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school’s board of trustees approves the Accountability Plan and submits the final Accountability Plan no later than August 1 of the school’s first year of operation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The annual report must be received, through the drop box function in the security portal on the Department’s website, on or before August 1 after the first year of operation. Electronic copies may be either Word or PDF documents.</td>
<td>Due August 1st after 1st year of operation</td>
<td></td>
</tr>
</tbody>
</table>
IV. REQUIRED ATTACHMENTS – PROPOSAL

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 Organizational Chart.
☐ Draft Calendar
ARTICLE I
The School

NAME: New Heights Charter School of Brockton ("The School")

LOCATION: The 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: Our mission is to prepare all students for college. Period.

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

BOARD: Board of Trustees is a public entity, which operates independently of any school committee and therefore all board members are considered special state employees G.L. c. 71, § 89(c).

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 “2017” and such other device or inscription as the Board of Trustees may determine.

LEGAL REFERENCE: For purposes of these Bylaws, 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 Bylaws so as to permit New Heights 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, public school that will offer Brockton students in grades 6-12 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 organization contributions 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, Trustees, 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 fifteen (15) 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 will exercise due diligence in assessing the suitability of candidates for board membership with respect to potential conflicts of interest and areas of skill and expertise that will be of value to the board of trustees, such due diligence to occur prior to a vote by the board of trustees to request the Commissioner to appoint the proposed member(s). Prior to submitting a candidate to the Commissioner for approval, the board of trustees must determine that no financial interests under G.L. c. 268A exist which may preclude a majority of the board from participating in deliberations or voting on certain matters within the scope of the board’s authority.

Citation: 603 CMR 1.06(2)(b).

SECTION 3.5: The Board of Trustees shall form a nomination subcommittee 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 3.6: 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 Trustee 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 3.7: 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 a recommendation of the Board nomination subcommittee and subsequent affirmative vote of the majority of the seated Trustees. A Trustee elected to fill the vacancy in this manner shall be elected for the unexpired term of his/her predecessor in office.

SECTION 3.8: A Trustee may resign at any time by filing a written resignation with the Chairperson of the Board.

SECTION 3.9: The Board may remove any Trustee 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 Trustee 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 Trustee 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 3.10: 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 Trustee 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 3.11: 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 Trustee 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 Trustee; 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 Trustee 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 Trustee 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 nomination subcommittee 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 Trustee 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. The Treasurer chairs 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 held in Brockton, Massachusetts. 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 Trustee 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 Trustee 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 Executive Director, who shall be responsible for carrying out strategic and instructional leadership of The School in accordance with the policies established by the Board of Trustees. 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 School 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.

SECTION 6.3: The Board is a public employer for the purposes of tort liability under Chapter 258 of the General Laws and for collective bargaining purposes under Chapter 150E of the General Laws.

SECTION 6.4: The Board will fulfill their fiduciary responsibilities, including but not limited to, the duty of loyalty and duty of care, as well as the obligation to oversee the school's budget.

SECTION 6.5: The Board must ensure that school operates in compliance with all applicable state and federal laws.

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 Trustee. The Board may prescribe the need and/or the composition of such committees.

SECTION 7.2: There shall be a nomination subcommittee 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 the continuity of committee membership. The committee shall elect its own chair.

SECTION 7.3: There shall also be standing Academic Excellence, Finance and Governance/Development Committees appointed by the Chairperson. Each committee shall elect its own chair.
ARTICLE VIII

Rules of Order


ARTICLE IX

Indemnification

SECTION 9.1: The School 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 Trustee’s being or having been an Officer or Trustee of the School or by reason of such Officer or Trustee’s serving or having served at the request of the School as Trustee, Trustee, 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 Trustee 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 Trustee, Trustee, 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 Trustee’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 School’s 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 Trustee 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 our region to be sure our student population is reflective of the student population at-large in our region of Brockton, Taunton, and Randolph. 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, Randolph and Taunton 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 our region’s demographic and academic profile for grades 6-12. Prior to our projected opening in August of 2016, the NHCS founding team will focus on three primary recruitment strategies:

* We will go to the people!
* We will create and maintain an online presence
* We will hold meetings/use local media to get the message out.

NHCS is most fortunate to have a very strong outreach team on the ground in Randolph, Taunton and Brockton. This team has been with us for nearly two years now holding open meetings, attending church and community events, canvassing in parking lots or at bus stops, beauty parlors, and malls. We benefited greatly from attending a training with Chastity Lord (Chief External Officer, Achievement First) where the entire outreach team and key founding members developed the following “outreach script” to maintain consistency in our message.

**Hi. My name is Jess. Do you have a middle school student? (If response is no, I have a newborn, for example, you may personalize the second line to say, “Let’s talk about your newborn’s education) Have you spent time thinking about the quality of public education/your child’s education in Brockton/Randolph/Taunton? I want to talk to you about an exciting new public school I am hopeful will open in Brockton in the fall of 2016. This school will be a place that ALL kids will have an opportunity, every kid in our community, to attend and graduate from high school with up to two years of college, for free. Every kid will have the opportunity to invest back in their community the same way that we have invested in them through community service. Creating these civic leaders is a very powerful way to effect positive change in our community. Every kid will have more time to spend on learning, exploring their personal and professional interests, through an extended school day and year.

It is the intention of NHCS to hold, at minimum, 6 information sessions during the late winter and early spring of 2015-16, 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.newheightscharterschool.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.

### General Recruitment Activities

<table>
<thead>
<tr>
<th>A. Work with our partners to conduct phone and outreach activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Create online and paper intent to enroll forms for students and family members to complete</td>
</tr>
<tr>
<td>B. Hold Information Sessions (minimum of 6) during the late winter and early spring of 2016-2016</td>
</tr>
<tr>
<td>C. Develop promotional materials, including an intent to enroll and 1-page flyer, to distribute through our partnerships with Board members, community agencies, and local middle and high schools.</td>
</tr>
<tr>
<td>D. Attend local community events and, if given permission, speak briefly about the merits of a NHCS education</td>
</tr>
</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. In the charter below, we list “district” goals, which references an average between Brockton, Taunton, and Randolph.
<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, Randolph and Taunton 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.  
  • Retain bilingual outreach coordinators.  |
| 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 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. |

| F. 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 our Summer Bridge program, all designed to bring students to proficiency and prepare them for the next steps. |  
| • We will include descriptions of our programming as it relates specifically to increasing proficiency, from the use of double-blocked English and Math to the inclusion of developmental courses at MCC. |

| 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. |  
| • We will work with community groups’ families with the dropout population in our region 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 PREPARE students for college by removing barriers implicit to developmental education requirements. |  
| • We will also remind students that the college courses are free and will be taken in place of “traditional” high school classes. |  
| • We will work to assuage concerns about whether college is the “right path” for students in this category, both with concerned students as well as their families. |
## II. Retention Plan

### Overall Student Retention Goal

| Annual goal for student retention (percentage): | NHCS will retain 90% of our students. |

### Retention Plan Goals and Strategies -- List goals and strategies for retention activities for each of the target groups A through H

<table>
<thead>
<tr>
<th>Demographic Group</th>
<th>Goals and Strategies</th>
</tr>
</thead>
</table>
| **Special Education students** | **Goal:** 90% of students will be retained annually.  
**Strategies:** We will incorporate systematic assessment strategies, including progress monitoring and formative assessments to monitor instruction. Through the use of student data staff will be empowered to modify instructional strategies to meet the needs of individual students. All Staff will be knowledgeable in classroom management strategies. This will provide more time on learning rather the need to address students’ disruptive behaviors. We will implement a co-teaching model, which will provide collaboration and consistency between regular, remedial and special education. Students who are not making effective progress may participate in tutoring programs, Summer Bridge programming, and access extra help during the school day. When our special education students travel to the college, a special education teacher will travel with them to work with the college professor to meet each student’s state IEP or 504 requirements. In addition, students may take advantage of the many student services available at MCC such as services for the visually impaired, note-takers, or assistance with test taking. |
| **Limited English-proficient students** | **Goal:** 90% of students will be retained annually.  
**Strategies:** For ELL students who fall behind their peers, intensive targeted intervention will be provided. We have built a staff dedicated to supporting our Limited English-proficient students including classroom teachers (one of whom who travel with the students to MCC) in addition to a Lead ELL to work with teachers and students to ensure that we are meeting the needs of every one of our students. |
| **Students eligible for free or reduced lunch** | **Goal:** 90% of students will be retained annually.  
**Strategies:** The schedule is built to meet the academic deficiencies our students may have. All students in grades 6-8 will take 2 English and 2 math classes in our effort to close students’ achievement gaps and to ensure that they are prepared for college. Our school support staff will provide psychological supports and identify community service agencies and supports that may benefit students and their families. And our KTECH culture will ensure that our staff know our students (for example) and can response to them in a direct and personalized way to help remove obstacles to their learning. |
| Students who are sub-proficient | **Goal:** 90% will be retained annually.  
**Strategies:** Our entire school model is predicated on the assumption that students will arrive at NHCS sub-proficient. We will use assessment data to place students into the appropriate group (a-d or e) to be sure that his or her social and learning needs are met in each of their classes. In group D, for example, we provide tutors in the classroom as well as multiple teachers to help with small group work and comprehension. |
|---|---|
| Students who are at risk for dropping out | **Goal:** 90% of students will be retained annually.  
**Strategies:** The resiliency culture is the foundation of effective strategies for the prevention of student drop-out. As noted throughout, we will build a KTECH culture that will include cultivating personal relationships with students and their families. Through these relationships we will know our students and we will have the tools we need to be proactive rather than reactive to meet the individual needs of all students. |
| Students who have dropped out of school | **Goal:** 90% of students will be retained annually  
**Strategies:** Due to our KTECH culture and “We Go to College” mindset as well as 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 the appropriate group (a-d or e) to suit their academic needs. |
| 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. |
C. DRAFT ENROLLMENT POLICY

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 12th grade. At capacity we will enroll 735 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 6-11, excluding seats in grade 12.” (M.G.L. Chapter 71, Section 89(m); 603 CMR 1.06(1); 603 CMR 1.06(8)).
2. 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).
4. NHCS’s enrollment process is not integrated with that of the school district(s). 603 CMR 1.05 (11).
5. All applicants will be notified in writing of the rights of NCHS students with diverse learning needs to attend the charter school and to receive accommodations and support services, including students who may have disabilities, require special education, or are English language learners. 603 CMR 1.05(4)
6. All of our recruitment materials including our newsletter (which is sent to all applicants and volunteers), our website (listed under “our approach”), and our 1-page flyers will include a description of the rights of students with diverse learning needs to attend the charter school and to receive accommodations and support services, including students who may have disabilities, require special education, or are English language learners. At our informational meetings we will speak to the needs of diverse student learners, including key descriptions of our programming. In addition, all accepted students will receive a “student rights folder” that includes the student handbook, which includes a description of the services that pertain to diverse student learners. 603 CMR 1.05(4).
7. NHCS will not use financial incentives to recruit students. 603 CMR 1.05(3)(a).
8. NHCS will not provide transportation for students in our region. In accordance with M.G.L. Ch. 71 § 89(ff), The children who reside in the (Brockton) in which the charter school is located shall be provided transportation to the charter school by the resident district's school committee on the same terms and conditions as transportation is provided to children attending local district schools. In providing such transportation, said school committee shall accommodate the particular school day and school year of the charter school; provided, however, that in the event that a school committee limits transportation for district school students, the school district shall not be required to provide transportation to any commonwealth charter school beyond said limitations.

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
3. Non-resident students are those students who live outside Randolph, Taunton, and Brockton. All applicants must be residents of Massachusetts at the time of lottery and in order to apply for admission to attend a charter school.

4. 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)).

5. 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)).

6. 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

1. 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 and outreach workers. 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 603 CMR 1.05(6).

2. NHCS will not set any principal application deadlines or hold any enrollment lotteries for student admission for the upcoming school year until after January 1, and NHCS

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

4. 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).

5. 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)).

6. 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)).

7. Reasonable proof of current residency (as defined above) or sibling status is required at the time an offer of admission is made. 603 CMR 1.05(10)(a).

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 of 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 603 CMR 1.05 (10)(c).

b. In the event there are fewer spaces than eligible applicants, students shall be accepted for admission by a lottery process 603 CMR 1.05(6)(a) and (c).

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

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

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

f. The lottery will be conducted by hand and will not be conducted electronically. The process will be fair and selection will be random 603 CMR 1.05(9).

g. Siblings of students who attend the school at the time an offer of admission is made 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 through adoption.

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.

d. Students who do not receive sibling preference include the following:
   i. Children who live in the same household but do not share a common biological or legal parent.
   ii. Foster children.
   iii. Siblings and children of alumni/ae
   iv. Siblings of applicants who have been accepted for admission but are not yet attending (including twins).

h. Residents of Brockton, Randolph and Taunton 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 G.L. c. 71, § 89(m); 603 CMR 1.05(6)(b). 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

i. In cases where the enrollment of a student, who is not a sibling of another currently enrolled student, from the waitlist would exceed the district charter school tuition cap, the student will be skipped but kept on the waitlist. In cases where the enrollment of a student in and of itself who is a sibling of a student currently attending a charter school would exceed the district charter school tuition cap, the sibling may be enrolled and the Commonwealth of Massachusetts will provide tuition for the sibling, subject to appropriation. G.L. c. 71, § 89(i); 603 CMR 1.05(10)(b).

j. 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 and residence preferences (603 CMR 1.06(4)(d)).

k. If the principle 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)).

l. As spaces became available during the school year, NHCS will repeat the enrollment process to fill open seats and meet the requirements of G.L. c. 70, § 89(n). 603 CMR 1.05(8) at the end of the 2nd quarter and the end of the 4th quarter. We will fill seats in grades 6-11.

5.) Description of the Waitlist List Policy

a. If a student stops attending NHCS or declines admission, the next available student on the waitlist for that grade, taking into account the current status of enrollment preferences, will be offered admission until the vacant seat is filled. G.L. c. 71, § 89(n).

b. No student may be admitted ahead of other eligible students who were previously placed on a waitlist during a prior enrollment process, except in cases where enrollment preferences change or as described in 603 CMR 1.05(10)(b). 603 CMR 1.05(8).

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 waitlist for one calendar year. Each year a new waitlist will be generated at the lottery in March. NHCS will not roll over the waitlist from the prior year.

f. NHCS will keep accurate records for the waitlist including the names (first, middle, and last), date of birth, city and towns of residence, and grade levels for students who entered the lottery but did not gain admission each year 603 CMR 1.05(10)(a).

g. In conformance with G.L. c. 71, § 89, NHCS will, when a student stops attending the school for any reason, fill vacant seats up to February 15, excluding seats in the last half of the grades offered and grades 10, 11, and 12. If a school has an odd number of grades, more than half of grades offered shall be included in grades for which the school must fill vacant seats. 603 CMR 1.05(10)(c).

h. NHCS students who withdraw from the school that spot will remain open until the end of the 2nd quarter or the end of the 4th quarter when the school will fill vacant seats. Students who withdraw from NHCS will need to reapply for admission should they wish to return.
i. A vacancy not filled after February 15 moves into the subsequent grade, to be filled the following September if such grade is not in the last half of the grades offered and is not grades 10, 11, or 12. Seats for students who have accepted an offer of admission at NHCS but have never attended are exempt from this provision. 603 CMR 1.05(10)(c).

6.) 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 the school enrollment policy for DESE approval.
   d. The application form includes all student information required for every student:
      • Student’s names (first, middle, last)
      • Date of birth
      • City or town of residence
      • Grade level of student
   e. The application form includes a non-discrimination policy that includes “NHCS does 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 prior academic achievement.” G.L. c. 71, § 89(m); 603 CMR 1.05(2).
   f. 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 G.L. c. 71, § 89(m); 603 CMR 1.05(2).

7.) Growth Plan Requirements
   a. The following growth plan for adding new grades as NHCS grows conforms to state enrollment policies.

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

b. NHCS will enroll 105 students per grade. NHCS will open with grades 6, 7, & 8 with a total enrollment of 315 students. In year 5, when NCHS reaches enrollment capacity, 735 students, 105 per grade, will be enrolled.
New Heights Charter School of Brockton

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><strong>STUDENT INFORMATION:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name:</td>
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<tr>
<td>Middle Name:</td>
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<td>Last Name:</td>
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<td>Zip</td>
<td></td>
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<tr>
<td>Date of Birth (m/d/y)</td>
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<tr>
<td>City and State of Birth</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Current Grade Level</td>
<td></td>
</tr>
<tr>
<td>Name of Current School</td>
<td></td>
</tr>
<tr>
<td>Grade Applying to:</td>
<td></td>
</tr>
<tr>
<td>☐ 6th Grade</td>
<td></td>
</tr>
<tr>
<td>☐ 7th Grade</td>
<td></td>
</tr>
<tr>
<td>☐ 8th Grade</td>
<td></td>
</tr>
</tbody>
</table>

**Primary PARENT / GUARDIAN**

| Name:                      |   |
| Address:                  |   |
| Street, apt #             |   |
| City                     |   |
| State                    |   |
| Zip                      |   |
| Relationship to Student:  |   |
| Home Phone:               |   |
| Cell Phone:               |   |
| Email:                    |   |

**OTHER PARENT / GUARDIAN:**

| Name:                      |   |
| Address:                  |   |
| Street, apt #             |   |
| City                     |   |
| State                    |   |
| Zip                      |   |
| Relationship to Student:  |   |
| Home Phone:               |   |
| Cell Phone:               |   |
| Email:                    |   |

**OPTIONAL QUESTIONS:**

What Language Do You Speak at Home?
What Is Your Race?

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

**WHERE TO SEND COMPLETED APPLICATIONS:**

250 East Main Road #2
Norton, MA 02886
### E. Calendar

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>All NHCS Professional Development Week No Classes</td>
<td>August 15-19, 2016</td>
</tr>
<tr>
<td>Staff Professional Development Day No Classes</td>
<td>August 22, 2016</td>
</tr>
<tr>
<td>Student/Parent Open House</td>
<td>August 23, 2016</td>
</tr>
<tr>
<td>Opening Day of School</td>
<td>August 24, 2016</td>
</tr>
<tr>
<td>Labor Day</td>
<td>September 5, 2016</td>
</tr>
<tr>
<td>Columbus Day: Professional Development – Data Review – No Classes</td>
<td>October 10, 2016</td>
</tr>
<tr>
<td>Veterans Day</td>
<td>November 11, 2016</td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>November 24-25, 2016</td>
</tr>
<tr>
<td>Christmas-New Year Recess</td>
<td>December 26-January 3, 2017</td>
</tr>
<tr>
<td>Martin Luther King Jr’s Birthday</td>
<td>January 16, 2017</td>
</tr>
<tr>
<td>Professional Development</td>
<td>January 20, 23-24, 2017</td>
</tr>
<tr>
<td>Winter Recess: Students return Monday, February 14th</td>
<td>February 13-17, 2017</td>
</tr>
<tr>
<td>Professional Development – Data Review - No Classes</td>
<td>April 7, 2017</td>
</tr>
<tr>
<td>Good Friday</td>
<td>April 14, 2017</td>
</tr>
<tr>
<td>Spring Recess: Note school resumes on Monday, April 25, 2016</td>
<td>April 17-21, 2017</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>Monday, May 29, 2017</td>
</tr>
<tr>
<td>Closing Day of School for Students: Inclement Weather Date:</td>
<td>June 16, 2017</td>
</tr>
<tr>
<td>If a school day is cancelled due to inclement weather conditions or other emergencies, the day(s) will be added to the closing date of the school year. If five instructional school days are cancelled due to inclement weather conditions or other emergencies, schools will close on June 23, 2017. All personal must be prepared for a school closing.</td>
<td></td>
</tr>
<tr>
<td>All Staff Professional Development - No Classes</td>
<td>June 19-21, 2017</td>
</tr>
<tr>
<td>Last Day of School for Staff Note: In the event that any full days of Professional Development are cancelled or need to be postponed due to inclement weather or other emergencies, they will be made up at the conclusion of the 2016-2017 school year.</td>
<td>June 22, 2017</td>
</tr>
<tr>
<td>Summer School Session Note: Summer school runs for four weeks Monday-Thursday.</td>
<td>July 5-29, 2017</td>
</tr>
</tbody>
</table>

### End of Terms:

<table>
<thead>
<tr>
<th>Term</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>October 28 (46 Days)</td>
</tr>
<tr>
<td>II</td>
<td>January 29 (48 Days)</td>
</tr>
<tr>
<td>III</td>
<td>April 6 (47 Days)</td>
</tr>
<tr>
<td>IV</td>
<td>June 16 (43 Days)</td>
</tr>
</tbody>
</table>
F. OPERATING BUDGET

See attached budget
V. REQUIRED, BUT NOT COUNTED TOWARD 40 PAGE MAXIMUM:

A. Individual resumes from each founding group member, indicating if a founder is a proposed board member, proposed school leader, or proposed for any other position(s) and Individual completed questionnaires of each founding group member. There are two different versions of the questionnaire: one for proposed board members, and one for proposed school employees and/or founding group members who are playing an advisory role.

B. Description of curriculum scope and sequence for grade levels beyond those required in the text of the application, including the content and skills to be taught in the core content areas.

C. Memoranda of Understanding (if applicable)

D. Letters of Support

E. Draft Accountability Plan

F. Bell Schedule

G. Full Circle Discipline

H. References

I. Footnotes
**Biography**

*Please submit a current resume with this form.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Michael J Sullivan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Employer and Job Title</td>
<td>The Ashcroft Law Firm-Partner</td>
</tr>
<tr>
<td>Education/Professional Training</td>
<td>JD</td>
</tr>
<tr>
<td>Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization</td>
<td>Board Member for an organization called Continuing Education Institute, Inc.(“CEI”). CEI provided ESL and adult diploma programs.</td>
</tr>
<tr>
<td>Town of Residence</td>
<td>Abington</td>
</tr>
</tbody>
</table>

**Questions**

Please answer each question as fully as possible.

1. How did you become aware of the proposed school?
   - Met with the founders and leadership team

2. Why do you serve as a member of this founding group?
   - I was a member of the House of Representatives Education Committee that approved Charter Schools in Massachusetts. I am committed to insuring educational opportunities regardless of economic status or zip code. Charter schools provide an option for economically disadvantaged families that others already have. I would serve as a Board member. I am committed to serving for three years.

3. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.
   - I served as a House Conference Committee member in the passage of The Act to Improve Public Education. I strongly supported Chapter 70 funding and local aid while a member of the Massachusetts House of Representatives. While working at Gillette I was able to convince senior management to fund two programs that benefitted both our employees and our Company, English as a Second Language and an Adult Diploma Program through Christopher Columbus High School. While District Attorney of Plymouth County I used drug forfeiture money to reduce unexcused absences from school by 3rd and 4th graders through mentoring by teaming up with junior and senior Brockton High School students. Unexcused absences from school were reduced by 80%. I currently serve as a Board Member for the Old Colony YMCA. The Old Colony YMCA provides significant after school and summer school programs for the youth within Brockton, Ma.

4. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?
   - If a proposed board member, name the anticipated office you would hold if any, e.g. such as chairperson or treasurer.
   - If a proposed school employee, name the anticipated position you would hold, e.g. school leader, administrator, or teacher.
   - If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.
A Trustee like a Board Member has a fiduciary duty to the organization and the organization’s mission. It would be expected we would provide general guidance to the CEO/President and the organization’s leadership team. We would review and approve budgets, policies and certain procedures that impact operational mission. We would assist in fundraising and when called upon serve as champions of the organization. I would serve as the Board Chair. During the 2014-2015 cycle I was unable to attend the interview phase of the application process due to a work conflict. I believe in the mission of this school, and as the potential Board Chair I am committed to doing what ever is needed of me to ensure that this school can properly serve the Children of Brockton, Randolph and Taunton.

5. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

I have experience in both the private sector and government. I have lived in and around Brockton for the better part of my life. I have witnessed the tremendous successes that have been achieved through education and also have seen many failures. In the private sector I successfully advocated for funding for education to advance opportunities for our employees. While serving in the Massachusetts House of Representatives I asked and was appointed to serve on the Education Committee. While there we passed landmark legislation referred to as The Act To Improve Public Education. While serving as District Attorney I regularly sought out those in the school districts I served to develop programs to enhance the opportunities for the most disadvantaged including Camp Massasoit, opening and staffing the city playgrounds for the summer, and assisted in the development of a mentoring program that was nationally recognized. I continued this work while serving as United States Attorney.

6. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.

None Known

7. Please indicate if you or an immediate member of your family has or may have a financial interest in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school. If yes, please explain.

None

8. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

No

9. Describe what you would do if you believed one or more members of the school’s proposed board was acting unethically or not in the best interests of the school.

I would bring it to the attention of the appropriate sub-committee of the Board, if one existed, to the CEO/President and the full Board for a thorough investigation. If appropriate would recommend referral to an appropriate outside agency for action.

10. [Proposed board members ONLY] To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (http://www.mass.gov/ethics/) about how conflict of interest law applies to their situation.

None
**EXPERTISE**

Please indicate in which areas you possess professional expertise:

- [x] Community Service
- [x] Fundraising
- [ ] Educational Leadership
- [x] Finance/Business
- [ ] Management
- [ ] Charter Schools
- [ ] Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)
- [ ] Early Childhood/Elementary Education
- [ ] Secondary Education
- [x] Law
- [ ] School Improvement
- [ ] Blended/Virtual Education
- [ ] Special Education
- [ ] English Language Learner Education
- [x] Human Resources
- [x] School Governance
- [ ] Real Estate
- [ ] Other:

**CERTIFICATION**

*I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.*

Original Signature Required | Signature on file
Signature on file
Michael J. Sullivan  
Partner, Ashcroft Law Firm, LLC

Partner, Ashcroft Sullivan, LLC

The Boston Office of the Ashcroft Law Firm provides legal counsel and assistance to domestic, foreign and international companies on governance and compliance related issues, including compliance with United States, Foreign and International laws and regulations. The law firm also serves as an approved Ethics and Compliance Monitor for the United Nations.

United States Department of Justice  
United States Attorney, District of Massachusetts

Served as United States Attorney for the District of Massachusetts, representing the United States in both civil and criminal matters. The District has three offices, employs over 240 people and had a budget of thirty million dollars, the oversight of which I was responsible. During my tenure as U.S. Attorney, our office investigated and prosecuted Richard Reid, the "Shoe Bomber", led the Nation in investigating and recovering fraud against government programs (over five billion dollars recovered), dismantled large international drug organizations, advanced the rights of people with disabilities, protected individuals civil rights, reduced gun violence, and combatted fraud against investors and senior citizens.

United States Department of Justice,  
Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF)

Director

Served as the Director of ATF in Washington, D.C. ATF is a national law enforcement and regulatory agency with over five thousand employees and a billion dollar budget. ATF is responsible for identifying, investigating and recommending for prosecution large scale criminal organizations that traffic in and use firearms illegally. ATF is also responsible for explosive and arson investigations and inspecting and regulating the firearm industry at both the manufacturing and retail levels. ATF was responsible for training US military personnel in Iraq in post blast investigations and the Iraqi police departments.

Office of the District Attorney, Plymouth County  
Plymouth Country District Attorney

The District Attorney is the Chief County Law Enforcement official and the office is responsible for working with local police departments, victim communities, and neighborhoods to reduce, investigate and prosecute allegations of crime, including but not limited to murder, sexual assaults, drug offenses, domestic violence and child abuse.
Professional Experience (continued)

While serving as District Attorney, our office created programs to combat domestic violence, reduce juvenile violence, assist young victims of sexual assault and protect senior citizens from financial fraud. We utilized drug forfeiture funds to invest in crime reduction programs such as opening and staffing the playgrounds in the City of Brockton, the DARE summer camps, Camp Massachusetts, and high school mentoring programs.

Massachusetts House of Representatives 1991-1995
Representative, 7th Plymouth District

Elected and served as a Member of the Massachusetts House of Representatives. Served on the Education, Local Affairs, Post Audit, Commerce and Labor, and Ways and Means Committees.

McGovern & Sullivan, PC 1989-1995
Partner

Founder and partner of a full service law firm in Holbrook, Ma.

The Gillette Company 1973-1989

Started my career at The Gillette Company as a temporary factory employee and during my sixteen years held positions in Human Resources, Manufacturing, Quality Operations and Assistant to the President.

Current and Former Board Appointments

Board of Directors, Signature Health Care 2009-Present

Board of Directors, Old Colony YMCA 2009-Present

Board of Directors, Continuing Education Institute, Inc. ("CEI") 1989-2005

Education

Suffolk University Law School
JD, Law (1983)

Boston College
BA, Business Administration (1979)

Boston College High School
Class of 1972

Personal

Married ("Terry") and father of four children.
OFFICE OF CHARTER SCHOOLS AND SCHOOL REDESIGN

QUESTIONNAIRE FOR PROPOSED BOARD MEMBER, SCHOOL EMPLOYEE, OR OTHER FOUNDING MEMBER 2015-2016

**BIography**

*Please submit a current resume with this form.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Justin DuClos</th>
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</thead>
<tbody>
<tr>
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<td>J DuClos LLC (Principal)</td>
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<tr>
<td>Education/Professional Training</td>
<td>BA / EdM / JD</td>
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<td>Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization</td>
<td>Harvard University Cape Cod Community College (MCCC)</td>
</tr>
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<td>Town of Residence</td>
<td>Duxbury MA</td>
</tr>
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**Questions**

Please answer each question as fully as possible.

1. How did you become aware of the proposed school?
   Jess Geier

2. Why do you serve as a member of this founding group?
   Educational equity and substantive curricular modernization

3. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.
   Representing New Heights in its 2014-2015 cycle attempt at a charter, as well as service to Cape Cod Community College

4. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?
   - If a proposed board member, name the anticipated office you would hold if any, e.g. such as chair person or treasurer.
   - If a proposed school employee, name the anticipated position you would hold, e.g. school leader, administrator, or teacher.
   - If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.

   Board (executive committee as well as committees listed below) or employee (leadership team)

   Committee Category 1: Community to be served; Mission; Vision
   Committee Category 2: Capacity, Governance, Management and Accountability
   Committee Category 3: Education Philosophy; School Design; Curriculum and Instruction; Performance Standards; Assessment Systems

5. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.
Depth of experience in business and legal, as well as government, and educational and democratic institutions

6. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.

n/a

7. Please indicate if you or an immediate member of your family has or may have a financial interest in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

Potential provision of legal services and/or digital media development

8. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

Yes, for provision of legal services in the 2014-2015 cycle attempt at a charter

9. Describe what you would do if you believed one or more members of the school’s proposed board was acting unethically or not in the best interests of the school.

Discuss with another member of the board, particularly an executive member, and particularly whether there is cause to discuss with more members of the board and/or take action, including involvement of the DESE

10. [Proposed board members ONLY] To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (http://www.mass.gov/ethics/) about how conflict of interest law applies to their situation.

No

**EXPERTISE**

Please indicate in which areas you possess professional expertise:

- Community Service
- Fundraising
- Educational Leadership
- Finance/Business
- Management
- Charter Schools
- Early Childhood/Elementary Education
- Secondary Education
- Law
- School Improvement
- Blended/Virtual Education
- Other: Community College
- Special Education
- English Language Learner
- Human Resources
- School Governance
- Real Estate
- Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)
CERTIFICATION

I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury. Original signature required.

Signature: ____________________ Date: __________

Signature on file
Justin S. DuClos

EDUCATION

Harvard University, Master’s in Education, 2010
Full scholarship recipient, grantee and fellow at the Kennedy School of Government Center for Public Leadership; grantee at the Rockefeller Center for Latin American Studies institute on public-private partnerships; interdisciplinary program of policy study at the Harvard Business School, Kennedy School of Government, Harvard Medical School, Graduate School of Education, Harvard School of Public Health, and Harvard Law School.

Emory University, Juris Doctor, 2005
Dean’s List; U.S. Supreme Court research and writing advocacy project on constitutional and international matters; summer clerkships under now Rhode Island Supreme Court Justice Gilbert V. Indeglia and the Rhode Island Commission for Human Rights; concentrations in policy, First Amendment, and federalism.

Providence College, Bachelor of Arts in Philosophy with Distinction, 2000
Highest academic record in Philosophy discipline; Dean’s List; Vice President of the National Philosophy Honors Society, Phi Sigma Tau; concentration in medieval ontology.

LEGAL PRACTICE

Practitioner focusing on media, education, democratic and governmental policy, and civil litigation; co-counsel and research assistant with/to David J. Bederman on U.S. Supreme Court and U.S. Court of Appeals cases, i.e. Northern Ins. Co. of New York v. Chatham County, Ga., 126 S.Ct. 1689 (2006), Spector v. Norwegian Cruise Line Ltd., 125 S.Ct. 2169 (2005), and R.M.S. Titanic, Inc. v. Wrecked & Abandoned Vessel, 435 F.3d 521 (4th Cir. 2006); education matters include counseling public and private, as well as traditional and innovative organizations on student relations, nonprofit tax and management, contracting and licensing, curriculum and pedagogy, and implementation of SPOCs and MOOCs; other work includes representing clients in New York City and Boston with strategic counsel for matters relating to e.g. copyright, strategy on open sourcing, protection for code and multimedia content, privacy, and the First Amendment; advocate for same in pre-trial management through trial and appeal; corporate general counsel, contracting, and governance for established and startup companies.

Pierce Atwood LLP (formerly Little Medeiros PC), Providence RI, Associate, March 2008 – February 2009
Practiced litigation representing educational institutions, and state and local governments; advised and represented public housing authority; represented school district in constitutional litigation vis-a-vis public unions; advised public and private schools on nonprofit management and tax policy, and First and Fourth Amendment rights; represented municipality in environmental litigation; drafted public employment legislation for state senate finance committee; and represented municipality in union ERISA withdrawal litigation.

Montgomery Barnett LLP, New Orleans LA, Associate, June 2006 – March 2008
Practiced environmental and admiralty litigation emphasizing Hurricane Katrina related matters with a group distinguished in its field by Legal 500, including case and research design, petition drafting, conducting discovery, and drafting and arguing dispositive motions; representation in consolidated flood and environmental actions, disposition of education property casualty proceeds due on losses caused by Hurricane Katrina suit by wetland natural resource proxies for environmental degradation and collective maritime industry liability, pro bono establishment of nonprofit entity managing the theatrical rights of an Academy Award winning film, and defense of national and international law firms against claims for malpractice and breaches of fiduciary duties (e.g. Scheffler v. Adams and Reese, LLP, 950 So.2d 641 (La. 2007)).
ACADEMIC APPOINTMENTS

Cape Cod Community College, Barnstable MA, Program Coordinator and Adjunct Faculty, August 2013 – Present
Leading the Legal Studies division with curricular, hiring, and community outreach responsibilities; teach Contracts & Business Organizations, Introduction to Substantive Law, Legal Research & Writing, and two sections of Introduction to Business to AA/AS degree candidates and dual-enrollment secondary students, including one-to-one coursework, curriculum development, construction of multimedia presentations, and development of custom online course portals; development of Intellectual Property and The College Experience courses to run in future terms; appointed at-large member of Cape Cod Community College Association (CCCCCA) and Management Association Committee on Employee Relations (MACER).

Harvard College, Cambridge MA, Resident Tutor and University Officer, July 2011 – July 2014
Resident and university officer; managed residence life at one of twelve undergraduate houses; law, policy and writing programmer at Harvard College, including law studies and careers advisor.

Researched, wrote and published democratic process policy papers and legal/historical analyses as stipendee at the Taubman Center for State and Local Government.

Practiced and taught Environmental Law to 2L and 3L students at the Environmental Law and Policy Clinic, including deed and lease analysis research and writing accepted for publication; managed discovery and drafted petitions and dispositive motions for solar industry litigation; and led team in technical research and analysis of fracking and offshore aquaculture practices for national public interest clients.

Phillips Academy, Andover MA, Teacher, Summer 2004
Teacher of secondary American Law and Speech & Debate; live-in house parent overseeing secondary dorm life; initiated and conducted systematic school-wide qualitative evaluation of academic program innovation and drafted final analysis for director.

COMMUNITY PROJECTS

National Education Association Thought & Action, Washington DC, Editorial Board, 2013 – Present
Review journal articles for peer-reviewed annual publication treating theoretical and practical issues in education, circulation 180,000. Bringing a moderate, synergistic and diplomatic eye to content.

Blue Mind 3, Block Island RI, Event Leader and Speaker, 2012 – 2013
Led third annual conference for 100+ interdisciplinary professionals, e.g. artists, writers, photographers, lawyers, explorers, neuroscientists; provided opening presentation on the island and environmental issues related to climate change and impending offshore wind farm using original underwater imagery captured in conjunction Smithsonian exhibiting photographer; point person for technical marketing and sponsorship procurement.

On Common, Providence RI, Founder and Chairman, 2009 – 2013
Founded and led time-controlled nonprofit that advanced equity in education in communities experiencing extraordinary need; developed, raised capital for, and implemented rebuilding and establishment of rural South African pre-school, including building and grounds construction, teacher training and material outfitting; raised capital for additional nearby pre-school and supported supplementary secondary math and science program; provided program materials and training to a third pre-school and pediatric center based at state operated hospital.

Brookline Arts Center, Brookline MA, Committee Advisor, 2008 – 2011
Advisor to finance and development committees; reviewed and counseled board of directors on annual budget execution and senior leadership compensation packages; devised development strategies in partnership with executive director.

SELECTED PUBLICATIONS


SELECTED PRESENTATIONS


Writing Books. Harvard University. April and October 2012. Cambridge MA


LAW LICENSURE

New York 2006
Massachusetts 2006
Connecticut 2006
Rhode Island 2006
Louisiana 2007
**OFFICE OF CHARTER SCHOOLS AND SCHOOL REDESIGN**

**QUESTIONNAIRE FOR PROPOSED BOARD MEMBER, SCHOOL EMPLOYEE, OR OTHER FOUNDING MEMBER**

**2015-2016**

---

### BIOGRAPHY

*Please submit a current resume with this form.*

<table>
<thead>
<tr>
<th><strong>Name</strong></th>
<th>Carlina S F Evora</th>
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<tbody>
<tr>
<td><strong>Present Employer and Job Title</strong></td>
<td>Outreach Worker</td>
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<td><strong>Education/Professional Training</strong></td>
<td>High School Student</td>
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<td>No</td>
</tr>
<tr>
<td><strong>Town of Residence</strong></td>
<td>Brockton Massachusetts</td>
</tr>
</tbody>
</table>

---

### QUESTIONS

Please answer each question as fully as possible.

1. **How did you become aware of the proposed school?**

   I became aware of the proposed school from a founding member.

2. **Why do you serve as a member of this founding group?**

   I believe all students deserve a choice in their education. I believe all students should have the opportunity to go to college. I believe students should be challenged to work to their potential and teachers should have high expectations for ALL students. I wish to serve as a member of this Board to share my experiences with NHCS staff to ensure that the supports are in place to help immigrant and non-English speaking students who are new to the community.

3. **Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community**

   [Add specific examples here]
I come from a low income family, because of that I’ve always tried my best to do good in school and get an education so that I can provide my family and I a good future. I’ve been part of the Bridge partnership Program, a leadership program that is offered to students that has a passion of going to college. 4 years participating on the Bridge Partnership (run out of Bridgewater State University) during the summer were the best 4 years of my life. I was able to live in campus for 1 month, having college professors, living on the college dorms, and being pushed to reach my highest potential. I’ve done over 50+ hours of community service. I became a member of the peer mentoring program at Brockton high school and I’m also part of the Chica Project, which is a leadership program for young girls. Since 6th grade I’ve been a mentor for new comers in my school for students that arrive from my country Cape Verde that have no English speaking skills. I try to encourage them to do well in school I help them to understand the school system and how to navigate there way through. My passion has always been to give back to my peers. All of these awesome programs have helped me a lot. These programs made me believe that I deserve to go to college and that I can successfully become what I want to be. It taught me to believe in myself, be independent and gave me self-esteem. In my family I will not be the first one finishing high school but yes I will be the first one to graduate college. I immigrated to USA in 2010 without my mom. Since 2010 I’ve been living with my dad, stepmom and sister. The reason why my dad and mom brought me to USA is to provide me a better life and to get a good education. My mom has been a teacher for over 20 years back in Cape Verde. She is a Portuguese, Arts and Science Elementary teacher. My dad worked as a taxi driver for about 30 years also back in Cape Verde. We lived in good conditions but not well enough. Here in the USA he works to provide me and my sister a good home and also my 3 other siblings that live back in Cape Verde. At this moment my goal is to work as hard as I can to help out my dad and mom. My dad is willing to bring my 3 other siblings from Cape Verde. Both my parents wish is for me to graduate from college. I always thank my parents for the good lessons that they taught me, for all the advice that they have given me. I’m a fan of public education. I say that because if it weren’t for public education right now I wouldn’t have achieved my goals. Today I’m an honor student because of my passion for learning, and the influences from my parents, family, friends and school staff. What makes me sad is that the fact that I was able to achieve a lot, but not all students are able to walk in my shoes. So my hope is to make that change. I can see that I’m walking on the right path, which is to help to bring another public school choice to my city. I will give all my time and determination to this school so I can help students like myself make their dreams a reality.

