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Important Info: Reopening Plan (<https://www.newheightscharterschool.com/nhcsb-lottery/>)

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Contribute (<http://www.newheightscharterschool.com/about/friends-of-new-heights/>)

HANDBOOK

[Home \(https://www.newheightscharterschool.com/\)](https://www.newheightscharterschool.com/) »

[Student Life \(https://www.newheightscharterschool.com/student-life/\)](https://www.newheightscharterschool.com/student-life/) » [Handbook](#)

MESSAGE FROM THE EXECUTIVE DIRECTOR

Dear Scholars, Parents, and Guardians,

The policies and procedures provided in this Handbook are designed to help the school run smoothly so that you will have a successful year at New Heights Charter School of Brockton. The information provided should be used as a guideline in understanding certain rights, responsibilities, and acceptable standards of behavior. Please read the





English ▼

Handbook carefully and contact the Head of School or teachers with any questions. All policies, procedures, rules, and requirements are written in compliance with federal, state, and local education authorities. Best wishes for a positive and productive school year!

Appreciatively,

Omari Walker

Executive Director

New Heights Charter School of Brockton

BOARD MEMBERS

OFFICERS

Michael Sullivan.....Chairman

Pastor Emmanuel Daphnis.....Vice-Chairman

Honorable Gregory Phillips.....Secretary

Nicholas L. Christ.....Treasurer

MEMBERS

Graham Bengen

Stephen Bernard

Vincent Marturano

Ollie J. Spears

Kimberly Zouzoua

IMPORTANT PHONE NUMBERS

Main Office (Absences, Busing, etc.): 508-857-5721

Main Office Fax: 508-510-6434

Nurse Office Fax: 508-510-3354


MISSION STATEMENT

To Prepare our Scholars for College. Period.



VISION STATEMENT

We envision a future where NHCSB is a national model of excellence for education innovation. We will achieve this vision by focusing on pedagogy, culture, and our early college model. Our focus on leadership, social justice education, and a culturally responsive curriculum drive our pedagogy. Our curriculum elevates our Scholars'

learning beyond the traditional k-12 model, including opportunities to complete increasing numbers of college courses.  English ▼ Our school culture reflects our diverse scholar body, drawing upon our Scholars' various perspectives, experiences, and backgrounds to galvanize our community. The NHCSB team is united in our efforts to support our Scholars' learning, together, while also engaging in continuous growth as educators, innovators, and leaders in the field of education. NHCSB is committed to our stakeholders, envisioning a school that is academically comprehensive, socially and emotionally responsive, and above all, a gathering place for agents of change. Our Early College model expands opportunity for all of our Scholars by preparing them for college – socially, emotionally, and motivationally. In the future, NHCSB graduates will be entering the workforce with college diplomas and professional goals, graduating from four-year degree programs, joining graduate programs, and accepting leadership positions in their communities.

TRANSLATION SERVICES

New Heights Charter School of Brockton is required to provide translation services for families who speak a language other than English. Important information, notices, handbooks, codes of conduct, and information regarding extracurricular activities and events must be provided to parents/guardians in a language they can understand. School and program recruitment and promotional materials sent to residents in the community are translated into the major languages spoken by residents with limited English skills. At the time of enrollment, a member of the enrollment staff will conduct a home language survey. If it is identified that a parent/guardian requests an interpreter or communication in writing, the school will keep a record of this and ensure the provision of translated documents or interpreter services are provided to the parent/guardian in the language of request. At the request of a parent or student whose primary language is not English, a student handbook or student code of conduct is translated into that language.

CORE VALUES

An unwavering belief in the ability of every scholar as an Early College Scholar– Our mission is predicated on the belief that all children are capable and worthy of earning college credits while attending our high school. Every scholar has the opportunity to earn a minimum of 12 college credits while enrolled at New Heights and regardless of external circumstances, we approach every child with the understanding that he/she can achieve this goal. This serves as the foundation of our school culture as it grounds our entire community in the consistent understanding that we are working with college-going Scholars.

Personal responsibility– Achieving a common goal requires that we all lead by example and take responsibility for our actions. It also requires that we all feel personally responsible for the success of one another, including Scholars, colleagues, and the greater organization. To achieve excellence, we maintain a “no excuses” culture where the only appropriate response during challenging times is to take initiative, empower each other, and work together towards developing effective, long-term solutions.

Shared leadership– At New Heights Charter School of Brockton, we believe that the wisdom of the group is greater than that of the individual. Open and honest communication is encouraged and celebrated, and individuals understand that they are simply one part of the greater whole. Different viewpoints, creativity, and innovation are expected and respected.

Growth mindset- English ▼

At New Heights, the growth never stops. We embrace challenges, encourage healthy risk-taking, and recognize that mistakes are learning opportunities. We believe that when members of our community model what it looks like to engage in their own learning and practice self reflection, everyone reaps the benefits. We are a community of lifelong learners where the desire to continually improve in the pursuit of excellence is an integral part of what we do at all levels of the organization and beyond.

High impact teaching and learning- At New Heights we actively seek and value scholar voice, get to know what motivates our learners, and use that knowledge to personalize learning experiences that make learning more meaningful. We consistently adjust our practice based on scholar learning data and the ongoing assessment of scholar needs, both academic and social-emotional. We believe that in order to attain the highest possible impact on scholar learning we must teach the whole child.

Respect for diversity and commitment to social justice- At New Heights, we respect and honor all community members, their diverse backgrounds, knowledge, and experiences. We affirm the unique perspectives and experiences of all members of our community by acknowledging and valuing their voices. We affirm the backgrounds of our community members by standing against any form of discrimination, prejudice, injustice and insensitivity whenever and wherever it occurs.

NON-DISCRIMINATION STATEMENT

In compliance with requirements by the Federal government (Title IX of the Education amendments of 1972, section 504 of the Federal Rehabilitation Act of 1973, and the implementing regulations) and the Massachusetts State Government (Chapter 622 of the Acts of 1971, and the implementing regulations) New Heights Charter School of Brockton prohibits discrimination based on race, color, religion, national origin, sex, gender identity, sexual orientation, pregnancy or pregnancy related conditions, age, genetic information, ancestry, military status, or disability, or any other category protected by applicable State or Federal law.

1. No student shall be excluded from participation in, denied the benefit of, or subjected to discrimination in any academic, extracurricular, research, vocation or other school -sponsored activity because of race, color, gender, religion, national origin, ethnicity, disability or sexual orientation.
2. No student shall be excluded from any school program or school -sponsored activity because of pregnancy except when required by health considerations, or because of marital or parental status, except when the educational process would be disrupted.
3. Hate crimes are a form of discrimination. A hate crime is a crime in which the perpetrator's conduct is motivated, in whole or in part, by hatred, bias, or prejudice against an individual's or group's actual or perceived race, color, national origin, ethnicity, religion, sexual orientation, disability, or gender.

Discrimination Complaint Procedures:

If a student feels that he or she has been discriminated against on the basis of race, color, sex, religion, national origin, ethnicity, disability, or sexual orientation, he or she shall provide a written complaint to the Principal of Student Affairs, Principal of Teaching and Learning, or to the Executive Director. If a staff member witnesses an incident of discrimination, the staff member shall report the incident in writing to the school administration. The school



administration shall conduct a prompt investigation into the discrimination complaint, and seek the resources of the Brockton Police Department when necessary. If the investigation yields evidence to support the complaint, the perpetrator of the act shall be subject to up to and including parent conference; apology to the impacted Scholar; suspension; referral to legal authorities; recommendations to the Principal for a long-term suspension hearing.

Discrimination complaints are dealt with at the individual school level whenever possible, with notification to the Executive Director. All reasonable efforts shall be made to keep discrimination complaints private.

Alternative Complaint Procedures

Individuals are not limited to a formal complaint process through New Heights Charter School, but may seek resolution through other agencies. Inquiries regarding federal law may be directed to: U.S. Department of Education Office for Civil Rights, Boston Office 5 Post Office Square, 8th Floor Boston, MA 02109 617-289-0111 TTY: 800- 877-8339 OCR.Boston@ed.gov (<mailto:OCR.Boston@ed.gov>)

SCHOOL HOURS

School Hours are 7:40 a.m. – 2:30 p.m. (Friday dismissal is at 12:45 p.m.). Scholars are expected to be in their Homeroom no later than 7:40 a.m. Scholars who arrive after this time will be considered tardy to school. Early College scholars are responsible for the calendar kept by Massasoit Community College. Vacations for Early College scholars may differ than those listed below.

New Heights Charter School will operate for a minimum of 180 days. Every secondary school student will be scheduled to receive a minimum of 990 hours per school year of structured learning time, as defined in 603 CMR 27.02. Time which a student spends at school for breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.

(1) As a matter of policy, New Heights will schedule high school graduation as close as possible to the scheduled closing date of the high school to maximize the learning time offered to graduating seniors and minimize the disruption of instruction provided to other students. (2) Notwithstanding the minimum school year requirements set forth in 603 CMR 27.03 and 27.04(2), at the discretion of the board, the scheduled school year for the graduating senior class of a high school may conclude, and the school graduation may be held, up to 12 school days before the regular scheduled closing date of that school.

TRANSPORTATION

All Scholars who are approved and qualify for school transportation will be assigned a bus for pick up as well as drop off. For questions regarding bussing, please call the main office at:508-857-4633. If at anytime you need to contact the bus company directly please call the following numbers: **Brockton: (508) 599- 5048, Randolph: (781) 961-3824, Taunton: (508) 587-1336**



ATTENDANCE TODAY, ACHIEVE TOMORROW! ATTENDANCE MATTERS. Encouraging regular school attendance is one of the most powerful ways you can prepare your child for success—both in school and in life. When you make school attendance a priority, you help your child get better grades, develop healthy life habits, and avoid risky behavior and situations.

ATTENDANCE POLICY

According to the Department of Elementary and Secondary Education's (DESE) preexisting attendance policy, **a scholar must be at school, at a school related activity, or receiving academic instruction for at least half the school day to be counted as present.** If a scholar is going to be absent, a parent/guardian is instructed to call the school as early as possible but no later than 7:30 AM to inform the school of the scholar's absence and the reason for such absence. A scholar is considered absent with excuse when the scholar's family has contacted the school regarding the absence and provided a doctor's note for illness or a parent note indicating a family emergency or religious observance took place. All other absences will be considered unexcused, including but not limited to family vacation, participation at sports tournaments, attendance at entertainment events, or when the family has not contacted the school with a satisfactory reason.

Scholars who are absent from school cannot attend or participate in school sporting events, dances, or any other school-sponsored activities occurring on the day of the absence, unless the school has given advance permission. According to M.G.L. c. 76 and c. 72, § 8, all Scholars under 16 are expected to be in school. NHCSB operates in compliance with Department of Transitional Assistance requests and requirements.

Please note that Scholars are afforded rights under Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA"), and the Individuals with Disabilities Education Act ("IDEA") should their absences be related to a disabling condition.

Deans of Scholars will send home a letter informing the Scholar and family if there has been 10 **or more absences in a Semester.**

- A meeting will be scheduled to take place between the Scholar, his/her family, and the Principal and/or Dean of Scholars.
- An Attendance Action Plan may be put in place.
- If a Scholar is absent 8 times in a semester, he or she may be referred to the court system for assistance (Child Requiring Assistance/CRA)

EXCUSED VS. UNEXCUSED

Work will not be provided in advance of unexcused absences. Any class work or homework missed during an unexcused absence *may* be counted as a zero. Minor and major assessments may be eligible to make up at the discretion of the Principal of Teaching and Learning. Acceptable reasons for excused absences, tardies, and dismissals include:



- English ▼
 - A verified medical appointment or illness: Note: Medical notes from Doctors must indicate that the child was seen at the Doctor's office on the day of absence. (Note: Dr.'s notes must be turned in within 5 days of the absence)
 - The death of a family member (parent, sibling, grandparent, aunt, uncle, cousin)
 - Religious holidays
 - Legal obligation such as court appearance – verified with copy of summons
 - Absences approved by the Principal of Student Affairs

*If your child must be absent from school due to covid-related illness or close contact, please email nurse@nhcsb.org (mailto:nurse@nhcsb.org) to report absence. Once this absence has been documented by the school Nurse, your child will receive a staff email for support during the academic days of absence.

FAMILY VACATIONS

Parents/Guardians should be aware that when they enroll their child at NHCSB, they are committing to following our school calendar. Family vacations should be scheduled during designated school breaks ONLY.

PERIOD ATTENDANCE

When a scholar is in school, they must attend all scheduled classes. Scholars who are not present in class within the first 10 minutes of the start of class will be marked absent unexcused unless they bring the teacher a signed note or pass from a staff member which indicates that said scholar had permission to be elsewhere at that time.

EARLY DISMISSAL

In order to minimize disruptions to class, we ask that notification regarding early dismissals be made as far in advance as possible. A guardian must contact the school in advance and provide a signed note for early dismissal. In addition, the parent or guardian must sign the Scholar out with the Main Office before removing them from school grounds. Scholars ***will not be dismissed unless the parent or guardian has physically come into the Main Office.*** We also ask that doctor and dentist appointments be limited to non-school hours to avoid requiring Scholars to miss class time. Families are encouraged to consider the class period start and ending times when determining early dismissal requests.

*Scholars who repeatedly miss the same classes as a result of early dismissals may be required to make up missed class time and may earn full-day absences as a result.

Guidelines and Restrictions

- Scholars can only be dismissed by a parent/guardian as reflected in PowerSchool.
- Main office clerk will check PowerSchool to determine if the person is listed as a designated contact.
 - A designated contact is either a parent/guardian or emergency contact.
 - Emergency Contacts cannot pick up a Scholar without communication from the parent. Designated contact, which is the Parent/Guardian and/or Emergency contact, MUST show an ID when dismissing a Scholar from school.



English ▼

- If a person other than a designated contact in PowerSchool is picking up a Scholar, a note from the parent/guardian must have been submitted to the main office at the start of school by the Scholar.
 - If no note was submitted, the parent/guardian **must be** contacted via telephone to ensure that this person has permission to pick up on that day.
 - A photocopy of this person's ID will be taken and filed in a binder along with the Scholar's name, date of dismissal, and parent/guardian that was contacted.
- Person dismissing the Scholar will sign out in the dismissal log

AFTER SCHOOL CLUBS AND ACTIVITIES

NHCSB clubs and activities will run each day from 2:45-5:15 p.m. An Administrator will remain after school with Scholars until parent(s) arrives for scholar pickup. If Scholars are not picked up on time, it will impact their ability to attend after school activities in the future. After school clubs and activities will be suspended until further notice.

SCHOLAR PARKING ON NHCSB PROPERTY

Scholars who park cars or other motorized vehicles on the NHCSB campus must obtain a parking permit from the NHCSB office by completing the Parking Permit Applications. Parking permits are granted on a space available basis (40 available spots), but priority is given to Scholars with special circumstances, as determined by the Principal of Student Affairs.

- Scholars must complete and sign a New Heights Parking Permit Application and submit for approval at the Main Office
- Scholars must provide a copy of a valid Massachusetts operator's license and proof of automobile insurance.
- Scholars may not go to the parking lot during school hours without permission from NHCSB staff.
- Loitering is not allowed in the parking area. Scholars are required to leave school grounds immediately at the close of school. Violation of the loitering policy may result in the suspension of parking privileges.
- The speed limit for all NHCSB grounds is 5 m.p.h.
- Parking permits may be revoked for disciplinary reasons at the discretion of the NHCSB administration.
- Disciplinary action may be taken for violations of parking guidelines.

Vehicles parked on NHCSB property are under the jurisdiction of NHCSB. NHCSB reserves the right to search any vehicle if reasonable suspicion exists to do so. Scholars have full responsibility for the security of their vehicles and should make certain they are locked and that the keys are not given to others. Scholars will be held responsible for any prohibited objects or substances, such as alcohol, drugs, and/or weapons that are found in their cars and will be subject to disciplinary action. Violations of any of the preceding rules can result in suspension of parking privileges. Illegal parking may result in the vehicle being ticketed and/or being towed away at the Scholar's and/or owner's expense. Unsafe operation of a vehicle may result in a fine and/or suspension of parking privileges



SCHOOLWIDE ROUTINES AND EXPECTATIONS

UNIFORMS

New Heights Charter School requires all Scholars to be in full dress code for the entire school day. Scholars who are out of dress code will be sent directly to Deans of Scholars. If the situation cannot be rectified, the scholar will remain in the R&R for the day.



FOOD AND BEVERAGES

IMPORTANT: For the safety of all scholars and staff, NHCSB is a **peanut-free school**.

There is no food and/or beverage policy throughout the school building. Scholars must eat in the cafeteria.

- Water is the only beverage that may be consumed at times other than scholars' designated lunch times. Water must be stored in a completely clear container with a lid.
- Scholars with medical conditions should be referred to the nurse or principal for further inquiry.
- Gum chewing is not allowed in the classrooms at NHCSB.
- If a teacher approves a classroom celebration with food and beverage, a form should be submitted to the Principal of Student Affairs and Nurses. Although we would like to encourage birthday/holiday celebrations, for safety reasons, we do not allow food into school to be shared with other Scholars. If food is brought in, it will be held at the front office until the end of the school day.
- Parents and scholars are not allowed to order lunch to school from an outside restaurant. Attempting to do so will result in the food being left at the front desk until the end of the day.

*No food delivery services may be used at **any time** at either New Heights or Massasoit campuses. Any food delivery made by a scholar will be confiscated, and will result in detention for the scholar.

CELL PHONES AND ELECTRONIC DEVICES

It is our aim to minimize distractions and increase scholar focus and attention on learning during school hours. Use of cell phones, electronic devices and headphones/earbuds are prohibited during the school day, unless explicit permission has been given by the classroom instructor. This includes hallways and transitions.

- Scholars may use cell phones during lunch, dismissal, and/or when given permission by classroom teacher. Cell phones and/or personal electronics/devices may not be used during an evacuation or fire drill unless directed by school staff.
- The expectation is that cell phones and all other personal electronics/devices are turned off and put away unless at designated times. This includes, but is not limited to: cell phones, smart watches, headphones/earbuds, gaming devices, personal computers, tablets, etc.
- NHCSB is not liable for any damage or theft of personal electronic devices that are brought to the NHCSB or MCC Campuses.
- If a cell phone and/or personal device/electronic is seen by a staff member outside of designated times, the cell phone and/or personal electronic/device may be confiscated, and scholars will receive a Dean's referral. Scholars may pick up their cell phone at the Dean of Students' office at the end of the day.
- If a scholar refuses to turn in his/her cell phone and/or personal electronic/device, he/she will be referred to R&R.



- Any scholar who has more than 3 cell phone/personal electronics violations per quarter will be required to turn in their cell phones and/or personal devices to their grade level Dean of Students upon entering the school building each day for up to 30 days.

PREMISES SAFETY AND SECURITY

An environment that is predictable, safe, and conducive to learning is a high priority at NHCSB and requires effort and commitment on the part of everyone working and studying in the school. To help establish and maintain this environment, the following policy will be enforced:

- Signs are posted at all entrances alerting visitors to report to the main entrance security station immediately upon entering the building.
- “No Trespassing” signs are posted in appropriate locations outside of all school buildings. Failure by trespassers to leave the school building or school grounds when requested will result in an immediate call/report to the police department.
- All doors are kept locked from the outside.
- All Scholars, teachers, and administrators will be constantly on alert to the possibility of a stranger entering the building. Any persons suspected of not belonging in the school building will immediately be reported to the office.
- All visitors must enter through the main entrance of the building and check in at the main office. All visitors are required to show a valid state or federal-issued ID card. NHCSB reserves the right to deny admittance to any visitors.
- Members of the administration team will routinely monitor the halls before and during the school day reporting any potential problems to the main office.
- Administrators will maintain a high visibility both inside and outside the building, concentrating particularly in the period of time just before school, just after school and at lunchtime.
- All school personnel, as well as Scholars, will report all instances of vandalism to the Principal of Student Affairs, who will direct the appropriate personnel to correct the problem. Every effort will continue to be made to identify the culprit(s) and to seek restitution.
- The school facilities have surveillance cameras installed throughout the grounds.

ACCEPTABLE USE OF CHROMEBOOKS AND TECHNOLOGY POLICY

New Heights Charter School of Brockton (NHCSB) maintains a wide variety of electronic devices and operates a full-time internal and external network (hereafter “NHCSB network”) to allow such devices to connect to each other and to the Internet. This network is designed for teachers, staff, Scholars, administrators and elected officials for the purpose of advancing learning and providing a reliable means of digital communication. This Acceptable Use Policy (AUP) applies to any device owned by NHCSB, or any use of the NHCSB network, whether that use is on school grounds or in another location. Monitoring of anyone using the NHCSB network may be conducted at any time to assure compliance with state and federal laws, and this AUP. All persons who use the NHCSB network or any technology in the New Heights Charter School are required to have first signed an AUP Agreement, to be kept on file in the office of the Human Resources (staff) or school offices (all others). There is no charge for school-based use of the NHCSB network or NHCSB-owned electronic resources. The AUP Agreement is a legally binding document. Once

signed, it will be valid for as long as the scholar attends, or staff member is employed by, the New Heights Charter School of Brockton. Retired staff members continuing to use the NHCSB network also continue to be bound by the expectations of this AUP. A scholar's parent or guardian may, at any time, request to have that permission withdrawn by stating so in writing to the scholar's building Principal. **The Executive Director or his/her designee may revoke the privileges of any user at any time due to violations of this policy.** No person will be permitted to use school-based technology resources without a signed AUP or guest-user agreement (for guest internet connection) on file. All email information on the NHCSB network falls under freedom of information regulations and may be archived by the New Heights Charter School of Brockton. Users of the NHCSB network should have no expectation of privacy. Parents are advised to provide personal supervision of the use of any Internet resources by their children. **Any use of Internet or technology resources that results in a disruption to the school environment is subject to school disciplinary policies.** By reading and signing the AUP, the subscriber (as well as any sponsor, parent, or guardian) acknowledges that s/he has read, understands, and will adhere to rules set forth in this policy.

Connection through the NHCSB Network

On a rapidly changing, globally connected network, it is impossible to restrict access only to materials that strictly support the educational mission of the NHCSB. Despite efforts by the NHCSB to block inappropriate content, an industrious user may discover inappropriate information or be contacted by persons intending harm. While network access and communication have become an integral part of modern education, these dangers still exist; ensuring the health and safety of scholar users is the responsibility of the adult community, including parents/guardians, teachers, administrators and staff members. The NHCSB and its representatives do not encourage or endorse access to inappropriate materials or undesirable persons. The NHCSB makes no warranties of any kind, whether expressed or implied, for the technology-related services it provides. NHCSB will not be responsible for any damages resulting from delays or service interruptions caused by its own negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. New Heights Charter School of Brockton specifically denies any responsibility for the accuracy or quality of information obtained through its computer services. Any use of any network-access device, whether owned by NHCSB or not, and whether network access is made through the NHCSB network or not, that results in disruption of the classroom or schoolhouse learning environment will be subject to policies and rules established by the New Heights Charter School of Brockton. **The use of the NHCSB network connection is a privilege, not a right. NHCSB administrators will determine what constitutes inappropriate use and their decision will be final.** The system administrators may close an account at any time as required to enforce this policy. NHCSB administration, faculty, and staff may request that the system administrator deny, revoke, or suspend a specific user account if any conditions of this agreement has been violated. All New Heights Charter School of Brockton Internet connections are compliant with the Child Internet Protection Act (CIPA). All terms and conditions as stated in this document are applicable to the use of any New Heights Charter School of Brockton technology resources. These terms and conditions reflect the entire agreement of the parties and supersedes all prior oral or written agreements and understandings of the parties. These terms and conditions shall be governed by and interpreted in accordance with the laws of the State of Massachusetts, and the United States of America.

Acceptable Use Guide

Use only those computing and information technology resources for which you have authorization. For example, it is a violation:



- a) To use resources you have not been specifically authorized to use.
- b) To use someone else's account and password or share your account and password with someone else. This includes but is not limited to any service offered by or in conjunction with the New Heights Charter School of Brockton (email, online- classroom environments, wikis, blogs, etc.)
- c) To access files, data or processes without authorization.
- d) To purposefully seek or exploit security flaws to gain access to restricted data or network content.
- e) To gain NHCSB network access for personal equipment not monitored by the NHCSB Technology Department without having signed the AUP agreement or a guest- access agreement.

Use computing and information technology resources only for their intended purpose. For example, it is a violation:

- a) To send forged email.
- b) To misuse Internet Relay Chat (IRC) software to allow users to hide their identity, or to interfere with other systems or users.
- c) To use electronic resources for harassment, bullying or stalking of others.
- d) To send bomb threats or "hoax messages".
- e) To intercept or monitor any network communications not intended for you.
- f) To use computing or network resources for advertising or other commercial purposes.
- g) To attempt to circumvent security mechanisms.
- h) To use privileged access for other than official duties.
- i) To use former privileges after graduation, transfer or termination (not to apply to retirees who choose to maintain a NHCSB account upon retirement).
- j) Use the school technology resources for illegal activities
- k) Possession, viewing, sharing of any pornographic material in any medium (picture, film, digital, print, etc.) including any stored on a portable storage device or cell phone is subject to prosecution under federal laws (18 U.S.C. §2256), 18 U.S.C. §2252, 18 U.S.C. §1466A. Please Note: Conviction under these laws leads to classification as a sex offender.

Protect the access and integrity of computing and information technology resources. For example, it is a violation:

a) To release a virus, worm or other "mal-ware" that damages or harms any system, network or device.



b) To prevent others from accessing an authorized service.

c) To attempt to deliberately degrade performance or deny service.

d) To corrupt or misuse information.

e) To alter or destroy information without authorization

f) To make copies of licensed software except as allowed by the New Heights Charter School of Brockton Technology Department and not more than the license allows.

Abide by applicable laws and school policies and respect the intellectual property rights of others, including the legal use of copyrighted software or content. For example, it is a violation:

a) To download, use or distribute pirated software, apps, or network connections.

b) To operate or participate in pyramid schemes or other inappropriate and/or

illegal financial practices.

c) To upload, download, distribute or possess pornography (including pornographic images of oneself) in any way, including on personal devices brought into the school.

Respect the privacy and personal rights of others. For example, it is a violation:

a) To tap a phone line or run a "network sniffer" without authorization.

b) To access or copy another user's electronic mail, data, programs, or other files

without permission.


c) To access or attempt to access another individual's password or other personal data without explicit authorization.

d) To record, videotape or photograph anyone in or on school grounds or a bus without the express permission of the scholar or staff member and the principal.

e) Reveal personal information of teachers or other staff members online.

f) Act as a representative of the New Heights Charter School of Brockton on-line unless the Executive Director gives you explicit permission to do so.

SCHOLAR CHROMEBOOK POLICY

NHCSB has a 1:1 technology ratio. Each scholar will be issued a school chromebook for their use during the school year. All Scholars are responsible for any damage incurred during this time. Upon receipt of the Chromebook,  families can purchase insurance annually for a \$50 fee. This insurance will cover the repair should the Scholar accidentally damage the chromebook. In the event that another Chromebook is issued another fee of \$50 will be collected if the family wants to insure the newly issued chromebook. Should parents choose not to purchase the voluntary accident insurance the family is responsible for the replacement cost of the chromebook and

software(\$280) before another one will be issued. Scholars and Teachers must report missing or broken/damaged chromebooks to the IT Department immediately. The IT Department is responsible for investigating the matter and will determine whether or not the Scholar is responsible for restitution. The Dean of Scholars will notify the family regarding the incident that resulted in the damage of the chromebook and whether or not restitution is necessary. The IT Department manager will enter the incident into Dean's list for documentation purposes. The Dean of Scholars will provide the NHCSB Business Manager with a copy of the Dean's list report describing the incident. The Business Manager will create an invoice to be mailed home to the parent/guardian, along with the incident report.

BARK

Each Chromebook is monitored with Bark, a monitoring service which scans emails, chats, and files for signs of serious issues like suicidal ideation, threats of violence, cyberbullying, sexual content, and more. Chromebook users are generally unable to circumvent our monitoring service because the browser is native to the device.

ACADEMIC POLICY

PROMOTION REQUIREMENTS

Scholars who have failed **two or more** core content classes (science, math, English, history) for the year may be retained, at the determination of the Principal of Student Affairs.

In Grades 9 through 12, in order to be eligible for promotion to the next grade classification, Scholars must have earned a minimum number of units, as specified below. Note: Scholars must be enrolled in at least one English and one Math course each of the four years of high school.


Class of 2021-2024

Freshman to Sophomore		4 credits
Sophomore to Junior		9 credits
Junior to Senior		15 credits
Senior to Graduation		21 credits total

Class of 2025 and later

Freshman to Sophomore		5 credits
Sophomore to Junior		11 credits
Junior to Senior		17 credits
Senior to Graduation		24 credits total

GRADUATION REQUIREMENTS

In accordance with the state requirements, as well as with what the community believes to be in the best interest of  English ▼ Scholars, New Heights Charter School has established graduation requirements that every enrolled scholar must meet prior to receiving a diploma. Courses are scheduled each year to give each scholar the opportunity to earn credits in the following areas:

English		4 Units
Math		3 Units
Social Studies		3 Units
Science		3 Units
Core Electives		5 Units
Foreign Language		2 Units
PE/Wellness		4 Units

As well as meeting all local graduation requirements, the Commonwealth of Massachusetts requires all Scholars to pass the English/Language Arts, Math, and Science Technology and Engineering MCAS exams in order to receive a high school diploma. Scholars will have five opportunities during their high school years to pass the ELA and math MCAS and three in Science/Technology and Engineering.


- either meet or exceed a scaled score of 240 on both grade 10 MCAS English Language Arts and Mathematics tests OR meet or exceed a scaled score of 220 on both tests AND fulfill the requirements of an Educational Proficiency Plan (EPP)

- additionally, meet or exceed a scaled score of 220 on the Science and Technology/Engineering MCAS test

SCHEDULE CHANGE REQUEST

Scholars' schedules are designed to ensure that every child meets promotion requirements with necessary support. If a scholar has concerns regarding their schedule, they will need to make an appointment with the Academic Counselor through email or Google Classroom. Schedule changes will occur in the first 2 weeks of the school year or by request. Schedule changes will only be made for missing graduation requirements, addition/change in scholar services, counselor recommendation.