If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?

- If a proposed board member, name the anticipated office you would hold if any, e.g. such as chairperson or treasurer.
- If a proposed school employee, name the anticipated position you would hold, e.g. school leader, administrator, or teacher.
- If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.

Proposed Board of Trustee member.

5. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

I will definitely give all my time and dedication into this proposed charter school so I can help make it happen in my community. My passion has been always to help bring change in my community. The same way that I was able to succeed it’s the same that I want for my peers that are falling behind. I want them to have the opportunity that I had to get college experiences. I’m a caring loving person, responsible, respectful, open hearted, helpful, open minded, confident, mature, intelligent, and have a good sense of humor. I like to be involved and I am looking forward to supporting the proposed NHCS Charter school.

6. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.
7. Please indicate if you or an immediate member of your family has or may have a financial interest in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

No

8. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

No

9. Describe what you would do if you believed one or more members of the school’s proposed board was acting unethically or not in the best interests of the school.

I would bring my concerns to the Board Chair.

10. [Proposed board members ONLY] To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (http://www.mass.gov/ethics/) about how conflict of interest law applies to their situation.

No

**EXPERTISE**

Please indicate in which areas you possess professional expertise:

- [ ] Community Service
- [ ] Early Childhood/Elementary Education
- [ ] Special Education
- [ ] Fundraising
- [ ] Secondary Education
- [ ] English Language Learner Education
- [ ] Educational Leadership
- [ ] Law
- [ ] Human Resources
- [ ] Finance/Business
- [ ] School Improvement
- [ ] School Governance
- [ ] Management
- [ ] Blended/Virtual Education
- [ ] Real Estate
- [ ] Charter Schools
- [ ] Charter Schools
- [ ] Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)
- [ ] Other:

**CERTIFICATION**

I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.

- Signature on File: July 8, 2015
<table>
<thead>
<tr>
<th>Original Signature Required</th>
<th>Date</th>
</tr>
</thead>
</table>

**OFFICE OF CHARTER SCHOOLS AND SCHOOL REDesign**

**QUESTIONNAIRE FOR PROPOSED BOARD MEMBER, SCHOOL EMPLOYEE, OR OTHER FOUNDING MEMBER**  
2015-2016

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**BIOGRAPHY**

*Please submit a current resume with this form.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Nicholas L Christ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Employer and Job Title</td>
<td>Loan Originator / Corporate Officer</td>
</tr>
<tr>
<td>Education/Professional Training</td>
<td>Brown University</td>
</tr>
<tr>
<td>Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization</td>
<td></td>
</tr>
<tr>
<td>Town of Residence</td>
<td>Fall River, MA</td>
</tr>
</tbody>
</table>

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**QUESTIONS**

Please answer each question as fully as possible.

1. **How did you become aware of the proposed school?**

   My father, Nicholas M. Christ, was a founding member of the New Heights group when it began in Fall River. Due to health concerns, he needed to step back from the founding board for this current application cycle, and I was honored that he asked me to take his place. For years now, I have been listening to my father talk with deep conviction about the New Heights Charter School model and how he believes that this is what “today’s public school education should look like”. I immediately reached out to the NHCS Founding Team and asked to meet with them to learn of my commitment obligations and to gather more information about the school. As I had expected, I was very impressed by the mission of the school and the values expressed by the Founding Team members.

2. **Why do you serve as a member of this founding group?**
I had two 3-hour meetings with members of the Founding Team before I agreed to be a member of the Founding Group. We talked mainly about students and how they specifically designed the school to make sure that urban children would have the opportunity to be competitive in the workforce by completing college classes while still in high school. The idea of making college possible for all really resonated with me. I am a son of an urban school Principal and a bank President, but I always attended public school in Fall River and I graduated from Durfee High School. I was fortunate enough to have two parents who invested time and a whole lot of energy making sure that I stayed on top of my schoolwork. They also had the ability to assist me when I needed help with my academics. Many of my friends, even those who were more academically talented than me, dropped out of high school or chose not to continue their education after they received their high school diploma. This phenomenon has always troubled me deeply because I know that the only thing that separated me from many of my friends is my parents’ and their ability to provide a better support system for me. It appears that the NHCS model provides the necessary supports to ensure that all students, regardless of their family structure or wealth, can meet their full potential. This is why I agreed to join the Board of Trustees should the school get approved.

3. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.

I have spent the first 11 years of my professional life starting a family and building my career in the banking world. I have donated my time and given contributions to local initiatives, but this is my first venture into public education. As I mentioned above, I believe in urban public education because I am a product of it. When I look at the student achievement outcomes for urban students across this nation, I realize that something needs to change in order to provide an academic solution to many social challenges. I have always felt like I had an obligation to take action to address the inequities inherently found in urban education, and being a BOT member of the NHCS gives me the opportunity to finally put actions behind my beliefs.

4. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?

- If a proposed board member, name the anticipated office you would hold if any, e.g. such as chairperson or treasurer.
- If a proposed school employee, name the anticipated position you would hold, e.g. school leader, administrator, or teacher.
- If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.
I have made a 3-year commitment to Chair the School Finance, Budget, Legal, Development & Facilities sub-committee at the Treasurer of the Board of Trustees to NHCS. As an employee at NFC Mortgage Co, LLC, which is a wholly-owned subsidiary of BayCoast where my father resides as the bank’s President, I have reached out to the Ethics Commission to ensure that no conflicts of interest exist between my role on the BOT and as an employee of NFC Mortgage. As stated in the body of the proposal, BayCoast Bank will be the financial institution that handles transactions for the proposed NHCS. In addition, BayCoast Bank will provide a line of credit to mitigate any gaps in cash flow and will provide a construction loan which may be necessary for real estate. I have recently filled out a DISCLOSURE BY NON-ELECTED STATE EMPLOYEE OF FINANCIAL INTEREST AND DETERMINATION BY APPOINTING AUTHORITY AS REQUIRED BY G. L. c. 268A, § 6 form as recommended by the Ethics Commission. I will submit the form to Commissioners Chester in the coming weeks.

5. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

I am a banker. I have years of schooling and training that allow me to create, manage, and provide oversight to budgets. I have also worked closely with the proposed Executive Director over the past two months to gain a better understanding of the NH budget and budget narrative, and we have met with a current charter school CFO to gain a detailed understand of the unique aspects of charter school budgets. Although I still know that I have more to learn, I am very comfortable with the budget that has been submitted because I have participated in its development.
6. Please indicate if you or an immediate member\(^2\) of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.

N/A

7. Please indicate if you or an immediate member of your family has or may have a financial interest\(^3\) in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

I have outlined any potential conflicts of interest in question 4. NHCS will have an open line of credit and a construction loan with BayCoast Bank at a standard 5% interest rate. I will not benefit from this personally, but I have taken measures to disclose this through the Ethics Commission and report this to the Commissioner.

8. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

I have disclosed this in questions 4 and 7. My father, Nicholas F. Christ, is President of BayCoast Bank. The bank will provide a line of credit and a construction loan at a 5% interest rate. This means that there will be some financial gain to the bank.

9. Describe what you would do if you believed one or more members of the school’s proposed board was acting unethically or not in the best interests of the school.

In the event that I believe someone on the Board was acting unethically or against the best interests of the school I would immediately bring that knowledge to the appropriate authority and demand that the process to remedy the situation was transparent and ethical.

10. [Proposed board members ONLY] To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (http://www.mass.gov/ethics/) about how conflict of interest law applies to their situation.

No

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\(^2\) Immediate family is defined as the proposed school employee, board member, or other founding member and his or her spouse, and the parents, children, brothers, and sisters of the proposed school employee, board member, or other founding member and his or her spouse.

\(^3\) Financial interest is defined as anything of economic or monetary value.
Please indicate in which areas you possess professional expertise:

- [ ] Community Service
- [ ] Fundraising
- [ ] Educational Leadership
- [ ] Finance/Business
- [ ] Management
- [ ] Charter Schools
- [ ] Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)
- [ ] Early Childhood/Elementary Education
- [ ] Secondary Education
- [ ] Law
- [ ] School Improvement
- [ ] Blended/Virtual Education
- [ ] Special Education
- [ ] English Language Learner Education
- [ ] Human Resources
- [ ] School Governance
- [ ] Real Estate
- [ ] Other:

Certification

I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.

Original Signature Required
Date
Signature on File
Objective: To provide an excellent customer experience while understanding each borrower’s individual objectives. Consistently produce at a high level and contribute to the growth of the organization.

Education:
Brown University - Providence, RI - B.A. in Business Economics - May 2004

Honors and Awards:
B.M.C. Durfee High School - Fall River, MA - National Honor Society Member
Brown University, Providence, RI - 3 year Varsity Letterman - Football

Relevant Experience:
NFC Mortgage Co., LLC - Swansea, MA (July 2015 – Present)
Loan Originator/Corporate Officer
Originates real estate mortgages by sourcing prospective customers and proactively solicits new residential mortgage business in 11 different states. Continually identifies, develops and maintains a quality network of referral sources to generate mortgage sales to meet quarterly loan quality and production goals. Visits local Realtors, builders, accountants and utilizes available lead referral sources to identify prospects to obtain their individual sales results.

Loan Originator:
Originated residential mortgage loans in 35 states in an inside sales role. Executed each application and was responsible to analyze credit, income, and collateral to determine loan feasibility while providing excellent customer service. Programs included FHA, FNMA, FHLMC, USDA and VA. Provided mentoring to new or veteran originators to help improve their process and productivity. Consistently ranked in the very top of the direct platform, averaging 100+ units and 15 million in volume each year.

Home Loan Investment Bank - Providence, RI (October 2005 – May 2008)
Executive Loan Officer:
Responsible for the origination of residential loans nationwide working within an inside sales platform. Provided an excellent customer experience while being responsible to execute each application, provide disclosures, analyze credit and income, order and evaluate each appraisal, submit and process each file and create each closing package. Maintained, grew, and managed a pipeline daily while performing at the very top of the bank.

Brown University Football - Providence, RI (August 2000- August 2003)
Team Member:
Leadership and teamwork skills, commitment to academics/athletics.

Intern:
Performed an array of real estate loan origination tasks, reviewed Home Mortgage Disclosure Act data for compliance to federal regulation, and assisted loan servicing function for appropriate insurance coverage on existing extensions of credit.

Fall River Gas Company - Fall River, MA (June-August 2000 and 2001)
Surveyor:
Performed a leak survey of natural gas lines from the main valve to the meter and reported to the service department any leaks ranging from class 1-4. Repairs were performed by the service crew depending on the severity of the leak. The leak survey included roughly 50 houses daily in neighboring towns serviced by the Fall River Gas Company.

Computer Skills:
Proficient in Microsoft Word, Excel, and Power Point
**OFFICE OF CHARTER SCHOOLS AND SCHOOL REDESIGN**

**QUESTIONNAIRE FOR PROPOSED BOARD MEMBER, SCHOOL EMPLOYEE, OR OTHER FOUNDING MEMBER**

**2015-2016**

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**BIOGRAPHY**

*Please submit a current resume with this form.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Emmanuel Daphnis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Employer and Job Title</td>
<td>Dominion Church International, Lead Pastor</td>
</tr>
<tr>
<td>Education/Professional Training</td>
<td>MPH, MDiv</td>
</tr>
<tr>
<td>Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization</td>
<td>While an employee of the Codman Square Health Center I taught health classes at the Codman Square Charter Academy</td>
</tr>
<tr>
<td>Town of Residence</td>
<td>Brockton, MA</td>
</tr>
</tbody>
</table>

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**QUESTIONS**

Please answer each question as fully as possible.

1. **How did you become aware of the proposed school?**

   I was introduced to the Resiliency Foundation by a former Fall River board member who knew that they were looking into coming to Brockton.

2. **Why do you serve as a member of this founding group?**

   I desire to serve on the board as I believe that my community involvement with Brockton families and youth add significantly to the board’s composition. I do not have any particular office in mind and anticipate serving at least for the next 2 - 3 years to help get the school established in the city.

3. **Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.**

   In addition to pastoring Dominion Church International for the past 4 years I have taught as an adjunct professor at Bristol Community College. I also was the director of BCC’s DESE funded transitions program that served to transition Adult Basic Education graduates into the community college. Prior to my time at BCC I worked for 6 years in the Brookline Public Schools system.

4. **If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?**

   a. If a proposed board member, name the anticipated office you would hold if any, e.g. such as chair person or treasurer.
   
   b. If a proposed school employee, name the anticipated position you would hold, e.g. school leader, administrator, or teacher.
   
   c. If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.

   I believe board trustees have the unique responsibility of carrying out and protecting the vision and mission of the school to the community at large. I would serve as Vice Chair of the proposed Board and chair the Post Secondary Education Committee

5. **Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.**

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I believe that my experience with the Community College world as well as the public school system along with my regular involvement with families from the city enable me to be a tremendous asset to the board.

6. Please indicate if you or an immediate member\textsuperscript{xxxix} of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.

None

7. Please indicate if you or an immediate member of your family has or may have a financial interest\textsuperscript{xl} in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

None

8. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

None

9. Describe what you would do if you believed one or more members of the school’s proposed board was acting unethically or not in the best interests of the school.

If someone was acting unethically it would behoove me for the best interest of the group to immediately and directly address it to the best of my ability. If my individual intervention did not bring about a resolution then it would then be brought before the board as a whole and as a group we would deem what’s appropriate and act accordingly.

10. [Proposed board members ONLY] To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (http://www.mass.gov/ethics/) about how conflict of interest law applies to their situation.

No

**EXPERTISE**

Please indicate in which areas you possess professional expertise:

- Community Service
- Fundraising
- Educational Leadership
- Finance/Business
- Management
- Charter Schools
- Early Childhood/Elementary Education
- Secondary Education
- Law
- School Improvement
- Blended/Virtual Education
- Special Education
- English Language Learner Education
- Human Resources
- School Governance
- Real Estate
☐ Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)

☒ Other: Family supports, Faith based community

CERTIFICATION

I RECOGNIZE THAT ALL INFORMATION, EXCEPT HOME ADDRESS, PERSONAL EMAIL, OR PERSONAL TELEPHONE, SUBMITTED WITH THIS QUESTIONNAIRE BECOMES A MATTER OF PUBLIC RECORD, SUBJECT BY LAW TO DISCLOSURE TO MEMBERS OF THE GENERAL PUBLIC. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS DOCUMENT AND ATTACHED RESUME IS TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE UNDER THE PENALTIES OF PERJURY.

SIGNATURE ON FILE

Original Signature Required Date July 2015
Signature on file
Emmanuel Daphnis, M.P.H., MDiv.

EXPERIENCE

5/12 – present  Dominion Church International  Brockton, MA
Senior Pastor  Responsible for the oversight of the general functions of the church. Role includes preaching, teaching, vision casting, activity coordination; curriculum development; training and mentoring of volunteers as well as the provision of individual pastoral counseling to congregants as needed. Various additional duties are as follows:
- Responsible for the creation of policies and procedures pertinent to the effective management of staff and volunteers within the ministry.
- Regular administration of the Lords Supper and Baptisms.
- Officiating weddings and funerals as the need arises.
- Oversee and manage annual budget of approximately.
- Conduct various fundraising campaigns to support a number of causes including – youth activities, missions trips, building and equipment, etc.
- Partake in monthly gathering of Brockton clergy with the Mayor of the city.
- Active member of the Brockton Interfaith Coalition sponsoring a number of initiatives around the city related to the promotion of social justice.

9/10 – 5/15  Bristol Community College  Fall River, MA
Step up to College Program Director/Adjunct Professor  as a member of the Bristol Community College adjunct faculty in Sociology & History my role includes the preparation and teaching of course lectures as well as the grading and counseling of students as needed. Courses taught to date include: Introduction to Sociology, Sociology of Social Problems, Human Relations, US History I & II, History of African Americans and Cultural Competency in Health Care. As the Step up to College Program Director, a BCC transitional program for GED graduates entering into college, my roles included the following:
- Responsible for the daily coordination of the Step Up to College Program, including scheduling courses, advising students, reporting upon program and participating in DESE statewide meetings of transitional programs.
- Provide supervision of program counselor who advises program participants upon next steps both during and after program.
- Evaluate program strengths and weaknesses and propose solutions to resolve areas of need.

1/05- 4/12  Operation Make a Difference  Mattapan, MA
Executive Director  of Operation Make a Difference (OMAD), a community based non-profit created to support holistic development of urban youth – spiritually, academically, socially and artistically. Responsibilities included the following:
- Responsible for the fiscal viability of the organization including the coordination and oversight of fundraising efforts; the regular management of the organization’s budget as well as the reporting back to funders upon program goals and objectives
- Revisited OMAD bylaws and policies with Board of Directors to ensure compliance and to propose changes as deemed necessary.
- Directed and managed 15-20 volunteers and staff towards the achievement of ministry goals and events. OMAD annually conducts a 3 on 3 MLK day basketball tournaments; Youth Congress, summer basketball league and a summer youth retreat. OMAD also works together with local churches and youth leaders upon events and trainings on an as needed basis.
- Coordinated annual Youth Congress, which brings together approximately 3000 youth from the greater Boston area to hear the gospel message of Jesus Christ.
- Oversaw annual OMAD summer basketball league which brings together approximately 100 young men from the greater Boston community
6/04 – 5/10 Brookline Coalition Against Substance Abuse (BCASA) Brookline, MA

BCASA Prevention Specialist/Substance Abuse Counselor As a member of the Brookline Coalition Against Substance Abuse, which is a collaborative of the Brookline School Department, the Brookline Police Department, the Housing Authority, the Brookline Center and numerous other community entities my duties included the following:

- Responsible for the planning and instruction of BHS Peer Leadership class, which meets twice a week at Brookline High School.
- Provide youth with one-on-one counseling in the areas of substance abuse, violence prevention, career decisions, sexuality, drugs, family conflicts, etc.
- Facilitated weekly meetings with BHS peer leaders where content and presentation skills were taught and then peer leaders were given an opportunity to present at different community functions, primarily in the schools and at workshops
- Conduct numerous weekly groups with students that were not just limited to Substance Abuse but any other issue that effect youth, i.e.- sex, parents, music, religion, etc.
- Responsible for the generation of monthly reports summarizing current and past progress of the program

9/02- 5/04 Codman Square Health Center/Dorchester House Dorchester, MA

ATLAS Program Director/Youth Programs Coordinator

As the youth programs of both the Codman Square Health Center and Dorchester House are now managed jointly I have had the responsibility of coordinating the MassCALL project at Codman, the APPT project at Dorchester House and now coordinating the youth programs once again at Codman. My responsibilities included the following:

- Responsible for the daily operations of the Codman Square ATLAS after-school program including the following components: academics, technology, lifeskills, arts and sports.
- Supervise program staff to ensure the proper daily functioning of program.
- Conduct weekly groups with youth to speak upon various issues that effect youth, i.e.- sex, parents, music, religion, etc.
- Organize community events showcasing the talents of youth within the program.
- Convene quarterly parents meetings informing parents of student progress, programmatic changes, etc.
- Provide youth with one on one counseling in the areas of academic and career decisions, sexuality, drugs, family conflicts, etc.
- Report to the appropriate funders current and past progress of the program
- Responsible for continued assessment and evaluation of program.
- Helped establish and teach the initial health curriculum of the Codman Charter Academy

1/03- 1/06 Voices/Zaner Bloser Newton, MA

Consultant- Social Skills Counselor a Comprehensive School Reform Act program purchased by individual schools to be implemented to attain positive change in academic and behavioral achievement

- Responsible for the provision of academic support as well behavioral support to students as assigned by the Student Support Coordinator within the John F. Kennedy Elementary School in Jamaica Plains and the N.B. Borden Elementary School in Fall River
- Convened weekly groups with students that have displayed emotional or behavioral issues within their classroom setting
- Utilized literacy to start conversations upon areas students seemed to struggle with. These included but were not limited to violence, relationships, decisions, etc.
- Provided youth with one on one counseling in the areas of academic and career decisions, drugs, family conflicts, etc.
- Provided students with academic support as deemed necessary by individual teachers
- Reported to teachers and Student Support upon the progress of the program
- Met with parents along with Student Support as deemed necessary by teachers and the Student Support Coordinator

EDUCATION

2009 Gordon-Conwell Theological Seminary Boston, MA
Master in Divinity degree that focused primarily upon preparing students to serve in pastoral service. The coursework included courses such as Mentored Ministry, Greek, Hebrew, New Testament, Old Testament, Pastoral Counseling, Ethics, Christianity and the Problem of Racism, etc.

2000        Tufts University School of Medicine        Boston, MA
Master in Public Health degree with concentration in Health Services Management and Policy. The curriculum focused upon the development of skills within the context of health services planning and regulation/policy. Evaluation, personnel management, bioethics, epidemiology and biostatistics were also included in the curriculum.

1998    Brandeis University    Waltham, MA
Bachelor of Arts degree in African and Afro-American Studies with a minor in French. The coursework provided a broad scope of the African and Afro-American experience here in the states as well as throughout the African Diaspora. Member, Varsity basketball, two years. Treasurer, Caribbean Cultural Club, one year.

SKILLS
Proficient with Microsoft Word, Excel, Powerpoint, Internet search, etc.
Excellent interpersonal, organizational, written and oral skills
Languages: Fluent in Haitian Creole and French

Special Recognitions & Awards:
• Bristol Community College 2014 Black History Month special recognition for presentation entitled The New ‘N’ Word - http://www.youtube.com/watch?v=VsSMfG4jPvE
• Operation Make A Difference, Inc. 2012 Award for Distinguished Service
• 2011 MA Department of Public Health webinar presentation – Suicide and African American Males - http://www.masspreventsuicide.org/webinar-library/

PERSONAL
Enjoy spending time with my family, church activities, basketball and Caribbean cuisine.
BIOGRAPHY

*Please submit a current resume with this form.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Judge Gregory A. Phillips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Employer and Job Title</td>
<td>Common Wealth of Massachusetts, The Trial Court, District Court Department, Taunton Division</td>
</tr>
<tr>
<td>Education/Professional Training</td>
<td>Juris Doctorate</td>
</tr>
<tr>
<td>Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization</td>
<td>N/A</td>
</tr>
<tr>
<td>Town of Residence</td>
<td>N/A</td>
</tr>
</tbody>
</table>

QUESTIONS

Please answer each question as fully as possible.

1. How did you become aware of the proposed school?

   I have known Omari Walker and his family since 1993 when he attended Boston College as a student with my son.

2. Why do you serve as a member of this founding group?

   As a Judge who is assigned to the Taunton Division (which includes Brockton), I see many talented and gifted individuals who have failed out of school due to many factors. By the time they usually get to me, the schools have exhausted all options and it becomes the courts’ responsibility to remediate the person’s behavior. I often wonder what the schools were doing prior to the child falling off track. Was the child introduced to new ideas and new places? Were the expectations placed on the child high enough at the early grades so he/she could realize his/her potential? Rarely do I have the opportunity as a judge to be a part of something that offers hope and promises a difference in the lives of urban youth. I am often left to try to help adults salvage their potential rather than meet it, and being a member of this Board of Trustees will give me the ability to contribute to the other side of the equation that I rarely have access to. I would like to serve as a Board member, but I am willing to contribute in any way the school needs me. I am willing to make a two-year commitment.

3. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.

   Like many attorneys, I served as a public defender for many of my early years in this profession. I found the work to be both rewarding and frustrating because I got to know many of my clients well and could only do so much for them in terms of connecting them to resources in the community. As a judge, I pride myself on being fair to everyone at all times. In addition, I strongly believe that every citizen has an obligation to give back to his/her community. Every opportunity I get, I assign community service to individuals who I feel can benefit from doing something good for other. I believe that service for others is therapeutic and contagious, and I am so impressed by NHCS’ commitment to both the school and the Brockton community as whole for requiring all students and staff to perform community service.
4. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?
   
   d. If a proposed board member, name the anticipated office you would hold if any, e.g. such as chair person or treasurer.
   
   e. If a proposed school employee, name the anticipated position you would hold, e.g. school leader, administrator, or teacher.
   
   f. If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.

   As a Board member, I realize that I have a fiduciary responsibility to the organization and the organization’s mission. I realize that my commitment is much deeper on this Board than other Boards because the Charter is actually awarded to the BOT and not the Founding Members. Therefore, it is incumbent upon me to have a deep understanding of how the school operates and to hold the Executive Director responsible for meeting the stated goals of the school. I, along with the other BOT members will review and approve budgets, policies and certain procedures that impact operational mission.

5. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

   I am very detail oriented, and I pay particular attention to all aspects that go into achieving stated goals. As a BOT member, I will carefully review all of the school’s outcomes and make sure that the Executive Director is doing everything in his/her power to help the school achieve its goals. If, by any chance, the outcomes are below where they need to be, I will help the Executive Director develop a strategic plan that addresses whatever matter(s) were impeding success.

6. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.

   None Known

7. Please indicate if you or an immediate member of your family has or may have a financial interest in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

   None known

8. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

   None

9. Describe what you would do if you believed one or more members of the school’s proposed board was acting unethically or not in the best interests of the school.

   I would bring it to the attention of the appropriate sub-committee of the Board, if one existed, to the CEO/President and the full Board for a thorough investigation. If appropriate, I would recommend referral to an outside agency for action.
10. [Proposed board members ONLY] To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission ([http://www.mass.gov/ethics/](http://www.mass.gov/ethics/)) about how conflict of interest law applies to their situation.

| None |

**EXPERTISE**

Please indicate in which areas you possess professional expertise:

- [x] Community Service
- [ ] Early Childhood/Elementary Education
- [ ] Special Education
- [x] Fundraising
- [ ] Secondary Education
- [ ] English Language Learner Education
- [ ] Educational Leadership
- [ ] Law
- [ ] Human Resources
- [ ] Finance/Business
- [x] School Improvement
- [x] School Governance
- [x] Management
- [ ] Blended/Virtual Education
- [ ] Real Estate
- [ ] Charter Schools
- [ ] Other: Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)

**CERTIFICATION**

I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.

**SIGNATURE ON FILE**

Original Signature Required Date
BIOGRAPHY
*Please submit a current resume with this form.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Anthony Modica</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Employer and Job Title</td>
<td>Bridgewater State University (CAGS in Ed. Leadership), Boston College (MEd in Reading), University Of New Hampshire (BA in Sociology).</td>
</tr>
<tr>
<td>Education/Professional Training</td>
<td>Fall River Public Schools, Mansfield Public Schools, Stonehill College, Bridgewater State University, Revere Public Schools</td>
</tr>
<tr>
<td>Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization</td>
<td>Bridgewater, Ma.</td>
</tr>
</tbody>
</table>

QUESTIONS
Please answer each question as fully as possible.

1. How did you become aware of the proposed school?
   Collaboration on various projects with NHCS management team.

2. Why do you serve as a member of this founding group?
   The professionalism and integrity of these individuals as they endeavor to make a difference within the communities they serve are the primary motivating factors for me to be a member of this team.

3. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.
   I have been an administrator and teacher in public education since 1978. My educational philosophy focuses on rigor, relevancy, and relationship building. I developed and implemented the Academic Learning Center at Mansfield High School. This program serves to bridge the achievement gap among under-performing students and has become a model in other school systems. Most recently I provided a leadership role in developing and implementing an alternative school model called Resiliency Middle School in Fall River. My expertise and experience include: Using Common Core as a basis for designing curriculum, implementing instruction and assessing performance in differentiated classrooms, presenting professional development workshops concerning PARC Assessments, and using the Ma. Model System for Educator Evaluation based on establishing Smart Goals.

4. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?
   g. If a proposed board member, name the anticipated office you would hold if any, e.g. such as chair person or treasurer.
   h. If a proposed school employee, name the anticipated position you would hold, e.g. school leader, administrator, or teacher.
   i. If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.
I pride myself on total commitment and would serve in any role that would enhance the school community, and, the time it takes to accomplish its mission. My body of work in Education indicates my ability to perform in a wide range of assignments. I would be an Officer on the Board and I would serve on two subcommittees: Education Philosophy; School Design; Curriculum and Instruction; Performance Standards: Assessment Systems My anticipated role would entail an emphasis on Educational Leadership directed toward designing curriculum, providing instruction, and the use of valid assessment data to make meaningful decisions. Mentoring staff to effectively establish a school culture that meets the intellectual, physical, emotional, and social needs of its students. The second subcommittee I would serve is: Special Student Populations and Student Services.

5. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

The combination of my education, experience, and drive indicates the type of performance that can be expected.

6. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.

N/A

7. Please indicate if you or an immediate member of your family has or may have a financial interest in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

No

8. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

No

9. Describe what you would do if you believed one or more members of the school’s proposed board was acting unethically or not in the best interests of the school.

My integrity is beyond reproach and would expect the same from any organization that would select me as a member.

10. [Proposed board members ONLY] To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (http://www.mass.gov/ethics/) about how conflict of interest law applies to their situation.

N/A

EXPERTISE

Please indicate in which areas you possess professional expertise:
☒ Community Service ☐ Early Childhood/Elementary Education ☒ Special Education
☒ Fundraising ☐ Law ☒ English Language Learner Education
☒ Educational Leadership ☒ Secondary Education ☒ Human Resources
☐ Finance/Business ☒ School Improvement ☒ School Governance
☒ Management ☒ Blended/Virtual Education ☐ Real Estate
☐ Charter Schools ☐ Other:
☒ Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)

CERTIFICATION

I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.

Signature on File	JULY 2015
EXPERIENCE

POSITION: ASSISTANT PRINCIPAL
RESILIENCY MIDDLE SCHOOL
FALL RIVER, MA.
Jan. 2014-June 2014

ASSISTANT PRINCIPAL
RESILIENCY PREPARATORY HIGH SCHOOL
FALL RIVER, MA.
Sept. 2013-June 2014

RESPONSIBILITIES INCLUDE:

- Supervises and evaluates the performance of professional and support staff under my jurisdiction.
- Monitors and coordinates the student discipline program in accordance with due process rights of students and deals with special cases.
- Assists the Principal in the development and implementation of the school budget.
- Works with the teams and Director of Curriculum concerning the coordination, development and assessment of curriculum.
- Assists the Principal in the development and implementation of a comprehensive staff development program in order to improve instruction.
- Actively participates in community and school sponsored events in order to continuously improve upon school/community relations.
- Prepares all reports the Principal may request concerning any aspect of the school’s operation.
- Attends and presents at school committee meetings when requested.
- Assists in establishing and maintaining an accurate inventory of all textbooks, equipment and materials by department.
- Assists in preparing student and staff schedules and coordinates computerized grade reporting and enrollment/attendance reporting systems.
- Assists the Principal in conducting needs assessments and evaluating the processes and products of instruction in order to improve instruction.
- Coordinates and supervises selected school activity programs.
- Serves as Principal in the absence of the Principal.
- Serves with parent, faculty and student groups as requested in order to achieve school objectives.
- Attends all meetings and in certain instances, conducts these and other staff meetings as a representative of the Principal.

POSITION: SPECIAL EDUCATION INSTRUCTOR
RESILIENCY PREPARATORY SCHOOL
FALL RIVER, MA.
March-June 2012
RESPONSIBILITIES INCLUDE:
• Lead teacher and collaborated with staff to create inclusive learning environments for English, Mathematics, Science, and Social Science classes,
• Responsible for supervising Individual Educational Plans for a caseload of students to ensure instructional guidelines are being implemented
• Coordinated staff, parent, and student IEP meetings to establish best practices for meeting and appreciating individual needs of student.

POSITION: ENGLISH DEPARTMENT HEAD
RESILIENCY PREPARATORY SCHOOL
FALL RIVER, MA.
Sept.-June 2010-2011
RESPONSIBILITIES INCLUDE:
• Leadership role working with staff to design and implement differentiated instructional strategies for inclusive learning environments.
• Provide staff professional development opportunities that focus on preparing mastery objectives, selecting and organizing curriculum, and developing and using assessments.
  • Classroom management strategies.
  • School wide staff formative and summary evaluations.
  • Collaborating with management team to create atmosphere that fosters respect throughout building.
• Instructed five sections of English/Language Arts, one section of United States History, one section of Mathematics, one section of Life Skills.

POSITION: ACADEMIC LEARNING CENTER COORDINATOR
MANSFIELD HIGH SCHOOL MANSFIELD, MA.
Sept. 1982-June 2010
Designed, implemented, and coordinated THE ACADEMIC LEARNING CENTERS at elementary, middle, and secondary levels. The ALC is a comprehensive instructional program offering the following support services in order to meet the educational needs of staff and students:
• Peer tutoring in all subjects
• Study Skills Instruction and Test Preparation Strategies
• Organizational and Time Management Techniques
• Preparation for MCAS Exit Exams
• Regular communication with Classroom Teachers. Staff, and Parents.

ACHIEVEMENTS
• 100% MCAS Success Rate meeting H.S. graduation requirements.
• Mansfield High School Academic Learning Center Model recommended by Ma. Dept. of Ed. to bridge achievement gap at underperforming schools.
• Designed and implemented Skillful Teacher Strategies for staff in-service workshops.
• Developed Staff Instructional Guides for Reading in Content Areas
(English, Math, Science, and Social Science).

POSITION: STONEHILL COLLEGE  INSTRUCTOR OF EDUCATION
CREATING THE INCLUSIVE CLASSROOM… Fundamental background knowledge and current best practices for organizing/selecting curriculum, providing instruction, and assessing performance within a mainstream classroom.
ASSESSMENT OF STUDENT ACHIEVEMENT…Using classroom tests and performance rubrics to design and implement a classroom assessment system of intended learning outcomes.
CLASSROOM MANAGEMENT…Effective procedures for setting up a classroom management system.

POSITION:  BRIDGEWATER STATE UNIVERSITY   INSTRUCTOR OF EDUCATION
TEACHING IN THE HIGH SCHOOL… Power Bases and Situational Leadership at the secondary school level.

AWARDS
• Recognized by Commonwealth of MA. State Senate and House of Representatives for Dedicated Service to the Town of Mansfield.
• Selected WHO’S WHO AMONG AMERICA’S TEACHERS for Excellence as a Distinguished Educator.
• Mansfield High School Journey To Resiliency Board of Directors leadership role in raising $120,000 to design and implement intensive instructional program for at-risk students.

EDUCATION
• University of New Hampshire  Durham, N.H.
  Bachelor of Arts in Sociology/Education
• Boston College  Boston, Ma.
  Master of Education in Reading Specialist/Educational Assessment
• Bridgewater State University  Bridgewater, Ma.
  Certificate of Advanced Graduate Studies School Administration/Educational Leadership

MASSACHUSETTS EDUCATION CERTIFICATION:
• Principal/Asst. Principal (6-12)
• Supervisor of Programs (K-12)
• Reading Specialist (K-12)

RHODE ISLAND EDUCATION CERTIFICATION:
• Principal/Asst. Principal (K-12)
• Curriculum Coordinator(K-12)
• Reading Specialist (K-12)

REFERENCES WILL BE FURNISHED UPON REQUEST
**BIOGRAPHY**

*Please submit a current resume with this form.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Traci Keene</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Employer and Job Title</td>
<td>Town of North Attleboro, Special Education Teacher</td>
</tr>
<tr>
<td>Education/Professional Training</td>
<td>Bachelor of Science, Masters of Education</td>
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<td>Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization</td>
<td>Special Education Teacher</td>
</tr>
<tr>
<td>Town of Residence</td>
<td>Mansfield</td>
</tr>
</tbody>
</table>

**QUESTIONS**

Please answer each question as fully as possible.

1. How did you become aware of the proposed school?

   I am the soon to be sister-in-law of Omari Walker. Omari informed me about his work on the proposed school. I volunteered to be on the Board.

2. Why do you serve as a member of this founding group?

   I want to ensure educational opportunities for disadvantaged families.

3. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.

   I have taught in a public school for the past 9 years.

   If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?

   If a proposed board member, name the anticipated office you would hold if any, e.g. such as chairperson or treasurer.

   The board will monitor the educational, financial, and managerial well being of the Charter school by ensuring all are aligned with the mission. I will be a Board Trustee.

4. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

   I have passionately worked with special education students for 9 years. For nearly two years, I taught students in the middle school who had social, emotional, and behavioral difficulties. Currently, I teach students who have a variety of learning needs. These experiences have broadened my skills and enhanced my ability to address the diverse needs of students. I have developed and implemented a variety of strategies to help students maximize their learning. I feel that I am a role model for all of the students with whom I come in contact. I bring to this position all of my talent, enthusiasm, and professionalism.
5. Please indicate if you or an immediate member\(^{39}\) of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.

N/A

6. Please indicate if you or an immediate member of your family has or may have a financial interest\(^{39}\) in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

No. Please see question 1.

7. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

No. Please see question 1.

8. Describe what you would do if you believed one or more members of the school’s proposed board was acting unethically or not in the best interests of the school.

I would bring it to the attention of the appropriate personal for a thorough evaluation.

9. [Proposed board members ONLY] To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (http://www.mass.gov/ethics/) about how conflict of interest law applies to their situation.

In the event that the Executive Director’s position is called into question, I would have to recuse myself from any discussions.

**EXPERTISE**

Please indicate in which areas you possess professional expertise:

<table>
<thead>
<tr>
<th>Community Service</th>
<th>Early Childhood/Elementary Education</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundraising</td>
<td>Secondary Education</td>
<td>English Language Learner Education</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>Law</td>
<td>Human Resources</td>
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<tr>
<td>Finance/Business</td>
<td>School Improvement</td>
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<td>Management</td>
<td>Blended/Virtual Education</td>
<td>Real Estate</td>
</tr>
<tr>
<td>Charter Schools</td>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)
I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.

Traci Keene
Original Signature Required
Date July 2015
Signature on File
Traci Keene

Education
Bridgewater State College
131 Summer Street
Bridgewater, Massachusetts 02325
Masters of Education 2011, Special Education Pre K-8,

Rhode Island College
600 Mt. Pleasant Avenue
Providence, RI 02908-1991
Bachelor of Science, Psychology 2006

Professional Work Experience
Special Education Teacher 2006-Present
North Attleborough School District
6 Morse Street
North Attleborough, Massachusetts 02760

North Attleboro Teacher Mentor Program 2010-Present
North Attleborough School District
6 Morse Street
North Attleborough, Massachusetts 02760

Homework Club Teacher 2009-2012
North Attleborough School District
6 Morse Street
North Attleborough, Massachusetts 02760

Middle School Academic Tutor 2007-2012
North Attleborough School District
6 Morse Street
North Attleborough, Massachusetts 02760

Extended School Year 2007-2012
North Attleborough School District
6 Morse Street
North Attleborough, Massachusetts 02760
**OFFICE OF CHARTER SCHOOLS AND SCHOOL REDESIGN**

**QUESTIONNAIRE FOR PROPOSED BOARD MEMBER, SCHOOL EMPLOYEE, OR OTHER FOUNDING MEMBER**

**2015-2016**

## BIOGRAPHY

*Please submit a current resume with this form.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Jessica Geier, PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Employer and Job Title</td>
<td>Resiliency Foundation - Senior Associate</td>
</tr>
<tr>
<td>Education/Professional Training</td>
<td>Doctorate of Philosophy – Education Administration and Policy Masters – Sociology Bachelors Degree – Sociology and Human Development</td>
</tr>
<tr>
<td>Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization</td>
<td>N/A</td>
</tr>
<tr>
<td>Town of Residence</td>
<td>Norton, MA</td>
</tr>
</tbody>
</table>

## QUESTIONS

Please answer each question as fully as possible.

1. How did you become aware of the proposed school?

   I am a member of the original Founding Team. NHCS Charter School of Brockton is the product of many hours of discussion, thoughtful research, and innovative planning.

2. Why do you serve as a member of this founding group?

   I am eager to see NHCS Charter School of Brockton come to fruition. I see my role as a member of the Founding Team as an expert on higher education policy, programming, and partnership. In my capacity as the founding Director of College Access, should NHCS receive a charter, I anticipate managing our college partnerships, working with students and NHCS staff to schedule courses and monitor student progress.

3. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.
• From 2005-2007 I worked for the University of Texas at Austin in College Admissions for undergraduate and transfer students.
• From 2007-2010 I worked for the Rhode Island Board of Governors for Higher Education, Office of Higher Education, overseeing the state’s Early College Access Initiative, which included dual enrollment and college access programming.
• From 2010-2012 I worked for the Community College of Rhode Island as the founder and Co-Director of the Center for Excellence and College Readiness, an innovative center designed to provide access and success programming to the state of Rhode Island’s high school population.
• From 2012-Current I serve as the Senior Associate at the Resiliency Foundation, providing support on school model development, including early college high school and college access curriculum, fundraising, and outreach.
• From 2014-Current I serve as the Program Coordinator/Adjunct Professor for the Providence College Promise Program, a unique early college summer bridge program for rising high school seniors in Providence, RI.

4. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?
   j. If a proposed board member, name the anticipated office you would hold if any, e.g. such as chairperson or treasurer.
   k. If a proposed school employee, name the anticipated position you would hold, e.g. school leader, administrator, or teacher.
   l. If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.

   If NHCS is granted a charter, I will hold the position of Director of College Access.

5. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

   I believe that public education provides young people an opportunity to develop the knowledge they need to make better-informed choices about their future. And those choices, I believe, can be curtailed if a young person is not given the tools to be successful. I wholeheartedly support the mission of NHCS to get ALL of our students prepared for college. I believe my experience in public education, working primarily with low-income students, will provide a depth of understanding and a breadth of experience to this innovative model. In addition to my work in the policy realm at the state-level, I have run several programs with aligned missions to NHCS Charter School of Brockton. Lastly, as a practitioner and researcher in the field of education access, I am prepared to work alongside the Board and our Executive Leadership team to ensure the successful implementation of this ambitious school.

6. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.

   For the past three years I have worked closely with Omari Walker and Janice Manning to develop the NHCS model.
7. Please indicate if you or an immediate member of your family has or may have a financial interest in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

I will assume the role of the Director of College Access, a position dedicated to developing partnerships with colleges, ensuring successful student transitions, and monitoring all college-related activity.

8. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

I will receive compensation in my role as the proposed Director of College Access.

9. Describe what you would do if you believed one or more members of the school’s proposed board was acting unethically or not in the best interests of the school.

I would set-up a meeting with the Executive Director and the Board of Trustees Chairperson to discuss my observations of unethical behavior.

10. [Proposed board members ONLY] To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (http://www.mass.gov/ethics/) about how conflict of interest law applies to their situation.

EXPERTISE

Please indicate in which areas you possess professional expertise:

- Community Service
- Early Childhood/Elementary Education
- Special Education
- Fundraising
- Secondary Education
- English Language Learner Education
- Educational Leadership
- Law
- Human Resources
- Finance/Business
- School Improvement
- School Governance
- Management
- Blended/Virtual Education
- Real Estate
- Charter Schools
- Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)
- Other: College Partnerships, Early College Programming, High School to College Transition

44
CERTIFICATION

I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.

Original Signature Required
Signature on File

Date
Jessica Geier, PhD

Education

2007    Department of Educational Administration, University of Texas at
        Austin: Doctorate awarded in Higher Education Policy
        Dissertation Co-Chairs: Dr. Jay Scribner and Dr. Patricia Somers
        Dissertation Title: Finding Their Way: Navigating Social Class Barriers to Higher Education.

2002    Department of Sociology, Boston College, Chestnut Hill, MA:
        Masters Degree awarded in Sociology
        Thesis Title: Why Gender? A Socio-Cultural Performance

2000    Boston College, Chestnut Hill, MA:
        Bachelors Degree awarded in Human Development and Sociology

Professional Experience

Senior Associate (August 2012 – present)
Resiliency Foundation - Norton, MA
The Resiliency Foundation is a non-profit agency dedicated to fostering promise in young people. Our approach to
education is simple – we educate the whole child, raising the bar of expectation and setting each student on the path to
success. RF’s work represents over a decade of experience with students who thrive in the shadow of risk – we achieve
our goal of graduating academic entrepreneurs, community stewards, and compassionate social activists through four key
principles of the Resiliency Model: A Student First Culture; Innovation Curricula Design; Experiential Learning – A
“Community of Us”; and Focus on Self-Discovery. As a small Foundation, the Senior Associate is responsible for myriad
duties including strategic planning, evaluation and documentation of services, program development, research, and grant
writing. In addition, the Senior Associate is the primary person responsible for the College Access work highlighted in
our Innovation Academy Model, a new school design that bridges middle school, high school, and early college in a
seamless path for underserved students. As the College Access professional on the team, the Senior Associate cultivates
relationships with local colleges, develops training and curriculum for college success initiatives, and provides leadership
to the Foundation related to college course selection and dual enrollment policy.

Director, Promise Program (Summer, 2014 & 2015)
Professor, INT 100: Foundations for College Success
Providence College – Providence, RI
The PROMISE Program at Providence College seeks to assist high school students in preparing to transition to college.
Rising seniors will take two Providence College courses—one writing and one skill building —while also participating in
workshops that address the college admission experience. As the Director, I coordinated weekly Town Meeting sessions
without outside speakers and agencies to improve student knowledge around college access and success. In my role as
Professor of the INT 100 – Foundations for College Success course, I developed a unique syllabus to address key areas of
student success including College Skills, Library Research (co-taught with a colleague in the Library), and Oral
Communications. Woven into the course were opportunities to address writing deficiencies and academic skills.

Director, Center for Excellence and College Readiness (September 2010 – August 2012)
Community College of Rhode Island - Warwick, RI
The Center for Excellence and College Readiness (CECR) is the culmination of three years of work in early college
programming in the state of Rhode Island. The CECR is a statewide hub for research, programming, and the development
of best practice related to early college readiness and high school student preparation. The CECR focuses on several
multiple-site projects designed to bridge the gap in the social, academic, and cultural preparation high school students
bring to the college campus. In addition, the CECR partners with other state agencies to coordinate a statewide college
access network, a group designed to provide professional development opportunities for college access practitioners. The
role of Director, Outreach and Research, has two primary responsibilities: Develop inclusive program initiatives designed
to a) expose high school students to the expectations and rigor of postsecondary education; b) prepare students for
success in their chosen postsecondary path and; c) design and implement qualitative and quantitative research plans to
measure programmatic effectiveness. In addition, the Director, Outreach and Research, is responsible for managing
CECR activities, grant proposals, budget creation and support, and other duties associated with the day-to-day
management of the office.

**Director, Early College Access Programs (July 2009 – September 2010)**
**Dual Enrollment Coordinator (September 2007 – July 2008)**
**Rhode Island Board of Governors for Higher Education - Providence, Rhode Island**
The Director, Early College Access Programs (previously the Dual Enrollment Coordinator), housed in the Rhode Island
Office of Higher Education, fulfills a tripartite of Pk-16 activities in the state. The primary role of the Director is to
establish a statewide vision and menu for student participation in early college activity. In addition to the statewide vision
is the creation of a statewide policy to unify the State Department of Elementary and Secondary Education and The
Office of Higher Education which includes a set of best practices, based on research findings, for dissemination through
the state. A secondary role of the Director is to address the issue of statewide coordination necessary to advertise and
implement early college access opportunities for the at-risk populations across the state. The third role of the Director is
to manage a pilot dual enrollment program entitled Pathways Through College. In this role, she acts as the liaison
between Rhode Island College (RIC) and Mount Pleasant High School while overseeing and managing the daily activities
of the program, including teaching the College Success course.

**Postdoctoral Research Fellow, Community Engagement (May 2007 – August 2007)**
**Project Director (October 2006 – March 2007)**
**University of Texas Austin, Texas**
The position of Project Director/Research Fellow fulfills three goals of the DDCE; Begin efforts to compile foundational
research on community engagement; develop initiatives to engage college students with the greater community and the
community with college students; and advance a pedagogical or conceptual model to teach students and community
member’s creative, innovative and critical learning and listening skills. Together, the three perceived arms of this project
create a comprehensive vision for expanding the interconnectedness between individual and community. The
Postdoctoral Fellow was also responsible for exploring opportunities for more experiential learning or civic engagements
projects that more closely met the needs of the outlying community and highlighted the goals of community engagement
charged to the newly formed Division of Diversity and Community Engagement.

**Graduate Research Assistant (September 2006 – May 2007)**
**University Council for Educational Administration (UCEA), Austin, Texas**
The University Council for Educational Administration is a consortium of major research
universities with doctoral programs in educational leadership and policy. The dual mission of UCEA is to improve the
preparation of educational leaders and promote the development of professional knowledge in school improvement and
administration. The position of graduate research assistant will provide support on the coordination of the national
conference, write bimonthly newsletters and the annual report, galley editing and finalization of book manuscripts, and
introduce higher education research and p-16 frameworks into UCEA mission. In addition, the Research Assistant
provides support services for the annual conference.

**New Student Services, Dean of Student Office**
**Graduate Assistant (August 2004 – August 2005)**
The Office of New Students Services is housed in the Office for the Dean of Students. The Office of New Students
Services is responsible for staffing, planning, and executing one of the largest orientation programs in the country. The
Graduate Assistant is an integral member of the staff, assisting in the selection of student advisors, the creation of the
annual summer program, and other duties related to working with college student staff. The Graduate Assistant is
responsible to work collaboratively with the office staff to design and provide support for a training course for orientation
advisors, design and implement student-centered programming, and conduct interactive presentations for incoming
students and parents. In addition, the Graduate Assistant will redesign the internal evaluation process and maintain data
records. In addition, as a member of the Dean of Students staff, the Graduate Assistant will work with offices within the Dean of Students’ portfolio on student support initiatives, as assigned.

**University of Texas Graduate Student Assembly**  
**Co-Chair (2005-06); Secretary (2004-2005)**  
The Graduate Student Assembly is the voice for 14,000 graduate students on the UT campus. Responsibilities of the Co-Chair include oversight of operating budget, selection of executive committee members and committee representatives, attendance at standing committees including advisory groups to the Dean of Graduate Studies, the Provost, and the President as well as the Tuition Policy Committee, the Graduate Assembly, the Faculty Council, the University of Texas Student Advisory Committee (system-wide), the Taskforce on Doctoral and Postdoctoral Experience (system-wide). The Co-Chair was equally responsible for leading Assembly meetings, coordinating campus-wide events, and serving as a spokesperson for graduate student issues. The Secretary completed all administrative duties as assigned. In addition, the Co-Chair oversaw the re-authorship of the Bylaws and the Constitution, co-authored bills related to graduate student life and work, and served as a spokesperson for graduate students across campus activities and social engagements.

**University of Texas Office of Undergraduate Admissions**  
**Graduate Reader (November 2004 – April 2007)**  
The Office of Admissions at the University of Texas oversees one of the largest enrollment management systems in the country, receiving nearly 30,000 applications for first-time freshman and transfer students. In an effort to integrate more voices in the admissions process, the Office of Admissions hired graduate students to seasonally join the team. Graduate Readers were carefully screened by Admission’s staff and then included in all team training and team meetings related to the Holistic Scoring Model.

**Publications**


**Professional Presentations**


Grants and Honors

College Board New England Regional Award (2010) on behalf of the Pathways Through College Program

40 Under 40 Award Recipient by the Providence Business News (2009)

Nominated for the Association for Study of Higher Education (ASHE) Bobby Wright Dissertation of the Year

Nominated for Outstanding Dissertation Award, University of Texas at Austin

Inducted into the University of Texas Friar’s Society for outstanding commitment to the community

Recipient of 2006-2007 University Continuing Fellowship, University of Texas at Austin

Recipient of the Joseph L. Henderson & Kathryn D. Henderson Scholarship, College of Education, University of Texas at Austin.

Nominee for the William S. Livingston Award for Excellence in Graduate Student Employment 2005 & 2006

Nominee for the K. Patricia Cross Future Leaders Award, November 2005

Nominee for the John Donovan Award for Important Work in the Field of Sociology. February 1998.

Academic Service

Governor’s Pk-16 Council Dual Enrollment Subcommittee Chair, 2007-2009

Providence/Annenberg Center for Urban Education Taskforce Member, 2008

Taskforce of Doctoral Programs and Post-Doctoral Experience, 2006-2007

University of Texas Dean’s Student Advisory Committee, 2005-2007

University of Texas Tuition Policy Action Committee 2005-2006

University of Texas Presidential Student Advisory Committee, 2005-2006

Founding member, Department of Educational Administration, Pk-16 Planning Committee, 2004-2007
**BIOGRAPHY**

*Please submit a current resume with this form.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Deborah Howard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Employer and Job Title</td>
<td>Chief Innovation Officer, EDWorks</td>
</tr>
<tr>
<td>Education/Professional Training</td>
<td>Master’s in Educational Leadership; BA in English &amp; Communication Arts</td>
</tr>
</tbody>
</table>

**Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization**

<table>
<thead>
<tr>
<th>Chief Innovation Officer and Director of Education Strategy, EDWorks, (a subsidiary of KnowledgeWorks), Cincinnati, Ohio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director The Cleveland Education Fund, Cleveland, Ohio</td>
</tr>
<tr>
<td>Community Relations Director and Records Management Officer North East Independent School District, San Antonio, Texas</td>
</tr>
</tbody>
</table>

| Town of Residence | Batavia, OH |

**QUESTIONS**

Please answer each question as fully as possible.

1. How did you become aware of the proposed school?

   Members of the Founding Team for NHCS attended the EDWorks National Early College Conference in March 2015 and launched discussions with the EDWorks team about their school proposal. Within a few weeks EDWorks was working with the NHCS Founding Team, tuning their school design.

2. Why do you serve as a member of this founding group?

   I share the group’s passion for improving educational, civic and life outcomes for underserved youth. I believe this team has a unique set of experiences and an approach to learning that will be highly effective. I believe my combined business, education and nonprofit management background will be an asset to the team and ultimately play a role in ensuring its success and sustainability.

3. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.

   In the early 1990s I was part of the leadership team that first reported disaggregated data for students in the North East Independent School District and helped the leadership team design a leadership and professional development strategy to close the achievement gap between higher income white students and low income Hispanic students (the majority) in our district. In 1996, as executive director of the Cleveland Education Fund (serving Cleveland Municipal Schools and first ring districts) I launched the first evaluation division in a Cleveland area education nonprofit, opening a “straight talk” dialogue with the urban districts, teachers, parents and students about quality education and continuous improvement. Since 2002, I have designed and supported the growth of innovative, effective schools in some of the nation’s most challenged communities: Cleveland, Youngstown, Detroit, Baltimore and Gary, to name a few.
4. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?

   m. If a proposed board member, name the anticipated office you would hold if any, e.g. such as chair person or treasurer.
   
   n. If a proposed school employee, name the anticipated position you would hold, e.g. school leader, administrator, or teacher.
   
   o. If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.

Partner for contracted services: technical assistance for early design and operations; professional development, leadership development.

5. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

   As an educational consultant, I am known for my ability to analyze large amounts of data and synthesize the findings into key findings that are easily understood and that are essential to moving the work forward/improving outcomes. I have the ability to see the big picture and distill situations to a series of actionable items. Both skills are critical to decision making and growth in school settings. Finally, I tend to play the role of translator among sectors – business, schools, communities – gaining consensus on strategies for resolving challenges and/or taking work to the next level.

6. Please indicate if you or an immediate member \^{xlix} of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.

   N/A

7. Please indicate if you or an immediate member of your family has or may have a financial interest \[^{l}] in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

   My current employer, EDWorks had a $7,500 contract with the Founding Team to provide feedback on the initial school design. When approved, EDWorks will work under a contract with NHCS Charter to provide technical assistance, leadership and professional development for the Founding Team and members of the NHCS staff.

8. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

   No

9. Describe what you would do if you believed one or more members of the school’s proposed board was acting unethically or not in the best interests of the school.
In such situations my first move is to engage in a courageous conversation with the person(s), asking specifically about the behavior and calling for the behavior to cease. If appropriate action is not taken by the person(s), the next move is to take the issue to the NHCS Board, gathering evidence throughout the process. Depending upon the situation and action, the Board may need to notify appropriate city/county/state/legal authorities and launch an internal investigation. Should the NHCS Board not take immediate action, I must personally notify appropriate city/county/state/legal authorities, requesting a formal investigation.

10. [Proposed board members ONLY] To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (http://www.mass.gov/ethics/) about how conflict of interest law applies to their situation.
### EXPERTISE

Please indicate in which areas you possess professional expertise:

- [x] Community Service
- [x] Fundraising
- [x] Educational Leadership
- [x] Finance/Business
- [x] Management
- [x] Charter School Design
- [ ] Early Childhood/Elementary Education
- [ ] Secondary Education
- [ ] Law
- [ ] School Improvement
- [x] Blended/Virtual Education
- [ ] Other:
- [ ] Special Education
- [ ] English Language Learner Education
- [ ] Human Resources
- [x] School Governance
- [ ] Real Estate
- [ ] Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)

### CERTIFICATION

I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.

Original Signature Required
Signature on File
DEBORAH HOWARD

Qualities
- Demonstrates the courage to do the right thing for the right reasons
- Relies on research-based, data-driven decision making
- Innovative thinker and problem-solver
- Focuses on knowledge transfer and application among the public, private and philanthropic sectors
- Seeks to empower the underserved

Core Skills and Knowledge Base
- Education innovation and reform
- Philanthropic program development
- Nonprofit management
- Analytical thinking
- Adult learning, professional development design and performance coaching
- Persuasive communication skills
- Budget development and financial management
- Discerns relevant details while maintaining focus on the big picture
- Significant success with federal, state, philanthropic and corporate grant acquisition

Leadership Experience

<table>
<thead>
<tr>
<th>Organization</th>
<th>Achievements and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2007 – Present&lt;br&gt;Chief Innovation Officer and Director of Education Strategy&lt;br&gt;EDWorks, LLC (a subsidiary of KnowledgeWorks), Cincinnati, Ohio</td>
<td>Key player in the launch of a start-up social enterprise working in 40 schools in seven states. Led the design of six innovative interest-based academies integrating high school, economic development and higher education. Recognized nationally as an expert in high school and higher education transitions.</td>
</tr>
<tr>
<td>May 2002 -- July 2007&lt;br&gt;Senior Program Officer and Program Director, School Improvement KnowledgeWorks, Cincinnati, Ohio</td>
<td>Day-to-day management, budget development and oversight of a $100 million grant portfolio, as well as site-based coaching and technical assistance. Helped transition the organization from traditional grant maker to operating foundation. Oversaw the implementation of four major evaluation studies.</td>
</tr>
<tr>
<td>August 1995 – May 2002&lt;br&gt;Executive Director&lt;br&gt;The Cleveland Education Fund, Cleveland, Ohio</td>
<td>CEO of the organization. Acquisition and oversight of multiple major grants in mathematics, science, technology and literacy from federal governmental and private philanthropic sources. Launched the organization’s first research and evaluation division.</td>
</tr>
<tr>
<td>August 1994 -- August 1995&lt;br&gt;Principal&lt;br&gt;Results, Independence, Ohio</td>
<td>Sole proprietor of a communications and education consulting firm focusing on the design of bond issue campaigns and corporate education investments.</td>
</tr>
<tr>
<td>October 1988 – August 1994&lt;br&gt;Community Relations Director and Records Management Officer&lt;br&gt;North East Independent School District,</td>
<td>Established the district’s first office of community relations. Served on the Superintendent’s Cabinet. Successfully guided district community response through four major crises. Led the development of the information campaign for a $350</td>
</tr>
</tbody>
</table>
San Antonio, Texas

million capital improvements bond issue.

Other Professional Experiences

Held positions of increasing responsibility and authority in advertising, public relations and chamber of commerce management.

Education

- Master of Arts in Educational Leadership, St. Mary’s University, San Antonio, Texas, 1996
- Bachelor of Arts in English and Communications Arts, St. Mary’s University, San Antonio, Texas, 1978
- 36 hours graduate-level course work beyond the MA in Business and Communications
- Conflict Resolution Training, Harvard University
- Participation in numerous nonprofit and education seminars

Presentations

- U.S. House of Representatives, House Committee on Education and the Workforce, Subcommittee on Education Reform, Washington, DC, June 9, 2005. The Role of Non-Profit Organizations in State and Local High School Reform Efforts
- American Educational Research Association Annual Conference, Chicago, IL, April 12, 2007. What Do We Know About Redesigning Large High Schools?
- Council of Chief State School Officers, Austin, TX, June, 8 2006. The Challenge of Teaching and Learning in New and Redesigned Schools and Districts.
- National Coalition of Essential Schools Fall Forum, Boston, MA. November 11, 2005. Lessons Learned in Forming a Statewide Network of Redesigned High Schools.
- Ohio Education Association, Columbus, OH, August 2, 2005. Collaborating with the Ohio Education Association to Implement High School Redesign.

National Coalition of Essential Schools Fall Forum, Columbus OH, November 13, 2003. From Big to Small - Setting the Stage for Transformation in Urban Settings.


Associations, Organizations and Volunteer Positions

- Board Development Committee, Public Education Network
- Membership Committee, Public Education Network
  a) Educational Technology Advisory Committee, Cleveland Municipal School District
  b) Community School Evaluation Committee, Cleveland Municipal School District
  c) Better Environments for Learning Facilities Committee, Cleveland Municipal School District
  d) Member, Association for Supervision and Curriculum Development
  e) Member, National Staff Development Council
  f) Life Member, National Congress of Parent-Teacher Associations
  g) Communications Committee, American Cancer Society
  h) Board Member, YMCA of North East San Antonio

References

Available upon request
**BIOGRAPHY**

*Please submit a current resume with this form.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Ann Ferioli</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Employer and Job Title</td>
<td>Justice Resource Institute – Education advocate for Fall River Department of Child and Family Services</td>
</tr>
<tr>
<td>Education/Professional Training</td>
<td>Extensive Training on Trauma Advocacy Training for Federation of Children</td>
</tr>
<tr>
<td>Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization</td>
<td>Board member for the Autism Society of America local Chapter Representative For Unlocking Autism organization Educational Surrogate Parent consultant Representative For the Federation for Children</td>
</tr>
<tr>
<td>Town of Residence</td>
<td>Fall River</td>
</tr>
</tbody>
</table>

**QUESTIONS**

Please answer each question as fully as possible.

1. How did you become aware of the proposed school?

   I received a call from Omari Walker, President of the Resiliency Foundation. He invited me to meet with him and co-founder, Janice Manning. As the educational advocate in the Fall River Department of Child and Family Services (DCF) office, I had the pleasure to work collaboratively with both Omari and Janice as the administrators of the Resiliency Preparatory School the alternative high school in Fall River. It was refreshing to work with individuals that understand the population that the alternative school served. They offered a very individual approach to all of students, providing accommodations that are beyond their IEP. When we met Omari and Janice explained their vision for a school that would reflect many of the same principals and more.

2. Why do you serve as a member of this founding group?

   As an advocate within the Department of Children and Families I have witnessed the barriers and challenges that our youth face. Education often takes a back seat to their every day struggles. I look forward to working with a group of individuals that are committed to giving students the tools they need to continue their education beyond high school. As the Parent and Family Outreach Coordinator, I will ensure that students with disabilities have the full support they need, and deserve to be successful. It is my personal belief that it is important to treat the whole child. Education in the area of social/emotional support is key to being a successful member of society. I look forward to the chance to work with a dynamic staff but also to be able to work directly with the students I have become so passionate about.

3. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.

   In October of 2013 I joined the petition to change the compulsory attendance age. On October 8th, I testified in front of the joint committee for education in favor of H388 which would require students under the age of 18 who have not graduated to attend school, giving the message to our youth that education is far too important to end at the age of 16.

   My work with children in the Foster Care system has shown me how difficulties in school often turn into disrupted foster home placements. Statistics have shown that for every new school placement, a student falls behind 6 months in their education. I have created special education workshops that are geared toward foster parents, which highlight some of the barriers they may face when dealing with school systems. When
empowering Foster Parents with knowledge they are able to advocate for the appropriate services for the children in their homes ultimately allowing the children to remain in a stable environment.

4. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?
   
   p. If a proposed board member, name the anticipated office you would hold if any, e.g. such as chair person or treasurer.
   
   q. If a proposed school employee, name the anticipated position you would hold, e.g. school leader, administrator, or teacher.
   
   r. If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.

I would be employed as a Parent & Family Outreach Coordinator.

5. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

In March of 1995, I gave birth to a beautiful baby boy. It was not long after that I realized my son had some difficulties. He did not sleep; he cried all the time and did not like to be held. It was not until after my second son was born that I become familiar with the term "Autism". During that time, Autism was a rare diagnosis that most people had never heard of. It was the beginning of the "Autism Epidemic". Resources were not available; there were no support groups, or specialists. By the time my third son was born and diagnosed I was on a mission to find out everything I could about this disorder. I traveled all over the country, meeting with other parents that were thrown blindly into the spectrum world. As an activist I helped organize a rally in Washington in an effort to bring attention to this growing disorder that was robbing our children. We met with law-makers, asking for funding and research into this neurological impairment. Locally I spoke with the media and took part in several local radio station interviews.

As a parent of three special education children I was not prepared for the difficulties I faced when my children entered school. It was my naive assumption that the necessary supports would automatically surround my boys, not only in school but in the community. I was struggling to get the two older kids to school and carrying an infant in the other hand. Brian was a Bolter and difficult to get into the building. A seasoned parent of a disabled child stopped me in the parking lot and asked me why my kids weren’t being transported to school on the bus. Good question, I had no idea that this was an option. I did some research identified several other accommodations that my kids were entitled to. I started a support group and invited the Federation for Children to facilitate parents on basic rights. It was that moment that I vowed that no one would take advantage of my ignorance, and that I would never let anyone else be taken advantage of.

Since this time I have not stopped advocating for children of all disabilities. I now teach those very same workshops that I attended. Kids on the autism spectrum will always have a special place in my heart. I have presented my workshop on autism across the state. I remember what it was to feel so helpless, and for this reason I take any opportunity to share my knowledge with families. I know the difficulties my boys faced in school, and continue to face as they enter adulthood. My experiences helped me to relate to both parents and children that I work with. It has been my passion to make sure that all children are able to be the best that they can be.

As a Parent & Family Outreach Coordinator my expertise will be utilize to run training programs NHCS staff, and NHCS families.

6. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.

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<table>
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7. Please indicate if you or an immediate member of your family has or may have a financial interest in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

See question 4.

8. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

See question 4.

9. Describe what you would do if you believed one or more members of the school’s proposed board was acting unethically or not in the best interests of the school.

I would confront the individual to voice my concerns. In addition, I would inform the individual that the conversation we had would be conveyed to the board chair.

10. [Proposed board members ONLY] To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (http://www.mass.gov/ethics/) about how conflict of interest law applies to their situation.

<table>
<thead>
<tr>
<th>EXPERTISE</th>
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<tbody>
<tr>
<td>Please indicate in which areas you possess professional expertise:</td>
</tr>
<tr>
<td>☐ Community Service</td>
</tr>
<tr>
<td>☐ Fundraising</td>
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<tr>
<td>☐ Educational Leadership</td>
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<td>☐ Finance/Business</td>
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<tr>
<td>☐ Management</td>
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<tr>
<td>☐ Charter Schools</td>
</tr>
<tr>
<td>☐ Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)</td>
</tr>
</tbody>
</table>
I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.

Original Signature Required
Signature on File
Anne Ferioli

Summary
Committed to ensuring the educational needs of our most vulnerable children are being met according to both State and Federal laws.

Accomplishments
• Special Education Trainer for the Federation for Children with Special needs
• State Representative for Unlocking Autism
• Board member for the Autism Society of America local Chapter

As an Independent Advocacy Practitioner, my focus and expertise involve advocating for children with Pervasive Developmental Delays. I have worked with hundreds of children and their families diagnosed with autism. I have provided, support, education, resources and advocacy. As a parent of three children diagnosed on the autism spectrum, I have developed expertise and knowledge as to how to best understand, educate and advocate for children in the autism community. I am committed to promote Autism awareness not only at the local level but state and national level as well. Within my own community I developed a support group for families to provide supports for caregivers, identify and share resources, and to celebrate accomplishments.

Work Experience
Justice Resource Institute
Education Coordinator/Advocate 2005 – Present
• Work collaboratively with the Department of Children and Families and lead agency staff to ensure that all students’ educational needs are met.
• Attend IEP and Treatment plan meetings for youth in congregate care.
• Represent students during disciplinary meetings such as manifestation determinations, suspensions and expulsions.
• Assist in transitions and step-downs into public schools.
• Assist in the 688 process for adolescents requiring adult agencies.
• Consult with Social Workers and Families in navigating the special education process.
• Provide special education training for Foster Parents, Social Workers, and new staff hires in the Fall River DCF office.
• Assist with education, training and resources around Autism spectrum diagnosis.
**OFFICE OF CHARTER SCHOOLS AND SCHOOL REDESIGN**

**QUESTIONNAIRE FOR PROPOSED BOARD MEMBER, SCHOOL EMPLOYEE, OR OTHER FOUNDING MEMBER**  
**2015-2016**

### BIOGRAPHY

*Please submit a current resume with this form.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Janice Manning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Employer and Job Title</td>
<td>Resiliency Foundation, Inc. Founding Partner</td>
</tr>
</tbody>
</table>
| Education/Professional Training | • M.Ed.  
• BA Psychology  
• Certification On-line Distance Instructor |
| Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization | 1999 Fall River Public Schools  
2000 Resiliency For Life, Framingham Public Schools  
2001 Bank of Boston – Officer Human Resources/Systems & Technology |
| Town of Residence | Norton |

### QUESTIONS

Please answer each question as fully as possible.

1. **How did you become aware of the proposed school?**
   
   I was a founding member of the proposed 2014 NHCS Charter School (NHCS) of Brockton which is rooted in the philosophy and core values of the Resiliency for Life program that I helped develop and where I was previously employed.

2. **Why do you serve as a member of this founding group?**
   
   My role as a founding member is to share my experience as a parent and an educator and to serve as a role model in the NHCS Charter School community. My ability to build community within schools comes from my experience in building strong relationships with school staff, students and families and in establishing meaningful community partnerships. In addition, my past leadership experience while working in the Fall River School District has given me exposure to existing school policies and procedures.

3. **Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.**
   
   As a parent of an ‘at-risk’ child I was introduced to a pilot program at Framingham High School called Resiliency for Life (RFL). I became a strong parent advocate and a believer in RFL’s core values. I left my 20-year banking career and for one year volunteered full-time to assist in the development of the program while working with the students it served. This mid-life career change required me to enroll in my first college course. My commitment to serve disadvantaged children propelled me to complete my undergraduate work in five years and my graduate work within one year all while working full-time. I was as committed to my education as I was to my husband, my 3 teenage children, and at the same time, to the duties of Vice Principal serving Fall River students.
4. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?
   
s. If a proposed board member, name the anticipated office you would hold if any, e.g. such as chair person or treasurer.

t. If a proposed school employee, name the anticipated position you would hold, e.g. school leader, administrator, or teacher.

u. If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.

If the school were chartered, I would be named the Head of School.

5. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

I am genuinely interested in and have excellent rapport with young adults and I have the ability to lead, to anticipate situations, to multi-task, to organize, to delegate when necessary, to understand, to be objective, to empathize and to be a team player. I embrace student discipline for I see it as a vehicle to build relationships with students. I know how to communicate with young adults, to listen intently, to ask the right questions, and to get to the root of a problem behavior. When coaching students, they come to understand the repercussions of their actions and learn what they could do differently in the future.

I have a strong track record of success through the programs I implemented both at Framingham High School and within the Resiliency Preparatory school (RPS) Alternative School in Fall River. I also have current knowledge of best practice teaching strategies and specific knowledge of the important role technology plays in 21st century education.

I have experience with teacher evaluations, best teaching practices, and have run a great deal of professional development to provide staff with the tools and skills they need to succeed in the classroom.

6. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.

I have had a working relationship with Omari Walker (proposed ED) for the past 16 years. I met him when my high school son was referred to a pilot program for at-risk students that Omari was implementing at Framingham High School. My son enrolled in the program, and as a parent I was required to attend monthly meetings. It was at these meetings where I witnessed the strength within a community bring about positive change to families and their children. Having been a strong parent advocate, I began to volunteer my time to facilitate these meetings and assist Omari with the implementation of the program. Over the years, I became the Assistant Director and the Director when Omari left to become Associate Principal of Alternative Programming in Fall River. One year later, I followed Omari to Fall River as the Vice Principal. The alternative school went from serving 60 students to over 350, incredibly became a “school of choice” within the district. Through creative programming implemented to meet the needs of this student population, we helped to decrease the district’s dropout rate from 14% to less then 4% within our five years of building the programming. As a result of our success we were seen as “experts” in alternative programming and began consulting with other districts in the New England area, thus creating the Resiliency Foundation. Omari and I left Fall River where we continued to follow our dreams to meet the needs of the underserved students in our communities. Jessica Geier (proposed Director of College Access) joined the foundation in 2012. Her skills have changed our goal from getting students to high school graduation to getting them To and Through College.
7. Please indicate if you or an immediate member of your family has or may have a financial interest in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

| As a proposed founding member, the proposed NHCS Charter School of Brockton will employ me as the Head of School. |

8. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

| See question 7 |

9. Describe what you would do if you believed one or more members of the school’s proposed board was acting unethically or not in the best interests of the school.

| I would confer with those making the decision on the make-up of the board so that they might decide whether my concern about a proposed member or members rises to the level of unethical behavior thus precluding a recommendation for board membership. |

10. [Proposed board members ONLY] To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (http://www.mass.gov/ethics/) about how conflict of interest law applies to their situation.

| N/A |

### EXPERTISE

Please indicate in which areas you possess professional expertise:

- [ ] Community Service
- [ ] Early Childhood/Elementary Education
- [ ] Special Education
- [ ] Fundraising
- [ ] English Language Learner Education
- [x] Educational Leadership
- [ ] Secondary Education
- [ ] Law
- [ ] Human Resources
- [ ] Finance/Business
- [ ] School Improvement
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- [x] Management
- [x] Blended/Virtual Education
- [ ] Real Estate
- [ ] Charter Schools
- [ ] Other: Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)
I RECOGNIZE THAT ALL INFORMATION, EXCEPT HOME ADDRESS, PERSONAL EMAIL, OR PERSONAL TELEPHONE, SUBMITTED WITH THIS QUESTIONNAIRE BECOMES A MATTER OF PUBLIC RECORD, SUBJECT BY LAW TO DISCLOSURE TO MEMBERS OF THE GENERAL PUBLIC. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS DOCUMENT AND ATTACHED RESUME IS TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE UNDER THE PENALTIES OF PERJURY.

Original Signature Required
Signature on File
Janice Manning

EDUCATION

Cambridge College
Masters in Education
G.P.A. 4.0
Cambridge, MA
May 2010

Northeastern University
On-line Distance Instructor Certification
Boston, MA
G.P.A. 4.0
May 2010

National Institute for School Leadership (NISL)
Massachusetts Department of Education
Fall River, MA
May 2009

Cambridge College
Bachelors in Psychology
Cambridge, MA
G.P.A. 4.0
August 2007

LICENSURE

Professional: Principal/Assistant Principal (9-12)

EXPERIENCE

RESILIENCY FOUNDATION, INC.
Senior Associate
Norton, MA
June 2009

• Coach clients around identifying staffing for various pathways
• Evaluated alternative school programming and present findings to Department of Education
• Create procedures for identified pathways
• Assist in stakeholder focus group meetings as well as small group interviews
• Manage payroll production, employee set-up, tax filings
• Assist in the development and creation of marketing materials

RESILIENCY PREPARATORY SCHOOL (Fall River Alternative High School)

Principal
Fall River, MA
January 2012 – June 2012

1998
Provided operational leadership & guidance including selection, training and supervision of staff

1999
Maintained a positive school climate by ensuring high & consistent performance standards for staff & students; facilitating team growth & constructive change processes and engaging parents & community members as partners

2000
Worked with staff to ensure that supports were in place to meet every student's emotional and academic need

2001
Interpreted & enforced rules, regulations and school policies

2002
Streamlined and standardized school procedures

2003
Monitored, observed and supervised teachers classroom instruction

2004
Guided staff to appropriate professional development

RESILIENCY PREPARATORY SCHOOL (Fall River Alternative High School)

Vice Principal
Fall River, MA
June 2007-present

2005
Worked with facilitative team to create student and teacher handbook

2006
Introduced a resiliency model to the alternative high school in a district at risk of academic failure

2007
Disciplined students for behavioral infractions

2008
Coached students to modify behavior and make positive decisions

2009
Facilitated student mediation meetings

2010
Aided students in career development

2011
Arranged MCAS rooming assignments and assisted in proctoring

2012
Assisted in planning new teacher orientation and professional development throughout school year

2013
Created teacher and student schedules
Communicated daily with DSS, DYS, and juvenile probation officers
Interviewed candidates for anticipated vacancies
Led weekly team meetings with staff to discuss concerns about students, policies, and curriculum
Organized and attended monthly parent meetings
Participated in planning meetings for Multiple Education Pathways Blueprint grant for district
Attended DOE conference regarding community involvement, high school dropout rate, and alternate pathways for graduation

Framingham High School – Assistant Director
Resiliency for Life Program – Assistant Director, 2000-2007
- Recruited, interviewed and selected students for the program
- Advised and created schedules for RFL students
- Monitored student academics to ensure success
- Assisted and advised students through the college application process
- Responded to student infractions and assigned consequences
- Initiated meetings with parents and school administration of repeat offenders to develop individual conduct plans
- Scheduled meetings with parents, mental health providers and community outreach programs to recommend individual intervention plans
- Provided consistent and effective communication with school personal including principal, SPED liaison, guidance counselor, and crisis intervention staff
- Supervised after school programming including, study groups, tutoring services, structured detentions, community service events and activities
- Scheduled and organized two-night retreats for seventy-five students and staff throughout the school year

MASS PRINCIPAL LICENSE # 433394

TECHNOLOGY
Microsoft Word, Power Point, Excel, Publisher, In-Design, Rediker software, Aspen

HONORS AND ACHIEVEMENTS: Dean’s List, Phi Theta Kappa Honor Society, Psi Beta National Psychology Honor Society, All-USA Academic Team, Legislative Proclamation presented by State Representative Karen Spilka, D-Ashland 2004
**OFFICE OF CHARTER SCHOOLS AND SCHOOL REDESIGN**

**QUESTIONNAIRE FOR PROPOSED BOARD MEMBER, SCHOOL EMPLOYEE, OR OTHER FOUNDING MEMBER**

**2015-2016**

**BIOGRAPHY**

*Please submit a current resume with this form.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Vincent J. Marturano</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Employer and Job Title</td>
<td>President &amp; CEO, Old Colony YMCA</td>
</tr>
<tr>
<td>Education/Professional Training</td>
<td>Master of Science in Social Work, University of Connecticut School of Social Work; Bachelor of Science, Springfield College; Certified Social Worker, Academy of Certified Social Workers</td>
</tr>
<tr>
<td>Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization</td>
<td>More than 40 years of nonprofit experience at the helm of YMCA’s in Brockton, Massachusetts, New Jersey and Connecticut.</td>
</tr>
<tr>
<td>Town of Residence</td>
<td>North Easton, Massachusetts</td>
</tr>
</tbody>
</table>

**QUESTIONS**

Please answer each question as fully as possible.

1. How did you become aware of the proposed school?

   A member of our board of directors is familiar with the work of charter schools, and talked with me about getting involved.

2. Why do you serve as a member of this founding group?

   Old Colony YMCA, of which I am CEO, works extensively with at-risk youth and families in crisis. We are fully aware of the toll that a failed educational experience can have on individuals and families. To combat that issue, I am seeking to get involved with a charter school board.

3. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.

   Through my role with Old Colony YMCA, I have overseen partnerships with school systems throughout the 31 communities we serve in Massachusetts, including “in school” literacy initiatives, youth and teen leadership programs, before and after school childcare solutions, summer educational enrichment experiences, and more.

4. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?

   v. If a proposed board member, name the anticipated office you would hold if any, e.g. such as chair person or treasurer.

   w. If a proposed school employee, name the anticipated position you would hold, e.g. school leader, administrator, or teacher.

   x. If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.
5. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

**Understanding of unique needs:** My work with Old Colony YMCA has informed my understanding of the needs of youth deemed “at-risk” and families experiencing crisis. Experience with alternative education: We operate multiple residential programs for youth involved with the Department of Youth Services, Department of Children and Families, Department of Mental Health, and other state departments. Many of these programs have certified teaching staff working directly with the youth, or we liaison with the public schools to ensure that the youth’s educational needs are met. In addition, we operate two award winning YouthBuild programs (Brockton and Fall River) that help young adults who were unsuccessful in public schools gain their HiSet, while garnering life and job skills. This background in alternative education programming and support of educational pursuits will inform my work with the charter school board.

6. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.

This does not apply to my family or me.

7. Please indicate if you or an immediate member of your family has or may have a financial interest in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

This does not apply to my family or me.

8. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

No

9. Describe what you would do if you believed one or more members of the school’s proposed board was acting unethically or not in the best interests of the school.

If I believed that one or more members of the board was acting unethically or not in the best interests of the school, I would inform the full board. If I did not feel that the issue was resolved ethically and legally, I would raise the issue up to the Commissioner of Elementary and Secondary Education for guidance.

10. [Proposed board membersONLY] To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission about how conflict of interest law applies to their situation.

There are no issues to which I am aware.