WHOLE-GRADE ACCELERATION

NHCSB scholars have the opportunity to be accelerated in order to provide them with a learning environment  which best suits their knowledge, skills, and abilities. Scholars are accelerated in order to streamline and shorten their course of study by one or more years and to focus attention on the Early College courses needed to complete an Associates Degree upon graduation from New Heights Charter School. The Scholar must be on track to complete all high school and college coursework on an accelerated pathway to be considered for whole-grade acceleration.

LOSING YOUR SEAT

If a Scholar fails to attend school for 10 consecutive days at the beginning of the school year and no successful contact has been made with parents/guardians despite reasonable efforts made by NHCSB Enrollment Coordinator or NHCSB staff, he/she will be unenrolled from New Heights.

SCHOLAR WITHDRAWAL PROCESS

Generally, only a custodial parent or a legally court appointed guardian can withdraw a NHCSB Scholar. The custodial parent/guardian must present a picture ID and in some instances, a certified copy of a court order. Verification will be made to ensure the individual is listed in the scholar's file as a custodial parent/guardian. The parent/guardian must sign the NHCSB Records Release and School Exit Forms in person with the Enrollment Coordinator. If possible, advanced notice from the parent/guardian should be given.

Once completed forms are received and financial obligations are cleared, the Enrollment Coordinator will notify the Scholar Transfer Committee (STC) immediately. The STC members include the Principal of Student Affairs, Director of scholar Services, Academic Counselor, and School Nurse. Once notification is received, the appropriate STC member will contact the Scholar's parent/guardian within one business day for counsel. The NHCSB Enrollment Coordinator will contact middle school families. The Academic Counselor will contact high school families. The Director of scholar Services will contact any family whose Scholar is receiving Special Education or EL services. The School Nurse will disclose any health concerns to the STC or appropriate party, if deemed necessary. All correspondence will be documented in DeansList.

If a parent/guardian decides to relinquish the withdrawal process, they must be advised to notify the Enrollment Coordinator immediately. If the parent/guardian does not contact the Enrollment Coordinator, in writing or in-person, by the third business day, educational records will be released and the Scholar will be officially withdrawn. Once a Scholar is officially withdrawn, they are no longer a scholar at NHCSB and the Principal of Student Affairs will finalize the withdrawal process. For re-admission, the Scholar must re-apply through the lottery process. All withdrawals will be documented by the Enrollment Coordinator for reporting purposes.

DEVELOPING COLLEGE READY SKILLS AND STRATEGIES

- Respect the learning community and all members within the learning community.
- Work cooperatively with peers. Be inclusive, helpful, and kind.
- Learn and adhere to all school and classroom rituals and routines
- Always give **100% effort**
- Be prepared for class (checklist: pen/pencil, notebook, homework, chromebook, a growth mindset)
- Take notes, write down what you think is important.
- Study and practice what you learn in school at home
- Read more!
- Complete *all* of your assignments on time while submitting your best work
- Record daily assignments in your google calendar
- Learn how to ask questions skillfully and ask the teacher for clarification





- Manage your time effectively, in and out of school.
- English ▼
- Seek after school assistance.

GRADES ARE REPORTED THROUGH POWERSCHOOL, PROGRESS REPORTS, AND REPORT CARDS.				
A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	F 59 and below
A 93-96	B 83-86	C 73-76	D 63-66	
A- 90-92	B- 80-82	C- 70-72	D- 60-62	

HONOR ROLL

Scholars will be recognized for their academic achievement at the end of each quarter. Honor Roll requires As and/or Bs and not more than one "C" in all courses.

High school Seniors will be recognized for the achievement based on a cumulative GPA at graduation.

- **Summa Cum Laude:** GPA 3.8 and up
- **Magna Cum Laude:** GPA 3.6-3.79
- **Cum Laude:** GPA 3.3-3.59
- **Honor Roll:** GPA 3.0-3.29

GRADE CATEGORIES/WEIGHTS

	Tests/Project	Quizzes	Classwork	Participation
Weight	35%	25%	25%	15%
Description	Mid-Units & Summative Assessments, Essays, Multi-Standard Projects	Graded, formative assessments (i.e. labs, socratic seminars, quizzes)	Assignments completed during class time (graded at discretion of teachers & Deans)	Applied Practices, Do Nows, Exit Tickets, Class Discussion, etc. <small>Specific "participation folder" for students to upload means of evidence.</small>

SUBMISSION OF MAKE-UP/ LATE WORK



We expect scholars to submit work on time with appropriate scaffolding and supports beginning in the lower grades and tapering off as scholars learn to connect punctuality with academic success and increased opportunities

PROGRESS MONITORING

Parents can access grades and attendance through a PowerSchool Parent Portal. There will be an instructional presentation to show parents how to access grades at the beginning of the school year. In addition, the following reports will be provided throughout the year:

- Progress reports will be shared with Scholars at the middle of each term.
- Report cards will be emailed home at the end of each term.
- MAP testing will be used to monitor academic performance for all Scholars. All Scholars will be tested in Language Usage, Reading, Math and Science at the beginning and end of each year. Test scores are used to inform educators on how to better support scholar learning. This data will be shared with the school community in order to foster a culture of continuous improvement and growth.
- NHCSB is dedicated to providing each scholar with the personal feedback necessary to focus academic skills that they need to improve to become college ready

APPLIED PRACTICES

Applied practices refers to any work assigned to a scholar to complete outside of class time. Applied practices serve multiple purposes and are intended to further scholar knowledge on skills taught during class time. Applied practice is focused on engaging Scholars with the lesson objectives as well as preparing Scholars to excel in an upcoming lesson. Some examples of anticipated applied practices are:

- Continued readings and reflections on in-class discussions
- Meaningful tasks for Scholars to bring to a future lesson
- Repetition of practice to recognize patterns
- Ongoing work that relates to a unit or theme with teacher check ins

ACADEMIC HONESTY

All academic work must be the work of the individual scholar and any work by others must be authorized and cited. It is important that each scholar grapples with difficult material and is able to show and explain their own learning. In addition, NHCSB believes that mistakes are a necessary part of the learning process and the withholding of mistakes impedes scholar learning. Therefore, it is required that scholars complete their own work so they have the space to make, learn from, and grow from mistakes.



Violations of this policy include the following:

- **“Cheating”**– Using unauthorized materials, or receiving unauthorized assistance on any assessment or assignment. This includes copying another Scholar’s work or allowing someone to copy your work.
- **“Plagiarism”**– The use of another person’s words or ideas without acknowledgement.



- **"Unauthorized Academic Materials"**– Unauthorized possession or distribution of quizzes, tests, assignments. Downloading and using materials or term papers from the Internet, which were not written by the Scholar.

Academic Dishonesty	
Confirmed Cheating, Plagiarized, Using Unauthorized Academic Materials	Referral to Deanslist (collaboration with Academic Dean) Correspondence and/or meeting with scholar, teacher, Parent/ Guardian, Academic Dean Results in a zero for the grade in question with possible retake after school for a maximum grade of 60% at teacher discretion Multiple offenses may result in additional zeros and a failing final grade.

BEHAVIORAL EXPECTATIONS

New Heights Charter Schools aims to hold Scholars to high academic and behavioral expectations by positively reinforcing the scholarly behaviors we want to see in the classroom. Grade-level teams implement developmentally-appropriate positive behavioral intervention systems to teach prosocial behaviors through immediate, consistent feedback and praise.

In the classroom, teachers will set, clarify and reinforce clear expectations for a scholar's success in classes. If a scholar does not meet the expectations of the classroom they can expect the teacher to take the time (when appropriate) to determine what the scholar needs in order to be successful in class. This may require a collaboration between teachers, parents and support staff.

Suggested Classroom Interventions

- Positive and specific feedback
- Increase teacher proximity
- Change seats
- Re-teaching and rehearsal of skill or procedure
- Verbal Reminders and redirection
- scholar/Teacher conference
- Contact home
- Positive directives that state expectations

OPTIONAL TEACHER DETENTION

The purpose of Teacher Detention is to build relationships with Scholars and repair the relationship/restore balance to the community. The Teacher who assigns the detention must inform the scholar by the end of the day that they have been issued an after school detention. This detention could be served before school, during lunch, or after school.





- Teacher must call parent/guardian to inform them of detention

English ▼

- Best to give parent/guardian at least 24 hour notice
 - Min time: 15 min and Max time: 45 min
-
- Teachers must record Scholars assigned detention in Dean's List under referral.
 - If a teacher detention is scheduled and confirmed with the scholar and parent, and the scholar fails to serve the detention, the teacher must inform the parent and reschedule the detention. If the scholar skips this second detention, the Teacher will schedule a meeting with the parent and Scholar.

DEAN REFERRAL TABLE


In order to promote greater consistency, predictability, and transparency, NHCSB will utilize the Dean Referral table. This table was created in order to streamline the way consequences are assigned at NHCSB. Our Dean Referral Table clearly outlines what behaviors constitute a Dean Referral as well as suggested consequences. All referrals will be thoroughly reviewed and investigated prior to assigning a consequence. While it is not possible to list all circumstances that may constitute given behavior, this table lists some examples of misconduct depending upon the totality of the circumstances and including the severity of the conduct.

**If any in or out of school suspensions are considered, please refer to the due process requirements for such consequences below.*


Description of Behavior	Consequences
Scholar out of school uniform	1st offense: The Reflect and Restore coordinator will contact the parent even if the violation has been resolved. Subsequent offense(s): All of the above and may earn up to a Dean Detention
Inappropriate language directed at another scholar and/or staff	Possible Interventions: Behavior Replacement sessions, Social Skills Training, Family Behavior Problem-solving and planning conference, counselor check-in 1st offense: Restorative Conferencing with Dean + up to Dean Detention 2nd offense: Counselor check-in + up to Friday Extended Detention Subsequent offense(s): Up to Out of school suspension
Hate speech	Possible Interventions: Behavior Replacement sessions, Social Skills Training, Family Behavior Problem-solving and planning conference, counselor check-in 1st offense: Restorative Conferencing with Dean + up to Friday Extended Detention 2nd offense: Counselor check-in + up to In-house suspension Subsequent offense(s): Up to Out of school suspension

Physical threats (i.e. threatening to hit or hurt a classmate or teacher) and other high level threats	Possible Intervention(s): Counseling check in, outside referral, conference using restorative questions, behavior sessions, behavior weekly check-ins. 1st offense: Parent Meeting up to Dean detention 2nd offense: Conferencing with Dean and Counselor/Parent Phone call/ possible extended detention. 3rd offense: All of the above and up to In-house suspension
Damage to school property, including vandalism	1st offense: Dean Conference + Community Restitution/ may earn a Dean Detention up to Friday Extended DT up to OSS depending on severity. Possible Report to Counselor and/or SRO. Subsequent offense(s): May earn Out of school suspension up to long term suspension. Report to SRO
Causing a major disruption that affects or distracts many community members or causes a large group of Scholars to gather at the wrong time or place.	Possible Interventions: Behavior Replacement sessions, Social Skills Training, Family Behavior Problem-solving and planning conference, counselor check-in 1st offense: Conferencing with Dean/Parent Phone call 2nd offense: May earn a detention up to Extended Friday DT 3rd offense: May earn an Extended Friday DT up to In-school suspension
A verbal/ physical altercation between two or more people, includes attempted fighting (i.e. threatening to fight, swinging without connecting)	Possible Interventions: Behavior Replacement sessions, Social Skills Training, Family Behavior Problem-solving and planning conference, counselor check-in 1st offense: Counselor Check-in/ Parent meeting/ Mediation and Problem solving strategies up to Dean Detention(s) 2nd offense: May earn Extended DT up to In-house suspension/Restorative Justice/mediation/anger management/Parent Meeting/Behavior Contract Subsequent offense(s): Up to Out of school suspension
Creating, possessing and/or distributing a video or sound recording of a physical altercation	Possible Interventions Behavior Replacement sessions, Social Skills Training, Family Behavior Problem-solving and planning conference, counselor check-in 1st offense: Restorative Conversation and Parent phone call. 2nd offense: Counselor check in and may earn a Dean detention(s) /as well as phone confiscation for 2 days. Turned in to Dean of Student Affairs Subsequent offense(s): May earn Friday Extended DT/Phone confiscated for up to 30 days. Turned in to Dean of Student Affairs



<p>School is found  English ▼ present in part of the school without permission/pass and/or in a part of the school where Scholars are not allowed without supervision</p>	<p>1st Offense: Restorative conferencing with the Dean 2nd offense: Parent Phone Call up to Dean Detention3rd offense: May earn a Dean Detention up to Friday Extended Detention Subsequent offenses: May earn In-school suspension</p>
<p>Leaving/re-entering school grounds without permission (including during arrival and dismissal)</p>	<p>Possible Interventions Behavior Replacement sessions, Social Skills Training, Family Behavior Problem-solving and planning conference, counselor check-in1st offense: Restorative Conferencing and Parent phone call 2nd Offense: May earn a detention(s) and parent meeting2nd offense: May earn Friday Extended DT and parent meeting 3rd offense: May earn In-school suspension</p>
<p>Preventing/interfering with safe operation of school (i.e. pulling fire alarms, locking doors, creating a hazardous condition)</p>	<p>1st offense: Restorative Conversation and Parent phone call up to In-school suspension.Subsequent Offense: Up to Out of school suspension. <i>Note: Financial compensation may be required.</i></p>
<p>Any disruptive or destructive behavior while traveling on school-provided transportation</p>	<p>1st offense: 2 day bus suspension2nd offense: 5 day bus suspension Family Meeting and problem solving conference (when deemed necessary)3rd offense: 10 day bus suspension: Scholar Support and Action Plan Meeting, behavior replacement sessions, social skills training, R&R coordinator Intervention group, mentoring</p>
<p>Theft</p>	<p>1st offense: counseling check in, outside referral, conference using restorative questions, counseling, behavior sessions, family problem solving and planning meeting + may include Restitution2nd offense: Up to 1 day in-house suspension + may include RestitutionSubsequent offenses: OSS + may include Restitution</p>
<p>Possessing a dangerous weapon on school grounds</p>	<p>Refer to 37H</p>



<div>  English ▼ </div> <p>Possession of Drug Paraphernalia on School grounds (Vape pens, dap pens, lighters)</p>	<p>Intervention(s): counseling check in, outside referral, conference using restorative questions, counseling, behavior sessions, family problem solving and planning meeting, behavior weekly check-ins for the next 3 weeks1st offense: may earn Dean Detention(s) up to Extended Friday + Reading on drug abuse, followed by a written reflection upon re-entry.2nd offense: May earn Extended Friday Detention up to In-house suspension 3 days to a long term suspension. + Reading on drug abuse, followed by a written reflection upon re-entry.3rd offense: May earn 1 day of Out of school suspension(s). + Reading on drug abuse, followed by a written reflection upon re-entry</p>
<p>Possession of an Illegal substance – 37H or 37H 3/4</p>	<p>Intervention(s): counseling check in, outside referral, conference using restorative questions, counseling, behavior sessions, family problem solving and planning meeting, behavior weekly check-ins for the next 3 weeks1st offense: May earn In-house suspension day(s) up 2 days Out of school suspension day(s) + Reading on drug abuse, followed by a written reflection upon re-entry.2nd offense: 5 days to a long term suspension</p>

RESTORE AND REFLECT ROOM (R&R)



Reflect and Restore, or R&R, is a space outside of the classroom where Scholars go to reflect on their unsafe actions, consider how their actions have impacted the community, what they can do to make things better (restore), and most importantly, learn and grow from their mistakes. Our ultimate goal is to increase scholar independence and promote scholar reflection. In R&R, scholars may participate in Keepin' it Real Circles to build and strengthen the community through the use of facilitated scholar discussion. This preventative support helps our scholars develop effective communication, problem-solving, and social-emotional skills.