**EXPERTISE**

Please indicate in which areas you possess professional expertise:
| ☒ Community Service | ☐ Early Childhood/Elementary Education | ☐ Special Education |
| ☒ Fundraising | ☐ Secondary Education | ☐ English Language Learner Education |
| ☐ Educational Leadership | ☐ Law | ☐ Human Resources |
| ☐ Finance/Business | ☐ School Improvement | ☐ School Governance |
| ☒ Management | ☐ Blended/Virtual Education | ☐ Real Estate |
| ☐ Charter Schools | ☐ Other: | |

Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)

**CERTIFICATION**

I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.

**Signature on File**

Original Signature Required

**July 2015**

Signature on File
Vincent John Marturano

Summary
Proven YMCA movement professional leader with over 40 years of non-profit management experience

Experience

1992 to Present  President and Chief Executive Officer – Old Colony Y Brockton, Massachusetts
Provide strong leadership for a large, non-traditional YMCA. Led the organization through unprecedented expansion and impact, growing the Old Colony Y from an $11 million to a $60+ million organization and growing contributed income to $1.23 million allowing the Y to develop state-of-the-art wellness facilities, summer camps, and 48 childcare centers. Oversee 1800+ full and part-time staff. Today the Old Colony Y is one of the largest human service providers in Southeastern Massachusetts, and is comprised of five branches in Brockton (Central, Youth, Child Care, Social Services, and Family Services/David Jon Louison Center), and six branches in the communities of Taunton, Stoughton, Middleboro, East Bridgewater, Easton, and Plymouth.

1985 to 1992  Chief Executive Officer – The Community YMCA Red Bank, New Jersey
Staff officer for a $3.5 million Association, unique three branch and seven program center-style operation, including 55,000 sq.ft. full-service facility, a childcare division with a 37-acre summer camp, and a Mental Health Center serving Monmouth County. Oversaw 50 full-time and 300 part-time staff and programs that served 16,000+ members.

1981 to 1985  Executive Director – Bridgeport Branch, YMCA of Greater Bridgeport Bridgeport, Connecticut
Supervised downtown "flagship" full-service division, Youth Home for Adjudicated Youngsters, multi-purpose Community Center, $1,570,000 budgetary responsibility, 8 professional staff, 150+ full and part-time staff.

1978 to 1981  Executive Director – Fairfield Division, YMCA of Greater Bridgeport Bridgeport, Connecticut
Direct leadership of suburban branch operation. Responsible for all elements of membership, program, and lay-leadership

1976 to 1978  Associate Executive Director – Northern Middlesex YMCA Middletown, Connecticut
Oversaw Extended Services and Ingersoll Outdoor Center, securing seven state and federal grants totaling over $500,000. Administered all programs and supervised 5 administrators responsible for more than 30 staff.

1973 to 1976  Youth Director/Outdoor Center Director – Northern Middlesex YMCA Middletown, Connecticut
Department Head for 1,800 youth members. Supervision of 100 paid and volunteer assistants.
Budgetary responsibility of $65,000.

**Education**

**July 1978**  
Academy of Certified Social Workers  
Certified – ACSW

**1975**  
University of Connecticut School of Social Work – MSW  
Degree with high honors. Sequence: Community Organization, including extensive study in mobilization, grantsmanship, and administration. Also enrolled in classes at the University of Connecticut School of Law dealing with Family Law, Juvenile Delinquency, and Criminal Justice Systems.

**1973**  
Springfield College – BS, Magna Cum Laude  
Extensive study in case work, community leadership and development, group work and intergroup relations. Minor in Sociology

**1973**  
Western New England College, School of Law  
Courses in criminal law, torts, personal property
OFFICE OF CHARTER SCHOOLS AND SCHOOL REDESIGN

QUESTIONNAIRE FOR PROPOSED BOARD MEMBER, SCHOOL EMPLOYEE, OR OTHER FOUNDING MEMBER 2015-2016

BIOGRAPHY

*Please submit a current resume with this form.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Neal Klayman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Employer and Job Title</td>
<td>Vice Principal, Avon Middle High School Town of Avon</td>
</tr>
<tr>
<td>Education/Professional Training</td>
<td>CAGS-ED. Administration/MA Special Education (Behavioral)/NISL-2014 SEI Admin endorsement - 2015</td>
</tr>
<tr>
<td>Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization</td>
<td>See Resume</td>
</tr>
<tr>
<td>Town of Residence</td>
<td>Mansfield, MA</td>
</tr>
</tbody>
</table>

QUESTIONS

Please answer each question as fully as possible.

1. How did you become aware of the proposed school?
   - Resiliency Foundation News Letter

2. Why do you serve as a member of this founding group?
   - To serve children who are underserved and not thriving in school.

3. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.
   1) 25 years of Public Education Service
   2) Served as both teacher and administrator in public elementary, middle, and high schools
   3) Urban and suburban experience in public education

4. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?
   - If a proposed board member, name the anticipated office you would hold if any, e.g. such as chairperson or treasurer.
   - If a proposed school employee, name the anticipated position you would hold, e.g. school leader, administrator, or teacher.
   - If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.
   - Dean of Student Services

5. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.
I have over 25 years of experience serving students diagnosed with special needs at all age levels including elementary, middle, and high school; mild through intensive disabilities. I will serve the students of NHCS by facilitating the development of individualized education plans that contain instructional strategies that compensate for disabilities, and have specific, measurable, timelines that will insure the educational plan has the desired impact on student learning. In addition, I will work collaboratively with the Dean of Curriculum and Instruction to insure that each teacher utilizes a lesson agenda that increases opportunities for individualized, differentiated, and personalized instruction.

6. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.

N/A

7. Please indicate if you or an immediate member of your family has or may have a financial interest in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

Prospective Employee of NHCS.

8. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

See question 7.

9. Describe what you would do if you believed one or more members of the school’s proposed board was acting unethically or not in the best interests of the school.

I would report the concern to the Head of School and Board Chair.

10. [Proposed board members ONLY] To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (http://www.mass.gov/ethics/) about how conflict of interest law applies to their situation.

**EXPERTISE**

Please indicate in which areas you possess professional expertise:

- [ ] Community Service
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- [ ] Secondary Education
- [X] English Language Learner Education
- [X] Educational Leadership
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- [ ] Human Resources
- [ ] Finance/Business
- [X] School Improvement
- [ ] School Governance
- [ ] Management

75
☐ Charter Schools  ☐ Blended/Virtual Education  ☐ Real Estate

☐ Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)

☐ Other:

CERTIFICATION

I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.

SIGNATURE ON FILE

Original Signature Required  Date

July 2015
OBJECTIVE: To serve as Dean of Student Services for the Proposed NHCS

QUALIFICATIONS
• Certified as Principal/Assistant Principal (5-8) and (9-12)
• Certified as an Administrator of Special Education (professional/all levels)
• Certified as Special Needs Instructor (professional/5-12)
• Combined 25 years of teaching and administrative experience
• SEI Administrators Certification
• NISL Certificate
• Certificate Number 3286

WORK HISTORY
2012-Present- Assistant Principal of Avon Middle High School
• Supervise and evaluate 10 “developing” educators at AMHS
• Provide disciplinary services for students grade 7th thru 12th
• Coordinate standardized testing including MCAS and NAEP
• Facilitate student intervention team
• Community partner liaison and program innovator
• Schedule all events on AMHS school Calendar
• Supervise after school events
• Facilitate faculty council, department head meetings, school council
• Participate on special education teams

2011- 2012- Instructional Evaluator for the Resiliency Foundation
• Evaluate instructional effectiveness of individual teachers and schools
• Analyze and evaluate the effectiveness and sustainability of Alternative Program Designs
• Provide data based recommendations to improve instructional/programmatic efficacy per request of state educational agencies and school districts
• Collaborative strategic planning with colleagues

2008- 2011- Director of Alternative Services for Randolph Public Schools, Randolph, MA
• Worked collaboratively with school principals, central office administrators, school committee, teachers, parents and students to build support programs for academically at-risk student’s grades 7-12.
• Used school and district data to justify program initiatives for school committee, and assess and evaluate efficacy of programs
• Facilitated the development of program policies, schedules, roles and responsibilities for staff
• Supervised and evaluated counselors, teachers, and paraprofessionals
• Managed department budget
• Built community partnerships to build work and learn programming
• Grant writing

2007-2008- Vice Principal for the Wiley Alternative Middle School, Fall River, MA
• Served as instructional leader
• Used school data to evaluate, inform, and guide decision making process
• Responsible for all day to day school operations
• Provided professional development
• Provided behavioral instruction for students
• Maintained safety, order and discipline
• Facilitated development of school schedule
• Supervised and evaluated teachers and support staff
• Coordinated special education documentation and attended meetings

2006-2007- Vice Principal of Dubuque Alternative High School
• Served as instructional leader Used school data to evaluate, inform, and guide decision making process
• Used school data to evaluate, inform, and guide decision making process
• Responsible for all day to day school operations
• Provided professional development
• Provided behavioral instruction for students
• Maintained safety, order and discipline
• Facilitated development of school schedule
• Supervised and evaluated teachers and support staff
• Coordinated special education documentation and attended meetings

2005-2006- Executive Director of the Journey to Resiliency Program
• Provided academic support for 26 academically at-risk students
• Raised over $100,000 to fund program privately
• Key note speaker at fundraising events
• Collaborated with Board of Directors and community leaders
• Coordinated community service projects
• Grant writing

2000-2005- Senior LAB Coordinator, Harvard-Kent Elementary School, Boston
• Provided instructional leadership for nine staff and 32 students diagnosed with behavioral disorders
• Provided behavioral management consultation for faculty, and disciplinary support for students
• Supervised and evaluated teachers
• Insured that LAB program was in compliance P.L. 94-142

4/2000-8/2000- Interim Director of Special Education, Brighton High School, Boston
• Provided vision and leadership for the Department of Special education
• Compliance officer for school
• Coordinated all aspects of the Special Education Process

1997-2000- LAB Cluster Coordinator at Brighton High School, Boston
• Instructional leader for 9 staff and 32 diverse learners
• Provided professional development
• Mentor for new teachers
• Inclusion instructor/Literacy Specialist

  Teaching Experience
1997-2000- Literacy Instructor, and Facing History and Ourselves, Brighton High School, Boston
1992-1996- Special Education Instructor, Meadowridge School Swansea, MA
1988- 1990- Adaptive PE Instructor, Massachusetts Hospital School, Canton, MA

  Education
2013- 2014- National Institute for Strategic Leadership, " Principal Development Program"
1997-1999- University of Massachusetts, Boston, CAGS Educational Administration
1990-1991- University of Arizona, Master of Art, Special Education (Behavioral)
1986-1988- University of Massachusetts, Boston, Bachelor of Science, Adapted PE

  Professional Development
2015- SEI Administrators Endorsement
2014- NISL Certificate
2008-2010- Research for Better Teaching, Caroline Tripp
2010- Crisis Prevention Institute
2006-2008- Americas Choice- Literacy
2004- Math Strategies, Simmons College
2002- Spanish 1- Bridgewater State College
2001- CPI
1997-2011- Facing History and Ourselves
1996- Glasser Reality Therapy
1995- Math
OFFICE OF CHARTER SCHOOLS AND SCHOOL REDESIGN

QUESTIONNAIRE FOR PROPOSED BOARD MEMBER,
SCHOOL EMPLOYEE, OR OTHER FOUNDING MEMBER 2015-2016

BIOGRAPHY

*Please submit a current resume with this form.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Tiara Burke</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Employer and Job Title</td>
<td>Parents in a Pinch, Caregiver</td>
</tr>
</tbody>
</table>

Education/Professional Training

- Bachelors of Science in Psychology
- Master of Educational Studies
- Organizational Leadership Certification
- Parent Education Certification

Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization

Founder & Director – L.E.A.P Summer Camp Chestnut Hill School

Town of Residence

Brockton

QUESTIONS

Please answer each question as fully as possible.

1. How did you become aware of the proposed school?

I became aware of the proposed school because I was referred by Pastor Manny, a proposed board member to Dr. Jessica Geier, Founding Group member.

2. Why do you serve as a member of this founding group?

I wish to serve as a member of this rounding group because I believe in their vision and the mission they set out to accomplish their goal. I am invested in my community and feel that the school will present an opportunity for those who would are currently underserved and deserve so much more.

3. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.

For several years I was employed at the Chestnut Hill School, Boys and Girls Club of Brockton and volunteered at several local community events and charities gaining experience. During that time I was also studying to achieve my BS in Psychology as well as my Masters in Educational studies along with my two certifications in ORL Leadership and Parent Education. In all of these experiences I have taken all of what I learned in different areas and communities to brig it back to my home community in Brockton to serve in any capacity presented to me. I created an educational program that would serve the ages 5-13 years old during the summer months. Currently, all of what I learned has lead me to become Program Director of my program Literacy Enrichment Arts Program (L.E.A.P) which serves the local community and is affordable to meet the needs of the community. Within this I have worked along with a state funded organization, Youthworks, which provides funds that communities use to pay wages to low-income youth for summer jobs-usually in the public or non-profit sector. So, I have been grateful to be able to employ teens who are considered “at risk” in our community, providing them with tools and opportunity to have better lifestyles and have a sense of home for their future.
4. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?
   - If a proposed board member, name the anticipated office you would hold if any, e.g. such as chair person or treasurer.
   - If a proposed school employee, name the anticipated position you would hold, e.g. school leader, administrator, or teacher.
   - If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.

I would be a proposed school employee. My position would be an Executive Assistant.

5. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

My unique qualifications that demonstrate my capacity to support the implementation of the proposal written are my experience and educational background. My expertise will support the mission of the school because I have spent a several years working in positions that required me to work in high demanding situations, require follow-ups, speaking on behalf of the company, and or directors, and the like. I have become proficient in office; details oriented, organized, and complete tasks and deadlines on time. Along with this, Since 2011 I have been volunteering at Dominion Church International as a Sunday School Teacher. I have been working with families and children and have conducted formal and informal interviews with parents about their concerns or their children and children in the community. Parents need the support they are searching for, which is a community that will be able to meet their needs as well as their children. I have been able to implement activities for children to help them feel connected to a larger community. For the parents I have been able to create a program that helps them build stronger relationship with their family members and the community as a whole. My expertise as a Parent Educator and Teacher allows me to bring certain skill sets needed for the implementation of this program.

6. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.

N/A

7. Please indicate if you or an immediate member of your family has or may have a financial interest in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

Yes, I anticipate working for the proposed charter school.

8. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

Yes, I anticipate working for the proposed charter school.

9. Describe what you would do if you believed one or more members of the school’s proposed board was acting unethically or not in the best interests of the school.

If I had a personal relationship, I would speak with that member. Or I would present it to a member on the board.
10. [Proposed board members ONLY] To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (http://www.mass.gov/ethics/) about how conflict of interest law applies to their situation.

**EXPERTISE**

Please indicate in which areas you possess professional expertise:

- [ ] Community Service
- [ ] Early Childhood/Elementary Education
- [ ] Fundraising
- [ ] Secondary Education
- [ ] Educational Leadership
- [ ] Law
- [ ] Finance/Business
- [ ] School Improvement
- [ ] Management
- [ ] Blended/Virtual Education
- [ ] Charter Schools
- [ ] Real Estate
- [ ] Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)
- [ ] Other:

**CERTIFICATION**

*I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.*

**Tiaraburke**

Original Signature Required

**JUNE 24, 2015**

Date
SUMMARY OF QUALIFICATIONS:
Dedicated educator with seven years of experience seeking a position as a parent educator and educational studies teacher. Maintains a passion for working with families to provide knowledge that fosters healthy relationships, and works to instill in children the importance of lifelong learning, importance of family, and purpose in life. Serves as a role model through extensive participation in mentorship and establishing productive learning environments for parents and children.

EXPERIENCE
Dominion Church International, Brockton, MA 02/14-Present
L.E.A.P Program Director
- Work with children ages 5-13 years
- Coordinate/supervise day trips, staff & parent meetings.
- Plan and coordinate Open House
- Create a budget and create work schedules for staff
- Plan the delivery of the overall program and its activities in accordance with the mission and the goals of the organization
- Develop new initiatives to support the strategic direction of the organization
- Develop and implement long-term goals and objectives to achieve the successful outcome of the program
- Develop an annual budget and operating plan to support the program
- Develop a program evaluation framework to assess the strengths of the program and to identify areas for improvement
- Ensure that program activities comply with all relevant legislation and professional standards

Parents in A Pinch, Boston MA 01/09- Present
Caregiver
- Work with infants and children ages infant- 12 years
- Assisted children with daily living and activities

Applied Behavior Analysis Consultation and Services (ABACS), Boston, MA 02/09- May 2012
Behavior Therapist and Case Manager
- Work with children 5-8 years
- Work with children on increasing functional communication, independence in activities, academics, and leisure play skills
- Implement behavior analytic strategies for increasing client skills as prepared by BCBA, and collect data on a student
- Assisted with staff training on program instructions, prompting hierarchies, and data collection for discrete trial training
- Create daily data sheets using MS Word used to record data on target behaviors specific to each case student
- Maintain the program materials and data recorded throughout each session
- Input and graph data in MS Excel

The Chestnut Hill School, Boston, MA 11/06- Dec 2012
Substitute, After School Teacher, and Front Desk Receptionists
- Work with children ages 3-12 years
- Fostered safe, positive, and supportive learning environment
- Set and corrected homework assignments
• Attended phone calls
• Offered assistance to visitors of the school
• Prepared mailing and stuffed envelops

Education
Northeastern University - Boston, MA, 2011
• Bachelors of Science in Psychology

Wheelock College - Boston, MA, 2014
• Master in Educational Studies
• Cum Laude Graduate

Certifications
• Parent Educator Certification
• Organizational Leadership Certification
BIOGRAPHY

*Please submit a current resume with this form.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Meredith Morrison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Employer and Job Title</td>
<td>Lawrence Public Schools- 9th Grade Academy World Studies Curriculum Design Lead teacher.</td>
</tr>
</tbody>
</table>
| Education/Professional Training | • Ed.M Learning & Teaching Instructional Leadership, Harvard Graduate School of Education  
• BA English Language & Literature, University of Virginia |
| Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization | University of San Diego Online Instructor (2015-present)  
• Instructor for the online, graduate-level course: \textit{EDU X725L Planning for Continuous Improvement in the Classroom}  
• Provided cohort of 65+ K-12 teachers around the United States with individualized feedback regarding their projects in: curriculum development or revision, behavioral systems, classroom management and set up, Common Core standards, data assessment, differentiation, and assessment alignment.  
Achievement First Hartford High School (2012-2014)  
• Founding 9th grade Composition teacher  
• Stage 3 teacher (promoted to Stage 4 Distinguished Teacher after my 2nd year there, but did not work under that category because I left to pursue my Masters at Harvard)  
• Leadership Fellow  
• PBA Lead Planner/Teacher  
• Director of Summer Academy  
• Girls’ basketball coach  
Journalism & Media Academy (2010-2014)  
• Secondary English and Electives teacher  
• Created, developed, and implemented curriculum for Online Media, Radio Broadcasting I/II, and Journalism and Media elective courses. |
| Town of Residence | Waltham, MA |

QUESTIONS

Please answer each question as fully as possible.

1. How did you become aware of the proposed school?
I became aware of the New Heights Brockton through Janice Manning, the proposed Head of School who I met through mutual friend. She believed that I might be interested in the school based on my exemplary work experience and passion for providing education to the most underserved communities in our nation.

2. Why do you serve as a member of this founding group?

I am a firm believer in the power of education, and I fervently believe that all students, regardless of socioeconomic status or race, should receive a rigorous, relevant, and engaging education and is afforded the same opportunities. I’ve spent four years teaching in an inner city, and I have bared witness to lower expectations and its effects on teenage boys and girls. New Heights’ mission to provide students to access to college is a mission and a school that I want to support and be a part of. If New Heights is granted its charter, I will have the opportunity to be the school’s Dean of Curriculum, with a specific focus on: ensuring the vertical and horizontal alignment of curriculum, monitoring the creation and development of rigorous interim assessments for the lower and upper schools, coaching a cohort of teachers (around 12-16) to afford teachers, regardless of experience, with targeted support and individualized feedback, operating and maintaining NHCS “Data Room,” communicating with the Head of School and IIT about teacher walk-throughs, trends in assessments, teacher evaluations, and serving as a coach for a cohort of teachers.

3. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.

Upon graduating from the University of Virginia, I was made aware of the achievement gap within our country by a professor, and I decided to apply for Teach for America. I was accepted and placed in Hartford, Connecticut. I became a certified secondary ELA teacher at the Journalism & Media Academy (JMA), formally Weaver High School. The Hartford School District decided to implement an initiative wherein larger public high schools became smaller themed academies a few years prior. During my first year there, I taught 9th grade English, and created and taught: Online Media and Radio Broadcasting. JMA serviced a little over 300 students, 1/3 of which were Special Education, and all received free lunch. It was during that first year where I saw the effects of public education. So many of my students had been passed along despite extremely low academic skills. During my two years at JMA, I created and implemented curriculum for Online Media, Journalism & Media, Radio Broadcasting I and II, and created a Drama Club. I also coached girls’ volleyball at Hartford Magnet Trinity College Academy, and girls’ basketball at Achievement First Hartford Middle School. I am and will always be a firm believer in the importance of sports and extracurricular activities within education; so much can be learned on the court or field in terms of character development. After two years at JMA, I wanted to grow even more as an educator while serving the same demographic of students. I decided to apply to Achievement First, which was opening its first high school in Hartford. I was offered the position of founding 9th grade Composition teacher. I was also the lead of the Looking at Student Work protocol (LASW) wherein it was my responsibility to ensure the alignment between the Composition course with the History and Literature courses, along with ensuring we made all network deadlines. I also coached the girls’ basketball team for the two years I was there, and I was selected as a Leadership Fellow during my second year there. After my first year, I became the Director of Summer Academy, which I scheduled, ran, and taught the English course. My decision to leave Achievement First was not an easy one, but ultimately, I had to remind myself of my big goal and desire. I knew I made an impact on my students and at my school, but I wanted to make an even bigger impact in the world of education, and so I applied to Harvard’s Graduate School of Education; where I hope expand my knowledge of teaching and education.
4. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?

- If a proposed board member, name the anticipated office you would hold if any, e.g. such as chair person or treasurer.
- If a proposed school employee, name the anticipated position you would hold, e.g. school leader, administrator, or teacher.
- If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.

If the school were to be chartered, I would have the position of Dean of Curriculum and Instruction.

5. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

Having worked within both a public school and a public charter school, I have a well-rounded perspective that has benefited the team during the creation of the proposal. My four years of experience within English Language Arts and Composition, both with district curriculum and Achievement First’s in-house curriculum, I’ve gained expertise in strong assessments, the importance of data-driven instruction, and effective teaching pedagogy. I piloted harkness discussion within my Composition classroom at Achievement First (AF), and I have seen first hand the importance of discussion and guided-inquiry in the high school classroom. After two years at AF, I consistently scored high on my Teacher Career Pathways formal and informal evaluations and observations. Had I decided to stay for a third year, I would’ve become a Stage 4 “distinguished” teacher. My work as a Leadership Fellow at AF afforded me the opportunity to “fix” an issue I saw within our school. I created a month-long initiative called March Madness to boost school morale, while simultaneously pushing high attendance and homework completion percentages. During the 2015-16 academic year, I attended the Harvard Graduate School of Education and received an Ed.M in Learning and Teaching with a focus in Instructional Leadership. My coursework there focused on curricular development, coaching teachers, and researching best practices to support the needs of all learners. My independent study in the spring under the supervision of Katherine Boles, Director of the Learning & Teaching program at HGSE, afforded me the opportunity to work as an online instructor for the University of San Diego. My position at USD required me to assist current K-12 educators with their individual projects, research, or new developments that they will be using in their classrooms this upcoming 2015-16. I gave daily extensive and individualized feedback for my cohort of teachers, around 65. I assisted them with best instructional practices, differentiation for SWD and ELLs, and implementation or incorporation of Common Core standards.

6. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.

I am unaware of any disfavor on my behalf or that of my immediate family.

7. Please indicate if you or an immediate member of your family has or may have a financial interest in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

I would be employed by the school.
8. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

See question 7.

9. Describe what you would do if you believed one or more members of the school’s proposed board was acting unethically or not in the best interests of the school.

As a founding member of this school, it is my duty to ensure that every person involved is acting within the best interest for our students. If I believed a member of the board was acting unethically, I would immediately document and report this information to Omari Walker, the proposed Executive Director. I would make sure that proper action was taken and that all legal guidelines were followed.

10. [Proposed board members ONLY] To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (http://www.mass.gov/ethics/) about how conflict of interest law applies to their situation.

NA.

### EXPERTISE

Please indicate in which areas you possess professional expertise:

- [x] Community Service
- [ ] Early Childhood/Elementary Education
- [x] Educational Leadership
- [x] Secondary Education
- [ ] Fundraising
- [ ] Law
- [ ] Finance/Business
- [ ] School Improvement
- [ ] Management
- [ ] Blended/Virtual Education
- [ ] Charter Schools
- [x] Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)
- [ ] Special Education
- [ ] English Language Learner Education
- [ ] Human Resources
- [ ] School Governance
- [ ] Real Estate
- [ ] Other:
CERTIFICATION

I RECOGNIZE THAT ALL INFORMATION, EXCEPT HOME ADDRESS, PERSONAL EMAIL, OR PERSONAL TELEPHONE, SUBMITTED WITH THIS QUESTIONNAIRE BECOMES A MATTER OF PUBLIC RECORD, SUBJECT BY LAW TO DISCLOSURE TO MEMBERS OF THE GENERAL PUBLIC. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS DOCUMENT AND ATTACHED RESUME IS TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE UNDER THE PENALTIES OF PERJURY.

_________________________ 07/11/2015
Original Signature Required
Signature on file Date
**Meredith Morrison**  
36 Cleveland Rd, Waltham MA 02453  
Phone (540) 894-6206  
E-mail: meredith.morrison3@gmail.com

### EDUCATION

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree and Program</th>
<th>Location</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bachelor of Arts, University of Virginia</strong></td>
<td>Major: English Language and Literature</td>
<td>Charlottesville, VA</td>
<td>August 2006- May 2010</td>
</tr>
<tr>
<td><strong>Southern Connecticut State University</strong></td>
<td>Graduate Coursework: For Teaching Licensure</td>
<td>New Haven, CT</td>
<td>September 2010- June 2011</td>
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### TEACHING EXPERIENCE

<table>
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<tr>
<th>Institution</th>
<th>Position</th>
<th>Dates</th>
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</thead>
<tbody>
<tr>
<td><strong>Lawrence 9th Grade Academy</strong>, Lawrence, MA</td>
<td>World Studies Curriculum Design Lead teacher</td>
<td>June 2015- Present</td>
</tr>
<tr>
<td><strong>San Diego University</strong>, San Diego, CA</td>
<td>Online Instructor: EDU X725L Planning for Continuous Improvement in the Classroom</td>
<td>March 2015- Present</td>
</tr>
<tr>
<td><strong>Achievement First Hartford High School</strong>, Hartford, CT</td>
<td>Founding 9th grade English Composition teacher</td>
<td>August 2012- June 2014</td>
</tr>
<tr>
<td><strong>Journalism and Media Academy</strong>, Hartford, CT</td>
<td>Secondary English and Elective teacher</td>
<td>June 2010- August 2012</td>
</tr>
<tr>
<td>LEADERSHIP EXPERIENCE</td>
<td>Teach for America, CT</td>
<td>March 2010- August 2012</td>
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<tr>
<td>Secondary English Teacher and Corps Member</td>
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<td>- Committed to uphold the mission of eradicating the achievement gap present in economically deprived neighborhoods</td>
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<tr>
<td>- Relocated to teach in a high-need inner city school district</td>
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<tr>
<td>- Chosen through a highly selective admissions process to ensure dedicated and qualified teachers</td>
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<thead>
<tr>
<th>Achievement First Hartford High School, Hartford, CT</th>
<th>August 2013- June 2014</th>
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<tbody>
<tr>
<td>Leadership Fellowship</td>
<td></td>
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<tr>
<td>- Participates in Saturday workshops (four) during the school year</td>
<td></td>
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<tr>
<td>- Create and implement a semester-long Impact Project focusing on one aspect of current school culture or academics that needs improvement.</td>
<td></td>
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<tr>
<th>Achievement First Hartford High School, Hartford, CT</th>
<th>March 2012- June 2014</th>
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</thead>
<tbody>
<tr>
<td>Director of Summer Academy</td>
<td></td>
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<tr>
<td>- Schedule, organize, and facilitate a two-week summer program for scholars</td>
<td></td>
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<tr>
<td>- Ensure the academic and behavioral expectations of AFHHS Summer Academy</td>
<td></td>
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<tr>
<td>- Notify scholars of his/her eligibility, discuss options with parents and guardians, ensure scholars' attendance and participation, and track and update scholar final grades</td>
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<tr>
<td>- Create curriculum and teach the hybrid Humanities course</td>
<td></td>
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<table>
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<tr>
<th>Achievement First Hartford High School, Hartford, CT</th>
<th>November 2011- June 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Founding Girls’ Junior Varsity Basketball Coach</td>
<td></td>
</tr>
<tr>
<td>-Manage and teach 15 young women the fundamental skills of basketball while also instilling in them the importance of character and teamwork.</td>
<td></td>
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<tr>
<td>-Hold daily two-hour practices after school Monday-Friday, and Saturdays.</td>
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<tr>
<td>-Coach the four-month, 16 game season</td>
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<table>
<thead>
<tr>
<th>The Resiliency Foundation</th>
<th>June 2014- Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Development Consultant</td>
<td></td>
</tr>
<tr>
<td>-Write scope and sequences for the 8th-10th grade literature and writing courses</td>
<td></td>
</tr>
<tr>
<td>-Make curricular decisions involving: overall thematic structure, text selection, discussion questions, and essay topics.</td>
<td></td>
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<tr>
<td>-Craft an inclusive curriculum grounded in the Common Core Standards</td>
<td></td>
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<tr>
<td>-Assist in the creation of the proposed school schedule.</td>
<td></td>
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<tr>
<td>-Participate in the charter school application and interview process with DESE.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teach for America, New Haven, CT</th>
<th>July 2011- July 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment Fellow</td>
<td></td>
</tr>
<tr>
<td>- Cultivate relationships with prospective Teach for America corps members</td>
<td></td>
</tr>
<tr>
<td>- Respond to weekly emails with influential members on college campuses</td>
<td></td>
</tr>
<tr>
<td>- Organize and attend meetings with prospective candidates</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University of Virginia Speaker’s Bureau, Charlottesville, VA</th>
<th>September 2008- May 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Panel Speaker</td>
<td></td>
</tr>
<tr>
<td>-Speak on a panel of 4-5 students that engages with fraternities, sororities, class lectures, and Resident Advisor or Safe Space training</td>
<td></td>
</tr>
<tr>
<td>-Openly share my personal experiences in order to create awareness and acceptance of LGBT students at UVA.</td>
<td></td>
</tr>
<tr>
<td>CERTIFICATIONS</td>
<td>Initial Educator License, ELA, Grades 8-12, Massachusetts</td>
</tr>
<tr>
<td></td>
<td>Initial Educator License, History, Grades 8-12, MA</td>
</tr>
<tr>
<td></td>
<td>Initial Educator License, English, Grades 7-12, Connecticut.</td>
</tr>
<tr>
<td></td>
<td>CPR and First Aid</td>
</tr>
</tbody>
</table>

| PUBLICATIONS   | **Shewired.com Online Magazine** – Full feature articles |
|               | *Out on Campus* (Spring 2009); *Up Close and Personal: Pink!* (Fall 2009) |
|               | *10 Best ’L Word’ Scenes* (Fall 2009)                    |
|               | **Local Tea Literary Magazine**- Original Poetry         |
|               | *Dust* (Spring 2008); *Portrait* (Fall 2009)             |

| SKILLS         | **Languages:** English (fluent)                          |
|               | **Computer Skills:**                                     |
|               | PC operating system: Proficient in Microsoft Word, Excel,|
|               | PowerPoint, Adobe Audition, Acrobat, Outlook.            |
|               | Mac operating system: Proficient in Garage Band, iMovie,|
|               | Photoshop.                                              |
OFFICE OF CHARTER SCHOOLS AND SCHOOL REDESIGN

QUESTIONNAIRE FOR PROPOSED BOARD MEMBER, SCHOOL EMPLOYEE, OR OTHER FOUNDING MEMBER 2015-2016

BIOGRAPHY

*Please submit a current resume with this form.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Omari Walker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Employer and Job Title</td>
<td>President &amp; Founder of Resiliency Foundation</td>
</tr>
<tr>
<td>Education/Professional Training</td>
<td>BS English, Boston College</td>
</tr>
<tr>
<td></td>
<td>MEd, Boston College</td>
</tr>
<tr>
<td>Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization</td>
<td>Principal Resiliency Prep School, Fall River</td>
</tr>
<tr>
<td></td>
<td>Associate Principal, Durfee High School</td>
</tr>
<tr>
<td></td>
<td>Program Director, Framingham High School</td>
</tr>
<tr>
<td>Town of Residence</td>
<td>Mansfield, MA</td>
</tr>
</tbody>
</table>

QUESTIONS

Please answer each question as fully as possible.

1. How did you become aware of the proposed school?

I was a Founding Member of the NHCS group that applied for a charter school in Brockton last year. Even though we were not successful in receiving the Charter, I felt like we accomplished so much in terms of establishing a base of support within the Brockton community. From our work last year, it is clear that many Brockton families want “choice” when it comes to the education of their friends and family. I was, and am, inspired by the reception we received by students and parents when knocking on doors and hosting information sessions about New Heights. Everyone seemed to get our mission, and people raved about the possibility of their children earning college credit while still in high school. I am honored to be part of the Founding Team that is committed to bringing such an innovative school model to families.

2. Why do you serve as a member of this founding group?

I wish to serve as a Founding Member because I have worked in traditional and alternative high schools for my entire career. As a district school employee and administrator, I was given a certain amount of autonomy which allowed me to build and cultivate staff and offer students different educational opportunities. These “different educational opportunities” expanded our thinking around how to best educate young people, and enabled us to drastically increase our school’s, and our district’s, graduation rates. Although thought to be revolutionary at the time, we still felt that there was more for us to do in terms of getting our students “To and Through” college. We realized that there was a knowledge drain inherent to traditional school models by transitioning students from middle to high school and high school to college. We believe that by creating one seamless pathway and providing students with a rigorous curriculum and wraparound services that we can enhance each child’s likelihood to graduate from college.

Having the opportunity to lead such a passionate, well informed, and highly motivate team of educators throughout this entire process has been a high point for my career. Every member of our Founding Team truly believes that EVERY child deserves a first-class education, and it is so refreshing to be a part of conversations that always begin with the question, “what is best for the kids”.
Our proposed board and funders have been very supportive and integral to providing the necessary guidance and resources that we need to plan and implement our model. I know that New Heights will mean so much to so many if approved, and I am confident that we have the right educators and proposed board members to execute our plan; that is why I serve on this team.

Brockton, Taunton, and Randolph youth deserve a free secondary school option that offers a robust Early College experience for all of its students. If we are granted the charter, I will serve as the school’s Executive Director.

3. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.

I have devoted my entire professional life to serving youth in many capacities. I have always championed youth that, in some way, have been underserved or overlooked. I have been a teacher, an administrator, a fundraiser, an outreach worker, and a mentor to thousands of children in urban and suburban communities. I have spent the bulk of my professional career overseeing alternative high school programs and schools. As a Program Director and a Principal, I implemented student and family support programs, organized week-long, overnight retreats, provided free tutoring for students, and personally brought thousands of students to visit college campuses to see firsthand that attending college was an achievable goal. Realizing that my school district couldn’t afford to provide the resources that were necessary to expose and prepare youth for college, I launched an annual fundraising campaign each year which amounted to a gross average of approximately $1 million dollars each year to my school and program budgets.

On a personal note, I still stay in touch with many of my former students. I am blessed to say that I have attended 18 weddings and dozens of college graduations.

This work is more than a profession for me; it is my calling. I found myself heading down the wrong path in my early high school years, and my teachers and administrators went above and beyond to make sure that I eventually realized my full potential. I am simply doing for others now, what others did for me years ago. By blending the supports that we put in place for our alternative school model with a rigorous academic program, we have been able to transform our intervention model into a state of the art prevention model that enables students to leave high school with college experience and credits. This is what my entire life’s work has brought me to. I am excited about the opportunity to provide a platform for Brockton, Taunton, and Randolph youth that will allow them to see and do things that once may have been thought unattainable!

4. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?

- If a proposed board member, name the anticipated office you would hold if any, e.g. such as chairperson or treasurer.
- If a proposed school employee, name the anticipated position you would hold, e.g. school leader, administrator, or teacher.
- If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.

If the school were to be chartered, I would serve as the Executive Director.

5. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

I have been an educator, a coach, a fundraiser and donor, a community volunteer and activist, an education consultant, and a school leader for the past eighteen years. I have seen countless numbers of capable students fail to fulfill their potential primarily due to limitation of the schools in which
they attended. My interest is to foster and develop a school community that solely bases its existence on fulfilling the needs of its students. As the Executive Director, I will ensure that the staff is qualified to develop and implement a rigorous curriculum. In addition, I will commit to developing systems that remove barriers and support students and families to and through the high school and college learning process. This is truly a culmination of my life’s work.

6. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.

Tracy Keene is my future sister-in-law and would be a Trustee on the Board.

7. Please indicate if you or an immediate member of your family has or may have a financial interest in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

I intend to be the Executive Director of NHCS which implies that I do have a financial interest.

8. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

I intend to be employed by New Heights. Even though I am the President of the Resiliency Foundation, there will be no formal relationship between the Resiliency Foundation and the New Heights Charter School. If the Charter is granted, I will resign as President of the Resiliency Foundation.

9. Describe what you would do if you believed one or more members of the school’s proposed board was acting unethically or not in the best interests of the school.

The best way to prevent this is to recruit individuals with longstanding track record of integrity. However, if one of the members acted in a manner that was considered unethical, he or she would be asked to resign and the proper authorities would be informed.

10. [Proposed board members ONLY] To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (http://www.mass.gov/ethics/) about how conflict of interest law applies to their situation.

N/A

**EXPERTISE**

Please indicate in which areas you possess professional expertise:
Community Service  
Fundraising  
Educational Leadership  
Finance/Business  
Management  
Charter Schools  
Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)  
Early Childhood/Elementary Education  
Secondary Education  
Law  
School Improvement  
Blended/Virtual Education  
Special Education  
English Language Learner Education  
Human Resources  
School Governance  
Real Estate  
Other:

CERTIFICATION

I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.

Original Signature Required  
Signature on File

95
Omari Walker, M.Ed.

2009–Present

EXPERIENCE:

President & Founder, Resiliency Foundation, Inc.

• Coordinate work with school districts to create and implement alternative education schools and programs for students who have not achieved success in traditional educational settings.

• Developed an early college high school model that targets low income, first generation college students. The model offers a rigorous college and career prep curriculum and provides students with wrap around services, college exposure and credits, and work and learning opportunities.

• Completed two Innovation School applications in the state of Massachusetts and three i3 applications for the National Department of Education.

• Authored and maintain mission, vision, business plan, marketing materials, and logic model.

• Preside over an 11-member Board of Directors.

• Conducted alternative education program evaluations, design alternative school and program models for seven Southern New England districts.

• Fundraising includes raising over $3.8 million in grants to date. Principal, Resiliency Preparatory School, Fall River, MA

Hired to lead instruction, fundraise, and oversee Fall River School District’s alternative education school to serve students removed from their comprehensive high schools or returning to school after dropping out.

Created an environment akin to a charter school within the public school system to put student issues at the forefront.

Focused on three primary areas: school culture, classroom instruction, and student access to education, in order to position the school as a vehicle for district reform.

Developed and implemented a range of pathways to graduation tailored to meet the needs of the targeted student population.

Managed $2 million budget consisting of federal, state, district, and philanthropic funding sources; raised more than $3.4 million for ongoing support of pathways.

Played a major role in decreasing the district’s dropout rate from 12.5% to 3.8% through pathways for “at risk” youth.

Increased student body served by alternate pathways from 200 to 450. Associate Principal of Alternative Education, Durfee/Resiliency Preparatory High School, Fall River, MA

• Hired to evaluate existing alternative education high school and programming.

Associate Principal of Alternative Education, Durfee/Resiliency Preparatory High School, Fall River, MA

Hired to evaluate existing alternative education high school and programming.

Expanding oversight of programming at Resiliency Preparatory School.
• Created Resiliency for Life and Durfee Academy pathways serving approximately 200 students.

• Grew an administrative team, hired and trained staff, and built the foundation for positive school culture.

2008–2012

2006–2008

1999–2006

• Spearheaded community outreach efforts that ultimately convinced community stakeholders of the value of alternative education students.

• Doubled Resiliency Preparatory School student population to 110 students.

• Quickly produced student outcome data to support the school’s work.

• Raised $1.7 million to support programs; successfully challenged district to match funds tripling the school’s budget at a time when other school budgets were significantly reduced. Co-Founder and Executive Director of the Resiliency for Life Program, Framingham High School, Framingham, MA

Supervisor, Academic Referral Center, Framingham High School, Framingham, MA

[Blank space] Designed, implemented, and directed a mentoring/tutoring program for students serving in-house suspension or in need of counseling.

ACTIVITIES

Boston College Football Alumni Committee | Advisory Board Member

Supported professional growth of current and former BC football players through a lecture series, career fairs, and revitalization of previously inactive organization.

Member, Boston College National Board of Alumni

Served a three-year term.

Boston College Football Team

1997 Received the Scanlon Award (recognized as the most prestigious award for student athletes at Boston College) for superior achievement and leadership.

Created an alternative education program and fundraised over $3 million over seven years to support the program and pay staff salaries.

Garnered support from the community by building an influential Advisory Board, and launching an outreach campaign with teachers to secure buy-in for the program.

Significantly improved school culture by transforming “problem” students into leaders.
Restructured vice-principal role from discipline to instructional leadership focus.

Consistently taught two English classes and an African American History course while serving in an administrative capacity.

1998–1999

2003–2007


1996 Team Captain

Principal/Assistant Principal, 9-12, Initial

CERTIFICATION EDUCATION

2009 National Institute for School Leadership  Research-based professional development in instructional leadership and student achievement designed for principals.

1998 M.Ed., Boston College, Chestnut Hill, MA  Donovan Teaching Scholars Program, Secondary Education: English

1997 B.A., Boston College, Chestnut Hill, MA  AHANA Scholar 1994
**OFFICE OF CHARTER SCHOOLS AND SCHOOL REDESIGN**

**QUESTIONNAIRE FOR PROPOSED BOARD MEMBER, SCHOOL EMPLOYEE, OR OTHER FOUNDING MEMBER**

**BIOGRAPHY**

*Please submit a current resume with this form.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Maria Fernandes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Employer and Job Title</td>
<td>Massasoit Community College</td>
</tr>
<tr>
<td>Education/Professional Training</td>
<td>B.A., M.Ed.</td>
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<tr>
<td>Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization</td>
<td>Presently employed by Massasoit Community College.</td>
</tr>
<tr>
<td>Town of Residence</td>
<td>Brockton, MA</td>
</tr>
</tbody>
</table>

**QUESTIONS**

Please answer each question as fully as possible.

1. **How did you become aware of the proposed school?**

   Massasoit Community College, my employer, is serving as the higher education partner for the New Heights Charter School.

2. **Why do you serve as a member of this founding group?**

   As a proposed board member, I plan to share my knowledge and skill set specifically on dual enrollment, curriculum alignment, college access and preparation, and other higher education related matters. I am also a resident of Brockton, with school-aged children, who believes in the mission of the New Heights Charter School and the Early College high school model.

3. **Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.**
4. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

I have over 10 years of experience working in and managing college preparation/transition programs within the Brockton region. My experience includes the development and implementation of alternative educational pathways, dropout prevention and intervention programs, and college access and preparation for non-traditional students.

5. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.

N/A

6. Please indicate if you or an immediate member of your family has or may have a financial interest in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

N/A

7. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

No

8. Describe what you would do if you believed one or more members of the school’s proposed board was acting unethically or not in the best interests of the school.
I would immediately report the matter to the appropriate party.

9. [Proposed board members ONLY] To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission ([http://www.mass.gov/ethics/](http://www.mass.gov/ethics/)) about how conflict of interest law applies to their situation.

Although I have included my son as a student with intent to enroll and hopeful that he will be selected, I do not believe that my participation on the board will conflict. If at any time there appears to be a conflict of interest involving my role as a board member and as a parent, I will recuse myself from any impactful decision making.

**EXPERTISE**

Please indicate in which areas you possess professional expertise:

- [X] Community Service
- [ ] Early Childhood/Elementary Education
- [ ] Special Education
- [X] Fundraising
- [X] Secondary Education
- [ ] English Language Learner Education
- [X] Educational Leadership
- [X] Law
- [ ] Human Resources
- [ ] Finance/Business
- [ ] School Improvement
- [ ] School Governance
- [X] Management
- [ ] Blended/Virtual Education
- [ ] Real Estate
- [ ] Charter Schools
- [ ] Other: Alternative pathways, Dual Enrollment models
- [ ] Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)

**CERTIFICATION**

*I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.*

**Maria Fernandes**

Signature of file  Date
**MARIA FERNANDES**

**EXPERIENCE**

**Massasoit Community College**  
Brockton, MA  
**Associate Dean, Academic Affairs**  
July 2014-Present

- Manage all aspects of the Guided Pathways to Success in STEM grant including: staff supervision, budget matters, quarterly reports, adherence to the Massasoit Community College GPStem workplan, and DOL compliance
- Provide direct support to the Chief Academic Officer/Vice President of Academic Affairs
- Develop and maintain effective communication on academic matters within and outside the college
- Participate in meetings of program advisory committees/boards
- Administer all full-time faculty evaluations throughout the fall semester
- Perform as Grade Appeals Officer responsible for processing all formal grade appeals in a timely and fair manner
- Academic Affairs representative in Title IX matters
- Serve as Academic Affairs liaison with external partners on new and existing initiatives

**Massasoit Community College**  
Brockton, MA  
**Program Manager, Transformation Agenda (TAACCCT grant)**  
April 2012-September 2014

- Supervised and evaluated TAACCCT grant Assistant Program Manager, College/Career Navigator, and Career Coach
- Managed all grant budgetary planning, expenditures, and payments
- Coordinated efforts with the academic deans, Business Office and the Institutional Research Department in order to submit required financial, quarterly narrative, and annual grant reports in a timely manner
- Served as a representative of the college at statewide TAACCCT grant meetings, conferences, and workforce development forums
- Facilitated meetings to keep the multiple goals of the grant moving forward through on-going communication
- Regular use of college systems including: Banner, Interview Exchange, SSTA

**MY TURN, Inc.**  
Brockton, MA  
**Director of Programs**  
November 2008 – March 2012

- Responsible for the successful conduct of MY TURN college preparation programs within the Brockton region
- Ensured all contract activities and requirements were completed and were of high quality
- Assured all program budgets were adhered to and changes to those budgets were properly negotiated with relevant funders
- Assisted with the marketing of MY TURN’s Beyond Diplomas model to key stakeholders within the region
- Conducted all on-the-job training for staff in the region and neighboring regions
- Engaged community stakeholders to support regional programming including job development, good will development, and opportunities to provide additional services to program participants

**EXPERIENCE**  
continued

**Lead Case Manager**  
Brockton, MA  
February 2006-November 2008

- Independently set up an alternative education program in Brockton which served over 400 youth in five years
- Worked with out of school youth, ages 16-24, to assess needs and provide essential job support, counseling, and training to overcome barriers
- Consulted with youth to evaluate skills and offer alternative learning options, plans, and referrals
- Assisted youth in applying and entering into post-secondary education and/or training programs
- Explained criteria, expectations, and policies to participants in a clear and understandable manner through an orientation process
• Led and trained co-workers in the organization

Youth Works/Catholic Charities  Brockton, MA  
Case Manager  Fall 2005

• Offered educational resources, job readiness training, and employment placement assistance to youth, young adults, and ex-offenders
• Maintained ongoing case management and follow up services with participants and employers
• Provided technical assistance to appropriate youth-serving vendors
• Utilized the MOSES database system to enter case notes on clients and to generate reports for tracking and reporting
• Conducted outreach to disengaged program participants

(1) EDUCATION

Eastern Nazarene College, Quincy, MA  Master of Education in Higher Education Administration  
May 2013  GPA: 4.0

Stonehill College, Easton, MA  Bachelor of Arts in Criminal Justice  
May 2005

(2) LANGUAGES

Cape Verdean Creole
Conversational Spanish

(3) PRIOR AFFILIATIONS

Community Services of Greater Brockton – Board Member (2010-2012)
Brockton Area Workforce Investment Board Entrepreneurship Committee (2010-2012)
Brockton Youth Council (2008-2012)
Harbor One Financial Literacy Committee (2007-2012)
Brockton Area Workforce Investment Board Healthcare Partnership (2011)
B. CURRICULUM:

FY17 INAUGURAL 7TH AND 8TH GRADE COLLEGE READY GROUP

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>Language Arts II: 7th Grade Language Arts is aligned with the Common Core State Standards, which include College and Career Readiness standards. Reading, writing, speaking, listening, and collaborative strategies are used purposefully to build knowledge and skills and to help students become independent readers, writers, and thinkers as they continue to progressively build the skills necessary for academic success. Moreover, students will receive explicit, intensive instruction in order to improve reading vocabulary, fluency, comprehension and the ability to read a variety of text types. Students will study, develop and apply a variety of specific reading strategies they can employ when reading fiction and non-fiction texts.</td>
<td>Language Arts III: 8th Grade Language Arts is aligned with the Common Core State Standards, which include College and Career Readiness standards. Reading, writing, speaking, listening, and collaborative strategies are used purposefully to build knowledge and skills and to help students become independent readers, writers, and thinkers as they transition into high school. The primary goals of the course are to foster independent learning, encourage in-depth exploration of the content, and develop academic habits of mind. Students will learn specific, efficient fiction and non-fiction reading strategies as well as organizational skills that will support academic success in middle school. Students will study, develop and apply critical thinking skills to summarize, analyze and evaluate a variety of text selections. This class focuses on CC and Mass requirements for reading proficiency as measured on the state MCAS that is ENGL 095: A 6-credit prerequisite course that affords students an opportunity to increase the accuracy of their comprehension and to further develop their general knowledge, vocabulary, study skills, and critical reading skills. Additionally, This course strengthens basic student writing. Includes the study of usage, mechanics, and sentence development. Involves intensive practice in writing clear, unified paragraphs and includes practice in writing essays that indicate readiness to succeed in ENGL 101 English Composition I. Students must pass this course in order to take ENGL 101/102 the following year for college credit.</td>
<td>World Literature I: 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. Students will utilize reading comprehension strategies, analyze authorial choices: tone, diction, literary devices, as well as engage in Socratic and Harkness seminars to ensure strong speaking and listening skills aligned to the Common Core speaking/listening standards.</td>
<td>ENGL 215 African American Lit: This course examines the works of African-American writers and performers from the periods of colonization and slavery through the Harlem Renaissance. Works will be studied in political, historical, and cultural contexts with particular focus on contributions and challenges to Euro-American culture and to simultaneous developments internationally among peoples of African descent.</td>
<td>ENGL 214 American Literature since 1860: This course examines the major contributors to American literature, culture, and ideals from the Civil War to the present.</td>
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</tbody>
</table>
## Writing

**Writing I:** Students will write in a variety of modes including expository, narrative, persuasive writing, and literary analysis. Students will understand a writer’s purpose, intended audience, persuasive techniques, use of sources (both primary and secondary texts), and be able to analyze a prompt and select the appropriate method for writing. Students will develop skills in critical reading, reflection, revision, collaboration and oral communication.

**Writing II: Intro to Academic Writing:** 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), and compose several narrative pieces utilizing figurative language and descriptive writing. **Grammar:** Parts of speech will be mastered (noun, verb, adjective, adverb, preposition, conjunctions, gerunds). Basic punctuation (end of sentences, commas to join independent/dependent clauses), correct pronoun-antecedent agreement and subject-verb agreement.

**Composition I:** Academic papers aligned with the Literature and History classes. **Grammar:** 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.

**ENGL 101 College Composition I:** This course helps students develop and organize extended pieces of writing. Students focus on the correct and appropriate use of language and the organization and development of paragraphs and essays. Research techniques, documentation of sources, and a short research paper are included. Constant reading and frequent writing is required.

**ENGL 102 College Comp II:** This course strengthens students’ skills as writers and focuses on analysis and argument. Assignments include critical examination of literature and an essay using research and documentation utilizing the MLA style sheet. Emphasis is on writing as part of the processes of thinking and learning.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>U.S. Government and Civics: Students will examine the roles citizens play in the political, governmental, and</td>
<td>World History I: (Dawn of humankind-1450CE): World history taught from the Paleolithic era to the dawn of the Age of Exploration.</td>
<td>World History II: (1450-present): World history taught from the Scientific Revolution to the present. Students will</td>
<td>US History: The focus of this course is the study of the historical development of American ideas and institutions from the</td>
<td>HIST 103 US History I: This course traces the political, economic, social and cultural development of what</td>
<td>SOCI 208 Family and Community: This course includes a presentation of the structural principles necessary in all</td>
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economic systems in the United States. They will examine the Constitution of the United States; identify the rights, duties, and responsibilities of citizens; and describe the structure and operation of government at the local, state, and national levels. Students investigate the process by which decisions are made in the American market economy and explain the government's role in it.

Students will study the evolution and lives 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 civilizations.

internalize the connection between ideological movements and institutional reactions. The course emphasizes the influence of industrialism and the creation of a more globalized world.

Age of Exploration to the present. Students will learn fundamental concepts in civics, economics, and geography. They will obtain a basic knowledge of American culture through a thematic survey of major issues, movements, people, and events in United States and Massachusetts’s history in order to prepare students for the US History MCAS.

became the United States from its beginnings to the end of the Civil War. Particular attention is paid to the nature of Puritanism, the complex background to the American Revolution, the creation of the Federal and State Constitutions and their implementation, the growth of sectionalism, westward expansion, the nature of slavery, and the breakdown of the American political system resulting in Civil War. This course emphasizes reading, writing, and critical thinking.

HIST 104 U.S. History II: This course traces the political, economic, social and cultural development of the United States since the Civil War. Emphasis is placed on the discord of the Reconstruction Era, the rise of industrialization, urbanization, and immigration, the development of American foreign policy, and the growth of modern American society.

SOCI 232 Sociology of Race & Ethnicity: This course utilizes a sociological perspective to explore the experiences of racial and ethnic groups in the United States. Drawing on sociological concepts and theoretical perspectives regarding minority-majority relations among racial ethnic groups, this course focuses on the role of power, privilege and access to resources in the social construction of race and ethnicity. The course will explore the dynamics of kinship systems with brief treatment of the most important ranges of variations and a survey of marriage and the family in various societies. The main emphasis will be on courtship, marriage, and the family in the United States and their structural characteristics, trends of change, and practical problems insofar as sociology can illuminate them.
policy, American reform movements as seen in Populism, Progressivism, and the Deal, the course of the Cold War, the Civil Rights Movement, the contemporary women’s movement, the influence of technology on American life, and recent developments.

institutionalized racism and address a variety of contemporary policy debates in order to better understand the roles that race and ethnicity play in shaping American society and culture.

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<td>Math</td>
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<td>Fundamentals of Math II:</td>
<td>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.</td>
<td>Algebra: (Full year) 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.</td>
<td>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.</td>
<td>MATH 131/132 Lab: NHCS instructors who attend and work in conjunction with the professors at MCC will run this course. The purpose of this lab is to provide students with on campus support with their college-level mathematics coursework. Students will have access to computers, teachers, and peers to complete projects, problem sets, and homework.</td>
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course will focus on the Grade 7 content standards: ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability. This course is to ensure that students have the foundational skills necessary for success in Algebra.

| 2nd Block of Math | Fundamentals of Math II Workshop: This additional block of math allows for students to immediately practice, with the support of instructors, the concepts and skills learned in the content course. Students will engage in hands on activities, real world applications, guided discovery, group projects, and challenging word problems. | Pre-Algebra Workshop: This additional workshop will allow for students to practice the algebraic skills and content learned within the content course. Students will have additional supports to assist them in group projects, applying algebraic concepts to real world problems, analyzing world problems and assessing what formulas to use and when. | MATH 001 (Fall): This is the first semester in a series of computer-based learning courses designed to provide the fundamental concepts of arithmetic and algebra and examine some applications of these concepts, i.e., word problems. Students are required to complete a minimum of five modules but are encouraged to complete as many of the 15 modules as possible. Students who begin at module 12 or higher are required to finish through module 15. The modules cover whole numbers, signed numbers, fractions, decimals, ratios and proportions, percentages, descriptive statistics, algebraic expressions, linear | MATH 003: This is a continuation of MATH 002 Preparation for College Math II for students who need to complete additional modules. This is a computer-based learning course designed to provide the fundamental concepts of arithmetic and algebra and examine some applications of these concepts, i.e. word problems. Students are required to complete a minimum of five modules but are encouraged to complete as many of the 15 modules as possible. Students who begin at module 12 or higher are required to finish through module 15. The modules cover whole numbers, signed numbers, fractions, decimals, ratios and proportions, percentages, descriptive statistics, algebraic expressions, linear and quadratic equations, and functions. | MATH 131/132 Statistics: This course provides a basic introduction to statistics. It is recommended for students in business, social science, human resource management, allied health, and criminal justice, and provides an excellent preparation for any career. Topics include descriptive statistics, probability, probability distributions, the normal distribution, hypothesis testing, estimates and sample sizes, the chi square distribution, correlation, and regression. |
equations and inequalities, graphing lines and inequalities, systems of equations, exponents, polynomials, factoring, rational expressions, quadratic equations, and related applications. Credits earned in this course cannot be applied toward graduation. 

Prerequisite: placement testing is required. 

**MATH 002 (Spring):** This is a continuation of MATH 001 Preparation for College Math I for students who need to complete additional modules. This is a computer-based learning course designed to provide the fundamental concepts of arithmetic and algebra and examine some applications of these concepts, i.e., word problems. Students are required to complete a minimum of five modules but are encouraged to complete as many of the 15 modules as possible. Students who begin at module 12 or higher are required to finish through module 15. The modules cover whole numbers, signed numbers, fractions, decimals, ratios and proportions, percentages, descriptive statistics, algebraic expressions, linear equations and inequalities, graphing lines and inequalities, systems of equations, exponents, polynomials, factoring, rational expressions, quadratic equations, and related applications.

**MATH 122:** This course is provided for students who wish to know what mathematics is about but who do not wish to be mathematicians. Topics included are elementary logic, set theory, probability, and statistics.
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<td>Science</td>
<td>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.</td>
<td>Life Science: The Life Science standards emphasize a more complex understanding of change, cycles, patterns, and relationships in the living world. Students build on basic principles related to these concepts by exploring the cellular organization and the classification of organisms; the dynamic relationships among organisms, populations, communities, and ecosystems; and change as a result of the transmission of genetic information from generation to generation. This scientific view defines the idea that explanations of nature are developed and tested using observation, experimentation, models, evidence, and systematic processes based on logical thinking. Inquiry skills at</td>
<td>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 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.</td>
<td>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.</td>
<td>PSYC 101 Introduction to Psychology: This course is an introduction to psychology as the science of human behavior. Major topics include scientific method, history of psychology, learning, motivation, emotion, social psychology, and perception.</td>
<td>SOCI 104: Principles of Sociology: Sociology is the systematic study of human society and social interaction. This course will employ the major theoretical perspectives to examine culture; the process of</td>
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This course includes organization and mathematical analysis of data, manipulation of variables in experiments, and identification of sources of experimental error.

Socialization; social structure; the problems of stratification, particularly in the areas of social class, race and ethnicity, and gender; social institutions, such as the family and religion; and social change.

Science major. It fulfills a four-credit lab science requirement when taken with the corresponding lab, BIOL 139 Lab:

This course includes activities related to human nutrition, such as food sources, digestion, absorption and metabolism, and the role of nutrition in health. Emphasis is placed on understanding and using the scientific process. It fulfills a four-credit lab science requirement when taken with the corresponding three-credit course, BIOL 138 Human Nutrition. Two laboratory hours per week.

Co/Prerequisite: BIOL 138 Introduction to Human Nutrition.

BIOL 140: Introduction to Biology + BIO 142 lab: This course is not intended for students planning to major in science or allied health. It is an issues-based course including topics of current interest in today’s society.
includes aspects of human biology, biotechnology, ecology, and other topics. This course is intended to further develop student abilities in the core competencies: critical thinking, oral communications, quantitative skills, reading, technology skills, and writing. It fulfills a four-credit lab science requirement when taken with the corresponding lab, BIOL 142 Lab: This is an introductory laboratory course intended to supplement BIOL 140 Introductory Biology. This course is recommended for students who need a four-credit laboratory science for transfer purposes but do not intend to continue in the biological sciences. Laboratory topics will be closely integrated with lecture topics, including human biology, biotechnology, ecology, and other topics.

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<td>World</td>
<td>Introduction to Spanish I:</td>
<td>Spanish I:</td>
<td>Spanish II: Students</td>
<td>MLSP 101: Beginning</td>
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<td>Language</td>
<td>Students begin to communicate in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. This class is conducted in Spanish as much as possible. Students expand their understanding of culture by studying about the countries of the Hispanic world. They practice basic conversations in Spanish about what they want, need, plan and know how to do, as well as describe people, places, and events.</td>
<td>Students continue to communicate in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. Class will be conducted primarily in Spanish with a goal of helping each student become a competent communicator. Students expand their understanding of culture by studying about the countries of the Hispanic world. Vocabulary will focus on school, shopping, family, clothes, weather, simple foods found in restaurants and markets, holidays, and tourist activities.</td>
<td>Students continue to develop their communication in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. The class will be conducted primarily in Spanish and students are expected to use the language in class. Students continue to learn about Hispanic countries through articles, video, speakers, group projects, computer activities, music, and games.</td>
<td>Spanish I: This course initiates the development of the ability to speak, understand, read, and write Spanish. Students learn the fundamentals of grammar, basic vocabulary, and correct pronunciation. Various aspects of Spanish cultures are discussed. MLSP 102 Beginning Spanish II: This course is a continuation of MLSP 101 Beginning Spanish I. Emphasis is on communication through continued development of reading, writing, speaking, and listening skills in the language. Students continue to acquire grammar, syntax, vocabulary, and correct pronunciation, which enhances their ability to initiate and sustain conversations, read basic Spanish passages, and write basic Spanish sentences and dialogues. Various aspects of Spanish cultures are explored.</td>
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<td>Elective(s)</td>
<td>PE/Health:</td>
<td>PE/Health:</td>
<td>Fine/Practical Arts, PE/Health courses will be offered at select times (during the school year, after school, on early release Fridays, and during Summer Bridge Programs) to ensure our students meet the graduation requirements for the state of Massachusetts, while simultaneously providing them with engaging coursework and opportunities.</td>
<td>Fine/Practical Arts, PE/Health courses will be offered at select times (during the school year, after school, on early release Fridays, and during Summer Bridge Programs) to ensure our students meet the graduation requirements for the state of Massachusetts, while simultaneously providing them with engaging coursework and opportunities.</td>
<td>Fine/Practical Arts, PE/Health courses will be offered at select times (during the school year, after school, on early release Fridays, and during Summer Bridge Programs) to ensure our students meet the graduation requirements for the state of Massachusetts, while simultaneously providing them with engaging coursework and opportunities.</td>
<td>THET 101 Introduction to Theatre: This course covers an introduction to the history, art, craft, and socio-psychological dimensions of the theatre. The course combines assigned play readings with the study of the elements and techniques used in theatre, as well as viewing live theatre performances. The elements of acting, directing, stage settings, and costuming are incorporated. The relationship between theatre and society is explored.</td>
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The 7th grade health curriculum, conducted in conjunction with Physical Education, is designed to familiarize students with issues they will encounter during their middle school years. It is designed to provide knowledge and experiences, which will enable them to make choices which will have a positive impact on their health. Units covered include communicable diseases, wellness, tobacco, skeletal system, muscular system, and fitness. The Physical Education program provides each student with the opportunity to participate in a comprehensive program consisting of skill development, lead up games, team sports, individual sports, and physical fitness activities. The students receive instruction in rules, skills, and strategies associated with the different sports as well as learning experiences involving physical conditioning activities and lifelong physical activities.

Students study STI's, AIDS, nutrition, alcohol and drugs, CPR, circulatory system, eating disorders, and fitness. The Physical Education program provides each student with the opportunity to participate in a comprehensive program consisting of skill development, lead up games, team sports, individual sports, and physical fitness activities. The students receive instruction in rules, skills, and strategies associated with the different sports as well as learning experiences involving physical conditioning activities and lifelong physical activities.

The Modern Language Department recommends this course to students with one to two years of previous study in Spanish at the high school level or one semester at the college level.
activities. The students receive instruction in rules, skills, and strategies associated with the different sports as well as learning experiences involving physical conditioning activities. The students will also have opportunities to become involved in life-long physical activities through individual sport units. The program promotes the spirit of cooperation, leadership, fair play, and friendly competition.

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<th>The program promotes the spirit of cooperation, leadership, fair play, and friendly competition.</th>
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<td>Formal consideration is given to the planning, organization, and delivery of speeches. Students also analyze persuasive and informative techniques as they experience subject, speaker, and audience.</td>
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### FY17 Inaugural 7th and 8th Grade College Prep Group

**Curriculum Scope and Sequence:** Inaugural College Prep 7th and 8th cohort scope and sequence. Due to the MCAS data from Brockton, Taunton, and Randolph, NHCS anticipates that a large majority of our students will be below grade level. Due to this data, the 7th and 8th grade cohorts will experience a slightly different course scope and sequence to allot for sufficient time and supports to get those students college ready. To achieve this, students in the College Prep track will have additional supports in all of their content courses (Science, History, ELA, Composition, and Math.) Students will continue to receive double blocks of Math and English. The 2nd block of math classes will be utilized for math workshops (from 7th-10th grades), and then for the remedial and prerequisite online math courses with our college partner MCC. The two ELA blocks will be split into English and Writing/Composition. The double blocks allow for the College Prep students to receive targeted instruction from the NHCS staff in the earlier grades in order to prepare them for the remedial/prerequisite college courses they will begin taking in the 10th grade. Additionally, the College Prep cohort will have a team of teachers that communicates, collaborates, and assesses with the college professors. This team of teachers will travel to and from the college campus with the College Prep cohort, and they will act as Teaching Assistants at the college campus and support our students back on the NHCS Campus.

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<td>English</td>
<td><strong>Language Arts II:</strong> 7th Grade Language Arts is aligned with the Common Core State Standards, which include College and Career Readiness standards. Reading, writing, speaking, listening, and collaborative strategies are used purposefully to build knowledge and skills and to help students become independent readers, writers, and thinkers as they transition into high school. The primary goals of the course are to foster independent learning, encourage in-depth exploration of the content, and develop academic habits of mind. Students will learn specific, efficient fiction and non-fiction reading strategies as well as organizational skills that will support academic success in middle school. Students will study, develop and apply critical thinking skills to summarize, analyze and evaluate a variety of text selections. This class</td>
<td><strong>Language Arts III:</strong> 8th Grade Language Arts is aligned with the Common Core State Standards, which include College and Career Readiness standards. Reading, writing, speaking, listening, and collaborative strategies are used purposefully to build knowledge and skills and to help students become independent readers, writers, and thinkers as they transition into high school. The primary goals of the course are to foster independent learning, encourage in-depth exploration of the content, and develop academic habits of mind. Students will learn specific, efficient fiction and non-fiction reading strategies as well as organizational skills that will support academic success in middle school. Students will study, develop and apply critical thinking skills to summarize, analyze and evaluate a variety of text selections. This class</td>
<td><strong>World Literature I:</strong> 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. Students will utilize reading comprehension strategies, analyze authorial choices: tone, diction, literary devices, as well as engage in Socratic and Harkness seminars to ensure strong speaking and listening skills aligned to the Common Core speaking/listening standards.</td>
<td><strong>ENGL 095:</strong> A 6-credit prerequisite course that affords students an opportunity to increase the accuracy of their comprehension and to further develop their general knowledge, vocabulary, study skills, and critical reading skills. Additionally, This course strengthens basic student writing. Includes the study of usage, mechanics, and sentence development. Involves intensive practice in writing clear, unified paragraphs and includes practice in writing essays that indicate readiness to succeed in ENGL 101 English Composition I. Students must pass this course in order to take ENGL 101/102 the following year for</td>
<td><strong>American Literature</strong></td>
<td><strong>Senior Capstone Project (12D Group):</strong> A Capstone seminar is an intensely personal experience for seniors. Yet it is just as intensely a shared experience with their peers and teaching staff. The seminar is kept to about 15 students to promote that sharing. The format of the seminar combines a deep exploration of the self with a disciplined academic exercise in substantive reading, writing, and discussion. Each seminar prompts the student to look both backward and forward. It asks, “What have you made of your New Heights Charter School education? What has it made of...”</td>
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<td>Writing</td>
<td><strong>Writing I</strong>: Students will write in a variety of modes including expository, narrative, persuasive writing, and literary analysis. Students will understand a writer’s purpose, intended audience, persuasive techniques, use of sources (both primary and secondary texts), and be able to analyze strategies they can employ when reading fiction and non-fiction texts.</td>
<td><strong>Writing II</strong>: Intro to Academic Writing: 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), and</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, and</td>
<td><strong>Composition II</strong>: Second year of intensive preparation for writing academic, argumentative, and literary analyses papers aligned with the Literature and History classes. <strong>Grammar</strong>: Utilize and punctuate various clauses and phrases (appositive phrase,</td>
<td><strong>ENGL 101 College Composition I</strong>: (Fall) This course helps students develop and organize extended pieces of writing. Students focus on the correct and appropriate use of language and the organization and development of paragraphs and</td>
<td><strong>Creative Writing (12D Group)</strong>: A discussion and application of the principles and techniques used in writing fiction and poetry. The fictional writing unit will focus on developing skills in using techniques for generating ideas, controlling</td>
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<td>focuses on CC and Mass requirements for reading proficiency as measured on the state MCAS that is taken this year.</td>
<td>college credit.</td>
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<td>you?&quot; It also inquires, &quot;How will you carry out the goals and lifelong vision you have set for yourself through your daily advisory while at NHCS? &quot; These questions go to the heart of the seniors' concerns. Thus, Capstone seminars provide a place where students can ponder ultimate questions within a safe community. The success of the Capstone seminar will demonstrate that the senior year is truly a “teachable moment.” The seminars speak to the needs of that moment, but also to the universal human need for reflection and spiritual development.</td>
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a prompt and select the appropriate method for writing. Students will develop skills in critical reading, reflection, revision, collaboration and oral communication.

compose several narrative pieces utilizing figurative language and descriptive writing. Grammar: Parts of speech will be mastered (noun, verb, adjective, adverb, preposition, conjunctions, gerunds). Basic punctuation (end of sentences, commas to join independent/dependent clauses), correct pronoun-antecedent agreement and subject-verb agreement

correctly use colons and semicolons.

participle phrase, relative clauses), correctly cite evidence using MLA format, parallel structure, correctly use colons and semicolons.

essays. Research techniques, documentation of sources, and a short research paper are included. Constant reading and frequent writing is required.

ENGL 102 College Comp II: (Spring)

This course strengthens students’ skills as writers and focuses on analysis and argument. Assignments include critical examination of literature and an essay using research and documentation utilizing the MLA style sheet. Emphasis is on writing as part of the processes of thinking and learning.

viewpoint, and exploring development of theme, tone, symbols and style. The poetry unit will focus on enhance the writing of poetry using metaphor and simile, use of diction, irony, imagery, sound, and structure. Includes readings of sample fiction and poetry. In addition, students will be introduced to the literary theories used in pop culture in a variety of forms (literature, television, advertising, music.) Students will produce their own literary writing or social commentary as a final project.

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<tr>
<td>History</td>
<td>U.S. Government and Civics:</td>
<td>World History I: (Dawn of humankind-1450CE)</td>
<td>World History II: (1450-present):</td>
<td>US History: The focus of this course is the</td>
<td>Government &amp; Economics: Per the Massachusetts</td>
<td>HIST 103 US History I: This course traces</td>
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<td>Students will examine the roles citizens</td>
<td>World history taught from the Paleolithic</td>
<td>World history taught from the Scientific</td>
<td>study of the historical development of</td>
<td>Department of Education's description, this</td>
<td>political, economic, social and cultural</td>
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<td>play in the political, governmental, and</td>
<td>era to the dawn of the Age of Exploration.</td>
<td>Revolution to the present. Students will</td>
<td>American ideas and institutions from the</td>
<td>course will combine the government and</td>
<td>development of what became the United</td>
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<td>economic systems in the United States. They</td>
<td>Students will study the evolution and lives</td>
<td>internalize the connection between</td>
<td>Age of Exploration to the present. Students</td>
<td>economics state objectives into one</td>
<td>States from its beginnings to the end of</td>
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<td>will examine the Constitution of the United</td>
<td>of hunter-gatherers through the development</td>
<td>ideological movements and institutional</td>
<td>will learn fundamental concepts in civics,</td>
<td>yearlong course. This course provides a</td>
<td>the Civil War. Particular attention is</td>
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<td>States; identify the rights, duties, and</td>
<td>of agriculture to the first ancient</td>
<td>reactions. The course emphasizes the</td>
<td>economics, and geography. They will</td>
<td>framework for understanding the purposes,</td>
<td>paid to the nature of Puritanism, the</td>
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<td>responsibilities of citizens; and describe</td>
<td>civilizations. The course will end with an</td>
<td>influence of</td>
<td>obtain a basic knowledge of</td>
<td>principles, viewpoint, and exploring</td>
<td>complex background to the American</td>
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<td>the structure and</td>
<td>exploration of the Incan and Aztec</td>
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<td>development of theme, tone, symbols and</td>
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<td>enhance the writing of poetry using</td>
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<td>metaphor and simile, use of diction, irony,</td>
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<td>in a variety of forms (literature, television,</td>
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<td>advertising, music.) Students will produce</td>
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<td>their own literary writing or social</td>
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<td>commentary as a final project.</td>
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</table>
operation of government at the local, state, and national levels. Students investigate the process by which decisions are made in the American market economy and explain the government's role in it.

industrialism and the creation of a more globalized world.

American culture through a thematic survey of major issues, movements, people, and events in United States and Massachusetts's history in order to prepare students for the US History MCAS.

and practices of American government as established by the United States Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government. In terms of Economics, this course examines the allocation of scarce resources and the economic reasoning used government agencies and by people as consumers, producers, savers, investors, workers, and voters. Key elements include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade.

Revolution, the creation of the Federal and State Constitutions and their implementation, the growth of sectionalism, westward expansion, the nature of slavery, and the breakdown of the American political system resulting in Civil War. This course emphasizes reading, writing, and critical thinking.

**HIST 104 U.S. History II:** This course traces the political, economic, social and cultural development of the United States since the Civil War. Emphasis is placed on the discord of the Reconstruction Era, the rise of industrialization, urbanization, and immigration, the development of American New foreign policy, American reform movements as seen in Populism, Progressivism, and the Deal, the course of the Cold War, the Civil Rights Movement, the...
Current Events (12D Group): Focus will be on a variety of topics within the community where our students live, within the United States, and globally. Topics around equality among social class, ethnicity, gender, and sexual orientation are discussed. Other topics that are at the forefront of today’s current events are examined such as global warming, immigration policies, universal health policies, gun control, and crime. Global issues that impact North America will be discussed. Students will be expected to choose a current event topic and prepare a presentation as a final project.

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<tr>
<th>Subject</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
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<th>Grade 11</th>
<th>Grade 12</th>
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<tbody>
<tr>
<td>Math</td>
<td>Fundamentals of Math II: In conjunction with the Mass frameworks and Common Core</td>
<td>Pre-Algebra: This course will focus on the basic math skills such as fractions, decimals, addition, subtraction,</td>
<td>Algebra I: (Full year) This year-long CCSS based Algebra I course places an emphasis on the structure of</td>
<td>Geometry: This course stresses the formal structure of geometry with arithmetic, algebra,</td>
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<tr>
<td>MATH 131/132 Statistics: This course provides a basic introduction to statistics. It is</td>
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standards, this course will focus on ensuring student mastery of several key mathematical practices: making sense of problems and persevering in solving them, abstract and quantitative reasoning, constructing valid arguments and critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for an making use of structure, and looking for an expressing regularity in repeated reasoning.

Additionally, this course will focus on the Grade 7 content standards: ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability. This course is to ensure that students have the foundational skills necessary for success in Algebra.

### 2nd Block of Math

#### Fundamentals of Math II Workshop:
- This additional block of math allows for

#### Pre-Algebra Workshop:
- This additional workshop will allow for students to practice the algebraic skills

#### Algebra I Workshop:
- This additional workshop will allow for students to practice the

#### MATH 001:
- This is the first semester in a series of computer-based learning courses

#### MATH 003:
- This is a continuation of MATH 002

#### PSYC 101
- Introduction to Psychology: This course is an

### Contemporary Math for Information Technology (12D Group):
- Study of a variety of mathematical topics related to information technology, including routes and networks, scheduling, statistics, probability, the decimal, binary and hexadecimal number systems, logic gates and Boolean algebra.
students to immediately practice, with the support of instructors, the concepts and skills learned in the content course. Students will engage in hands-on activities, real-world applications, guided discovery, group projects, and challenging word problems.

and content learned within the content course. Students will have additional supports to assist them in group projects, applying algebraic concepts to real-world problems, analyzing world problems and assessing what formulas to use and when.

algebraic skills and content learned within the content course. Students will have additional supports to assist them in group projects, applying algebraic concepts to real-world problems, analyzing world problems and assessing what formulas to use and when.

designed to provide the fundamental concepts of arithmetic and algebra and examine some applications of these concepts, i.e., word problems. Students are required to complete a minimum of five modules but are encouraged to complete as many of the 15 modules as possible. Students who begin at module 12 or higher are required to finish through module 15. The modules cover whole numbers, signed numbers, fractions, decimals, ratios and proportions, percentages, descriptive statistics, algebraic expressions, linear equations and inequalities, graphing lines and inequalities, systems of equations, exponents, polynomials, factoring, rational expressions, quadratic equations, and related applications. Credits earned in this course cannot be applied toward graduation. Prerequisite: placement testing is required.

MATH 002 (Spring): This is a continuation of MATH 001 Preparation for College Math I for College Math II for students who need to complete additional modules. This is a computer-based learning course designed to provide the fundamental concepts of arithmetic and algebra and examine some applications of these concepts, i.e., word problems. Students are required to complete a minimum of five modules but are encouraged to complete as many of the 15 modules as possible. Students who begin at module 12 or higher are required to finish through module 15. The modules cover whole numbers, signed numbers, fractions, decimals, ratios and proportions, percentages, descriptive statistics, algebraic expressions, linear equations and inequalities, graphing lines and inequalities, systems of equations, exponents, polynomials, factoring, rational expressions, quadratic equations, and related applications. Credits earned in this course cannot be applied toward graduation. Prerequisite: placement testing is required.

SOCI 104: Principles of Sociology: Sociology is the systematic study of human society and social interaction. This course will employ the major theoretical perspectives to examine culture; the process of socialization; social structure; the problems of stratification, particularly in the areas of social class, race and ethnicity, and gender; social institutions, such as the family and religion; and social change.

12D Group: Students will use this period to complete technology courses towards an MCC Microsoft Certification (details listed in the electives).
students who need to complete additional modules. This is a computer-based learning course designed to provide the fundamental concepts of arithmetic and algebra and examine some applications of these concepts, i.e., word problems. Students are required to complete a minimum of five modules but are encouraged to complete as many of the 15 modules as possible. Students who begin at module 12 or higher are required to finish through module 15. The modules cover whole numbers, signed numbers, fractions, decimals, ratios and proportions, percentages, descriptive statistics, algebraic expressions, linear equations and inequalities, graphing lines and inequalities, systems of equations, exponents, polynomials, factoring, rational expressions, radical expressions, quadratic equations, and related applications. Credits earned in this course cannot be applied towards graduation.

**MATH 122: NHCS**

instructors who attend and work in conjunction with the professors at MCC will run this course. The purpose of this lab is to provide students with on campus support with their college-level mathematics coursework. Students will have access to computers, teachers, and peers to complete projects, problem sets, and homework.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
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<tbody>
<tr>
<td>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.</td>
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<td>Life Science: The Life Science standards emphasize a more complex understanding of change, cycles, patterns, and relationships in the living world. Students build on basic principles related to these concepts by exploring the cellular organization and the classification of organisms; the dynamic relationships among organisms, populations, communities, and ecosystems; and change as a result of the transmission of genetic information from generation to generation. This scientific view defines the idea that explanations of nature are developed and tested using observation, experimentation, models, evidence, and systematic processes based on logical thinking. Inquiry skills at this level include organization and mathematical analysis of data, manipulation of variables in experiments, and identification of sources of experimental error.</td>
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<tr>
<td>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 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.</td>
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<td>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.</td>
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<tr>
<td>Physics: Physics will provide students with a conceptual understanding of major concepts in static electricity, motion, forces, magnetism, light, waves, and energy. The course is supported by students’ previous and current enrollment in mathematics that includes fundamentals of algebra. While algebraic treatment is not the focus, students have an opportunity to apply the math they are learning to the physics concepts studied. Hands-on activities in the laboratory, class discussion, individual and group projects and activities, provide students opportunities to investigate science topics of relevance to their own lives and build understanding of essential learning in science.</td>
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</table>
| Physics II Course Description (12D Group): This year long course is broken into 4 major topics include: In topic 1, Students will study the discoveries in modern physics and use it to explore the nature of science. Topics such as light, sound, electricity are used to develop underlying principles, which describe some of our physical universe. Includes discussions around the building blocks of matter, the fundamental forces of nature, gravity, and quantum theory. The 2nd topic focuses on physics for life sciences. The focus is to further develop an understanding of basic concepts of physics and analytical and problem-solving skills with applications to biological systems. Covers the ideas of motion, forces, momentum and energy from within the framework of Newton’s laws.
Laboratory is an integral component of these studies. The 3rd topic develops an understanding of basic concepts of physics and problem solving skills with applications to biological systems. Teaches the dynamics of oscillations, waves, electromagnetism, and light with biological applications. Laboratory is an integral component of these studies. Laboratory is an integral component of these studies. The 4th topic of this physics course serves as a terminal course of non-physics majors and provides students a good conceptual background for the student of quantum mechanics. Emphasizes a thorough student of phenomena that cannot be explained with ideas from classical physics.