DEAN DETENTION

- The Dean of Students must inform a scholar if they have been issued a Dean of Students Detention.
- Detention may be assigned before school, during lunch, or after school.
- Dean of Students will call parent/guardian to inform them of detention
 - Parent should be given a minimum of 24 hour notice
 - **Detention must be served within 48 hours**
- While in detention, scholars should not be using a chromebook or other electronic device unless given permission by staff on duty.
- Any violation of detention rules and expectations may result in Dean's referral.


EXTENDED FRIDAY DETENTION

- Dean of Students will call parent/guardian to inform them of detention
 - Must give parent/guardian at least 24 hour notice
 - Must be served within 2 consecutive Fridays
- Required time: 2 Hour
- After reflection and Keepin' It Real Circle, scholars will be allowed access to the use of chromebooks, permitted to use chromebooks to complete school work, or perform community service (cleaning lunchroom, classrooms, etc.)
- Any violation of detention rules and expectations may result in Dean's referral.
- Scholars who skip an Extended Friday Detention that has been scheduled and confirmed by parents, will be assigned a day in the R&R the following Monday.

DISCIPLINARY DUE PROCESS: SUSPENSION HEARINGS

Discipline is governed by 3 statutes and related regulations: M.G.L. c. 71, §37H and M.G.L. c. 71, §37H 1/2 and M.G.L. c. 71 §37H 3/4 (and 603 C.M.R. 53.00 et. seq.). The Principal has the authority to exercise discretion in deciding the consequences for a scholar who has violated school rules. The Principal shall first consider ways to re-engage the scholar offender in the learning process, and shall avoid using long-term suspensions and expulsion until other remedies and consequences have been exercised..

In administering discipline, school officials will observe the right to due process by law for each scholar. The due process a scholar is entitled to is identified in the relevant statutes and regulations explained below. The nature of the violation and the severity of the possible consequences will determine the due process that school officials will follow.

 English ▼
The Principal may remove a scholar from privileges, such as extracurricular activities and attendance at school-sponsored events, based on a scholar's misconduct. This decision is not subject to the due process procedures set forth below.

A. In-School Suspension pursuant to M.G.L. c.71 §37H 3/4

At the discretion of the Principal, in-school suspension may be imposed for violation of the code of conduct. In-school suspension means the scholar is removed from regular classroom activities, but not from the school premises, for no more than 10 consecutive school days. In-school suspension for less than 10 days shall not be considered a short-term out-of-school suspension. An in-school suspension of more than 10 days shall be deemed a long-term out-of-school suspension, and the scholar will be provided with the due process provided in a long-term out-of-school suspension hearing.

For an in-school suspension, the Principal shall inform the scholar of the disciplinary offense charged and the basis for the charge. The Principal shall also provide the scholar an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the Principal determines that the scholar committed the disciplinary offense, the Principal shall inform the scholar of the length of the scholar's in-school suspension, which shall not exceed 10 days, cumulatively or consecutively, in a school year. If an in-school suspension does exceed 10 days, a long-term out-of-school suspension hearing (with additional due process protections) must occur prior to the in-school suspension exceeding 10 days.

On the same day as the in-school suspension decision, the Principal shall make reasonable efforts to notify the Parent verbally of the disciplinary offense, the reasons for concluding that the scholar committed the infraction, and the length of the in-school suspension. The Principal shall also invite parents/guardians to a meeting to discuss the scholar's academic performance and behavior, strategies for scholar engagement, and possible responses to the behavior. Such a meeting shall be scheduled on the day of the in-school suspension if possible, and if not, as soon thereafter as possible. If the Principal is unable to reach the Parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of verbally informing the Parent of the in-school suspension.

The Principal shall send written notice to the scholar and Parent about the in-school suspension, including the reason and the length of the in-school suspension, and invite the Parent to a meeting with the Principal, if such a meeting has not already occurred. The Principal shall provide such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, or email to the address provided by the Parent/guardian for school communications, or by other method of delivery agreed to by the Principal and the Parent in English and the primary language of the home.

B. Out of School Suspensions pursuant to M.G.L. Chapter 71, Section 37H 3/4

An Out of School Suspension is a short-term or long-term removal from school. Short-term suspension is the removal of a scholar from the school premises and regular classroom activities for 10 consecutive days or less. ^

Long-term Out of School Suspension means the removal of a scholar from the school premises and regular classroom activities for more than 10 consecutive days, or for more than 10 days cumulatively for multiple disciplinary offenses in any school year. A scholar is also restricted from entering the school buildings, or coming

onto school grounds; and may not participate in any school sponsored activities or functions during the suspension period.



Scholars are entitled to the opportunity for a due process hearing prior to any out of school suspension. The Principal or designee shall provide notice of the violations and the reason for the out of school suspension to the parent(s)/guardian(s) in English and the primary language spoken in the scholar's home. The scholar shall receive written notice of the charges and the opportunity to participate in a hearing with the Principal or designee to discuss charges and reasons for the suspension prior to suspension/exclusion taking effect.

The Principal or designee shall make reasonable efforts to notify the Parent verbally of the opportunity to attend the hearing. The hearing may take place without the scholar's Parent/Guardian so long as the Principal/designee has sent written notice and has documented at least two(2) attempts to contact the parent in the manner specified by the parent for emergency notification.

The purpose of the Principal/designee's hearing is to hear and consider information regarding the alleged incident for which the scholar may be suspended, provide the scholar an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the scholar committed the disciplinary offense, and if so, the consequences for the infraction.

1. Short Term Suspension

If a scholar may be suspended from school for 10 or fewer days, the scholar and parent will be given notice verbally (or by telephone) and in writing, stating:

- What the scholar is alleged to have done that violates the Handbook or school policy, including evidence against the scholar;
- What disciplinary measures may be imposed;
- The date, time, and place of a due process hearing ;
- The scholar and parent's right to participate in a due process hearing and explain his/her conduct and any mitigating circumstances

After the due process hearing, the Principal will issue a written determination of the suspension to the scholar and parent, including the key facts, conclusions reached, length and effective date of the suspension, a date of return to school, and the opportunity to make up assignments and other needed schoolwork and the right appeal.

A scholar or parent may appeal a short-term suspension imposed by the Assistant Principal to the Principal by filing a written request for an appeal within three (3) school days of the decision. The Principal will hold a hearing, within three (3) school days of the scholar's appeal. The Principal may consider all relevant factors in making his/her decision, which shall be final. The suspension will be served pending the appeal.

2. Long Term Suspension



If a scholar may be suspended from school for more than 10 days and up to a total of 90 days, the scholar and parent will be given notice verbally (or by telephone) and in writing, stating:



English ▼

- What the scholar is alleged to have done that violates the Handbook or school policy, including evidence against the scholar,

- What disciplinary measures may be imposed,
- The date, time, and place of a due process hearing,
- The right to review the scholar's record and any documentation concerning the investigation prior to the hearing
- The scholar's right to be represented by an advocate or lawyer,
- The scholar's right to question and present witnesses and evidence

The Principal presiding over the due process hearing will make a record, such as oral tape or written transcript that shall be available to the scholar upon request. Notice and proceedings will be translated into the scholar's/parent's primary language if necessary for their understanding of the proceedings.

If the Principal decides to suspend the scholar following the due process hearing, the Principal shall send the written determination to the scholar and parent providing (1) the disciplinary offense, the date the hearing took place, and the participants at the hearing; (2) the key facts and conclusions reached by the Principal; (3) identify the length and effective date of the suspension, as well as a date of return to school; (4) include notice of the scholar's opportunity to receive education services to make academic progress during the period of removal from school; and (5) inform the scholar of the right of appeal.

3. Long Term Suspension Appeal pursuant to M.G.L. c. 71, Section 37H 3/4

The parent(s)/guardian(s) shall have 5 calendar days following the effective date of the suspension or expulsion to submit a written request for an appeal to the Superintendent but may be granted an extension of time of up to 7 additional calendar days. If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent will hold a hearing with the scholar and the parent(s)/guardian(s) within 3 school days of the scholar's request for an appeal. The time may be extended up to 7 additional calendar days if requested by the parent(s)/guardian(s). The Superintendent's hearing may proceed without the parent(s)/guardian(s) if a good faith effort was made to include parent(s)/guardian(s). The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.

At the hearing, the Superintendent shall determine whether the scholar committed the disciplinary offense of which the scholar is accused, and if so, what the consequence shall be. Scholars shall have all of the rights afforded to Scholars at the Principal's hearing for long-term suspension. The Superintendent will issue a written decision within 5 calendar days of the hearing. If the superintendent determines that the scholar committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The Superintendent's decision is the final decision.

State law permits Principals to expel any scholar in grades 9-12 who, on school premises or at school-sponsored or school-related events, including athletic games:



English ▼

1. if found in possession of a dangerous weapon, including, but not limited to, a gun or knife; or of a controlled substance as defined in G.L. c.94C; or, including, but not limited to, marijuana, cocaine or heroin; or
2. assaults a Principal, Assistant Principal, Teacher, Teacher's Aide or other educational staff.

Any scholar who is charged with a violation of either (1) or (2) shall be notified in writing of an opportunity for a hearing; provided, however, that the scholar may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal. After the hearing, a Principal may, in his discretion, decide to suspend rather than expel a scholar who has been determined by the Principal to have violated either paragraph (1) or (2).

Any scholar who has been expelled from a school New Heights Charter School pursuant to these provisions shall have the right to appeal. The expelled scholar shall have ten days from the date of the expulsion in which to notify the school of the appeal. The scholar has the right to counsel at an appeal hearing. The subject matter of the appeal shall not be limited solely to a factual determination of whether the scholar has violated any provisions of this section. Pending the outcome of any appeal, the disciplinary sanction imposed shall remain in effect.

A scholar suspended or expelled under the provisions of this section has the right to receive educational services during the period of suspension or expulsion.

If a scholar moves to another school New Heights Charter School during the period of suspension or expulsion, the new New Heights Charter School of residence shall either admit the scholar to its schools or provide educational services to the scholar in an education service plan.

D. Suspension/Expulsion for Felonies (M.G.L. Chapter 71, Section 37H1/2)

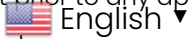
1. Suspension:

Upon the issuance of a criminal complaint charging a scholar with a felony or upon the issuance of a felony delinquency complaint against a scholar, the Principal may suspend the scholar for a period of time determined appropriate by the Principal if the Principal determines that the scholar's continued presence in the school would have a substantial detrimental effect on the general welfare of the school. The scholar shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The scholar shall also receive written notification of the right to appeal and the process for appealing such Suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

2. Expulsion:

Upon a scholar being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Principal of a school in which the scholar is enrolled may expel said scholar if the Principal determines that the scholar's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The scholar shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The scholar shall also receive written notification of his/her right to appeal and the process for appealing such expulsion, provided, however, that the expulsion shall remain in

effect prior to any appeal hearing conducted by the superintendent.



A scholar may appeal the suspension or expulsion by giving a written notice requesting an appeal to the superintendent no later than five (5) calendar days following the effective date of the suspension or expulsion. The superintendent shall hold a hearing with the scholar and the scholar's parent(s) or guardian(s) within three (3) calendar days of the scholar's request for an appeal. The scholar may be represented and may present verbal and written testimony at the appeal hearing before the superintendent. The superintendent may overturn or alter the decision of the Principal/designee and may recommend an alternate educational program for the scholar. The superintendent shall issue a decision on the appeal within five (5) calendar days of the hearing, which decision shall be the final decision of the school New Heights Charter School with regard to the scholar's suspension or expulsion. Pending the outcome of any such appeal, the disciplinary sanction imposed shall remain in effect.

E. Emergency Removal

The Principal/designee may remove a scholar from school temporarily when a scholar is charged with a disciplinary offense and the continued presence of the scholar poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal/designee's judgment, there is no alternative available to alleviate the danger or disruption. The Principal/designee shall immediately notify the Superintendent in writing of the removal and the reason for it, and describe the danger presented by the scholar, prior to the removal. The temporary removal shall not exceed two (2) school days following the day of the emergency removal.

In the event of an emergency removal, the Principal/designee shall make immediate and reasonable efforts to verbally notify the scholar and the scholar's parent(s)/guardian(s) of the emergency removal and the reason for the need for emergency removal. The Principal/designee shall provide written notice to the scholar and parent(s)/guardian(s) as provided above, and provide the scholar an opportunity for a hearing with the Principal/designee as provided above, and the parent(s)/guardian(s) an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal/designee, scholar, and parent(s)/guardian(s).

The Principal/designee shall render a decision verbally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements as described above.

HARASSMENT

Harassment of students by other students will not be tolerated at New Heights Charter School. This policy is in effect while students are on school grounds, school district property or property within the jurisdiction of the school district, school buses, or attending or engaging in school activities. Harassment prohibited by the district includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, sexual orientation, gender identity, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion. Harassment means conduct of a verbal, written, or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities;
- Submission to or rejection of such conduct by a student is used as the basis for decisions affect the student, or;

Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Verbal, physical or written (which includes texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

If you believe you have been the victim of harassment, or if you have any questions about this issue please follow the below Complaint procedure. You may also seek the help of an adult whom you trust, such as a teacher, counselor, your parent or guardian, or one of the building administrators.

Sexual harassment is defined as unwanted sexual attention (verbal or physical) from anyone with whom the Scholar may interact in the course of receiving an education in school or at school sponsored activities. If you believe that you have been the victim of sexual harassment, or if you have any questions about this issue please follow the below Complaint Procedure. You may also seek the help of an adult whom you trust, such as a teacher, counselor, your parent or guardian, or one of the building administrators.


If it is determined that a Scholar has sexually harassed another person, the consequences shall include one or more of the following: parent conference; apology to the impacted Scholar; suspension; referral to legal authorities; recommendations to the Principal of Student Affairs for a long-term suspension hearing.

Retaliation, threats, or intimidation will be treated as serious offenses that could also result in a long-term suspension hearing with an Administrator.

Section 17 of Chapter 269 (<https://malegislature.gov/Laws/GeneralLaws/PartIV/TitleI/Chapter269/Section17>) states: "Whoever is a Head of School organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any scholar organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any scholar or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such scholar or other person, or which subjects such scholar or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. ^

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action."

Section 18 of Chapter 269 (<https://malegislature.gov/Laws/GeneralLaws/PartIV/Title/Chapter269/Section18>) states,  English ▼
“Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.”

Complaint Procedure:

The district will promptly and reasonably investigate allegations of harassment/sexual harassment. The following procedure is in place to investigate allegations of harassment/sexual harassment.

If a student brings a complaint of Harassment/Sexual Harassment to any faculty member, that faculty member must pass the information on to the Executive Director and/or the HR Office. It is the School's policy that all such matters will be handled with appropriate care and discretion and receive a thorough investigation. When a student brings a complaint to the attention of any member of the school staff, a leadership member will notify the Executive Director and/or the HR Office will be notified and the School will promptly undertake an investigation of the allegations.

Such investigation typically shall include, at a minimum, interviews with persons identified as having direct and personal knowledge of the incident(s) in question. During the investigation, the School will protect the confidentiality of harassment allegations to the extent possible. The School cannot guarantee complete confidentiality, because it cannot conduct an effective investigation without revealing certain information to the alleged harasser and potential witnesses. However, the School will attempt to keep such disclosures to the minimum required under the circumstances, on a “need-to-know basis.” If the investigation reveals that the allegations are valid, the School will take prompt and appropriate remedial action against the offending person. Such measures are designed to put an immediate stop to the harassment as well as prevent its recurrence. Therefore, School management retains the right to take whatever action it believes appropriate under the circumstances, up to and including parent conference; apology to the impacted Scholar; suspension; referral to legal authorities; recommendations to the Principal of Student Affairs for a long-term suspension hearing.

SUBSTANCE POLICY

State law prohibits possession or use of any tobacco products or e-cigarettes within the school buildings, on the grounds, on buses, at events or at field trips. Lighters and matches are also not permitted at NHCSB. Scholars who are found in violation of the policy will be subject to consequences that will be progressively increased with each offense.

Possession or use of illegal substances, such as drugs (including marijuana) or alcohol, or related paraphernalia is not permitted within the school buildings, on the grounds, on buses, at events or at field trips. Scholars who are found in violation of the policy may be subject to a long-term suspension.



SEARCH AND SEIZURE



English ▼

School administrators may conduct searches when there is reasonable suspicion that a Scholar has violated or is violating the rules of the school. Failure to comply with an administrative search may result in a suspension and police notification. Prior to the search based on reasonable suspicion, staff will make every effort to contact parents. If the parent cannot be reached immediately, the search will commence.

BULLYING POLICY

Summary of the NHCS Bullying Prevention and Intervention Plan

Bullying, Cyber-bullying and Retaliation by Scholars or Staff shall be prohibited on school grounds, on property immediately adjacent to school grounds, at school-sponsored or school-related activities or programs on or off school grounds, at a school bus stop, or on a school bus or through the use of technology or an electronic device owned, leased or used by NHCS; and, at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by NHCS if the bullying or cyber-bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school, or materially and substantially disrupts the education process or the orderly operation of the school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall also be prohibited.

When the Principal or scholar Affairs receives a report from a member of the NHCS Staff or a Scholar of bullying and/or retaliation, the Principal or scholar Affairs observes the same, the Principal or Assistant Principal will immediately conduct an investigation.

More detailed information and the complete Bullying Prevention and Intervention Plan can be found on our website www.newheightscharterschool.com (<http://www.newheightscharterschool.com>)

SCHOLAR SERVICES

SPECIAL EDUCATION

New Heights provides a variety of services to support all learners.

A parent/guardian or any other person in a caregiver or professional position concerned with a scholar's development can make a request for an evaluation to determine eligibility for special education services. Once a request is made in writing, NHCS will respond within five (5) school days by sending a notice to the parent/guardian, seeking permission to conduct an Initial Evaluation to determine if the scholar is eligible for special education services. If a parent/guardian's first language is not English (as noted in the home language survey) all correspondence will be translated into their native language.

Initiating a Referral for Special Education Eligibility



School Referral– After the principal/designee determines that all efforts have been made to meet the needs of the scholar within the general education program and these efforts have not been successful, a scholar shall be referred by the school personnel for an evaluation to determine eligibility for special education services.

Parent Referral - If a parent/guardian requests a special education evaluation, the principal or his/her designee of the scholar's school shall immediately arrange a meeting with the parent to discuss concerns and offer general education instructional support services. If this meeting results in a request for an evaluation, the Director of scholar Services is notified and the referral is processed.

SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SEPAC)

The New Heights Charter School SEPAC is an organization of parents, guardians, teachers and administrators who have or would like to join together to provide information, support and partnership with the goal of providing an educational environment where Scholars with learning challenges have equal access to educational opportunities. The New Heights Charter School SEPAC will meet at the start of the school year to provide an introductory presentation in which families are invited to join, annual presentation regarding Parent/Guardian Rights within Special Education and will then continue to meet as the SEPAC deems appropriate.

Parents may obtain a copy of the Special Education Procedural Safeguards by contacting the special education office or by visiting the Department of Elementary and Secondary Education's website at www.doe.mass.edu (<http://www.doe.mass.edu>).

DISCIPLINE OF SPECIAL EDUCATION

All NHCSB are expected to meet the requirements for behavior set forth in the handbook. However, Scholars who are eligible for special education are entitled to certain additional protections under state and federal law. Specifically, these laws include M.G.L. c. 71B and its implementing regulations (603 CMR 28.00) and 20 USC 1401 et seq. ("the IDEA") and its implementing regulations (34 CFR 300 et. seq.).

Scholars eligible for special education who violate school rules are subject to removal from their current educational placement for up to ten school days per school year, to the extent that such removal would be applied to Scholars without disabilities, without prior determination as to whether the misconduct is related to the scholar's disability. Anytime school personnel seek to remove a scholar from his or her current educational placement for more than ten school days in a school year, this constitutes a "change of placement" and invokes certain procedural rights including but not limited to a review by the IEP Team of the relationship between the scholar's disability and the behavior subject to the disciplinary action, which is referred to as a Manifestation Determination.

If the behavior is a manifestation of the Scholars disability the scholar's Team will conduct a Functional Behavior Assessment and develop a Behavior Support Plan, provided that such an assessment was not already conducted before the behavior occurred. In the situation where an assessment was already conducted and a Behavior Support Plan is already in place, the Team will review the plan and revise it accordingly. The Scholar will also be returned to his educational placement unless the parent and the school agree otherwise.

If the behavior is not a manifestation of the disability, then the Scholar may be removed from his educational placement to the same extent that a regular education scholar would be removed. The special education scholar must continue to receive his special education services in order to participate in the general education curriculum,

although in another setting, and to continue to progress toward meeting the goals set out in the scholar's IEP.



English ▼

Additionally, the scholar should receive, as appropriate, a functional behavioral assessment and behavior support plan to prevent the behavior from happening again.

There are certain situations in which school personnel may order a change in placement of a special education scholar without regard to whether the scholar's behavior is determined to be a manifestation of the scholar's disability.

These situations include when a special education scholar:

- Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency.

In these situations, school personnel may remove the special education scholar to an appropriate Interim Alternative Educational Setting (IAES) for not more than forty- five (45) school days without regard to whether the scholar's behavior is determined to be a manifestation of the scholar's disability. If a special education scholar commits an offense which causes the scholar to be expelled from school, the school New Heights Charter School continues to be responsible for providing the scholar with a free appropriate public education in another educational setting.

For more information regarding the rights of special education Scholars see the Massachusetts Department of Education's Procedural Safeguards Notice, which is available in many languages, at <http://www.doe.mass.edu/sped/prb/>. Additionally, copies of the state and federal special education laws are available online at the Massachusetts Bureau of Special Education Appeals website, at <http://www.doe.mass.edu/bsea/> (<http://www.doe.mass.edu/bsea/>)

DISCIPLINE OF SCHOLARS NOT YET ELIGIBLE FOR SPECIAL EDUCATION

A Scholar who has not been determined to be eligible for special education and related services and who has engaged in behavior that violates a code of scholar conduct, may assert any of the protections provided for special education Scholars if the school had knowledge (as determined by the IDEA) that the Scholar was a scholar with a disability before the behavior that precipitated the disciplinary action occurred.

The school New Heights Charter School may be considered to have prior knowledge if, before the behavior that resulted in the disciplinary action occurred:

- The parent expressed concern in writing to supervisory or administrative personnel or to a teacher of the Scholar that the Scholar is in need of special education and related services; or
- The parent requested an evaluation; or





- New Heights Charter School staff expressed, directly to the special education director or other supervisory personnel, specific concerns about a pattern of behavior demonstrated by the Scholar.

The school may not be deemed to have had knowledge if the parent has not consented to an evaluation or has refused special education services, or if an evaluation was completed and resulted in a determination of ineligibility. If the school had no knowledge that the scholar is a scholar with a disability prior to taking disciplinary action, the Scholar may be subjected to disciplinary measures applied to Scholars without disabilities. However, if an evaluation is requested during the time period in which the Scholar is subjected to these disciplinary measures, the school must conduct the evaluation in an expedited manner.

Until the evaluation is completed, the Scholar remains in the educational placement determined by the Team which can include suspension or expulsion. If, after the evaluation, the scholar is determined to be eligible the school must provide special education and related services in accordance with the IDEA.

SECTION 504

If a parent or teacher believes that a scholar May have a disability and requires classroom accommodations, that parent or teacher should contact The Director of Student Services in writing and request an evaluation for accommodations under Section 504. Information regarding parental rights under Section 504 is available from the Director of scholar Services.

DISCIPLINE OF SCHOLARS ON 504 PLANS

School personnel may not suspend a scholar on a 504 plan for more than ten consecutive school days without a manifestation determination. Procedural protections for eligible 504 Scholars are the same as those afforded to special education Scholars.

Physical Restraint

The School complies with the Department of Elementary and Secondary Education (DESE) restraint regulations, 603 CMR 46.00 et seq. ("Regulations"), to the extent required by law. According to their terms, the Regulations apply not only at School but also at School-sponsored events and activities, whether or not on School property. A brief overview of the Regulations follows.

46.02: DEFINITIONS

As used in 603 CMR 46.00, the following terms shall have the following meanings:

Commissioner shall mean the commissioner of the Department of Elementary and Secondary Education appointed in accordance with M.G.L. c.15, §1F, or his or her designee.

Consent shall mean agreement by a parent who has been fully informed of all information relevant to the activity for which agreement is sought, in his or her native language or other mode of communication, that the parent understands and agrees in writing to carrying out of the activity, and understands that the agreement is voluntary

and may be revoked at any time. The agreement describes the activity and lists the records (if any) which will be released and to whom. In seeking parental consent, a public education program shall not condition admission or continued enrollment upon agreement to the proposed use of any restraint.



Department shall mean the Department of Elementary and Secondary Education.

Mechanical restraint shall mean the use of any physical device or equipment to restrict a student's freedom of movement. Mechanical restraint does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Medication restraint shall mean the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

Parent shall mean a student's father, mother, or legal guardian or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or legal guardian.

Physical escort shall mean a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Physical restraint shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Principal shall mean the instructional leader or headmaster of a public education school program or his or her designee. The board of directors of a charter school or virtual school, or special education school or program approved under 603 CMR 28.09: *Approval of Public or Private Day and Residential Special Education School Programs*, shall designate in the restraint prevention and behavior support policy who will serve as principal for purposes of 603 CMR 46.00.

Prone restraint shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

Public education programs shall mean public schools, including charter schools, virtual schools, collaborative education programs, and the school day of special education schools approved under 603 CMR 28.09: *Approval of Public or Private Day and Residential Special Education School Programs*, as provided in 603 CMR 18.05(5)(h), and school events and activities sponsored by such programs. "Programs" may be used in 603 CMR 46.00 to refer to "public education programs." For purposes of 603 CMR 46.00, public education programs shall not include the educational services provided within the Department of Youth Services, Department of Mental Health, Department of Public Health, and County Houses of Correction operated or contracted facilities.

School Working Day shall mean a day or partial day that students are in attendance at the public education program for instructional purposes.



Seclusion shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined in 603 CMR 46.02.

Time-out shall mean a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

Methods for Preventing Student Violence, Self-Injurious Behavior, and Suicide

At the start of each school year, the building principals will identify staff who will be assigned as part of the building crisis team. The crisis team will be called via walkie-talkie or through the main office staff to respond to a student or group of students who are becoming escalated. Members of the crisis team are trained to use de-escalation techniques to prevent the use of restraint. Counselors are designated for support for each grade level. Counselors provide individual and group counseling and assist students in accessing the school environment safely. Counselors complete risk assessments for concerns related to self-injurious behaviors and suicidal ideation.

Methods for Engaging Parents

Any parent with concerns about the use of physical restraint at New Heights Charter School may request a meeting with the Executive Director to discuss such concerns. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately, may also make sure of the Grievance procedure described below.

Alternatives to Physical Restraint and Methods of Physical Restraint

Alternatives

Physical restraint shall not be used unless the following, less intrusive behavior interventions and supports have been unsuccessful or deemed inappropriate by school staff.

- Positive Behavioral Interventions
- Verbal Redirection
- Verbal directive to cease behavior
- Opportunity to a break
- De-escalation techniques
- Loss of class rewards/privileges
- Physical escort to separate space
- Time-out interventions as a behavioral support strategy as defined in (603 CMR 46.02). Time out can be inclusionary and exclusionary
 - Inclusionary Time-out is when either the student selects themselves, or staff suggests taking a break within the classroom setting. The student is continuously observed for



safety and needs. The student may take the break at their current seat, or a designated space may be identified within the classroom (e.g., bean bag in the corner, desk at the back of the room etc.).

- Exclusionary Time-out is when either the student selects themselves, or staff suggests taking a break outside the classroom setting/learning activity. A designated space is identified and can be student individualized. This space may be: alternative classroom, guidance, office, nurses' office, quiet room etc. When exclusionary time out interventions are in place, the student is continuously observed and monitored for safety and meeting needs. De-escalation strategies are continued as needed. Should exclusionary time out approach 30-minutes, the Executive Director or designee must be notified for continuance. If it appears that the time out intervention has not helped the student to calm, then alternative behavioral support strategies must be attempted. The space used for time-out complies with (603 CMR 46.02)
- A physical escort as defined by (603 CMR 46.02) may be utilized to assist guidance of the student to alternative location for the purposes of calming.

Process for Responding to Unpredictable/Unforeseeable Crisis:

1. Upon observed crisis behavior, a staff member will call the Principal of Student Affairs and or the Director of Student Services as appropriate for additional building support. The building support is identified by building administration and consists of members who have completed annual competency of in-depth crisis de-escalation and response training.
2. Staff move/remove potentially vulnerable peers, excessive audience, and/or items potentially used to harm or as projectiles. Monitor all for safety. Staff will begin to implement prompts to access coping strategies or wait and monitor for safety as additional support staff arrive.
3. Additional building support arrives: Support members implement trained interventions for de-escalation procedures.