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<tbody>
<tr>
<td>World Language</td>
<td>Introduction to Spanish I: Students begin to communicate in the target</td>
<td>Spanish I: Students continue to communicate in the</td>
<td>Spanish II: Students develop their communication in the</td>
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<td>MLSP 101: Beginning Spanish I: This course initiates the</td>
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</table>
language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. This class is conducted in Spanish as much as possible. Students expand their understanding of culture by studying about the countries of the Hispanic world. They practice basic conversations in Spanish about what they want, need, plan and know how to do, as well as describe people, places, and events.

target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. Class will be conducted primarily in Spanish with a goal of helping each student become a competent communicator. Students expand their understanding of culture by studying about the countries of the Hispanic world. Vocabulary will focus on school, shopping, family, clothes, weather, simple foods found in restaurants and markets, holidays, and tourist activities.

target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. The class will be conducted primarily in Spanish and students are expected to use the language in class. Students continue to learn about Hispanic countries through articles, video, speakers, group projects, computer activities, music, and games.

development of the ability to speak, understand, read, and write Spanish. Students learn the fundamentals of grammar, basic vocabulary, and correct pronunciation. Various aspects of Spanish cultures are discussed.

MLSP 102
Beginning Spanish II:
This course is a continuation of MLSP 101 Beginning Spanish I. Emphasis is on communication through continued development of reading, writing, speaking, and listening skills in the language. Students continue to acquire grammar, syntax, vocabulary, and correct pronunciation, which enhances their ability to initiate and sustain conversations, read basic Spanish passages, and write basic Spanish sentences and dialogues. Various aspects of Spanish cultures are explored. The Modern Language
Department recommends this course to students with one to two years of previous study in Spanish at the high school level or one semester at the college level.

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<th>Subject</th>
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<tr>
<td>Elective(s)</td>
<td><strong>PE/Health:</strong></td>
<td><strong>PE/Health:</strong></td>
<td>Fine/Practical Arts, PE/Health courses will be offered at select times (during the school year, after school, on early release Fridays, and during Summer Bridge Programs) to ensure our students meet the graduation requirements for the state of Massachusetts, while simultaneously providing them with engaging coursework and opportunities.</td>
<td>Fine/Practical Arts, PE/Health courses will be offered at select times (during the school year, after school, on early release Fridays, and during Summer Bridge Programs) to ensure our students meet the graduation requirements for the state of Massachusetts, while simultaneously providing them with engaging coursework and opportunities.</td>
<td>Fine/Practical Arts, PE/Health courses will be offered at select times (during the school year, after school, on early release Fridays, and during Summer Bridge Programs) to ensure our students meet the graduation requirements for the state of Massachusetts, while simultaneously providing them with engaging coursework and opportunities.</td>
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<td>The 7th grade health curriculum, conducted in conjunction with Physical Education, is designed to familiarize students with issues they will encounter during their middle school years. It is designed to provide knowledge and experiences, which will enable them to make choices which will have a positive impact on their health. Units covered include communicable diseases, wellness, tobacco, skeletal system, muscular system, and fitness. The Physical Education program provides each student with the opportunity to participate in a comprehensive program consisting of skill development, lead up games, team sports, individual sports, and physical fitness activities. The students receive instruction in rules, skills, and strategies associated with the different sports as well as learning experiences involving physical conditioning activities and lifelong physical activities. The program promotes the</td>
<td>The 8th grade Health curriculum, conducted in conjunction with the Physical Education program, is designed to help individuals become sensitive, healthy persons who take an active roll in protecting, maintaining, and improving their health. Students study STI’s, AIDS, nutrition, alcohol and drugs, CPR, circulatory system, eating disorders, and fitness. The Physical Education program provides each student with the opportunity to participate in a comprehensive program consisting of skill development, lead up games, team sports, individual sports, and physical fitness activities. The students receive instruction in rules, skills, and strategies associated with the different sports as well as learning experiences involving physical conditioning activities and lifelong physical activities. The program promotes the</td>
<td>Massasoit Community College Microsoft Office Specialist (12D Group): Students will begin the 15-credit Microsoft Office Certificate Program offered by Massasoit. We are currently working out the details for this certificate program to be offered to our 12D students as both a career credential as well as an opportunity to become better acquainted with Microsoft Office. Courses include: CTIM 100: Computer Keyboarding, CTIM 101 Beginning Windows, CTIM 103 Beginning Excel, CTIM 104 Intermediate Windows, CTIM 105 Intermediate Word, CTIM 106 Intermediate Excel, CTIM 114 Beginning</td>
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receive instruction in rules, skills, and strategies associated with the different sports as well as learning experiences involving physical conditioning activities. The students will also have opportunities to become involved in life-long physical activities through individual sport units. The program promotes the spirit of cooperation, leadership, fair play, and friendly competition.

| spirit of cooperation, leadership, fair play, and friendly competition. |  |  |  | PowerPoint, CTIM 115 Intermediate PowerPoint, CTIM 147 Internet: Creating a Home Page, CTIM 197 Adobe Acrobat, CTIM 271 Database Concepts and Practices |
**FY17 Inaugural 6th Grade Scope and Sequence – College Ready**

The scope and sequence document below represents the coursework of the inaugural 6th grade College Ready cohorts and those entering into the 6th grade in Year 2 and beyond. In the Lower School, College Ready and College Prep students experience the same course scope and sequence except for one cohort of 25, students identified as significantly below proficiency in math, will take a slightly different math sequence in order to best prepare them for the rigors of college-level math. The course progression for the Lower School was backwards mapped and aligned to the MCC college-credit bearing courses students will take in the Upper School.

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<tr>
<th>Subject</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
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<tbody>
<tr>
<td><strong>English</strong></td>
<td>Language Arts I: 7th Grade Language Arts is aligned with the Common Core State Standards, which include College and Career Readiness standards. Reading, writing, speaking, listening, and collaborative strategies are used purposefully to build knowledge and skills and to help students become independent readers, writers, and thinkers as they continue to progressively build the skills necessary for academic success. Moreover, students will receive explicit, intensive instruction in order to improve reading vocabulary, fluency, comprehension and the ability to read a variety of text types. Students will study, develop and apply a variety of specific reading strategies they can employ when reading fiction and non-fiction texts.</td>
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<td>Language Arts II: 8th Grade Language Arts is aligned with the Common Core State Standards, which include College and Career Readiness standards. Reading, writing, speaking, listening, and collaborative strategies are used purposefully to build knowledge and skills and to help students become independent readers, writers, and thinkers as they transition into high school. The primary goals of the course are to foster independent learning, encourage in-depth exploration of the content, and develop academic habits of mind. Students will learn specific, efficient fiction and non-fiction reading strategies as well as organizational skills that will support academic success in middle school. Students will study, develop and apply critical thinking skills to summarize, analyze and evaluate a variety of text selections. This class focuses on CC and Mass requirements for reading proficiency as measured on the state MCAS that is taken the following year.</td>
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<td>World Literature I Archetypal Stories: 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. Students will utilize reading comprehension strategies, analyze authorial choices: tone, diction, literary devices, as well as engage in Socratic and Harkness seminars to ensure strong speaking and listening skills aligned to the Common Core speaking/listening standards.</td>
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<td><strong>Writing</strong></td>
<td>Creative Writing: Creative Writing is a yearlong course designed to get 6th grade students excited about writing. Students will explore several different genres of writing, through reading and writing, as well as the other necessary elements needed to improve writing and composition skills. Through engaging and writing with genres such as: memoir, narrative, poetry, journalism, argumentative, persuasive, editorials, short story, and nonfiction, students will have a deeper understanding of the technical skills associated with the</td>
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<td>Writing I: Students will write in a variety of modes including expository, narrative, persuasive writing, and literary analysis. Students will understand a writer’s purpose, intended audience, persuasive techniques, use of sources (both primary and secondary texts), and be able to analyze a prompt and select the appropriate method for writing. Students will develop skills in critical reading, reflection, revision, collaboration and oral communication.</td>
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<td>Writing II: Intro to Academic Writing: Introduce the ACEITx2 paragraph structure (assertion, context, evidence, interpretation, transition/conclusion), compose several expository/explanatory pieces using appropriate organizational technique (compare/contrast, cause and effect), and compose several narrative pieces utilizing figurative language and descriptive writing. Grammar: Parts of speech will be mastered (noun, verb, adjective, adverb, preposition, conjunctions, gerunds). Basic punctuation (end of sentences, commas to join independent/dependent clauses), correct pronoun-antecedent agreement and subject-verb agreement</td>
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different writing styles, such skills include: tone, diction, use of details, figurative language, research, sentence structure, dialogue, statistics, word choice, and the process of editing and revising.

<table>
<thead>
<tr>
<th>History</th>
<th>Geography:</th>
<th>US Government and Civics:</th>
<th>World History I:</th>
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<tr>
<td></td>
<td>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 regions.</td>
<td>Students will examine the roles citizens play in the political, governmental, and economic systems in the United States. They will examine the Constitution of the United States; identify the rights, duties, and responsibilities of citizens; and describe the structure and operation of government at the local, state, and national levels. Students investigate the process by which decisions are made in the American market economy and explain the government's role in it.</td>
<td>(Dawn of humankind- 1450CE): World history taught from the Paleolithic era to the dawn of the Age of Exploration. Students will study the evolution and lives 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 civilizations.</td>
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<tr>
<th>Math</th>
<th>Fundamentals of Math I:</th>
<th>Fundamentals of Math II (Fall):</th>
<th>Algebra:</th>
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<tr>
<td></td>
<td>In conjunction with the Mass frameworks and the new Common Core standards, this course will focus on ensuring student mastery of several foundational mathematical practices: Making sense of problems and persevering in solving them, reasoning abstractly and quantitatively, constructing viable arguments and critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of structure, and looking for and expressing regularity in repeated reasoning. More specifically, students will focus on the following skills/standards in order to ensure they have mastered the foundational skills necessary to succeed in higher level mathematics courses in high school and college: students use reasoning about multiplication and division to solve ratio and rate problems about quantities, meaning of fractions, the meanings of multiplication and division, place value, variables, distribution, range, mean, mode, median, surface area, volume, and</td>
<td>In conjunction with the Mass frameworks and Common Core standards, this course will focus on ensuring student mastery of several key mathematical practices: making sense of problems and persevering in solving them, abstract and quantitative reasoning, constructing valid arguments and critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for an making use of structure, and looking for an expressing regularity in repeated reasoning. Additionally, this course will focus on the Grade 7 content standards: ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability. This course is to ensure that students have the foundational skills necessary for success in Algebra.</td>
<td>This yearlong 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.</td>
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<td>Fundamentals of Math II (Fall):</td>
<td>Pre-Algebra (Spring):</td>
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<td></td>
<td>In conjunction with the Mass frameworks and Common Core standards, this course will focus on ensuring student mastery of several key mathematical practices: making sense of problems and persevering in solving them, abstract and quantitative reasoning, constructing valid arguments and critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for an making use of structure, and looking for an expressing regularity in repeated reasoning. Additionally, this course will focus on the Grade 7 content standards: ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability. This course is to ensure that students have the foundational skills necessary for success in Algebra.</td>
<td>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</td>
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<tr>
<td>Science</td>
<td>Planetary and Space Science:</td>
<td>Earth Science:</td>
<td>Life Science:</td>
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<td></td>
<td>In this course students will study how we understand the sky, solar system, stars, and the universe, through discussion, writing, calculation, and observation. They will also learn how to find information about recent astronomical discoveries, and research their own topics.</td>
<td>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.</td>
<td>The Life Science standards emphasize a more complex understanding of change, cycles, patterns, and relationships in the living world. Students build on basic principles related to these concepts by exploring the cellular organization and the classification of organisms; the dynamic relationships among organisms, populations, communities, and ecosystems; and change as a result of the transmission of genetic information from generation to generation. This scientific view defines the idea that explanations of nature are developed and tested using observation, experimentation, models, evidence, and systematic processes based on logical thinking. Inquiry skills at this level include organization and mathematical analysis of data, manipulation of variables in experiments, and identification of sources of experimental error.</td>
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<tr>
<td>World Language</td>
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<td>Introduction to Spanish I:</td>
<td>Students begin to communicate in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. This class is conducted in Spanish as much as possible. Students expand their understanding of culture by studying about the countries of the Spanish-speaking world. They practice basic conversations in Spanish about what they want, need, plan and know how to do, as well as describe people, places, and events.</td>
<td>PE/Health:</td>
<td>PE/Health:</td>
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<tr>
<td>Elective(s)</td>
<td>PE/Health: 6th grade students participate in a variety of physical activities and sports through which they will develop positive attitudes toward group interaction; sportsmanship; the joy of effort; fair play; cooperation; initiative; and an appreciation for the abilities and limitations of self and others. Activities emphasized include: organized exercises, lead-up games, traditional team</td>
<td>The 7th grade health curriculum, conducted in conjunction with Physical Education, is designed to familiarize students with issues they will encounter during their middle school years. It is designed to provide knowledge and experiences, which will enable them to make choices which will have a positive impact on their health. Units covered include communicable diseases, wellness, tobacco, skeletal system, muscular system, and fitness. The Physical Education</td>
<td>The 8th grade Health curriculum, conducted in conjunction with the Physical Education program, is designed to help individuals become sensitive, healthy persons who take an active role in protecting, maintaining, and improving their health. Students study STI’s, AIDS, nutrition, alcohol and drugs, CPR, circulatory system, eating disorders, and fitness. The Physical Education program provides each student with the opportunity to participate in a comprehensive program consisting of skill development, lead up</td>
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</table>
The program is designed to continue development of physical fitness, motor, perception, rhythm, and movement skills. The program provides each student with the opportunity to participate in a comprehensive program consisting of skill development, lead up games, team sports, and physical fitness activities. The students receive instruction in rules, skills, and strategies associated with the different sports as well as learning experiences involving physical conditioning activities. The students will also have opportunities to become involved in life-long physical activities through individual sport units. The program promotes the spirit of cooperation, leadership, fair play, and friendly competition.

**FY17 Inaugural 6th Grade Scope and Sequence – College Prep**

Inaugural 6th grade College Prep cohorts and all new classes entering into the 6th grade. The schedule below represents those 25% of our students we expect to be on the College Prep gateway. (Please see document for the College Ready students’ course sequence)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>Language Arts I:</strong> 7th Grade Language Arts is aligned with the Common Core State Standards, which include College and Career Readiness standards. Reading, writing, speaking, listening, and collaborative strategies are used purposefully to build knowledge and skills and to help students become independent readers, writers, and thinkers as they continue to progressively build the skills necessary for academic success. Moreover, students will receive explicit, intensive instruction in order to improve reading vocabulary, fluency, comprehension and the ability to read a variety of text types. Students will study, develop and apply a variety of specific reading strategies they can employ when reading fiction and non-fiction texts.</td>
<td><strong>Language Arts II:</strong> 8th Grade Language Arts is aligned with the Common Core State Standards, which include College and Career Readiness standards. Reading, writing, speaking, listening, and collaborative strategies are used purposefully to build knowledge and skills and to help students become independent readers, writers, and thinkers as they transition into high school. The primary goals of the course are to foster independent learning, encourage in-depth exploration of the content, and develop academic habits of mind. Students will learn specific, efficient fiction and non-fiction reading strategies as well as organizational skills that will support academic success in middle school. Students will study, develop and apply critical thinking skills to summarize, analyze and evaluate a variety of text selections. This class focuses on CC and Mass requirements for reading proficiency as measured on the state MCAS that is taken the following year.</td>
<td><strong>World Literature I Archetypal Stories:</strong> 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. Students will utilize reading comprehension strategies, analyze authorial choices: tone, diction, literary devices, as well as engage in Socratic and Harkness seminars to ensure strong speaking and listening skills aligned to the Common Core speaking/listening standards.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td><strong>Creative Writing:</strong></td>
<td><strong>Writing I:</strong></td>
<td><strong>Writing II Intro to Academic Writing:</strong></td>
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<tr>
<td>Creative Writing is a yearlong course designed to get 6th grade students excited about writing. Students will explore several different genres of writing, through reading and writing, as well as the other necessary elements needed to improve writing and composition skills. Through engaging and writing with genres such as: memoir, narrative, poetry, journalism, argumentative, persuasive, editorials, short story, and nonfiction, students will have a deeper understanding of the technical skills associated with the different writing styles, such skills include: tone, diction, use of details, figurative language, research, sentence structure, dialogue, statistics, word choice, and the process of editing and revising.</td>
<td>Students will write in a variety of modes including expository, narrative, persuasive writing, and literary analysis. Students will understand a writer’s purpose, intended audience, persuasive techniques, use of sources (both primary and secondary texts), and be able to analyze a prompt and select the appropriate method for writing. Students will develop skills in critical reading, reflection, revision, collaboration and oral communication.</td>
<td>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), and compose several narrative pieces utilizing figurative language and descriptive writing. Grammar: Parts of speech will be mastered (noun, verb, adjective, adverb, preposition, conjunction, gerunds) Basic punctuation (end of sentences, commas to join independent/dependent clauses), correct pronoun-antecedent agreement and subject-verb agreement</td>
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<tr>
<td>History Geography: 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 regions.</td>
<td>US Government and Civics: Students will examine the roles citizens play in the political, governmental, and economic systems in the United States. They will examine the Constitution of the United States; identify the rights, duties, and responsibilities of citizens; and describe the structure and operation of government at the local, state, and national levels. Students investigate the process by which decisions are made in the American market economy and explain the government's role in it.</td>
<td>World History I: (Dawn of humankind- 1450CE): World history taught from the Paleolithic era to the dawn of the Age of Exploration. Students will study the evolution and lives 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 civilizations.</td>
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<tr>
<td>Math Fundamentals of Math I: In conjunction with the Mass frameworks and the new Common Core standards, this course will focus on ensuring student mastery of several foundational mathematical practices: Making sense of problems and persevering in solving them, reasoning abstractly and quantitatively, constructing viable arguments and critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of structure, and looking for and expressing regularity in</td>
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<td>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.</td>
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repeated reasoning. More specifically, students will focus on the following skills/standards in order to ensure they have mastered the foundational skills necessary to succeed in higher level mathematics courses in high school and college: students use reasoning about multiplication and division to solve ratio and rate problems about quantities, meaning of fractions, the meanings of multiplication and division, place value, variables, distribution, range, mean, mode, median, surface area, volume, and perimeter.

### Science

<table>
<thead>
<tr>
<th><strong>Science</strong></th>
<th><strong>Planetary and Space Science:</strong></th>
<th><strong>Earth Science:</strong></th>
<th><strong>Life Science:</strong></th>
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<tbody>
<tr>
<td>In this course students will study how we understand the sky, solar system, stars, and the universe, through discussion, writing, calculation, and observation. They will also learn how to find information about recent astronomical discoveries, and research their own topics.</td>
<td>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.</td>
<td>The Life Science standards emphasize a more complex understanding of change, cycles, patterns, and relationships in the living world. Students build on basic principles related to these concepts by exploring the cellular organization and the classification of organisms; the dynamic relationships among organisms, populations, communities, and ecosystems; and change as a result of the transmission of genetic information from generation to generation. This scientific view defines the idea that explanations of nature are developed and tested using observation, experimentation, models, evidence, and systematic processes based on logical thinking. Inquiry skills at this level include organization and mathematical analysis of data, manipulation of variables in experiments, and identification of sources of experimental error.</td>
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### World Language

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<thead>
<tr>
<th><strong>World Language</strong></th>
<th><strong>Introduction to Spanish I:</strong></th>
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<tbody>
<tr>
<td>Students begin to communicate in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. This class is conducted in Spanish as much as possible. Students expand their understanding of culture by studying about the countries of the Hispanic world. They practice basic conversations in Spanish about what they want, need, plan and know how to do, as well as describe people, places, and events.</td>
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### Elective(s)

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<tr>
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<tbody>
<tr>
<td>6th grade students participate in a variety of</td>
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conjunction with Physical Education, is designed to familiarize students with issues they will encounter during their middle school years. It is designed to provide knowledge and experiences, which will enable them to make choices which will have a positive impact on their health. Units covered include communicable diseases, wellness, tobacco, skeletal system, muscular system, and fitness. The Physical Education program provides each student with the opportunity to participate in a comprehensive program consisting of skill development, lead up games, team sports, and physical fitness activities. The students receive instruction in rules, skills, and strategies associated with the different sports as well as learning experiences involving physical conditioning activities. The students will also have opportunities to become involved in lifelong physical activities through individual sport units. The program promotes the spirit of cooperation, leadership, fair play, and friendly competition.

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Inaugural 6th Grade Scope and Sequence for the Upper School in FY20 and Beyond – College Ready

This Scope and Sequence is included in the proposal for illustrative purposes.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>ENGL 095</td>
<td><strong>English II American Literature:</strong> This course will explore American literature from the Puritan era to Post-Modernism, paying specific attention to the history of the periods and the influences of race, class, and gender on society. A thematic question that will guide the students’ exploration will be: What does it mean to be an American? How has the “American Dream” influenced the writings and works of prominent authors? This course allows for a unique exploration of history and literature. Students will engage with canonical American writers, such as: Emily Dickinson, Walt Whitman, Woolf, Steinbeck, Faulkner, and Miller, and students will engage with the voices of Langston Hughes, Nella Larsen, and Ralph Ellison. Texts will include the novel, drama, non-fiction, poetry, prose, plays, and short story.</td>
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<td>ENGL 215 African American Lit: (Spring): This course examines the works of African-American writers and performers from the periods of colonization and slavery through the Harlem Renaissance. Works will be studied in political, historical, and cultural contexts with particular focus on contributions and challenges to Euro-American culture and to simultaneous developments internationally among peoples of African descent.</td>
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</tbody>
</table>
| | **Senior Capstone Project (12D Group):** A Capstone seminar is an intensely personal experience for seniors. Yet it is just as intensely a shared experience with their peers and teaching staff. The seminar is kept to about 15 students to promote that sharing. The format of the seminar combines a deep exploration of the self with a disciplined academic exercise in substantive reading, writing, and discussion. Each seminar prompts the student to look both backward and forward. It asks, “What have you made of your New Heights Charter School education? What has it made
It also inquires, "How will you carry out the goals and lifelong vision you have set for yourself through your daily advisory while at NHCS? " These questions go to the heart of the seniors' concerns. Thus, Capstone seminars provide a place where students can ponder ultimate questions within a safe community. The success of the Capstone seminar will demonstrate that the senior year is truly a "teachable moment." The seminars speak to the needs of that moment, but also to the universal human need for reflection and spiritual development.

| Writing | **Composition I:** Academic papers aligned with the Literature and History classes. Students will write 6-8 academic papers utilizing the ACEIT structure for academic papers. Paper topics will include both historical and literary analyses papers, as well as several opportunities to engage with the Common Core writing assessments: opinion, informative, and argumentative.  
Grammar: 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.  
**ENGL 101 College Composition I** (Fall): This course helps students develop and organize extended pieces of writing. Students focus on the correct and appropriate use of language and the organization and development of paragraphs and essays. Research techniques, documentation of sources, and a short research paper are included. Constant reading and frequent writing is required.  
**ENGL 102 College Comp II** (Spring): This course strengthens students’ skills as writers and focuses on analysis and argument. Assignments include critical examination of literature and an essay using research and documentation utilizing the MLA style sheet. Emphasis is on writing as part of the processes of thinking and learning.  
**Creative Writing (12D Group):** A discussion and application of the principles ad techniques used in writing fiction and poetry. The fictional writing unit will focus on developing skills in using techniques for generating ideas, controlling viewpoint, and exploring development of theme, tone, symbols and style. The poetry unit will focus on enhance the writing of poetry using metaphor and simile, use of diction, irony, imagery, sound, and structure. Includes readings of sample fiction and poetry. In addition, students will be introduced to the literary theories used in pop culture in a variety of forms (literature, television, advertising, music.) Students will produce their own literary writing or social commentary as a final project. |
| History | **World History II:** (1450-present): World history taught from the Scientific  
**US History:** The focus of this course is the study of the historical development of  
**HIST 103 US History I:** (Fall) This course traces the political, economic, social and cultural  
**SOCI 208 Family and Community:** (Fall) This course includes a presentation of the structural |
| Revolution to the present. Students will internalize the connection between ideological movements and institutional reactions. The course emphasizes the influence of industrialism and the creation of a more globalized world. | American ideas and institutions from the Age of Exploration to the present. Students will learn fundamental concepts in civics, economics, and geography. They will obtain a basic knowledge of American culture through a thematic survey of major issues, movements, people, and events in United States and Massachusetts’s history in order to prepare students for the US History MCAS. | development of what became the United States from its beginnings to the end of the Civil War. Particular attention is paid to the nature of Puritanism, the complex background to the American Revolution, the creation of the Federal and State Constitutions and their implementation, the growth of sectionalism, westward expansion, the nature of slavery, and the breakdown of the American political system resulting in Civil War. This course emphasizes reading, writing, and critical thinking. **HIST 104 U.S. History II:** (Spring) This course traces the political, economic, social and cultural development of the United States since the Civil War. Emphasis is placed on the discord of the Reconstruction Era, the rise of industrialization, urbanization, and immigration, the development of American New foreign policy, American reform movements as seen in Populism, Progressivism, and the Deal, the course of the Cold War, the Civil Rights Movement, the contemporary women’s movement, the influence of technology on American life, and recent developments. | principles necessary in all kinship systems with brief treatment of the most important ranges of variations and a survey of marriage and the family in various societies. The main emphasis will be on courtship, marriage, and the family in the United States and their structural characteristics, trends of change, and practical problems insofar as sociology can illuminate them. **SOCI 232 Sociology of Race & Ethnicity:** (Spring) This course utilizes a sociological perspective to explore the experiences of racial and ethnic groups in the United States. Drawing on sociological concepts and theoretical perspectives regarding minority-majority relations among racial ethnic groups, this course focuses on the role of power, privilege and access to resources in the social construction of race and ethnicity. The course will explore the dynamics of institutionalized racism and address a variety of contemporary policy debates in order to better understand the roles that race and ethnicity play in shaping American society and culture. **Current Events (12E Group):** Focus will be on a variety of topics within the community were our students live, within the United States, and globally. Topics around equality among social class, ethnicity, gender, and sexual orientation are discussed. Other |
### Math

**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.

**Algebra II:**
This course is designed to build on algebraic and geometric concepts, thus the 10th grade is a perfect time for students to engage with such a course having already taken and mastered Algebra and Geometry. The course develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, and concepts and includes the study of trigonometric functions. It also introduces matrices and their properties. The content of this course is important for students’ success on the MCAS as well as the college-level math courses they will take the following year.

**MATH 131: Statistics (Fall)**
This course provides a basic introduction to statistics. It is recommended for students in business, social science, human resources, allied health, and criminal justice, and provides an excellent preparation for any career. Topics include descriptive statistics, probability, probability distributions, the normal distribution, hypothesis testing, estimates and sample sizes, the chi square distribution, correlation, and regression.

**MATH 132 Quantitative Reasoning:** (Spring)
This course covers the Algebra and Statistics needed to analyze various real world applications of Mathematics. Emphasis will be on the study of problems relating to environmental issues. Topics include descriptive statistics and linear and exponential models. The use of technology (graphing calculator or computer) will be required.

### Contemporary Math for Information Technology (12E Group):
Study of a variety of mathematical topics related to information technology, including routes and networks, scheduling, statistics, probability, the decimal, binary and hexadecimal number systems, logic gates and Boolean algebra.

### MATH 010 (Fall): (2nd Block)
This is the first semester in a series of computer-based learning courses designed to provide the Preparation for College Math II for students who need to complete.

### MATH 030 (Fall)
This is a continuation of MATH 002 Preparation for College Math II for students who need to complete.

### MATH 131/132 Workshop:
NHCS instructors who attend and work in conjunction with the professors at MCC will run this period to complete technology courses towards an MCC Microsoft Certification (details listed in the...
fundamental concepts of arithmetic and algebra and examine some applications of these concepts, i.e., word problems. Students are required to complete a minimum of five modules but are encouraged to complete as many of the 15 modules as possible. Students who begin at module 12 or higher are required to finish through module 15. The modules cover whole numbers, signed numbers, fractions, decimals, ratios and proportions, percentages, descriptive statistics, algebraic expressions, linear equations and inequalities, graphing lines and inequalities, systems of equations, exponents, polynomials, factoring, rational expressions, quadratic equations, and related applications. Credits earned in this course cannot be applied toward graduation. Prerequisite: placement testing is required.

MATH 002: (Spring): This is a continuation of MATH 001 Preparation for College Math I for students who need to complete additional modules. This is a computer-based learning course designed to provide the fundamental concepts of arithmetic and algebra and examine some applications of these concepts, i.e., word problems. Students are required to complete a minimum of five modules but are encouraged to complete as many of the 15 modules as possible. Students who begin at module 12 or higher are required to finish through module 15. The modules cover whole numbers, signed numbers, fractions, decimals, ratios and proportions, percentages, descriptive statistics, algebraic expressions, linear equations and inequalities, graphing lines and inequalities, systems of equations, exponents, polynomials, factoring, rational expressions, quadratic equations, and related applications. Credits earned in this course cannot be applied toward graduation. MATH 122: Topics in Mathematics II (Spring) This course is provided for students who wish to know what mathematics is about but who do not wish to be mathematicians. Topics included are elementary logic, set theory, probability, and statistics.

The purpose of this lab is to provide students with on-campus support with their college-level mathematics coursework. Students will have access to computers, teachers, and peers to complete projects, problem sets, and homework.

electives)
who begin at module 12 or higher are required to finish through module 15. The modules cover whole numbers, signed numbers, fractions, decimals, ratios and proportions, percentages, descriptive statistics, algebraic expressions, linear equations and inequalities, graphing lines and inequalities, systems of equations, exponents, polynomials, factoring, rational expressions, radical expressions, quadratic equations, and related applications. Credits earned in this course cannot be applied towards graduation.

| Science | Physics: Physics will provide students with a conceptual understanding of major concepts in static electricity, motion, forces, magnetism, light, waves, and energy. The course is supported by students’ previous and current enrollment in mathematics that includes fundamentals of algebra. While algebraic treatment is not the focus, students have an opportunity to apply the math they are learning to the physics concepts studied. Hands-on activities in the laboratory, class discussion, individual and group projects and activities, provide students opportunities to investigate science topics of relevance to their own lives and build understanding of essential learning in science. | 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. | PSYC 101 Introduction to Psychology: This course is an introduction to psychology as the science of human behavior. Major topics include scientific method, history of psychology, learning, motivation, emotion, social psychology, and perception. | SOCI 104: Principles of Sociology: Sociology is the systematic study of human society and social interaction. This course will employ the major theoretical perspectives to examine culture; the process of socialization; social structure; the problems of stratification, particularly in the areas of social class, race and ethnicity, and gender; social institutions, such as the family and religion; and social change. | BIOL 138: Introduction to Human Nutrition + BIOL 139 lab: This course is an introduction to the science of human nutrition and its role in health. It includes such topics as types of nutrients, nutrient digestion, absorption and metabolism, food sources, recommended nutrient intakes, food safety, and food technology. The course may also address other topics related to health and nutrition. Emphasis is placed on application of these concepts to promote health and fitness. BIOL 139 Lab: This course includes activities related to human nutrition, such as food sources, digestion, absorption and metabolism, and the role of nutrition in health. Emphasis is placed on understanding and using the scientific process. It fulfills a four-credit lab science requirement when taken with the corresponding three-credit course, BIOL 138 Human Nutrition. Two laboratory hours per week. Co/Prerequisite: BIOL 138 |
Introduction to Human Nutrition.

**BIOL 140: Introduction to Biology + BIO 142 lab:** This course is not intended for students planning to major in science or allied health. It is an issues-based course including topics of current interest in today’s society. It includes aspects of human biology, biotechnology, ecology, and other topics. This course is intended to further develop student abilities in the core competencies: critical thinking, oral communications, quantitative skills, reading, technology skills, and writing.

**BIOL 142 Lab:** This is an introductory laboratory course intended to supplement BIOL 140 Introductory Biology. This course is recommended for students who need a four-credit laboratory science for transfer purposes but do not intend to continue in the biological sciences. Laboratory topics will be closely integrated with lecture topics, including human biology, biotechnology, ecology, and other topics.

**Physics Course Description (12E Group):** This year long course is broken into 4 major topics include:
- In topic 1, Students will study the discoveries in modern physics and use it to explore the nature of science. Topics such as light, sound, electricity are used to develop underlying principles, which describe some of our physical universe. Includes discussions around the building blocks of matter, the fundamental forces of nature, gravity, and quantum theory.
- The 2nd topic focuses on physics for life sciences. The focus is to further develop an understanding of basic
World Language

<table>
<thead>
<tr>
<th>Spanish I:</th>
<th>Spanish II:</th>
<th>MLSP 101 Beginning Spanish I:</th>
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<tbody>
<tr>
<td>Students continue to communicate in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. Class will be conducted primarily in Spanish with a goal of helping each student become a competent communicator. Students expand their understanding of culture by studying about the countries of the Hispanic world. Vocabulary will focus on school, shopping, family, clothes, weather, simple foods found in restaurants and</td>
<td>Students develop their communication in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. The class will be conducted primarily in Spanish and students are expected to use the language in class. Students continue to learn about Hispanic countries through articles, video, speakers, group projects, computer activities, music, and games.</td>
<td>This course initiates the development of the ability to speak, understand, read, and write Spanish. Students learn the fundamentals of grammar, basic vocabulary, and correct pronunciation. Various aspects of Spanish cultures are discussed.</td>
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| MLSP 102 Beginning Spanish II: | |
|-------------------------------| |
| This course is a continuation of MLSP 101 Beginning Spanish I. Emphasis is on communication through continued development of reading, writing, speaking, and listening. | |

Concepts of physics and analytical and problem-solving skills with applications to biological systems. Covers the ideas of motion, forces, momentum and energy from within the framework of Newton’s laws. Laboratory is an integral component of these studies. The 3rd topic develops an understanding of basic concepts of physics and problem solving skills with applications to biological systems. Teaches the dynamics of oscillations, waves, electromagnetism, and light with biological applications. Laboratory is an integral component of these studies. Laboratory is an integral component of these studies. The 4th topic of this physics course serves as a terminal course of non-physics majors and provides students a good conceptual background for the student of quantum mechanics. Emphasizes a thorough student of phenomena that cannot be explained with ideas from classical physics.
| **Elective(s)** | Fine/Practical Arts, PE/Health courses will be offered at select times (during the school year, after school, on early release Fridays, and during Summer Bridge Programs) to ensure our students meet the graduation requirements for the state of Massachusetts, while simultaneously providing them with engaging coursework and opportunities. | Fine/Practical Arts, PE/Health courses will be offered at select times (during the school year, after school, on early release Fridays, and during Summer Bridge Programs) to ensure our students meet the graduation requirements for the state of Massachusetts, while simultaneously providing them with engaging coursework and opportunities. | Fine/Practical Arts, PE/Health courses will be offered at select times (during the school year, after school, on early release Fridays, and during Summer Bridge Programs) to ensure our students meet the graduation requirements for the state of Massachusetts, while simultaneously providing them with engaging coursework and opportunities. | THET 101 Introduction to Theatre:
This course covers an introduction to the history, art, craft, and socio-psychological dimensions of the theatre. The course combines assigned play readings with the study of the elements and techniques used in theatre, as well as viewing live theatre performances. The elements of acting, directing, stage settings, and costuming are incorporated. The relationship between theatre and society is explored.  

**SPH 105 Speech Communication:**
This course covers small-group and interpersonal communication, using a variety of exercises. Formal consideration is given to the planning, organization, and delivery of speeches. Students also analyze persuasive and informative techniques as they experience subject, speaker, and audience.  

12E Group: Massasoit Community College Microsoft Office Specialist (12E Group): Students will begin the
15-credit Microsoft Office Certificate Program offered by Massasoit. We are currently working out the details for this certificate program to be offered to our 12D students as both a career credential as well as an opportunity to become better acquainted with Microsoft Office. Courses include: CTIM 100: Computer Keyboarding, CTIM 101 Beginning Windows, CTIM 103 Beginning Excel, CTIM 104 Intermediate Windows, CTIM 105 Intermediate Word, CTIM 106 Intermediate Excel, CTIM 114 Beginning PowerPoint, CTIM 115 Intermediate PowerPoint, CTIM 147 Internet: Creating a Home Page, CTIM 197 Adobe Acrobat, CTIM 271 Database Concepts and Practices
C. MEMORANDUM OF UNDERSTANDINGS

Memorandum of Understanding  
Between New Heights Early College and the Resiliency Foundation, Inc.

Overview

The Resiliency Foundation INC (RF) seeks to partner with New Heights Charter School of Brockton (NHCS) for the 2016-2017 academic year to support the fundraising and development objectives of NHCS. Below is a proposed scope of services for RF’s work with NHCS.

About the Resiliency Foundation

The Resiliency Foundation (RF) is a non-profit agency dedicated to fostering promise in young people. Our approach to education is simple – we educate the whole child, raising the bar of expectation and setting each student on the path to success. RF’s work represents over a decade of experience with students who thrive in the shadow of risk – we achieve our goal of graduating academic entrepreneurs, community stewards, and compassionate social activists through four key principles of the Resiliency Model:

STUDENT-FIRST CULTURE:
Our models place the student first, set high expectations, include supportive and well-trained staff, opportunities for family participation, and provide the nurturance and opportunities for each child to achieve their dreams.

INNOVATIVE CURRICULA DESIGN:
Our models stand at the cutting edge of curricular innovation by adapting courses and schedules to meet the needs of students, employing authentic assessments both formative and summative, all while retaining the highest of academic standards including the new Common Core Curriculum and college coursework.

COMMUNITY OF US:
At the heart of our models is the ethos that our students will learn to be “Giver-Backers”, engaging in community service on a routine basis to understand they are part of a bigger picture, a member of a community, and as such, they will learn to respect themselves and those around them; they will learn to ask for help, they will learn to self-advocate, and above all, they will see the value in giving back.

FOCUS ON DISCOVERY:
Everything we do, from the moment a student enrolls at a Resiliency School, is to help students set rigorous goals for school and beyond. We also broaden their worldview through a two-part process, first exposing them to new places and new ideas and second, we provide the resources and support to ensure each student thrives in their newly expanded context.

Scope of Work and Responsibilities

PHASE I: STRATEGIC PLANNING, KNOWLEDGE SHARING AND INITIAL IMPLEMENTATION

January 1, 2015 – August 31, 2017 (19 months)

A. Support the work of the NHCS Founding Team: The Resiliency Foundation will support the work of key founding members Janice Manning, Omari Walker, and Jessica Geier in their work to complete the NHCS final application, and once approved, their work to bring the school to fruition, up until such a time that the monthly installments from the state cover their benefits and salaries. The Resiliency Foundation is committed to seeing the work invested over three years result in a first-rate school.

B. Develop a Fundraising Plan: The Resiliency Foundation will work with Executive Director Omari Walker to develop a strategic plan and fundraising goals for the first five years of NHCS. In addition, the Resiliency Foundation will provide staff to monitor the fundraising efforts of NHCS, including the development of marketing materials, white papers, and the gathering of research necessary to support the claims in all grant and loan applications as well as information provided to prospective donors.

C. Provide Administrative Support: The Resiliency Foundation staff will provide dedicated time (1 day per week) to the Executive Leadership Team at NHCS to provide ongoing administrative support and backroom functioning until such a time that the Executive Leadership team is fully functioning.
**Scope of Work and Funding:** The Resiliency Foundation is committed to establishing an ongoing partnership with the New Heights Charter School to ensure school quality, achievement results and life outcomes for students.

**Costs:** The Resiliency Foundation will donate all time and services invested in the support of NHCS. There is no expectation that NHCS will make any payment or return any service to RF.

**Potential Conflicts of Interest:** RF will continue to fund the salaries of Omari Walker, Janice Manning, and Jessica Geier until June 30, 2016. If approved, all three will devote their time to NHCS while employed by RF (just as they have for the past two years). Omari Walker and Janice Manning will resign from their position in RF on June 30, 2016, and Jessica Geier will become the Interim Executive Director of RF for one year until she joins Omari and Jan at NHCS as the founding Director of College Access. A search for a new Executive Director at NHCS will be undertaken by the Board of Directors for the Resiliency Foundation.
Memorandum Of Understanding
Early College High School

This Memorandum of Understanding (MOU) is by and between Massasoit Community College (herein called the “MCC”), located at ________, and New Heights Charter School of Brockton (herein called “NHCS”), located at ________ (collectively the “Parties”).

The parties to this MOU desire to establish an Early College High School (“School”) serving grades 6-12 in the Brockton area. The parties intend to provide college courses for high school students for whom a smooth transition into post-secondary education can be a challenge, including low-income students; students who are highly motivated but have not received the academic preparation necessary to meet high academic standards; students who are English language learners; students who have family obligations; and students for whom the cost of college is prohibitive. Accordingly the parties mutually agree as follows:

1. GOVERNANCE: The Early College High School established under this agreement will be governed by the New Heights Charter School Board of Trustees and subject to all state and federal policies and requirements. A Board of Trustees will meet regularly to evaluate instructional and programmatic activities; identify problems, issues, and challenges that arise; and make recommendations regarding more effective coordination and collaboration.

2. IDENTIFICATION OF COLLEGE REPRESENTATIVE(S) ON BOARD OF TRUSTEES: MCC will identify 1 college staff member to serve on the School’s Board of Trustees. MCC will establish a college working group comprised of the Dean of Liberal Arts, the Dean of Science and Mathematics, and the Director of the Gateway to College Program to coordinate/consult with the Board of Trustees and School personnel.

3. PROVISION OF COLLEGE COURSES: MCC will offer college-level courses to eligible and qualified students enrolled at the School. MCC will award credit for courses for which Course Articulation Agreements have been approved and such courses as have been evaluated and approved through the official MCC curriculum approval process. MCC, in collaboration with NHCS staff, will identify applicable college courses. MCC will be responsible for all hiring and supervision of college teaching staff. MCC will engage NHCS staff in conversations about characteristics that are best suited to teaching high school-aged students.

4. COURSE COMPLIANCE: MCC is responsible for identifying faculty to teach college courses at MCC and at NHCS to ensure that course goals and standards are understood, that course guidelines are followed, and that the same standards of expectation and assessment are applied in all venues where MCC offers courses.

5. STUDENT QUALIFICATIONS: All students who seek to enroll in college courses must meet the College’s enrollment requirements, including placement testing and pre-requisite course sequencing, before they will be enrolled in a college course.

6. TUITION AND FEES: NHCS will pay a flat rate of approximately $5000 per course (this rate is subject to change over time to allow for annual adjustments), taught at either NHCS or MCC. MCC will invoice NHCS. NHCS shall be required to cover the cost of academic accommodations required for School students participating in College courses taught at the NHCS campus.

7. INSTRUCTORS: All instructors must meet MCC’s academic requirements. The College will identify and hire all instructors for courses conducted on the college campus as well as for the courses conducted at the high school. MCC will pay the salary of instructors who teach a college course. Two NHCS instructional staff will attend college courses (1 per course) to learn the material and provide academic support to students. One additional NHCS staff member, a special education support specialist, will be available for students with IEPs and 504s. The NHCS staff members are provided for educational support purposes only and will not interfere in classroom instruction management unless requested to do so by the College instructor.

8. FACILITIES: Courses will be conducted at facilities provided by NHCS and on the MCC campus. Students and NHCS instructors will receive a campus identification card. MCC will schedule all courses on the MCC campus. MCC will provide space for NHCS staff and NHCS will provide space for MCC faculty on an as-needed basis.

9. SUMMER BRIDGE: During the summer months, MCC will provide space, with incurred costs invoiced to NHCS, for a Summer Bridge program to be taught for four weeks, four days a week in the month of July. NHCS will be
14. TESTING: NHCS students will take the ACCUPLACER placement or diagnostic test multiple times in preparation for college course selection. MCC will not hold the NHCS students accountable to practice testing until such a time as the student qualifies for credit-bearing coursework.

11. BOOKS AND SUPPLEMENTAL MATERIALS: All textbooks, syllabi, and course outlines for all college courses offered shall be approved by MCC. Payment for all textbooks and supplemental materials required for classes, as determined by the faculty member teaching the course, will be the responsibility of NHCS. NHCS will purchase these materials through MCC’s vendor, Barnes and Noble.

12. DINING SERVICES: MCC and NHCS will work together to develop a meal plan for students who are enrolled full-time on MCC’s campus. Incurred costs associated with the meal plan will be invoiced to NHCS.

13. ENROLLMENT: NHCS students will be enrolled by MCC staff and their progress tracked as is done for other MCC students. MCC and NHCS staff will establish protocols for NHCS to receive progress reports, grades, and other tracking information.

14. INSTRUCTIONAL CALENDAR: College courses will be taught on the College calendar, with the exception of the shortened Summer Bridge program.

15. CONDUCT: NHCS students are required to adhere to all MCC regulations regarding facilities and equipment usage and to the MCC code of conduct when on the MCC campus. They are subject to appropriate action taken by MCC. MCC reserves the right to remove any student from its property. In the event the student is on the NHCS campus when a breach of conduct occurs, MCC and NHCS will collaborate on an appropriate course of action.

16. SAFETY: If any high school student, instructor, or administrator should experience an accident or sudden illness while on the premises of MCC, the response to such incidents will be based upon MCC’s regulations, guidelines, and procedures.

17. RENEWAL AND TERMINATION OF AGREEMENT: This MOU may be amended by mutual written agreement of the parties. The MOU will be in force for five (5) years following signing and is renewable based on the written consent of the parties. MCC and NHCS reserve the right to terminate this MOU upon service of written notice to the other party 90 days prior to the date of termination. If a termination notice is serviced during a semester, the effective date of termination will be the day after the end of the semester during which the 90-day period expires.

IN WITNESS THEREOF, the parties have duly approved THIS AGREEMENT, EXECUTED IN TWO original counterparts on this ______ date of __________.

Massasoit Community College

By: ________________________________________
College President

New Heights Charter School

By: ________________________________________
NHCS Executive Director
EDWORKS/NHCS Services Agreement

This Services Agreement ("Agreement") is effective as of the 1st day of September, 2015, between EDWorks and New Heights Charter School ("Client") to support the design and implementation of its grades 6-12 Fast Track Early College.

RECITALS

A. EDWorks has codified a system for the development of 21st Century schools, PK-12, which focus on designing and implementing innovative, interest-based learning experiences in deep collaboration with higher education, business and community partners. The ultimate goal of these innovative schools is to have every student participate in an EDWorks Fast Track Early College high school and/or feeder pattern and leave their PK-12 experience with a minimum of 25 hours of college credit and a career credential, such as a technical certificate or STNA credentials, or an associate degree / 60 hours of college credit.

B. Client desires to retain the services of EDWorks, as an independent contractor, in order to design and implement a Fast Track school for students in grades 6-12.

C. EDWorks wishes to provide such services, on the terms and conditions hereinafter set forth. EDWorks’ provision of services to the Client in the design and implementation of these schools contributes importantly to the furtherance of EDWorks’ charitable mission.

NOW, THEREFORE, in consideration of the mutual promises contained herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

1. Services. Establishing and sustaining an Early College feeder pattern requires focus, commitment and a passion for thinking and acting in nontraditional ways – both within the walls of the schools and in the broader community. EDWorks will collaborate with the Founding Team of New Heights Charter School on an annual basis during the term of this agreement to customize a system of technical assistance, leadership development and teacher professional development to meet the unique needs of the New Heights Charter School. Work will be focused in the following areas:

- School Design and Organizational Development
- Leadership Development
- Best Practices in Teaching and Learning
- Curriculum Alignment and Development
- Assessments and Data Analysis to Improve Student Outcomes
- School Climate and Support to Students

Technical assistance will be specifically designed to assist the Client in attaining the goals set forth in Exhibit 1 of this Agreement. Client will use its best efforts to cooperate with EDWorks to assure the successful implementation of the Services. The fee for such Services appears in Section “2” below. Client understands and agrees that this Agreement is not exclusive; EDWorks may be engaged to provide similar consulting services to other entities during the term of this Agreement.
2. **Fees and Expenses.** (a) **Compensation and Expenses.** As full and complete payment for all Services, the observance of all provisions of this Agreement, and the grant of rights hereunder, EDWorks shall be compensated, at the total amount of $245,000, plus reimbursement for actual expenses for travel, lodging and materials. Fees will be invoiced as follows:

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</tr>
<tr>
<td>Payment 8: June 30, 2018</td>
<td>$30,000, plus expenses</td>
</tr>
</tbody>
</table>

Client may choose to engage EDWorks for technical assistance services in 2018-19 and 2019-20. Fees for services during those two years will be based on the level of work necessary to help the Client reach stated goals.

3. **Work Product; Ownership of Intellectual Property.** (a) **Restrictions on Use of EDWorks Materials.** Any materials provided by EDWorks in connection with the Services ("EDWorks Materials") may be used only on behalf of the development and implementation of New Heights Charter School and may not be reproduced, distributed, displayed, performed or used, or disclosed to or shared with persons outside Client and the New Heights Charter School, without express written permission of EDWorks or as expressly permitted herein; provided, however, that EDWorks will cooperate with Client to identify EDWorks’ Materials that are appropriate for publication or distribution to donors and other constituents of Client.

(b) **Assignment of Copyrights in New Materials.** In consideration of the Services and the terms and conditions of this Agreement, the copyrights in any and all works of authorship fixed in any tangible medium of expression (within the meaning of 17 U.S.C. §§102 and 103), of which Client is the author in whole or in part (under 17 U.S.C. § 201), authored in connection with the Services ("New Materials"), are hereby assigned to EDWorks; provided, however, that EDWorks and Client shall jointly own vision documents, curricula and planning, organizational development and organizational management materials jointly developed by EDWorks and Client as a part of the Services provided hereunder. Client may use such vision documents, curricula and planning, organizational development and organizational management materials to establish and maintain the innovative schools developed under this agreement, but shall not use such documents or materials to compete with EDWorks or to otherwise form, advise, or consult with schools outside of Client’s geographic area. The parties shall cooperate with each other as appropriate to permit a party to secure, protect, record, further document, register or assign any copyright arising hereunder, including but not limited to executing all papers reasonably desirable or necessary to further document any required assignment hereunder and to register such copyright. Copyrights and works that are independently developed by the Client without reference to EDWorks Materials or Services to belong to the Client.

(c) **Limited License to Use EDWorks Materials and New Materials.** EDWorks hereby grants Client a limited, perpetual, royalty-free non-exclusive license, with respect to EDWorks’ Materials and New Materials, to (1) reproduce such Materials in copies, (2) prepare derivative works based upon such Materials, (3) distribute copies of such Materials on Client's premises, (4) publicly perform such Materials on Client's premises, (5) publicly display such Materials on Client's premises, and (6) perform such Materials publicly on Client's premises by electronic means. Client may publish such Materials on the Internet solely in furtherance of the purposes of this Agreement. Client may not publish such Materials by electronic mail to persons who are not Client's employees, board members, administrators, students or parents/guardians of students and any such publication shall be made on a confidential basis, if appropriate. Client may publish such Materials on an intranet site operated by Client, provided
that access to such Materials is restricted to Client's employees, administrators and/or students. The above activities for which a license is granted herein shall be limited to purposes of Client's educational operations and shall be marked as confidential, as appropriate. No license of these activities is granted for purposes of for-profit activities or for-profit sales, nor for commercial purposes, purposes of entities other than Client, or any other purposes whatsoever. Client may not assign this license or grant any sublicensees. Notwithstanding the foregoing restrictions and limitations, Client may publish materials constituting Evaluations, whether or not derived from EDWorks' Materials or New Materials, in any manner. For purposes herein, "Evaluation" means a collection, compilation or summary of data recording or reporting upon progress or improvement measured in connection with the Services, and any comment relating thereto. EDWorks will cooperate with Client to identify EDWorks’ Materials that are appropriate for publication or distribution to donors and other constituents of Client.

(d) Other Intellectual Property. (1) Assignment of Patent Rights; License Back. In consideration of the Services and the terms and conditions of this Agreement, any and all patent rights that may exist in subject matter developed by or on behalf of Client in connection with the Services are hereby assigned to EDWorks. Client shall cooperate with, and to the best of its ability, assist EDWorks in EDWorks' efforts to secure, protect, record, further document or apply for such assignment and such patent rights, including but not limited to executing all papers reasonably desirable or necessary to further document this assignment and to apply for patents. EDWorks hereby grants Client a limited, perpetual, royalty-free non-exclusive license to make or use any patented inventions in which patent rights are hereby assigned. The above activities for which license is granted herein shall be limited to purposes of Client's educational operations. No license of these activities is granted for purposes of for-profit activities or for-profit sales, nor for commercial purposes, purposes of entities other than Client, or any other purposes whatsoever. Client may not assign this license or grant any sublicensees. The foregoing provision applies to patent rights that are based on or arise out of the EDWorks’ Materials or Services. It is intended for patent rights that are independently developed by the Client without reference to EDWorks’ Materials or Services to belong to the Client.

(2) No Trade Secret Rights Against EDWorks. Subject to and with the exception of the provisions concerning Confidential Information below, Client hereby acknowledges and agrees that it will have no trade secret rights in any information it receives, develops, discovers or learns in connection with the Services, which Client may enforce against EDWorks.

(3) No Intellectual Property Claims Against EDWorks. Subject to and with the exception of the provisions concerning Confidential Information below, Client hereby acknowledges and agrees that it will have no intellectual property rights as against EDWorks in any information, technology, methods, processes, inventions, work product, creative works, works of authorship or know-how it receives, develops, or discovers in connection with the Services. Client hereby releases and discharges EDWorks from any and all claims of infringement of intellectual property rights alleged to exist in, or any misappropriation of, any information, technology, methods, processes, inventions, work product, creative works, works of authorship or know-how it receives, develops, or discovers in connection with the Services.

4. Confidentiality. (a) Non-Use and Non-Disclosure: Duty of Care. Each party hereby covenants and agrees that, except as expressly permitted by this Agreement, it shall not at any time: (i) use Confidential Information (as defined below) except as reasonably required to perform the Services; or (ii) disclose Confidential Information to any third party, without the prior written authorization of the party to whom such Confidential Information belongs. Furthermore, each party shall at all times protect the other party’s Confidential Information with the same degree of care, but no less than a reasonable degree of care, as it treats or protects its own confidential information of a like nature.

(b) Definition of Confidential Information. The term "Confidential Information" shall include all information not generally known to the public, and not readily ascertained by proper means by outsiders, constituting or comprising private employee information, private student information, or other information generally deemed to be of a private or personal nature in which the general public has no direct legitimate interest. If either party becomes legally required to disclose Confidential Information, or any part thereof, then such disclosing party shall give the other party prompt notice of such requirement, cooperate with the other party to the extent reasonable in taking legally available steps to narrow such required disclosure and disclose only that portion of the Confidential Information necessary to ensure compliance with such legal requirement. In the event of any breach or threatened breach of this provision, the affected party shall be entitled to seek an injunction restraining the breaching party from using or disclosing such Confidential Information in addition to any other remedy, at law or equity, which may be available to the affected party. Client and EDWorks shall each mark as “confidential” any material it believes is Confidential Information; provided, however, that EDWorks agrees that information covered by state and federal laws concerning the confidentiality of student information shall be treated as Confidential Information.

(c) Privacy. Client shall assure compliance with all applicable privacy laws (including, without limit, the Federal Educational Rights and Privacy Act) as to information it provides to EDWorks.

5. Term, Termination.
(a) **Term.** The term of this Agreement shall begin on the effective date and, unless terminated in accordance with Section 5(b) below, shall continue until the earlier of the complete performance of the Services, or June 30, 2018. Terms of this Agreement may be extended, should Client purchase additional years of service.

(b) **Termination.** This Agreement shall terminate prior to the expiration of its term as follows:

1. At the non-breaching party’s option, effective immediately, if a party materially breaches, violates or otherwise fails to comply with any of the terms contained in this Agreement and fails to cure such breach within sixty (60) days of receiving written notice of such breach from the non-breaching party;

2. Automatically and effective immediately, if either party makes an assignment of this Agreement for the benefit of its creditors, becomes insolvent or seeks protection under any bankruptcy, receivership, trust deed, creditor’s arrangement or composition, or if any comparable involuntary proceeding is instituted against such party and is not dismissed within ninety (90) days of such institution; or

3. At EDWorks’ option, effective immediately, if Client fails to pay any undisputed amount due under this Agreement within thirty (30) days of its due date.

(c) **Survival of Obligations.** Upon termination of this Agreement for any reason, Client shall promptly pay to EDWorks all outstanding amounts due under this Agreement. Such obligation to pay shall survive termination of this Agreement.

6. **Limitations.**

   (a) **Limitation of Liability.** In no event shall EDWorks’ liability to Client arising out of or related to this Agreement or the Services provided hereunder, whether based on an action or claim in contract or tort, including negligence, strict liability, or warranty, exceed EDWorks’ compensation for Services for a period of one year under this Agreement.

   (b) **Other Damages.** In no event shall EDWorks be liable to Client for any indirect, incidental, special or consequential damages (including, without limitation, any damages arising from loss of use or lost business, revenue, profits, data or goodwill) arising out of or related to this Agreement or the Services provided hereunder, whether in an action in contract, tort, strict liability or negligence, or other actions, even if advised of the possibility of such damages.

   (c) **Warranty.** EDWORKS DOES NOT MAKE ANY WARRANTY, EXPRESSED OR IMPLIED, WITH RESPECT TO THE SERVICES OR ANY GOODS PROVIDED UNDER THIS AGREEMENT, INCLUDING, WITHOUT LIMITATION, ANY IMPLIED WARRANTY OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE.

   (d) **Claims.** Any claims by Client arising out of or related to this Agreement or the Services provided hereunder, whether in an action in contract, tort, strict liability or negligence, or other actions, must be brought within one year of the termination of this Agreement or such claims shall be forever barred.

7. **Indemnification.**

   (a) Except for damages, injuries, claims, or expenses arising as a result of the gross negligence or willful misconduct of EDWorks, Client shall indemnify, defend, and hold EDWorks harmless from and against any suits, actions, penalties, assessments, damages, losses, injuries, claims, or expenses (including, but not limited to, attorneys’ fees and expenses) arising out of claims resulting from any act or deed, whether by way of tort or contract, committed or omitted by Client during the term of this Agreement. For purposes of this Agreement, if EDWorks acted in reliance upon information provided to EDWorks by Client, EDWorks shall not be deemed to be grossly negligent with respect to any acts or omissions made in reliance of such information.

   (b) In the event of a claim by a third party, EDWorks or its legal representative shall promptly notify Client in writing of any such claim or lawsuit and forward all related documents to Client. Client shall then defend such claim or lawsuit at its own expense; however, EDWorks reserves the right to choose the legal counsel that will be used by Client in such defense and to participate in such defense, proceeding or settlement discussions related thereto in its sole discretion.

8. **Governing Law; Jurisdiction and Venue.** This Agreement shall be governed by and construed in accordance under the laws of the State of Ohio, without application of Ohio conflicts of laws principles. Any action or proceeding seeking to enforce any provision of, or based on any right arising out of, this Agreement must be brought in the courts of the State of Ohio in Hamilton County, or, if it has or can acquire jurisdiction, in the United States District Court for the Southern District of Ohio in Hamilton County, and each of the parties consents to the jurisdiction of such courts in any such action or proceeding and waives any objection to venue laid therein.
9. **Independent Contractor.** The parties understand and acknowledge that EDWorks is an independent contractor, and shall not be deemed an employee, partner, or joint venture of Client with respect to the services performed hereunder for any purposes whatsoever. EDWorks also understands that it is responsible, according to law, to pay its own federal, state and local income taxes and employment taxes with respect to all compensation received from Client hereunder.

10. **Notice.** All notices must be in writing and sent (a) in person, (b) by certified or registered mail, (c) by overnight delivery carrier for next day delivery, (d) by facsimile, or (e) email, in each case to the address listed below (or if notice of a new address is given in accordance with this Agreement, the new address):

11. **Binding Effect.** This Agreement shall be binding upon and inure to the benefit of both Client and EDWorks and their successors and affiliates.

12. **Severability of Provisions.** Any provision of this Agreement that is held to be illegal, invalid, prohibited or unenforceable shall not affect the remaining provisions hereof or the application thereof to other facts and circumstances and this Agreement shall be construed as if such illegal, invalid, prohibited or unenforceable provision had never been contained in it.

13. **Waiver.** Any of the terms, conditions or provisions of this Agreement may be waived at any time and from time to time in writing by the party entitled to the benefit thereof without affecting any other term, condition or provision of this Agreement. No waiver shall be effective unless it is in writing. The waiver by any party hereto of any breach of any term, condition or provision of this Agreement shall not operate or be construed as a waiver of any other term, condition or provision or of any subsequent breach of the same term, condition or provision.

14. **Entire Agreement.** This Agreement constitutes the entire agreement and understanding between the parties and supersedes all prior agreements and discussions with respect to the subject matter hereof. The parties expressly agree that to the extent that form purchase orders, confirmations, acceptances and invoices, or similar documents, are used to facilitate specific services any conflicting, additional or different terms provided by Client shall be of no force and effect and the terms of this Agreement shall control such interpretations unless a separate signed writing/amendment authorizes such terms.

15. **Assignment.** This Agreement may not be assigned by the Client without the written consent of the EDWorks. EDWorks may assign this agreement.

16. **Amendment.** This Agreement may be amended or modified only in a writing signed by both EDWorks and Client.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective names or by their respective officers, thereunto duly authorized, to be effective as of the day and year first written above.

**EDWorks**

By:

Printed: Harold D. Brown

Its: President

Date: 6/23/15

**CLIENT**

By: _____________________________

Printed: Omari Walker

Its: Founding Team Member

Date: ___________________________
AMENDMENT TO SERVICES AGREEMENT

The Services Agreement dated September 1, 2015 between EDWorks, LLC ("EDWorks") and New Heights Charter School ("Client"), collectively, "Parties," shall be amended as provided by section 5 as follows: performance of the additional services contemplated in the attached Statement of Work ("New Services") shall be completed on or before June 30, 2021.

Further, the Parties agree to amend Section 2, Fees and Expenses, to include the fees for the New Services as outlined in the attached Statement of Work.

IN WITNESS WHEREOF the parties have executed this amendment as of the last date set forth below.

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<thead>
<tr>
<th>Client</th>
<th>EDWorks</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>Signature</td>
<td>Signature</td>
</tr>
<tr>
<td>Name:</td>
<td>Name: Harold D. Brown</td>
</tr>
<tr>
<td>Title:</td>
<td>Title: President</td>
</tr>
<tr>
<td>Date:</td>
<td>Date: 10-26-15</td>
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</table>
STATEMENT OF WORK

1. SERVICES. EDWorks will provide the following Services to Client:

EDWorks will expand its work with New Heights Charter School to focus on the following primary areas:

- Examining Curriculum Alignment and Vertical Scope and Sequence Implementation
- Assessing the effectiveness of the Course of Study to deliver a rigorous, relevant, personalized academic program, and revise, as needed
- Expanding cross-curricular units of study
- Deepening content knowledge through interaction with University/Business Partners
- Work with business and community partners to examine the relevance of student experiences and performance assessments
- Looking Ahead: Developing the Next Year’s Teacher-Led Professional Development Plan
- The workshop will engage participants in hands-on experiences and prepare them to turnaround PBL learning in their schools.

2. COMPENSATION. Compensation for EDWorks Services under this SOW shall be $230,000 for technical assistance fees, plus reimbursement for actual expenses for travel, lodging and materials.

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<tr>
<td>Payment 10: January 30, 2019</td>
<td>$28,333, plus expenses</td>
</tr>
<tr>
<td>Payment 11: June 30, 2019</td>
<td>$28,334, plus expenses</td>
</tr>
<tr>
<td>Payment 12: September 30, 2019</td>
<td>$25,000, plus expenses</td>
</tr>
<tr>
<td>Payment 13: January 30, 2020</td>
<td>$25,000, plus expenses</td>
</tr>
<tr>
<td>Payment 14: June 30, 2020</td>
<td>$25,000, plus expenses</td>
</tr>
<tr>
<td>Payment 15: September 30, 2020</td>
<td>$16,000, plus expenses</td>
</tr>
<tr>
<td>Payment 16: January 30, 2021</td>
<td>$16,000, plus expenses</td>
</tr>
<tr>
<td>Payment 17: June 30, 2021</td>
<td>$16,000, plus expenses</td>
</tr>
</tbody>
</table>

Taken together, EDWorks Services in the Agreement dated September 1, 2015 and this Amendment shall total $475,000, plus expenses.
Technical assistance services provided to the Client by EDWorks will be focused on helping the Client achieve the following goals and milestones, as communicated in the New Heights Charter School application to the Massachusetts Department of Elementary and Secondary Education:

**School Goals:** Our Key Design Elements are intended to be the strategic vision for the development of a model that will enact systemic change. Our primary goal for all three key design elements is to ensure that our students are prepared for college. We intend to measure this primary goal through the following metrics:

1. In our inaugural 7th and 8th grade classes, 50% of students will pass the ACCUPLACER and attend college full-time in 11th and 12th grade.

2. In our inaugural 6th and beyond class, 75% of students will pass the ACCUPLACER and attend college full-time in 11th and 12th grade.

We understand that this primary goal is ambitious, but we are committed to creating a school culture, rigorous and supportive academic program and prepared staff that will work with our secondary goals, below, to meet this challenge:

1. **We Go to College Mindset** Our students will possess a “We Go to College” mindset that drives everything they do in and outside of the classroom.
   a. 90% of students will complete homework on time
   b. Average daily student attendance will outperform the state average.
   c. 100% New Heights' students will enroll in and complete college level courses.
   d. 100% of students will take the PSAT’s, SAT’s, and the ACCUPLACER
   e. 100% of students will attend quarterly, theme-driven retreats (including college visits, day-long community service projects, or cultural visits including museums, theater, 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.

2. **Early College Design:** Our school design will empower students and staff to introduce college knowledge and academic preparation into everything we do.
   a. 100% of students will visit a minimum of 4 college campuses
   b. 100% of students will have access to a multi-tiered student support model that includes tutors, specialists, co-teaching classrooms, and targeted interventions.
   c. 100% of students will complete a college portfolio, including the FAFSA and college essays as well as a minimum of 2 college applications.
   d. 100% of students will complete college coursework

3. **Professional and Community Development:** The NHCS staff will and members of our community (family, friends and partners) will see the school as a place to learn and grow personally and professionally.
   a. 100% of staff will attend twice annual retreats to build and sustain culture.
   b. 95% of parents will agree with this statement, “The school provides a safe, and nurturing environment, and holds students to high academic standards while providing support when necessary”.
   c. 95% of students will agree with this statement: “The school provides a safe, and nurturing environment, and holds students to high academic standards while providing support when necessary”.
   d. 90% of staff will report feeling supported by the administration.
   e. 100% of staff will attend weekly professional development to share student data to improve curriculum and
instruction.
f. 100% of students will have an Individualized Learning Plan (ILP) upon entry into NHCS.
g. 100% of families will attend a face-to-face conference with a NHCS administrator on an annual basis.
h. 100% of staff will collaborate on lesson plans and instructional best practice through common planning time built into their daily schedule.
i. The NHCS Parent and Family Advocate will schedule a minimum of 8 parent/family meetings on a monthly basis.
D. LETTERS OF SUPPORT

July 20, 2015

Dear Dr. Chester:

I write in support of the New Heights Charter School (NHCS) application to the Massachusetts Department of Elementary and Secondary Education. As President of Massasoit Community College (MCC), I welcome the opportunity for MCC faculty and staff to collaborate with NHCS to make an early college experience available to students and families in our service area. Its innovative model holds great promise and reflects the wealth of experience that NHCS founder Omari Walker brings to the project. He has assembled a capable, energetic, and committed team to bring the NHCS vision to life.

Members of my leadership team and I met with Mr. Walker and his staff in early spring of this year to discuss the NHCS vision and the role that MCC could play in its realization. Following this meeting, our chief academic officer and academic deans engaged in preliminary curricular conversations with the NHCS curriculum team. Concurrently, the MCC and NHCS leadership teams worked together to craft an initial memorandum of understanding to govern the relationship between the two institutions. A team of MCC staff and faculty has now been identified and charged with overseeing this project through both its planning and implementation stages, and the MCC representative who will sit on the NHCS Board of Trustees has been identified.

Early college programs are being established across the country to provide students with a deeper level of preparation, academic, social, and emotional, to enhance the likelihood of success in college. Many students who take advantage of these programs are those who, without that additional preparation, may not find post-secondary success; preliminary research indicates that these models work. Providing more opportunities for students in our service area to participate in such programs both aligns with our mission to “strive to offer accessible and innovative programs with comprehensive support services to prepare students for membership in a global society,” and enhances our role as a resource to the communities we serve.

Please do not hesitate to contact me for further discussion of our anticipated role in this project. Thank you for your consideration of this proposal.

Sincerely,

Charles Wall, Ph.D. President
June 23, 2015

Dr. Mitchell D. Chester
Commissioner
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906

Dear Dr. Chester,

As President and Chief Executive Officer of KnowledgeWorks, I am writing this letter to support The New Heights Charter School's application to the Massachusetts Department of Elementary and Secondary Education to launch an innovative Early College Charter School for grades 6-12.

My staff and I first met New Heights Founder Omari Walker and members of his team in March. We were immediately impressed with their knowledge, their passion and their thoughtful approach to designing a school that will literally change the lives of so many students and families in the Brockton area.

As you know, Mr. Walker was recognized by DESE in 2006 as “the model alternative education program in the state.” Omari Walker has more than 13 years of experience as a principal and education consultant, raising up some of the region’s most economically challenged young people. With New Heights, he is taking lessons learned from successful alternative schools and using them to design a unique Early College High School with a College Preparatory strand. Mr. Walker has assembled an equally strong team of educators with Early College and instructional leadership skills to help build and sustain the school.

Mr. Walker and his team have worked extensively with our subsidiary, EDWorks, to develop their current grades 6-12 New Heights learning plan. The EDWorks team has a history of launching and supporting nearly 40 highly successful Early College High Schools in multiple states, both as district choice options and as charter schools. KnowledgeWorks and EDWorks will work side-by-side with Mr. Walker and his team providing intensive school design technical assistance, professional development and leadership support from planning through the first New Heights graduating class.

We have every confidence in the Founding Team to make New Heights a success. We encourage you to give them the opportunity to make New Heights a reality for the young people in the Brockton area.

If you have any questions, please don’t hesitate to contact me.

Respectfully,

Judy Pepler
President and CEO
State of Massachusetts

To Whom It May Concern:

This letter confirms that our clients (the Lenders), who request that they remain anonymous to you, have the funds to support the following commitment they have made to the Resiliency Foundation:

"We (the Lenders) are citizens who are committed to ensuring that Brockton, Taunton, and Randolph youth have the opportunity to enroll in a school such as NHCS that will prepare them for college. Thus, should the Founding Team not be able to raise these funds from other sources, we want to support this work by promising to provide funding up to $200,000 to the Resiliency Foundation for pre-operational expenses. The loan would be outstanding for a 12-month period, and would be interest free.

We hope you will consider this commitment as you review NHCS's Charter request."

The Beringer Group is the financial advisor to the Lenders. If you have any questions about this, please feel free to visit our website (www.theberingergroup.com) or call me at above number.

Sincerely,

Theodore A. Beringer, founder
November 2, 2015

Dr. Mitchell D. Chester
Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Dear Commissioner Chester,

The Claneil Foundation has been a long-time funder of programs, schools and organizations under Mr. Omari Walker’s leadership. The most recent grant to the Resiliency Foundation was through the Claneil Foundation’s Emerging Leaders Fund. The purpose of the Emerging Leaders Fund is to support early stage nonprofit organizations that show potential for significant impact. The Foundation receives approximately 70 nominations per year from foundation and nonprofit leaders, and then the Foundation board selects three organizations from the pool of nominees. Grantees receive unrestricted funding totaling $200,000 over four years. The Resiliency Foundation was selected to be in the inaugural Emerging Leaders Fund cohort from 2010 to 2014.

Because of the long history of supporting Mr. Walker’s effective and innovative leadership, the Resiliency Foundation has been invited to submit a proposal for a $50,000 board-designated grant for the New Heights Charter School. The recommendation for this funding will go before the Claneil Foundation board for a confirming vote at the upcoming board meeting on November 7, 2015.

Please feel free to contact me if you have any questions or would like more information. I can be reached at 610-941-1141 or mwalker@claneil.org.

Regards,

Mailee Walker
Executive Director
November 3, 2015

Omari Walker
Proposed Executive Director
Proposed New Heights Charter School of Brockton
250 East Main Street
Norton, MA

Re: The Proposed New Heights Charter School of Brockton Project

Dear Mr. Walker,

Please be advised that the proposed terms and conditions summarized herein are for discussion purposes only and do not constitute an offer, agreement, or commitment to lend. The actual terms and conditions upon which BayCoast Bank ("Bank") may extend credit are subject to satisfactory completion of due diligence, our final approval process, satisfactory review of documentation and such other terms and conditions as are determined by the Bank. Also, this outline does not purport to include all the terms and conditions which would be contained in the definitive documents for a loan such as proposed herein, all of which would of course have to be satisfactory to both you and Bank prior to closing.

Applicant: 1. New Heights Charter School of Brockton or new Entity to be Formed
           2. New Heights Charter School of Brockton or new Entity to be Formed

Guarantors: None

Amount / Type: 1. $320,000 Commercial Line of Credit
                2. $400,000 Commercial Term Loan (to be disbursed on a Construction Progression basis)

Purpose: 1. To fund start-up costs for the proposed New Heights Charter School of Brockton Project.
         2. To fund leasehold build out/renovation costs for the proposed New Heights Charter School of Brockton Project.

Maturity: 1. 1.5-year term
          2. 5.5-year term / 5-year amortization

Interest Rate: 1. Fixed interest rate of 5.00% for the term of the loan.
               2. Fixed interest rate of 5.00% for the term of the loan.

Fees: None

Prepayment Penalty: 1. None
                   2. 5,4,3,2,1 (only if refinanced by another financial institution)

Repayment: 1. Interest only monthly payments for the first six months to then convert to Fixed monthly principal and interest payments totaling $27,405.04 to be paid from funding received by the Applicant from the Commonwealth of Massachusetts to be deposited into a Restricted BayCoast Bank account.
Proposed New Heights Charter School of Brockton Project
Page 2 of 5

2. Interest only monthly payments for the first six months during the construction period to then convert to Fixed monthly principal and interest payments totaling $7,561.70 to be paid from funding received by the Applicant from the Commonwealth of Massachusetts to be deposited into a Restricted BayCoast Bank account.

Interest Reserve: 1. & 2: An interest reserve totaling five months of interest payments will be carved out of the proposed Line of Credit and will be used to support monthly interest payments for the proposed Line of Credit and proposed Commercial Term Loan until funding from the Commonwealth of Massachusetts has been received by Applicant.

Collateral: 1. First Collateral Assignment and Pledge of funds received by the Applicant from the Commonwealth of Massachusetts to be deposited in a Restricted BayCoast Bank account (i.e. Commonwealth of Massachusetts Accounts Receivable); plus

First UCC security interest in All Business Assets of New Heights Charter School of Brockton or new Entity to be Formed.

2. Second Collateral Assignment and Pledge of funds received by the Applicant from the Commonwealth of Massachusetts to be deposited in a Restricted BayCoast Bank account (i.e. Commonwealth of Massachusetts Accounts Receivable); plus

Second UCC security interest in All Business Assets of New Heights Charter School of Brockton or new Entity to be Formed.

All proposed loans to be cross-collateralized and cross-defaulted.

Additional obligations: Applicant would not obtain any other loans and other financing relating to the Bank’s security interest in the Property without the prior written approval of the Bank.

Financial Covenants: to be determined as part of the due diligence process.

Plans, Specifications, And Construction Budget:

2. Subject to review and approval of all construction budgets, plans, specifications, construction schedule, costs, and disbursements by the Bank or the Bank’s Construction Consultant. The cost of such review will be the responsibility of the Applicant whether or not the loan closes.

Bonding: 2. The Bank reserves the right to require adequate bonding on all contractors in amounts satisfactory to the Bank.

Liability Insurance: 2. Applicant and/or contractor(s) shall submit evidence of liability insurance insuring against all risks in amounts as the Bank may require per occurrence, naming the Bank as additional insured and containing a non-cancellation provision without 30 days prior written notice to the Bank and any other provisions as the Bank shall reasonably require.
**Proposed New Heights Charter School of Brockton Project**

**Permits/Approvals:**

2. The Bank shall receive certified copies of all licenses, permits, approvals and agreements, including a Certificate of Occupancy, required for the construction, operation, use and occupancy of the improvements for the proposed New Heights Charter School of Brockton.

**Construction Contract(s):**

2. The Applicant shall have delivered to the Bank, copies of a fixed price Construction Contract(s) for the renovations/improvements with a General Contractor / Contractor(s) satisfactory to the Bank and such subcontractors or contracts with materialmen as the Bank may require, all in form and substance satisfactory to the Bank.

**Construction Disbursements:**

2. Construction loan proceeds will be disbursed in periodic installments as construction progresses in accordance with the Bank’s Construction Loan Agreement. Loan advances will be made at the Borrower’s request, but not more than twice per month, and upon submission of a requisition in writing from the Applicant using AIA Form G702 & G703. Applicant shall permit the Bank and its representatives to enter the premises for the purpose of inspecting the progress of work. The Bank is not required to make any advances until approved by its representatives, including its Construction Consultant.

In addition, no disbursements would be made if the proposed loan was in default.

Each disbursement for the construction cost would be subject to an appropriate retainage of all amounts due the contractor and each subcontractor.

**Construction Inspections:**

2. Prior to each disbursement, the Bank’s Construction Consultant would certify that the work represented by the requisitioned amount had been completed. The Bank will require regularly scheduled inspections during construction. The cost of such inspections would be borne by the Applicant.

**Reporting Requirements:**

1. Applicant to provide the Bank with a full set of federal tax returns and audited financial statements, in form acceptable to the Bank, prepared by a CPA, within 120 days after each fiscal year end. Lease/rental agreements for the subject property will also be required.

2. Applicant to provide the Bank with management prepared financial statements, in form acceptable to the Bank, within 45 days after each quarter-end.

3. Applicant would provide upon request by the Bank, such additional information as the Bank may reasonably request from time to time.
Conditions Precedent:

1. Satisfactory completion of Applicant and Project due diligence.
2. Satisfactory receipt, review, and acceptance of all necessary approvals, permits, licenses, and agreements from the Commonwealth of Massachusetts, all related approval & licensing agencies, particularly the Massachusetts Board of Elementary and Secondary Education, and the City of Brockton, if applicable, related to establishing and operating the New Heights Charter School of Brockton.
3. Satisfactory receipt, review, and acceptance of evidence from Applicant to BayCoast Bank indicating that all other funding sources for the project have been approved; particularly all funding to be received by Applicant from the Commonwealth of Massachusetts totaling approximately $4,500,000 for establishing and operating the New Heights Charter School of Brockton. The funds totaling approximately $4,500,000 will be deposited into a Restricted BayCoast Bank Account for the maximum term of the loans (minimum of 5-years).
4. Funding sources received by Applicant from the Commonwealth of Massachusetts totaling a combined $720,000 plus interest due for the life of each loan, to be deposited into a restricted account at BayCoast Bank to fund debt repayment for each loan until each loan is paid in full based on terms and conditions detailed herein.
5. Satisfactory receipt, review, and acceptance of a fully executed Lease between Applicant and Landlord for a minimum term of 5-years for the proposed site to be occupied by the proposed New Heights Charter School of Brockton.

Legal Documentation:

1. Applicant would execute the Bank’s standard documentation package for this type of loan transaction.
2. Articles of incorporation, corporate by-laws, and certificate of good standing.
3. Hazard insurance policies in such amounts, and with such carriers as approved by the Bank. Bank would be listed as first and second lienholders on the Property(s) coverage.
4. Legal opinion of Applicant’s Counsel in a form acceptable to Bank including opinions regarding the due authorization, execution and delivery of the loan documents and the enforceability of same regarding the Borrower and any Guarantor.
5. Such other documentation as may be required by the Bank, or its counsel.

Expenses:

All out of pocket expenses incurred by the Bank in connection with the extension of credit to Applicant, and any necessary documentation, including without limitation the fees and disbursements of our legal Counsel, consultant fees, and expenses incurred in connection with all other due diligence, examinations and negotiations, shall be the Applicant’s responsibility whether or not the Loan transaction referred to herein is ultimately consummated.