METHODS OF PHYSICAL RESTRAINT

Purpose: To prevent unreasonable physical restraint

- A. Physical restraint should only be used in emergency situations; after all other less intrusive interventions have been used and failed, including de-escalation strategies.
- B. Students should be physically restrained only when needed to protect a student or other member of the school community from imminent, serious, physical harm.
- C. Every effort should be made to prevent or minimize any harm to the student as a result of the use of physical restraint. ^

The following forms of physical restraint, shall only be administered by a trained personnel, using only the amount of force necessary to protect the student or other member(s) administering physical restraint shall use the safest method available and appropriate to the situation. Staff shall continuously monitor the physical status of the

student during restraint, and the student shall be immediately released from the physical restraint if the student expresses or demonstrates significant physical distress.

All physical restraints must terminate as soon as the student is no longer an immediate danger, or if the student indicates that he/she cannot breathe, or if the student is observed to be in severe distress. If any physical restraint approaches 20 minutes, staff will obtain the approval of the Executive Director to continue the restraint based upon the student's continued agitation. All physical restraints shall be administered in compliance with 603 CMR 46.00.

Physical restraint shall not be used:

- (a) As a means of discipline or punishment;
 - (b) When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
 - (c) As a response to property destruction, disruption of school order, a student's refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or
 - (d) As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.
- (3) Limitations on use of restraint. Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.
- (4) Referral to law enforcement or other state agencies. Nothing in 603 CMR 46.00 prohibits:
- (a) The right of any individual to report to appropriate authorities a crime committed by a student or other individual;
 - (b) Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or
 - (c) The exercise of an individual's responsibilities as a mandated reporter pursuant to M.G.L. c. 119, § 51A. 603 CMR 46.00 shall not be used to deter any individual from reporting neglect or abuse to the appropriate state agency.

Prohibited Forms of Restraint

- (a) Mechanical restraint, medication restraint, and seclusion shall be prohibited in public education programs.
- (b) Prone restraint shall be prohibited in public education programs except on an individual student basis, and only under the following circumstances:

1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;



2. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others; English ▼

3. There are no medical contraindications as documented by a licensed physician;
4. There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
5. The program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and such use has been approved in writing by the principal; and,
6. The program has documented 603 CMR 46.03(1)(b) 1 through 5 in advance of the use of prone restraint and maintains the documentation.

(c) Physical restraint, including prone restraint where permitted, shall be considered an emergency procedure of last resort and shall be prohibited in public education programs except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

(d) All physical restraints, including prone restraint where permitted, shall be administered in compliance with 603 CMR 46.05.

Staff Training:

At the beginning of each school year, the Principal of Student Affairs or his or her designee shall identify program staff who are authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Such staff shall participate in in-depth training in the use of physical restraint. Training will be competency-based and be at least sixteen (16) hours in length with at least one refresher training occurring annually thereafter.

Content of in-depth training. In-depth training in the proper administration of physical restraint shall include, but not be limited to:

- Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
- A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
- The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
- Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; ^
- Demonstration by participants of proficiency in administering physical restraint; and,
- Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional

All employees will be trained at the beginning of the academic year with respect to the School's restraint policy. For employees hired after the school year begins, within a month of their employment.

- The role of the student, family, and staff in preventing restraint;
- The program's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;
- Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;
- When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
- Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
- Identification of program staff who have received in-depth training pursuant to 603 CMR 46.03(3) in the use of physical restraint.

Physical Restraint Reporting

Report to Executive Director

- 1). Staff shall verbally inform the Executive Director of any physical restraint as soon as possible, and by written report within (1) school day.
- 2). The Executive Director or designee shall maintain an ongoing record of all reported instances of physical restraint.

Report to Parent(s) of Physically restrained student:

- 1). The Executive Director or designee shall make reasonable efforts to verbally inform the student's parent of the physical restraint within twenty-four (24) hours.
- 2). The Executive Director or designee shall provide the parent a written report of the physical restraint within three (3) school days. This written report may be provided via email, if the parent has provided the district with an email address.
- 2). The parent and or student may respond to the Principal or designee to comment on the use of the physical restraint and the information in the written report. The parent and./or student may also pursue the Grievance Procedure described below/



Report to the Department of Elementary and Secondary Education (DESE)

1). Whenever a physical restraint results in injury to the student or any school community member, the district shall send a copy of the written report to DESE within three (3) school days. A copy of the ongoing physical restraint log from the past (30) days will also be provided to DESE.

2). New Heights Charter School will also report physical restraint data annually to DESE as directed by DESE.

Report to Law Enforcement and Other State Agencies:

1). Nothing in this policy prevents any individual from reporting a crime to the appropriate authorities;

2) Nothing in this policy prevents any individual from exercising their responsibilities as a mandated reporter under M.G.L., c119 51A.

Contents of the Written Report

(a) The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the Executive Director or designee who was verbally informed following the restraint; and, as applicable, the name of the Executive Director or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c).

(b) A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.

(c) A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.

(d) Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.

(e) Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

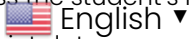
Follow-Up Procedures

After the student is released from the physical restraint, staff shall implement follow-up procedures including;

- Reviewing the incident with the student to address the behavior that precipitated the physical restraint;
- Reviewing the incident with the staff member(s) who administered the physical restraint to ensure proper restraint procedures were followed; and
- Consideration of whether any follow-up is appropriate for students who witnessed the physical restraint, if any.

The Executive Director, Principal of Teaching and Learning and Principal of Student Affairs and Director of Student Services as appropriate will review weekly physical restraint data to identify individual students who have been restrained multiple times during the week, and if any such student(s) is identified, to convene a review team to

assess the student's needs. These procedures shall include monthly, administrative review of school-wide physical restraint data.



Grievance Procedures:

This grievance procedure is established to ensure procedures are in place for receiving and investigating complaints regarding physical restraint practices. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may file a complaint by utilizing this procedure;

- The complaint must be submitted in writing or on audiotape to the Executive Director of New Heights Charter School.
- The Executive Director or designee will meet with the complainant within ten (10) school days of receipt of the complaint.
- A thorough investigation will be conducted which may include interviewing witnesses, staff involved and or the student; reviewing all written documentation leading up to and pertaining to the incident and all reports filed with the Executive Director and the Department of Elementary and Secondary Education.
- A written report will be developed by the Superintendent or designee and provided to the complainant.

ENGLISH LANGUAGE LEARNERS

The NHCSB English Language Learner Program of Sheltered English Instruction provides specialized instruction for Scholars according to their level of need. Depending on the Scholar's English language proficiency, the instruction occurs in partial and completely integrated settings. "Sheltered English Immersion" means an English language acquisition process for young children in which all classroom instruction is in English, but with the curriculum and presentation designed for children who are learning the language. Books and instructional materials are in English and all reading, writing, and subject matter are taught in English. Although teachers may use a minimal amount of the child's native language when necessary, no subject matter shall be taught in any language other than English, and children in this program learn to read and write solely in English. Lessons and activities are designed so that the English language development of the Scholar is addressed. In addition, Scholars may participate in an ESL class, where they will receive specific English language instruction in all four language domains: listening, speaking, reading, and writing. Scholar progress is regularly reviewed and reported to parents/guardians. For more information regarding the NHCSB English Language Education Program, please contact Dean of ELE.

ENGLISH LANGUAGE PARENT ADVISORY (ELPAC)

ELPAC membership is voluntary and is open to all parents of Scholars identified or previously identified as ELs. To the extent feasible, the ELPAC should include members who represent the native languages most commonly spoken by the Scholars in the school. ELPACs advise New Heights on matters related to English learners. The ELPAC can also provide school officials with advice on topics that parents believe are important to ELs. For example, ELPACs may advise New Heights Charter Schools and schools on requests submitted by parents to establish new language acquisition programs. Any parents/guardians who are interested in joining can contact the Dean of ELE.

COUNSELING SERVICES

MISSION OF COUNSELING



The mission of NHCSB is to prepare all Scholars for college. Period. While this may sound like a relatively easy goal to achieve given quality instruction and exemplary teaching strategies, today's generation of adolescents face unique obstacles, particularly with regard to their social/emotional development. These obstacles are often exacerbated by things such as peer pressure, social media, bullying, difficult family dynamics, and relational aggression, and they can make reaching a goal such as preparing for college tremendously difficult. The counseling department at NHCSB is committed to providing the social/emotional support required for each child to set and attain high reaching goals, while helping develop a sense of resiliency that enables perseverance through challenging moments.

CONFIDENTIALITY

Confidentiality is extremely important in a relationship between a counselor and a Scholar. Anything a Scholar Shares in a counseling session is to remain confidential, except in cases where specific individuals may have a need or a right to know, or if it is suspected or reported that the Scholar or another minor is being harmed, or at risk of being harmed in any way. It is the counselor's responsibility to limit access to personal information to those individuals who fall under this criterion. The following exceptions apply to confidentiality:

- Suspicion or reports of abuse and neglect
- If the scholar appears to be at risk of harming him/herself or others
- If a scholar discloses criminal activity
- If the parent/guardian signs a release authorizing the school to provide information to a third party
- If a Juvenile Court Judge orders the release of information
- If a third party is in the room and the parent waives the right to confidentiality

As counseling sessions with a Scholar progresses, it may become necessary for the school counselor to collaborate with the parents/guardians in order to best support the Scholar. It is the school counselor's responsibility to consult with the Scholar and identify what information the scholar consents to being shared with the parent/guardian; unless, there is a clear and imminent danger to the Scholar or others.

NHCSB COUNSELING STANDARDS

Help: The counseling department strives to help navigate challenging situations through the use of various therapeutic interventions and skill building techniques.

Empathize and Empower: To empathize is to put yourself in someone else's shoes, and the counselors at New Heights are committed to doing just that. Empathizing with our Scholar is critical in order to truly understand the dilemmas they face, and to validate their concerns. We also strive to empower Scholarsto effectively advocate for themselves and navigate the challenges of adolescence in an independent and mature manner. ^

Insight and Understanding: New Heights counselors are committed to helping Scholar increase their insight and understanding of the ways in which their behavior and actions impact themselves and others. In doing so, we hope to assist Scholar in developing a sense of personal responsibility and accountability.

Goal Driven: The counselors at New Heights encourage all Scholar to create goals and take small steps each day towards achieving them. The goal can be behavior based, academic, or personal; we are here to help any goals Scholar have for themselves!

Honor Individuality: Each of our Scholarss are very different. From their personalities to their learning style, each New Heights Scholars brings a unique perspective to the building and the New Heights counselors are committed to honoring those differences.

Teach New Skills: The counselors at New Heights are committed to teaching skills pertaining to social interactions, conflict resolution, emotion regulation, distress tolerance, and more. Our goal is to increase Scholars' ability to resolve issues on their own and navigate challenging or undesired situations effectively.

Strengths Based: Counselors use a strengths-based approach to counseling in an effort to promote self-determination, resiliency, and independence, especially during challenging and or difficult moments.

PROCEDURES

Who is my counselor? It is important for you to know that even if you choose not to meet with a counselor throughout the year, one is still assigned to you. All counseling sessions (scheduled and non-scheduled) are held with your assigned counselor unless one of two things has occurred: Your concern is directly related to your assigned counselor. If this happens, you should request to meet with the Principal of Student Affairs, to discuss your concern further. If Your concern is determined to be an emergency/crisis situation, in which case you will meet with whomever is readily available.

COUNSELING REFERRALS

****All referrals should be submitted to appropriate counselor**

Parent/Guardian Referrals: Parents or Guardians who wish to refer their child to a school counselor may do so by calling, emailing, and/or requesting an in-person meeting with the grade appropriate counselor. Reasons a parent might make a referral include, but are not limited to:

- Difficult family dynamics
- Peer conflict (bullying, relational aggression, etc.)
- The occurrence of a traumatic event (abuse/neglect, witness to community violence, witness to domestic violence, death of a family member, death of a friend, etc.)
- Sudden change in behavior at home
- The child has expressed thoughts of harming self or others

****In the event of an emergency, including concerns for safety such as thoughts of harm to self or others, Scholars should either call 911 or any of the following 24-hour Emergency Services phone numbers based on city of residence:**

Brockton (508-580-0801); Taunton (508-285-9400); Randolph (800-528-4890).**

SCHOOL NURSE GUIDELINES

PHYSICAL EXAMINATIONS



A periodic physical examination is critically important for all children and adolescents. Massachusetts General Law c. 71 §57 and related amendments and regulations (105 CMR 200.000–200.920) requires physical examinations of school children within twelve months before entry into school and at intervals of either two or three years thereafter.

- New Heights Charter School of Brockton requires physical examinations for entry to school.
- To participate in school sports, Scholars must present physical exams which are dated no more than one year prior to the date of the start of the sport.
- Scholars out of compliance with this policy will be excluded from school at the discretion of the school nurse and Head of School.

MEDICATIONS

Scholars may not carry or self-administer medication while at school. To receive any medication in school, a Parent/Guardian Authorization for Prescription Medication Administration form and a Medication Order form (completed by a licensed prescriber) must be completed, signed, and presented to the school nurse. **NO** over-the-counter-medication or prescription medication will be given without all required forms being completed. **Scholars in violation of the medication policy are subject to disciplinary action.**

The parent/guardian or responsible, designated adult must deliver the medication to the school nurse in its original pharmacy or manufacturer-labeled container. Please ask your pharmacist to provide separate bottles for school and home if necessary. No more than a thirty-day supply of medication should be delivered to the school.

IMMUNIZATIONS

Massachusetts immunization regulations specify minimum immunization requirements for enrollment in school (105 CMR 220.000). These regulations are revised periodically to incorporate any changes in the requirements. Some required immunizations might be added to or eliminated accordingly. The law and regulations provide for exclusion of Scholars from school if immunizations are not up-to-date, but permit exemptions for medical and religious reasons.

EXCLUSION AND DISMISSAL

The following is a list of criteria used to determine exclusion from school for medical issues. Exclusions of a medical nature are decided by the school nurse based on nursing judgment and assessment and in accordance with The Comprehensive School Health Manual, the Massachusetts Department of Public Health and Massachusetts General Law governing School Health. Scholars are assessed on a case-by-case basis. A Scholar will be excluded for the following conditions:

1. Immunization requirements are not met.
2. Not in compliance with the physical examination policy.
3. Pose a risk to the public health due to a communicable disease.
4. Pose a health risk to themselves or others.
5. Have head lice or nits.





6. Have a fever over 100 degrees Fahrenheit.
English ▼

A Scholar will be dismissed from school for any of the above reasons and:

1. Injuries that occur in school that require medical assessment and intervention.
2. Severe illnesses that may include vomiting and diarrhea.

Any Scholar out of school for five consecutively scheduled school days must have a physician's note to return to school.

ACCIDENT POLICY

Any time a Scholar or teacher is seriously injured in the school building or at a school sponsored function, on or off school property, an accident report must be filed in the office no later than 24 hours after the incident. All questions concerning insurance should be referred to the Operations.

ILLNESSES AND INJURIES

In case of an injury or illness, the school nurse will administer first aid. It is the parent's responsibility to pick up their son/daughter at school and transport him/her to an appropriate facility if medical attention is indicated. IF EMERGENCY MEDICAL SERVICE is summoned, every effort will be made to contact parents. Scholars are not to leave the building for reasons of illness or injury unless dismissed by the nurse or by an administrator. Parents are responsible for providing accurate and up-to-date emergency information. Emergency contact persons must be accessible and able to provide transportation for the scholar.