Depository:

During the term of the proposed Loans, Applicant would maintain a depository account with the Bank.
The general terms and conditions outlined herein are for our discussion purposes only. They are not a commitment from either Bank or Applicant to further proceed with the proposed financing. However, they would be representative of the types of terms that may be required to execute a credit package similar to the proposed financing transaction, should Bank and Applicant ultimately agree to further proceed and execute the proposed financing transaction.

If you agree with the general terms and conditions proposed in this outline, please indicate your agreement by signing below and returning this outline to my attention, by **December 3, 2015**, at which time we will proceed with our due diligence.

Very truly yours,
BayCoast Bank

By: __________________________
    Ann M. Auger
    Senior Vice President

Agreed to the general terms and conditions outlined above, please proceed with your completion of due diligence:

**Proposed New Heights Charter School of Brockton**

By: __________________________          Date: __________________________
    Omari Walker
    Its: Proposed Executive Director
### August

Staff retreat focuses on setting the culture of the school and learning the Full Circle 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 Dean of Curriculum are responsible for presenting the expected 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. All English teachers will be expected to conduct F&P assessments within the first quarter of the year. Progress monitoring starts as soon as the interventions are assigned based on the baseline data obtained from F&P, STAR 360, and the diagnostic testing. 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. SLT 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 Curriculum 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. SLT 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. SLT 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. SLT 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.
<table>
<thead>
<tr>
<th>Month</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>December - January</td>
<td>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 SLT 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.</td>
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<tr>
<td>February</td>
<td>ACCESS for ELLs is administered. 2nd 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 2nd 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. SLT 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.</td>
</tr>
<tr>
<td>March</td>
<td>MCAS is administered. Teachers receive their 4th 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. SLT 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.</td>
</tr>
<tr>
<td>April-May</td>
<td>3rd 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 SLT 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 6th unannounced observation report, submit their evaluation binders, and set a date for their summative evaluation meeting.</td>
</tr>
<tr>
<td>June</td>
<td>MCAS is administered. 4th 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. Advisories conference with students about their yearly progress and future plans.</td>
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</tbody>
</table>
While the final professional development plan for the school team will be contextualized in consultation with the Founding Members of New Heights, the table below provides an overview of a typical Fast Track professional development plan.

<table>
<thead>
<tr>
<th>MONTH</th>
<th>PROFESSIONAL LEARNING FACILITATED BY THE EDWORKS TECHNICAL ASSISTANCE TEAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPTEMBER</td>
<td>1. Full-Staff Professional Development:</td>
</tr>
<tr>
<td></td>
<td>- Planning for student engagement</td>
</tr>
<tr>
<td></td>
<td>- Evidence-based questioning strategies</td>
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<tr>
<td></td>
<td>2. Instructional Walkthroughs and One-on-One Feedback and Coaching with the Head of School and teachers</td>
</tr>
<tr>
<td></td>
<td>3. Early College focus</td>
</tr>
<tr>
<td></td>
<td>- Engage partners in a study of the EDWorks Rubrics for Organizational Effectiveness to gain a common understanding of the school design</td>
</tr>
<tr>
<td>OCTOBER</td>
<td>1. Small Group or Full-Staff Professional Development:</td>
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<tr>
<td></td>
<td>- High pay-off instructional strategies</td>
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<tr>
<td></td>
<td>- Scaffolded instruction</td>
</tr>
<tr>
<td></td>
<td>2. Instructional Walkthroughs and One-on-One Feedback and Coaching</td>
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<tr>
<td></td>
<td>3. Early College focus</td>
</tr>
<tr>
<td></td>
<td>- Developing protocols and procedures</td>
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<tr>
<td></td>
<td>- MOU development with higher education partners</td>
</tr>
<tr>
<td>NOVEMBER</td>
<td>1. Small Group or Full-Staff Professional Development:</td>
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<tr>
<td></td>
<td>- Effective content based strategies</td>
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<tr>
<td></td>
<td>2. Instructional Walkthroughs and One-on-One Feedback and Coaching</td>
</tr>
<tr>
<td></td>
<td>3. Early College focus</td>
</tr>
<tr>
<td></td>
<td>- Book study: College Knowledge by David Conley</td>
</tr>
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<td></td>
<td>- Developing structures for student support</td>
</tr>
<tr>
<td>DECEMBER</td>
<td>1. Small Group or Full-Staff Professional Development:</td>
</tr>
<tr>
<td></td>
<td>- Preparation for key assessments and data use</td>
</tr>
<tr>
<td></td>
<td>2. Instructional Walkthroughs and One-on-One Feedback and Coaching</td>
</tr>
<tr>
<td></td>
<td>3. Early College focus</td>
</tr>
<tr>
<td></td>
<td>- Aligning high school classes to rigor of college classes</td>
</tr>
<tr>
<td>JANUARY</td>
<td>1. Small Group or Full-Staff Professional Development:</td>
</tr>
<tr>
<td></td>
<td>- ECHS 101: Yes, “Those” Students Will Be Successful in College Classes</td>
</tr>
<tr>
<td></td>
<td>2. Instructional Walkthroughs and One-on-One Feedback and Coaching</td>
</tr>
<tr>
<td></td>
<td>3. Early College focus</td>
</tr>
<tr>
<td></td>
<td>- Discussion around implementation issues for the wall-to-wall Early College design</td>
</tr>
<tr>
<td>FEBRUARY</td>
<td>1. Small Group or Full-Staff Professional Development:</td>
</tr>
<tr>
<td></td>
<td>- Building Your Toolbox of Intervention Strategies</td>
</tr>
<tr>
<td></td>
<td>- Strategies for Differentiation of Instruction</td>
</tr>
<tr>
<td></td>
<td>2. Instructional Walkthroughs and One-on-One Feedback and Coaching</td>
</tr>
<tr>
<td></td>
<td>3. Early College focus</td>
</tr>
<tr>
<td></td>
<td>- Higher education partnership: remediation and acceleration</td>
</tr>
<tr>
<td></td>
<td>- Continue to discuss and find solutions for wall-to-wall Early College implementation issues</td>
</tr>
<tr>
<td>MARCH</td>
<td>1. Small Group or Full-Staff Professional Development</td>
</tr>
<tr>
<td></td>
<td>- Needs-based PD, topic and focus to be determined by data</td>
</tr>
<tr>
<td></td>
<td>2. Instructional Walkthroughs and One-on-One Feedback and Coaching</td>
</tr>
<tr>
<td></td>
<td>3. Early College focus</td>
</tr>
<tr>
<td></td>
<td>- Stackable Certificates: What can they mean for students, parents and employers?</td>
</tr>
<tr>
<td></td>
<td>- Continue to discuss and find solutions for wall-to-wall Early College implementation issues</td>
</tr>
<tr>
<td>MONTH</td>
<td>PROFESSIONAL LEARNING FACILITATED BY THE EDWORKS TECHNICAL ASSISTANCE TEAM</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>APRIL</td>
<td>1. Small Group or Full-Staff Professional Development:</td>
</tr>
<tr>
<td></td>
<td>• Needs-based PD, topic and focus to be determined by data</td>
</tr>
<tr>
<td></td>
<td>2. Instructional Walkthroughs and One-on-One Feedback and Coaching</td>
</tr>
<tr>
<td></td>
<td>3. Early College focus:</td>
</tr>
<tr>
<td></td>
<td>• Aligning high school classes to rigor of college classes (continued)</td>
</tr>
<tr>
<td></td>
<td>• Continue to discuss and find solutions for wall-to-wall Early College implementation issues</td>
</tr>
<tr>
<td>MAY</td>
<td>1. Small Group or Full-Staff Professional Development:</td>
</tr>
<tr>
<td></td>
<td>• Reflections on the year</td>
</tr>
<tr>
<td></td>
<td>2. Instructional Walkthroughs and One-on-One Feedback and Coaching</td>
</tr>
<tr>
<td></td>
<td>3. Early College focus:</td>
</tr>
<tr>
<td></td>
<td>• Systems of student support</td>
</tr>
<tr>
<td></td>
<td>• Continue to discuss and find solutions for wall-to-wall Early College implementation issues</td>
</tr>
<tr>
<td>JUNE</td>
<td>1. Instructional Walkthroughs and One-on-One Feedback and Coaching</td>
</tr>
<tr>
<td></td>
<td>2. Early College focus:</td>
</tr>
<tr>
<td></td>
<td>• Strategies for personalization</td>
</tr>
<tr>
<td></td>
<td>• Evaluate effectiveness of the first year implementation and transfer lessons learned, as appropriate, to the year two design for operations, curriculum, teaching, learning and engagement</td>
</tr>
</tbody>
</table>
G. EARLY COLLEGE HIGH SCHOOL RESEARCH

What is an Early College? Research on students’ access and success in postsecondary education reflects dismaying results – students from the lowest income quartiles attend college at half the rate of their peers from higher income quartiles and, if they do find their way to postsecondary institutions, they are significantly less likely to graduate with a degree. During his first term in office, President Obama issued a mandate to our country to increase college attendance rates by 2020 to encourage employment opportunity growth and fiscal stability. He went on to say, “Of the 30 fastest growing occupations in America, half require a Bachelor’s degree or more. By 2016, four out of every 10 new jobs will require at least some advanced education or training”.

One solution to address the concern that “high school graduation simply is not enough” is the Early College. “Early Colleges are small schools, developed through partnerships between school districts and colleges, that provide students with an opportunity to graduate high school with a year or more of college credit earned – or even an associate’s degree. Often located on college campuses, they allow traditionally underserved students to experience themselves as “college material” from the very beginning. The original design was based largely on that of Middle College High Schools, developed and supported by the Middle College National Consortium, and also informed by the work of the Bard High School Early Colleges.”

In the past, early college access programs were “used primarily to accelerate the progress of high-achieving struggling, at-risk students with an opportunity to complete high school and earn some college credit. The rationale for Early College High School design lies in five key tenets embedded in proven theories of developmental and educational psychology, according to Janet Lieberman, the educator credited with innovating the Middle College/Early College movement:

1. Recognition in the continuous process of educational maturation, transitions should be, must be, smooth, and curriculum should be coordinated between secondary and postsecondary education.
2. Challenge is a strong motivator for success and motivation is an essential component of an engaged learner.
3. Positive role models improve behavior and contribute to a sense of belonging.
4. Flexible time use provides opportunities for innovation and educational mastery.
5. Caring teachers improve students’ opportunity for success.

The mechanism to combine college access and success is an Early College High School, and in particular, one that draws from best practices of combining middle and high school along with college expectations, supported by strong community, private, and education partnerships. The first Middle College opened its doors in New York City with the aim of providing struggling, at-risk students with an opportunity to complete high school and earn some college credit. Nearly three decades later, with the primary support of the Bill and Melinda Gates Foundation Early College High School Initiative, the model is expanding. In the fall of 2002, the first Early College High School opened, with an expectation that students would earn up to two years of college credit or the equivalent of an Associate’s Degree. The rationale for Early College High School design lies in five key tenets embedded in proven theories of developmental and educational psychology, according to Janet Lieberman, the educator credited with innovating the Middle College/Early College movement:

1. Recognition in the continuous process of educational maturation, transitions should be, must be, smooth, and curriculum should be coordinated between secondary and postsecondary education.
2. Challenge is a strong motivator for success and motivation is an essential component of an engaged learner.
3. Positive role models improve behavior and contribute to a sense of belonging.
4. Flexible time use provides opportunities for innovation and educational mastery.
5. Caring teachers improve students’ opportunity for success.

Taking into account these five founding principles, Early College High Schools are proliferating. Today, Early College High Schools serve nearly 50,000 students at 230 schools in 28 districts and the District of Columbia with support from local, state, and national agencies.

Early College High School Outcomes: According to Brandon Busteed and the Gallup organization, “caring and hope are crucial to success in college.” Students enrolled in Early College High Schools are exposed early, and often, to a college culture, rigorous coursework, and high expectations. They develop what Nakula and Foster (2007) call an academic “identity.”

Early research indicates impressive results, students are succeeding and exceeding expectations. In a description of the graduating class of 2008, Jobs for the Future (the agency selected by the Gates Foundation to conduct evaluations and maintain an Early College network) reports:

- Higher percentages of early college students are graduating compared with high school students nationally - rate is approximately 92% compared to estimated national graduation rates of 70-83%. In Texas, students enrolled in early college high schools are more than twice as likely to pass the Texas state examinations in all four core subject areas than a peer sample in non-early college high schools.
- A higher proportion of early college graduates are enrolling in four-year colleges. Approximately 89% of early college graduates pursued postsecondary education, compared to approximately 66% nationally. The Pharr-San Juan-Alamo Independent School District and the state of North Carolina both show promising results, including the belief that creating “the best way to prepare young people to succeed in college is to provide them with substantial college experience while still in high school.”

The Early College High School Initiative, coordinated by Jobs for the Future in partnership with the Bill and Melinda Gates Foundation, reports the following statistics for the 2010 graduating class. 5,414 students graduated from early college high schools around the country. Their achievements far surpass those of their peers from traditional high schools serving similar populations. Preliminary data show that:

- More than 250 early college high school graduates earned merit-based college scholarships. Four earned the prestigious Gates Millennium Scholarship, awarded to 1,000 high-achieving, low-income students each year.
23.3% of graduates earned an Associate’s degree or technical certificate.
77% of graduates went on to some form of postsecondary education: enrolled in four-year colleges (52%), two-year colleges (23%), and technical programs (2%).
Of 109 schools reporting data on graduates, more than half (56%) said that students had earned two or more years of college credit.
80% of early college schools had a graduation rate equal to or higher than their school district (54 out of 68).
The average graduation rate for early colleges was 84%, compared to 76% for their school district.

A 2013 AIR report found the following key elements in a nationwide study of early college outcomes. It should be noted that the Department of Education conducted a review of the study and not only confirmed the study’s findings but also praised the study. In addition, AIR produced a follow-up report in 2014 that expanded on the 2013 findings.

**High School Graduation:** Early College students were significantly more likely to graduate from high school than comparison students. Overall, graduation rates for both groups were high. However, 86 percent of Early College students graduated from high school, which was significantly higher than the 81 percent for comparison students.

**College Enrollment:** Early College students were significantly more likely to enroll in college than comparison students. During the study period, 80 percent of Early College students enrolled, compared with 71 percent of comparison students. In addition, Early College students were more likely than comparison students to enroll in both two-year and four-year colleges or universities. Although the gap in enrollment rates between the two groups decreased over time, comparison students’ college enrollments did not catch up to those of Early College students during the study period.

**College Degree Attainment:** Early College students were significantly more likely to earn a college degree than comparison students. During the study period, 22 percent of Early College students earned a college degree (typically an associate’s degree), as compared with only 2 percent of comparison students. In addition, Early College students earned college degrees far earlier than is typical: 20 percent of Early College students earned a degree by the time they graduated from high school.

**Impact for Student Subgroups:** Early College impact generally did not differ by subgroup, and when the impact differed, the difference was generally in favor of underrepresented groups. The Early College impact on high school graduation and college enrollment did not differ significantly based on gender, race/ethnicity, family income, first-generation college-going status, or pre-high school achievement. In other words, all student groups experienced the impact of attending an Early College. The Early College impact on college degree attainment did not differ based on first-generation college-going status, but were stronger for female than male students, stronger for minority than non-minority students, stronger for lower income than higher income students, and stronger for students with higher middle school achievement than lower achieving students.

The AIR 2014 follow-up study found:

**College Enrollment:** Early College students were significantly more likely to enroll in college than comparison students. During the study period, 81 percent of Early College students enrolled in college, compared with 72 percent of comparison students. Although the gap in enrollment rates between the two groups decreased over time, comparison students’ college enrollment rates did not catch up to those of Early College students during the study period. In addition, Early College students were more likely than comparison students to enroll in two-year colleges and were just as likely as comparison students to enroll in four-year colleges.

**College Degree Attainment:** Early College students were significantly more likely to earn a college degree than comparison students. During the study period, 25 percent of Early College students earned a college degree (typically an associate’s degree), as compared with only 5 percent of comparison students.

**Impact for Student Subgroups:** Early College impact generally did not differ by subgroup, and when the impact differed, the difference was generally in favor of underrepresented groups. The Early College impact on college enrollment did not differ significantly by gender, race/ethnicity, family income, first-generation college-going status, or pre-high school achievement. In other words, all student groups experienced the impact on college enrollment from attending an Early College. The Early College impact on college degree attainment did not differ based on first-generation college-going status or gender, but was stronger for minority than non-minority students, lower income than higher income students, and students with higher achievement in middle school than those with lower achievement in middle school.

Early College High Schools provide students, particularly those from underserved communities, opportunities to meet and exceed their dreams. A research brief out of North Carolina indicates two interesting trends when Early College High School students are compared to a peer-group in a traditional high school. Early College High School students in the ninth grade were 20% more likely to enroll in Algebra I and 14% more likely to successfully complete the course. In addition, they were nearly 20% less likely than their peer group at a traditional high school to face suspension. It is clear that Early College schools are leading the way to increase college preparation, access, and success for all students, particular those from the most vulnerable groups.
History of Success, Experience and Growth of EDWorks and the Fast Track Early College Design: EDWorks is a proven facilitator of innovative school design, technical assistance, 21st century leadership and teacher professional development.

EDWorks’ Fast Track Early College approach accelerates learning for every student in the school by blending high school and the first two years of college and providing deep, rich systems of student support. Every student in a Fast Track school has a personalized plan to achieve up to 60 hours of college credit and industry credentials during their four-year high school experience – all in some of the nation’s most challenged communities. The EDWorks national leadership team began working together more than a decade ago as the School Improvement division of parent company, KnowledgeWorks. The state Ohio High School Transformation Initiative was launched through a 2002 grant from The Bill & Melinda Gates Foundation, followed rapidly by a second grant in 2003 to design and implement the Ohio Early College High School Network. In 2007, the School Improvement division of KnowledgeWorks Foundation was spun out in a not-for-profit, fee-for-service school design and implementation organization, EDWorks. During the past decade, the members of the EDWorks team have worked in more than 50 districts across eight states, primarily in districts and communities with high populations of low income and minority students who are first in their family to attend and graduate from college.

EDWorks believes that America’s future global competitiveness rests on the educational and career success of today’s first generation college-going students, students from low-income families and students of color. For that reason, members of the EDWorks team are driven to provide these students with the education and skills they need to ensure America remains a global leader. The most extensive EDWorks Fast Track data derives from its Ohio sites, where the first school was launched in 2003. Over the past 12 years the EDWorks team facilitated the development of 10 Early College High Schools in Ohio and a network of 23 Smart Scholars Early College High Schools throughout the state of New York. In addition, EDWorks led the development of the first Early College High School in Delaware, a charter school, and is launching two Early College high schools in Alabama. EDWorks supported the design of innovative STEM schools in Ohio and Washington and the transformation of low-performing high schools in Alabama, Ohio, Indiana, Michigan and Tennessee. Fast Track Early College High Schools are focused on first-generation college-going and underrepresented students. Students start earning college credit during their freshman year of high school. A carefully scaffolded four-year learning plan results in a high school diploma and up to 60 hours of college credit.

EDWorks Early College Results: The overwhelming majority of the students in EDWorks’ Fast Track Early College high schools would be considered “turnaround school” students. In a recent study of Ohio Early College High Schools, American Institutes for Research (AIR) found Fast Track ECHSs have grown substantially in the past seven years, both in the number of students served and in their school-level indicators of success. Fast Track schools outperformed other high schools in Ohio in state achievement test performance in each subject area. By 2009, Fast Track high schools outpaced non–Fast Track schools in the percentage of graduates who took part in the ACT. Fast Track also is succeeding in getting students to enroll in college after they finish high school. Most students enrolled in four-year institutions.

U.S. News and World Report recently recognized four of the original nine Ohio Early College High Schools in its “Best High Schools” issue. Several other Early College High Schools in Ohio would have met the criteria, but they are included as “school within a school” programs in their respective districts, rather than schools with separate identification numbers, and are thus not included in the U.S. News analysis. The Akron Early College High School was also recently awarded Blue Ribbon School designation by the U.S. Department of Education.

In 2010, third party evaluator, Learning Points Associates (now part of American Institutes for Research), reviewed studies conducted by: Edvantia and Augenblick, Palchich and Associates, Inc. (APA), as well as Mission Measurement (MM). MM conducted an analysis of student achievement, graduation rates and AYP status, comparing Ohio ECHS schools to state averages. APA conducted a cost-benefit analysis of college completion work at Ohio ECHS sites that determined the extent to which Ohio ECHS sites helped their students become more “college ready,” as well as a cost to completion analysis, return on investment analysis, likelihood of Ohio ECHS students completing college degrees, and an estimate of the cost of expanding the program. The meta-analysis highlighted the following from the multiple studies reviewed:

Internal and external research found that Ohio ECHS facilitate college enrollment and completion. APA conducted a cost-benefit analysis of college completion work at the Early College High Schools and examined the extent to which these schools help their students become more “college ready.” APA reported that many students received an associate degree or completed a number of college credits by graduation. Greater percentages of students from Early College High School sites scored either “Accelerated” or “Advanced” on Ohio state achievement tests than students at comparable high schools, suggesting that they are more college ready. Finally, APA’s evaluation found that the Early College High School is a good investment for the state and families. APA estimated that 15 years after graduation, each student may bring the state of Ohio $1.30 in additional tax revenue for every dollar invested, and nearly $2.50 per dollar invested 25 years after graduation.

EDWorks was subcontracted by the State University of New York (SUNY) system in 2010 to provide technical assistance to the Smart Scholars network, as the New York state system of Early College High Schools is called. The 2010-11 school year was a planning year for most sites. After only a single year of operation for the Smart Scholar sites, 98% of Smart Scholars are on track for a 4-year high school graduation rate compared to 57.5% for their minority student counterparts across the state.

In addition, one Smart Scholar location, P-TECH, has been cited as an exemplary school by President Barack Obama in his 2013 State of the Union address and subsequent budget. Turnaround site, Frederick Douglass High School in Baltimore, was cited as an exemplar in the federal School Improvement Initiative Grant. The White House also recognized Reynoldsburg City
Schools for district-level innovation. EDWorks raised performance expectations for 50,000 students, while more than 3,000 teachers have sharpened their skills through its professional development models. Past EDWorks partners include the Bill & Melinda Gates Foundation, the Ford Foundation, the W.K. Kellogg Foundation, Battelle Memorial Institute, the Pacific Northwest National Laboratory, The Riley Institute and more.

The following examples from the NHCS’ Fast Track Early College design highlight the strategies we have developed to ensure both a proven model for success, founded on the work by EDWorks, as well as on our own experience working with diverse student populations:

- College coursework begins in the 9th grade for college ready students.
- The school day is from 7:40am -3:30pm and students attend 184 days of class during the academic year.
- Two distinct education pathways to earn college credit towards an Associates Degree.
- Summer Bridge programs, in partnership with Massasoit Community College, designed to target skill deficiencies as well as experiential learning.
- A dedicated staff. As 11th and 12th grade students travel to and from the college campus three times a week, they will be lead by their designated College Team (including one core content area teacher, one dedicated ELL and/or one Special Education teacher.) The College Team will serve as academic support teachers during the two days where students are on NHCS campus and provide targeted supports for the college coursework.
- A collaborative partnership with Massasoit Community College to deliver college coursework.
H. BOARDONTRACK MEMBER AGREEMENT

Board Member Agreement for New Heights Charter School Proposed Board of Trustees

I, understand that as a member of the Board of Trustees of the New Heights Charter School I have a legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward.

I have read, understand and am willing to comply with the Board of Trustees Job Description and the Individual Performance Expectations that outline my responsibilities to the Board.

If I ever find myself in a situation where I am unable to fulfill these expectations I will resign from the Board.

In turn, the organization will be responsible to me in several ways:

1. I will be sent, without request, monthly financial statements and an update of organizational activities that allow me to meet the "prudent person" section of the law.

2. The organization will help me perform my duties by keeping me informed about issues in the industry and field in which we are working, and by offering me opportunities for professional development as a board member.

3. Board members and the EXECUTIVE DIRECTOR will respond in a straightforward fashion to questions I have that are necessary to carry out my board and committee-related responsibilities to this organization.

4. Board members and the EXECUTIVE DIRECTOR will work in good faith with me towards achievement of our goals.

5. If the organization does not fulfill its commitments to me, I can call on the board Chair and EXECUTIVE DIRECTOR to discuss these responsibilities.

Member, Board of Directors Chair, Board of Directors EXECUTIVE DIRECTOR

Date: Date: Date:
I BOARDONTrack Effectiveness Tool

How effective are you as a trustee?

How does your performance compare to these typical expectations of trustees on a board?

On a scale of 1-5 – with 5 being highest – please circle how you rate your own performance compared to each expectation.

Thank you.

Typical expectations of trustees on governing boards

1. Demonstrate belief in and actively advocate for the values, mission and vision of the school.
   - Please give an example.

2. Work cooperatively with fellow trustees to fulfill obligations of trusteeship articulated in Board job description and in individual performance expectations.
   - Please give an example.

3. Act in ways that contribute to the effective operation of the Board of Trustees, including but not limited to: focus on what’s good for the organization not your personal opinion or agenda and support board decisions once made.
   - Please give an example.

4. Prepare for, and regularly attend and participate in, board meetings.

Typical expectations of trustees on governing boards

6. Serve on a committee, prepare for and regularly attend and participate in committee meetings.

7. Participate in organizational activities such as special programs and fund-raising events.

8. Reach out to diverse constituencies and help identify and cultivate relationships to support the organization such as donors, volunteers and advocates.
   - Please give an example.

8. Use your personal and professional contacts and expertise for the benefit of the organization.
   - Please give an example.

   - Give an annual financial contribution to the best of your personal ability.

   - If the school launches a capital program, contribute to that also.

   - Help raise charitable contributions to support the organization.
   - Please give an example.

12. Inform the Board of any potential conflicts of interest that you may have, whether real or perceived, and abide by the decision of the Board related to this situation.

   Please give an example.
Reflection

What are you most proud of that the Board of Trustees accomplished this year?

What is the most important thing that you think the Board of Trustees should work on next year?

What are you most proud about your work as a Trustee this past year?

What is your personal goal as a Trustee for next year?
**New Heights Charter School of Brockton (NHCS)**

<table>
<thead>
<tr>
<th>Type of Charter (Commonwealth or Horace Mann)</th>
<th>Commonwealth</th>
<th>Location</th>
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<td>Districts in Region (if applicable)</td>
<td>Taunton, Randolph, Brockton</td>
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<td>Year Set to Open</td>
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<td>Year(s) Renewed (if applicable)</td>
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<td>Maximum Enrollment</td>
<td>735</td>
<td>Chartered Grade span</td>
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**Mission Statement:** Our mission is to prepare NHCS students for college. Period.

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**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):**

**Objective: Every Student will be prepared for college (Fast Track Design)**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Kinds of data gathered/data collection plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In our inaugural 7th and 8th grade classes, 50% of students will meet NHCS College Ready standards (as stated above) and attend college full-time in 11th and 12th grade.</td>
<td>NHCS student information system and college attendance/achievement data.</td>
</tr>
<tr>
<td>2. In our inaugural 6th and beyond class, 75% of students will meet NHCS College Ready standards (as stated above and attend college full-time in 11th and 12th grade.</td>
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</tbody>
</table>

Measure: A minimum of 95% NHCS' students will enroll in and complete college level courses

Measure: 100% of teachers, for their advisory sections, in collaboration with the Dean of Curriculum and Instruction and the Dean of Student Services, will create Individualized Learning Plans.

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**Date of Board Approval:**

**Date of ESE Approval:**

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<p>| Kinds of data gathered/data collection plan: 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 |
| Kinds of data gathered/data collection plan: Parent/caregivers surveys gathered by the Parent/Caregiver Advocate. |</p>
<table>
<thead>
<tr>
<th>Measure: 100% of students will have access to a multi-tiered student support model that includes tutors, specialists, co-taught classrooms, and targeted interventions</th>
<th>Kinds of data gathered/data collection plan: Parent/caregivers surveys gathered by the Parent/Caregiver Advocate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure: 95% of students will agree with the following statements: I am learning to write effectively • I am learning to think critically • I am learning to work independently • I ask questions or answer questions in class everyday • I receive feedback from my teachers everyday • I agree that NHCS has helped me develop the skills/knowledge that I need for college-level classes</td>
<td>Kinds of data gathered/data collection plan: Student Surveys</td>
</tr>
<tr>
<td>Measure: A minimum of 95% of students will complete a college portfolio, including the FAFSA and college essays as well a minimum of 2 submitted college applications</td>
<td>Kinds of data gathered/data collection plan: Advisory data and college portfolio</td>
</tr>
<tr>
<td>Measure: 100% of students will visit college campuses.</td>
<td>Kinds of data gathered/data collection plan: Attendance data</td>
</tr>
<tr>
<td>Measure: A minimum of 95% of students will participate in our annual senior signing day.</td>
<td>Kinds of data gathered/data collection plan: Advisory and attendance data</td>
</tr>
<tr>
<td>Measure: 95% of students will agree with the following statements: I feel positive about my college readiness • I believe I am acquiring skills that will prepare me for college • I am motivated by teachers who encourage me • I enjoy attending NHCS • NHCS helped me understand the steps that I need to take in order to apply to college</td>
<td>Kinds of data gathered/data collection plan: Student Surveys</td>
</tr>
<tr>
<td>Measure: 95% of parents will agree with the following statements: Our student is prepared for college • We believe our student is acquiring the skills he/she needs to be prepared for college • The NHCS staff is motivating my student to succeed</td>
<td>Kinds of data gathered/data collection plan: Parent Surveys</td>
</tr>
<tr>
<td>Measure: Students will speak and write proficiently about thinking skills necessary to begin assignments, respond to open ended questions, and solve problems with 75%</td>
<td>Kinds of data gathered/data collection plan: Student work, formative and summative assessments based on Common Core, standardized testing, classroom agenda boards, and planning.</td>
</tr>
<tr>
<td>Measure: 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>Kinds of data gathered/data collection plan: Student work, formative and summative assessments based on common core, standardized testing, classroom agenda boards, and planning.</td>
</tr>
<tr>
<td>Measure: 95% of students will say they have learned to anticipate academic, college and career ready, and professional/academic timelines and due dates.</td>
<td>Kinds of data gathered/data collection plan: 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>
</tr>
<tr>
<td>Measure: 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>Kinds of data gathered/data collection plan: 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>
</tr>
<tr>
<td>Measure: 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>Kinds of data gathered/data collection plan: 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>
</tr>
<tr>
<td>Measure: 95% of seniors will complete a college portfolio and present their findings to the school community.</td>
<td>Kinds of data gathered/data collection plan: College portfolio project rubrics.</td>
</tr>
</tbody>
</table>

**Objective: NHCS will create a unique culture to support all students (We Go to College Culture)**

| Measure: 90% of students will complete homework on time (supports will be in place in order for this to happen). | Kinds of data gathered/data collection plan: Teacher data reported daily |
| Measure: Average daily student attendance will outperform the state average. | Kinds of data gathered/data collection plan: School data gathered in Student Information System |
| Measure: A minimum of 95% of students will take the PSAT’s, SAT’s, and the ACCUPLACER. | Kinds of data gathered/data collection plan: College portfolio project rubrics. |
| Measure: A minimum of 95% of students will use an academic planner. | Kinds of data gathered/data collection plan: College portfolio project rubrics. |
| Measure: A minimum of 95% of students will attend Summer Bridge programming. | Kinds of data gathered/data collection plan: Summer Bridge attendance data |
| Measure: 100% of students will attend quarterly, theme-driven retreats. | Kinds of data gathered/data collection plan: Advisory and Attendance data |
| Measure: 95% of students will agree with the following statement:  
  - I feel good about being in this school  
  - I care about this school  
  - I feel safe in this school  
  - I feel supported by the staff at this school  
  - I am comfortable being myself in this school  
  - This school’s rules are fair  
  - I am an important part of my school community  
  - I feel prepared for college | Kinds of data gathered/data collection plan: Student Surveys |
95% of parents/families will agree with the following statement:
- I/We feel good about our student attending this school
- I/We care about this school
- My child is safe in this school
- I/We feel supported by the staff at this school?
- The school’s rules are fair
- I/We feel included in the school community
- My child is prepared for college

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

<table>
<thead>
<tr>
<th>Measure</th>
<th>Kind of data gathered/data collection plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every year NHCS staff will attend over 150 hours of professional development hours that are aligned to our mission, culture, and excellent teaching rubric.</td>
<td>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).</td>
</tr>
<tr>
<td>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.</td>
<td>Educator Plans and SMART Goals</td>
</tr>
<tr>
<td>100% of staff will attend twice annual retreats to build and sustain our school’s mission and culture.</td>
<td>Staff attendance</td>
</tr>
<tr>
<td>Through annual surveys, 95% 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 when necessary”.</td>
<td>Parent Surveys</td>
</tr>
<tr>
<td>Through annual surveys, 95% of students will agree with this statement, “I feel safe, cared for, and valued at school”.</td>
<td>Parent Surveys</td>
</tr>
<tr>
<td>100% of teachers will complete an annual “Leadership” survey that will provide an opportunity for them to give feedback to the leadership team.</td>
<td>Teacher surveys</td>
</tr>
<tr>
<td>100% of staff will attend weekly professional development to share student work and data to improve curriculum and instruction.</td>
<td>Teacher surveys</td>
</tr>
<tr>
<td>100% of families will attend a face-to-face conference with a NHCS administrator on an annual basis.</td>
<td>Parent surveys</td>
</tr>
<tr>
<td>100% of staff will collaborate on lesson plans and instructional best practices through common planning time built into their daily schedule.</td>
<td>Teacher surveys</td>
</tr>
<tr>
<td>Measure: At least 50% of parent/caregivers will attend monthly support sessions (100% of parents/caregivers who fail to attend will be contacted by the Parent and Family Outreach Coordinators).</td>
<td>Kinds of data gathered/data collection plan: Parent surveys</td>
</tr>
<tr>
<td>Measure: 100% of staff will attend twice annual retreats to build and sustain our school’s mission and culture.</td>
<td>Kinds of data gathered/data collection plan: staff attendance</td>
</tr>
<tr>
<td>Objective: New Heights will share best practices with other schools in Massachusetts over the course of the charter term.</td>
<td></td>
</tr>
<tr>
<td>Measure: NHCS will invite non-NHCS faculty and staff to attend our weekly Professional Development events.</td>
<td>Kinds of data gathered/data collection plan: Workshop sign in sheets, satisfaction surveys and PDPs issued</td>
</tr>
<tr>
<td>Measure: NHCS will invite non-NHCS faculty to visit NHCS for Open House events to share best practice.</td>
<td>Kinds of data gathered/data collection plan: Shared PD Calendar with other schools and districts</td>
</tr>
<tr>
<td>Measure: NHCS will invite BPS faculty and staff to attend quarterly trainings</td>
<td>Kinds of data gathered/data collection plan: Shared PD Calendar with other schools and districts</td>
</tr>
<tr>
<td>Measure: NHCS retention rate of students will be 90% or higher.</td>
<td>Kinds of data gathered/data collection plan: Attendance and enrollment data</td>
</tr>
</tbody>
</table>
### K. Bell Schedule, Teacher Schedule, and Student Schedule

**Bell Schedule:**

#### Mon. – Thurs. Schedule
- Morning Ad: 7:40 – 8:00
- Period 1: 8:00 – 8:57
- Period 2: 9:00 – 9:57
- Period 3: 10:00 – 10:57
- Period 4: 11:00 – 12:27 (Lunch Period)
- Period 5: 12:30 – 1:27
- Period 6: 1:30 – 2:27
- Period 7: 2:30 – 3:27

#### Friday Schedule
- Morning Ad: 7:40 – 8:00
- Period 1: 8:00 – 8:40
- Period 2: 8:43 – 9:23
- Period 3: 9:26 – 10:06
- Period 4: 10:09 – 11:29 (Lunch Period)
- Period 5: 11:32 – 12:12
- Period 6: 12:15 – 12:55
- Period 7: 12:58 – 1:38
- Staff PD: 2:00 – 3:30
L. SIX PHASE FULL CIRCLE DISCIPLINE MODEL

Today’s challenges call for an expanded model of school discipline. Beyond punishment, disciplinarians must view student behaviors and crisis as opportunities to get to know students better and more importantly as teachable moments. Full Circle Discipline is a paradigm shift by which school administrators empower students to take ownership of their actions through reflection and understanding. By teaching and modeling the six proven conflict resolution strategies, students are able to;

- Feel valued and heard.
- Accept responsibility for their actions.
- Disclose personal circumstances that may be the root cause of a “poor decision.”
- Avoid making similar “poor decisions” in the future.
- Accept consequence without resentment or blame.

The Referral Process - Separating Fact From Assumption

Conduct referrals come in many forms, and their purpose is to inform disciplinarians of the acts performed by students requiring discussion and/or correction. Often times, referrals are misread or misunderstood due to a particular bias towards the staff member who made the referral or the student to whom the action the referral is describing.

Set the Stage - Listen to Learn

A disciplinarian’s most valuable tool is the ability to listen as an ally. Students feel valued when they are “heard”. Allowing students to recap the incident from their perspective, prior to telling them what was written or relayed through a referral, gives students the opportunity to “set the stage” for the conversation. The “Stage” is the place in the story where the student commits the infraction, and it is vital for the disciplinarian to build agreement with the student around the specific reason he or she was referred.

Root Cause - What’s Really Going On?

Once the “Stage” has been set, discovering the actions that lead to the behavior is critical. In most cases, the referral and/or the student’s account of “what happened” will provide the disciplinarian with enough information that he/she can form a few leading questions to fill in the “gaps”. The “gaps” serve as a bridge from the “Root Cause” to the behavior itself. It is important that the disciplinarian and the student build agreement on the “Root Cause”. The student must then take responsibility for his/her behavior by acknowledging his/her role in the incident. No real teaching and learning can take place until the student can acknowledge what caused the problem and take ownership of his/her actions. This phase shifts the focus of discipline from punitive to caring.

Coach - Making Things Right

Full Circle Coaching is a conversation wherein the disciplinarian instructs, counsels, and tutors students how to improve their behavior. Effective coaching yields more than improved behavior; it also increases personal satisfaction, inspires a commitment to excellence, and fosters a student’s development as a human being.

Consequence Phase - Clarity & Consistency = Fair

The Full Circle Discipline Model removes much of the student’s frustration and anxiety prior to assigning a consequence. However, fair is not always equal. Mitigating circumstances (i.e. Root Cause) must be taken into account to determine fair and equitable consequences. As a result, assigning a consequence is simply a formality as long as there are clear articulated rules in place (Student Handbook, Parent Handbook, memo, Website, etc).

Communication Phase - Closing The Loop

The method of how the communication is conducted is much less important than whether or not it is done at all. Full Circle Discipline suggests that Disciplinarians communicate the outcome of the meeting to all appropriate parties by the close of the school day.
M. REFERENCES

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- Classroom Assessment for Student Learning: Doing It Right—Using It Well, by Rick Stiggins, Judith
- Educational Psychologist, 32, 137–151.
- Fiarman, and Lee Teitel/Harvard Press 2009
- For more information about Brockton’s Five Promises, see: http://www.brocktongspromise.org/five-


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N. ENDNOTES

i 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.


iii High School Survey for Student Engagement www.ceep.indiana.edu


v High School Survey for Student Engagement www.ceep.indiana.edu

vi ibid.


xii see http://teachingandlearninginhighered.org/2013/06/11/eric-mazurs-incredible-transformation-in-teaching-college-physics/


xviii http://www.nea.org/assets/docs/PB32_ELL11.pdf


xxii Ibid., Sawyer. (2006)


xxiv Ibid, Conley. (2005)


xxvi Ibid., Daggett. (2014)


Financial interest is defined as anything of economic or monetary value.

Immediate family is defined as the proposed school employee, board member, or other founding member and his or her spouse, and the parents, children, brothers, and sisters of the proposed school employee, board member, or other founding member and his or her spouse.

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Early College Access Programs is an umbrella term to include dual enrollment, advanced placement, dual credit, or other terms meant to describe high school students enrolled in college-level coursework before they graduate from high school.


A term often used interchangeably with Early College

Jobs for the Future

A key distinction from its predecessor, Middle Colleges, where students may choose to register for college courses, the focus is more on preparation and developing a college-going culture. In addition, Middle Colleges are historically located on a college campus, whereas Early Colleges are most often standalone institutions.


Vargas, J. & Miller, M. (2011)


See Vargas, J. & Miller, M. (2008) for more information

See http://www.earlycolleges.org/overview.html#outcomes1, accessed on January 3, 2013


Edmonds, Julie. A Better 9th Grade: Early Results from an Experimental Study of the Early College High School Model. SERVECenter. University of North Carolina at Greensboro.


High School Survey for Student Engagement www.ceed.Indiana.edu


High School Survey for Student Engagement www.ceed.Indiana.edu