Scholars who leave school because of illness or injury without following this dismissal procedure will be marked as unexcused from all classes missed.

Parents should not remove Scholars from school for reasons of illness or injury unless the nurse or his/her designee has dismissed the Scholars. No Scholar should appear at the Nurse's Office without a pass from his/her period teacher unless it is an EMERGENCY. Since the Nurse's Office is strictly a "First Aid Station" and not an "Infirmary," any Scholar who is too ill to attend class will be sent home.

HEAD INJURY POLICY

The policy applies to all elementary and middle school Scholars who attend New Heights Charter School of Brockton with a documented head injury that occurred either at or from a school sanctioned activity. This policy provides the procedures and protocols for New Heights School in the management of head injuries within the school setting.

Any Scholar who sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion or loss of consciousness even briefly shall be removed from the activity/situation immediately and may not return to activity for the day. ^

- The Scholar will be assessed by the School Nurse/PE teacher for signs and symptoms of a possible concussion.
- Parents/guardians of the Scholar will be notified that the child has had an injury to the head.



English ▼

- If symptoms of possible concussion are present, the scholar should be referred to the health care provider with a copy of the concussion signs/symptoms checklist to be sent with the scholar.
- The parent/guardian is required to have their child evaluated and cleared by a physician before the scholar returns to school.
- If symptoms are not present upon assessment and observation, the child may return to class, but is to refrain from sports/activities for the day.
- If a scholar with a minor head injury is deemed well enough to return to class, the school nurse will communicate precautions with the appropriate grade level teachers and staff.
- Parents are to receive a copy of signs & symptoms checklist and are to be asked to continue to observe the scholar at home as signs & symptoms may develop later.

Please note: The nurse will notify the Principal of Student Affairs as soon as possible if a serious injury (i.e. hospitalization/M.D. referral involved) occurs. A written accident report shall be completed and signed by the staff member responsible for the Scholars at the time of the incident, and any witnesses present. The report must be submitted to the Head of School within 24 hours of the occurrence.

RETURN TO SCHOOL:

- If concussion has been diagnosed by a healthcare professional, the Scholar will require written medical clearance by a M.D. prior to returning to school.
- Upon return to school, School Nurse is to review medical clearance documentation and assess any physical/academic accommodations recommended by their health care professional.
- If physical and/or academic accommodations are recommended, a 504 meeting is to be scheduled to implement accommodations.
- The School Nurse will notify the Head of School and grade level teachers of the scholar's medical status and recommendations before the scholar returns to class.
- Updated physician follow-up and concussion clearance are to be provided to the school before the Scholar may again participate in physical activity and return to previous academic participation.

EXEMPTION FROM PHYSICAL EDUCATION

Medical excuses are required for those Scholars who cannot participate in physical education classes. A note from the physician with the medical statement, specifying the length and extent of the excused absence must be submitted to the School Nurse. Medical excuses will not be accepted after grades close. Scholars who have a continuing medical excuse from physical education must submit a letter each September to the school nurse.

ASSISTIVE DEVICES

Any Scholar arriving to school with an assistive or immobilizing device: crutches, slings, braces, air casts, wheel chair, etc., should check in with the nurse upon arrival to school, and present documentation from a physician specifying the diagnosis, any activity restrictions, and required accommodations.

COMMUNITY CONNECTIONS AND FAMILY ENGAGEMENT

OUR GOAL IS TO HAVE 100% FAMILY INVOLVEMENT AT ALL NHCSB EVENTS.

Research shows that family involvement promotes scholar success. Scholars with involved parents are more likely to:

Earn higher grades and pass their classes

- Attend school regularly and have better social skills
- Go on to postsecondary education
- Communication increases
- Family, school, and community connections multiply

In an effort to involve families in our school community, NHCSB will provide families with:


- Regular communication through email, text, and call
- Frequently updated website (www.newheightscharterschool.com (<http://www.newheightscharterschool.com>))
- School calendar
- PowerSchool Parent Portal
- Google Classroom access
- Quarterly progress reports and report cards
- Quarterly Parent meetings
- SEPAC Quarterly meetings
- ELPAC Quarterly Meetings
- An active PTO
- Parent Teacher Conferences
- Open House

PARENT COMMUNICATION: COMMUNICATION GUIDELINES

NHCSB faculty and administration encourages parents and community members to communicate with the school regarding important matters. All concerns or issues should be brought forward to the appropriate staff member in a timely manner so the school can be efficiently responsive.

SCHOOL-FAMILY-SCHOLAR COMPACT

As a component of the parental involvement policy, NHCSB will develop a School-ParentScholar compact for all children served under Title I. The compact will outline how parents, the entire school staff, and the Scholars will share the responsibility for improved scholar academic achievement, and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall include:

1. NHCSB is responsible for providing high-quality curriculum and instruction in a supportive and effective learning environment.  English ▼ Scholars served under Title I are expected to meet the state's academic standards. Parents are responsible for supporting your child's learning, such as: monitoring attendance, homework, and television viewing; volunteering in your child's classroom; and participating in decisions relating to your child's education.

2. Communication between teachers and parents on an ongoing basis is essential to the success of your children and our school. NHCSB is committed to providing access to teachers through PowerSchool and Deans List. In addition, parents will be provided the opportunity to attend parent-teacher conferences; Parent Night meetings; receive quarterly academic progress reports and report cards; and the opportunity to volunteer and participate in their child's classroom.

NHCSB FAMILY ENGAGEMENT POLICY

Below you will find a Family Engagement Policy. It is the intention of NHCSB to work with family feedback and support to develop a policy that reflects all of our needs and our commitment to serve the Scholars and families of NHCSB!

The mission of NHCSB is to prepare Scholars for college. Period. In order to serve our families and our Scholars, NHCSB is committed to an open-door policy of communication, creativity, and support. Under this policy NHCSB will commit to the following items:

- NHCSB will involve parents in the joint development of the planning and the process of reviewing a school-wide policy and implementation.
 - NHCSB will provide the coordination, technical assistance, and other support necessary to support the planning and implementation of effective parent involvement activities to improve Scholar academic achievement and school performance.
 - NHCSB will build the parents' capacity for strong parental involvement
 - NHCSB will coordinate and integrate parental involvement strategies
 - NHCSB will twice annually survey Guardians on the content and effectiveness of the parental involvement policy in improving the academic quality of the school. The survey results will be used to identify obstacles in order to foster greater participation by parents in Title I activities as well as design strategies for more effective parental/caregiver involvement that may lead to the revision of the family involvement policies if necessary.
 - NHCSB will involve parents in the development of a parent involvement policy that will be completed in partnership with the PTO.
 - Each fall, NHCSB will hold an annual meeting to which all parents shall be invited and encouraged to attend. The purpose of this meeting is to inform parents of NHCSB's participation in Title I and to explain the requirements and the right of parents to be involved. Transportation, childcare, or home visits will be available to help support family involvement.
 - NHCSB will provide timely information about programs under Title I, Part A



- English ▾
 - NHCSB will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure scholar progress, and the proficiency levels students are expected to meet.
 - NHCSB will provide Quarterly meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of children, and respond to any suggestions as soon as practicably possible.

FAMILY/CAREGIVER'S RIGHT-TO-KNOW

All NHCSB families have the right to request (and NHCSB will provide in a timely manner) information regarding the professional qualifications of their child's classroom teachers, including, at a minimum, the following:

- * Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- * Whether the teacher is teaching under emergency or other provision status through which state qualification or licensing criteria have been waived.
- * The degree major of the teacher and any other graduate certification or degree held by the teacher, including the field of discipline of the certification or degree.
- * Whether the child is provided services by paraprofessionals and, if so, their qualifications.

NHCSB will provide to each individual family:

- * Information the child's level of achievement in each of the state academic assessments as required under Title I.
- * Timely notice that the child has been taught for four or more consecutive weeks by a teacher who does not meet highly qualified requirements.

ATTENDANCE AT MASSASOIT COMMUNITY COLLEGE COURSES DUAL-ENROLLMENT AND EARLY COLLEGE

All Early College Scholars taking college courses at Massasoit Community College must adhere to the course specific attendance and lateness policies as detailed on the course syllabus. Under these policies:

- Any scholar that is tardy to school after the Massasoit bus departure will not attend college classes for that day. The scholar must remain on the NHCSB campus and is not permitted to drive or be dropped off at the Massasoit campus.
- Three unexcused absences will require a mandatory meeting with NHCSB Academic Counselor and a parent/guardian; possibly resulting in an immediate withdrawal from all college courses, as determined by NHCSB Early College Administration.
- If a scholar is tardy to 3 classes in a quarter, they will receive a Dean Detention. Any scholar that does not fulfill his/her detention requirements will be subject to further disciplinary action. Detentions can only be rescheduled with permission from The Dean of Scholars or administration. ^
- Three tardies will be equal to one unexcused absence, and
- Being tardy nine times may result in an immediate withdrawal from the course(s), as determined by NHCSB Early College Administration.



English ▼
• It is the scholar's responsibility to contact all professors and program staff, if they are going to miss their college class.

• Dismissal from any college class is highly discouraged.

- In the event that a scholar must be dismissed while taking classes at the Massasoit Campus, the parent/guardian must first contact the NHCSB Main St. Main Desk. NHCSB staff will notify appropriate staff and provide dismissal instructions. NHCSB staff will verify photo identification of any persons dismissing Scholars. NHCSB staff reserves the right to deny dismissal without the proper photo identification.

MCC College Courses: Open food or beverage containers are subject to policies outlined in the instructor's syllabus. All trash and food spills are the responsibility of the Scholars to clean. Any scholar leaving a mess or trash in an MCC classroom is subject to NHCSB consequences.

HALLWAY ROUTINES AND EXPECTATIONS

Scholars will have three minutes to transition to their classes. Scholars are expected to arrive on time, or scholars will receive a tardy. Scholars cannot leave the classroom without permission.


General Hallway Rules:

- Scholars must have the *appropriate* pass before leaving a classroom
- Scholars are expected to exercise care and mindfulness when passing through the corridors by walking at all times, ensuring proper social space between each other, and demonstrating courtesy
- Food is not allowed to be visible in the hallway and may be confiscated if observed by staff
- Scholars are allowed to have their cell phones out during transitions, but they are not to be taking pictures, snapping, or anything else that could cause a traffic jam, commotion, or delay their on time attendance to class.

DRESS CODE

New Heights Charter School requires all Scholars to be in compliance with the dress code policies while on NHCSB and Massasoit campuses. Dress code is checked upon entry to the school. Scholars who arrive out of dress code will be given a consequence as determined by the Dean of Scholars. Scholars who are in violation of the dress code will be subject to calling home in order to obtain appropriate clothing or can be restricted from attending Massasoit Community College classes. During the school day, 7:40-2:30, Scholars are expected to adhere to the following dress code:

Dress Code Policies				
	Tops	Bottoms	Shoes	Accessories

 English ▼ Acceptable	– T-shirts (long sleeve or short sleeve)– Sweatshirts and Hoodies (hoods should never be worn on the head)– Tank Tops (straps must be at least 2 inches wide)	– Jeans* and Khakis – Shorts (knee length or longer)– Dresses or Skirts (knee length or longer)– Leggings made from Jean material / Jeggings – Gym/Athletic Shorts – Sweatpants	– Sneakers of any color– Flats/Heels (must have a back)– Boots/Tims	– Earrings – Necklaces – Head Wraps or Headbands of any color– Watches – Hair Accessories of any color
Unacceptable	– Transparent clothing – T-shirts with inappropriate words or suggestive words or images** – Low cut tops – Spaghetti strap tank tops – Crop tops – Backless, keyhole, halter tops – Any clothing item that is determined as too revealing or inappropriate by NHCSB Staff	– Ripped Pants or Jeans where skin is viable– Leggings/Tights as pants of any color or style– Pajamas – Shorts and Skirts of inappropriate length – Any clothing item that is determined as too revealing or inappropriate by NHCSB Staff	– Open-Toed shoes (strapless sandals, slides, flip flops, Birkenstocks)– Slippers	– Hats – Sleep/Shower caps/Bonnets – Bandanas of any color– Brushes – Hair picks – Sunglasses

*Distressed or Ripped Jeans can be worn with leggings or spandex underneath (no visible skin showing).

**Scholars are prohibited from wearing or displaying the following: Clothing which has language or designs which are explicitly violent, obscene, sexually suggestive or offensive to individuals or groups or that advertise alcohol or illegal materials; memorial t-shirts; Clothing, pins, insignias, colors, or emblems that identify them as a member of a gang.

GRADE POINT AVERAGE, RANK, AND CLASSIFICATION

- All college level courses taken for dual credit are included in the GPA for NHCSB Scholars as part of their weighted GPA. All college credit bearing courses are weighted on a 5.0 GPA scale.
- Your satisfactory academic progress is defined as passing all classes with a C- or better. If a scholar receives less than a C-, s/he may be required to repeat those courses and pass with a C- or better before they will be able to register for additional courses the following semester.
- Scholars who receive an Incomplete (I) in any of their courses will need to complete the course prior to the end of the following semester. If the course is not completed, you will receive an F for the course. ⚠
- All college-credit bearing courses are recorded on the high school transcript as a 1.0 credit for a semester of coursework (i.e. ENGL101). All college support labs (i.e. Comp 101 Lab or Math Lab) are not recorded on the high school transcript.



- At the end of each semester, scholars will be evaluated to determine continued eligibility of enrollment in the Early College program. Failure to meet the academic, behavior, and attendance requirements of the program may result in Scholars being placed on a scholar Success Agreement or being removed from the Early College program. Scholars who do not meet the responsibilities of the scholar Success Agreement may be removed from the Early College Program.

MCC WITHDRAWAL/DROP POLICY

Scholars who do not pass all classes are expected to retake all failed classes in summer school to remain current with credit requirements for both the high school diploma and associate degree from Massasoit Community College. Scholars who do not make up all the credits necessary to remain on track for graduation from high school as well as Massasoit Community College will be required to withdraw from Early College and enroll in the NHCSB Dual-Enrollment Pathway.

Considerations before withdrawing or dropping a course:

Schedule changes or drops/withdrawals are **not allowed** because a scholar requests a different teacher or the class is too difficult. When these difficulties are encountered and a schedule change is requested a Dean will ask scholar a series of questions:

1. Have you met with the professor to discuss your concerns or how you can succeed?
2. Have you attended every class?
3. Have you attempted every assignment?
4. Have you attended Supplemental Instruction (SI) or tutoring sessions, if provided?
5. Have you visited the Massasoit Academic Resource Center (i.e. Writing and Math Center)?
6. Have you tried to utilize a high school teacher for tutorial assistance?

If, because of extenuating circumstances, a scholar is permitted to drop a class, that scholar will lose credit toward receiving his or her Associates Degree. A conference with the Academic Counselor will be appointed to ensure academic success. A NHCSB course or directed study will be assigned for the scholar for the remainder of the semester.

MCC PROGRAM OF STUDY

Scholars take college courses in the Fall and Spring Semesters towards completion of the Liberal Arts Transfer Program at Massasoit Community College. According to Massasoit Community College, the Associate of Arts Degree is awarded to Scholars who complete this program. The minimum distribution requirements for this degree are at least 14 credits in mathematics and science, 12 credits in social science, and 15 credits in the humanities with a total of 62 credits being necessary for graduation. These courses are planned, approved, and funded by the NHCSB Early College Program. Scholars must enroll in the courses each semester as planned by the NHCSB Early College Program.

ADDITIONAL COLLEGE COURSES



If Scholars wish to complete any additional college courses, they **must** receive approval from the NHCSB Academic Counselor to ensure that these courses do not conflict with their current course pathway. NHCSB will not fund any additional college courses for Scholars, including online, summer, and winter intersession courses, unless expressly approved by the Executive Director and the Director of Early College and Post Secondary-Partnerships.

ACADEMIC HONESTY POLICY

NHCSB Scholars enrolled in college courses follow the Massasoit Community College's Academic Honesty Policy. The policy states:

In accepting admission to Massasoit Community College, Scholars also accept the responsibility for maintaining high standards of academic integrity and scholarly practice. Plagiarism – using another person's words or ideas without acknowledgement – is strictly forbidden. This means that dependence on the ideas or language of others in a scholar's oral, written, technical and artistic work must be properly acknowledged and documented [for example:] Giving or receiving information, looking on someone else's work, or allowing someone else to see one's work.] Information on documentation is contained in most writing handbooks and is generally covered by an instructor in one of a scholar's composition courses.

Academic dishonesty also includes but is not limited to a scholar's giving or receiving aid during examinations or in completing laboratory assignments, computer programs, or other work assigned in courses, unless given explicit permission by the instructor.

It is the responsibility of the individual instructor to enforce this policy. If an infraction should occur, the instructor may take action which reflects the seriousness of the infraction, and could range from an informal verbal warning to, but not beyond, the issuance of a grade of F for the course.

In addition to action taken relative to the specific course, the course instructor may bring any matter related to academic honesty to the Assistant/Associate Dean, who may bring the matter to the Vice President of Faculty and Instruction for consideration of further disciplinary action.

The scholar's right to due process is guaranteed in any disciplinary action involving faculty members and the administration. If a scholar has a complaint or a grievance he/she should contact the Dean of scholar Services. The scholar Grievance Procedure is contained in the scholar Handbook which is available in the scholar Life Office and the Office of the Assistant Dean of scholar Services. The procedure outlines the necessary steps a scholar must follow to file a grievance ([massasoit.edu/academic-policy](https://www.massasoit.edu/academic-policy)).

NHCSB Scholars taking college courses will adhere to the Academic Honesty policies as stated on the Massasoit website: <https://www.massasoit.edu/academics/policies/academic-honesty/index>
(<https://www.massasoit.edu/academics/policies/academic-honesty/index>) .



Incidents of Academic Dishonesty and Plagiarism include: **copying another's work, unauthorized use of computer programs; and, Scholars giving or receiving aid during examinations or in completing assignments, or other work assigned in courses, unless given explicit permission by the instructor.** Scholars found in violation of the

Academic Honesty policies are subject to:



1. A hearing with NHCS/MCC Administration, Professor, and scholar(s) to discuss the severity of the incident.
2. A consequence as determined based on the severity of the incident.
3. Due process by filing a grievance through the Massasoit Community College scholar Grievance procedure.

FINANCIAL AID AND COLLEGE ADMISSION DISCLOSURE

NHCSB Early College is a school where Scholars take college courses to satisfy high school requirements. Because they are enrolled in college courses, Scholars are considered college Scholars, and are generating a college transcript.

It is important for Scholars and parents to understand that, even though Scholars at the school are not currently in a college, their college transcript is being generated NOW (while at NHCSB). College transcripts are used to determine college admission and financial aid eligibility LATER.

Scholars planning to continue their education must understand that in order to qualify for financial aid, **all classes need to be completed and successfully passed**. Therefore, once a scholar begins taking college courses in college, Scholars need to maintain satisfactory academic progress (SAP).

It is critical that Scholars and parents understand that starting your college career as a high school scholar is a commitment with long-term consequences if not successfully completed. Failing and/or withdrawing from college courses can negatively affect college admission and/or financial aid eligibility in the future if the scholar does not complete designated course work.

DISABILITY SERVICES AT MASSASOIT COMMUNITY COLLEGE

Massasoit may provide services and accommodations to eligible Early College Scholars with disabilities consistent with Massasoit's policies and procedures. Scholars with disabilities who believe that they may need accommodations in the classroom are encouraged to contact a Disability Services Counselor at 508-588-9100 as soon as possible, in order to ensure that such accommodations are implemented in a timely fashion.

CONDUCT EXPECTATIONS

All participating Scholars will be subject to the policies and procedures of the College and the Early College Pathway, including but not limited to, the Scholar Code of Conduct, Sexual Harassment Policy, and Policy on Affirmative Equal Opportunity & Diversity.

MCC has a scholar Handbook that includes the scholar Code of Conduct that must be followed. It covers conduct violations, such as cheating, plagiarizing, alcohol and drug use, and disruptive conduct and can be found on the Massasoit Community College website. Scholars must make themselves familiar with these codes of conduct.



In addition, as an Early College high school program, we hold our Scholars to a higher standard of behavior.



English ▼

Therefore, we expect Scholars to demonstrate commitment to maintain their standing by:

- Respect others and their property.
- Scholars conversations should be held at appropriate levels and contain school appropriate language at all times.
- Personal electronic devices should not be seen or heard at any point during a class unless an instructor, teacher, or professor has you using the device for instruction.
- Ear-buds/headphones should not be worn in class or anytime adults and others may be talking to you or the class.
- All communication, written, verbal, or otherwise, with high school or college faculty and staff is to be respectful at all times.
- Voice levels in hallways should be kept to a minimum.
- Abiding by the Massasoit Community College scholar handbook
- Contacting your professors and NHCSB staff if you are going to miss class.
- Loitering in hallways, blocking sidewalks, and blocking stairwells are not permitted.
- If a faculty or staff member of any kind has to ask you or warn you about your behavior in any way, the behavior has already reached an unacceptable level.
- Consequences may be incurred with or without warning. Faculty and staff are not expected to warn you. NHCSB Scholars should be monitoring themselves and responsibly performing at expected levels.
- College or high school instructors/teachers/professors may confiscate your phone or other electronic device if it is visible (in use or not) during class.

Disciplinary consequences may be incurred based on NHCSB handbooks, policies, and codes of conduct.

SCHOOL JURISDICTION

Jurisdiction and responsibility extends over the entire school building, grounds, and school-sponsored events including but not limited to athletic events and field trips. Scholars who fail to divulge their names to a teacher, give a false name or refuse a reasonable request by a school official will be considered insubordinate and may receive disciplinary action up to and including suspension.

TEXTBOOK, TECHNOLOGY, AND OTHER RESOURCES

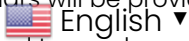
Textbooks, chromebooks, calculators, and other course resources will be provided to Scholars for their college classes. A scholar is expected to maintain all textbooks and other course resources in the same condition in which they were issued to the scholar. Any damage or loss incurred to resources while issued to the scholar will result in fines that are expected to be paid by the scholar and/or parent/guardian of the scholar.



Scholars that have outstanding fines from the prior semester will not be issued textbooks or other resources until the fines and/or fees associated with the scholar account are cleared via payment or payment plan arrangements.

Textbook Provisions

Scholars will be provided with new or used textbooks or other required course resources by NHCSB. Scholars are allowed to purchase textbooks for their own use, which are not subject to textbook damage policies.



Scholars will be expected to return all NHCSB issued textbooks, including those for one-semester college courses, on or before the last class meeting date. Materials returned with damage not noted on a Textbook Condition Report will result in the scholar being fined for the damages. Textbooks or materials not returned, or deemed to be damaged/unusable, will result in Scholars being charged the replacement cost. Fines and charges for damages will be determined by NHCSB staff, whose decisions are final.

Chromebook/Laptop Provisions

NHCSB will issue a Chromebook and Chromebook sleeve for every scholar at the start of the academic year.

Scholars will **not** be allowed to use personal Chromebooks, tablets, laptops, or other electronic devices in lieu of the school issued chromebook. Scholars must use their NHCSB Chromebook in order to adequately access all electronic curriculum and activities. **NHCSB Chromebooks are valuable equipment and a privilege; a staff member has the right to confiscate a Chromebook at any time, at Massasoit or at any NHCSB campuses, should misuse occur.**

Scholars will be charged for all damages and repairs incurred while the Chromebooks are in their care.

It is critical that a scholar reports a need or concern regarding their Chromebook to NHCSB staff as soon as possible. If a scholar thinks their laptop might have been stolen it is imperative that they report the missing laptop to a NHCSB staff member within two days. Scholars who miss the two day deadline will be responsible for the full cost of the replacement laptop.

Chromebooks will be audited at the end of each semester to assess their condition and provide any additional updates or IT support.

SCHOOL REFERRAL

When a New Heights scholar is identified as a scholar who is struggling academically and/or socially-emotionally/behaviorally, the scholar's teacher(s) will submit a Red Flag Referral for that scholar. This Red Flag will be brought to the attention of the Director of scholar Services and the Response to Intervention (RTI) Team. The RTI Team is composed of the Director of Student Services, the Dean of Curriculum and Instruction, the Dean of Special Education, and the Head of Counseling. The RTI team will review all relevant data for all Scholars who are Red Flagged in order to determine whether or not that scholar is an appropriate candidate for RTI. If the scholar's difficulties are impacting their school performance in more than one subject area and that scholar meets the RTI Entry Criteria, that scholar will then be referred for Response to Intervention (RTI). Through the RTI process, individualized targeted interventions will be implemented and scholar progress will be monitored in the scholar's scholar Intervention Plan (SIP). The SIP will be altered as necessary, according to scholar response to intervention. If the scholar works through all three tiers of intervention and is still struggling either academically or behaviorally, the Grade Level Team will notify the RTI Team and that scholar will then be referred for an evaluation to determine possible eligibility for Special Education services under IDEA.

Once a determination to evaluate is made, assessments are chosen that are valid, administered and interpreted by trained individuals, free from cultural biases, tailored to specific areas of need and all other elements as specified by the Department of Early and Secondary Education. When interpreting data and making decisions, the Team uses

information from a variety of sources, ensures that information obtained from these sources is considered, ensures placement in the Least Restrictive Environment (LRE), and includes information related to enabling the scholar to be involved in progress in the general curriculum.



English ▼

FAMILY-SCHOOL COMPACT

New Heights Charter School 2021-2022

When you joined New Heights Charter School of Brockton, you joined a team. The school and the families of all scholars agree that this compact outlines how families, the entire school staff, and scholars will share the responsibility for improved scholar academic achievement and the means by which the school and families will build and develop a partnership that will help children achieve the State's high standards.

School Commitment

HIGH QUALITY EDUCATION

1. We will work tirelessly to ensure that our Scholars get the excellent education they deserve. We will neither make nor accept excuses.
2. We will assign quality classwork and homework on a daily basis to reinforce and support skills and concepts learned in class.
3. We will ensure that all teachers are certified in the subject-matter and work toward highly-qualified status.
4. We will support Scholars with excellent teaching and additional help during the school day and after/before school as needed.
5. We will always work to provide a safe learning environment. We will always work to protect the safety, dignity and rights of all individuals.

COLLEGE PREPAREDNESS

6. While enrolled in classes at New Heights, all scholars will receive high-quality and appropriate academic advising, monitoring, mentoring, and coaching to ensure academic and personal success.

RESPECT and FAIRNESS

7. We will encourage and respect every scholar. We will listen to Scholars and their needs. We will not tolerate Scholars disrespecting each other.
8. We will teach and enforce the core values of New Heights consistently and fairly. We will communicate with families when Scholars fail to meet expectations just as when they exceed expectations. Decisions, including consequences, will be made in the best interest of our Scholars.

COMMUNICATION

9. We will communicate regularly with families about their child's progress and make ourselves available in person and on the phone.



10. We will return phone calls and emails as soon as possible, usually within 24 hours.



English ▼

Family Commitment

ATTENDANCE and PROMOTION

1. I will ensure that my child comes to school on time and prepared to begin the day's activities.
2. I will not schedule family vacations during school time. I will do my best to schedule important appointments for out of school time.
3. I will make alternative transportation plans if my child is required to stay at school until 5:00pm (Monday-Thursday).
4. I understand that my child will be automatically retained if he/she fails 2 or more core academic classes, or is absent for more than 20 days of the school year. If my child fails 1-2 classes, he/she must successfully complete a summer program in order to be promoted.

HOMEWORK and ACADEMIC SUPPORT

5. I will provide a place to study and see that my scholar completes his/her schoolwork regularly.
6. I will contact my child's teacher and/or school counselor when my child requires additional academic support.

COLLEGE PREPAREDNESS

7. I will work to create and continue a partnership with New Heights to focus on the common goal of attaining college success for my child(ren).

BEHAVIOR and DRESS CODE

8. I understand that my child may serve a detention and/or Friday extension if he/she receives DeansList referral.
9. I understand that the school follows a strict bullying prevention and intervention plan and if my child violates that plan they will face consequences stated in that plan.
10. If my scholar serves an out-of-school suspension, I will come to school to discuss an appropriate reentry plan.
11. I will send my child in the proper dress code every day. If my child arrives out of uniform, he/she will receive detention.

FAMILY SUPPORT and COMMUNICATION


12. I agree to work as part of a team for the academic success & behavioral growth of my child. I will return phone calls, review & sign documentation sent home including progress reports & merit Reports. I will attend parent-teacher conferences and meetings about my child.

Scholar Commitment

EFFORT and HELP

1. I understand that my education is paramount. Being a scholar is my job. I will always work, think and behave in the best way I know how.



2. I will do whatever it takes for my fellow Scholars and me to learn. I will work to exceed the school's expectations.  English ▼
3. If I need help, I will ask for it. If I can give help, I will give it. I won't criticize other Scholars.

COLLEGE PREPAREDNESS

4. While enrolled in classes at New Heights, I will work to ensure academic and personal success in order to best prepare me for college.

ATTENDANCE and UNIFORM

5. I will come to school and ready to learn by 7:45am.
6. If I need to miss class or school, I will ask for and make up all assignments. I will stay after school if/when I am required to do so.
7. I will wear the proper uniform everyday and remain in uniform throughout the day.

COMMUNICATION

8. I will listen to directions. I will read and re-read directions before asking for help. If I cannot solve the problem myself, I will raise my hand and ask for help. I will help my classmates if they need help. I will not make excuses. I will be honest with my teachers and myself.

RESPONSIBILITY and HONESTY

9. If I make a mistake, I will tell the truth and accept responsibility for my actions. I will do the right thing, even when no one is watching.
10. I will respect my teachers, my peers and myself. I will refrain from all disrespectful behavior.
11. I understand our core values and will embody them every day. I will follow the school rules to protect the safety and rights of all individuals and not detract from the educational opportunities of others. I'll accept the consequences if I don't meet academic and behavioral expectations.

Please review this School-Family Compact with your child.

New Heights Charter School, the Scholars, and their families agree that this compact outlines how the school staff, families and Scholars will share the responsibility for scholar academic achievement. It describes how the school and families will build and develop a partnership that will help children achieve the state's high standards and college readiness.



